

**Minutes of the Education Master Plan
May 28, 2015
Roberta Tragarz and Aaron Voelcker, Co-Chairs**

Attendance: Rudy Tjiptahadi, Anne Hauscarriague, Leah Freidenrich, Debbie Brooks, Dora Contreras-Bright; Franklin Heng (student representative); Alex Taber; Melinda Womack

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: May 14, 2015		Anne Hauscarriague moved to approve the minutes; Leah Freidenrich seconded the motion; the minutes were unanimously approved, with corrections; two members abstained.
2. College Council Report – Melinda Womack	The EMPC summary reports were sent to Lynn Manzano, assistant to the President, for the College Council agenda. Melinda will be attending the summer meetings.	.
3. PIE Report – Aaron Voelcker	The majority of meeting time was spent evaluating the work done over the last year in the Committee and will be doing the same thing today in EMPC, discussing the Annual Committee Evaluation form.	
4. Annual Committee Evaluation Form	This is the product of the Accreditation Task Force; will be done every year. Discussion followed and report was completed online with committee member participation.	
5. EMP Midterm Update Survey Results	<p>EMP Survey went out (results were available on the screen to committee members). Over summer Aaron will do a more focused analysis of what has and hasn't been accomplished, if a no, why? What resources are needed? Some action items didn't receive any response.</p> <p>There are 15 SCC goals and 29 action items. There were no responses for 4b, 5a-c, 7a, 8a, 9a, and 10b; 10 action items have not been completed; 11 are incomplete.</p> <p>Summary, 29 action items:</p> <ul style="list-style-type: none"> • received responses for 21; 72.4% 	

	<ul style="list-style-type: none"> • of 21 10 are completed (not verified) • 11 are incomplete • 8, no response was received. <p>End of November, this Committee will send the VP AA a list of resources needed.</p>	
<p>6. Education Master Plan 2016-2022 Environmental Scan Planning</p>	<p>On screen: List of what we looked at the last go-around. We wanted to present this information to the EMP committee members to see if there was anything specific that you wanted to hold on to or that was missing that you wanted us to pay closer attention to. Over the summer, our Office will conduct the Environmental Scan. We will look at what is available and appropriate. We wanted to give you an opportunity to voice your opinion as we bring that information into the fall term.</p> <p>We also do an internal scan, which includes information about our students.</p>	<p>Let Rudy or Aaron know your input regarding this Scan before summer; a copy of the information on screen will be sent to the committee members.</p>
<p>7. Evaluation of 2014-2015 APR panel discussion process</p>		
<p>8. Plan for Fall 2015 APR roll out (due dates, communication, etc.)</p>		
<p>9. APR Panel Discussion</p>	<p style="text-align: center;">OVERVIEW OF PROGRAMS</p> <p><u>Anthropology/Nick Magalousis</u></p> <p>No response</p> <p><u>Computer Science and Computer Information Systems/Stew Myers</u></p> <p>Tabled</p> <p><u>Water Utility Science/Stephen McLean</u></p> <ul style="list-style-type: none"> • Our students work in water treatment, distribution or waste water treatment. 	

- Workers have to be licensed by the State of California; our program helps our students obtain those licenses.
- It is a unique program; there are only six in the entire State (Citrus, San Bernardino Valley and Cuyamoca—which is our biggest competition)
- Between 400-500 enrolled students
- All classes are in the evening; all faculty are adjunct, with the exception of Stephen
- Offering 11 sections; Stephen teaches five (5); adjuncts teach six (6); we are all professionals in the industry and have the licenses we are training our students to receive.
- There are 50,000 water personnel in the State; demographics of workers are retirement age, estimated at 550%
- Many potential openings in the field
- Entry level positions require one (1) 3 unit classes

PROGRAM REVIEW QUESTIONS

Anthropology/Nick Magalousis

Anne Hauscarriague, Part II, Program Goals and Objectives: Now that Anthropology has moved to the H building, does it look like the success rates will hit the 63% benchmark? Also, will the number of AA degrees see an increase with the recent moves?

Response:

- Anne, I do think that the new facility will provide more classes such as the Anthropology Laboratory class 101L that has been recently accepted and another that is in line for acceptance, Anthropology 106, this is an archaeological field class.
- The standard classes that we teach Cultural Anthropology, Physical Anthropology, Archaeology, Language and Culture and the Cultural Honors course are in new clean and exciting facilities. We have new

equipment; new surroundings and students seem to very much like the new Anthropology Lab.

