

# Program Viability Committee Summary

October 12, 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), Ellie Wingo (ASG, Student VP President Inter Club Council), *Tricia George proxy for* Jennifer Paris (ECE), Dr. Omar Torres (CIO, Office of Instruction)

Guests: Marilyn Jimenez (Academic Senate Administrative Assistant), Karl Striepe (Political Science), Dianne Avery (Academic Innovation & Const. Ed. PPL), Lak Dhillon (Diagnostic Medical Sonography Faculty Director), Dora Lozano (Counselor, Foster Youth), Jaya George (Faculty Director, Pharmacy Technician Program, Public Safety, Health Sciences), Jennifer Thompson (Library Faculty), Jesse Vera (MESA Counselor), Katie Coleman (Sociology)

## I. Routine Matters

1. Call to order:
2. Approval of the 9/28 meeting minutes:
  - a. Motion to approve the summary by Ellie Dwingo, seconded by Karly Stripe. Unanimous. Approved.
3. Approval of the Agenda:
  - a. Agenda was re-ordered to discuss AP/BP 4021 first and Ethnic Studies second to allow for other schedules.
  - b. Motion to approve the agenda with modification by Karl Striepe, seconded by Tricia George. Unanimous. Approved.

## II. Updates

1. AP/BP 4021: Program Viability Policy – Garrett Rieck
  - a. Gary Collis summarized all changes to the policy at the last Academic Senate meeting. Garret will create new forms. The relevant changes include:
    1. Proposal for program initiation, modification and revitalizing must have a faculty sponsor.
    2. Proposals for discontinuance may be submitted by an administrator only after the administrator has meet with the department chair.
    3. **Inclusion of a sustainable budgetary plan:**
      - I. The plan helps to outline cost and will include a narrative of how a program will be sustained and resources needed. This is looking at estimates or averages of how many FTES credits will be produced, number of courses for cohort, certificates, students and other FTES outside of the program. For example, will students take courses in general education. How many will be on financial aid? Regarding the success metric estimate, what percentage of 1<sup>st</sup> year students will earn an award? Revenue is based on new funding formal, this is based on students achieving a degree or certificate, more CTE units, a living wage, are they going to successfully complete math/English, are they going to transfer, or obtain a baccalaureate (local or ADT degree). Need to justify the return on investment on a proposal.
      - II. **Sections of the new Form:** The form can be filled out within 15 minutes as the form has all the formulas. All information on pivot tables was created by Jason Hinkle. Working off qualitative data such as financial impact and resource needed. Are there FTF teaching or adjunct, are there additional

human resources, lab tech, coordinator or supplies needed. You can look at one time start up cost and ongoing needs such as maintenance.

- III. **Number of new students?** If there is an old cohort and a new cohort, of this new program, how many will be new and how many returning students? For example: Lak and Jaya will decide for the new PTA, OTA, and Diagnostic programs if they will only take one cohort per year or take one every semester. This will depend on student demand and will be tailored into the form.
  - IV. **Faculty load:** If a full-time faculty director is needed and depending on load, they may only teach half a load and the other half will be for program maintenance as dept. chair. This would be the total of 0.5 as a director. For others it may be 100% reassigned item and that would be 0. This are needs to be clarified on the form.
  - V. **Training to Fill out Form:** Jason Hinkle has agreed to attend all meeting when faculty are completing the form. Garrett will then attend the remaining meetings. Jason Hinkle will be a member of the committee starting in the spring.
  - VI. **Pro-Forma summary:** A summary is needed to include all information for a program, such as, revenue, and expenses, annual net gain or loss. This will depend on the program as some may not need much human resources to get the program started. There will be many first-time cost and then subsequent years the program pays for itself. Just because there is a net gain (loss) in the negative does not mean a program will not move forward there are other positive aspects and other areas are considered. This is not the sole factor in the analysis, but it is useful for the faculty and district in helping to move program along. What can the district do to support the program?
  - VII. Will use this form one time this semester as a pilot and will see what needs to be change.
4. **“De Facto” program discontinuance:** Any member of the campus community may alert the Academic Senate President of a discountenance of a program, and the president will determine how to move forward. PV will do much of the work and then move to Senate to discuss or placed on consent.
  5. **Composition of PV committee change:** The Academic Senate President was removed as the default chair of the committee. New members to the PV Committee included a CTE liaison, the VP or designee of BUS service, Facilities or IT. Facility impacts are huge, and they need to be aware. PV needs At-Large faculty members and now this will be required. It was clarified that PV Committee is a faculty driven committee, there were discussion to have others consulted with requiring administrator requirement. The PV Committee proposal, Curriculum and 10 +1 relies on the input of faculty. PV is a subcommittee of the Academic Senate and Senate is a subcommittee of the board.
  6. **PV Reports to the Academic Senate:** we need to give a recap of all discussed by the 5<sup>th</sup> week. Try to host last meeting of the semester 4 weeks before the end of the semester so Garrett and Marilyn can gather all together and send to Senate. Not official until Senate approves it. If this is not approved in Senate then will go to Curriculum. Only if approved in fall then Curriculum will approve by fall of the next year.

