

Program Viability Committee Summary

October 8, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Albert Loaiza (Student Services, Counselor), Dr. Omar Torres (VPAA), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor & Erik Altenbernd (Humanities, filling in for Julie Hovden)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Sarah Ehram (Student Services)/ KPET), Sanghu Beak (ASG Student Representatives)

I. Routine Matters

1. Call to order: 10:02 am
 - Introductions were made to welcome new Program Viability members and guests.
2. Approval of the Agenda
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Unanimous Approved by roll call vote.
3. Approval of 9/24 minutes
 - The minutes have been previously posted in the Program Viability CANVAS shell. However, it is standard practice by many sub-committees to approve previous meeting minutes and list on the agenda. This practice will continue going forward with PV.
 - Motion to approve the 9/24 minutes by Lisa Hooper, seconded by Nicole Faudree. One abstention from Albert Loaiza. Approved by roll call vote.

Notes: The agenda was re-ordered and item #3 was moved up to item #1.

II. Reports

1. (Previously item #3) [Cooperative Work Experience \(CWE\)](#) – Nicole Faudree
 - Background: There was a reminder that CWEE stands for Cooperative Work Experience & Education which is also known as the Internships program. For many years Internships and CWEE were intertwined student services and academic affairs or instruction. This was due to the fact that on the faculty side there is a need for Curriculum, Program Review, Evaluation of faculty and 10+1. There is also the student services side, very similar to counseling, where there's assistance with enrolling and promoting internships. The programs were merged in the past however, after the program review was conducted it was recommend that these programs be pulled apart. This would allow for better separation as there was not a faculty member in charge of the duties of 10 + 1. There was a clarification that this is an existing department and now it existing on its own separately.
 - COVID-19 impact to the CWEE program: There are typically between 45 and 60 students in the first session. There are two session, one is scheduled at 12 weeks and the second session is at 8 weeks long. There are now currently 30 student enrolled in the Internships program. There are some students doing virtual and there are others doing on ground with safety measures in place. This is given the current COVID-19 crisis. Usually the spring enrollment is smaller than the fall enrollment. Out of the 60 students who are enrolled in the spring 2020 1/3 have requested an Incomplete "I." Many students will be finishing up

their hours during the fall 2020 semester. A 1/3 of the student were able to convert to some kind of remote or virtual internship. Another 1/3 of students requested an “EW” as an option. This is really great news for a program which offers internships at work sites. The FOMA has been submitted and all who teach in CWEE are certified.

- NEW CWEE curriculum: There is also some new curriculum coming up through conversations with faculty currently teaching in CWEE.
 - SIGN Language Program: Brittany Apple teaches SIGN Language and has realized her generic query for sign language isn’t enough for interpreting students. Curriculum needs to be developed to meet the needs of the students.
 - Culinary Arts Department: Work being done to create a CWEE Baking internship. This course would be specific to the baking certificate. Nicole will reach out to Curriculum to discuss what impact these courses would have on the student’s degrees/certificate programs and what is required from Curriculum in terms of Ed Code.
- Current CWEE Faculty: There is an additional faculty member teaching, Jeannie Chair. There is also a part-time faculty member who has been teaching in CWEE and has worked in the office for many years.
- Is there a need to write additional courses or is there a need to be more strategic with the units and allow students to take 2-4 sections? It would be a great option to allow faculty to pre-approve internships. Currently faculty do not discourage students from obtaining their own internship or applying for their own internships. As there may be some students who want to obtain experience early on or later in their career.
- Title 5 Requirements: Title 5 requires that there be a plan submitted to the Chancellors office for internships and how those will be delivered for the community. The plan was submitted two years ago but it was not submitted to the Board of Trustees. The form will be ready to submit soon. In the past this plan was submitted by the Student Services department. The new process will be for the office of Instruction (Formerly Academic Affairs) along with Nicole to present to the board. In addition, the plan needs to outline how the requirements for Title 5 will be met. Including, legal requirements such as:
 - Timesheet signed by the student and their supervisor confirming hours worked.
 - A form stating what the current project or work will be. This form needs to be triple signed by the student, the supervisor and the internship CWEE faculty supervisor.
 - Submission of a resume by the student.
 - Established communication between the CWEE faculty member and the supervisor at the job site to verify the legitimacy of the internship.
- Non-Credit CWEE Courses: There has been some discussion at the statewide [ASCCC Non-Credit Committee](#) regarding possibly offering non-credit internships. This is an idea that has been lobbied for some years and a presentation was made back in fall 2017. There was a resolution passed in support [of Internship Opportunities for Students Enrolled in Noncredit Courses and Programs](#). There has not much movement regarding this resolution and more advocacy is needed to make changes to Title 5. There is a professional lobbyist who works on lobbying for different efforts. It is import to discuss how non-credit internships can mirror credit internships and also how Credit for Prior learning will have an effect on these possible new courses.

