

Program Viability Committee Summary

September 9, 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), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor), Julie Hovden (Counseling), Brandon Francke (ASG Student Rep) & Dr. Omar Torres (CIO)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Harriet Happel (Dean of Career Education and Integrative Learning & CTE)

I. Routine Matters

1. Call to order: 10:03 am
2. Note: An overview was provided in regards to what Program Viability Committee is responsible for. Program Viability receives proposals from the college for any new programs that will be initiated, modified, revitalized or discontinued. Reports are also received from faculty and administrators who had presented successfully and approved the program and provide updates. There was a reminder that the [BP 4021](#) and [AP 4021](#) for Program Viability is uploaded to the [PV CANVAS shell](#). Garrett outlined the difference between revitalization and modification.
 - a. 4021.03, Program Modification: *“This is defined as an alternation to an existing program that substantially modifies the program in terms of necessary institutional resources, yet to be secured or required or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate. Such modifications may concern, among other factors, of curriculum relevance and status, current faculty workload; physical or financial resources, academic outcomes and process; articulated coursework required for certificate, degree or transfer; or students’ ability to achieve their educational goals in a reasonable amount of time. The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.”*
 - b. 4021.08 Proposal to Revitalize: *“Is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.”* This is a process in which the health and viability of an educational program is looked at and offering an intervention if needed.
3. Approval of the Agenda
 - a. Motion to approve the agenda by Chris Boltz, seconded by Dr. Omar Torres. One abstention from Jesse Vera. Approved.

II. Discussion

1. Program Revitalization: Noncredit ESL – Heather Maclean, Garrett Rieck, Jessica Edmond, and Katie Simpson.
 - a. This program proposal come through as a Program Revitalization as there are not enough course offering for students. There is also a need for additional support with marketing, outreach and staffing. As a reminder if a program proposal comes through as a Revitalization it does not need to come through as a pilot status. There is no need for reports every year for three years. Also for Revitalization proposals there is an ad-hoc committee set up to help guide a program through this process and setting up marketing. The program would also need to go through Academic Staffing Committee for request for full-time faculty members.
 - b. Gateway SCV: COC is in a consortium with Golden Oak Adult School of the Hart District

which is called the Gateway SCV. A few years ago, Heather wanted to add additional curriculum as the current offerings were not enough. The idea was to expand the offerings for conversational ESL and other smaller courses that students could take during the winter and summer sessions. There was an agreement with Golden Oak to not compete with their classes. There was some confusion as to where to move forward with the ESL program as Golden Oak also offers ESL courses. There was a discussion regarding what would be the best for the community and students. Both COC and Golden Oak agreed to build a robust ELS program. For many Non-Credit programs ESL is their entire program. There are programs which offer GED, Citizenship and ESL courses are 90% of the program.

c. Heather and Katie Video Report Presentation:

- I. Background: The Non-Credit program has been in existence for over 10 years and began more as an adult schooling operation. There are currently 20 sections being offered. These courses are fairly healthy and are steadily climbing.
- II. Non-Credit Faculty: The current program also has only adjuncts and no full-time faculty. Dr. Otoo is retiring next year at the end of June and Heather will be the only Non-Credit full-time faculty. In regards to this revitalization proposal the program asks for additional full-time faculty due to growth of this program.
- III. ESL Certificates of Competency offered: Since 2019 there have been 350 Certificates of Competency offered. There are currently 8 classes with 4 levels. These include beginning and intermediate. In Non-Credit students take 2 levels of beginning and intermediate. Last year the program added two new certificates for College Level 1 and Level 2. These courses were taken from the credit side. Level 4 is the highest intermediate level and is for students who are thinking of transferring to the credit side. Much of this is also in response to [AB 705](#) and the requirement from the state. The courses were well received and the students commented anecdotally, of the opportunity to continue learning English in a free and safe environment before feeling the pressure of the credit side. Many students are not sure they want to go to the credit side. There are some students who want to pursue an academic path, self-development, ready themselves vocationally and then those who are not sure what they want to do and want to do more exploration. The program has developed Conversation Circles and has obtained an ASG Grant.
- IV. The Future/The Revitalizing: The goal is to develop an identity for this program, have clear programmatic outcomes, provide linguistic training and get students into vocational courses or the workforce. The other goal is to help students make connections and promote emotional health and wellbeing.
- V. New Curriculum: The new curriculum will include 5 new Certificates and 18 courses. These courses are not replacing any existing courses.
 1. Certificate of Competency in Vocational English as a Second Language (VESL): This will include 2 courses, recommended preparation Level 2B and a total of 100-140 hours. In the past some challenges have included trying to make this specific to nursing or gardening and this has not worked. The suggestion for now is to keep this certificate general. This will help students prepare for jobs and interviews.
 2. Beginning Certificate of Competency in Conversational English: This will include 2 courses and a total of 60-80 hours.
 3. Intermediate Certificate of Competency in Conversational English: This

