Minutes of the Education Master Plan Committee Meeting
November 13, 2014
Aaron Voelcker & Roberta Tragarz, Co-Chairs

Attendance: Alex Taber, Rudy Tjiptahadi, Jim Isbell, Debbie Brooks, Eden Quimzon, Leah Fredenrich, Edna Tse, 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 23, 2014		The minutes were approved without dissent and with one abstention by Aaron, who was absent from the 10/23/14 meeting (moved by Melinda and seconded by Jim Isbell), with changes
2. Collegial Governance Reports	PIE/Aaron Voelcker: Finalized the *Resource Request Prioritization* Rubric weighting, which changed a bit. Will PIE be releasing that weighting? No, because once the rubric with weighing requests were changed to a safety issue to take advantage of the high weighting of that element.	.
3. College Council Report – Melinda Womack	No report.	
4. APR Panel Discussion: • Human Development • American College English • Adult Basic Education/ High School Subjects	**Question for all Panelists, Overview of Department Program Review:** **Human Development/Regina Lamourelle:** • Department struggling to be where it can be and needs to be and to offer a full program. • Have not been able to offer new classes for the first time because of low enrollment and class cancellations • No plan to build a human development program.; there is a need for a college strategic plan for the program • One full-time faculty only for the entire department after the budget crisis; four adjuncts currently, so there has been growth. • Foundational program for many careers	

American College English/Diana Babayan
- ACE has dealt with some of the same issues as Human Development. ACE began in 2005-2006 with 200 students, after name change from ESL. Prior to 2008, for a ten year period, Outreach would administer both the CTEP and the TELD at the feeder high school and would pre-determine which high school students would take the TELD. In 2008, the only test offered was the CTEP for native speakers, which had a negative impact on our enrollment. ACE has been trying to catch up ever since. Additionally, the economic downturn took away funding from EOPS, which impacted English as a second language learners.
- Enrollment increase with the International Student Program (ISP); however, this student population has changed the tone of the class and how much that can be accomplished in class. These students struggle with writing and the current curriculum, developed for Spanish speaking students, needs to be revamped to accommodate the needs of the ISP students, who are mostly Chinese and Vietnamese.
- Planning to work with the International Student Program to develop a pre-college class to educate the students on appropriate classroom behavior.
- We cannot deliver online instruction for International Students due to Homeland Security which restricts these students to one 3-unit course per semester and must receive permission to take the course.

High School Program-Adult Basic Education/Jolene Shields
- Three programs:
  A. Certificates: Secondary education/high school
  B. Three ABE certificates in the K-6 content area, reading writing, math
  C. GED
- 80 course lead into those program with an open entry and open exit policy where students come with they can. We use a variety of teaching methods, small group, whole group, individualized instruction and are getting more and more into technology with video tape little lessons and .
- The move from OEC has impacted the Program because we moved away from our demographics. As an example, one student now has a 2 ½ bus ride with the move. The move has been a big adjustment for our students.
- Biggest need is full-time faculty to serve our current 12,000 students. According to the *Little Hoover Report*, 6 million do not have a high school diploma and 25% are functionally illiterate. I am the only full-time faculty member in all of continuing education.

- Facilities: the OEC retrofit is estimated to be completed by 2018, which would place our Program back in our demographics.
- Our faculty requests were prioritized at 7, 10, 12 and 14 on faculty ranking list. Are these rankings based on student population ratio to faculty?

Discussion:

Melinda: Last go around, Academic Senate has been very conscious of how the credit and non-credit is accounted for differently, which places non-credit at a disadvantage; it is on the table for the Senate to start to see how to remedy this inequity. .

Jolene: The purpose of FON is to protect the integrity in the classroom and no one is protecting my students.

JIM ISBELL/HUMAN DEVELOPMENT/PART IV: CURRICULUM and PROGRAM MANAGEMENT: *You offer a diverse range of learning opportunities, open-entry/open-exit, self-paced, small and large group instruction, tutoring, and field trips. What mode produces the best mode for student success? Do you offer any online instruction?*

Jolene Shields' response: I don't think one model produces the best for our student; it is a combination of several. We are starting to lean more heavily on video instruction and computer based free online programs with immediate feedback.

