

# Program Viability Committee Summary

April 21, 2022, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Nicole Faudree (Business/COCFA Rep), Jason Burgdorfer (MSHP-MSE), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Julie Hovden (Counseling), Dr. Omar Torres (CIO)

Guests: Harriet Happel (Dean of Career Ed and Integrative Learning, CTE), Tricia George (English), Diane Avery (Dean, Academic Innovation and Continuing Education), Elizabeth Shaker (Counseling), Jason Oliver (Architecture), Nadia Cotti (Dean, Applied Tech),

*Note: Lisa Hooper was absent, but Tricia George (Curriculum Committee Co-Chair) was present and as per the AP she is allowed to vote a co-chair.*

## I. Routine Matters

1. Call to order: 10:05 a.m.
  - a. There are three reports on the agenda for the next PV committee meeting. If anyone is unsure about serving next semester on PV please inform Garrett.
2. Approval of 3/3/2022 meeting minutes
  - a. Motion to approve the minutes by Jesse Vera, seconded by Julie Hovden. One abstention from Chris Boltz. Approved.
3. Approval of 3/17/2022 meeting minutes
  - a. Motion to approve the minutes by Nicole Faudree, seconded by Jesse Vera. Two abstentions from Dr. Omar Torres and Chris Boltz. Approved.
4. Approval of the Agenda
  - a. Motion to approve the agenda by Dr. Torres and seconded by Chis Boltz. Unanimous. Approved.

## II. Discussion

1. Program Initiation: Bachelor of Arts in Sustainable Architecture – Jason Oliver, Harriet Happel, and Nadia Cotti
  - a. Background: The proposal for a BA in Sustainable Architecture is an addition to the current offerings in Sustainability, Architecture, and Interior Design. The department was approached by the administration, industry partners and transfer institutions about pursuing this degree.
  - b. New Equitable Pathways for Students: There is a need for more students in Sustainable Architecture in Los Angeles. There has been a problem with students being able to earn a BA in Architecture as there are only two CSU's Cal Poly's offering this degree. The Cal Poly's have a low admission rate; therefore, many students enroll at private schools such as [Woodbury University, accruing \\$150,000 debt](#). This program creates an equitable pathway for students. This puts students from an economically disadvantage, first gen, and students of color in an equal footing for this degree.
  - c. Cal Poly's Graduation Rates: [Cal Poly San Luis Obispo](#) has about 100-150 students graduating per year, [Cal Poly Pomona](#) has, 25-60, [SCI-Arc](#) has about 25 and [Woodbury](#) has 25 students. There are close to 15-20 COC students who transfer to one of these schools. There is also a concern that there may not be enough seats at COC if there is an influx of students and only 30% can be served.

This program is low risk from a financial perspective for students as there is no guarantee for employment. There is concern with what types of jobs students will obtain. San Luis Obispo produces 1 out of 5 architects in CA. There is concern with the existing type of elitist network regarding architectural firms and other related companies. If a student did attend Cal Poly San Luis Obispo will then have more difficulty obtaining employment? More architecture jobs are private sector jobs like Law Firm. There is other networking within the industry that provides avenue for students to obtain employment such as the [National Organization of Minority Architects \(NOMA\)](#). These networking within the industry for students that don't fit within a stereotype. An overview of the program will be shared with the students from the beginning, so they understand what is needed for this field.

- d. Meeting with Cal Poly San Luis Obispo: Jason has met with Margaret McDonald; chair of the Cal Poly San Luis Obispo Architecture program and they are very enthusiastic about program. Cal Poly San Luis Obispo has received a lot of pressure from the state as being only two state funded Cal States that offer Architecture degrees. The CCC are less expensive and more attainable for students than even Cal States.
- e. Industry Mandates: The industry is being mandated to decarbonize buildings, to move away from fossil fuel combustion/consumption and to generate electricity. This would require more than just installing solar panels. This program will expand existing curriculum and will be enhanced with two primary focuses which are *Building Energy Modeling*. The department has begun to look into CSU Cal Poly San Luis Obispo and state level representation in the industry to discuss what the curriculum could look like.
- f. The Lead Rating System Documentation: There is a deficiency in the industry where projects are mandated, or which require clients to pursue Lead Certification. This is a rating system, however there are not enough Entry Level Employees versed in how to go about managing a project at this level and to produce those documents.