will include 2 courses and a total of 60-80 hours.

4. American Language and Culture Certificate of Competency: This will include 5 courses, 2 core courses, 3 electives and 180-240 hours. One of the core courses comes from the existing Level 3 curriculum. This is not a pre-requisite. The courses run 40-60 hours. A list of courses was included in this proposal which includes *ELSL through Film, Literature, Current Affairs and Idioms*.
 5. Digital Technologies Certificate of Competency: This will include 5 short courses and 10 hours for a total of 50 hours. This is ESL for digital learning and writing. This is a shift toward a more technologically based courses such as Online and Online/Live. This is not attempting to be a tech course but an ESL course.
 6. Potential Timeline: The goal would be roll out VESL and Conversation courses out by spring 2022, American Culture courses by summer 2022 and Digital Tech courses by fall 2022. Typically courses run Monday, Tuesday and Thursday for 9 hours a week. Core classes are needed the vessel courses are specific focus and not all students will want to take. The program is asking for a higher level of preparation. The goal would be to offer morning and evening courses. Courses could be offered on a Wednesday so they can support existing classes as they are only a few hours on a 16-week schedule. This would provide students an opportunity to take another class and work towards another certificate. These classes will help to elevate students socio linguistics competency. The American Culture courses are not designed to be offered regularly and are designed for summer and winter. Previous summers the enrollment has not been great. These are shorter term courses, 5-week framework. These include courses such as *Culture through Movies*. The *Digital Courses* could be offered in the fall and may help with enrollment.
- II. Challenges: To revitalize the program there is a need for dedicated full-time faculty and support staff. There is also a need a for a strategic long term marketing plan. There is a concern with constantly changing Deans and it makes it difficult to have consistency in a program. Heather cannot just take on ESL courses as she also teaches credit courses.
 - III. Offsite Partners: In Non-Credit and ESL offsite partners are very important. There were many ESL program which had to cancel their entire programs due to the pandemic. Special thanks to Heather and other faculty for helping to transitions students to online. COC did not cancel any sections. There are courses being offered at 4 different elementary schools through the Newhall School District. There are courses being offered AMS fulfillment Center and Canterbury Village which is a retirement community in Newhall with other offsite partners. ESL is its own community and a drive through recognition ceremony was done last year.
- d. More discussion needs to take place regarding if this program proposal is for a substantial modification or if this is a new program. This proposal does not appear to be a revitalization of a program as this program has not been in existence for very long on the credit side.
 - e. Guiding principles for course selection: Research was done over the summer with other

ESL programs such as similar programs at Mt. Sac., North Orange Continuing Edu, San Diego Continuing Ed. Santa Barbara and Glendale. These models were followed and an attempt was made to model based on COC's ESL student demographic. There was a request to bring some of this information back at a future meeting including information regarding determined hours, trend data, number of course offerings, number of student enrollments.

