

Program Viability Committee Summary

March 18, 2021, 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), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Erik Altenbernd (Humanities), Albert Loiaza (Counseling), Julie Hovden (Counseling), Regina Blasberg (Applied Tech), Dr. Omar Torres (CIO)

Note: Julie Hovden has now returned and will replace Albert Loiaza

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Instruction) & Sarah Efram (Classified, Student Services Coordinator III (Athletic Trainer), Physical Education (PE)/Kinesiology/Athletics), Harriet Happel (Dean of Career Education and Integrative Learning & CTE), Rebecca Eikey (MSHP)

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of 3/4/21 meeting minutes
 - a) Meeting minutes have been revised and re-uploaded to the CANVAS Shell.
 - b) Motion to approve the meeting minutes by Nicole Faudree, seconded by Jesse Vera. Dr. Torres was absent. Unanimous. Approved.
3. Approval of the Agenda
 - a) There was a correction made to the agenda. The “Sports Medicine Program” should read as “Sports Medicine AS” program.
 - b) Motion to approve the agenda by Chris Boltz, seconded by Lisa Hooper. Unanimous. Approved.

Note: All program documents have been uploaded to the CANVAS PV shell. All newer documents now populate at the top of the list.

1. **Program Viability Process for Discontinuance of Programs:** When this committee was first formed there was a possibility for discontinuance of programs. However, a form was never actually created, unlike the forms which have been created for review or program initiation.
 - a) **Curriculum Committee Process for Discontinuance of courses or programs:** The Curriculum committee has received requests over the past years to archive or discontinue courses and programs. Guided Pathways has helped to create a more holistic view of the curriculum and how it serves students. The discontinuance of programs is something that will be expected to continue.
 - i. **Single Course Discontinuance:** When a single course is requested to be achieved rational has to be presented to the Curriculum Committee. If a course is a required or restrictive elective there needs to be information presented on how a program is going to be modified or replaced. The rational for this could be a course being deemed unnecessary. It also needs to be determined if the discontinuance of a course will impact a student’s ability to complete a program.
 - ii. **Program Discontinuance:** If a program is going to be discontinued there needs to be a discussion and something in writing must be presented. This information needs to outline as to why a program is being discontinued and how students, who

may be currently in the program, will be served so they can achieve their goals. This could be in the form of a course substitution(s).

- iii. Impact on Physical and Human Resources: If the institution has committed any resources to a course or a program, what is the projection for reallocation? Have the resources been exhausted? Will they be recommitted? Can those resources be used in a multipurpose format? Where are the resources? Can they be donated? How will the elimination of these resources impact students beyond just the curriculum piece? The discontinuance of programs may have a ripple effect in multiple aspects of the college. These decision needs to be communicated to Curriculum, Academic Senate and other areas across the district. The process must be clearly delineated.
- iv. NEW! Program Viability Program Discontinuance Form: These considerations will help build the discontinuance program form for Program Viability. Any additional suggestions for the form please send to Garrett. The form will be presented either on the second to last or last meeting of the spring semester.

II. Discussion

1. Sports Medicine Program Discontinuance – Sarah Ehram

- a) Background: Sports Medicine falls under Kinesiology it is also a Career Education Program. For many years Athletic Training has been an Allied Health Care Professional degree. This degree has lived on the bachelor's level. In the past couple of years there has been some movement by the accrediting body of Athletic Training Education to move the degree requirements from a Bachelors level to a Masters level. Beginning next fall, anyone who desires to enter the profession of Athletic Training cannot sit for the national Certification Exam after they have completed their Bachelor's degrees. They have to have earned a Master's degree.
- b) Proposal to discontinue the Sports Medicine AA degree program: The Sports Medicine degree was unique in that it enabled athletic training students who were interested in getting into the bachelors program to get all the requirements and pre-requisites to apply to those programs in the COC Associates degrees. However, now that the program has moved to the Masters level the local COC degree program doesn't articulate with anything on the bachelor's degree level. Enrollment in this program has been diminishing over the past years. Sarah has been active on both the program and curriculum side since 2007. This program used to be very robust.
- c) KPET 213 Courses: The request is to have this course series archived. There used to be anywhere from 17 to 20 students every semester enrolled, where 20 would be the cap. This was due to the need for students to be overseen when doing their clinical hours. Last spring there was only 4 students enrolled. This fall the course was not run as there were only 2 students. There has been a lot of outreach done with local high schools, Sports Medicine Career Fairs on campus and open houses. This program no longer serves students. Many students, who are interested in Athletic Training or Physical Therapy need to get a kinesiology degree since a sports medicine degree does not articulate with the Kinesiology degree at the bachelor's level. Many students should be doing a Kinesiology Associates degree.
- d) Advisory Board: In order to be part of the Career Education department this program needs to have an Advisory Board. The Board is made up of faculty from CSUN, which includes faculty member's specific to the Athletic Training Program. There are also members from local Physical Therapy locations and educational instructors from COC.

