

Program Viability Committee Summary

February 16, 2023, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Tricia George (Humanities/Interim Curriculum Committee Chair), Jason Burgdorfer (MSHP-MSE), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor), Julie Hovden (Counseling), Dr. Omar Torres (CIO), Jennifer Paris (SBS), Dr. Rebecca Eikey (MSHP-MSE)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Harriet Happel (Dean of Career Ed and Integrative Learning, CTE), Dr. Kathy Bakhit (Dean, HPPS), Daylene Meuschke (Dean, Inst. Research, Planning & Effectiveness), Kristi Miura (Nursing), Dianne Avery, Paul Wickline (VP, Instruction)

Notes:

- *ASG Rep Eric will no longer be able to attend the PV Committee meetings. Garrett has also been working on finding a new transfer person.*
- *The theme for agendas for SP 23 will continue to focus on the health profession such as the Surgical Tech program returning on this agenda.*

I. Routine Matters

1. Call to order: 10:04 am
2. Approval of 11/10/2022 meeting minutes:
 - i. Motion to approve the summary from 11/10/22 by Dr. Rebecca Eikey, seconded Jesse Vera. Unanimous. Approved.
3. Approval of the Agenda:
 - i. Motion to approve by Dr. Omar Torres, seconded by Julie Hovden. Unanimous. Approved.

Note: Dr. Bakhit shared a Surgical Tech presentation.

II. Discussion

1. Program Initiation: Surgical Technologist – Kristi Miura and Kathy Bakhit:
 - a. Recap of the Surgical Tech program: The committee wanted to see an updated curriculum map, list of equipment with prices, Credit for Prior Learning (CPL), cohort size and cost analysis. It was established that there is a need for this program and that there is an employment gap of 213 positions. An update on advisory board meetings, accreditation, certification, resources, and sources of finding were also discussed. Letters of support were provided along with CPL and Curriculum including clinicals.
 - b. Mapping Skills for students with a Military Background: Jesse Vera shared a document highlighting how to map skills with a military background. There is an organization council on education that reviews military experience that is composed of college faculty professors with different recommendations. COC is not at this point but is training to get course articulation. There are OR techs in the military and similar OS jobs. If the idea is to help veterans, an opportunity to submit a package has to be given. Jesse shared the ACE institution CPL Best Practices doc which outlines guidelines to get credit for courses.

- c. Surgical Program Pathway: Dr. Bakhit met with internal experts, faculty and the director of skyline college who helped clarify this path. The Surgical tech program runs along the same pathway as nursing, and this could be a different path for students.
- I. The pre-requisites are similar except for Microbiology. Most students will need to take microbiology.
 - II. The English component, Oral and Written communication and Speech pathway will need an AS degree according to CPET.
 - III. The Anatomy course will need to have a lab. This will satisfy a GE requirement. Will students have to complete before the pre-req? Skyline public college in Florida has anatomy only. There is a pre-req to get into Anatomy and Physiology. These courses will be run by Surgical Tech. professor and will be more specific to auto plating and surgical instruments.
 - IV. Medical Terminology (3-unit) course is needed.
 - V. Math component (4 or 5 units) course is needed. The Math 140 course can be taken with 1 unit of math support. College algebra or Statistic (20 units) courses are needed.
 - VI. Psychology or Sociology courses are needed.
 - VII. Biology will be required before Anatomy and Chemistry before Microbiology.
- a. Timeline for program completion: This is a 1-year endeavor program; however, it is realistic to take all courses in 1 semester. The Core Curriculum is 23.23 unit's total. This will not be a full-time program but with GE requirements this may be 12 units. There are 6-8 units of surgical core required for an AA degree and to be able to sit for the surgical exam. The 45 units are for core surgical tech courses and not the AA. This does not include classes for pre-req for the program. Medical terminology will also be counted. Some classes will be double counted and there will be additional units for AA. The 45 units is the tally, as this includes the pre-requisites, the core curriculum and GE curriculum that can be double counted.
- b. Core Curriculum: The hours on the course curriculum are calculated as the 1.5 units. The surgical tech. 1 and 2 are displayed as 1.5 units but the entire lecture is 5 units, including out of class and in class hours. The total program is 23 units and the program at Skyline College is 34 units. The number of units can grow but there needs to be more objectives. While the accreditation agency has fewer hours required for microbiology, in meeting with Skyline College Faculty, what was learned from faculty and the director's experience is that the hours are not enough. One way to deal with this is to add Microbiology as a pre-unit and make it a requirement to enter the program for accreditation. The program may need to experiment and developed a 1 unit instead of a half a unit. Those are questions that can be addressed later. Skyline College only offers anatomy and not physiology. Most students take combination classes and have extra units. This gives the college an opportunity for exploration. A student who takes this program can apply for a nursing program and this becomes a specialty such a surgical nursing. The recommendation is to align as much as possible with Nursing.