2. Year One Status Report: Physical Therapy Assistant – Sarah Ehram

- Background: Many of the students who are interested in Sport Medicine Programs over the

years are also interested in Athletic Training or Physical Therapy. Two presentation regarding the PTA program were made in 2019 to Program Viability. The PTA program was also brought forth to Academic Senate in the fall of 2019. There was also a presentation made to the Academic Staffing Committee (ASC). This program was listed under the “strongly recommended” column by the ASC. Sarah completed a developing nine hour workshop. This workshop has was divided into three days and held by the American Physical Therapy Association.

- Accreditation Requirements:

- Determine how many community colleges in California offer PTA programs.
 - Mendocino College who has been granted candidacy. Shasta College has submitted their application as well as Bakersfield College has hired a *Program Director*. The closest PTA program is located at Cerritos College. This college has over 300 applicants every year but they only accept 24.
 - Both Glendale and Pasadena community colleges are also interested in starting a PTA program. This information is important to determine which schools are in close competition as that can determine the number of graduates and the number of those who obtain employment within six months of graduation.
- There is a limitation to the number of people that can be enrolled as you cannot provide the appropriate lecture and lab experiences so students can actually graduate and be successful.
- Accreditation is typically not granted until the first cohort of student graduates and these cohorts must be done within 4 semesters. The idea is for students to be done with their required classes for the Associates degree within 5 semesters.
- There’s a need to obtain letters of support from local Physical Therapy Clinics.
 - There is support from the Southern California Orthopedic Institute to be a clinical rotation site.
- There is strong support from the Advisory Committee as the labor market data shows there is need for this program.
- Submission for a letter of intent which demonstrates evidence that there is the appropriate state approval to offer the program.
- Submit evidence that there is an approval from an institutional accrediting agency such as College of the Canyons.
- In order to advance to candidacy there needs to be a director in place. Currently, the hiring of the director is on hold at COC. There is a possibility of utilizing Strong Workforce funds to hire a *PTA Program Director* for fall 2021. Categorical funding can be used. Colleges have 18 months to get to the point where the first cohort can begin. For accreditation purposes both a *Program Director* and a *Clinical Education Coordinators* need to be involved in the curriculum process. If a director were to be hired for fall 2021 courses could not be offered until past 2024. The *Program Director* also needs to have been employed for 18 months full-time.
 - Dr. Omar Torres will connect with Sarah regarding the status of hiring a *Program Director*. Sarah will submit a step by step process needed to obtain accreditation to Dr. Torres.
- Currently both Perkins and Strong Workforce funds have been used to work with a PTA consultant. This is highly recommended to ensure that all standard requirements are met during the application process. Initially the goal was to get on an accreditation cycle for Dec. 2020 it is now Dec. 2024. Only 6 programs are

reviewed in the spring and 6 in the fall semester. It may be challenging to obtain approval from the Chancellor if courses cannot be offered until 2024.

