

Program Viability Committee Summary

November 13, 2025, 10:00 a.m. to 11:30 a.m. – Zoom

Voting Committee Members:					
Lisa Hooper	<i>Committee Chair</i>	X	Kathrina Almero-Fabros	<i>Transfer Discipline Rep./At-Large Member</i>	A
Erika Torgeson	<i>Enrollment Services/Counseling</i>	A	VACANT	<i>ASG Student Rep.</i>	A
Jason Burgdorfer	<i>MSE, COCFA President</i>	X			
Jaya George	<i>Health Professions</i>	A	Administrator Voting Members		
Jennifer Paris	<i>CTE Rep/ECE Rep/SBS</i>	X	Dr. Thea Alvarado	<i>Interim Asst. Superintendent/CIO</i>	X
Jesse Vera	<i>Enrollment Services /Counseling</i>	X	Erin Tague	<i>Assist. Superintendent/VP of Facilities</i>	X
Karl Striepe	<i>SBS/Transfer Discipline Faculty</i>	X	Jason Hinkle	<i>Associate, VP, Business Services</i>	X
Ruth Rassool	<i>Humanities (Adjunct)/AFT Designee</i>	A	Dr. Jim Temple	<i>Assist. Superintendent/VP Tech, Inst. Dev. & Tech Computer Support</i>	X
Tricia George	<i>Curriculum Committee Chair/Humanities</i>	X	A= Absent	X = Present	

Guest:							
Jennifer Brezina	X	Chloe McGinley	X	Dianne Avery	X	Marilyn Jimenez	X
Andy McCuthcheon	X	Daylene Meuschke	X	Garrett Hooper	X	Monica Shukla Belmontes	X
Bryant Partida	X	Deanna Riveira	X	Harriet Happel	X	Nadia Cotti	X
Chad Peters	X	Deborah Sison	X	Katie Coleman	X	Paul Wickline	X

I. Routine Matters

1. Call to order: 10:02 am
2. Approval of the 10/23/2025 meeting minutes:
 - a. The sentence that reads, “For COR’s most courses are 3-5 units” will be removed. It was clarified that courses can also be 6-9 units.
 - b. **Motion** to approve the meeting minutes Jim Temple, seconded by Tricia George. Dr. Alvarado abstained. Approved.
3. Approval of the Agenda:

II. Reports

1. Report #2: Ethnic Studies, Katie Coleman
 - a. **Program Enrollments**: Enrollments have exceeded what was predicted as there is a high demand from students to enroll. Ethnic Studies 101 is highly requested due to the Area F requirement. The program is looking to develop degrees in the future. Ethnic Studies is generating revenue.
 - b. **Human Resources**: There are two full-time faculty hired. The program went to the Academic Staffing Committee to request 2 more full-time faculty instructors for the areas of Asian American Studies and Native American/Indigenous American Studies. Asian American Studies ranked #1/51 by academic staffing. Native American Studies ranked #29/54 on the committee’s recommendation list.
 - c. **Statewide Changes**: Ethnic Studies 102 (Intro to Chicano/a Studies) was approved for Area F. However, when CSU GE, IGETC combined to form CALGETC the class didn’t make it through for CALGETC approval for Ethnic Studies. The department is revising the course again, but the state is not providing much direction. This course was

- approved for phase 3 of CCN and if approved, will need to be revised yet again for CCN alignment. There is a CCN draft and this will get approved on the next cycle. Additional courses are in development: there is an Ethnic Studies 103 “Intro to African American Studies,” Ethnic Studies 104 “Chicano Feminism” and Ethnic Studies 105 and 106 class in the works that Curriculum will review in the spring.
- d. **ASCCC FA 25 Plenary Update:** Ethnic Studies continued to be an area of interest at Plenary. There is interest in removing Ethnic Studies from the Social Justice TOP code and this may create more work for the curriculum committee. There was a push at the ASCCC Plenary to honor articulation agreements for previously approved Ethnic Studies courses if they had lost GE eligibility through the move to CALGETC. even if they fell off. There may be some cooperation with the CSU partners. This will help students keep the credit.
 - e. **CSUN Ethnic Studies Program:** CSUN has a robust Ethnic Studies program with a full complement of courses in Asian and American Indigenous courses. There are courses that COC has an interest in developing. Ethnic studies have more sections in winter and will add 3 more classes in winter.
 - f. **Request from the Program:** Two new faculty were requested through Academic Staffing.
 - g. **Dual Enrollment:** Data from CDC, EOE Online Course Exchange demonstrates that Ethnic Studies was the #1 class that students were leaving COC to take at other colleges. If the program continues to expand more native students can enroll. With Ethnic Studies being required at the high schools now, many high school teachers don’t have a social science and history background and there is a need for our faculty to teach on the high school campuses.
 - h. **Total Sections Offered:** With 120 sections a year, this is probably the upper cap for GE Ethnic Studies enrollment. This is the total number of courses offered of the comparable, 3-unit Intro to Public Speaking course. Demand should be equivalent since all students now need both for transfer. Many colleges are struggling with this area (there is the potential for CVC enrollments from other colleges).
 - i. **Pro Forma Form:** The form was shared and calculated for 2024-25 academic year. The program is profitable and even with the added expenses of new faculty, would/should continue to be profitable for the foreseeable future.
2. **Report #2:** Recreation Management, Brittany Applen & Garrett Hooper
 - a. **Status Update and Challenges:** Since 2023 the program now can offer more courses to students in outdoor education, such as backpacking, hiking, survival, and rock climbing. This was launched for the first time in spring 2025. Recreation Therapy has also been brought back.
 - b. **Certificate of completion in Wilderness Leadership:** The program has been unable to start the program but is intending to begin in spring of 2026.
 - c. **Human Resources:** There are two full-time faculty, Brittany Applen and Garrett Hooper doing the work of this program part time. The program has now hired 8 adjuncts who are teaching most of the classes. The program will also continue to hire federal work study students.
 - d. **Enrollment Data:** Demonstrates program has grown in enrollment. The program will hit the 50% mark for most classes. The program has increased majors from 15 to 35 from fall 2022 to fall 2025.

