

Academic Senate Career Education Committee Meeting Summary

September 28, 2020 1:00 p.m. to 2:00 p.m. (Zoom Virtual Meeting)

Attendees: Gary Quire, Harriet Happle, Don Carlson, Hency Chu, Jeff Baker, Jennifer Paris, Justin Wallace, Larry Alvarez, SB Tucker, Keri Aaver, Garret Rieck, Nicole Faudree, Kathy Bakhit & Marilyn Jimenez

Start Time: 1:05 pm

1) Approve Previous Minutes

- a) September 14, 2020: Votes done through Zoom Participants window. Unanimous. Approved.
- b) Note: There was a reminder that Academic Senate approved the use of the Participants window in Zoom to select the “yes” or “no” buttons to vote. If a committee member chooses not to vote, this would be considered an “Abstention.” Proxy votes would be counted verbally via roll call vote.

2) What’s on your mind? Public Comments (10 minutes)

- a) This item is really a “Public Comments” section. This is an opportunity to allow committee members to suggest agenda items. In particular if there are any items that we feel may require a more meaningful conversation.
- b) One suggestion item is to further discuss teaching remotely in spring. While this area has been decided on for spring 2021 others feel there is a need to advocate on many of the decisions made. The move to remote online learning has impacted many students, it has hurt enrollment. There’s push for at least some on ground CE programs for spring 2021.
- c) We are currently in different phases of reopening. There is concern that decisions are made, way ahead of time, without actually knowing what phase the state will be in. For example, what if it is possible to hold on ground courses in spring but the schedule of classes is already built and finalized. There could be Career Programs that are highly impacted. Could the delivery format for those impacted courses be reversed? Some courses could have an on ground component.
- d) There is also a concern with non-credit programs as many are vocational and the other half are not. There are many enhanced funding courses that are having a hard time with moving courses online.
- e) There was a reminder that advocacy can only be done at the level the county allows for. Essential infrastructure is defined by the Federal Government. There is a question as to why in California, the entertainment industry and digital media is not being considered an essential infrastructure. There some areas in the film industry that feel the guidelines are just as bad as not filming at all. Another example is in the Construction Technology courses there were both lecture and labs per COVID-19. Now the live hours have had to be condensed as only half of the class can do the labs. More cost can be incurred due to holding twice the amount of labs to accommodate the same enrollment. Harriet asked committee members that if anyone has any articles, data or information to please submit so a case or argument can be made. The data can demonstrate that many jobs will remain

unfilled if the colleges are not given an opportunity to educate students. For many academic programs the classes are much more impactful when in person.

- f) Many paramedic, doctor, medical, nursing and EMT students haven't been able to get into the hospitals to do their clinical rounds. The healthcare industry may be severely impacted and may be affected by this for years to come.
- g) There is concern that the State of California is not looking at a solid state of economic recovery. The governor's office has made a statement that economic recovery needs to take place through the Community College system. The Chancellor's office in Sacramento is also stating that there is a need to do short term vocational in order to get people back to work. However, many industries are not hiring at the moment. The reality is that perhaps the state will not completely reopen until 3rd quarter of 2021.
- h) The college needs to begin anticipating and thinking about how to reach those students who are being impacted and how to get students up to the level that they need to be successfully at COC. How will the college help bridge the gap? This area may need to be looked at with the assistance of other committees such as Equity Minded Practitioners and CETL.
- i) There is a possibility of other programs working together to create student projects, video or virtual simulators. The idea is to create projects that can teach students skills in the various career industries. The concept of Project Base Learning will return as a future agenda item.

3) Career Trees Update (Gary)

- a) Gary obtained access through Adobe Pro for the Career Trees file. However, in order to make changes to the files a password will need to be collected from Mark Perna. The [Photography page](#) was shared as an example. The page was set up so that beneath the Career Tree image a student can select "learn more." The student will then be taken to the next page. From there the user can select the picture of the tree image and the page will automatically take the user to the bottom list. The copy points list will display. The dates have been removed as suggested and the title has been changed to read just as "Photography." Robin Spurs will be working with IT to determine if the page can be set up more interactively as this requires settings to be changed in OU Campus. As there are some graphics on the main page that could be turned into hyperlinks. The list of career levels at the bottom of the page will also be turned into hyperlinks which will take them to Onet.com. Robin also set up the page so that right above the Career Tree image there is a "[_____](#)" button. The idea was to insert HTML into this link. However, after some discussion Robin does not think this will be easily accessible for students. The committee felt the page is ready to move forward. Gary will notify Robin to move to the next step. The hope is to have 3/4th of the career levels done.