- f. ESL Student Survey: A suggestion was made to perhaps survey current ESL student to determine if there any gaps. Garrett and Heather discussed that adjuncts were consulted to identify what they may be seeing as potential gaps based on student feedback. There is a current Conversation Circle which takes place on Mondays, Tuesdays, Wednesday and Thursdays. These are informal conversation where instructors show up voluntarily and have conversations with their students. Instructors will go out to lunch or dinner with their students or they'll meet at parks to talk.
- g. Proposed timeline for launching of courses: Curriculum is also never written with the intent to deliver for summer or winter sessions. There is a concern with the number of hours required. It would be preferable to write the hours as reasonable ranges. The proposal for summer is not necessarily due to the low enrollment as many students don't want to take courses in the summer or winter, it's too short of time. Many ELS courses are offered in spring and fall.
- h. Request for Full-Time Non-Credit ESL Instructor: The program is requesting a full-time Non-Credit ESL instructor. This is a separate from the replacement for Sam Otoo who will be retiring next June. Heather is concerned about a possible gap in time between when a replacement is hired and she needs to put more effort into credit courses and will have less time for non-credit courses. Almost every local Non-Credit ESL program has at least 1 full-time member. Mt. Sac has 3-4 full-time faculty members. It is the norm for many programs to ask for a full-time faculty member in either Non-Credit ESL or Basic Skills in general.
- i. ELS to English courses: Many students in non-credit ESL stay in ESL until they feel proficient in English, then they will move to credit courses. There is no data available but Garrett will ask Lisa Pavik for this data. The [AB 705](#) mandates that curriculum be packaged in the best way to serve students and it asks to bring non-credit student to credit. A list of ELS courses were shared and some of the ESL courses were going to be mirrored to credit however there was not much credit with doing this. The data would track only 2 years of data and could provide trend information.
- j. Splitting Dept. into Non-Credit ESES and Credit ESL: There is a possibility of splitting a department into non-credit and credit and set sections. Most faculty who teach in credit ESL do not teach in Non-Credit ESL. There are Credit ESL and Non-Credit ESL meetings. There is a possibility that the may get split. Is there credit student interested in taking conversation classes? In Career Skills classes many non-credit students then take credit classes.
- k. Approval of courses: There was a reminder that if there are only 2 or fewer courses then those could come through Curriculum Committee. However, if there are more than 2 courses those need to go through Program Viability first and then Curriculum.
- l. Next Steps:
 - 1. There is a request to bring this program back as a new program or a substantial modification. There was a reminder that a Revitalization is for a program, that is not doing well.
 - 2. A certificate will only be brought forth if all courses required are going to be

offered. Ideally, the conversation and vocational classes should come through first. The goal is to get these courses through soon as students are already committing time. It is possible curriculum approval may not be completed until fall 2023.

3. Currently there is 1 vessel course and it is stand alone, the priority is to create a second course. The second priority is to create a Conversation Certificate. The third priority is to look at the shorter classes to be offered in a shorter time frame. The committee choose to not vote on approving just the vessel and conversation curriculum and vote on the culture at a later date. The committee instead unanimously agreed to bring back this program proposal at the next meeting. If the vessel courses come through curriculum the faculty member would need to do a presentation. The projected timeline would be early spring 2022.
4. There was a request to have the discipline expert faculty return at a future meeting with sample curriculum, sample programs, student and program data and to be available to answer questions. The three faculty who worked on the proposal teach during the scheduled Program Viability committee meeting times. Several ideas where presented such as reschedule a future meeting during a time when faculty can attend or authorize a substitute for faculty. However, many adjunct substitute are overloaded. The last idea is to have only Heather return at a future meeting.
5. Another recommendation is to develop a solid plan and launch the new program in phases. For example, Phase 1 could be the biggest priority, Phase 2 could be the intermediate priority and Phase 3 would the last tertiary priority.

III. Reports

1. Year 2 Pilot Status Report: Law Enforcement Technology - Larry Alvarez
 - a. The program has been offered however due to the pandemic the program is at a standstill. Faculty have been given the option to postpone their reports if there is nothing substantial to report. If anyone has any questions, please email Garrett and he will email Larry. The Advisory Board also came to a halt. Larry will need help with marketing. Should this program be moved to year 3? There was a previously discussion about changing from “years” to “millstones” for these circumstances. There is also the possibility of adding the Dean of Career Ed as a voting member. Changes to the Program Viability AP would need to go to the Policy Committee and then it would go to the Senate. Garret will draft some brief language and bring to the committee then forward to the Policy Committee.
2. Year 2 Pilot Status Report: Crime and Intelligence Analysis - Larry Alvarez
 - a. Larry submitted a written report. As a reminder the committee votes only on year 3 reports.
 - b. A comprehensive campaign for Career and Technical education will be launched soon using social media. There is also an Employer Engagement Plan as part of SWF and will require many meetings with many industry experts to get them to endorse the programs.

IV. Adjournment: 11:30 am