

**Education Master Plan**

September 11, 2020

9:30am – 12:00 pm  
Zoom

**Agenda/Notes**

**Participants:**  Philip Mancus, Angelina Hill, Peter Blakemore, Chris Gaines, John Johnston, Levi Gill, Gary Sokolow, Derek Glavich, Kerry Mayer, Jon Pedicino, Sean Thomas, Reno Giovannetti, Wendy Riggs

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| 1.0 | Survey Questions | * *Can CR expand its current program offerings while remaining financially sustainable?*   Derek feels that CE has a lot of room to grow, but one of the key inhibitors to growth are the professional minimum qualifications. In the trade fields the best instructors with the best skills often do not meet min quals.  There has been an opinion in the past that liberal arts education that is part of getting a degree is essential to teaching. Especially, with full time faculty who would have to serve on planning committees, Senate, etc. For part-time faculty this may be less of a concern.  Possible solutions: An adult education course to help confirm these skills in candidates. Being partnered with other instructors in a sort of mentorship situation.  Financially, expansions have been problematic at CR. We do not have a long history of expanding the breadth of offerrings and not necessarily the depth. We also have not typically reduced offerings in order to expand other areas.  Levi noted two different missions of the District as a college for transfer education and as a trade school to meet the needs of the community that can sometimes be at odds. There is currently a lot of funding for CE, but that can shift.  Kerry highlighted the need to create programs that are sustainable and quality over quantity of programs. There has been pressure from the community to create new programs and to serve needs that may or may not actually exist (i.e. cannibus).  Sean noted that we need to concertedly build what works for us and makes sense in the context of CR. Coherence isn’t found, its created. CR needs to make decisions that serve our needs and are sustainable. Chris noted that self directing our coherency should not occur without the consideration of a robust group of stakeholders (workforce, students, etc.).  Chris noted that students may not know what they need, but they know what they want and we can try to craft this for them.   * *Can CR expand its current student support services while remaining financially sustainable?*   Pete mentioned that this might be a good area for the Budget Advisory Committee to look at. Angelina noted that the ASC is currently going through the 4021 process with a focus on student needs and space utilization.  There will be new educational models developing that will require new models of student support. If we aren’t prepared it will have a major impact.  What data is there that indicates what students need and want and actually use? Which ones have the greatest impact on student success? How are students services funded?  Sean would like to articulate really clear goals and quality data that indicates what contributes to success.  John notes that the relationship between student services and instruction is unclear and more distant than in the pass. Student services small sample sizes impact their views on student needs in a way that may not be consistent with what faculty see.   * *How well do CR counselors, CR staff understand our students and what they want from CR?*   There is a feeling that counselors offer a valuable view on student needs, but it is different that what faculty see in the larger student population. They often see the students in more stressful situations than faculty. Angelina noted that counselors will begin teaching in the future which may give them a more robust vantage point.  John noted that he does not think that student services and instruction share a common mission.  To get ahead on concerted planning we need to answer the following quesionts: Does student success include more than just student’s academic advancement? Are we aiming too for outside of our mission? What support services are our responsibility, what are not? How do we portray and market ourselves to students and the community? |