

**Program Viability Committee
Agenda
June 2, 2016**

1. Program Viability Categories (pg 1)

2. Proposal Rubric:

<https://www.dropbox.com/s/52nqr79d2mfx265/Program%20Viability%20Rubric.docx?dl=0>

3. Proposals to Review

- Construction Technology Proposal (pg 2)
- Social Justice Emphasis Proposal (pg 10)
- CAWT Credit Proposal (63 page proposal, please see link
https://www.dropbox.com/s/dx8geyeonk2a37t/CAWT_prog_viability_report%2528WEB%2529-complete.pdf?dl=0)
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4. FYE Program – should this come through PV?

5. Program Viability - Auto

Program Viability Categories - DRAFT

Nominal Modifications Category – this is work that the Curriculum Committee can handle directly and does not go to PV Committee.

1. State Mandated Changes
 - a. Creation of new ADT degrees for existing programs.
 - b. Creation of new ADT degree that is not mandated but where a department has an existing similar degree.
2. Outside Requirement
 - a. Accrediting agency/body requires an existing program to modify degree or certificate.
3. Basic/Simple Modification
 - a. Two or less credit courses added to a degree or certificate.
 - b. Two or less new noncredit basic skills courses created for certificate.
 - c. Taking basic skills credit courses and moving to noncredit and creating non-credit certificate.

Substantial Modifications Category - a proposal must go to PV committee

1. Three or more new credit **non-CTE** courses are added to an existing program degree or certificate. Required data: comparison to 4-year degrees, availability of degree locally, number of 4-year graduates locally.
2. Three or more new credit **CTE** courses are added to an existing program degree or certificate. Required data: labor market research and advisory committee minutes supporting change.
3. Three or more new **non-credit CTE** courses are added to an existing program degree or certificate. Required data: labor market research and advisory committee minutes supporting change.

Program Initiation/New Programs Category– a proposal must go to PV committee and data will be required to support the proposal.

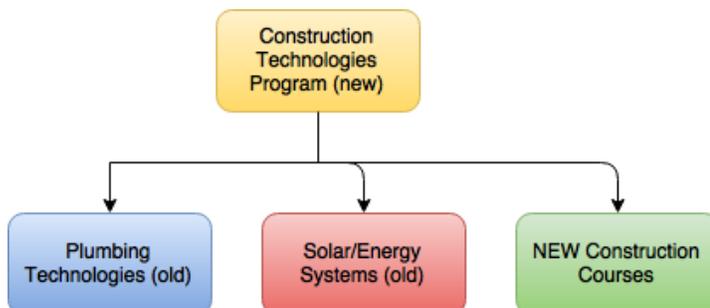
1. Grant Proposals – Full Labor Market Data is required.
 - a. Preliminary Grant Proposal should be sent to PV Committee when it is submitted to grant agency for possible funding.
 - b. Final Grant Proposal should be sent to PV committee as soon as notification of award of grant is received.
2. New Non-CTE Programs – Other data relevant to the program required:
 - a. Comparison to local 4-year degree
 - b. Availability of 4-year degree in region
 - c. Number of graduates with that degree in region
3. CTE Programs – Full Labor Market Data is required.
 - a. New CTE degrees or certificates in noncredit.
 - b. New CTE degrees or certificates in both credit

Program Viability Proposal for Construction Technology

Section 1 - Program Information

1. Program Name: Construction Technologies (new, that incorporates Plumbing Technologies, and Solar Technologies)
2. Type of program? (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T): Noncredit Certificate of completion, Credit Certificate, AA/AS
3. Which department houses (or will house) this program? The School of Applied Technologies (SAT) will house the Construction Technologies program. Currently, SAT has the Plumbing Technology, and Solar Technology programs (which should be incorporated under the larger umbrella of Construction Technologies)
4. Type of Proposal? (Initiation, Substantial Modification, Discontinuance): This is a substantial modification Proposal for Construction Technologies (that folds in Plumbing and Solar/Energy Systems as well as new Construction Technologies courses into one appropriate umbrella of related course offerings).
5. Please provide a brief (no more than a paragraph) description of the program and its purpose.