- c. Clinical hours: Hours will be completed 1 one semester and students can be set up in shifts at the hospital as 8 – 12 hours. Student can do their clinical hours 5 days a week and this can be compressed. The 540 hours are required but 600 is recommended as this prepares students well when they go to practices. This was also shared by skyline and the advisory board. This is a F/T programs. Once the curriculum is figured out some envision this to be done the whole year. The last semester would be intense. Some are 15-month programs. The current students are at Holy Cross and Henry Mayo every day 8 hours a day. Once they are admitted this will be a 4-semester program like the nursing program. There is a potential to do this in 3 semesters, but the clinical sites would need to be matched. San Joaquin valley has it in 15 months. The summer can be considered and that will shorten the time for completion. COC offers BIO 100 in Winter, Spring and Fall but not for dual enrollment. This will be a specific health care pathway. Is there any opportunity for paid hours or is this a teaching credential? Unless it is a paid internship the students are not to be compensated.
- d. Entrance Examination: There will need to be an entrance criterion or exam. The private sector does an exam. There will be an entrance exam but not at COC as this goes against AB 705 and the CCC Chancellors' office.
- e. What are the long-term projections for jobs? There is strong evidence of letters of support and earlier in the presentation over 200 job openings.
- f. Everyday 10,000 people turn 65 and the need for health care is in more demand. When speaking with faculty from Skyline College and they mentioned that they had to terminate the program. The number was 100 applications with 70 qualified. COC can only take 25.
- g. Costs: For supplies the total costs came out to \$88,000 - \$108,000. There is an opportunity when partnering with Henry Mayo and local hospitals to get donations and refurbished items. If some curriculum can be set up as online, would it possible to tap into the COVID funding as this would be an online program that open pathways for students? There is a list of equipment, and the costs is always 3 or 4 times the estimated price. There is an estimate of 100K, and this has to do with construction to add sinks and lighting. In COC 's case if the new building infrastructure is this can be added. The recommendation is to do more research as this may go over 100K. When thinking of using bond funds the program may be looked at to pay for supplement costs. Need to be realistic as the 100K is an underestimate. Many items have gone up with some of the equipment being 30k for just two pieces. What is the ongoing cost needs such as waste disposal for needles? What is the startup and ongoing cost? Are there surgical gowns? Per cohort this will be one of the most expense programs. For Chemistry there are 2,000 student per year and for this program it will be more. Is the cost justified with the number of students going through? Will this need to come back one more time for more collaboration with nursing? There is the student success funding formula and enrollment is down. At what costs to our existing program will this program be run and there is an inflation that keeps going up with no end in sight.
- h. Facilities Needs for Labs: The college is planning the future CCC expansion to help with sciences. When a building opens, there is funding to outfit by

purchasing equipment. It was clarified that bond measure funds will be used. The timeline on facilities needs will be in the next couple of years, no earlier than 2025.

- i. Human Resources Needs: The accreditation requires a FT director, a clinical coordinator to be hired. In addition, 2 FTF and 2 adjuncts are needed to staff remaining courses. Potentially a lab tech may be needed but it is not clear if is needed to start a program. The training is going to happen in the classes for the core curriculum.
- j. Cohort Student Size: There will be cohorts of 10 students like nursing. Once a year cohort and then have second year students due to the process it takes to admit students. Cohort size will be based hospital availability and the program will need to reach out to other hospitals and outpatient clinics. The program can grow with 25 students but need to start with 20. Skyline does once a year. COC can start with once a year once you accreditation cycle start. The key factor is securing independence. Assuming funding for FTS, graduation rates and Financial Aid, with 24 students per year the total comes to 280-300K per year for a 2-year program. This excludes prerequisite revenue. This is about 7200 for FTS which based on the cost of operating the program. There may be a need to have more than 1 cohort per year.
- k. Funding source: Perkins and SWF funds will be used. The reality is how we prioritize this will depend on timelines and looking at federal appropriations in combination with other health care programs.
- l. Physical Requirements: Need to look at the establishment of fully simulating labs for nursing and MLT. There is a protocol in the operating room and all preparations before the surgery, this would be capital equipment and only instructional supplies, under 5K. For example, a surgical light would be a capital expense. There may be a site visit and a base line expected for the lab. How will resources be shared with Nursing? Anesthesia machines are not needed as this could be simulated. There are ways and needs for setting up an operating table and diff instruments. There are different areas where you can simulate those environments. Some things like mannequins can be shared with nursing.
- m. Faculty Writing Diagnostic Labs: There has been challenge with how diagnostics labs are written. Faculty are being paid services to write simulations; however, faculty don't want to write simulations. The faculty recommendation is to hire a faculty member to do this. Is much less expense if faculty are writing those simulations rather than hiring a faculty member.
- n. Cost Analysis Spreadsheet: David Andrus met with Jason Hinkle and Dr. Omar Torres and developed a cost analysis spreadsheet that can be used for PV. This is something that is missing with health professions. Dr. Kathy is doing amazing work. There was a request to send Dr. Torres a continuum spreadsheet Pharm, OTA, OT and Medical fall sonography programs for a status on hiring faculty, site visit and purchasing equipment. There is a need to reconcile this with budget. Need to work with lobbyist to help support medical programs such as Cybersecurity and the ATC. It is important to project out as stewards of taxpayers and make responsible decision for the college.

