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MINUTES OF THE EDUCATION MASTER PLAN COMMITTEE MEETING
September 26, 2013

Attendance: Debbie Brooks, Alex Taber, Eden Quimzon, Rudy Tjiptahadi, Rick Adams, Leah Freidenrich, Dora Contreras Bright, Anne Hauscarriague, Aaron Voelcker, Aracely Mora, Marilyn Flores, Robert Tragarz, Carolyn Motokane

Absent: Theresa Buck, Jim Isbell, Isabelle Lee, Joyce Wagner, Melinda Womack

Guest: Syed Rizvi

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	<p>A. May 9, 2013</p> <p>B. September 12, 2013</p>	<p>Debbie moved to approve the minutes, Eden seconded and the minutes were unanimously approved.</p> <p>Alex moved to approve the minutes, Rick seconded and the minutes were unanimously approved.</p>
2. Financial Aid and Student Placement Discussion	<p><i>Financial Aid:</i> Debbie: Question #13 Ann: Question #19 Rick: Questions #26 and 27 Alex: Question #5</p> <p>Discussion:</p> <p>Marilyn: Are programs doing SLOs vs. ASOs?</p> <p>Aaron: We are moving in that direction in the next cycle.</p> <p><i>Student Placement:</i> Carolyn: Question #9 Aaron: Question #3 Dora: Question #1</p> <p>Discussion:</p> <p>Rick: How will the Committee handle data/figures used to support a point in a</p>	

	<p>program review which does not actually support the conclusion?</p> <p>Alex: Do department chairs receive a list of the questions? Roberta: We haven't provided a list of questions but we need to talk about that.</p> <p>Rick: I believe the new template will address that issue.</p> <p>Debbie: I would suggest giving the questions to the department chair post-review.</p> <p>Alex: What if these discrepancies are noted by the Accreditation visiting team? Marilyn: What if we took the initials off of the questions and sent them to the department chair the next day?</p>	
<p>3. Financial Aid and Student Placement Dialogue with Syed Rizvi</p>	<p>Commendations/comments were read aloud to Syed Rizvi.</p> <p>Financial Aid interview with Syed Rizvi:</p> <p><i>#5 What can faculty and staff do to help increase student awareness of your program?</i></p> <p>Response: The challenge for students is satisfactory academic progress. The State and Federal governments limit students to 12 semesters and they are getting tougher on enforcement; when full-time students don't have an academic plan, they use 9-10 of their semesters at SCC and are disadvantaged at four-year institutions.</p> <p>Degree audits are important and we have one of the most comprehensive degree audits in the State. We are paying for classes twice and then Datatel is picking up that limit.</p> <p>Emails for FA Link, the book Voucher program have resulted in \$169,000 paid for books and we have found that when students have a book, they stay in class.</p> <p>Students must earn a 2.0 overall GPA and complete 66.5% of their classes; if a student enrolls in 10 units, they must complete 6.5 units. Post-Spring 13, 500 students were disqualified due to not meeting these requirements. These students were sent to counseling.</p> <p><i>#13 What provisions are being made for data backup as financial aid records go digital?</i></p>	

Response: We are using Image Now and are 100% paperless. We take live data off time and our back-up data worked. Our back-up is in Utah. Homeland Security requires back-up data to be stored in another state. If we crash, we change pointer; worst case, we would be one day behind. We back up every day.

We also have 2 monitors on every desk in order to compare data.

#19 Not sure what the numbers represent for the Financial Aid Summary Report under Data Analysis Section. Again, I may be missing something obvious but why don't the numbers add up? The total awards for BOG, grants, loans, scholarship, WS for 09-10 add to 11,073 but it says SCC total is 4591. So is the total for the entire district? And, in '09, did everyone who applied for an award get one? The student counts add up for '11 but not for '09 and '10. And, the total amount for '10 is \$8,131,107 but it says \$6,897,342. I'm confused.

Response: Some students are getting more than one award. The data from the Chancellor's website is based on the raw version of MIS data:

'09 – '10: first year of Datatel

'10 – '11: data changed

'11 – '12: our data is better than the data on the Chancellor's website but that is what we have to use

Additionally, \$8 million may have been awarded but students may have only used \$6 million.

#26 & 27 Have you been able to make any link between how students who receive aid do in completion verses those who don't receive aid? Would data like that provide any insights that would be valuable to you? AND Do you have any data related to students who receive aid and then become ineligible or have reached their aid ceiling? Do those students tend to persist or do they discontinue prior to completion?

Response: We begin Fall semester in late August but the checks from the County via OCDE aren't received by students until September. That is why we created a bridge, having students swipe their student I.D. at the bookstore, to verify the number of units, so they can purchase their books in time for class to begin. Financial Aid students may also rent books, which saves them a great

The committee suggested using an asterisk to explain the discrepancies.

deal of money.

Relative to statistics on how students on financial aid do at SCC verses students who are not on financial aid, no, we don't have those statistics, however, regarding your question about students who begin with financial aid and then lose their financial aid:

We had 500 disqualified financial aid student who follow this process:

- Do appear
- Attend a mandatory appeal workshop
- Learn about satisfactory academic progress
- Go to counseling

360 of the 500 students didn't return; 30 did an appeal; 140 stayed on, without financial aid, and did better than those who went to the appeal workshop, where 30 of the 100 attendees did an appeal.

Relative to A1, A2, the academic side of Admissions and Records, students have already lost their financial aid prior to Admissions and Records placing them on academic probation.