- e) Proposal to create a new Physical Therapist Aid Certificate of Specialization and existing Therapeutic Procedures Certificate: There is a need within the community to develop some sort of certification for those students who are looking to obtain employment as a Physical Therapist Aid. COC began looking at developing the Certificate of Specialization and Therapeutic Procedures. With the input from the Sports Medicine Advisory Board classes were identified which best could prepare students to work as efficient Physical Therapy Aids. Student could then work in a Physical Therapy, Chiropractic or Sport Medicine Clinics. To become a Physical Therapist there is no need to have a high school diploma. The only requirement is to be 18yrs old. There are competencies that a student's need to demonstrate to the State such the ability to do patient care, administer heat and ice packs, ultrasound, electrical systems and other modalities. These students would be supervised by physical therapists.
- f) Private for Profit Institutions Certification: There are some private, for profit institutions in the valley who are charging students \$8,000 to \$12,000 for a Physical Therapist Certificate. Local Physical Therapist feel this is a travesty and asked if COC could offer this certificate program. This program would help student show the competencies they have achieved.
- g) Physical Therapy Assistant Certificate: There are many students interested in this program. This is different than a Physical Therapist Aid. This position has a different salary range and licenses. A lot of community support has been received.
- h) Non-Credit Certificate Mirroring: There are many people who want to change their career path but don't have the financial resources. This non-credit certification will help to meet the requirement that Physical Therapy Clinics are looking for. Courses can be completed in one semester. In order to get into a PTA or PT schools there are clinical hours required. For those students who are interested in the Athletic Training with this certificate students can take KPET 212. They will be required to get 50 clinical hours in the Athletic Training Clinic where they are supervised by the instructor. Students are taught the lecture and in the clinic they practice how to use hot packs and record patient's rehabilitation exercises. This program proposal will need to be formally agenzied for a upcoming meeting.
 - i. KPET 212 recommended prep of KPET 210L: How will this be reconciled in the non-credit certificate? There are many students who have taken KPET 212 but have never taken KPET 210 or 210L. If a student has never had the tapping or injury discussion in depth it may not affect their success in the KPET 212 as this information is not essential but it is good information for the student to know. For Physical Therapy aids they do not need to know how injuries happen. The skills students learn in KPET 212 is more so understanding what the healing process the body goes through is. What can each of the modalities and exercises do and why are they applied at a certain state. How are they applied correctly? How do you record exercises? How do you instruct patients on how to perform them correctly?
- i) Overview of Mirroring of Courses: Mirroring is when courses are offered in credit and non-credit. An instructor can decided in advance how many credit and non-credit seats they want. All students are enrolled in the same class. Both sets of students will be required to complete the exact same assignments. Typically, there is a cap of 35 seats for classes. 10 may be set aside for non-credit and 25 for credit. The credit students will pay for their units and non-credit students will NOT earn units but the course will be free. Non-credit students do have the opportunity to earn a Certificate of Completion. There is now also the new Credit for Prior Learning Policy in place. If a non-credit student later decides the want the units they can pay the fee to earn those units.
- j) Labor Market Data: Mt. Sac has a program and there are other similar programs. There has

been some growth and the Advisory Board is in support.

