

Program Viability Committee Summary

October 7, 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), Dianne Avery, Dr. Kathy Bakhit (Dean, HPPS), Dr. Paul Wickline (VP, Instruction), Christina Chung (Business), Brandon Francke (ASG Student Rep.)

I. Routine Matters

1. Call to order: 10:05 am
2. Approval of 9/9/2021 meeting minutes
 - a. Motion to the minutes by Nicole Faudree, seconded by Jesse Vera. Dr. Torres was absent. Unanimous. Approved.
3. Approval of the Agenda
 - a. Motion to approve the agenda by Chris Boltz, seconded by Julie Hovden. Dr. Torres was absent. Unanimous. Approved.
 - b. There was a reminder that the AP states that the Academic Senate will vote via the consent calendar to make a program permanent status. The AP also states that the CIO has to concur with the outcome of the Senate vote and not necessarily the PV vote. If a program goes on the consent calendar then the Academic Senate is taking the recommendation from the PV Committee. Any items can be pulled off of the consent calendar if anyone wants to discuss.

II. Reports

1. Year 3 Pilot Status Report: [Cooperative Work Experience \(CWE\)](#) – Nicole Faudree
 - a. Background: This is not a new program but a splitting of a department. CWEE used to be housed under student services. Internships still exists and now there is an academic program. There was no faculty member after past CWEE director Stan Wright retired. Nicole was doing all the 10 +1 duties such as program review, evaluation, scheduling, curriculum and SLO's. A formal request was made to the PV Committee and this was approved. This is the programs final year and there is no metric of success as this program already existed.
 - b. Challenges: Elumen is not user friendly and separate courses had to be created for each CWEE section. In the last 18 months courses were created for paid and unpaid internships. This allows students to take 3 units in a paid internship or enroll in an unpaid internship. This was challenging when entering grades for over 20 sections. However, this is not a constant task and only needs to be done when entering grades.
 - c. Student Enrollment: In fall 2020 there were only 54 students enrolled over two sessions. Last spring 2021 a third session had to be created due to the new grant funded programs created.
 - d. Intersect Lab: GMD has been developing the labs since spring 2021 and has continued into summer and fall 2021. There is a faculty member who works with students as they are doing work. The model from CSUN is being used for GMD students. This is for those students entering a creative, gig economy. These types of internships at 4-year universities are not offered until students are seniors. At COC these internships are being offered during the first semester. Students are developing websites and will be engaging community clients. Three of the students who went to through the first cohort for the Intersect ILab then applied for the

[Snap Chat Internship with LA City](#). Out of the 10 interns that LA City accepted, 3 were COC students.

- e. Place Project Grant: The Place Grant is a statewide project that is working with the Department of Defense and there is now a connection with these companies.
- f. The place Project Under Integrative Learning: Much work is being done in this area to get students civically engaged with the community and engaged with the vote. There have been nationwide awards for work in this area. Under the Place Project Grant interns have been placed to help create artifacts for all the great work being done. There is work with Jeff Baker to create animation videos and podcasts. This grant allows students to be paid.
- g. Faculty Mentors: These are not necessarily internships supervisors as this is usually someone who is on site. Three programs have been developed under the office of Instruction. The real focus is to do a student internship and a faculty externship. The faculty member is working with industry and this puts them back in industry for relevancy within the program of study. This will be prototyped for spring 2022 for Business, Welding and Manufacturing. The hope is that this prototype will lead to a new type of internship at COC. Supplemental pay is also taking place with SWF funds to pay for faculty for their mentoring and coaching.
- h. Increase in Internship offerings: There has been a 1.4% growth in FTES and internships. The hope is to get to the end of the semester and surpass at internships. Other opportunities are being looked at under Integrative Learning. Film production will be looked at for an Intersect Lab type of internship. Also, as the Commercial Lab will be completed by next semester there is a possibility of doing an intersect type of internship. The idea is to expand faculty externship and student internship by fall 2022. Justin Wallace (Director of Workforce Engagement) is working on obtaining industry partnerships. Having an intern is less expensive than hiring someone and not knowing if the will be a good fit.
- i. CWEE & Discipline Specific Courses: CWEE is exclusively career education and some are not required internships and others are, such as in Paralegal. Students can do internships at any point they feel comfortable to obtain a better feel for the industry. There is a great rate of success as many students who participate in internship in the Paralegal industry are then offered a job. For many programs they don't have an accreditation requirement for tracking internships placements. However, some information is being tracked through Job Speaker. The majority of the profiles in Job Speaker are alumni. One of the challenges has been with finding an industry partner. Justin has added 7 new industry members to the Advisory Board and they are being added as internship partners. This helps faculty consider if a CWEE course should a required part of curriculum. The program has never looked into the success rate of a students in the internship program based on the number of units they've completed in their major. This would be data that could be collected by with Institutional Research. There is some hesitation with adding a prerequisite for CWEE. There is one local employer [Hudson Spider](#) who is fairly new to the SCV and who has developed a prototype lighting system. They initially wanted manufacturing students as they manufacturer all lighting parts. After a site visit was conducted it was determined that there were opportunities for students in Technical Theater, Business, Costume Design and Marketing. The goal is to eliminate as many barriers are possible.
- j. Guided Pathways: The system is moving in a direction of identifying what student needs are and guiding them towards their course of study. It is important to ensure that work is being done with departments, both in career ed and outside, and to consider whether or not to include a CWEE course.
- k. Removing a CWEE Course: There is concern with removing this requirement from a program. When a course is removed is this vetted through Nicole Faudree to ensure the best decision

