

Program Viability Committee Summary

October 21, 2021, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), 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: Marilyn Jimenez (Academic Senate Administrative Assistant), Harriet Happel (Dean of Career Education and Integrative Learning & CTE), Heather Maclean (ESL/Humanities), Dianne Avery, Dr. Paul Wickline (VP, Instruction), Brandon Francke (ASG Student Rep.) & Regina Blasberg (Water Tech./Applied Tech)

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of 9/23/2021 meeting minutes
 - a. Motion to approve the minutes from 9/23/21 by Chris Boltz, seconded by Nicole Faudree. (Dr. Omar Torres absent). Approved.
3. Approval of the Agenda
 - a. Motion to approve the agenda by Julie Hovden, seconded by Jesse Vera. Unanimous. Approved

II. Discussion

1. Program Modification – Noncredit ESL – Heather Maclean
 - a. Background: Heather started this proposal last semester. All supportive documents for this proposal have been uploaded to the PV Canvas shell. Heather has also filled out the Program Modification form instead of the Revitalization form. The goal is to expand non-credit ESL to meet the needs of students. For many years a solid program has existed which takes beginners through intermediate levels. One of the main issues is that students get to level 4 and there is nothing else for them to do. Students are not at a good enough level to move into credit or jump into employment. There has been an attempt to remedy this issue by offering the *ESL for College* and moved courses to credit and adopt them to two certificates which is the 60 and 70. Many colleges choose to do this AB 705 was implemented. The certificates have done well however, there are still the same issues as many students do not want to move into credit and this program is not meeting their needs as many students.
 - b. Vocational English as a Second Language (VESEL): Heather got together with several faculty and created *Vocational English as a Second Language (VESEL)* which is ESL for the workplace. After COVID there was funding available at many colleges across the state and everyone is trying to improve their vessel programs. COC has one VESEL course and it has existed for several years. This course has not been enhanced and it does not have a certificate or a purpose. Students take this course as they run out of other ESL courses to take. The goal of the program is to get students the English skills and not the job skills necessarily. In addition, the student is then able to understand the culture. The cultural component is what is missing from student's linguistics abilities and knowledge. Many students can write a grammatical sentence but they don't have the cultural background. Many students do not want to commit 60 -100 hours over the summer. The enrollment in the summer is not high for regular courses. The summer and winter can be changed to enhance the extra cultural component which develops their social linguistic and culture competences.

- c. Pasadena Community College: Pasadena Community College received a grant and Heather has been talking to Pasadena for many years. Heather was able to see their curriculum when it was being written. In addition, Heather has talked to other colleges about how they are implementing these changes, however many are struggling and are interested to see how COC implements changes.
- d. Conversation ESL: Another goal was to address the conversation piece that was missing in all the multi-level courses. Many of the ESL programs across the state, at CCC's, are either multi-skill or reading, writing, listening and speaking. At COC the trend was to reduce as many classes as possible so that student could reach their goals faster. With a multi-level skill focus many students do not always get enough of a chance to practice in what they want to do. The solution has not been to make the classes longer as that doesn't work toward focusing on practice. In the past many students jump from *ESL* to *English 101* without taking any other *ESL* courses. Many students do not have any cultural context background.
- e. Curriculum for Conversation and Grammar: Heather participated in a faculty inquire group a few years ago to look at *Curriculum for Conversation and Grammar*. Out of this group came the *Conversation Circle*. This has been running since and this was another indication that conversation was the skill that these students really need to practice. This is a confidence and socio linguistics piece. This is where the Conversation Certificate ideas have come from.
- f. Student Survey: The survey demonstrated a strong interest for conversation classes. The courses are not long. The goal is not to replace the curriculum but to add to it and supplement what is already in existence. The survey asked students to select from a list of, "Which of the following free NCESL courses are you interested in taking?"
- Conversation classes: These will be 30 -50 hours
 - Elective classes: These will be 30 hours.
 - NC.ESL.03A American Language and Culture and Through Contemporary Life: This is a core class and will be 30-50 hours.
 - ESL for Digital Writing & ESL for Digital Speaking courses: These will be 10 hours. These courses came about due to the pandemic and the digital learning CANVAS. These courses are to teach students the English around those programs. The Digital courses would also help students learn how to use CANVAS and this would of benefit to them.
- g. FREE Literature Student Book Club: Students were asked informally for two semesters, "what they were interested in?" A *FREE Literature Book Club* was running via zoom over the summer and this generated a lot of interest.
- h. International Students: It was clarified that due to the *Economic Mobility* there is a clause where international students cannot benefit from taking free classes as they are not residents. International students would have to pay for the enrollment fees. There have been some exceptions made but they have to be fully enrolled in their credit classes. 99% of the time ISP students are not taking non-credit classes. Those who have are typically enrolled in level 100 or 90 courses.
- i. Mirroring Digital Courses: There was a suggestion to mirror the ESL Computer Digital courses to credit as this course would help students with CANVAS. There may also be a benefit to mirroring the *Research Course* as well. The proposal does states that digital courses are 10 hours but there is enough content to make the courses 18 hours for 1 unit in credit.
- j. ESL Instructors teaching in other disciplines: ESL is its discipline and on the Languages

