



ACADEMIC SENATE

Notes

February 4, 2013
ASSC Conference Room 1421
3:00 pm – 5:00 pm

1. Call to Order

This meeting was solely devoted to the Educational Master Plan.

2. Roll Call:

Susanna Gunther, President

Abla Christiansen, Nick Cittadino, Kevin Brewer, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex officio*, Erin Duane, LaNae Jaimez, Katherine Luce, Amy Obegi, Scott Parrish, Teri Pearson-Bloom, Melissa Reeve, Ken Williams

Absent/Excused: Tracy Fields

Connie Adams, Admin Assistant

Guests: Peter Cammish; Daniel Iacofano & Ryan Mottau from MIG; Maire Morinec; Diane White

3. Approval of Agenda – February 4, 2013

4. Approval of Minutes – January 9 Senate/Ed Admin meeting

5. Comments from the Public

6. President's Report

7. Information/Discussion Items

7.1 Educational Master Plan – Dan Iacofano, MIG & Peter Cammish

Documents distributed at the meeting: Working Session Agenda, Strategic Framework Graphic, and SCC Enviro Scan.

Mr. Iacofano reported:

- Tools need to be relevant and useful.
- The Enviro Scan document, dated October 2011, was vetted extensively with district office staff, drawing upon existing sources of local data as well as characterization of nearby related districts to help decide what programs would be viable and with program leaders and chairs by requesting program assessments from faculty, looking at future growth potential, and what to do to expand program if able to do so.
- The FMP is driven by the EMP for educational rationale, so there is a connection there tied to consultant and staff working on FMP that was used to some degree in Measure Q. Is it as aligned, integrated, and coordinated as it should be? There are unit plans, program review, faculty plans, staffing plans, IT plans etc. that all relate to each other with a core common set of data points and a goal to bring some order to all of that, to not duplicate or leave out important information. Everything can be compiled and brought to all committees and the Board of Trustees for review of all the input.

Peter Cammish, Dean of Research & Planning, related that data access was complicated and with a lot of overlap when he took his position at the College. He started with a database to hold all planning information, met with deans, and thought EMP was a good fit for addressing goals and what is being done. Research linked to some of this looking at proficiency and student success rates.

Dean Cammish gave a slide presentation explaining where information comes and how faculty can enter and access data. Senators and guests asked questions and shared ideas.

- Outcomes from EMP goals can be linked to strategic outcomes.
- Reports and work schedules can be printed and there will be other uses as more information is put into it. It may help to move over to Oracle eventually so everyone can access with user rights, rather than just deans.
- Key fields: specific activities, dates, names to ensure accountability. Currently linked with password so faculty can access on or off campus.
- Data includes: # students, drops, date, registration status, students' previous courses and results; might help to look at pre-and co- requisites; grade distribution; ethnicity; gender; student type etc.; success by instruction method, campus, ethnicity, gender, and instructor IDs and next semester results will probably be added; degree student got and year; efficiency – how many students educated per faculty member (every course doesn't have to be profitable if needed for degrees etc.) based on enrollment. 525 is the number where a positive area is hit (see doc) and FTES changes can help deans look at what sections to offer; have numbers to review rather than just anecdotal evidence; cost data reports based on student success.
- Mr. Iacofano noted that this hits evidence based planning and is a great opportunity with Dean Cammish' expertise setting up a very difficult and large database and access to it.
- It will take time on campus to adjust to all the information now available and faculty leaders need to ensure colleagues look at this data for reference.
- Consider if more orientation is needed or if faculty development is needed more for offering online class etc.
- If things move in the direction where funding won't be based just on census but on student success, all these numbers will need to be reviewed.
- The data doesn't address why there are problems but it will trigger discussion, review, and interpretations.

- Information can be plotted out each year; send people straight to existing info and tell stories along with proposals for funding or to deans.
- A big report with all the information available may be a little more challenging to zero in on some specifics.
- This is all very tied into Program Review and all people working on it should be walked through this and have training on how to read reports. The database will really help accountability. There were basically separate outcomes, assessments, plans and activities that are now merged together. Training on how to read these reports.
- Everyone can't be entering data yet because of the potential to crash the system. Read only access will be best to start.
- The purpose here is what to do to make it more useful, user friendly, and some training will be needed on using it. Dean Cammish, academic deans, and the Vice President can show faculty what they need.
- The question now is how to move this forward; what are some of the needs you have relative to this database; what features would you like; what reports etc.?
- Something associated with IPP proposals as projects. When approving a project, it could go into that sort of context rather well, with data on plans for success, whois in charge etc., rather than looking at it as new each year.
- Once everything is finished it will show complete, will flag a warning to the dean if evaluations aren't done.
- It would be good to have this data for committees that evaluate IPP proposals as well.