4) ATC (Harriet)

- a) The [Concept Map for the COC Economic Recovery Model](#) was shared. The Chancellor's office worked with the legislature to change the trailer bill on Strong Workforce to now allow Strong Workforce to fund "Not for Credit Education." This is problematic in many ways as it deviates from the outcomes that we have been operating in regards to increasing enrollment, completion and employment at a living wage in Career Education fields.
- b) The ATC is being designed to be responsive to the ever changing and organic structure that is being received from Sacramento. There have been Fast Track programs such as CACT at

COC. This program traditionally has been an 8 week courses. Qualifiers were placed in the bill such as funding is allowed for programing in non-credit so long as there is at least one industry partner. The industry partner needs to provide documentation as to the number of jobs that are needed upon completion of the training. The hires also need to be at a living wage. The college has to have a transitional learning plan in place for those students upon completion. This will allow them to continue with their higher education.

- c) In regards to Credit for Prior Learning and Not for Credit this begins to be an incubator space. In looking at those skills employers are hiring for as done by the Centers of Excellence, Project Management was at the top of the list. The idea is to create a course which includes an *Intro to Project Management*, an *Intro to Facilities Management* and an internship from the Facilitators Management Association. This could turn into an Industry recognized credential from Facilities Management.
- d) A business and industry team are different from an Advisory Board as a BILT is composed of stakeholders. The hope is to have a general business and industry leadership team for the Advance Technology Center. The advisory board will provide direct guidance in terms of the curriculum development, what are the opportunities for internships and job placement.
- e) There is also the idea of an E portfolio development working along with Job Speaker and LinkedIn Learning. Project Base Learning can be integrated with Job Speaker as well.
- f) In regards to Guided Pathways some of this work needs to begin in K-12 as this will provide more data with which students can make a pathway decision. In terms of disproportionately impacted populations it is critical that this work begins in K-12 with non-credit and credit pathways. The goal is for students to be able to receive Credit for Prior Learning based on their past work experience. This will help to create an Economic Recovery Model and also outline how College of the Canyons is going to respond. Harriet will be sending this information to all committee members for review and further discussion at the next meeting.
- g) There is going to be a Credit for Prior Learning Policy by the end of the year. There will also be a mirror curriculum policy.
 - Mirrored Curriculum: This is curriculum exist in credit and non-credit and both look exactly the same. Both non-credit and credit students are enrolled in the same classroom and are doing the same exact work. A course listed section may appear. These classes are capped at 25 seats with 10 seats for non-credit and 15 seats for credit. Credit students will receive a letter grade and non-credit students receive a pass/no pass grade.
 - Difference between Not for Credit and Non-Credit Course:
 - Not for Credit Courses: These courses do NOT need to go through the full curriculum approval process and fees for the student are provided through the workforce development board and WIOA funding.
 - Non-credit Courses: These courses do need to go through the full Curriculum process all the way to the state. It can take up to a year for a course to be approved. Those students who enrolled in non-credit can later petition through Credit for Prior Learning, pay the fee for the units and be able to obtain the for credit units. There are some courses in which students need

the choice between non-credit and credit.

h) Employee Training Panel (ETP) & ETI (COC Workforce Development): This panel has been around since the 1980s and is basically a portion of state taxes that go into the unemployment coffer. This is funded by the state to train incumbent workers and works to upgrade their skills sets. ETP pays a portion while the employers pays another portion. Workforce Investment Opportunity Act (WIOA): This act was put in place by the Obama Administration. These funds are targeted specifically for displaced workers. Not-for-Credit funding is received in California through i-Train. A proposal has to be submitted and needs to be approved and this is at no cost to the student. These funds go beyond tuition and cost of training as cost of books and any fees associated are also covered. In regards to instructional integrity and Credit for Prior Learning what is taking place in not-for credit and instructional environment? Are student learning objectives the same? In regards to instructor integrity not-for-credit instructors do not have to meet the same MQ's as for credit instructors? This may require a change in Title 5. There has already been on read through with the Board of Governors and a second read is scheduled too. Credit for Prior learning is always by the authority of the faculty and of Academic Senate. This discussion will return on a future agenda.

5) Continue Brainstorm Project Management Integration (Personal and Professional Development (Harriet, Garret & Gary)

- a) There was previous discussion regarding how project management fits into Personal and Professional Development learning. Garret Rieck has begun work on housing this program in PPL.
- b) This item was tabled and will return on the next agenda. Project Base Learning will also return on the next agenda as discussion item.

Announcements: Open Forum for Discussion

Future Agenda Items:

- SWP Summary October Meeting (Harriet)

Adjournment: 2:00pm