

**MINUTES OF THE EDUCATION MASTER PLAN COMMITTEE MEETING
December 12, 2013**

Attendance: Alex Taber, Eden Quimzon, Carolyn Motokane, Rebecca Mikhail, Jessica Gilbert, Aaron Voelcker, Aracely Mora, Rudy Tjiptahadi, Dora Contreras-Bright, Roberta Tragarz, Leah Freidenrich, Marilyn Flores, Anne Hauscarriague, Phil Crabill
Absent: Theresa Buck, Rick Adams, Lynda Armbruster, Melinda Womack, Debbie Brooks
Guest: Nena Baldizon-Rios

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 accessible, transferable, and engaging education to a diverse community. (Approved 9/10/2013)

AGENDA ITEM	DISCUSSION	TASKS/FOLLOW-UP
1. Approval of Minutes	A. November 14, 2013	Anne motioned to approve, Rebecca seconded the motion. The vote was unanimous with no abstentions.
2. EOP&S/CARE & CalWORKS Discussion Prep	No discussion.	Moved to assign questions to be read.
3. EOP&S/CARE Dialogue	<p>Commendations were read by Roberta for EOP&S.</p> <p>Alex Taber Question #3: For your 2009-2010 SLO assessment, you mention that 47 students were eligible to complete the assessment but that only 14 did. What is the reason why so few were able to complete the assessment? Response: Why 14, I don't know, that semester there were only so many students at the 60 units mark. Students are only eligible for 60 units, per law or they drop. There are many possible scenarios for what could have happened.</p> <p>Leah Freidenrich: Question #5: Could you give a little detail on the four workshops offered for EOPS students who are academically at risk? Response: There are 4 workshops every semester on different topics like what the GPA is and how it is calculated or for example: How do I talk to my instructor and what is his/her name or why they dropped below a 2.0. It is an academic and life balance workshop. The need to express somehow, holistic channel to provide life skills, how to balance them, pay rent, complete, homework, etc. Even situations with their parents come into play.</p> <p>Rudy Tjiptahadi on behalf of Rick Adams: Question #6: Of the 893 students served by EOPS, 60 participated in commencements and transferred. How does the SCC rate of completion compare to other community college EOPS programs? Response: Don't know but can work on getting the information from other community colleges. Carolyn: I can follow up to be sure. 60 transfer and 20-30</p>	

	<p>walk.</p> <p>Carolyn Motokane: Question #8 in combination with #12: There was a spike in tutoring usage from fall 2010 to spring 2011. What do you think may have led to that increase? Under the chart '10-'11 services students utilized, were there 432 students who used the tutoring room? Why such an increase over fall? Who and what topics are being tutored in the tutor room? Did the budget reduction cause it to not be a service in '11-'12?</p> <p>Question #12 Charts: EOPS Services Student's Utilized 2010-11 and 2011-12. From fall 2010 to spring 2011 there was a jump in students utilizing the Tutoring room (134 to 432). Can you explain the increase and why it is not one of the services utilized in 2011-12?</p> <p>Response: The room is a small tiny room with three computers. They can print 5 pages a day. 2006-2007 additional funds were available to tutors but more of a name now. No idea why it's not there, it's not on the 2011-2012 utilization. Resource/break room. It's really more of an "everything" room.</p> <p>Aaron Voelcker: Question #11: How is it determined which EOPS eligible students are admitted to the program? Do you know approximately how many EOPS eligible students are not served?</p> <p>Response: Basic eligibility is finance/education and BOGW/education below college level or close or Math 100. They can choose to take the lowest basic skill level class. It depends on slots available. We served 480 students in 2009. Access to the underrepresented like ACC, Math, English. 100-200 are denied due to lack of funds.</p>	
<p>4. CalWORKS Dialogue</p>	<p>Commendations were read by Roberta for CalWORKS.</p> <p>Alex Taber: Question #2: You mention that the program utilizes the End of Term Survey to assess interest in workshop topics and to assess the effectiveness of the program in meeting its goals and objectives. Can you identify any changes that were implemented or plans that were made as a direct result of the data collected through these surveys?</p> <p>Response: Financial balances brought in consultant credit to establish workshops to students.</p> <p>Carolyn Motokane: Question #5 in combination with #11 and #16: Was the Open House reinstated this fall?</p> <p>III: (10) - I noticed that the <i>Open House</i> was considered successful, especially for encouraging outside partnerships; yet later in your report you mentioned that it had been discontinued (budget?). Considering the necessity of partnering with Social Service agencies in CalWORKS, what is the <i>current</i> status of this project?</p>	

Is it (was it) dependent on adding staff, as indicated in VIII?

