

## Humanities and Social Sciences Division ♦ Minutes

October 2, 2014

Present: Stacy Bacigalupi, Glenda Bro, Teresa DeLaby, Mike Dowdle, Marlene Gallarde, Solene Halabi, Hal Hoffman, Luisa Howell, Jim Jenkins, Elizabeth Lobb, Bob Stuard, Margie Whalen, Jeanne Marie Velickovic, John Vitullo

Item	Comments/Discussion/Outcome
Minutes	Minutes for September were approved as submitted
Announcements	<p>Human Trafficking conference will be held in Building 13 on November 8, with the first of two sessions beginning at 8:30 a.m. and displays available for viewing in the interim. There were 500 attendees last year, and it is expected that 600 will attend this year.</p> <p>Some of the Chairs attended a Faculty Association meeting regarding Department Chair compensation vs. workload, and there will probably be a task force and a year-long survey that tracks hours. The transition of stipend dollars to reassigned time that occurred for some Chairs with the new Faculty Contract, is really a positive thing, as LHE applies toward retirement whereas stipends do not.</p> <p>Lance Heard will come to our next division meeting to talk about some of the changes in the new Contract that specifically affect Department Chairs.</p>
Faculty Position Requests	<p>There were 53 faculty position requests (RFPs) brought forward to Instruction Team. Out of this ranking, two of our requests made it into the top 10. One is our History position request, because the Instruction Team agreed to put positions lost during probation at the top. The other is one of our English position requests. Although there likely will be 10 faculty positions approved (plus four Counseling positions funded by categorical money), the Instruction team ranked much further down and the following additional HSS requests made the top 20: Psychology, Political Science, and a second English position. For the first time, the Instruction Team developed criteria to be used in ranking RFPs, criteria that largely overlaps our own, and Dr. Malmgren will take these criteria forward to AMAC for discussion. Luisa mentioned that Academic Senate may also use a rubric. She also mentioned that there is concern that the Administrative Procedure (AP 7120) is not being followed, in that (1) replacement requests are supposed to go directly to AMAC without needing to be ranked and (2) not all requests (e.g. the four Counseling positions) went through Instruction Team ranking. We will know which positions will be filled before the end of the semester.</p>
Planning	<p>Enrollment planning: While we are not growing, we are trying to make up for some major unexpected losses (e.g. the loss of 1,000 students in Fire Technology and Aeronautics over the past two semesters) by adding approximately 200 FTES (about half going to our division) to Winter (primarily) and Spring 2015. For many years, we have seen a bump in enrollment during the first week of classes. This Fall, however, enrollment actually dropped. This may be</p>

Planning (Continued)	<p>due to the number of students not keeping pace with available class offerings, providing students the opportunity to enroll in extra classes and then drop those they don't like. We've been directed by Dr. Malmgren to use a new "schedule and hold" protocol. The philosophy is that we hold off on opening some scheduled classes until the already opened ones are filling. The decision to open the held classes would be made 3-4 weeks out, rather than cancelling classes two weeks out.</p> <p>Enrollment trends: Some of the last classes to fill are short-term, one-day-per-week, and distance learning classes. We don't want to cut distance learning, but we don't want to expand it right now either. Mt. SAC is part of the Online Education Initiative pilot along with 20+ other California community colleges. The pilot begins in Spring 2015, and is designed to test the ability of the colleges to accept, teach, and tutor online students from other community colleges in the State. The FTES will go to the institution offering the class, while the student's home college claims the Student Success Scorecard completion. Mt. SAC's main focus is the online tutoring piece – something we already have in place through The Writing Center. One of the pilot's goals is to select a statewide learning management system to be paid for by the State. This would be a huge savings of what we currently pay for Moodlerooms each year. The involvement of individual instructors teaching distance learning courses on the list (all C-ID approved courses) is voluntary at this point.</p> <p>Adjunct pools: Jim encouraged the Chairs to continue building their adjunct pools rather than trying to hire at the last minute when classes are either given up due to unforeseen circumstances or when enrollment warrants adding additional sections. We actually had three new potential hires that could not teach for Fall 2014 due to Live Scan holds (i.e. no result returned by the Department of Justice), and two of the three still remain on hold without explanation.</p> <p>Student success: Jim shared a flow chart relating to student success, that we are using in the division for planning purposes. Much of our focus to date has been on the Process/Structure side:</p> <ul style="list-style-type: none"> <li>• Scheduling/Enrollment Management (rubric developed by Jeanne Marie based on analysis of data on classes that fill/don't fill, critical courses for degree completion, etc.)</li> <li>• Curriculum Delivery (cohorts, linked classes, accelerated classes); we will revisit block scheduling</li> <li>• Support Services (faculty advising is part of the Title 5 grant, The Writing Center and tutoring are expanding)</li> <li>• Prerequisites (we will discuss development of a foundation for addressing reading/writing prerequisites as a division at our winter planning retreat)</li> </ul>
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Planning (Continued)	<p>Jim would like to move our discussion to the Learning side of the chart over the next couple of years, and develop an idea of what we want to see happening in all of our courses from a critical thinking and writing pedagogy standpoint.</p>
Outcomes	<p>Stacy Bacigalupi and Emily Woolery are the new Outcomes Co-coordinators.</p> <p>Institutional outcomes: As of last Spring, Mt. SAC went back to what were previously called competencies, as our institutional outcomes. Chairs will soon be sent an email, asking for feedback regarding these new institutional outcomes, which will likely be followed by a focus group to address implementation.</p> <p>Program level outcomes: With only 6 out of 12 degrees completed, our division has some work to do on program level outcomes. Only one outcome is needed for each degree. One of the issues is that three of the degrees that apparently reside under our division are multi-disciplinary Liberal Arts and Sciences degrees: Humanities, Language Arts, and Social &amp; Behavioral Sciences. Jim feels the College needs to first decide if we even want these degrees. Jeanne Marie mentioned that we previously decided to use the then existing GEOs as program level outcomes for the Behavioral &amp; Social Sciences and Humanities degrees, but that we never clarified what the Language Arts outcome would be. She suggested it would be a good idea if some guidelines were provided on how to create program level outcomes and how to link them with institutional outcomes.</p> <p>TracDat: With Accreditation coming, we're not getting rid of TracDat just yet. One of the things Stacy and Emily plan to do is standardize how it is used. They are also looking at finding a way to archive inactive outcomes. Stacy is available to help any Chairs who need assistance with entering data or reviewing existing data for their unit.</p> <p>SLOs: Bob suggested conducting an institutional level program on SLOs for adjuncts. Stacy said that because the focus of SLOs is supposed to be teaching and learning, her department is now incorporating discussion of them into broader best practices discussions (e.g. 15 minutes of 2-hour Flex Day meeting devoted to SLOs)</p>

Respectfully Submitted,

Teresa DeLaby  
Administrative Secretary