

Institution Wide Committee

Monday February 28, 2022 2:30pm

Zoom Meeting

I. **Call to Order** - The meeting was called to order at 2:33 p.m. by Sam Hirsch.

II. Attendance

Federation Voting Delegates: Stan Walling, Jacquelyn Bryant, Karima Bouchenafa; Federation Voting Alternates: Elisa King; Federation Alternate: Cynthia Paul

Administration Voting Delegate: Sam Hirsch (Co-chair), Carol de Fries (Secretary); Administration Voting Alternates: Leila Lawrence, Vijay Sonty ; Administration Alternate: Vishal Shah

Student Voting Delegates: Ahmad Mitchell, Jawaad Benson

Guests: Kara Crombie, Chae Sweet, Pamela Carter, Rich Saxton, Laurence Liss, Charles Herbert, Amy Birge-Caracappa

III. Approval of minutes – The minutes from Monday, January 31, 2022 meeting were presented. Stan Walling moved to approve the minutes, and Leila Lawrence seconded the motion. The meeting minutes were approved.

IV. Old Business – No items were discussed.

V. New Business – Dr. Hirsch opened with the three programs being presented for approval and noted that all had gone through the College's curriculum committee and were being recommended for IWC's consideration.

a. Photography AAS revision (was Photographic Imaging)

Kara Crombie presented on the program changes. The first was to note the change of the name to Photography from Photographic Imaging. She stated that photography is more concise and better reflects the industry. She noted the old name was overly technical and specific. The new structure includes three new required courses, revisions to three existing courses, and three course eliminations. Kara Crombie explained that the structure maintains the first year as all 100 courses. The program minimum credits are changing from 60 to 61. New courses include an advanced Photoshop class (PHOT251); a class that introduces a photography community-based project (PHOT 297) in alignment with the College's community engagement mission; and a course (PHOT298) that allows students to develop a professional portfolio that supports their efforts to find employment in specific areas and is important for their resume. PHOT201 was revised to combine two current courses Commercial Photography Studio and Commercial Photography Portrait, and includes an increased focus on studio lighting.

Additional changes include the elimination of a course in corporate and event photography which was unpopular with students and frequently did not run. A course in architectural and landscape photography was eliminated as a requirement, but will be available as an elective. An additional photography elective

was added in place of US History 20th century or Human Geography in the 4th semester. Course sequencing was adjusted to increase retention primarily by making it less dependent on course pre-requisites and upper level courses not running consistently so that it is difficult for students to complete in 2 years affecting graduation and completion. The upper level courses offer more of an array of electives allowing students to customize more specifically around their area of interest. The new structure allows some flexibility to focus on areas where new fields emerge such as Drone Photography and Fine Art and reflects how the industry is more in alignment with new technology in the field. Kara Crombie also noted that PHOT 299 is business practice and reflects the increasing entrepreneurship of the industry.

Carol de Fries asked if students transfer to 4-year programs, and Kara Crombie indicated many do transfer, but most are looking to be employable upon graduation. A question was asked about whether videography or if we offer anything around Digital Video. Kara Crombie responded that we are competing against 4-year programs, which is why Video and Photography are separate in the major. Our Student representatives asked about whether there is any additional financial burden with the added equipment and software the new courses require. Kara Crombie added that laptops for the program come loaded with all the software, and many of the courses eliminated materials and equipment costs. If anything, there is a reduction in expenses. Students do need to supply their own digital storage media/hard drive, which is their primary expense; cameras are paid for by the program. Kara Crombie noted that there are 3FT faculty in the department, which is adequate for both the video and photography programs, and that the new courses allow the College to utilize exciting new adjuncts. A question was asked about whether there are many individuals in the courses that only want some of the courses, and it was noted that some of the new courses will likely be of interest to non-major students as well. For example, PhotoShop is an important skill in many industries. The student representatives asked if there was student input for the restructuring and Kara Crombie indicated that almost all of the changes were in response to our student assessment, student surveys and research. In addition, the IWC asked how students are prepared for careers – the cameras are paid for by the program and is provided, 2 years of buying a camera; buy more with their money when they graduate

Jacquelyn Bryant made a motion to recommend the revision of Photographic Imaging to Photography as presented; Ahmad Mitchell seconded the motion. There was no opposition and no abstentions. The revision as presented was recommended by all voting members of the IWC.