Construction Technologies is a multi-faceted set of curriculum that will be designed to help students prepare for entry-level positions in the construction trades industry. Areas of study include building codes, management of the construction site, use and management of construction documents, mechanical systems, plumbing technology, solar technologies/energy systems and construction safety. The Construction Technology program will be offered through the School of Applied Technologies where students will be able to choose from several construction technology areas (including construction trades, plumbing, or solar/energy systems). The curriculum will provide a background in building construction and a working knowledge of the techniques and materials used in the construction industry. A context diagram is provided below to assist with the concept proposed in this viability study.



Program Viability Proposal for Construction Technology

Section 2 – Quantitative Information

For all proposals:

1. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?

The projected demand for the Construction Technologies program was obtained from EMSI and the California Employment Development Department (link: <http://www.edd.ca.gov/>). Data in the table below is selected from a representative example of curriculum that will be offered in Construction Technologies. Note: There is a vast amount of difference between the EMSI data and the CA Employment Development Department due, in part, from the projections (EMSI is 5 years and the CA EDD is 10 years) and the span of focus (EMSI is a tighter region whereas CA EDD is for the entire state). However, it is believed that the stats, overall, exemplify the need for the Construction Technology program where the current programs of Plumbing Technology and Solar/Energy Systems are a part of the larger Construction Technologies Program.

<u>Job Title</u>	<u>SOC</u>	<u>Region: Change 5 years</u>	<u>Region: Median Hourly</u>	<u>Region</u>	<u>CA Growth: 10 years</u>	<u>Source</u>	<u>Regional Competition</u>	<u>Notes</u>
Construction Laborer	47-2061	6.00%	14.71	SCV	29%	EMSI/CA Dept Labor	1	ITT Tech
Construction Technologies	47-2061	4.70%	19.65	SCV	29%	EMSI/CA Dept Labor	1	ITT Tech
Construction Trades	46-0000	-1.70%	21.59	SCV	29%	EMSI/CA Dept Labor	1	ITT Tech
Plumbers	47-2152	4.50%	24.97	SCV	24%	EMSI/CA Dept Labor	0	
Electricians	47-2111	3.48%	25.73	SCV	36%	EMSI/CA Dept Labor	1	ITT Tech
Maintenance and Repair Workers	49-9071	5.90%	19.07	SCV	38%	EMSI/CA Dept Labor	1	ITT Tech
Solar Energy	47-2230	4.30%	19.14	SCV	3%	EMSI/CA Dept Labor	0	
Carpenters	47-2031	0.75%	17.76	SCV	30%	EMSI/CA Dept Labor	0	

For CTE Programs only:

2. Does the Regional Labor Data support this proposal? If so, how? Yes. Nationally and in California, the increase in construction technologies is very strong, as indicated by the labor market data from both the CA Employment Development Department and the US BLS shows that Construction Technologies nationally will continue to grow at a 4.3%

Program Viability Proposal for Construction Technology

growth rate through 2024 (source: <http://www.bls.gov/news.release/ecopro.t02.htm>).

3. What data is there from CTE Advisory Committees?

The Carpenters union allows 6 months of credit for students who have completed an Associate degree in Construction Technology. The California Contractor's State License Board give 1 ½ years of experience credit to people who complete a Construction Technology Associate Degree. A Construction Technology program would be the lead in to the employment in many trade area giving students an opportunity to discover and develop aptitudes for construction trade employment as well as a general knowledge of the entire construction process, which is helpful for any trade.

4. What new courses will be developed?

a. Courses that will be developed include:

- Introduction to Construction Technology (new course)
- Fundamentals of Carpentry and Construction (new course)
- Basic Electrical Principles (new course)
- Construction Technology – Concrete (new course)
- Basic Plumbing Principles and Processes (new course)
- Fundamentals of Plumbing Technologies (new course)
- Fundamentals of Electrical Technology (new course)

Note: No overlap with existing courses

5. What is the timeline for implementing these new courses? Because COC has a large Career Pathways Trust Grant, we will be moving to have curriculum developed within a year to 18 months (or less, if possible).

6. What is the planned frequency of offering these new courses? We will be offering courses on-campus and at various high schools in the Valley, based on the Career Pathways Trust Grant. Here is an estimate on when courses will be offered.