is being made for students? Could the requirement to include CWEE as a course in existing degrees and certificates be expanded? At other CCC's, CWEE is its own department which then schedules CWEE for other departments. Other colleges, CWEE lives within the department that is offering this course. Elumen does not formally notify Nicole when CWEE is being added or required as an elective, however she is notified informally. There have been some programs in which CWEE has become a barrier to students graduating and therefore it was removed. Programmatic changes would need to go through Curriculum and to Nicole. There is a way to add someone as an "additional contributor and author" in eLumen.

- l. Internships in Non-Credit: Will internships be separated for credit and non-credit options or will mirroring be an option for those students who don't need the units? Nicole, Lisa, Tricia and Harriet will be trained in this area. There are industries which have been directly impacted due to COVID and certifications are not happening. Some industries cannot do internships due to health mandates. There may be some changes to increase the ability to work with faculty and to integrate CWEE as a requirement or an elective.
- m. Motion to move this program from year 3 pilot status to permanent status by Chris Blotz, seconded by Julie Hovden. Unanimous. Approved. This recommendation will be sent to the Academic Senate.

2. Year 3 Pilot Status Report: [Human Resources Academy \(Noncredit\)](#) – Christina Chung

- a. Background: 3 years ago, the HR Academy was launched under non-credit. The concepts taught through these certificates are to think strategically and learn how to optimize their processes. Some students choose to take all seven courses and obtain three certificates. Three certificates included:
 - Gateway Human Resources Assistance Certificate: This certificate works towards students want to get their foot in the door with HR. This certificate sets a foundation of the functions, basic employment laws and essential HR basic activities. There are three courses for this certification.
 - Supervisor's Roadmap Certificate: This certificate is geared towards supervisors or people that want to get into supervisor and managerial roles. Many times, people are hired for a supervisor role as they were very good at they're technical role. However, they are never given the proper training of how to work with, communicate and manage people. There are two courses required.
 - Human Resources Professional Certificate: This certificate is for those who are currently working in HR but who are looking to expand or move up in their role. There are two courses required.
- b. Student Enrollment: For fall 2019 there were 82 students; Winter 2020 there were 11 students; Spring 2020 there were 66 students; Summer 2020 there 159 students; for Fall 2020 there were 226 students. The program has grown and more sections have been added, there are often students waitlisted. Garrett has also hired three additional adjuncts to help teach courses. There is some crossover as many students in the credit side cross into the non-credit side to obtain additional skills. This allows students to have the degree on the credit side and the certificates on the non-credit side. There are many students who are already working and are taking classes to upscale. There are students who have 14-18 years in HR and are excited that there are free resources.
- c. Marketing: It was challenging to promote this program as there was not much marketing support marketing. Christina went into the community and worked with [the Human Resource Association](#) to get the word out and worked with [SCV Econ. Dev.](#) liaison. Marketing was also done with the current [credit HR program](#). There was a suggestion, in the

future, to work with PIO, Harriet and the Non-Credit office to create marketing advertisements and flyers as soon as possible. This information should be disseminated out to the [Valley Industry Association](#). Dr. Torres is a member of this association and can forward this information. This can also be forwarded to the Educational Alliance, SCV Superintendents, [SCV Econ Dev.](#) and the [Chamber of Commerce](#). The program flyer was created by Christina Chung then forwarded to John Makevich and it was then finalized and forwarded to PIO. Gina Bogna helped to set up non-credit with PIO, social media, radio and TV interviews. There is also a flyer and a mailer that goes out to 90,000 homes. Diane Avery has now taken over this marketing.