I, personally, am trying to get away from software programs that allow software companies controlling my curriculum. Do our small group with content and whole group, we emphasizing study skills.

What we do for our students is remarkable. If our students complete the entire program, the come out with the ability to:
- Write a 5-paragraph essay with a unified theme and very few grammar and spelling error
- Strong pre-algebra background going into credit Algebra.
- Read at high school level, validated from testing.

Jim Isbell: Where do you find the free computer based stuff?

Jolene: We use a lot of math video developed by Pearson and align it to our curriculum. We have also developed some of our own videos and the students

love them, and we use a free website: thatquiz.org

Relative to online instruction: Our videos are all uploaded online on their student guides and course syllabus, they can view at home.   We have one Hybrid course, *Understanding America through Art*, all content online but take test with us.
Continuing Education is paid when a student is in class, not for online instruction. Jose not a fan of online.

ALEX TABER/HUMAN DEVELOPMENT: PART IV: COURSE STUDENT LEARNING OUTCOMES ASSESSMENT: *You mention that your course SLOs are based on the outcomes defined by the Child Development Teaching Training Consortium aligned courses.   How did the success rates on these outcomes for SCC human development students compare to the national average?*

Regina Lamourelle's response: There are no national averages since they are state capped outcomes.   We have not yet gone through the process of state norming because it is relatively new.   These are outcomes created by the Capital Alignment Project.   Each of the member colleges have agreed to include these outcomes in course outlines and given specific directives as to the objectives. As long as their outcomes are included in course outlines, are articulated, and pass the assessment by this organization, then they are articulated.

That is going to change in the next few years with the California Department of Education, jumping into the game, with the creation of learning foundations.   All of these learning outcomes, with curriculum and college classes, have to aligned with a tool they have developed in the last four years with new curriculum they have put out that is consistent   with the new guidelines for learning in pre-schools . Are you familiar with Transition Kindergarten?   Transition Kindergarten is now using a cut-off date of students being age five by December 2nd, which previously was December 1st.   A sizeable number of students got left out of going to kindergarten so the Department of Education has created a holding place--transitional kindergarten, putting these children in the pre-K – 12 system early.   In order to meet the guidelines to educate them, their teachers are going to have to have the CAP courses to be able to get this early learning credential in the works to be done by early 2018. To make all of this come together, the Department of Education is requiring that, at some point, all of our courses be aligned with the learning foundation based on the standardized curriculum they want these pre-kindergarten students to have.   As of now, they are unmeasurable; it is just a paper alignment now, then those classes will transfer to

the CSU and UC as lower division credit.   If you change anything, you run the risk of not having classes transfer.   If I change them, even though we are not technically aligned since we do not offer the practicum, since we are using the alignment criteria for every class but that course, the colleges have accepted our classes and so we were aligned.   If I change it, that is another issue and the students will be handicapped.

Regina offered committee members printed information on capital alignment.

There are eight courses in this project and each course has six to seven Student Learning Outcomes, another issue puts this department at a disadvantage.   I have more SLOs than some larger departments with more faculty.   If I want to do right by our students, I can't limit the SLOs to two or three and it is a tremendous amount of work.

ALEX TABER/AMERICAN COLLEGE ENGLISH/ PART V: PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT: You mentioned that ACE 116 students have a bit more success in English 101 than English 061 students.   Have the two departments discussed these results and have they taken any steps to coordinate efforts to learn how this occurred and how success rates for both groups can be improved?

