

Santiago Canyon College
Education Master Planning Committee
Minutes from Meeting on September 24, 2020

Attendance:

Aaron Voelcker, Elizabeth Arteaga, Matthew Cotter, Cale Crammer, Erika Gutierrez, Nick Ho, Haydeh Kaveh, Jocelyn Montiel, Elaine Pham, Melissa Shirah, Barbara Sproat, Roberta Tragarz.
Jessica Gilbert (minutes)

CC: Umaimah Memon, Martin Stringer

Absent: None

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, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

AGENDA ITEM	DISCUSSION	TASKS/FOLLOW UP
1. Welcome		
2. Program Review Conversations:	<p>Each department was preliminarily asked to answer the following four questions in their department review:</p> <ol style="list-style-type: none"> 1) What is the long-term vision for your program? 2) Expand on any challenges your program is facing 3) What is the single biggest success of your program? 4) What do you need from the institution to help your program flourish? <p>Presenters are: 3:00 to 3:15 – Scott Howell and Rachel Petrocelli (History) 3:15 to 3:30 – Marcelo Pimentel (Philosophy) 3:30 to 3:45 – Lisa Camarco and Ian Woodhead (Kinesiology)</p> <p>Scott Howell and Rachel Petrocelli, History Overview:</p> <p>What's Working?</p> <ul style="list-style-type: none"> • significant number of new specialty courses. • lots of expansion 	

- core courses are US and World Civ.
- expanding to African American History, African History, Middle East, Global Studies.
 - Middle East and African American were approved last year.
 - Offered African History for the first time
 - will cycle through to offer Middle East in spring.
 -
- created a certificate in Global Studies
- Students can take regional courses in a certain order or frequency.
- will add another regional course: History of Race, Ethnicity, and Immigration.

What's Challenging?

- how to get students into these “expansion” versus registering for the most commonly offered class and lowest section numbered courses like 100 or 101.
- They have been tied into a learning community. We plan on taking them out of LCs which will be better than having to take all three classes in the LC.
- Will number these lower which may help. Race, Ethnicity and Immigration would be History 105 to make it the lowest number possible. I want to make them class one, two and three.
- Students misinterpret higher numbered courses, thinking they are higher levels.
- relying on administration to not apply efficiency expectations to these courses
- we generally have substantial enrollment in our classes with 45 students and 31 sections. We carry our load as far as efficiency. This will help make up for specialty courses so that we can build the program.
- Fall 2020 enrollment was a bit weak, we cancelled a couple of classes but we added one through late start so we probably evened out.

What's the Long-Term Vision?

- Our broader specialized classes.
- Distance Learning: we have been doing that for a long time so we moved really seamlessly into this recent situation.
- History is well suited to online learning.

- We don't have to agonize over loss of facial contact. It helps maintain the FTES.
- Honors is the only class that does not have a DEA.
- We are making sure every single course could be offered online if it is suited.
- in the process of diversifying curriculum so that we have the rounded offerings that most community colleges have. It will build slowly but that will put us in a position of more robustness in terms of what students can take both as History majors and for GE requirements.

Marcelo Pimentel, Philosophy Overview:

- we teach about 17 courses a semester and we have 8 different offerings which we rotate
- Intro to Philosophy and Critical Thinking are the standards. Logic, Ethics, Philosophy of Religion and Social and Political Philosophy are rotated
- three full-time department members and two part-time. Only one adjunct is teaching a class.
- challenges we face are dwindling enrollment.
- We have a Philosophy society. We thought about bringing it back through zoom but we haven't found any students who are willing to work it out. For years that's been a part of our program that has been really nice, to gather with students every two weeks to engage in philosophical discourse.

Is retirement going to have a big effect on your department?

- Doug Deaver is retiring which leaves two full-time faculty
- we may reduce our offerings even more and not sustain all those classes because of low enrollment.
- We are thinking about paring back by offering the two additional offerings to the two part-timers that we have currently.