#### **Updates to the Pre-Program Application:**

- a. LMI: Labor Market Data was collected. As soon as this program goes through PV COC can do a comprehensive LMI with the 4-year partners, so it is more acceptable for the state. The application is due August 22, 2022.
- b. One area of change is *Automation*, the second is in *Climate Change* agenda and what are water business doing in response climate change. When doing LMI in [O-NET](#) it is recommended to go by job titles. This does not reflect how jobs titles are going to change but many of the job functions are the same. There will be job titles for those who obtain Lead Certifications established by the [US Green Building Council \(USGBC-LA\)](#). Data is needed to show what emerging jobs in CA will contribute to the economic recovery due to the climate issues. Data information regarding students who sought degrees in this field was shared. LMI report states that *Construction Management* have the highest living wages and that *Project Management* is the highly sought-after skill. There is a *Construction Management* course offered in the program. This is important for students as they will be interacting with contractors. This area is typically embedded as part of the *US Green Building Council* for this type of certification. The Center of Excellence (COE) emphasized low risk of automation. Regarding sustainability, it

is what is required for science of a carbon footprint and the nature of human design such as the work for Frank Loyd Wright. Frank designed for natural cooling and heating of buildings.

- c. Traditional *Architecture* degree vs *Sustainable Architecture* degree: Many environmental degrees do not yet exist but there is a need for some of these degrees and jobs and infrastructure needs get more geared in CA. What is being proposed is not a traditional *Architecture* degree but a *Sustainable Architecture* degree, this is an emerging field, and this means historical data is being collected as there is no projected data.
- d. GE Transfer Review: Liz Shaker provided a CSU Transfer GE review to ensure students are meeting the CSU transfer requirements and that the local degree would mirror those of Cal Poly program.
- e. Curriculum Committee: There is a meeting with the Curriculum Committee chairs, Lisa Hooper, and Tricia George on May 13<sup>th</sup> to identify the main process for this degree.
- f. New upper division GE Courses: There are also two upper division GE courses that the program would like to pursue. Jason has reached out to Miriam Golbert from Biology, and they are enthusiastic about having an upper division *Environmental Science* course as part of this new program. Both Andrew Jones-Cathcart and Marco Llaguno in the Humanities Departments have been contacted and are interested in a doing an upper vision version of their *Environmental Philosophy* course. All this information will be included as part of the State Chancellors office proposal. GE courses are those which are highly recommended and which most align and are preferred for an Architecture and Sustainable major. The idea is to have student explore different categories of GE. There are some specific courses in Math and Physics. There is concern that some of these GE courses are not open for other students.
- g. Advisory Boards: Feedback has been received from the Advisory Boards.
- h. Feedback from other CCC's: Dr. Torres reached out to other CCC's that also have bachelor's degree and has received really good feedback on what has worked well and what hasn't. The guidance received from other CCC's is that this program is cohort program specifically for these students and other students would not be enrolled in GE courses for this program.
- i. Class sizes: Typically, class sizes run about 24 students with maybe 28 for lecture/lab. This also depends on classroom available. This program may have international students. The idea is to offer high FLEX and there will be a fair amount of accessibility. Cohorts will have 24-30 students to allow for some attrition.
- j. Additional Administrative Support: Will extra support be provided for processing applications from students and provide more administrative and counseling support. Will more people will be hired to assist the Counseling Dept meet with students. At this point a Coordinator and Lab Tech will be helpful but there will be need to look at other resources the college provides to fill in for those smaller roles. This program will be very popular and the amount of work that could be required could be enormous, for example in Nursing the department has been receiving 720 applicants. Will the district provide more funding for hiring more support? One avenue is possible Guided Pathways funding. There is concern with additional work added to Dept Chairs or Coordinators.