Diana Babayan's response: No, we haven't discussed it, and I want to qualify that by saying, not yet.   Those data just become available not too long ago because they followed that cohort for 4 or 6 years, I don't remember how long.   I was quite surprised, not a huge difference percentage wise, in terms of success but historically the ACE students have been just a couple of percentage points behind the 061 students, there is a little bit of a shift there.   Only thing I could see to as a possible explanation is what I referred to earlier.   I have some sets of amazing classes over the past five year, not consistently every semester, but I have got some WOW classes, and I really believe that some of them may have skewed the usual data.   It is usually been that English 061 has a 53% success and English 101 and ACE trailed by 2 or 3percent, 48-49%,   which is what you would expect-- native speakers would have more success than non-native students.   I am teaching 061 for the first time in 25 years, so I have some ideas about why and I could probably point to the zeros in my grade book as a huge reason why.

Roberta Tragarz's comment: I know why.   When I taught high school, I had ESL students ask for more homework so they could learn more and that is not always the way 061 students think.

Diana: I talked to them today, close to the drop deadline and when I showed them their grades, I asked them to look at their grades and talk to me about the zero.   But they have no concept that one zero can impact their grade that much.

RUDY TJIPTAHADI/ADULT BASIC EDUCATION/HIGH SCHOOL SUBJECTS/ PART VI: COURSE STUDENT LEARNING OUTCOMES ASSESSMENT: *Currently*, *the program uses course grades to support SLO ASSESSMENTS?   Is the department developing assessment tools that specifically measure the SLOs of courses?*

Jolene Shield's response: We have a desire to do it, we have talked about it, and we don't have any man power to move forward with that right now.   We would like to take a couple of courses, like the Government and Economics courses and try it out there.

Rudy follow-up question: Do you have final exams that you already have so you don't have to reinvent the wheel?   You could use just parts of the exam that actually measure those specific outcomes.

Jolene's response: Some of our courses do have final exams and that is a good suggestion and a good place to start.

I don't know if everyone knows, but we have to do quad reviews every four years for all of our courses, We have to go through the course, have it go through the department, ,update the SLOs and assessments, and, make sure that it is exactly what we are doing in class,.   If we change the curriculum, we want to make sure that it is in quad review.   We have 80 courses, so I put through 20-25 a year.   That alone is a big priority and I have to do that in addition to teaching and takes up a lot of my time.   We really want to move forward with SLOs and appreciate your suggestions.   It would probably be best to meet with one of you and you can point out a few ways we can move forward more quickly with that.

MELINDA WOMACK/HUMAN DEVELOPMENT/PART IX: INTERNAL AND EXTERNAL COMMUNICATION*:   I read through your report and I kept reading about the issues and challenges as you presented in your introduction.   There are so many things going on.   How can you pull it together?   What are the key elements that are keeping you from offering a complete program of courses?   You mentioned that initially, you have to have a strategic plan.   Right now, what essential things do you need to get that program going :*

Regina: A commitment on part of the college administration or whoever makes

the decisions that you want to development a human development program to offer all of the classes to train and develop a workforce in our community. The biggest thing that would make a difference is writing some type of grant, not deal with issue of having enough students. Human Development 107 and 110 have enough students as they are general education course, but that doesn't build a human development. program. As you develop more classes you will develop the need for more faculty.

Relative to an online program for this discipline, I proposed one in 2002. At that time, we had the first human development online course in this part of California because I could see that was the wave of the future. Saddleback College developed an online program three years later and it is now the largest online program in the State. That could have been SCC.

You need an integrated program that you can construct and manage. There is no LHE release time for me to market my program.

Regina handed out a printed Human Development t brochure for Committee members to review.

It is important you understand where the issues are so that this Committee can help put in policies that can assist in building this Program. One bright spot is our school age program but our numbers end up in the Teaching Pathway Program. We had 25 students as a result of a grant. A grant would be effective in building this program.

RUDY TJIPTAHADI/AMERICAN COLLEGE ENGLISH/ PART II: PROGRAM GOALS AND OBJECTIVES: You touched upon homeland security restrictions in your introduction. What has the department decided on the possibility of offering hybrid ACE courses?

