

Academic Senate Career Education Committee Meeting

September 24, 2018 1:30 p.m. to 2:30 p.m. BONH 330

Notification: *The meetings are audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Career Education Committee.*

Begins: 1:35pm

Ends: 2:35pm

Attendees: Regina Blasberg, Keri Aaver, Marilyn Jimenez, Lee Hilliard, Harriett Happel, Tina Waller, Jeff Baker, Nicole Faudree, Wendy Ruiz, Wendy Brill, Dr. Jerry Buckley

1) Approve Minutes from September 10 meeting

- a. Regina stated that the meetings were only posted shortly before the start of the meeting. We apologize and will review and approve two sets of minutes at the next meeting. Regina apologized that an email didn't get out with the information regarding the Agenda and some of the documents but they were posted on the website on September 20th.

2) Sabbaticals for CE Faculty (Regina)

- a. Background
 - o When we received the DWM funds, we discussed using some of the funds to support additional sabbatical opportunities for CE faculty. A sabbatical for a CE faculty member may look different than one for traditional faculty.
 - o Regina proposed using the funds to create opportunities for CE faculty to go back to work as a sabbatical. Skills can become outdated as industry changes. To maintain relevancy faculty need to return to the workforce to stay current in their skills. This may not apply to all fields. But there is a need to maintain professional relevancy.
- a. Review current sabbatical language – Article 10.F.2.d and F.7.(2).(ii).
 - o There are two key phrases in the contract language that would apply to CE faculty who would like to improve professional skills while on sabbatical. First, “unit members will not have full-time employment elsewhere while on sabbatical.” We could have faculty on sabbatical who teach part-time at CSUN or who have a second job of some kind. When they go on sabbatical the district does not prevent that faculty member from continuing that employment while on sabbatical therefore this leaves the door open for part-time work. You could teach at another college, or possibly work on a special project. Second, in Section 7.(2),B.(ii), it states under “Independent Study Program” “Study or experience designed to improve teaching effectiveness or professional practice.” In putting these two pieces together we could use our existing Sabbatical policies to create opportunities for our CE faculty to take Sabbatical leave to improve their professional practice. There was some concern that the sabbatical committee may not approve of a faculty member using a sabbatical to improve their professional practice. There have been conversations with Dr. Buckley regarding this topic and he is in agreement, he states if we need to create an MOU with the union to clarify we can do that.
 - o A member of the Sabbatical Committee, Nicole Faudree, was present and stated that as part of the application process, faculty need to have and align with a departmental goal, as well as talk with their division Dean and align with an institutional goal. Make sure that the area of interest for the Sabbatical aligns well with those goals. Final review and approval will go through the Chancellor. The Chancellor has always met, over the past few years, one-on-one with everyone who has applied. Faculty need to think creatively and critically what this will

mean for your students. Members of the Sabbatical Committee are happy to meet one-on-one with faculty to help them develop their Sabbatical application. There will be a FLEX session available in a few weeks. We can have up to 10% of the total number of faculty (22 ½ people) on sabbatical during any given term.

- If you take a one semester sabbatical, you get your regular one semester of pay. If you take a one year sabbatical, there is a reduction in pay to 60% for the year. You cannot do any overload. You cannot teach for the college in any way. Faculty can attend committee meetings voluntarily if they choose to do so. We do not treat faculty different based on their discipline.
- There is also language in Perkins under Externships. Sabbaticals related to professional practice are a very viable and supported activity. Perkins 5 reauthorization comes into effect July 1st and has emphasized it. Harriet will send the specific supportive Perkins language. There was concern that the Perkins funding would be raided for externships and that that would take preeminence. The cost of a sabbatical for a single faculty member should be only the costs associated with the back fill for that faculty and not the entire amount of the faculty's salary. There is a cost to the district as they need to find someone to do the work while the faculty member is out on sabbatical. The cost is approximately \$1,500 per TLU for backfill per person.
- Faculty need to as a group advocate the importance of being able to go on sabbatical to improve on their skills. This is important for their programs and the success of departments. All faculty need to maintain their professional relevancy. Regina encouraged CE members to talk to other faculty about this topic.
- If there is language in Perkins that supports an activity it would automatically qualify as a DWM activity.

