

**Minutes of the Education Master Plan Committee Meeting  
May 14, 2015  
Aaron Voelcker, Co-Chair**

**Attendance:** Judy Strothers; Dora Contreras-Wright, Anne Hascarrigue; Melinda Womack; Leah Freidenrich, Rudy Tijptahadi, Alex Taber, Franklin Heng (student representative)

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 March 26, 2015  Approval of Minutes of April 23, 2015		<p>The minutes were approved without dissent (moved by Melinda Womack and seconded by Leah Freidenrich), with two corrections and two members abstaining.</p> <p>The minutes were approved without dissent (moved by Anne Hauscarrigue and seconded by Melinda Womack, with one member abstaining.</p>
2. Collegial Governance Reports  A. Melinda Womack/ College Council  B. Aaron Voelcker/ PIE	<p>No report</p> <p>PIE Update/Aaron Voelcker: Discussed feedback from distributed survey; no decisions were made about what to do with the information; no votes were taken. Please share that the survey is being reviewed and feedback is being considered about the resource allocation form and the process. Forty-two valid responses were received--a small sample. Two-thirds of responders didn't participate in the process by submitting a form.</p>	<p>.</p> <p>Melinda moved to amend the agenda to include a new agenda item, PIE report</p>
3. Mission Review Survey Delay	<p>There will be a delay in distribution of the survey this committee approved because so many surveys were being launched. There was a discussion about survey fatigue and being sensitive to work load for faculty and administrators; the outcome was a decision to launch the survey in Fall 15.</p>	

<p>4. Committee Assignment and Workload Task Force Survey Results and Discussion</p>	<p>Aaron has results from last year and that is a good starting point.</p> <p>For EMPC:</p> <p><u>Meetings:</u>  6 fall meetings  7 spring meetings  0 summer meetings</p> <p><u>Number of members:</u>  15 members</p> <p><u>Committee member tasks:</u>  Reviewing minutes prior: 15 minutes  Reading agenda and reports: 150 minutes  Preparation for presentations prior: 0 minutes  Actual time at the meeting: 90 minutes  Preparation and reporting back after: 15 minutes  Other tasks: 0</p> <p>Melinda: The goal of survey was to offer guidelines for serving on committees.</p> <p>Aaron: One form was completed per committee</p>	<p>The motion to accept the survey results for the committee's section was approved without dissent. (Approved Ann; 2<sup>nd</sup> Dora)</p>
<p>5. APR Discussion: Gemology/Lothar Vallot</p>	<p><b>Overview of Each Program followed by Questions</b></p> <p><b>Gemology/Lothar Vallot:</b></p> <p>SCC's Gemology Program is unique and part of a small public offering; the Gemological Institute of America, in Paris, Texas, is the only other school offering gemology and jewelry making.</p> <p>The jewelry industry is enormous; our outreach includes a mailing based on SIC codes within a 20 mile radius of this school,, which includes 1200 jewelry businesses. Careers in this field center around retails sales and involves many aspects:</p> <ol style="list-style-type: none"> <li>1. GIA, identifying stones, grading diamonds</li> <li>2. Two electives, antique and period jewelry and pearls</li> <li>3. Five sections offered</li> </ol> <p>People may not use the information on a daily basis but having it and being able to use it in the course of other aspects of the jewelry industry is beneficial.</p>	

Careers in this field, including manufacturing; sales rep for jewelry, are not highly paid, but the gemology courses offered would give a person entering this field an edge.

The Program's emphasis has been on certificates and other measures of completion:

Type of students:

1. Pawn shop owners
2. Crafters
3. General interest
4. Experienced students who are preparing for their license

Enrollment has been steady but two electives were not schedule during the budget crisis.

Outreach is also done manning booths at the three-day Gem Show, the largest in the county, the Gem and Mineral club, Gem Expo, American Opal Society, and the Orange County Fair.

The Program has received many donations, including two generations of minerals. We would like to house a large permanent display to involve the community. We have done fund raising and \$43,000+ has been donated by the community.

## Public Works/Carlos Castellanos

What is public works? Accommodates our daily function – planning, design, and construction, maintenance of our infrastructure of our cities, counties, and state. Our job is to make sure that those are maintained and don't impact our citizens daily activities. Provides essential services to keep society moving forward.

We offer three (3) degree and certificates program

1. Construction and inspection
2. Contract administration
3. Environmental compliance

The Program's cities and contractors business advisory in 2012, helped change the program in the following ways:

1. Added an environment component, i.e. water regulations to our program
2. Continue implementing communication, mobile applications, and

Public Works/Carlos Castellanos

<p>Survey/Mapping Sciences/Don Mertens</p>	<p>computer application component for updating the data management system</p> <ol style="list-style-type: none"> <li>3. Cities are outsourcing labor; involved at a contract admin/project management role; supervise contractors to make sure they are fulfilling the services; understand contracts</li> </ol> <p>We used this information to make a substantial change to the program in the course and program area and created the environment compliance program. We went through the approval process; having 27 colleges sign off on the change. Santiago Canyon College, Palomar College and Citrus College offer this program. We have a good reputation and train students so that they are employable.</p> <h3 style="text-align: center;">Survey/Mapping Sciences/Don Mertens</h3> <p>Survey/Mapping Sciences is the art and science of measuring distances; taking data and turning it into useful information; our products are maps and reports. Our student population includes:</p> <ol style="list-style-type: none"> <li>1. Novice heard about surveying who is curious</li> <li>2. Want to learn a new profession</li> <li>3. Those interested in earning a certificate or degree; our seven core courses transfer to CSU Pomona and Fresno, which offer a 4 year degree</li> <li>4. Students driving great distances to attend the program.</li> </ol> <p>We are now offering hybrid courses because of the distance students were driving which made the program even more desirable. We offer the most comprehensive program in the entire state.</p> <p>I have witnessed the profession go from seven-person survey teams to one person. This is a very high tech profession requiring workers to keep up with the equipment and technology, as supported by the business advisory committee</p> <p>Outreach:</p> <ul style="list-style-type: none"> <li>• Trig Star Program; we lose 90% of students to engineering</li> <li>• We go to high schools to create interest and have produced a video.</li> <li>• We have a new robotic station</li> </ul>	
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## QUESTIONS:

*Rudy Tjiptahadi/ Part I: Overview of Academic Program Information: All three programs experienced significant declines in enrollment and section offerings from 2009-2010 to 2012-2013. What are the challenges causing this decline? Has there been any improvement since? What can the college do to help your programs to rebound?*

Gemology/Lothar Vallot:

1. Limited to 30 stations for 30 students
2. Sections limited; 4 nights a week can earn certificate in one year; 2 nights, can earn certificate in two years
3. Appraising class cancelled
4. Diamond grading was offered fall/spring, now only offered once a year
5. Enrollment was affected by the economy; jewelry industry a luxury; except diamond engagement rings
6. Send a letter once a year to jewelry store and do the shows
7. Not convinced that counseling knows anything about our program; tell prospective high school students—jewelry doesn't have to be a full-time job; part-time job in jewelry store guaranteed if you take the courses; part-time job to compliment full-time wages

Public Works/Carlos Castellanos

1. 2010, peak 10% unemployment; should have been enrolled to prepare for job; now they are coming back to school; market saturated; students per sections ratio has been consistent for 5 years at 25 students per section; ; less students—less sections
2. Increase offerings because it takes 2 years to get a certificate, would like to see it decreased to 1 year; if sections are cancelled can take 2 ½ or 3 years to earn a certificate
3. We do outreach to agencies and high schools to get word out; have relied on word- of-mouth but we need to re-think marketing and outreach
4. New program will generate more students

Survey/Mapping Sciences/Don Mertens

1. Lost a couple of electives; advanced CAD course 206, not part of the degree or certificate but useful in getting a job; offered a streamlined class as part of the community services program but would like to see electives supported.
2. Pushing for a career pathways project with local high schools with

	<p>Perkins; just approved; Humberto has been helping East LA; boot campus—workshops offered at high school after school or Saturday to interest students</p> <p>3. The cycling of courses has a down trend.</p> <p><u>Alex Taber: Part IV: Course Student Learning Outcomes Assessment: California Education Code (Section 78716) requires <i>Every vocational or occupational training program offered by a community college district be reviewed every two years by the governing board of the district. How is the governing board of the district involved in the assessment of the programs' student learning outcomes and to what extent is there feedback between the board and the programs' faculty, facilitators, and administrators?</i></u></p> <p>Public Works/Carlos Castellanos  We want to make sure that our student learning outcomes line up with what the industry wants to see; difficult to find a way to measure student learning outcomes, should we use assignments, tests, quizzes? Personally, I have been advising the faculty to use projects as their SLO measure.</p> <ol style="list-style-type: none"> <li>1. Are students meeting or exceeding the expectation?</li> <li>2. Students learn practice skills that could be applied to their jobs in the public works industry</li> </ol> <p>We use our technical advisory committee to align the SLOs for our program.</p> <p style="text-align: center;"><b>Review of the EMPC Process</b></p> <p>Gemology/Lothar Vallot  The information you learn about your program when you do the review is valuable and it allows you to look at specifics and details. I think it is a good process.</p>	
<p><b>Next meeting</b></p>	<p>Meeting was adjourned at 4:34 p.m.</p> <p>Thursday, May 28, 2015, 3:00– 4:30 p.m., H-234</p>	<p>The motion to adjourn was approved without dissent (moved by Anne Hauscarriague and seconded by Rudy Tjiptahadi).</p>