Enrollment is dwindling. Prior to COVID it appears as though enrollment was pretty consistent with the exception of a small dip in 2017-18. Had you noticed a small let-up prior to COVID or has COVID exacerbated a developing trend or is that an anomaly and you are very confident enrollment numbers are strong and consistent?

- It's a difficult question to answer. There are so many data points to look at.
- some people claim that nationally enrollment is diminishing.

- we should distinguish online instruction from the brick and mortar and what we did see prior to COVID and still see is there is a strong demand for 110 Critical Thinking and especially Intro to Philosophy online.
- For the spring semester we need to consider offering a few more fully online courses.

Have you seen a difference when it comes to fully online instruction as contrasted to the synchronous remote?

- We haven't really done an analysis of that. We would like to look at outcomes.
- At the end of the semester we can do a comparison of pre and during COVID and then across modalities to see if there has been an impact in grade distributions

Has success been impacted?

- EW grades for students in the spring semester made things more challenging as they could drop all the way up until the end of the semester. We don't know how they were performing and ultimately what led to their withdrawal.

Was it COVID related or were there students already struggling or in jeopardy?

- As soon as we have that information we will share that with the college community.
- Given the different views in our department and difficulty of trying to conceive of teaching Philosophy fully online because of the difficulty of the subject matter and because of the lack of being able to use the Socratic method synchronously when you are fully online. I think the success was taking Philosophy fully online. We now have three courses that we offer fully online. We started with Logic as that makes the most sense. It's very linear, black or white deductive type of reasoning. Even then the lack of being in the classroom, having synchronous Socratic dialogue is painful but given the demand, we thought we should step up and meet the student demand.
- We think it was better to have Philosophy fully online than not having it at all. We have now put the Distance Education addendum on all of our classes and are now planning to take two more classes online, Ethics and Philosophy of Religion.

What do you need from the institution?

- transitioning to taking courses fully online

Lisa Camarco and Ian Woodhead, Kinesiology Overview:

- We are a small but mighty department.
- four full-time faculty.
- If you look at our academic offerings we are exceeding the college completion rates by almost 15%.
- We are pushing a 90% retention rate.
- We are really proud of the fact that we are now offering both Nutrition and Kinesiology as degree programs.
- In looking at the value of our offerings, when you look at the fastest growing occupations in California, four out of the ten fastest growing occupations are directly related to the programs that we offer.
- Kinesiology is one of the top requested majors in the state which further accentuates the need to continue to grow our program and continue to grow our offerings, allowing our students to transfer with that degree.
- Our student learning outcomes and our programs SLOs every semester and for every course are exceeding expectations
- we continue to change our courses to make them relevant, make them exciting, make them something really useful for the students every semester. We still talk about what we can continue to do to change them and have them grow with the student and with the times.
- Looking specifically at Athletics, a big part of our department's offerings, we are very proud of the fact that we have over a 90% transfer rate to four-year universities from our student athletes.
- the student athlete population that we serve are under-represented, high risk, low socioeconomic, first generation, making up the most ethnically diverse population on our campus and so when you look at what we are accomplishing and the students we are accomplishing it with, it's certainly a huge step to bridging that gap when we talk about equity,
- when we talk about inclusion of our under-represented students and that is mission of the college, we are proud of the way we are able to specifically serve that population of students.
- We are ahead of the curve in terms of Guided Pathways The 302CA is part of what we have been doing under the guidance of Counseling since Lisa Camarco has been around where we set education plans for our student athletes. Those are consistently and constantly being updated so we are excited to see the rest of the campus do that because we see

that a lot of our other students are going to be able to have the same success that our student athletes have had

