Academic Senate
Career Education Committee Meeting Summary

October 14, 2024, 1:00 p.m. to 2:30 p.m. (Zoom Virtual Meeting)

Committee Member Attendees: Gary Quire, Hency Chu, Jennifer Paris, Jon Amador, Justin Hunt, Mark Daybell, Regina Blasberg, SB Tucker, Svetlana Deplazes & XanTh Stack

Guest Attendees: Daylene Meuschke, Harriet Happel, Marilyn Jimenez, Nadia Cotti, Nancy Sandoval & Preeta Saxena.

Start Time: 1:05 pm

1) Approve Previous Minutes

   a) September 16, 2024

      I.   The minutes from the last meeting will be approved on the next agenda. Nancy Sandoval will forward some corrections to the minutes.

2) SCCRC/LinkedIn – Gary

   a) **Regional LinkedIn Learning Meeting Update**: Gary attended the Regional LinkedIn meeting in Carpentaria. The meeting discussed doing videos on TikTok. Their idea is to get more people to use LinkedIn Learning and videos in the classroom setting. COC is one of the larger users. There are faculty on campus such as Garrett Rieck who have been using LinkedIn Learning in non-credit. The suggestion is to get feedback from Garrett on how he is using LinkedIn Learning. There are many 1-3-minute videos on LinkedIn Learning. There is an AI feature and there are many other competitors who are getting larger.

   b) **LinkedIn Learning Presentation at COC:** It was recommended to have this presenter Cecily do a presentation at the college with faculty & students such as the PAC at COC. There are now presentations at 4 years colleges and there is a push to bring LinkedIn Learning into the classroom. A few other regional colleges are interested. An on-campus event can help to get students signed up for LinkedIn on the spot.

   c) **Signing Up Students & Faculty to LinkedIn Learning:** Faculty and students now have access via CANVAS shell to LinkedIn Learning. In non-credit students can use the links as textbooks. Students can create a basic profile and no longer need to contact the Employment Center. There are many modules on LinkedIn Learning on, customer service, how to be your own best leader within your organization? Time management, study skills, how to write a business email, customer services and how to be a business communicator. These help students to be effective employees. It is not clear how to this will work with FLEX credit for faculty. The presenter is available to present at COC multiple times.

   d) **The Employment Center:** Schedules various in class presentations and the idea is to get students to sign up for LinkedIn Learning. The Employment Center offers various free services to students such as job search, resume etc. They have also done the alumni groups, and this serves as great networking and job opportunities. There was a suggestion to have Job Developers create a video on how students can create a LinkedIn Learning account.

3) Advisory Board Questions – Regina

a) **Business Advisory Board Meeting:** Their Business Advisory Board meeting went well last week in Hyflex style.

b) **Industry Questions:** Katherine sent an email with a word document that included questions to ask industry members. However, some of the questions were a bit puzzling for some industries. For example, a question on "Dual Enrollment" in Water Technology would not apply. The district has moved away from articulation to do dual enrollment. As a reminder, articulation is when students get college credit, and this becomes an elective credit. The high schools are teaching the same courses, but these are not college courses. They are noted as articulated credit and does not appear on a college transcript. Students can receive elective credit but not for a major. In Dual Enrollment this is a college credit course. The questions are just suggestions and were taken from the CORD handbook. The questions do cover all the basis but each faculty members needs to look at their program to determine which are most appropriate.

c) **Advisory Board Purpose:** The advisory board meetings are to communicate that there is a viable, relationships with industry, to gage the relevancy of the curriculum (especially for those fields that are more technology base). The meetings are also to determine if there are trends on the horizon relating or professional development and accreditation needed.

d) **Perkins Impetus:** This funding is for programs that are continuously being improved.