Diana's response: We haven't decided anything yet. We knew about the Homeland Security restrictions for online courses and I asked about hybrid and got that clarification today from the ISP office. So that puts a bit of a halt for doing a Distance Education addendum for some courses. I was hoping to offer the highest level course online or partially online by having student do the writing, looking at the readings, and doing the exercises online and I would work with them in the lab part of the class on writing individually. I have about 10-15 ISP students in my 061 class this semester. We only have one section. We are trying to build this community. I can't offer anything hybrid unless I have something else that is completely onsite to handle this new group of students.

Rudy's follow-up question: So hybrid course also falls under that restriction from Homeland Security?

Diana: Homeland Security doesn't say no, they would rather that our students not.

ANNE HAUSCARRIAGUE/AMERICAN COLLEGE ENGLISH/PART I: OVERVIEW OF ACADEMIC PROGRAM INFORMATION: *Why is the full time LHE 85% but the total LHE is 100% with no part time workload?*

Diana's response: That was a pre-populated item. I didn't notice the discrepancy until that question arose.

Aaron's comment: Overload was not included in the chart—which would include overload and release time. Diana received LHE for BSI Grant facilitation and Department Chair.

ANNE HAUSCARRIGUE/ADULT BASIC EDUCATION/HIGH SCHOOL SUBJECTS/PART III: STUDENET ACHIEVEMENT DATA ANALYSIS: *To what do you attribute the increase in success rates for the majority of your subjects?*

Jolene Shields' response: Our Bridge Program has grown. We have classes at the local high schools, an hour before school. We use their teachers, they work for us, but they use our curriculum, grades are given by them but on WebAdvisor. It is a nice collaboration. Students are able to stay on track to graduate with their friends at their school. We offer over 30 classes, and I think that is what is reflected in that data.

Anne's follow-up question: *And that started when?* Growth began last year, but has been growing steadily. Study skills class may have benefited these students.

EDEN QUIMZON/HUMAN DEVELOPMENT/PART I: OVERVIEW OF ACADEMIC PROGRAM INFORMATION: *Since 2012-2013 was the first year a Distance-Ed hybrid course was offered, what observations do you have? Was it effective reaching the success you hoped for in your Program?*

Regina Lamourelle's response: We did offer the first hybrid course. We are not doing enough to teach people to learn on line. We have a marvelous opportunity as a college to create a class on how to be successful online. Accessing chat and group work is difficult for students. Success will be

	predicated on training students how to be successful online. **FINAL QUESTION ABOUT THE PROCESS**/*This Committee is in charge of program review; we take you feedback into consideration when it is time to do another revision. What was it like to do the program review, how was it helpful, any suggestions you can provide to the Committee.* **Regina's response:** Appreciated the reference and links provided. It was time consuming as a sole chair and full-time faculty member. I don't have anyone who can offer feedback. **Roberta's response**: You can use our committee members to provide feedback. **Diana's response**: I am also a department of one, and this was more than a 20 hour task. The website information is well laid out, and it is helpful to have the data linked to the document so you didn't have to search. **Jolene's response**: A thank you to Rudy for having the data populated. The process made me slow down and reflect. Roberta's comment: Commendations will be emailed to you next week to share.	
D. Enrollment Management – Alex Taber	Alex reported: EMC is building the plan for SCC and constructing the table of contents. We are looking for inputs from this group that might affect the enrollment management. The DPP summary sections would affect the enrollment management component, and the Education Master Plan itself. Please send your thoughts or suggestions to me and I will pass them on to the Enrollment Management Committee. Debbie Brooks: To sum up where the Committee stands: We are taking a snap shot of where we are, similar to Accreditation and being able to work through where we want to go, which will have an impact on change of the status quo. The Education Master Plan, enrollment management and budgeting have to blend. We have opinions without data. We need to establish who we are and how we are doing things to establish if what we are doing is working before we think about where we want to go, and provides guidelines on how to make decisions. It is so large a project that we need to narrow it down. The Committee has reviewed twenty other college's enrollment management plans and there is no consistency in practices.	
	Wednesday, December 11, 2014 3:00– 4:30 p.m., H-125	

Next meeting		