

# Program Viability Committee Summary

October 17, 2019, 8:30 a.m. to 10:30 a.m. BONH-330

Members present: Garrett Rieck (Committee Chair), Christopher Boltz (Theatre/CTE Rep), Wendy Brill (Photo/COCFA Rep), Jason Burgdorfer (Program Review/MSHP), Albert Loaiza (Counseling Rep),

Guests: Rebecca Eikey (Academic Senate President), Joseph Gerda (Assistant Superintendent/VP Instruction), Daylene Meuschke (Associate VP, Inst. Research, Planning and Inst. Effectiveness), Kathy Bakhit (Interim Dean Business & Applied Tech), Marilyn Jimenez (Academic Senate Administrative Assistant), Omar Torres (AVPAA), Jason Oliver (Applied Technologies), Jeff Baker (VAPA), Brittany Applen (Humanities)

## A. Routine Matters

1. Call to order: 8:39am
2. Approval of the Agenda: Approved. Unanimous.

## B. Reports

1. Pilot Status Reports? None.
  - Program status reports were submitted by faculty and will be presented at the next Program Viability meeting.

## C. Discussion

1. New Proposal:
  - a. Noncredit MakerSpace Program – Jason Oliver
    - **Background:** Jason has been working with Garrett for 6 months to establish the idea of a makerspace program. MakerSpace has been on campus for 3 years as a product of a state chancellor's grant which expired this past spring. The motivation to turn MakerSpace into a program goes beyond the need for long term sustainability but has to do with a need for a fluid multidisciplinary platform. Some faculty have requested to have students gain some experience with AutoCAD drafting skills including noncredit opportunities.
    - **The goal:** To create short term, technical skills course rather than have students commit to a full 16 week course or a full certificate program. There is a major benefit to having a MakerSpace certificate. At other colleges the certificate names are different in that they are not referring to those certificates as MakerSpace. For example, Pasadena City College has a Design Technology Certificate and the City College of San Francisco has a Pathways Makers Studies Design Certificate. All of these programs include skills based courses.
    - **Community Education- Makerspace: Design Thinking Course:** This course was piloted over the summer which also included a test run for the noncredit department. This course helped students round out their skills and put together a portfolio which would include artifacts or evidence of their work. Student learned how to package and communicate their work. Students are currently being taught how to put together resumes and there are currently portfolio courses being offered. What category of noncredit would Makerspace fit into?
    - **ASCCC 2019 Curriculum Institute:** Over the summer information was presented regarding how to start a Makerspace noncredit program. Several examples from other colleges were shared. There was also some debate regarding what the different categories of noncredit actually mean. According to the [Program and Course Approval Handbook \(PCH\)](#) the noncredit definition for Workforce Preparation is "those courses that provide instruction for speaking, listening, reading, writing, mathematics, decision making, problem solving skills that are necessary to participate in job specific and technical training." When Workforce preparation courses are first built they are

historically for speaking, reading and writing but many are now transitioning into decision making and problem solving. The skills fit into makerspace due to the focus on design thinking and creativity.

- **Makerspace:** It has taken three years to build up MakerSpace. There has been a creation of a physical space (multidisciplinary lab space) and transitioning academic/faculty resources of teaching classes in makerspace so that there is a track record and a platform. Community Based Learning has been offered out of this space for the past year.
- **Makespace Certificate:** The proposal will include **4 foundational courses:**
  - Design thinking
  - Portfolio Building
  - Workforce Readiness
  - The certificate would then include a library of short term courses that students could choose from based on what specific skills are needed, for example Woodworking, Sautering, Robotics or AUTOCAD.
- **Design Thinking Definition:** Is based on the Stanford University definition which focuses on problem solving. Design Thinking can include a physical or systems design thinking and may involve research thinking, application and testing of ideas.
- **BP4021 Program Viability-Initiation, Modification, and Discontinuance:** The definition for a program is based on Title 5 and is defined as *“an organized sequence of courses or a single course leading to a defined objective for a pre-certificate or diploma, license or transfer to another institution of higher education.”* There was a question regarding if there is justification that the program is taking courses and formulating them into a Certificate and therefore that meets the definition of a program? For students this is about job preparation. Many of the students who have been hosted through the Makerspace Internships have the ability to do those stipend paid internships through skills.
- **MakerSpace Advisory board:** This advisory board has been functioning for the past three years and is fully supportive. The Architecture & Interior Design Advisory Board is supportive in that they see this program as a way for students to collaborate and work in team building groups. This re-introduces auto building skills. The Theater Advisory Board has requested CAD Skills for their students and if there is an ability for their students to take a short term non-credit class. There was a request from the Garret that if there are Advisory Board Programs in support of MakerSpace to collect a support letters or meeting minutes. Garret will be working on a templates for a letter for industry representatives and will share the template with the committee.
- **Academic Program?** There is concern that this program is not considered an Academic Program. If this is an Academic Program is there a need for a program review to address all the academic needs? Will there be a need to negotiate a program chair? The current proposal states that MakerSpace is not its own program but rather MakerSpace will live under the [School of Personal and Professional Learning](#). This program would be connected to various other programs. It's important to ensure there is no duplication of classes. There is a need to develop a good mechanism in Curriculum to track which courses have already been created. The 5 year review may be a good time to examine which courses are currently overlapping. Garret has been doing work regarding a Non-credit Overhaul Report to ensure there are no duplicative non-credit courses in the system. It was clarified that eLumen does not provide full access to everyone.
- Many other programs use MakerSpace as a lab course by providing various different disciplines in the space and come together to access technology or community based projects. The Photoshop class prefix was changed from NC.Photo to NC.VOC Photo for vocational to allow for either CAWT or PHOTO departments to teach this course. Students can register in non-credit courses up to 10

times.