3) Improving Retention and Persistence of CE Students (Jerry/Harriet)

- a. Possible funding to expand the Career Pathways Trust Grant
 - Are we interested? How would we determine which programs would participate?
 - Regina and Dr. Buckley met and discussed how to best improve retention and persistence of CE students. Is there a way to expand the Career Pathways trust grant that we are using to align programs with the Hart District? If that were an option, are we interested? If so, do we see that as a way to help us improve student retention and persistence?
- b. Tutoring –
 - What is the best way to implement tutoring across CE disciplines? Should we embed tutoring into a course? Should we have tutors in the TLC?
 - Jeff Baker shared that he is working on a grant in Animation and Graphic Design that includes tutoring. We are looking into embedding tutors in the classroom and providing outside tutoring. The department has hired advanced students and graduate students as tutors. This allows for students to get tutoring outside of the classroom in their major. It was difficult to get students to go to tutoring. But attendance has improved due to several factors such as having a tutoring coordinator. The coordinator makes sure students have signed up for tutoring and contacts students who miss their appointments. In addition, the department works on getting students to understand that tutoring is not just for failing students. In the Arts, it is recommended to have an outside view to give students pointers and feedback. Tutoring can be for a wide variety of reasons. Refer to it as consulting.
 - Tina Waller from Nursing shared that they offer a noncredit lab as a tutoring solution. However it is difficult to find an instructor since it pays half of a regular credit course. It is very difficult to staff but can support up to 30 students.
 - We have had lab practices courses in Photo. They are always popular. Within four courses

with have 60-75 students. This allows students to work with the equipment outside of class but with supervision. CE tutoring requires tutors familiar with the discipline. The photo lap practice course are tutoring classes which are not required but all students take them. Students in photo courses are handed a piece of paper with information about these lab courses and why they should take them. The class starts 2-3 weeks into the semester so students have time to find it and enroll. We could implement lab courses in this format in other CE programs.

- The tutoring bill at the state did not pass due to appropriation reasons. There is discussion that something may be changed by the Board of Governors to Title 5. Ed Code doesn't state that you can't do it and Title 5 has restricted it to Basic Skills. The Board of Governors will add tutoring but in a way that it is restricted with funds. Dr. Buckley is also looking at what we would need? What would it look like? And, how would we best, as CE faculty, want to see it implemented to work best for our students? It maybe be different for different programs. There needs to be flexibility.
 - John Makevich shared that for the Continuing Ed/Non-credit side, Garrett Rieck is convening a couple of conversations around retention. It is challenging in non-credit because the courses are free. Student miss class a lot. We are trying to figure out some strategies. If any of those strategies are applicable to the credit/CE environment, we can bring them to the committee. Faculty are welcomed to participate in any of those discussions.
 - Dr. Buckley shared some background on the Career Pathways Trust Grant. There is a state funding proposal on the table looking to create the pathways from High Schools to college. The concept was one, those who hold a Trust Grant may hold a preference as we have already done the work. We have been called out as an exemplar in the state because of our work with Career Ladders due to establishing various articulations in Pathways.
 - With the emphasis across the state in increasing the number of students graduating with certificates and/or degrees in areas that have high wage employment whether with us or after a four year program, whatever we can do to accelerate that is advantageous. We may go program by program and have conversations to see what works and what doesn't.
 - As far as tutoring, the conversations with Laura Hope in the Chancellor's Office is that the language related to tutoring will be changing to help encourage tutoring across the curriculum. Dr. Buckley is waiting for the specific language from Laura
- c. Pathway Days with the Hart District Oct 22-25
- We are looking at all the CE Pathways at the Hart District and we will be participating in a series of "Career Pathways Days" beginning on Oct. 22nd. Counseling will have theirs on October 19th. Hart District will be hosting approximately 5 programs per day. They will be looking at what courses high school faculty have identified as being precursors in the freshman and sophomore year to prepare the junior and seniors with AB 288, College Now, and to enroll at COC. Part of the disconnect with the Hart District, as with any K-12 system in the state, is that the CA Dept. of Education (CED) puts emphasis on the A-G curriculum which prepares students for the UC system. It is unrealistic as by sophomore year less than 50% are considered A-G students. Many of these students get lost trying to do credit recovery with no clear pathway. We are looking for a more realistic pathway. Harriet asked that if anyone sees their program on the schedule and is interested in attending, to please let her know. We need faculty to be at the table.
 - It was clarified that "Marketing" is their "Business Marketing" program. Harriet has been using some documents that she will be emailing. Nicole stated that we have a marketing degree but then students will enroll at COC and take the ADT if they are going to transfer because prep for any course is our ADT. The Business department is having some conversation as to what they do with their degrees and certificates.