- k) Two-part proposal to discontinue programs and create a new certificate(s): The new program proposal is a repacking of existing curriculum. Advisory Board minutes should have been included as the Advisory Board has made these recommendations. The identification of the courses for the new certificate programs are needed to inform the Curriculum process as those programs are pushed through.
- l) Discontinuance of a program: How will students be served? Students who had declared the AA in Sports Medicine were accommodated as follows:
 - I. There were two students who were enrolled in fall 2020.
 - a. One student had just started the series.
 - II. There were 4 students from spring 2020.
 - a. Two students had just finished and were graduating. Students had completed KPET 213 and just needed to take Anatomy and Physiology.
 - b. Two students had to take one of the KPET 213 series classes. The KPET 213 series is part of three classes. Students are required to take 2 out of the 3. Sarah reached out to both Howard Fisher and Chuck Lyon, Dean of KPET and for these students KPET 201 was identified as an appropriate course substitution.
 - c. For those students who had enrolled in KPET 212 there were only 2-3 students who had identified Sports Medicine as their degree. The other students took KPET 212 just for fun. These students were contacted and connected with counselor, Albert Loiaza. The KPET 212 allowed students to be eligible for the Certificate and then pivoted to the Kinesiology program.
 - III. It is recommended to reach out to A&R so a roster could be run for any students who may have declared this degree as their major. An official notification should be sent to the Counseling department to notify of the cancellation of programs or courses. There were suggestions provided to include in the form such as, Has the counseling department been notified? Have the students been contacted? What course substitutions are being offered? It also recommended to have these steps as part of the Advisory Board so they understand what steps have been taken.
 - IV. Motion to approve the discountenance of the Sports Medicine AS Degree by Jesse Vera, seconded by Lisa Hooper. Votes collected via roll call vote. Unanimous. Approved.

2. Solar Program Discontinuance – Regina Blasberg

- a) Background: About 8 or 9 years ago it was decided that a Solar Program was needed. A FTE member was hired however this faculty member did not continue with the district. There was no one else at the college that had the expertise to teach in this program. The School of Applied Technologies has also had a lot of transitions with the Deans positions as well as interims and changes over the years. When the Construction Management program was expanded to include the Technology program for Solar it was pushed to the bottom of the list. The Department has not done much to address the Solar Program.
- b) Proposal to Discontinue this program:
 - i. Not Enough Students Enrolled: There were also issues with not having enough students enroll in this program. There are no students enrolled in this Solar Certificate Program.
 - ii. No Solar Courses offered recently: There have been no Solar courses offered in

over 5 years. There had been some discussion with Pitches Detention Center to offer some solar classes there. If this program was to be offered at Pitches it would need to be revised. This would allow student to qualify to sit for the entry level exam for the North American Board of Certified Energy Practitioners. This exam would certify students for a job in Solar Photo Voltaic Technology.

- iii. Solar Program Equipment: A lot of Solar equipment is sitting at the Pitches Detention Center. The Solar equipment hasn't been touched or used in more than 5 years. The equipment was purchased 7-9 years ago. No other equipment has been purchased since then. If this program were to be offered again the equipment would need to be updated. Regina has been working with Michelle Wambat to figure out the process to surplus the equipment. Michelle has also been working on putting together the inventory list.
- iv. LMI Data: The LMI data is not showing that, at least in the local region, there is a need for this program. The data for Solar Technicians is not quite as lucrative now as it was a few years ago. There is a need to provide LMI data in the Program Viability discontinuance form. This may be needed to demonstrate the decrease in available jobs.
- v. Solar Equipment Grant and Resource Allocation: The portion of the grant that was being used to teach these courses can be re-directed to other CTE disciplines at Pitches. Regina is working on Program Review with Jason Hinkle in the Budget Department to resolve what to do with this budget. This is in conjunction with Plumbing Program.
- vi. Curriculum Committee: The Curriculum Committee will take action on the respective courses tied to this Certificate. Lisa will place the Solar Program on the next Curriculum agenda.
- vii. How are students now being trained in Solar Technology? Some employers may be hiring people with particular skill sets and then training those people in Solar Technology. For example, when installing solar panels, it is recommended a person have Electrical Technician skills. The installation of the panel is more so a labor job. The jobs that Solar company employers want to fill are door-to-door sales. There is no need for any type of certificate or education. The technical aspects of the job is taken care of by the contractors. There are some for-profit institutions which offer a Solar Technician certificate however, those students are not getting the living wage requirements in California.
- c) De Facto Discontinuous: This program is an example of De Facto Discontinuance as this program has been living in the books but has not actually existed. What if there was a Human Resources component but the district wasn't committing the physical or financial resources? This could be a substantial modification and possible future discussion.
- d) Motion to approve the discontinuance of the Solar Program by Chris Boltz, seconded by Jesse Vera. Votes collected via roll call vote. Unanimous. Approved.

III. **Adjournment:** 11:01 am