- **Continuing, Ongoing Resources:** The MakerSpace program is expensive. Equipment has been purchased but will need to be replaced at some point. There was some work being done on obtaining a grant for obtaining 3D printer cartridges. Various programs currently do not have funds available. Adequate support for instruction also needs to be confirmed including lab technicians. Supplies can be funded through Perkins, Strong Workforce, donations or Lottery funds. Once this program becomes an Academic Program Instructional funds can be utilized. Currently Strong Workforce is funding lab technicians in various programs. Strong Workforce funds could be ending soon and the sustainability of those programs will need to be re-examined. It is important to facilitate the faculty and staffing needs.
- Santa Barbara College currently offers a Career Skills Institute program and it incorporates business, design, technology and career. This has become its own department within their non-credit program. As the program continues to grow at COC this a direction it could go in. There is no official department or department chair within the School of Personal & Professional Learning.
- Due to numerous programs in noncredit there may be a need to discuss in the future the creation of a Careers Skills or Workforce Preparation Department. There may also be a possibility of incorporating Makerspace into this new department. Any new program initiation is considered a 3 year pilot program. Technically a 3 year pilot program could go away at the end of those 3 years.
- **Next Steps:**
  - Explore a new department within the School of Personal and Professional Learning that encompasses the Workforce Preparation course. Examine current courses and new courses that come about in the next month. Work will be done with Dean John Makevich and this item will return as an “Action” item.
  - Reach out to advisory boards and collect support letters. This will return as an “Action Item.”
  - Map out the courses and certificates for the next meeting. Look at existing Career Skills courses and how they will all fit into Certificates, collect the names, and create a pathway with Curriculum before the next meeting. This will also return as an “Action item.”

b. Department Proposal: Recreation Management – Brittany Applen

- **Proposal:** This is a proposal to revitalize the program. There is currently no program coordinator, Howard Stern is the current chair due to this program being housed in Kinesiology. The idea is that if this program can be its own department then more attention can be given to this program.
- **Goals:** The goal is write new curriculum, refresh achieved classes and allow more to face rather than online classes. In 2013-2014 class size numbers dropped. Under Outdoor Recreation, Natural Environment was offered but has not been offered since 2016. There is a need to further market the program. The goal is also to help student find employment directly from the program. This could possibly be a Career Ed program, funding would be received and students could transfer to a 4-year such as California State University, Northridge (CSUN). At CSUN most classes in Outdoor Recreation are always full but some have seen a drop in enrollment and some classes have been reduced to a 15 student ratio. There are not many COC students coming out of this program. The last data from 2017 only shows 14 students.
- **Difference between Outdoor Recreation and Recreation Management:**
  - Outdoor Recreation is critical for current students as it emphasizes the importance of getting outdoors. This program leads to tourism, recreation and hospitality.
  - Recreation Management students could work in local parks such as, City of Santa Clarita.
- There is a possibility of creating certificates. Lake Tahoe Community College has a Wilderness

Experience Program which is a program that could be created at COC. The idea for now is to leave this program as Recreation Management and add in the outdoor recreation classes. Some of these course could be offered as non-credit.

- Recreation Management has its own program review and it is not a part of the Kinesiology Program Review. This program has historically been an “orphan program” and the SLO’s were not being assessed. Kinesiology is supportive of this program but is not interested putting in the resources. The program was inherited due to a retirement. If this program meets the labor market justification could this program be housed under the CTE department? The next steps are need for the creation of a new department.
  - Collect a Center’s of Excellence Labor Market Report.: One benefit to having this type of program at a community College is that many of these jobs do not require a bachelor’s degree.
  - Complete a Program Revitalization Form: To determine which resources are needed. Administration will not support this program unless there is Labor Market Data and support letters from local parks and recs departments. The last needs assessment conducted was in 2006, it will need to be refreshed.
  - Create an Advisory Board: To help guide and build the curriculum. CSUN could provide information on demand and what currently exist as far as a program at other local community colleges.
  - Program Coordinators: Program Coordinators recently have received compensation but there is no set process for how someone can become a Program Coordinator.
  - Reassign time for Department Chair: Brittany would receive the reassign time over the summer.
  - 3 Year Pilot Status: All program going through a Revitalization process are considered a 3 year pilot status program.
- It was clarified that the Labor Market data is only one piece that objectively demonstrates that a program is viable. If Labor Market data shows either average or no growth data in job demand but then there is support from Advisory Boards, local organizations and local universities in full support then that supersedes any Labor Market data. There is also the transfer focus in that students could obtain employment quickly and transfer. Through [edd.ca.gov](http://edd.ca.gov) there is a 13.8% projected growth for this program which is above average. Data is also available through [O\\*Net Online.org](http://O*Net Online.org).

#### D. Resources

1. PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization
  - a. 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.coecc.net](http://www.coecc.net) ) for Initiation/Substantial Modification and Revitalization.
  - b. 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.
  - c. 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.

#### I. Adjournment: 10:01 am