Question #11: You mentioned several plans were expected to happen in fall 2012:
Reinstate Annual CalWORKS Open House
Acquire new copier/scanner
Hire Outreach Specialist

Question #16: Have you been able to achieve these goals? Have there been changes that you would like to share?

Response: Outreach Specialists were hired (stolen from CAMP). Currently Open House CalWORKS is bi-weekly intense and very different. Student to be in the program must be on cash aid. Some social workers do not approve financial aid. They look at a person as a *client*, not a student. Social workers counts them (the students) off welfare and considers students as a client but need to stretch the result of students cached and be more accepting, so that the possible outcome allows students to continue in CalWORKS. The program was offered last Spring 2013 and is offered again in Spring 2014. We need to approve of educational plans as to not take away these students. The open house was one of the best ideas in a long time.

Dora Bright on behalf of Melinda Womack: Question #8 in combination with #17: V. Summary. A. Accomplishments. 141 students have been served in the last 3 years. 10 students have graduated and transferred. I this more or less than expected compared to other comparable institutions? What are the current numbers? What is needed to increase the number of student served? What do you find most difficult for CalWORKS students to obtain their educational goals or graduate from SCC? Ten graduates in three years, other than budget cuts what other factors that caused this low number or is this norm?

Response: District has the best relationship with the case workers and most successful. I don't have the numbers between money, resources, and support. Students with Kaiser that have an illness for example, I have a student that has a medical imbalance, where her body rejects pills. This is a special type of challenge they have worked out with her pills because of phone calls that were made on her behalf. CalWORKS students with single parent households are allowed 32 hours. It is a day to day challenge to convince students that their situations are temporary. It's too hard for them to believe it is temporary.

Alex Taber on behalf of Rick Adams: Question #9: III. (General) – I found this section very useful. One overall question I had was related to an admitted difficulty in getting solid attendance for certain workshops. Isn't part of the 32 hour requirement mentioned *designated* for workshop attendance? Perhaps you could explain how that 32 hour requirement works and ways that it contributes to students taking advantage of some of the more powerful activities associated with their success.

	<p>Response: The 32 hours are determined by the social services agency per week per campus, we have to convince the social worker to give students 2 hours per every 1 hour of class to study which is usually not approved. It is 32 hours straight of academic study. We are still trying to convince the social workers to change that.</p> <p>Eden Quimzon: Question #14 in combination with #15: How would students learn about CalWORKS eligibility? How are the services offered by CalWORKS and EOP&S/CARE similar and/or different?</p> <p>Response: CalWORKS students don't have to be EOP&S. CARE is for students with single parents. CalWORKS students do not have to qualify for BOGW. There is a list of students receiving cash aid and we connect with them. I cannot fathom sending them to counselors four times per semester. It is so hard to keep students in the program.</p> <p>AS for Outreach for EOP&S Juana talks to high school counselors. It is worth her time as we recruit and retain different groups. If one gets through – that's success!</p> <p>The way I feel about program review is that when I get busy with day to day operations it forces you to think and reflect on the work you do. It has that feeling good feeling; The program review is a wonderful way for SCC to show that this is what we're all about.</p>	
5. Report from PIE	Aaron Voelcker: The last planning of Institutional Effective Committee meeting discussion of DPP about conversion where questions were formed or format arose whether we want it to exist. The transition to Task Stream, I would like each of us to pose ideas of how DPP could possibly be improved. Start thinking of modifications or variations or just one change to investigate going with, replicate and play with multiple layouts and formats of where portal is supposed to go.	Alex to compile sections that were never quite developed.
6. Spring Joint Chairs APR Training	<p>Aaron Voelcker: We can work over Intersession to be detailed about what we are going to cover during training. There will be about 1 hour for us. Our challenge is to have enough material. We originally intended for a task group to piece together a template. We need a volunteer as Joyce is no longer on the committee, to present the academic review template to the joint chairs and special guests. The meeting is set for February 12, 2014 from 2:30PM to 3:30PM.</p> <p>The new template experienced a hold up with graphics and publications and we are working with district publications to get them worked out on the PIE committee webpage. We have everything we need; we are just waiting for that final piece. Images to be plugged into the document by Aaron and Rudy to load them and then it will be available early next week.</p>	

7. Closing remarks	Thank you from Aaron to the committee for the part we all play and for the engaging great group of people we have on this committee.	
8. 2014 Spring semester meetings:	a. 2/13 b. 2/27 c. 3/13 d. 3/27 e. 4/24 f. 5/8 g. 5/22	Aaron moved to adjourn meeting at 3:34PM Roberta seconded and the vote passed unanimously with no abstentions.