- k. Human Resources: Is the district commitment to hire Full-Time faculty even with FON going down? The district is committed to the needs to new programmatic development. Enrollment management is working on new innovative programs such as PT and Cybersecurity. The direction is to look a where there is demand and need. It is not recommended to hire a FTF in this program until the demand is seen later. There is a need for more synergy between ASC and PV as PV is making a commitment with resources. There is a need for high ranking with ASC with PV programs. It can be difficult to find adjunct instructors.
- l. Facility's Needs: Is there financial commitment to re-configure existing Mentry Hall unused lecture space? The Facilities Master Plan notes the potential to repurpose existing instructional spaces. Some courses can be pivoted to High FLEX or to Online.
- m. Funding Rates for Classes: For lower division it is \$46 per unit and for upper division it is \$130.00per unit. The college does receive more apportion for the upper division courses.
- n. Licensure: There is no separate licensure the only one needed would be for state license contractors.
  - I. Contractor Requirement's: To be credible a *contractor license* is needed for larger projects.
  - II. Manager Requirements: A manager needs a certificate on top of the license. The most important certification will be for the Lead Green Building council. Many students in the third year will take the *Lead Green Associates Prep* which is one of the credentials offered by the US Green Building Council. This class is already offered, and an upper division will be developed which is the AP. Students in their final semester will be enrolling in one of the Green Building Internships with the US Bldg. Council partners.
- o. Three primary certifications:
  - I. Credentials offered by the US Green Building Council which is the Lead Green Associate (entry level certification)
  - II. Lead AP Certification: This is for those who want to be managing a project (students can test for both).
  - III. Architectural License. In the state of CA, a student does not need to have an education to become an Architect. Students can do an 8-year internship under a licensed architect and then take the exams. However, the academic knowledge is needed to pass the exams. Most students obtain a professional five-year degree which is what Cal Poly's offer. The COC degree would count towards state licensure and would displace 4 of 8 years and then students can take the exam. The area of Structural system students could study independently as they would not be tested on the exam since this is not a 5-year degree.
- a. All these certifications will lead to an incase in employability. Currently, due to Title 24 Energy code there are requirements for Air Leakage in homes and the specialty of contractors is to test agencies that perform those tests. The Environmental Control System Building Energy Modeling and the Lead Certification will prepare students to have a broad understanding of how to manage this third-party entity.

- b. COC 4-year degree: The program is 130 units, and the idea is cut down the number of units as there is a lot of GE. It is possible to cut down to 4-6 units to have this program be 120 units and still maintain the course that is needed. As the group meetings as part of the Curriculum, group courses will be looked at. There are 18 major specific and 6 GE which is 24 unit's total. While for transfer level courses many times the total units required is close to 50-60 units this is different for the baccalaureate program. There are other CCC's which have used lower division 200 level courses as part of the upper division elective, and this is permitted depending on the program. For example, in the Nursing program many students complete their entire Nursing associate degree at a CCC with 90-100 units of lower division. Students then need to transfer for a RN to BSN and this is the upper division schools. In addition, there is requirement of about 30 or so units. However, there are some RN to BSN which are typically 30 units of upper division. When looking into offering a BA of Science versus a BA in Architecture there are specific courses such as Mortuary Science.
- p. Letters of Support: Jason included a letter of support from one of the partners which describes in detail what type of projects the students will be working on. This also touches on the Project Management side. The idea is to have students begin networking and doing some project management work with industry partners. Student will then obtain industry skills to use what they have learned which leads up to a type of capstone experience.
- q. Course Sequencing: There was a question posed as to why the Portfolio class is offered during the 2<sup>nd</sup> year and not the 4<sup>th</sup> year. This is due to many students who are still planning to transfer to a Cal Poly and the idea is to ensure students are prepared for that and that they have their portfolio ready to go. The portfolio must be done before the end of year possibly during the wintertime when students are putting together applications. There is also going to be a portfolio review as part of the admission to the upper division. This is consistent with what Cal Polys do. In addition to the project-based learning students will also have an interview as part of the exercise. Students are using Pebble Pad and Illustrator which is now a living document that they can continually update. Course 115 is a *Renaissance* leading up to *Contemporary Times* and this is more approachable subject matter.
- r. Special thanks to all who worked on this program. The approval of this program will serve a historical record of having COC approve the 1<sup>st</sup> ever Baccalaureate degree. One year pilot reports will also be required.
- s. Motion to approve this program by Jesse Vera, seconded by Nicole Faudree. Unanimous. Approved.

III. Adjournment: