

Program Viability Committee Summary

April 16, 2020, 9:00 a.m. to 10:30 a.m. – Zoom Conference Call

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

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Jason Burgdorfer (MSHP), Wendy Brill (VAPA), Julie Lawson (VAPA), Bernardo Feldman (VAPA), Robert Wonser (SBS), William MacPheson (VAPA), Don Carlson (Dean, Business), Jennifer Smolos (Dean, VAPA), Julie Johnson (SBS)

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of the Agenda:
 - Motion to approve the agenda by Chris Boltz, seconded by Nicole Lucy. Unanimous. Approved.

II. Reports

1. Chair Report: No report

III. Discussion

1. New Program: Transitioning CETL to Noncredit – Julie Johnson and Robert Wonser
 - CETL Background: The Center for Excellence for Teaching and Learning (CETL) program will be transitioning to Non-Credit. The CETL program has been in existence for several years at the college and was remolded 5-6 years ago. This program was previously run by both Brent Riffle and Ron Dreiling and is now being run by Julie and Robert. CETL is a collaborative professional development program for faculty led by faculty. This program focuses on enhancing excellence in the classroom.
 - Program Description: There is an idea to expand this program to the community and collaborate with educators throughout the K-12 system. The expansion of the program would be way to engage on a broader scale. The CETL non-credit certificate program would be offered as a non-credit certificate for faculty or educators. Expanding this program to the community will help others in their community with the Professional Development. However, the main focus will be to continue to support both full-time and adjunct faculty. There are three preliminary teaching certificates:
 - Teaching Foundation Certificate: The main teaching foundation is IOI which is CETL's core foundation. It is an introduction to online instruction which, given the current times, is extremely important. IOI is the last step faculty take to become Online Certified Instructors. This is a 5 week program. Two of the courses offered in this Certificate are, *Culturally Responsive Teaching* and the *Introduction to Teaching Strategies*. Both of these courses focus on the foundational aspects of excellent teaching in the classroom. This certificate would require an instructor to take 1 out the 3 courses listed in the top section and 2 courses out of the bottom section. Many of these courses are part of the Skill Teaching Certificate Program which is currently being offered to faculty. These courses are modules within this certificate. Faculty can select courses in, *High Impact Practices*, *Assessment Strategies*, *Effective Classroom Management* and a *Teaching Portfolio*.
 - Well Rounded Teaching Certificate: This certificate is aimed for those instructors

who have moved forward, refresh their skills or are looking for continuing education. This certificate also focuses on IOI and being culturally responsive.

- Build Your Own Teaching: This option would be a combination in which the instructor could build their own Professional Development.
- There was a suggestion to re-number the list of courses and list the *Introduction to Teaching Strategies* course first as faculty should know how to teach before they teach online.
- The MQ requirements for an instructor to teach Workforce Preparation courses includes a Bachelor's degree with two years of experience related to the field of study. The committee has been discussing drafting clearly defined hiring qualifications for faculty.
- There is concern that with expanding and offering courses to the Hart District that the number of course offerings may not meet the demand. The number of current staff may not be available to each as often as these courses are being requested. In particular, if this program is moved to non-credit there will be a need for additional instructors. The minimum qualifications for non-credit instructors may not be enough to staff these courses. When these courses are added to the course outline of record additional MQ's will be included
- Switching to non-credit will not affect the Professional Development obligation. The 36 non-credit hours will be equivalent to 2 units. The 36 hours could continue to be used for salary advancement as the work would not be any less once the course moves to non-credit.
- The hart district has shown an interest in this program and in developing education opportunities for their faculty. Julie is in the process of obtaining several letters of support from the Hart District. Faculty from various alternative schools, such as charter schools are also interested in collaborating with COC. Collaboration could also take place with instructors from Dual Enrollment classes. There are many instructors who are worried about losing students due to students taking classes at COC such as in Health. This is an opportunity for those instructors to obtain additional training.
- CDCP Requirement: These courses do meet the CDCP requirement and will go under Workforce Preparation, Enhanced Funding and will be part of the certificate program. The states definition of Workforce Preparation is preparing instructors for a variety of professions and not one specific profession within teaching. Short term vocational needs to be for one specific occupation. The state is planning to release a memo explaining the differences between the two categories.
- There are other concerns such as using the CCC apply application registration system for the School of Personal & Professional Learning. Faculty are used a non-traditional schedule so this will not be an issue. There is also no need to publish the schedule a year in advance.
- The Castaic Union School district has confirmed they will release their teachers so they can participate in this training. While most of the courses are geared towards college education, K-12 teachers can be asked to participate and provide their input. This can be a Culturally Responsive Teaching Technique.
- Due to the flexibility of non-credit if a group of instructors prefer to use Google Classroom they can do so instead of using CANVAS.
- The committee is in proposal of this program. Motion to approve moving this program to non-credit by Lisa Hooper, seconded by Chris Boltz. Unanimous. Approved.

2. Program Revitalization Update: Computer Networking – Lee Hilliard

- There was a clarification that this is a report and not a discussion item. Wendy and Nicole have been working with Lee and Sam for about two years regarding various issues within the Computer Networking Department. A determination was made that the program is struggling with low enrollment and completion. Some ideas have been identified that could help the program. Ideas include more marketing, having administrators who are out in the business community solicit more advisory members, visit other colleges that have a thriving program, hiring consultants to do a GAP analysis and doing a professional externship. Some action has taken place with these ideas. The district has requested that Computer Networking (now Network Technology) go through the program revitalization process. This is the first program put through this process. Sam and Lee were told to fill out a form but not much has happened since then. Collaboration needs to take place with administration, faculty and the Network Technology program to help fill out and return the Program Revitalization program document. A true analysis of program needs to take place to determine where the program is and where it needs to be. Data needs to be collected from other programs and a plan, backed up by data, needs to be presented. A document will be returned to Program Viability in May that will be more concrete. The document is currently loaded in CANVAS. Dawn submitted the minutes from the Advisory Committee meeting to Garrett. Labor Market Data will also be included and examples of programs at other colleges such as in Orange County, South Coast, San Diego and the Bay area. There was a request to set a timeline for when certain steps can be taken. Lee and Samuel will attend the next Program Viability Committee meeting in May. It is important to look at what a strong program looks like and determine how to get there. There is suggestion to incorporate Cybersecurity into this program. Paula Hodge, who is a content expert, could be brought into this discussion. The majority of Hart District students are enrolling at Moorpark College. However, a determination needs to be made regarding where Cyber Security will fit in and if it could fit into Network Technology.

3. “V” Forced Costs Items Review and Discussion

- **Funding Categories:** This is the first time Program Viability has looked at Forced Costs. There are four categories of Forced Costs which includes **critical**, **external enrollment management** and **program viability**. An assessment needs to be done to determine if these forced costs requests fall in line with the viability of a program. Program Viability is defined as dealing with reliability issues, new programs and program revitalization. There is some overlap with enrollment management and sustaining a program such as enrollment viability. For Enrollment Management forced costs one of the goals is to increase incarcerated students.
- Program Viability can also be looked at in terms of Sustainability and how can a program be moved forward with improvement efforts? Such as maintain the integrity of instruction to be relevant with the emerging technology. These are the same directives that we have with Strong Workforce and Perkins. There are two issues, first, does the committee agree that these items sustain the program? Second, is there a caveat now since it is not clear if Strong Workforce funding will be received for 2021?
- **Funding Sources:** Several of the programs have identified **Strong Workforce in Perkins** as alternative funds that could be used as well as **lottery** and **instructional block grant**. It was clarified that the committee’s role is just to determine whether these are truly program viability forced costs or if a non-forced cost augmentation be made? The next step would be for the district to make a determination. Curriculum Development is part of the

contractual obligation. There has only been one instance in which the writing of curriculum was funded, this was for new programs in non-credit.

- The current **Advance Technology Center** is being funded by the state Chancellor's office. This project seeks to incorporate the best of Academic Affairs with contract education to meet the industry need for SCV's advanced manufacturing and construction technologies. Part of this curriculum development is aligned with industry recognized credentials guided by the Advisory Boards. This project may evolve into a regional project. This project is completed, validated by Perkins and Strong Workforce due to being considered outside the normal operations of what a faculty member would do.
- There was a question regarding why an ongoing cost is not being absorbed as part of the operating budget of a program?
- **Academic Departments:** Some budget requests were reviewed.
 - **Architecture:** The Makerspace area is being used as a Learning Lab for the modeling that's required within this program of study for both Architecture and Interior Design. In the Introductory class more modeling was done so students can learn the contextual theory and this has increased retention significantly. In order to continue to do this type of learning a Lab Assistant is needed. These classes can run 30 to 36 students. This program will come through Program Viability soon due to significant curriculum modification. Computer for Architecture also needs to have 3D AutoCAD installed and currently there is only one lab on campus that has this software installed.
 - **Music:** Every music major student is being obligated to be part of the Pledge Music Program. This will mean that every student needs to take private lessons to be a part of the music ensembles. For private lessons there needs to be experts (collaborative artists) on different instruments. If students do not pass the audition they will not be able to transfer and be admitted. This is regardless of their GPA. There are also now virtual capabilities being mandated by the State Chancellors Office. Tutors also can help connect students to studios such as in Capitol Records or the Pantages Theater. Tutors also need to be paid more than just \$18.75 an hour as there has not been an increase since 1994.
 - Software hardware equipment is critical for this program such as Pro Tools which need software licenses purchased. There will also be a Music Notation course that uses software will be offered soon. Students will also need to travel to other colleges to listen to other ensemble groups.
 - **Early Childhood Education (ECE):** There are students who are being paid to go through this program. Employees help with the clinical documentation of students. The center while being a child care center is also a clinical site for ECE Students. Currently faculty at the ECE center are supervising students. Is there a certain requirement that a certain number of supervisor be in a room depending? Faculty are currently performing additional job responsibilities.
 - **Physics:** A lab tech has resigned and the department is requesting for another lab tech due to an increase in sections from 15 to 28. They are requesting a full-time lab tech.

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.coeccc.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.

IV. Adjournment: 10:31 am