Department, on the credit side, there is a *Culture Competency Expectation*, will there be any concern about an ESL instructor teaching Film in terms of MQ's? There is no concern with this as these courses will be focused on the cultural aspect. For example, the *Microsoft Word* classes are not teaching the *Microsoft Word* software, the course focuses on talking about the process and explaining, in English, how to use the software to other people.

- k. Online Non-Credit Courses: Prior to the Pandemic 90% of the non-credit programs didn't have a single online course. Many of the non-credit programs which had been established prior at other CCC's are now going to COC understand how programs are being implemented.
- l. Term & Program Specific Courses: These are intercollegiate off-season courses. The non-credit courses would not be bound to just summer and winter. It is a poor practice, on the credit side, to have students take courses for only winter and spring. MLT has typically only offered their Phlebotomy course during the fall or spring but some courses can be program specific depending on their program framework.
- m. Next Steps: The suggestion is to offer a few of the cultural classes and see how those classes do. This will also alleviate the workload for the Curriculum Committee as this is a big proposal. The certificates are also not a requirement but more so a way to enhance the student experience. Additional discussion may take place to determine which courses to prioritize. A minimum number of courses could be offered so that students could fulfill the certificate requirements. Additional electives could be added later. There needs to be a programmatic outcome. The only course that was designed to slot into the existing structure is the VESEL course. The contemporary courses are designed to be offered for the summer and winter as these are minimum hours. Elective courses should be taken in order of demand by the student's survey and those courses necessary for the certificate should be the ones to bring forward. There was a suggestion to look at program data and see how those courses are working for students.
- n. **Motion** to approve the Substantial Modification for Non-Credit by Lisa Hooper, seconded by Dr. Omar Torres. Unanimous. Approved.

III. Reports

- 1. Year 1 Pilot Status Report: Tax Preparer – Ali Naddafpour
 - a. Ali was unable to prepare an update and this report was tabled. This report will return in spring 2022.
- 2. Year 3 Pilot Status Report: Land Surveying Global Navigation Satellite Systems (noncredit) – Regina Blasberg
 - a. Course Offerings: Seven out of the eight courses had been offered, however due to the pandemic this was interrupted. Courses were offered one at a time and was due to getting on the calendar and finding an instructor who could teach this course. This created gaps in between offering courses. There is still a plan to offer *Course #8* which is the last course in the sequence. There may be a better outcome if the program can be promoted and published as an entity or a package. The goal is to have students complete the program within a 6-month period. The very first course that was offered in person on campus had 54 students.
 - b. Marketing: It is difficulty to do marketing as Regina still does not have a lab tech. Regina did add some information on *LinkedIn*. The hope is created a single file and create links to websites. As reminder, the district is supporting the marketing efforts. It is important to reconcile what is working and what else can be done.
 - c. CLS Conference: Due to the pandemic Regina was unable to attend the CLS conference.

