

**Minutes of the Education Master Plan Committee Meeting
October 23, 2014
Roberta Tragarz, Co-Chair**

Attendance: Alex Taber, Rudy Tjiptahadi, Dora Contreras-Bright, Jim Isbell, Debbie Brooks, Eden Quimzon, Judy Strother, Leah Fredenrich, Edna ?, Linda Armbruster, Marilyn Flores

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 October 9, 2014		The minutes were approved without dissent (moved by Eden Quimzon and seconded by Debbie Brooks).
2. Collegial Governance Reports	PIE: There has not been a PIE meeting since the last EMPC meeting.	.
3. College Council Report – Melinda Womack	Melinda Womack provided a written report, in her absence: <i>College Council met on Tuesday, October 14th. My report included updating the council members on our progress with confirming 11 programs/departments for the next 3 meetings, as well as assigning particular sections of responsibility in reviewing the APRs.</i> <i>The feedback was positive and, like us, they are waiting to hear how the process works.</i> .	
4. APR Panel Discussion: Art Astronomy Chemistry English	The panel format was discussed. Two questions were asked of all panelists: <u>Question for all Panelists, Part IV: Program Goals and Objectives:</u> <i>All departments discuss the need to expand the programs' exposure to the community and to develop additional funding sources. What have the programs done to develop relationships with organizations, businesses, foundation, and others in the community that may provide additional grants/funding/joint ventures that may be used to fund program objectives?</i> <u>Art/Robbie Miller</u>	

There are three components to the Art Department:

- 1) Studio/Fine Arts
 - 2) Art History
 - 3) Digital Media
- Focus has been on Digital Media
 - 1) Four Grants have been awarded which have been used to upgrade:
 - a) Classes
 - b) Equipment
 - c) Hardware
 - d) Software
 - Focus on STEAM – adding arts to STEM
 - Studio classes, based on the SLOs are working well and students are getting a good foundation in order to transfer
 - The Department is receiving funding through the sale of student art, many pieces of which have been purchased by faculty.

Astronomy/Danielle Martino

What is working well:

- Class limits are set at 50 students for lecture and 24 people for lab and they are filled with a wait list. Retention is at 80-90%.
- Outreach
 - 1) Facebook page, which contains fun Astronomy information
 - 2) Community Science Night
- Curriculum & Instruction approved the Astronomy Associate of Science Degree for Transfer; waiting for Chancellor's Office approval; will be in 2015-2016 Catalog

What isn't working well:

- Need for a laboratory technician to:
 - 1) Stay on top of and purchase necessary lab items, i.e., equipment, batteries
 - 2) Set up and tear down labs
- Measure M included \$2 million to build an observatory that was not funded

Chemistry/Denise Bailey

- We now have three full-time faculty
- Eight adjunct Chemistry faculty; it has been difficult to find qualified adjuncts to hire
- Retention and success levels have escalated
- Faculty divided program review
- We have 1 and ½ lab coordinators
- One organic chemistry class section has morphed into three classes

- Labs have 22-26 students based on availability of equipment and safety
- We didn't have a budget for Organic Chemistry but we now have a funded budget.
- Supplemental Instruction and STAR are working well; there are four supported Chemistry courses with supplemental instruction, which has served the students well
- Every SLO is assessed every Fall and are updated.
- Based on the information from SLO assessment, the required textbook was changed to introduce mechanics with drawings earlier in the course which has greatly improved student performance

English/Rick Adams

- There is now an Honors Program coordinator.
- Our Department is:
 - 1) The largest department on campus and the range of offerings include:
 - a) Foundational courses (BSI)
 - b) College level for transfer composition/critical thinking courses
 - c) Literature courses
 - d) Children's literature courses
 - 2) SLOs are standard across all four areas
 - a) SLOs are tracked for all courses
 - b) SLOs are adjusted to assessments
 - c) Working on SLOs are a positive experience for faculty

Question for all Panelists, Part II: Course Student Learning Assessment:

Aside from changes to the SLO(s) and/or assessment tools, what course/programs changes have been made based on SLO assessment results? Can each department provide one specific example of classroom or programmatic change as a result of what was discovered by the SLO assessment process?

Art/Robbie Miller: The ICT Advisory Committee meets once a month and we invite local businesses. Additional relationships include:

- Internships
- Tustin Art Walk
- Enclosed Art Gallery

Astronomy/Danielle Martino: Because our discipline is not included in STEM finding funding has been difficult but the observatory will be included in the next Bond Measure.

Chemistry/Denise Bailey: We have been so busy we have not had time to go after funding, however, we do receive funding from Title V and we have participated in:

- Community Science Night
- Upward Bond
- Working with Irvine Unified School District to align the science curriculum

English/Rick Adams: There are no grants for English. We do offer scholarships and the English Club holds events for the community.

Question for all Panelists, Part IV: Course Student Learning Assessment:

Aside from changes to the SLO(s) and/or assessment tools, what course/program changes have been made based on SLO assessment results? Can each department provide one specific example of classroom or programmatic change as a result of what was discovered by the SLO assessment process?

Art/Robbie Miller:

Art has:

- revised the SLOs
- worked on repeatability
- revised the content for the beginning, intermediate, and advanced courses
- updated technology

Astronomy/Danielle Martino:

Astronomy has:

- Standardized tests; Morrie is using Dani's test

Chemistry/Denise Bailey:

Chemistry has:

- Used the American Chemistry Society's exam at the end of the semester to affirm the SLOs
-

English/Rick Adams:

English has:

- Revamped the Writing Center

Question for Art, Part V: Program Student Learning

Outcomes Assessment: *While the department admits a lack of program*

assessment, is the current course SLO to Program SLO mapping being used to assess the program through collected results of course SLO assessments? What timeline is expected to develop a program assessment:

Art/Robbie Miller:

Art has:

- Separated assessments in combo classes based on what level students are enrolled
- Rewritten SLOs for intermediate courses for individuals courses and for program review

Question for Astronomy, Part IV, Course Student Learning

Outcomes Assessment: *Regarding the assessment of the light SLO, you mention that the department now allows individual instructors to choose which questions from their own final are appropriate for assessing the SLO. While this addresses the previous “single-instructor question bias” it may potentially introduce other issues—how does the department ensure consistency across the questions being used and how they are graded?*

Astronomy/Danielle Martino:

Astronomy has:

- Expanded questions used in the assessment tool from three to twelve questions for each SLO.

Question for Chemistry, Part I: Overview of Academic

Program Information: *Why are there no hybrid classes offered in 2012-2013, as opposed to the previous three years? Seems enrollment was over 50 students each year.*

Chemistry/Denise Bailey:

Chemistry has:

- The hybrid was structured with the lecture online and the lab on campus and there was a retention problem.

Question for English, Part II: Program Goals and

Objectives: #3, EMP Goal #2, “Differentiate and expand instructional offerings.” *Has there been discussion and research in the possibility of offering any DE courses? Please expand on your answer:*

English/Rick Adams:

	<p>The English Department has not offered Distance Education courses because:</p> <ul style="list-style-type: none"> • Discussion and research has not convinced the English faculty that online options are better than face-to-face. English courses require public exchange that cannot be replicated online. • There are security issues. • However, the English Department faculty are open to offering online sections. 	
5. Fall Semester Meetings	<p>November 13, 2014 December 11, 2014</p>	
Next meeting	<p>Meeting adjourned at 4:34 p.m. Wednesday, November 13, 2014 3:00– 4:30 p.m., H-125</p>	