- Yes, I do think that more Anthropology majors will be developed over the next 2-3 years and that the 63% that you noted can be improved-especially with the added classes I noted above, the new technology-this I think will help students focus on the subject matter.

Alex Taber/Part IV Course Student Learning Outcomes Assessment:
You state that the five questions are given during the final exam but separate from the final exam. Students may find the SLO questions on-line and embedded in the course syllabus for each class. Please explain how this works. Do students have access to the questions beforehand?

Response:

- Alex, Good question; that needs to be made clear in my instructions. The SLO's are in the syllabus and on line-but the test questions are not. The SLO test is given as part of the final-the students do not see the SLO test until they take the final.
- The final questions are more specific than the SLO's-but in preparation I expect that students have reviewed notes and the textbook in order to understand the universe of what the SLO's are stating. This requires a good understanding of each SLO.

Rudy Tjiptahadi/Summary Report: In the Summary report, your answer to the question of what's not working in the department is the burden of additional paperwork in SLO assessment. How can we reduce the SLO paperwork? Has the transition to Taskstream made it easier?

Response:

- Rudy, over the years I have been producing SLO reports each semester until recently. You made me aware that reports did not need to be turned in each semester-I thank you for that.
- As of last semester I have been using the old forms and did not make the transition to the Taskstream system. Kay Powell was

kind enough to help enter what I submitted into the Taskstream system.

- I am sure at this point the paper load has been reduced based on what I have noted.

Computer Science and Computer Information Systems/Stew Myers

Tabled

Water Utility Science/Stephen McLean

Anne Hauscarriague, Part III: Student Achievement Data Analysis: Is the gender make-up in the program reflective of that in the workforce? (49% male; 51% female) Has this always been the gender distribution?

- Those statistics are not correct; it is a male dominated industry—90% male; 10% female, although female participation has increased.
- Wide range of occupations, classic jobs in the field are manual labor—digging trenches, etc., almost always male dominated. A number of technology-oriented positions are also available and females are working in customer service and in the laboratory. Those positions are closer to 50/50 male/female.

Leah Freidenrich, Part III: Student Achievement Data Analysis Is SCC able to keep up with the technological advances and the skills necessary to train our future water plant operators?

Response: We are keeping up to date on the technology and our instructors are current.

Limitation: Bringing equipment into the classroom—some of the equipment weighs several hundred pounds; acquisition of equipment will not be difficult to obtain as donations but storage and transporting the equipment will be an issue.

There was a curriculum problem associated with course repetition:

- The back flow and cross connection courses were moved to Community Service, as they are a separately licensed trade. The purpose of a backflow device is to prevent water from being drawn out of the building into our drinking water.
- In the water field, license renewal by continuing education every three years is required to keep license current. Our curriculum included hot topics courses available as continuing education but those classes are also going to be shifted to Community Service because of the course repeatability issue.

Alex Taber, Part IV: Course Student Learning Outcomes Assessment: California Education Code (Section 78016) requires 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 program's student learning outcomes and to what extent is there feedback between the board and the program's faculty, facilitators, and administrators?

Response: I don't know. I have not been in contact with any of the Board of Trustee members. We haven't had the staff to develop a conversation with our Board.

Every year, met in January, we meet with our Advisory Board, which consists of Orange County Water and Sanitation Districts members, major employers, and local business partners which forms a good connection and the opportunity for feedback.

Has the drought affected the Program?

Response: It has affected the discussion in the classroom and has impacted jobs and our student population. Saddleback College is offering courses in water resources and conservation. We offer a course in water conservation with 40-50 student in Fall only but may revisit that area. Water conservation is seeing the largest employment growth. Ironically, water revenue comes from selling water; we don't want to see less water purchased. Water reclamation is also a hot topic in Southern California.

**FACULTY COMMENTS ABOUT THE
PROGRAM REVIEW PROCESS**

Anthropology/Nick Magalousis

No comment

Computer Science and Computer Information Systems/Stew Myers

Tabled

Water Utility Science/Stephen McLean

My employment began in Fall 2014. The program review was already written by two adjunct faculty members; I just read the program review a few days ago. The statistics included in the review were helpful. We are reviewing the curriculum and re-writing our SLOs, which are obsolete. I expect a lot of changes over the next couple of years as we update the program.

**Next meeting Fall
2015**

Meeting was adjourned at 4:15 p.m.

The motion to adjourn was approved without dissent.