

**Minutes of the Education Master Plan Committee Meeting  
April 23, 2015  
Roberta Tragarz, Co-Chair**

**Attendance:** Anne Hauscarriague; Leah Freidenrich, Lynda Armbruster, Melinda Womack, Rudy Tjiptahadi, student representative, Franklin Heng

Santiago Canyon College  
**Mission Statement**

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, act, communicate and think critically. We are committed to maintaining standards of excellence and providing an accessible, a transferable, and an engaging education to a diverse community.

AGENDA ITEM	DISCUSSION	TASKS/FOLLOW-UP
1. Approval of Minutes of March 26, 2015	Tabled, meeting did not have a quorum	Moved: Lynda Seconded: Leah
2. College Council Report	Melinda Womack/College Council: <ul style="list-style-type: none"> <li>Melinda presented a brief synopsis of our discussions with Psychology, Earth Sciences, and Communication</li> </ul>	.
3. APR Panel Discussion: A. Communication/ Melinda Womack B. Women's Studies/Georgia Summers C. History/ Scott Howell	<p style="text-align: center;">Overview of Program followed by Questions</p> <p><b><u>Communication/Melinda Womack:</u></b></p> <p>Positive:</p> <ul style="list-style-type: none"> <li>There is great demand because a communication course is required to meet the "Golden 4" general education courses required by CSU.</li> <li>The pass rate standard set for our courses is 63%; our pass rate is between 76-79%</li> <li>The Forensics Program was ended during the budget crisis; the Program is coming back under the leadership of Jared Kubicka-Miller and Mat Voeltz, an adjunct faculty member.</li> <li>Every December, the Communication Department hosts an event for St. Baldrick's, a non-religious fundraiser for cancer</li> <li>The Department is offering hybrid courses, which flip the classroom; instruction online with class time reserved for activities</li> </ul> <p>Negative:</p> <ul style="list-style-type: none"> <li>Staff disruption caused by medical issues has caused a delay in the Department's plan</li> </ul>	

## QUESTIONS:

1. *Rudy Tjiptahadi/Part II: Program Goals and Objective:* Expanding Sigma Chi Eta is the department's #1 goal. Can you please tell us more about Sigma Chi Eta and explain its significance to you program?

**REPLY:** This goal is on hold for now. Sigma Chi Eta is a National Two-Year College Communication Honor Society which focuses on academics, civic awareness, and community service to build leadership and community responsibility skills. The community is a working lab for course content. Students who complete a number of units pre-membership build community within the major.

2. *Rudy Tjiptahadi/Part X: Planning Agenda:* You mentioned that the time spent on SLOs, DPP, Program Review, etc., is onerous and its values to the department is questionable. Are these activities completely separate from what the department has to do to assess its students and its programs? Don't they provide structure and better opportunity to document what the department is already doing?

## REPLY:

- The Department understands the importance of planning
  - Unfortunately, at the time that comment was made, it was a cumbersome process to attract data to a par score.
  - There is a different department attitude today.
3. *Anne Hauscarriague/Part IV: Course Student Learning Outcomes Assessment:* The department uses a rotation among instructors to do SLO assessment (e.g., one assesses his courses in Fall 2013, then another does his in Fall 2014). With this method, is there a danger that some courses may not get assessed every year as required by the SCC Standard of SLO Assessment Practice? How does the department insure that every course offered is assessed and an SLO report is submitted every year?

## REPLY:

- Fall 2009 to Spring 2012, every course was assessed.

- Managed data
- Can be flexible on schedule to make sure there are no gaps

### **Women's Studies/Georgia Summers:**

- Offering introductory class only; interdisciplinary with history and psychology
- High retention, upper 80%
- Passing rate is 60%
- Male faculty teaching Women's Studies
- Average class size is 40 students and that is expected to increase as 4 year institutions require a diversity course
- Women's Studies may be moving to the Sociology Department
- Women's Studies 102 focuses on employment for women
- 15-18% of the students enrolled in a Women's Studies course are male

### **QUESTIONS:**

1. *Rudy Tjiptahadi/Part V: Program Student Learning Outcomes Assessment: How do "... essay questions probing student satisfaction and evaluation with course content, presentation and value ..." measure the program SLOs which deal in gender inequality and major concepts in the study of women and their issues?*

### **REPLY:**

- Checks what the instructor is conveying to students—does it have value?
2. *Franklin Heng/Part VI: Curriculum and Program Management: With 116% of students being male, have you considered changing the course title to increase our male student population? How are you progressing with your goal of realigning Women's Studies with the Sociology Department? (Possible future course title could be Sociology of Sex and Gender.)*

### **REPLY:**

- We are still exploring the possibility of moving to the Sociology Department.
- We are reluctant to give up Women Studies given what is going

on in the world of women's rights.

- We have to bear in mind what transfer institutions will accept.

## **History**

- History offers 34 sections with approximately 45 students enrolled
- History has a good range of courses
- History courses are required as general education
- Focus is on teaching skills not just course content
- History is offering 8 sections online
- Model United Nations is in the History Department

## **QUESTIONS:**

1. *Rudy Tjiptahadi/Part V: Course Student Learning Outcomes Assessment:* It seems like the department is having some difficulty in making sure that different instructors evaluate the SLO assessments at similar levels. Should there be a more standardized or a common assessment instrument? Should there be a norming session so that all instructors use the rubric in the same way and at the same grading level?

**REPLY:** The instructor level of SLOs addresses critical thinking, writing, and political awareness, and includes:

- A 2-page essay
- A rubric
- It has been challenging to find a time to schedule a meeting for adjunct and full-time to discuss SLOs

2. *Lynda Armbruster/Pat III: Student Achievement Data Analysis:* Do you think you could improve the 61% success rate slightly without impacting the retention rates? Do you think they relate to each other in some way?

**REPLY:** Retention and success are in concert.

A grading scale of 1-4 or A-F can aggregate and can have a variety of scores.

	<p><b><u>FACULTY COMMENTS ABOUT THE PROGRAM REVIEW PROCESS:</u></b></p> <ul style="list-style-type: none"> <li>• The process is insulting, government intrusion. SLO process can be punitive</li> <li>• Process of Program review essential for planning and allocation</li> <li>• Helps us establish who we are and take a look – defines needs over wants</li> <li>• Paperwork is overwhelming</li> <li>• Chance to interact with other instructors is a positive</li> <li>• Reporting EMPC update to College Council is an opportunity to advocate</li> <li>• Brings to life dead documents</li> </ul>	
A. Spring 2015 meetings	<p>May 14 May 28</p>	
<b>Next meeting</b>	<p>Meeting was adjourned at 4:15 p.m.</p> <p>Thursday, May 14, 3:00– 4:30 p.m., H-234</p>	