- How to enter data on all that the College is doing and getting information out to show how data points match up. Do you have links to performance indicators?
- There are outcomes of the project; evaluation piece would be how evaluated; not everything people want to do requires money, wanted to capture that.
- Fields could be added regarding where allocated money comes from and what it is used for.
- It may be possible to link hiring request forms and add budget and other items later.
- How to get the doc live; how to use technology to cross-link and make and easy to get to.
- Where can info used somewhere be accessed again? Where to go for other info that would be alongside that, possibly linked in? Consider the top 5 links most people need.
- Helpful to have download capabilities setup so they line up. Someone could look at all approved proposals and evaluations.
- This makes standard paper reports obsolete with a continually updating and instantaneous nature that cuts out a lot of steps.
- Important educational goals should drive what people do next in programs.
- What is the difference between EMP goals and strategic plan goals? Strategic plans are developed by the Board of Trustees, Dr. Laguerre, etc. EMP goals are like another level down, what was gleaned from the whole series of meetings over a year and a half to align program examples for transfer achievement. More data could be added to strategic plan information in the database. The interface design could have frameworks, roll over with mouse, and give link at different levels Dean Cammish could set up if all the information is in the database.
- Will there be two different databases? There is a lot of overlap and no point to double entries, but rather than creating one system that has all things, information could be moved from one to the other as needed.
- Analyzing data, some questions will be different from EMP to strategic plans. Identifying systems and information would be the first step for having quick reference and access to updated data.
- Help pull together information needed for funding proposals with ideas to know what other parts need to be fit together. Example: it would be useful to know what are required items for Perkins funding? Perkins charts; labor market analysis; gainful employment data access, need to identify curator core of items. There could be auto fill for tasks data. Staff and faculty access to upload advisory committee (that include industry partners) meeting minutes. As part of Program Review, hyperlink to advisory committee etc.
- Sometimes faculty created proposals that are approved involve creating employment job descriptions etc., that fall through the cracks; could link results in hiring in district to oversee projects that came through proposal process (ie: supplemental instruction). That could be automated to cause report to be printed from database.
- Need to get faculty involved looking at numbers/data; have discussion about that, not just as Program Review, but as part of Flex, division meetings etc. Deans need input from faculty to really look at data for class offerings, including when scheduled, method of offering, and reasons for low enrollment numbers.
- It's about a living document, engaging with colleagues what is/isn't working; you're working together on mission; highlight key issues.
- The Chancellor's Office will be looking more at online contact issues: is success rate linked to need, course type, orientation, sequencing of classes, instructor training needed, etc.

- Look at data for sequence sense. Data can help counselors to support advice to students. This could require some sort of test or online orientation. May need mandatory orientation for everyone before being allowed to take online classes.
- Should access be blocked based on knowledge? Orientation is good, but there is nowhere for students to get information for decision making if they self-select and don't see a counselor.
- Have experimental level for online orientation. Show success rates vs. did/did not see counselor. It would be easy to set up as a pilot co-requisite for some online classes and see if success increases. There is a huge need for training on how to do online class and computer efficiency. Online orientation and computer skills 101 would be helpful.
- If faculty begin using this data, they could see when students are dropping and make revisions as needed to help students. Student success workshops could be aligned with that drop information. Often students drop classes from lack of information or are going through stages of low confidence and just guessing where they're at. A workshop, round of conferences with the class, information to assist students to not make self-sabotaging decisions out of fear or void of info could be helpful. Many students don't track their classes and have no idea how they're really doing.
- There is a science of student success you'd know if certain data points are available; need to apply what we know and scale it to make use of info; a powerful tool but also look at other human aspects as well.

Main points from the discussion:

- Ask right question
- Increase awareness among faculty of data availability
- Engage in conversation analyzing
- Provide access and connections
- Input information

Next steps to move project forward:

- ✓ Link to faculty master plan
- ✓ Synthesize reports to determine how we're doing

Looking at program performance would be easier with department chairs or something else other than information coming from deans to faculty. Also look at how to connect EMP with FMP. DE Chair Dale Crandall-Bear had a discussion on orientation with online students. Conferencing rooms with monitors are needed and he heard that the first thing cut in art department renovation was conference room because of funds. Senator Reeve queried when looking at course performance data and how things connect, how to work information together to see how we're doing our jobs. There are different levels of outcomes, faculty are often asked to rationalize things in terms of student outcomes, and things need to connect better because even well-engaged instructors are unsure how to connect needed information. Dean Cammish replied that the Program Review form should help bring that all together.

Mr. Iacofano suggested a prototype session, a proposal creating exercise, and see how the data serves different purposes. A testing process will culminate with recommendations for some changes. Information gaps will become more obvious. Senator Cittadino suggested faculty training could be held during Flex Cal and added that when people actually access and use it is when they'll really brainstorm the information. Dean Cammish is also willing to come to

division meetings. Senator Obegi addressed the need to make time for everything and everybody to come together. Mr. Iacofano noted that the data dashboard could be used and then reduced to something to act on. Data design has to go into it to compel action. Explore other parts of the system to create the design.

Mr. Iacofano will follow up with Mr. Cammish with the information from this session. Mr. Mottau will let the College know the next meeting date, either March 18th or April 29th.

- 8. Action Reminders**
- 9. Announcements**
- 10. Adjournment**

Meeting adjourned at 5:13 p.m.