b. Toyota T-TEN AAS (new)

Dr. Carter and Rich Saxton presented the newly created partnership with Toyota for a T-TEN AAS degree preparing students in the transportation technology field by repairing Toyota and Lexus vehicles. T-TEN stands for Technician Training and Education Network. The structure is in alignment with the College's mission to provide more experiential and work-based learning educational models. Students will be employed at area Toyota and Lexus dealerships across the region. To date we have 23 dealerships, many based in Philadelphia partnering in the program. The students will work specific days, and take classes the other days allowing students to earn while they learn and minimize their debt upon graduation. The first class will only be able to take 20 students, who will start working at the beginning. The program is select as the student must be accepted into the internship by the dealership prior to the start of the program. It is likely that the program will have classes Monday, Tuesday and Wednesday, and work on Thursday and Friday allowing them to apply what they learn in class. The program is structured so that students can be done in 2 years; if a student falls out of this program than the curriculum is relevant to our general program

and they can opt into that in its place. The program will be located at the new expanded facility at the Career and Advanced Technology Center. Toyota will be providing over 23 cars for the program.

Stan Walling asked what is transferability of the skills these students develop to other areas of the auto industry. Rich Saxton noted that the labs for this program are almost identical to the general program, but it is specific to Toyota vehicles. Rich Saxton noted that students can take what they learn on Toyota and go anywhere. Currently Toyota outsells GM in the USA and is the number one manufacturer for passenger cars. Elisa King asked about the scheduling flexibility for the students versus working as it appears this will move as a cohort. Dr. Carter and Rich Saxton emphasized that the program is highly structured and students will need to understand and accept that structure for admission. If that doesn't work for their situation the general program is better suited. The plan for the 1st year cohort will be Monday, Tuesday, and Wednesday Class and work on Thursday, Friday, and Saturday. The dealerships are onboard with this structure. It is expected that in the 2nd year this schedule flips to class on Wed, Thursday, Friday and work Saturday, Monday, and Tuesday. This set schedule gives students the ability to plan around and the dealership understands the schedule as well. Students are there for a whole year; Dr. Carter and Rich Saxton noted internships are hard in the general program because these students' schedules change so much.

Elisa King also asked about the logic for the program's availability to students outside of Philadelphia and getting the in-county tuition rates. Will we monitor those that come from out of county vs. prioritizing in county students with our mission to support Philadelphians. Both Rich Saxton and Dr. Carter noted that many of the dealerships are inside Philadelphia and we anticipate that this will enable many students from Philadelphia to take advantage of the opportunity. However, many of the dealerships are outside of Philadelphia and from all over the area and it is anticipated that students will come from the area closer to some of these other dealerships as most will want to work near where they live Sam Hirsch also noted this is a regionally based program with no other programs like it in the area. It was asked whether it will that be a challenge getting students with the math needed to enter this program. Because this is a select program, students won't be able to go right in to the program and there will be pre-courses in the Summer so that students can be prepared for the fall. Toyota pushed for the select aspect of the program and are committed to this for 2 years. Rich Saxton noted that if a student successfully completes, there is a high likelihood that they will stay in that position or move to another dealership that will pay more. The program is a way for Toyota to grow their own talent with over 90% staying in their role. Pam Carter noted that where this program is running elsewhere they know students have earned up to \$80-\$100,000 within two years. This can be very lucrative employment.

A question was raised about the cost of the program and whether students will be supplied with a tool kit; Rich Saxton indicated they will be able to develop their own toolkit; and SnapOn is our tool manufacturer, which provides a 55% discount for our students. Additionally, it was asked whether there was a specific career ladder or pay increases tied to students meeting specific program objectives. Rich Saxton said that it did not include that at this point. Most dealers will be paying approximately \$17-18/hour starting out and whether they receive a bump in pay will likely be dependent on the number of certifications they receive. Students will earn a variety of certifications including all ASE certifications to be fully T-Ten certified; each one is more and more valuable to the dealership. IWC members asked about how the College will be advertising the program and how we will be helping to raise a greater

understanding of the profession itself. The College is working on its marketing plan which will begin to roll out soon. Another question raised was whether students from the general program could migrate into the T-Ten program. Rich Saxton said that they could but they might need to give up credits if they transfer over due to the Toyota specific curriculum.

The student representatives were concerned about what will happen if a student can't make it to work or school and if there are opportunities to make up for the lost work or class. It was noted that there will be support for students that miss a class due to unforeseen circumstances; the college will be providing academic instructors and tutors; however, if they start missing work that is an employment issue with the dealership and the faculty and dealership may need to have a conversation with the student about whether the General Program is a better fit. Rich Saxton noted that not all students are going to fit into Toyota structure. The advantage to this program is the hybrid of job/internship with the program that allows students to work and pay for school at the same time; this will give them a leg up; Toyota will have preferences for a T-Ten graduate and there is a huge difference in salary after 5 years for a T-Ten graduate vs. general program. Students employability is much higher with those completing earning \$25-26/hour.

Leila Lawrence observed that this structure and program is a ticket out of poverty for some of our students; and we want to make sure that we target Philadelphia to recruit for the program to capture a diverse demographic.

Stan Walling made a motion to recommend the new Toyota T-TEN AAS program as presented; Carol de Fries seconded the motion. There was no opposition and no abstentions. The new Toyota T-Ten AAS as presented was recommended by all voting members of the IWC.

c. Web and Mobile Application Development AAS (new)

Laurence Liss, Faculty Developer and Chuck Herbert, Department Head and Pamela Carter, Dean participated in the presentation of the new Web and Mobile Application Development AAS degree. Laurence Liss noted the program is key to growing technology jobs available in the Philadelphia regional market. This AAS degree that is targeted to interested students who wish to become programmers that are web developers, but who are likely not planning to earn a 4-year degree. It will provide a fast track to employment. The program has a less stringent math requirement, is more practical and relevant to programming careers. Many programming jobs, particularly those focused on what is referred to as "front end" web development, which includes the creation and management of web-based user interfaces, require little mathematical knowledge. Students begin the program with no assumed programming experience and little assumed computer experience. Through coursework they are introduced to the operating system and common business applications while enhancing communication skills. Student progress to basic programming of web sites and learn to make these sites interactive using JavaScript while learning core programming concepts. The structure progresses from there. A total of 65 credits is required, with students exposed to mobile development concepts, and statically-typed compiled programming languages that are common in the field. The program gives hands on exposure to a bunch of technologies that are essential including java script; cloud technologies, azure, and others. This addition provides skills that make students more job-ready.

As noted, this is a high demand area, with our region having a serious mis-match between demand for the skills and the labor market. The pandemic accelerated this mismatch with salaries in the industry very good right now for people with these skills. It is not anticipated to have a significant financial impact for the students as the programming language used is mostly open source software with no license restrictions to downloading.

The program's course sequence is designed so that the General Education requirements align with CIS and the IT degree so that students who may want to switch in/out lose very little in terms of their Gen Ed or other coursework. In addition, these classes count as electives in CIS/IT, which is a reasonable cross over if a student is interested.

It was asked if there are there opportunities for students to participate in internships, perhaps pair internally within the College; because of barriers of academics and our IT Department, it is not foreseen as a possibility at this time. It is hoped that in time as the program grows, we may be able to create internships. There is the possibility of evaluating prior learning experience in certain ways for this program as well.

IWC members asked how accessible the instructors will be at the learning labs since many of the courses are running continuously; Laurence Liss indicated that the learning lab will have the ability to tutor for the earlier courses; and for higher courses, instructors are always the best resource for students seeking help. Most of the higher classes have fewer students, enabling instructors to have more time for the students.

Ahmad Mitchell made a motion to recommend the new Web and Mobile Application Development AAS as presented; Stan Walling seconded the motion. There was no opposition and no abstentions. The new Web and Mobile Application Development AAS as presented was recommended by all voting members of the IWC.

VI. Information

Sam Hirsch noted that there was good discussion and questions raised during all three presentations.

Sam Hirsch requested an expedited process so that these new programs and the revised program can be added to the upcoming catalog by our deadline. All members agreed to the expedited process.

Stan Walling asked if we will meet in person or online and Sam Hirsch noted he would get back to the group on that issue.

VII. Adjournment – The meeting was adjourned at 4:05 p.m.