- Our priority over the next few years is to expand class offerings which is going to be difficult
- We want to expand our class offerings,
- expand athletic offerings,
- replace or reinstate athletic programs that have been cut.
- We need to be able to hire adequate support staff and generally have a commitment from the college to athletics.
- not just grow but to take care of what we have before we can grow.
- When you compare our athletic department to all of the other schools that we compete against, like the Orange Empire Conference or the state as a whole, every other school has a full-time dedicated athletic director, an assistant athletic director, a full-time athletic secretary, multiple equipment managers, a full-time eligibility clerk, a sports information director, a grounds crew, and transportation in place and we don't have any of those things in place.
- coaches have to do the jobs of 9-10 full-time employees at any other college that we compete against.
- Yet, our success has been extraordinary, especially when you look at the deficits we are facing.
- We have talked a lot about enrollment, the building of enrollment, and the lack of enrollment, declining enrollment and one of the catch-22's is athletics is certainly a tool in building enrollment at colleges. If you were to add a college baseball team, there are 200 FTEs right there. If we are going to have athletics or add athletic programs there has to be support for those programs that are in place and we don't have that. The tradeoff is that it helps solve a lot of the enrollment issues that right now we are seeing.
- Recruiting athletes and students is a major thing we do to bring bodies into our college. 90% of our students come from out of our district and out of our area. These students are passing two, three or more colleges to come to SCC specifically. That is something unique that we can offer.
- We are doing well with very little. Morale is at an all-time low. Productivity and success are extremely high.
- Our concerns are the respect for the Kinesiology in broader terms when it comes to budget cuts and concerns because of where it falls on the circle with English, Math, Communication in the middle and everything else filtering out from that side.

	<ul style="list-style-type: none"> • The broader picture is that obesity is still the single most number one cause of death in America in the 15-24 age group. The second largest killer is suicide and I strongly feel that physical activity will help both of those broader issues. • Yoga, Cardio, and Kick-Boxing aren't things that are readily available in a high school setting and are great means of managing social anxiety and also create an endorphin release that might frame the world as a better place. So, I am concerned about the respect for those activities. We had to cut about nine sections this semester across Kinesiology and Nutrition which was deep and painful to do. 	
3. Announcements	<p>From Aaron:</p> <ul style="list-style-type: none"> • new training videos next week to enter outcomes into eLumen. • focused on Department Chairs (Coordinators): How to build, and How to plan your assessments, and navigate from a Department Chairs perspective. • The second batch of videos is how to enter your assessment results into eLumen, both for collective and for student level assessment. • for Department Coordinators, how to enter historical data into eLumen even when you are not the instructor of record. More to come on that... <p>From Martin:</p> <ul style="list-style-type: none"> • hear from History, Philosophy, and Kinesiology the cuts that have taken place and the loss of enrollment because certain disciplines were hit badly because of the effects of online education. • Directive from trustees to pursue Face to Face (F2F) classes in second eight-weeks of the fall semester. • many people are not comfortable or do not want to return. • We have identified a means and method to go about this • You are going to hear more about this as we pursue the potential for returning to face to face, especially with History and Kinesiology. • Will do as best as we can considering facilities limitations, a safe environment, risk reductions and all the associated mitigating factors. • four disciplines that were going to be offered outdoors as late start classes: PHIL, MUS, ASTR, and ENGL. We are looking to move those inside now. • We will be moving ahead with eight Kinesiology classes, and possibly Performing Arts. 	