4) Career Education Curriculum Committee – Harriet & Justin

a) **Proposal to create a CE & Curriculum Sub-Committee:** There has been some discussion about combining programs with non-credit. Justin discussed with Tricia George concerns in CE programs. CE is different from other programs. Harriet, Kevin, Tim and Justin visited colleges in Wisconsin and Detroit and saw they those colleges understand how different CE programs are. The idea is to have a parallel Curriculum committee like Non-Credit as many CE programs are different. There are accrediting bodies, mandates, industry recognize processes, changes with technologies, prescribed curriculum & text and necessary collaborations with outside agencies. In addition, there is mandatory equipment, mandatory fees, off-site requirements (clinicals and sites), proficiency and efficacy minimum and in some programs, there are no grades but a requirement to demonstrate a student can perform certain tasks. There are other colleges who have a CE Curriculum sub-committee.

b) **Benefits of a new Sub-Committee:** There are several possible benefits to creating a new sub-committee such as this would help with lightening the load for Curriculum Committee, this would help programs meet the requirements for advisory boards quicker, helps with outcome and streamlining and can use CE as a vehicle to better equipment for curriculum. There is an invested interest in various areas. Justin is willing to help in any way that he can. It also needs to be determine if there needs to be presentation from all CE programs on the committee. The proposal for the creation of a new CE & Curriculum Sub Committee was presented:

I. **Vision for the new Sub-Committee***: Chiefly adhering to and enforcing the philosophical spirit of the curriculum committee proper. Our emphasis would be on new curriculum solvency, meeting demands of industry by evidence of strong community economic industry or workforce justification and demand. Our emphasis would be on new curriculum solvency meeting demands of industry by evidence of strong community economic industry or workforce justification and demand. Making realistic data driven and data informed decisions to help make recommendations. Emphasis on qualifying connections to employment and building trajectories directly to careers. Practical and swift vehicles to facilitate sound updates and introductions of new CE curriculum. A support nexus to ensure the CE. department's external mandates have at least minimal conflict with existing institutional processes. A new body could assist in identifying where these programs have conflicts due to external standardization. We would be making sound and research recommendations based on our familiarity with CE context. We would see the same smaller group, but repeatedly, presumably because we're*

updating our curriculum to meet industry needs. We would embody the aforementioned rigor of the curriculum and be a communicative bridge between the Curriculum Committee proper.

    c) **Program Viability and Curriculum Committee**: The CE programs will still be discussed at these committees as many times programs start off in non-credit and then move to CE. Garrett Rieck has a limit as to how many courses there are per certificate. Justin spoke with Tricia George and Lisa Hooper. Lisa would like to discuss this with Garrett and Tricia. The idea is to look at other colleges to make sure COC is not re-inventing the wheel. CE will have more curriculum that will need to happen. At the state level where curriculum is done, credit and non-credit courses are done in different way with different rules. Whoever takes over as chairs would need to check all areas.

    d) **New Advisory Board Committee Proposal:** Another suggestion is to create an advisory committee. There Common Course Numbering (CCN) is becoming more aggressive. CE is included in the first initial phase. CNN seems to have other curricular implications in terms of learning outcomes, objectives, etc. It seems to be much more prescriptive.

    e) **Creating a New Taskforce:** The idea is to create a small, concentrated taskforce that could make recommendations that are driven by what CE values, as this is what advisory boards are asking for. NCACT program and industry stated that colleges are too slow and need to match the speed of industry.

5) Program Review – Harriet

    a) **Program Review for Year 1:** There is a meeting scheduled for Oct. 25th. The CE program review is different as there is the Perkins addendum. This includes questions and sets the foundation for the ask for equipment, forced cost sheets, justification for funds and professional development. Many programs need to go to the conference for the accrediting body.

    b) **Year 1 Update:** This is a full update, and all parts of program review get updated. Faculty leads need to determine if there any updates. In the CE addendum Harriet provides direction and she has guidelines needed for Perkins. There are changes with eligibility. There is need to help faculty answer questions with another resources.

    c) **New LMI Visualization:** There is now a LMI visualization. The anticipation is that power users will give some feedback to make enhancements. Faculty should test out the system. Perkins is asking for LMI as this changes rapidly. The link to the Career Education Outlook, Labor Market Data Visualization was shared: https://tableau.canyons.edu/t/Public/views/LMVizforAPR/Filters?%3Aembed=y&%3Aiid=1&%3AisGuestRedirectFromVizportal=y.

    d) **Data Analytics:** This is now a new skill set. Many areas may require this in the future. This will be a similar requirement for many jobs as what was required in the past with MS Office Suite. This will be for Program Review but not for Program Viability for an actual required report for the CoE.

    e) **New Centers of Excellence Director at COC:** The district is in the process of hiring the new program director for the Centers of Excellence. In the meantime, the district is using the consultants from the state.

    f) **Upcoming Trainings:** Daylene Meuschke shared information on an upcoming**,** *"Academic Program Planning & Review training."* The link is via the VRC https://login.visionresourcecenter.cccco.edu/login. Following the registration faculty can select a desired training date.