- d. Faculty Training: The goal is to write objectives that change as there is always the possibility that the law can change. The majority of the faculty are adjuncts and this is a non-credit program. It is suggested to consider how to continue to train faculty. It is also suggested to have the program facilitate the training for adjuncts through FLEX credit and not refer them off site. Every new faculty member is shown the content for all courses to ensure that students obtaining a consistent learning module. The learning objectives are broad for example health and safety, benefits, leaves and EEO law. Many COVID related laws and resources were also incorporated.
 - e. New Health & Safety HR Curriculum: There is some discussion about creating new curriculum for the HR Academy related to Health & Safety. A recent adjunct was hired who specializes in this area of HR.
 - f. Motion to approve the HR Academy for permanent status by Lisa Hooper, seconded by Jesse Vera. Julie Hovden proxy for Nicole Faudree (yes vote). Unanimous. Approved. This program will be forwarded to the Academic Senate.
3. Year 3 Pilot Status Report: Career Skills Program (Noncredit) – Garrett Rieck
- a. Background: This program was created by Wendy Brill about 3 years ago. Wendy met with various advisory boards and asked employers what type of skills they are looking for and many stated soft skills. This was later renamed as Career Skills. This program was modeled after Santa Barbara City college’s Career Skills Institute.
 - b. Courses: A copy of the [COC “School of PPL: Free Classes”](#) brochure was shared with the committee. This mailer has been responsible for the uptick in enrollment. The Career Skills program is highlighted in this brochure and includes, *Workforce Essentials*, *Customer Relations* and the *Management Toolbox*.
 - A *Career Strategy Certificate* was added. This was modeled after the [World of Work Curriculum](#). Initially there were 8 classes and later 3 were added.
 - A *Mental Health First Aid in the Workplace* course was added. This was not offered this semester due to COVID and due to the [National Council of Behavioral Health](#) not allowing this course to be offered online. This program is being offered through grant funding for Henry Mayo employees.
 - A *Public Speaking in the Workplace* course will be offered for the first time in November 2021.
 - There are now 21 courses total.
 - There is some interest in adding some *Leadership* courses and someone recently did a LEAP proposal in this area. This proposal will include two new courses, “*Emerging Leaders*,” and “*Organizational Leadership*.” Dr. Bakhit has provided some guidance on these courses as her doctorate is in *Organizational Leadership*. The idea is to pair both these classes and offer them as a certificate within the next year.

- There is a possibility of adding additional Soft Skills technical courses similar to what [Santa Barbara College offers as part of their Career Skills Institute](#). There are courses which focus on using Google spreadsheets and documents and various collaborative tools used for technology in the workplace.
- c. Student Enrollment: Garrett shared a table outlining the total sections offered, total enrollment and total certificates earned. There are basically more sections and less enrollment. The enrollment was high during fall 2020 there were 824 students and for fall 2021 there are 59 sections with 991 students enrolled.
 - d. Faculty Hiring: Recently several new adjuncts were hired. Two faculty were hired who are counselors for the school districts that work in Special Education and they are teaching the Online Live Classes for those with disabilities. Garrett has sought the advice of the Committee for Employing Individual with Disabilities as well as the Disability Collaborative in the AAC office and all agreed that in order for classes to be fully inclusive they cannot restrict access to those without documented disabilities. The classes are scheduled as OnlineLIVE and are open to everyone but specifically marketed to those with disabilities. There were 28 students enrolled, 5 of which did not have a disability but enjoyed the class.
 - e. Class Locations: Many of these classes have been offered off site in locations such as Cardinal Health, Chick-fil-A, LASD Civilian Employees, Pitches Detention Center, CRDF and Newhall School District employees and parents.
 - f. Dual Enrollment: There are classes being offered at Castaic High School. The hope is to continue all of these partnerships and to be able to offer courses as the Newhall Community Center in the future.
 - g. Special thanks to Garrett for his amazing work and for helping to get this program up and running in a short amount of time. Much of this work is relevant to the DEI efforts. Congratulations to Garrett for his extraordinary effort in growing this program! Special thanks also to Lisa Hooper for helping to bring curriculum through, Tammera Stoke Rice for helping to write the Public Speaking in the Workplace class, the Student Health & Wellness Center, Mental Health, First Aid, Counseling, Gina Bogna, Yasser Issa for helping to build the CANVAS shells and flyers, Christina Chung and Diane Avery.
 - h. Continuous Program Evaluation: Initially the program was modeled after Santa Barbara City College and now it has gone beyond that and many colleges are now borrowing the COC model. Garrett is continuously looking at the State Chancellors office memos and reports, attends professional development opportunities, webinars and advisory board meetings. In addition, communication will continue with Harriet and Justin Wallace for recommendations. It is suggested to go back and survey employers to determine if they have seen a change with their employees after they have completed these courses? Coordination can take place with Diane Avery, Harriet Happel & Daylene Meuschke to forward a follow up survey to those business leaders. There are other schools who capture this in Program Review, however this is only seen by a small population. Program Viability has a unique opportunity to evaluate program efficacy as many courses will be coming up for their 5-year review. There are also embedded student surveys for courses.
 - i. Motion to approve this program for permanent status by Chris Boltz, seconded by Julie Hovden. Julie Hovden proxy for Nicole Faudree (yes vote). Unanimous. Approved. This program will be forwarded to the Academic Senate.

III. Adjournment: 11:30 am