	<ul style="list-style-type: none"> ● We will approach those who are Remote Live (RL) to come back as dual/blended approach of being in a class and potentially being filmed online. We are not forcing them to come back. ● Working on how to offer resources appropriately and successfully. ● This is not specific to certain disciplines, it is open. We have identified a broad spectrum of curricular offerings but we have only identified 11 spaces. Because of the mandated protocols of square footage per person, we cannot offer every single class in all of your classrooms. We are trying to come up with the best way to offer variety and to be diverse to our student populations. ● In-person classes will follow the protocols that you were sent from Human Resources in the Return to Work Action Plan from the district. ● Mask protocol: students will wear masks ● professors can take temperatures if they wish. ● We are offering the opportunity for 15 courses to be Face to Face (F2F) ● There are no plexiglass options that are in place except in the library and admissions. ● Students who read lips may require clear face shields which may be requested through your administration. administrative services and Risk Management evaluates those requests after an assessment of necessity is completed. ● Orange County is moving to Orange Tier – Stage Two. We could possibly go back to Tier One depending on cases. We will monitor the situation which could change mid-stream. Logic says to go back to previous instruction. An option that was offered was to provide an incomplete to the students. Word will come through the Deans who will be getting the word out to department chairs to disseminate. 	
<p>4. Reports from Governance Committees</p>	<p>Planning & Institutional Effectiveness (PIE) No update.</p> <p>Enrollment Management Committee (EMC):</p> <ul style="list-style-type: none"> ● review the SCC college mission and the EMC mission statement, responsibilities, membership, etc. ● Lively conversation about the Enrollment Management Plan goal six activity. Creating a reference document guiding principles for enrollment. ● a change from the Academic Senate requesting guiding principles around canceling courses. 	<p>EMC will have conversations and developing recommendations to</p>

		put forth to the Academic Senate for review and potential resolution.
5. Approval of Minutes:	September 10, 2020	Cale moved to approve the minutes. Erika seconded the motion. The vote was approved with three abstentions.
6. Program Review Conversations Wrap-Up	<ul style="list-style-type: none"> • Fantastic, helpful, a bit different being in this type of environment. Chairs seemed nervous. The quality of the responses were fine. They did expand beyond what was included in their program review document. After one or two more we will have the sense if this is how we want to continue. • Anyone who walks into an EMPC meeting is intimidated. There is no organic dialogue. What would it look like if we weren't all present at the same moment? Part of the struggle is because there is so much pressure to speak to your peers. • There could be more than one approach. Everyone is investigating what works for them. By the end of the semester we should have at least one alternate strategy to begin in the spring semester. We just need to figure out which one works for us. 	<p>Cale suggested maybe a sub-committee or staggered meetings. Start in depth and bring it out to breadth.</p> <p>Get through what we have for fall then engage with those who haven't signed up.</p> <p>Ideas for next meeting; Come up with a basic plan. Set up a discussion group, one on one or small group. Reach out to individuals. Brainstorm. Flip Grid could be used to make videos instead of a discussion board. Post comments in video.</p>
7. Virtual Program Review Conversations Ideas	Items six and seven were blended. Please see above.	
8. Educational Master Plan Structure	<p>At our last meeting we had a brief conversation about our next Educational Master Plan</p> <ul style="list-style-type: none"> • asked that you have conversations with those that you represent to see if you got any feedback regarding the expansion of our Educational Master Plan. <ul style="list-style-type: none"> ○ something more comprehensive 	

	<ul style="list-style-type: none"> ○ inclusion of the Enrollment Management Plan, the Technology Plan, Facilities Plan to a more comprehensive plan that would require collaboration with other governance committees. ○ Aaron mostly heard positive sentiments around the idea with some cautions ○ it is going to take longer and be much more laborious ○ confident we will have the support of other governance committees ○ It could turn this effort into a college-wide effort more than it already is. <p>Committee members requested more time to have conversations.</p> <p>It would be hard to bring continuity. Has potential. We need to develop collectively. PIE would have to add meetings to spring meetings. An Ad-Hoc group with representation to collaborate and take back to their respective committees and then bring back those contributions.</p>	<p>Cale moved to extended conversations deadline to our next meeting date of October 8, 2020.</p> <p>The suggestion was made for an Ad-Hoc Committee to bring the document together.</p> <p>It was also suggested to find one or two documents that are similar. Look for one good plan from other institutions. The Rancho District has a good representative plan. Coastline College may. Aaron will bring examples for our next conversation.</p>
9. Accreditation	For those who are engaged in the process and may have questions, you can direct your questions to Aaron and Roberta.	
10. Other	Read Program Review Summary Reports.	
Fall 2020 Semester Meetings	<ul style="list-style-type: none"> ● 10/8 ● 10/22 ● 11/12 ● 12/10 	Meeting adjourned: 4:51 p.m.