- e. **Grants:** The program received the National Park Trust College Ambassador Program Grant for the 2025-26 academic year. 2 students were selected as college ambassadors for the National Park Trust, and they receive a stipend to do so.
 - f. **Challenges:** The program is in need of a lab assistant to help with equipment management.
 - g. **Program Growth:** The program has partnered with the city of SCV and there are students who are working for the City of SCV. There are internships with Valley Trails Summer Camps, Top Out Climbing and Tubatulabal Tribe Land Management. In addition, there is a partnership with Roots to Rise with the Hart District to bring them to the campus for a CE pathway and Recreation Management. This introduces people to recreation management and the goal is to start with the junior high students.
 - h. **Wilderness First Responder Program:** There is a partnership with the Wilderness First Responder (WFR) training and COC. All instructors are WFR certified and need to go outside of LA county to be trained and/or recertified. Students can now go to COC to get certified. The plan is to offer a full certification course in the Fall of 2026.
 - i. **2025-26 Goals:** Some goals were shared such as working with sponsorships, funding for outdoor classroom, dual enrollment and pathways. Actively develop an outdoor college orientation program.
 - j. **New Certification in Wilderness Leadership:** This was approved a year ago and it has been slow to coordinate with Pyles Camp. Hoping to launch in January or February as this is a 4-day training course and runs Saturday to Sunday. The goal is to open the Girls camp and have 12 leaders-in-training enrolled in the class.
 - k. **Pro Forma Form:** Faculty attempted to complete the form without input from Business Services. Will coordinate with Jason Hinkle to revise for planning purposes.
 - l. **The 24-25 data from Business Services:** Last year demonstrated 16 FTES with 12 sections, these numbers are not exact as some data points were missing.
 - m. **Special thanks** to Garrett and Brittany for the collaboration in the community and the effort and work in the program.
 - n. **Request for Ad-Hoc Committee:** On the instruction side data is not demonstrating efforts bearing completions. This semester there were only 11 students enrolled, and the program has been running with low enrolled classes. The college is looking at \$100K a year based on expenses outlined in the pro forma. The suggestion is to have an ad hoc committee. Lisa will review the documents and changes to Program Viability AP. The program is currently undergoing the revitalization process.
 - o. **Curriculum committee:** REC 121 changed units and class cap this was not outlined in the proposal to have the ad hoc review or table it. The ad hoc committee will look at ways to package curriculum to look at opportunities for completion which could offset the cost.
3. Substantial Modification/Program Revitalization: ASL/Interpreting, Brittany Applen & Deborah Sison
- a. **Proposal for a Certificate of Achievement:** The program has an existing AA degree. The proposal is to take both interpreting and ASL degree courses and create a certificate of achievement for those students working in higher education but who do not need an additional degree.
 - b. **Transfer and/or CTE preparation:** There is a new program now and in a different modality. The faculty chose to place the program on hold as they wanted to get more students interested. There is a need to transfer and is considered CTE. There is an advisory board.

- c. **Labor Market Data (LMD):** The LMD was shared as it is required for interpreters to have a BA to be nationally certified. The reality is that all are prepared for workforce.
- d. **Course Modality Format Change:** It was challenging to offer courses via zoom, and the program changed the modality to have an afternoon in person program.
- e. **Implementation and Support:** The program will fall within the School of Humanities and still will need faculty support and growth.
- f. **Physical Resources:** There are no physical resources needed.
- g. **Questions Answered:** There was a request from the district to repackage the program.
- h. **Course Sequence:** The program has a total number of degree units of 38, with 6 units of pre-requisites for a total of 44 units. These are sequential courses and students need to go from 101 and 104. For 111 and 112 students must enroll in the 102 prerequisite and for 200-level courses 104, 110 and 112 are all the prerequisites. There is concern that this program is a 3-year degree as written. 102 is not part of the degree but is a requirement for SIGN 201 and 202 must be taken consecutively. There is a question as to can the program be pared down.
- i. **Transfer:** Students transfer to CSUN and CSUN only takes 24 applicants at a time. The AA degree is like CSUN's in how it is modeled. Students need to enroll into similar programs. There are 11 units for lower division and there are some areas that aligned. There is concern with moving to certificates that students may not be able to continue to take the courses. It was suggested to create stackable certificates to encourage students to complete the program by hitting milestones along the way. Teh college is paid for completion of 9-unit increments in CTE if they are certificates.
- j. **Request for an Ad-Hoc Committee:** The recommendation is to have an ad hoc committee to discuss how this program can meet student needs. In CTE completion works differently and 9 units are credits as a completion, and they emphasize stackable degree as these are 2 completions for an AA degree. Students are requesting certificates. Harriet would like to review the Labor Market Data and if students are obtaining economic and social mobility. Harriet will join the committee. Lisa will report back at the Dec. 11th meeting.

III. **Adjournment:** 11:35 am.