- Introduction to Construction Technology (1 time per year: Fall)
- Fundamentals of Carpentry and Construction (1 time per year: Spring)
- Basic Electrical Principles (1 time per year: Fall)
- Construction Technology – Concrete (1 time per year: Spring)
- Basic Plumbing Principles and Processes (1 time per year: Spring)
- Fundamentals of Plumbing Technologies (1 time per year: Fall)
- Fundamentals of Electrical Technology (1 time per year: Fall)
- Basic HVAC Tools and Processes (1 time per year: Fall)

7. What is the projected student completion rate, and how is that favorable to this proposal?

Program Viability Proposal for Construction Technology

For Substantial Modification or Discontinuance proposals:

8. Data from Program Review:

- a. What have the enrollment trends been over the past 5 years, and how are they favorable to this proposal? The enrollments for Plumbing and Solar/Energy systems has been stagnant. Though statewide labor market data supports growth, the SIGNIFICANT issue with the Plumbing and Solar/Energy systems curriculum, as it now stands, is that these courses are NOT tied to a robust set of Construction Technologies offerings.
- b. What is the productivity in terms of WSCH per FTE ratios, and how does it support this proposal?

	FTES Generated		
	2012/2013	2013/2014	2014/2015
Construction Management**	20.93	18.57	20.33
Plumbing Technology	1.71	9.26	8.50*
Solar and Energy Systems	13.57	7.67	1.24*

*** Note: Construction Management is used only as an example of potential program strength of the Construction Technology program. However, it is NOT a part of this viability study.*

Note: The decline in FTES is due to the ‘mis-placement’ of Plumbing Technology and Solar/Energy Systems as small orphan programs. Classes have been canceled during this past year due to under-enrollment. Other districts (LA Trade Tech, San Diego Community College) demonstrate robust enrollments in a more comprehensive approach to Construction Technologies.

- c. What are the student success and completion rates, and how do they support this proposal?

Load	(2014/2015)	
	Success Rate %	Retention Rate %
Construction Management ** 416	70%	90%
Plumbing Technology	51%	94%
Solar and Energy Systems	64%	82%

*** Note: Construction Management is used only as an example of potential program strength of the Construction Technology program. However, it is NOT a part of this viability study.*

Program Viability Proposal for Construction Technology

- 9. Is there any other relevant data from program review? How does it support this proposal? N/A

- 10. What is the frequency of course section offerings? If there has been (or will be) a reduction in course section offerings, what is the rationale for that reduction?

The frequency of course offerings for new course will be:

- Introduction to Construction Technology (1 time per year: Fall)
- Fundamentals of Carpentry and Construction (1 time per year: Spring)
- Basic Electrical Principles (1 time per year: Fall)
- Construction Technology – Concrete (1 time per year: Spring)
- Basic Plumbing Principles and Processes (1 time per year: Spring)
- Fundamentals of Plumbing Technologies (1 time per year: Fall)
- Fundamentals of Electrical Technology (1 time per year: Fall)
- Basic HVAC Tools and Processes (1 time per year: Fall)

- 11. What is the term to term persistence of students within the program?

	(2014/2015)
	Retention Rate %
Construction Management **	90%
Plumbing Technology	94%
Solar and Energy Systems	82%

*** Note: Construction Management is used only as an example of potential program strength of the Construction Technology program. However, it is NOT a part of this viability study.*

- 12. If applicable, what are, and how do, the success rate of students passing state and national licensing exams support the proposal?

Section 3 – Qualitative Information

For all proposals:

- 1. How is this discipline/field relevant for either transfer or CTE preparation?

Construction Technologies, including Plumbing Technologies, Solar and Energy Systems are at the core of CTE.

- 2. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?

Program Viability Proposal for Construction Technology

Students who want to move ahead in the construction trades seek other institutions, as a result. There are several nearby and regionally successful Construction Technologies programs that have Solar and Plumbing embedded as part of a more comprehensive Construction Technologies set of offerings (certificate, AAS programs) including LA Trade Tech and San Diego CC. A related program (that is not a part of this viability study) is Construction Management Program that has shown good overall growth. Construction Management students tend to be mid-career and has relevance to the Construction Technology program. CT is for entry-level students while CM is for mid-career students and, as such, are two unique but complimentary programs. By bundling Plumbing, Solar/Energy Systems, and Construction Technologies into a larger set of Construction Technologies offerings, we greatly position ourselves to tap into this robust and growing market which will serve our students and community well.