7. BP/AP gives flexibility and if approved at PV goes to curriculum if there is time and Tricia has time will be approved in spring if PV approves in fall.
  8. **Pilot Status:** New programs will remain in pilot status for a “minimum of 3 years” rather than exactly “3 years.” The final report that PV votes on can return more than once. If needed the committee can hold off on voting and can table to have a program return.
  9. **Regular Status Reports:** Requiring those overseeing approved new program in pilot status to submit “regular” status report to the PV Committee. A program will not go on pilot status for longer than 3 years. Program Revitalization – now requires a report. Year 1, 2, 3 will change to report 1, 2,3. The Academic Senate needs to vote on a final PV report to make a program permanent.
  10. **Status of BP 4021:** The board approved first reading and in early November and there will be a second reading of BP 4021. It will then go into effect starting in spring 24. The Board had no comments or changes.
  11. **Allowing 9<sup>th</sup> & 10<sup>th</sup> Graders to enroll in Non-Credit Courses:** There were many questions at the BOT regarding not allowing 9<sup>th</sup> and 10<sup>th</sup> graders into non-credit classes. At the board meeting, Academic Senate President, David Andrus stated anyone can attend a Senate meeting to further discuss. There may be a compromise but there are concerns with having minors attend college courses mixed with college students. An idea proposed is to maybe limit those courses to remote online, or online live modalities. This would be based on departments with an opportunity to opt in and opt out. Currently, many high school students are attending River college and are limited to online and online live. The hope is to have conversations and respect the role of faculty. This will need to go through Policy Review Committee and Senate.
  12. **PV Spring 24 Meetings:** Meetings to be scheduled for spring 2024 will continue to be scheduled on Curriculum Committee date from 10:00am – 11:30am. It is recommended to not change the meeting time due to faculty teaching schedules. Administrators will need to work around faculty schedules.
2. Ethnic Studies – Tricia George
- a. The **Faculty Champions** for the new Ethic Studies Course were introduced:
    1. *Jesse Vera (MESA counselor)* was a previous adjunct counselor.
    2. *Dora Lozano (Foster Youth counselor and coordinator for INSPIRE).*
    3. *Jennifer Thompson (Librarian.)* In her previous position was the Ethnic Studies Librarian/Subject Specialist.
    4. *Katie Coleman*, chair for Sociology
  - b. **Background:** In 2020 there was legislation (AB 1460, Webert) requiring students to take an Ethnic Studies class. The focus was first with CSU’s and now it’s part of CalGETC. This new requirement is being applied to all degrees. Lisa Hooper (former Curriculum Committee Chair) and Patrick Backes looked at previous courses approved for “Area F” and submitted those.
  - c. **“Cross Listing Courses”:** The idea was to submit an existing course as “cross listing.” These are the courses that are being offered and continue to be offered. Many cross-listing courses that were submitted by other colleges were rejected.
  - d. **POLISC 290:** Of the 10 existing courses submitted by COC only class one class was approved, POLISC 290 (Ethnic and Gender Politics). However, this is the last year will this course will be offered.

- e. **Other Classes Submitted for Review:** The African American history class was submitted 3 times and rejected. Last summer the CSU chancellor's office met with Patrick and requested that 3 out of 5 courses be verbatim. In addition, that Ethnic Studies classes be offered by Ethnic Studies scholars. The courses never went to Program Viability. Classes were submitted on cross listing by Lisa Hooper (previous Curriculum Committee Chair), chosen out of course outline of records. A Sociology course was submitted and rejected. However, many in the Sociology Dept. didn't want to cross list courses as many faculty didn't want to teach as they didn't have the experience.
- f. **Ethnic Studies 101 & 111:** Katie started drafting Ethnic studies 101 and 111 class with an expert instructor, Juan Buriel as he was the only one that meet eligibility. Juan has a degree in American Studies. Juan Buriel acted as Course Coordinator and applied and met MQ's in American Studies.
- g. **Ethnic Studies Requirements:** The ASCCC since this time, in reviewing ethnic studies requirements, have removed American Studies, as of last summer. In the last 3 years are working to bring ethnic studies. Due to changes in legislation for those teaching the courses, Juan Buriel is no longer eligible to teach. Those change for area F were received and the college submitted changes in December. CCC's have been given between December and May to meet area F requirements.
- h. **4 Major topics for Ethnic Studies Required:** Ethnic Studies 101 is approved by CSU's and for transfer but it is not moving to area F. A new Ethnic Studies instructor, Nara Gomez Gonzales has been hired to each in Chicano Studies. The idea is to have courses that have each of the four autonomous disciplines within Ethnic Studies are:
  1. Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies
- i. **Title 5 Changes:** There another change as of last fall to Title 5 which requires an Ethnic Studies course for other areas. For example, there is now a Multicultural Psychology course.
- j. **All courses denied:** There was a new rubric in fall which COC learned of in spring. As of last may started the college learned it was not successful with the course submissions. Curriculum has been too much in driver seat and touch points with every program. There should be faculty champions for many departments.
- k. **Cross listed course "and" another course:** The idea is not to list any cross listed courses unless there is a course "and" another ethnic course accompanying it.
- l. **CCC vs. CSU Core Competencies:** There has been some disagreement regarding the 3 core competencies between CCC and CSU's. Core competencies keep getting refining at the state level and narrowing the minimum qualifications. For any Ethnic Studies courses the state requires a community engagement assignment, as many think it's essential to core competencies. If you COC keeps offering classes that are no longer meeting ethnic requirements the college will have issues with accreditation requirements.
- m. **High School Requirement for an Ethnic Studies Course:** There is new legislation beginning in 2025-26 CA which requires high schoolers to take an Ethnic Studies course. Will the COC Ethnic Studies courses also meet the high school requirement? Karl Stripe has discussed this with the Hart District, and as of right now, they are more inclined to develop their own course (as opposed to COC offering a course through dual/concurrent enrollment).

- n. **Human Resources Needs:** Juan Buriel meets MQ's but there is a need for a full-time faculty who can build an Ethnic Studies course. The plan is having Ethnic Studies courses go to PV first and then to Senate. More synergy is needed between ASC and PV.
- o. **ASC Committee Presentation:** The next step is to go to ASC regarding the need for a new full-time faculty member. This needs to happen soon, otherwise a new instructor may not be hired until fall 2025. Katie can attend the next ASC meeting with other faculty champions. There is concerns with hiring adjunct and full-time faculty due to many colleges competing for hiring instructors to each Ethnic Studies. However, there may be other colleges who don't have approved courses. It is recommended to request the time slot with Miriam for ASC so the proposal is on the calendar. It is also recommended to request 2 full-time faculty positions as some proposal will sit on the list for many years. One person for each of the areas could be hired. Need to have faculty who are experts in all Ethnic Studies area. The suggestion is to offer the Chicano studies class first. Other faculty who may meet MQs to teach Ethnic Studies courses:
  - 1. Lori Solis, Anthropology.
  - 2. Adjunct Instructor, Asian American Studies.
  - 3. Instructor, African American Studies
- p. **Local Needs Assessment Data and C Plan:** The most disproportionately impacted area is in African American/Black studies. When requesting two full-time faculty, these are the justifications for areas of studies. It is suggested to connect with Dr. Daylene Meuschke and help inform the presentation for the African American Black Students.
- q. **Next PV Meeting:** The Ethnic Studies course proposal will return on the Nov. 9<sup>th</sup> agenda. Meeting on November 9<sup>th</sup> will be scheduled from 10am – 12pm.

**III. Adjournment:** 11: 37 am