        I. **Friday, October 25th,** 10:00-11:30 am., *"Academic Program Planning & Review Training"* is scheduled on Zoom: https://canyonsonline.zoom.us/j/86222552483. Meeting ID: 862

2255 2483. This session will be hosted by Daylene and Jason Hinkle and will cover the budget modules. They district must wait for the previous year's budget to close.

    II. **Wednesday, Oct. 16ᵗʰ**, TLC, Room 116

    III. **Monday the Oct. 21ˢᵗ,** at 12pm. If there is more than one person with editing purposes they need to coordinate as only one-person can-do updates.

g) **Upcoming Data Visualization Trainings for Program Review:** There are trainings focusing on the Data Visualization.

    I. **Friday, November 1ˢᵗ**, 10:00am – 11:30am, via zoom, "Program Review Data Visualization-Lab-IRPIE" session.

h) **Program Review Resources:** There General Perkins Needs Assessment Visualization for job growth and project job growth training link is https://canyonsonline.zoom.us/j/81237899031?from=addon. The General Perkins Needs Assessment Visualization that focuses on job growth, earning and project growth for 2027. This link: Workbook: LM Viz for APR - Perkins (canyons.edu) will be shared and housed on the Data Visualization website.

i) **CE Program Outlook Visualization Website:** This visualization was built to support the CE programs. The data came from the Lightcast software and uses southern and central regional data. The data includes SOC occupation codes and CIP codes and those are connected to TOP codes. Lightcast (formerly EMSI) is the same data source used by the Chancellor's Office and Centers of Excellence. These codes are combined, and the goal is to provide the data that would be helpful for program review. The website also has a link to the definitions of answers to questions from the program review template. The CoE numbers are used to identify medium hourly wage which is $18/hr. for all occupations. The SOC codes are those that the user will want to move forward. For all occupations there is a requirement for work experience and training experience. This data should be used to answer item "c" in the Perkins V section of the CTE addendum? Faculty can search by division, department and CIP code. It is recommended faculty search by one program at a time.

j) **Regional Data for Data Visualization:** The regions being used for data is the one connected to 157 zip codes. https://tableau.canyons.edu/t/Public/views/LMVizforAPR-Perkins/Perkins-Growth?%3Aembed=y&%3Aiid=5&%3AisGuestRedirectFromVizportal=y Most of the students are getting employed in South LA. Perkins funding does not need to be tied to the region. For Perkins this is focused on a 25-50-mile radius, and this will cover LA and Orange County. Data can be filtered on region on parameters provided. The regional area will need to be further defined to be within a 50-mile radius. Perkins wants to make sure there is continuous program improvement. Is the college putting the capacity and resources into areas that are high wage and high demand. Faculty need to go off the data related to their program TOP code. For programs that meet and exceed faculty can include a note in the program review and not an actual number. A revised system will need to return to the committee as the Chancellors office is moving away from TOP codes and moving to SOC codes. This item will return for further discussion.

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Future Agenda Items:

2024/2025 CE Committee Meetings

Fall 2024:

- Monday August 26, 2024, 1:00PM – 2:30PM

- Monday September 16, 2024, 1:00PM – 2:30PM – Program Review Year 1

- Monday October 14, 2024, 1:00PM – 2:30PM

- Tuesday November 19, 2024, 1:00PM – 2:30PM

Spring 2025:

- Tuesday February 18, 2025, 1:00PM – 2:30PM

- Monday March 17, 2025, 1:00PM – 2:30PM

- Tuesday April 15, 2025, 1:00PM – 2:30PM

- Monday May 19, 2025, 1:00PM – 2:30PM

Adjournment: 2:35 pm.