

Program Viability Committee Summary

March 5, 2020, 9:00 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep)

Guests: Harriet Happel (CE Dean), Omar Torres (AVPAA), Marilyn Jimenez (Academic Senate Administrative Assistant), Jason Burgdorfer (MSHP), Daylene Meuschke (Dean, Inst. Research, Planning & Inst. Effectiveness), Catherine Parker (Classified, Research Analyst, Institutional Research), Samuel Bolanos (Full-Time Faculty, Applied Tech.), Jason Burgdorfer (Full-Time Faculty, MSHP)

I. Routine Matters

1. Call to order: 9:03am
2. Approval of the Agenda: Motion to approve the agenda by Chris Boltz, seconded by Nicole Faudree. Unanimous. Approved.

II. Reports

1. Chair Report
 - Course Mirroring: Mirroring was explained as a process in which two existing course are offered but one is in credit and the other in non-credit. In the course outline of record everything would be exactly the same except that non-credit would need to fit into one of the 10 categories of non-credit. This has been used the past to help fill up credit classes and to loosely place into to non-credit courses which didn't belong. Moving forward, course mirroring will only be applied for courses which fall within the CDCP (College Development, Career Preparation) noncredit categories. These courses include ESL, Workforce Preparation, and Short-term Vocational & Basic Skills. Some of the other categories do not have a certificate attached. There is no strict grading policy. There is also a paid differential between someone who is teaching credit compared to a non-credit course. This would need to come through the COCFA and AFT unions. There are no non-CDCP courses as they are all enhanced funding CDCP courses. An example was shared in regards to how this process has been used in the past incorrectly. There have been Music Ensemble courses which have been mirrored as an Older Adult course but the course was not designed for older adults. Music does not fall into any category of noncredit except for Older Adult. Course Mirroring will focus more on Workforce Preparation and Vocational programs. The Tax Preparer program is good example of mirroring.

III. Discussion

1. New Program: Tax Preparer – Ali Naddafpour
 - Ali Naddafpour previously presented this program to Program Viability. The program was approved but there were not enough members present.
 - Course proposal: There is a proposal to offer two Tax Preparer courses, a two unit and a one unit class. A course outline of record would be written in both credit and non-credit. The course would be listed under non-credit Business and under the Business Department. Students can sign up either as credit students and earn units or sing up, take it for free, as non-credit students. Student who enroll in non-credit will not earn the units but will earn a Certificate due to the two-course sequence. This will be a short term vocational program. There are also grants available to help subsidize this program.

- Course Mirroring: This is a great example of what mirroring can look like. This will also be the first program in which courses will be created specifically for mirroring. Moving forward, additional courses will be identified in credit that can be mirrored in non-credit. The IRS Certificate will be associated with these courses.
- Work Base Learning Project: Harriet has been working with Ali as part of a Work Base Learning Project for Career Education students. At the ACTE Conference a presentation regarding this course was made. There are Federal funds available to continue this program.
- Overview of the Tax Prepare Program: Students who participate in this program acquire the knowledge to help prepare taxes for local low-income individuals on campus and around the community. Ali began offering these courses on a voluntary basis however, this year he is being compensated. The idea is to institutionalize the program by making these courses credit and non-credit.
 - Non-credit: Courses can be offered in non-credit short term vocational as pass/no pass. Our current system could be set up as a first come first serve basis. These are two 36 hour courses. They are not co-requisites as they are not intended to be taken in sequence.
 - Requirements for approval in non-credit: Labor Market Data (LMI) needs to be submitted collected from EDD. The data found has not been great however, with support letters and the college's data this program can be supported. Many people have been turned away as the demand has been greater than our supply. Some data from the IRS and COE will also be collected. It was recommended to not rely on the state to collect data.
 - Assessment for Prior Learning (APL) Policies: If a student enrolls in a non-credit course and then later decides they do want that credit the student can request Assessment for Prior Learning by filling out a petition. There currently is a Personal Trainer Preparation course which was moved from credit to non-credit. However, because this course still exist in our database as a credit course and it is part of the Certificate of Specialization in Kinesiology, students can't petition at the end of the class to earn the units.
 - Credit course: The credit course will include units transferrable to CSUN. Courses are being broken up as a 1 unit and 2 unit course. These courses will be part of and required for the Accounting & Finance Certificate. Students can use the courses for transfer and Graduate students can take these courses as part of their qualifications for CPA and CMA exam.
 - Resources Needed: There are currently no additional resources needed other than computers, access to the internet and human resources.
- IRS Certification: Students have to take the IRS certification after taken the lecture course.
- Lab Work & Proctors: This allows them to be in the lab, which are the Saturday courses, with a proctor in the room doing tax preparation. The proctor then audits and finalizes the return. There is currently a 99% pass rate on the audit. The final step is for the IRS to do a final audit and there have been no returns. Nicole will check with Ali to determine if there is a waiver people need to sign. The instructor of record is Ali Naddafpour and there are IRS volunteer auditors who are present on Saturdays from 8:00 am to 6:00pm. Is there a number of students a lab coordinator can supervise? Courses are held in HSLH- 101 which holds about 100 people in addition, last Saturday 40 people were served. The students completes in the intake paperwork and then it is given to the CPA or Ali for review. If there are any errors the paper work is handed back. Lecture is scheduled first and then the lab.

There would be multiple sections of the lab course available and students could register for a section. There was also a suggestion to have the courses listed as **BUS 217** and **BUS 218 Lab**.

- CWEE & Volunteer Business Bureau: During spring 2019, due to demand, there are currently between 50-60 students who have completed this program. Some students are completing this program through CWEE and others through the Volunteer Business Bureau. This course is also beneficial for the special population students as it helps students obtain a medium wage earning. There are many female students enrolled in this program. This program is a good will for our community as it helps not only current COC students but the community in general. There is also very little investment for the institution and the students.
- Co-instructors for one class: If there are two instructors assigned to one class the pay is divided. Academic Affairs has approved co-teaching in situations such as Spanish hybrid, Theater and MLT. For example, with the Spanish hybrid, the lead instructor is teaching the online portion and the second instructor is online certified by hasn't taught online yet. The second instructor also serves as the TA in the course. Both instructors need to be available for the duration of the semester. In DATATEL both instructors are the instructors of record but who assigns the grade? There are also courses set up by instructor specialization, for example one instructor teaches for the first 8 weeks and the other for the next 8 weeks.
- Motion to approve the Tax Preparer Program by Chris Boltz, seconded by Nicole Faudree. Unanimous. Approved.

2. Program Viability Policy Proposal: Five Year Update (all programs)

- Five Year Update proposal: All curriculum needs to be revised every 5 years. All departments are also looking at their programs as a result of Guided Pathways. Many programs have not been examined on a regular basis. In an instance where a program is struggling or needing to be updated this proposal is a way for faculty to examine what is happening with the curriculum. There is no mechanism in place to remove courses which are not being successfully offered. There are courses which have been revised which have not been offered in 5 years. When a student is working towards obtaining a degree and course has not been offered a student has to request a course substitution. It is a disservice to students if there is a course in the catalog that is not being offered, could these courses be auto archived? Could course success and retention data be looked at? It has not been determined what the review will consist of. It was suggested that trend data may be more appropriate. Course sequencing and determining which semester a course should be offered may need to be analyzed. The ADT's have also changed in terms of the courses. If this process comes through Program Review there needs to be checks and balances with CID and the Transfer Model Curriculum to ensure that what is being offered is up to date. In terms of CTE programs these need to be reviewed every 2 years and not every 5 years. If program review is done in a 2-3 year cycle course review dates for departments will need to be re-structured.
- Curriculum Committee Representation Change Proposal: Proportional representation will now be based on the number of curriculum pieces in the inventory versus how representation is done in Senate. This proposal will come through Senate. For every increment in courses after 50 there will be a need for another representative in Curriculum. At-Large faculty are not as knowledgeable with the discipline content as school representatives.

- There are some departments such as VAPA, which are taking content from some courses and adding them to existing courses or combining others. There are counselors which currently sit in Program Review. One major challenge with the Technology programs is that technology is changing every 12 months. Is the relevant technology and curriculum reflecting what the student is expected to know when they go to the workforce. There has been a proposal in CASL to change the assessment cycle from every 5 years to every 3 years.
- Proposed Process: This proposed process will go through Program Review then if there are resources needed it can be forwarded to Program Viability. If there are substantial curriculum revisions then it will need to go to the Curriculum Committee. There was a request to have this change in process come through Executive Senate Committee, the next meeting is scheduled for March 23, 2020. All forms are on the PV Canvas Shell.
- There was a change made to the Initiation Modification form after meeting with Jim Schrage as a result of resource requests not being communicated to the Facilities department. Forms will be shared with committee members for review to ensure all questions are addressed. It was clarified that on the forms some of the questions may seem odd however, there are questions provided by the region. The forms will return to Program Viability in 4 weeks.

IV. Resources

PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

1. Program Justification Form
The information on this form will be used for acquiring the labor market information (LMI) through the Center of Excellence (COE, www.coecccc.net) for Initiation/Substantial Modification and Revitalization.
 2. Program Initiation/Modification Form
This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Initiation/Substantial Modification. Additional questions have been added to the facilities section of the form.
 3. Program Revitalization Form
This form is used after labor market information (LMI) is obtained through the Center of Excellence (COE) for Revitalization. Questions also rely on information from Program Review.
- The forms listed above are those which currently exists for Program Viability. The program Initiation/Modification form is the form Harriet uses for requesting a Labor Market report from the COE. This form is similar to the Program Initiation/Modification form but it contains additional questions. The Revitalization form (previously referred to as Program Resuscitation) is a newer concept. Administration can request this form so that a program can come in and speak regarding what resources will be needed to revitalize a program. If it is for the region, Harriet will need to submit a letter of intent in which all other campuses in the region will be notified. This step will begin the voting process once Curriculum is posted. Every CTE Dean in the region votes on the programs which are being put forward to the Chancellor's office.

V. Adjournment: 10:23 am