- It was clarified that on the “Pathway Day Schedule” the acronyms next to each program represent the individual high schools. This is confusing as some are not easily identified. There needs to be conversations regarding for example why “Marketing” is offered at Valencia High School. Each high school is very different. There are three very different automotive programs within the Hart District and we need better alignment. We need to make sure that if you are aligning with a Career Pathway that you are getting the same curriculum/instruction at each program. In regards to Dual Enrollment, some parents are asking if their children can attend courses at a different high school campus if their campus doesn’t offer the dual enrollment course(s). This may be something to consider, if a student can’t enroll in a program at their high school.
- The Department of Education (DOE) defines 15 business sectors for high schools while for community colleges it is only 10. As we work more closely with the Hart District we need to define what these areas of opportunity are. We need to be aware and mindful as chairs and as departments. This is an opportunity to build our story and to start building those informal partnerships that will benefit our students. The Pathway days will go from 8am-3pm, Harriet will obtain an official schedule.
- CDE requires students, in the k-12 system, to have at least two CE courses. The preference is that they be sequenced. It is difficult for a high school student to take CE courses during sophomore year because of all the GE requirements. It is also difficult in the senior year due to early dismissal. It is not realistic to fulfill a 4 year pathway program.

4) DWM/SWP Allocations (Harriet)

- a. For FY 18:19 our base funding was realized. We did receive incentive funding again this year but we went from 27.5% to 19%, which is a total of \$320,000 in incentive funding. Our Pell grant and Perkins grants are down significantly. Our students are not applying for FAFSA, however 53% of students would qualify. The FAFSA application is daunting. They have tried to streamline it but often parents do not want to provide tax return and other financial information. Parents must also be educated on the importance of this. How do we address the 50% attrition rate from fall to spring? Stackable certificates and course sequencing that provides certificates of specialization aligned with industry skills on a semester by semester basis may help.

5) Customer Service Training for Noncredit (John)

- a. There is a Career Skills sequence that just became available through Non-Credit. There are a total of 8 courses each 8 hours long. One of the certificates is Customer Service Training. The others include topics such as Business Writing and Communication in the Workplace. All of these teach skills that local and national employers have indicated are important. Traditional marketing for these classes doesn’t work. Students don’t know they need these skills. Garrett Rieck has volunteered to visit some classes to spread the word to students and to help them understand the value. John requested the committee help spread the word. These courses are being offered face to face or 100% online. The online course has eight students enrolled. The two face to face sections are struggling with only two students enrolled in one and none in the other. The evening course at 5pm at Canyon Country is the most popular one. There was another section that was requested for local unemployed people which may need to be cancelled. There was a recommendation to reach out to local employers to make this course mandatory for their employees. If there are any other ideas or if you would like an informational flyer, please contact John.