

Summary PV Committee, September 22, 2016

Members Present: Rebecca Eikey, David Andrus, Ann Lowe, Albert Loaiza, Jerry Buckley, Kimberly Bonfiglio, Audrey Green

Members Absent: Wendy Brill, Lisa Hooper & ASG Student rep

Guests: Daylene Meuskche, Omar Torres, Micah Young, Patti Haley, Cindy Schwanke, Eric Arnold, Regina Blasberg, Ron McFarland, Mark Daybell, Bernardo Feldman, Carmen Dominguez, Michael McCaffery

The first part of the meeting was a Q&A.

1. *Is it okay to have credit and noncredit curriculum in same proposal?*

It depends. If the data supporting the both credit and noncredit curriculum is the same, then yes, it is okay to include both in the same proposal. However, there should be an Executive Summary provide so that it is clear as to how the credit and noncredit curriculum fits into the overall program. A list of courses including brief description, units (for credit), and hours (for noncredit) should be provided.

2. *When credit is re-packaged into non-credit, should it go to Program Viability?*

If these could become a stand-alone non-credit courses, then they do not need to go to PV. However, it depends on the skill set needed to be successful in the non-credit course. Who's going to be populating the course? At COC, we expect that the noncredit offering should be unique and different from credit offering. An advantage of non-credit is that it has more flexibility in when it is offered and can target students who are not interested in credit programs. Some colleges allow students to be enrolled in duplicated credit/non-credit courses (Mt Sac, for example). If there are more substantial changes, then a proposal should be sent to PV.

3. *What about changing an existing certificate to an AS degree, should this come to PV?*

It depends on if the degree is Transfer or CTE. If there is no new transfer course needed in the discipline and only GE courses would need to be added to create the degree, then this would be a "Categorical" Modification and would go to Curriculum Committee and not PV. However, if the degree is CTE and would require Labor Market data then it should come to PV in a proposal that matches what needs to be submitted to the State and Region for their approval.

4. *I understand that CTE programs must be established with evidence with Labor Market data, but how is "area" defined?*

The state Chancellor's office defines the "area" through the Center of Excellence to be Northern Los Angeles County and beyond according to our assignment to the South Central Coast Regional Consortium <http://sccrcolleges.org/>. The South Central Coast Regional Consortium includes all of Ventura County, north though Santa Barbara County, to San Luis Obispo, east to the northern end of Los Angeles County in Santa Clarita and the Antelope Valley. Our labor market data we pull typically is restricted to the zip codes within our district boundaries but that area is expanded out within defined region on a case by case basis as needed.

5. *Why do we need Labor Market data?*

There has to be a demonstrated Need for the program. Labor Market data is one way of demonstrating the Need. For CTE programs, input from Advisory Committees is also important evidence when establishing Need. The Region needs to also approve the CTE courses, so that the Need in the region's area must be understood in addition, it must be clear as to which colleges in the region are offering similar programs. Our Institutional Research office can assist with focus groups and even surveys to the industry partners as needed.

6. *What if Occupation Codes may not match up with the program, such as Commercial Music?*

If a program, such as Commercial Music is wrapped up in other codes then it can be more difficult to find the supporting data for the program viability proposals. Our Institutional Research office will work with program proposal authors to find ways to triangulate the data and to gather focus groups.

7. *What is a Pilot program status and when does it start?*

Pilot programs are for Initiated and Substantial Program Modifications. The Pilot program status starts when the first classes in the program are offered to students.

The second part of the meeting was a presentation and evaluation for the program proposals.

1. **Public Health AS-T Proposal** was reviewed. This proposal includes the addition of one new credit courses to an existing credit courses to create a new AS-T degree.

The committee recommendations:

Public Health AS-T Proposal be considered an Initiation of new pilot program a evaluated using the Program Viability Evaluation Rubric.

2. **Construction Technology Proposal** was reviewed for the second time. There is an existing grant, Career Pathways Trust Grant, related to the development of Construction Technology Programs. The Proposal consisted of a **Substantial Modification** to an existing credit program (solar/plumbing) and an **Initiation** of a new non-credit program. There were additional questions related to ability of the program to meet standards of outside agencies/licensing boards; status of curriculum of courses; institutional support of program; and plan for institutionalization since it is a grant funded program.

The committee recommendations:

- a. The Construction Technology Proposal should be go through PV Process since these CTE programs are determined to be Substantial Modification and Initiation.
- b. Additional information is needed and authors should resubmit proposal.