- There is also a difference between the notification of intent and when an application is officially submitted. This is due to the need to re-submit intent as it may take colleges up to 21 months to put curriculum through. The entire process can take up to 2 years. The *Program Director* needs to be on board with the curriculum process.
- There is a suggestion to hire a temporary *Program Director* to help get this program started. As permanent contracts do not need to be seen until a college is planning to offer courses.
- Once a program reaches year 3 of pilot status then the committee can take a vote as to whether or not to move a program from pilot to permanent status. The committee will explore different descriptors for phases of pilot status versus the years of pilot status. Changes may need to be made to the committee procedures and brought forth to Academic Senate.

3. (Previously item #1) Year Two Status Report: Human Resources Academy (noncredit) – Christina Chung

- Background: A marketing flyer was shared for the [Human Resources Academy](#). This program currently lives in non-credit as part of the school of Personal & Professional Learning. This program began in 2018. Some focus group meetings took place with both the Business Advisory Committee and local business leaders to determine what their HR needs are. There are different levels of HR that companies may need depending on the roles they play in an organization. Three certificates were developed as part of the HR Academy.
 - Gateway Human Resources Assistant Certificate: This certificate is made up of three courses, which includes *Foundations of Human Resource Management*, *Employment Law Fundamentals* and *Human Resources Management Support Activities*. This certificate is made for someone that is just starting off and wants to get a foot into human resources.
 - Supervisors Roadmap Certificate: This certificate consists of two classes which includes *Supervisors Role in Workplace Compliance* and *People Management*. These courses are offered to those in supervisory roles so they can obtain not necessary just technical skills but people skills or knowledge of laws.
 - Human Resources Professional Certificate: These courses are for those who already work in HR and want to move up in the profession. This program provides a boost in their knowledge and skills. This program was launched in the fall of 2019.
- There is a lot of scheduling and staffing for non-credit courses and because of this there are many waitlist courses which need to be created. The back of the flyer lists the courses. The idea is to build curriculum and focus on understanding what HR laws of employment are.
- Due to large interest in HR classes there was a waitlist created so a determination could be made regarding how many students were trying to get into a course. Many of these courses were being offered one section per semester. Many of the sections had to be offered in twice for fall and continue offering additional for winter intersession. The question is how to continue sequencing the classes that work for students.
- All courses in the beginning were in hybrid format. This format was selected to allow students to learn online and obtain the in person, hands on experience. All courses have been successfully moved to online. Due to many organizations being on hold many are

suggesting to have their HR personnel learn additional skills.

- An additional instructor has been hired to help teach the courses and there is still a need for more instructors so that more sections can be offered.
- There is a possibility of offering these courses to entire organizations. This will allow for organizations to refer employees to COC rather than build the sections specifically for them. Yasser was brought in as another instructor to help teach courses. Yasser is teaching both career skills and HR non-credit courses in overload. This is allowed only every 2 years for instructors. Some of the certificate programs are also being offered in both credit and non-credit.
- There are also some employers who offer education incentive program to their employees for participating in these types of programs.

III. Discussion

1. Program Viability Proposal Forms

- There is a new program viability form. This form was reviewed in September in fall of 2019. There was a reminder that the Program Viability Committee specializes in program initiation (starting a new program), program modification (modifying an existing program) and program revitalization (revitalization of program). The revitalization process can be triggered by an administrator if anyone feels a program is no longer thriving. The last specialization of the committee is the proposal updates. The program justification is a form used to request labor market data from the Centers of Excellence. Garrett requested that all committee members take a look at the forms, review them and provide some feedback. There was also a suggestion to have a separate CTE program initiation form. The goal is to make some changes to the forms during the winter intersession to make the forms more user friendly. The other idea is to break the program initiation modification form into two forms. This will create one form for program initiation and one for program modification.
- The other goal is to not have faculty dread coming to the Program Viability Committee. As there are many faculty who attempt to circumvent the process whenever possible. PV is triggered when there are 3 or more new courses created that require substantial resources from the college. Many times faculty will only offer 2 courses at a time to not have to present to Program Viability and instead go straight to Curriculum Committee. The objective is create forms that are less confusion and more user friendly.
- Garrett is interested in continuing to be Program Viability committee chair for the next upcoming years.