3. Is there a potential for disproportionate impact on diversity? If so, how?

Due to the demographics in CTE programs, the addition of the Construction Technologies (CT) along with the inclusion of Construction Technologies, Plumbing Technologies, and the Solar programs under the CT umbrella, the impact for the school at large will be positive as it pertains to the impact on diversity.

4. Is there input about the quality of the program from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community? If so, please explain.

Due to the existing Career Pathways Trust Grant, the current development and mapping of the Construction Technologies program, as designed, is currently working with industry representatives, the advisory committees (of Construction Technology, Plumbing, and Solar), and the Hart District to map out the specifics of curriculum to be developed that will be eventually offered at the High School-level and at the College of the Canyons.

5. Are there similar programs in surrounding college districts? If so, where?

There are no programs inside our immediate service area. There are several programs in the broader region (outside of our service area) including:

- LA Trade Tech – Construction Technology
- Fullerton College – Construction Inspection
- Orange Coast College -- Construction Technology
- Pasadena City College – Construction Technology
- ITT Technical Institute, Rancho Cordova – Construction Technology

Program Viability Proposal for Construction Technology

- San Diego Community College – Building Construction Technology
6. Is there an ability to meet standards of outside accrediting agencies, if applicable? Please explain.

California Building Standards Commission

7. How does this program align with the goals and strategies of the College as outlined in the most recent Strategic Plan? Yes. This proposal meets goal 1 (teaching and learning) and aligns with the statewide CCC mission for transfer, CTE, and basic skills by meeting CTE needs.

For Initiation proposals:

8. How will the proposed new courses articulate with other institutions of higher education? The proposal is for coursework that will also include an AS degree that is CTE focused and not designed for transfer at this point.

Program Viability Proposal for Social Justice Emphasis

1. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?

Besides gaining the skills that all students acquire during their GE coursework, through the Social Justice Pathway students will examine one theme in more depth and from many different perspectives. This Pathway is beneficial to students considering a career in government, social services, or public service as students will learn about community needs and deepen their understanding of how underrepresented, marginalized, and subordinated client populations and causes can be served through social justice.

2. How is this discipline/field relevant for transfer preparation?

According to the Academic Senate for California Community Colleges, in order to determine what areas of interest (AoE) transfer model curricula (TMCs) might be developed, the Intersegmental Curriculum Workgroup (ICW) reviewed the major preparation required at the CSU in numerous majors that were somehow related, potentially shared preparatory courses, and had low numbers of transfer students. At the end of this process, two potential AoE TMCs were identified, Discipline Input Groups (DIGs) were convened, and Faculty Discipline Review Groups (FDRGs) were appointed to develop a draft TMCs and descriptors. The AoE TMCs that are now named **Social Justice Studies** and **Global Studies** are currently in the final stages of development. The Social Justice Studies DIG included faculty from Ethnic, Women's, LGBT, Chicano, and African American Studies, and the Global Studies DIG included faculty from political science, history, and international studies.

CSUN, our largest transfer school, offers a general education pathway in Social Justice. The primary goal of the Social Justice Path is to encourage students to think critically about social justice, to recognize it as foundational for peaceful societies, and to look for ways to promote it. Through interdisciplinary studies students will learn about distinct definitions of social justice and explore issues related to it. They will analyze the ways that socially determined beliefs and expectations associated with race, ethnicity, nation, religion, developmental challenges, gender, and/or sexuality become institutionalized and facilitate and/or limit people's ability to exercise and enjoy equal social, political, and economic rights. Finally, students will develop insight into the interrelationship between cultural recognition and economic justice and the importance of both for ensuring that people are treated equally.

<http://www.csun.edu/undergraduate-studies/ge-paths/social-justice>

3. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?

College of the Canyons offers transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. All of these will be met within the Social Justice Pathway, as the Pathway will be modeled to prepare students who are interested in transferring to a university where they can apply their knowledge and experience to their four-year degree. In addition, learning outcomes will be developed by faculty. To fulfill its mission, College of the Canyons embraces diversity,

Program Viability Proposal for Social Justice Emphasis

fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge. The Social Justice Area of Emphasis path will allow for the development of two courses to be added to the Sociology Department, Introduction to Chicano Studies and Introduction to LGBTQ Studies; these two courses are offered at the majority of UCs and CSUs.