Two years ago, the CLS conference did a joint conference with NALS which is the Nevada version. Regina does a lot of recruitment and promoting work at these conferences. The hope is to have a solid recruitment for the new full-time faculty member.

- d. Equipment Lease: Harriet's office was helpful and the equipment lease worked out well. It is important to keep the contract and funds in place.
- e. Enrollment: Initially the enrollment was strong and there were 40-50 students in every class, this has tapered off.
- f. Paralleled Course: There was a clarification that a course #025 was not "mirrored" but "paralleled" as this course was not created first on credit side. A Community Ed version was created. These courses were both the same and students could enroll in either one depending upon whether they were in state or out of state. This was very exciting as there was a student from Australia.
- g. Continuing Ed vs Not for Credit: The state, on the credit side, refers to these courses as Continuing Ed. Not for Credit is referred to as Community Ed. The Not-for-Credit courses are feed based and are open to anyone. There is also no minimum qualification for the instructor and there is no curriculum approval process. This program was popular with out of state students and because students need to be in state to take any non-credit class, parallel classes were set up. Students could sign up for Community Ed if they were out of state or sign up for non-credit if they were in-state. There are many employers who have offices out of state and the program wanted their employees to be able to attend even if they were not residing in a California office.
- h. Challenges: The biggest challenge has been with getting certified instructors. Regina has a meeting in a few weeks with 3-4 instructors. New instructors will need to be trained on the software being used in the courses.
- i. Advisory Board Meeting: There is much support from the Advisory Committee. A software package was offered in 2-3 of the courses and the Advisory Board suggested to have one course dedicated to just the software package. The tools of the software are used to do data analysis, however not all students understand how to best use the tool. Current curriculum may need to be tweaked or offered in a separate course. Regina is planning to discuss this with the instructors.
- j. Table and Persistent Data: There was a request made to have, for future presentations, more tables and data to be able to see the numbers.
- k. 1 more year in Pilot Status: There was a request to have this program stay in pilot status for one more year to allow the program to continue to make modifications to the curriculum. The Curriculum Committee would modify the curriculum and agendaize it. The request has also been to switch from pilot status to phases. This program can be on the agenda as a year 3 report. The last phase can outline that all courses have been offered. The AP does state that when a program is approved for year 3 it is approved for immediate institutional sustainability. This can be difficult to prove when only one course has been offered. The suggestion is to consider Annual Reports which at certain milestones advance to phase three and once a program is at phase three then the committee can recommend for permanent status. The AP also does not state when a vote is needed to push a program back 1 year. Garrett and Lisa will meet with David regarding how to handle pilot status reports. Regina will return in fall 2022 to present the year three status report.
- l. **Motion** to extend the pilot status for the year 3 status for the GNSS program by Lisa Hooper, seconded by Nicole Faudree. Unanimous. Approved.

IV. PV Committee Spring 2022 schedule: This schedule will be going to Academic Senate as a discussion item. Authors of proposals will be required to submit their documentation on the Friday before the week of the meeting. Meeting are typically scheduled on Thursday morning at 10am. It is not realistic to have the documentation due dates scheduled on the Monday of the week of the meeting as this does not allow sufficient time for committee members to review. The agenda will go out on the Friday of the week prior and if an item needs to be tabled it will. There are 6 meetings scheduled for spring 22 and this is due to 7 reports that are coming through. There are two programs that are on the upcoming agenda as program proposals. This schedule has been posted in the CANVAS shell. A correction will be made to the calendar to change the April 28th date to May 5th and agenda times would be due April 29th. PV Committee meetings are ended earlier in the semester to allow for proposals to go to Academic Senate and be placed on the consent calendar.

V. **Adjournment:** 11:14 am