- o. Next Steps: The recommendation is to have this program for a return visit and postpone a final vote until there is more information presented. There is a request to see the GE's included in the curriculum to see total units.
- p. Special thanks to Kristi Miura and Dr. Kathy Bakhit for all their work behind the scenes.

III. Report

1. Year Two Status Report: Center for Excellence in Teaching and Learning (Noncredit) – Julie Johnson and Robert Wonser.
 - i. Success for the program: The program has been successful with strong enrollment of 75 faculty. The *Teaching Foundation Certificate*, the *Intro to Online Instruction* and the *Culturally Responsive Teaching* offered in summer and had an outstanding turn out. The next courses to be offered will be *Critical Thinking* and *Reading Strategies*. This is the most growth in this program in one semester since starting the program. CETL is offering more classes to round out certificates for *Teaching Foundations*. The idea is to time these classes sequentially, so they do not overlap. *Culturally responsive Teaching* is being taught by Robert Wonser. *Critical thinking Strategies* is being taught by Chris Blakey. Since the non-credit a Reading Strategies course, there will be the first completers for the program as a whole.
 - ii. Challenges: There have not been too many challenges with record keeping and faculty who are in the certificate pathways are able to update their skills. It is important to make sure we have the capacity to update the website and communicate with the school of PPL so faculty to demonstrate their completion.
 - iii. Additional resources: There may be additional resources for record keeping and needed. It would be wonderful to offer completers not just a certificate but a badge of some type. This would be areas to see additional resources for CETL. CELT has talked to the Steering Committee on moving IOI 2.1, Online Live and Hyflex to non-credit.
 - iv. Current courses: the CETL website list all courses offered. The idea is to offer Online Live training via non-credit. The Steering CETL meets during the noncredit meeting. The core classes are 36 hours. There are two courses to choose from which lead to foundation teaching which leads to salary advancement. Many faculty took IOI before it was a course. There is no process to take credit for a non-credit class. There is no mechanism to apply towards the equivalency for non-credit. This may be an issue with mirroring classes. This cannot be Credit for Prior Learning. This will be an equivalency. The non-credit will not come through here and some things that need to be create were approved as part of PV proposal. Some small courses will go via the Non-Credit Curriculum Committee. All of this will be resolved so this is a very established program by next spring and the policy will be approved and go into effect in the fall. These are noncredit classes and there are FERPA issues as much has to be completed by self-discourse. The students will get a paper certificate and a digital badge. When a faculty completes a program there are two pieces of proof to submit to HR. Non-credit classes are open access. There are people from the community taking CETL from other schools as these are open access. This has made it difficult to track.
 - v. Marketing created? Reach out to Garrett at the School of PPL for marketing request. We don't openly market CETL courses outside of COC as the intention

is that they are for faculty. If anyone wants marketing material such as for future educators they can reach out to Garret.

- vi. Could this course be modified for students as 90% of students said they want to improve reading. Much of the curriculum in CETL was written very broad the COL record is in Elumen. This would be much more beneficial to get this at the beginning. Cindy's course is a reading course, reading issues are not going way. This may be useful for many students.

Proposals coming up:

- Culinary program substantial modification
- Entertainment drafting program from Technical Theatre. Not clear if this is credit, non-credit or mirrored.

IV. **Adjournment:**

1. 11:31 am.