#29 Have the needs of Financial Aid been discussed with the Facilities Committee? Was the space in the Library, currently occupied by IT, considered, as they will soon be moving to the H Building?

Response: '04-'05, was the first year that SCC was considered an independent institution for Financial Aid. We served 300 students for the first 10 years when we were part of SAC Financial Aid. Our program is disjointed—we have 800 square feet for 8 people and that includes filing space. I cannot oversee the work load of those whom I supervise as we have two locations in the E building and Scholarship/Veterans in the A building. We have one administrator, me, and no Coordinator, as that position was lost to retirement.

Question from Leah: Have you gone through the facilities request process with your need?

This need has been expressed in our DPP, but I will go back to more strongly word the need as I am also the administrator for DSPPS, the Student Health Center and Veterans.

Student Placement with Syed Rizvi:

Commendations/comments were read aloud to Syed Rizvi

#1 *Regarding your 2009/2010 and 2010/2011 student learning outcome assessments, do you have any data on how successful achievement of the outcome translated to improved academic performance in the classes the student assistants were taking or have taken since?*

Question from Dora: Do you have any data on academic benefits?

Response: Federal work study students have to meet satisfactory academic progress; however, there is no data on these students relative to completion and GPA. I will go back and look at this. Anecdotally, when I am at our graduation, I always see Federal Work Study students graduating.

#3 *Under Future Direction & Anticipated Challenges, you state “The alternative funding sources used over the last three years have sustained Student Placement services; however, these alternative funding sources are due to expire without new committee funding in the future.” Have any new potential sources been identified in the year since you completed your program review?*

Response: In '08-'09, prior to the budget cuts, we received \$50,000 from the general fund for the campus work study program. That was completely cut from the budget. We received \$5,000 from Federal Work Study and Title 4 offered a 5% increase, but we received no other funding. I appealed and received \$50,000 but there were no matching funds available. Usually there is a District match, i.e., if we received \$75,000 from Federal Work Study, the District would do a 25% match. We are receiving some funding from the grants, STEM, CAMP and Upward Bound.

#9 *I'd also be interested to know if there's a way to quantify some of the “value added” to beneficiaries of student workers? Do departments and programs express or experience greater productivity or efficiency as a result of the support student workers offer. This might be an important data point if supplementary funding sources we've used to bolster the program in recent years recede and arguments in favor of drawing from general funds to support student work programs are offered?*

Response: There is quality value added but it comes from the top. If the administrator is lax and doesn't give any responsibility to the student worker, they will not be good workers. We have created a *Supervisor's Handbook* and

	<p>students must sign a <i>Confidentiality Contract</i>.</p> <p>Supervisors are not required to accept students. We send a student at their request but if the student isn't a good fit, the supervisor can deny employment, or if the student turns out to be a poor worker, the supervisors can ask to have the student removed.</p> <p>#12 <i>What is the process to have a District Work Study position allocated to a program or department? How many DWS students are currently employed at SCC?</i></p> <p>Response: For faculty, they would go to their Dean and provide their specifications and the Dean forwards that information to our office. Supervisors are notified when students are reaching their limit of hours.</p> <p>Last question: What was this process like for you?</p> <p>Response: You have provided me with idea for future reviews and I especially appreciate the suggestion about strengthening the language about my facility needs in my DDP and addressing them through the Facilities Committee process. You have offered me a different perspective.</p> <p>I have to share that for the first time I am seeing cracks in my area. We have had to install an emergency button to increase security. As you are all aware, violence on college campuses has increased. Additionally, we are currently serving 200 veterans, which will require a new program review, and we have to keep in mind the issues of PTSD they face. We have no back exit in our facilities, there are only front entrances.</p> <p>I would also like to remove the County from the process so we can streamline the students receiving their checks. I would also like to see Financial Aid and Student Placement blended into one program.</p>	<p>The Committee suggested asking about other funding sources.</p>
<p>4. Academic Program Review Template</p>	<p>Aaron reported that he had incorporated all of the revisions into the template.</p> <p>Debbie reported unrest in the Math & Sciences Chairs meeting relative to the October 31st deadline for DPPs. The chairs wanted to know who set the deadline.</p>	<p>Rick moved to approve the current version, #4, to send on to the Academic Senate, October 15th for a 1st reading, College Council for a 1st reading, a 2nd reading for both, and final approval by November 12th. Ann seconded and the motion was passed unanimously.</p>

	<p>Aracely responded that the deadline is in the <i>Year at a Glance</i> schedule on the EMP website. This schedule verifies that DDPs are reviewed every year in September and updated by May, as needed. One of the issues relative to the 2008 warning our College received from ACCJC was regarding program view and institutional planning. The DPP cycle calendar, which shows the flow, was an outcome of the 2009 Mid Term Report.</p> <p>The <i>Year at a Glance</i> schedule is located on the EMPC homepage, click on <i>EMPC documents</i>.</p>	
5. Annual Goals		The Committee members were asked to review the goals and let Aaron and Robert know if they want to add new goals or revise or delete the current goals. Aaron will bring a new draft to the next meeting.
6. Remaining SSRPs	<p>Upcoming reviews:</p> <p>October 10: Career Services November 14: EOP&S/CARE and CalWORKs</p>	
7. Fall Semester meetings	10/10, 10/24, 11/14, 12/12/13	
Next meeting:	The next meeting will be Thursday, October 10, 2013, 2:30 – 4:00 p.m.	