4. Is there a potential for disproportionate impact on diversity? If so, how?

No.

5. Is there input about the quality of the program from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community? If so, please explain.

Not as of 05/10/2016. But, some goals at the forefront of our effort will include the following principles:

1. Social justice recognizes the inherent dignity of all people and values every life equally.
2. It calls for both personal reflection and social change to ensure that each of us has the right and the opportunity to thrive in our communities, regardless of our identities.
3. There is an emphasis on the triumph of our shared humanity.

Some of our students who have shown interest in the pathway also emphasize the importance of bringing attention to our diverse, inclusive student body. Many of these students model social justice in the student organizations they lead, such as Gamma Beta Phi (a volunteer-based club), the Sociology Club (a club whose focus is to bring attention to social problems and justice), and the Communications Club (a club whose efforts have shed light on various social injustices on College of the Canyons' campus).

Some faculty already teach social justice (formally and informally) through various opportunities for active learning, service-based learning, and course-embedded civic engagement. Most instructors in the Sociology department (where this pathway would live) already incorporate the tenets of Social Justice in coursework and other experiential programs. Some of this work is rooted in a set of values collectively developed by the department, the school, and the college:

- Inspire Unity
- Spark Intellectual Growth
- Nurture Leadership
- Build Community
- Embrace Change

6. Are there similar programs in surrounding college districts? If so, where?

Yes.

1. Bakersfield College <https://www.bakersfieldcollege.edu/social-justice-institute>

Program Viability Proposal for Social Justice Emphasis

2. San Diego City College

<https://www.sdcity.edu/About/AboutSanDiegoCityCollege/PresidentsPage/SocialJusticeEducation>

7. How does this program align with the goals and strategies of the College as outlined in the most recent Strategic Plan?

In an attempt to highlight cultural diversity, the most recent strategic plan states, "College of the Canyons will promote, encourage, and celebrate the diversity of students and staff in our campus community." This pathway will promote, encourage, and celebrate diversity with classes such as Introduction to Chicano Studies, Introduction to LGBTQ Issues, and Introduction to Women's Studies. In addition, the strategic plan emphasizes the importance of leadership by stating, "College of the Canyons will assert its leadership to increase educational opportunities for the community." Offering this path would be in line with these two goals set fourth by the college with the creation of two more classes to be offered in the Sociology Department and allow one more option for students' degree path choices. This additional pathway will also help accommodate the projected growth in our student population: "From Fall 2014 to 2023, the California Community College Chancellor's Office projects enrollment to increase from 20,303 to 25,443, an increase of 47 percent over the 10 years."

In addition, College of the Canyons' civic engagement initiative goal is to create a "civic-minded" campus culture. The mission and vision statements for the Center for Civic Engagement align with the goals of social justice and this pathway.

8. How will the proposed new courses articulate with other institutions of higher education?

We will be able to use CSUN's Social Justice Area of Emphasis path to compare content of College of the Canyons' courses. We can match our courses or requirements to course work students are able to complete at CSUN. This strategy will be implemented to assure that courses they complete at COC will not have to be repeated at the institution to which they are transferring.

CSUN: The primary goal of the Social Justice Path is to encourage students to think critically about social justice, to recognize it as foundational for peaceful societies, and to look for ways to promote it. Through interdisciplinary studies students will learn about distinct definitions of social justice and explore issues related to it. They will analyze the ways that socially determined beliefs and expectations associated with race, ethnicity, nation, religion, developmental challenges, gender, and/or sexuality become institutionalized and facilitate and/or limit people's ability to exercise and enjoy equal social, political, and economic rights. Finally, students will develop insight into the interrelationship between cultural recognition and economic justice and the importance of both for ensuring that people are treated equally.

Student Learning Outcomes

Program Viability Proposal for Social Justice Emphasis

1. Students will be able to compare the distinct definitions of social justice.
2. Students will be able to recognize and critically analyze the inter-relationship between cultural recognition and economic justice.
3. Students will be able to identify and practice the methods people use to fight for social justice at local, national, and international levels.
4. Students will be able to identify and analyze the ways injustices are institutionalized in social, political, and economic structures.
5. Students will be able to recognize and connect the ways individuals and institutions may be beneficiaries and/or victims of social injustice.