

Business, Design, and Workforce Division Meeting

Friday, October 25, 2019

Meeting Minutes

12:00 – 2:00 p.m.

Cañada College

Building 13, Room 217

Present: Leonor Cabrera, Jonathan Wax, Hyla Lacefield, Elsa Torres, Melinda Day, Sarita Santos, Paul Naas, Albert Vargas, Jamie Hui, Annie Nicholls, Ronda Chaney, Peggy Perruccio, Bernadette Newland, Janice Weeks, Candice Nance, Ritu Malhotra, Chris Strugar-Fritsh, Daryan Chan, Gampi Shankar, Jose Pena, Margie Carrington, Cal Eng, Michelle Gargano, Jamillah Moore,

Next meeting: TBD

Agenda:

1. Introductions and lunch
 2. Chris Strugar-Fritsh – Building 13 Re-modernization
 3. Cal Eng – Computer lab doors & HVAC
 4. Diana Tedone – ZCT Update
 5. Working Project: TOP Code Alignment presented by Karen Engel & Nathan Pellegrin
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1. **Chris Strugar-Fritsh and Michelle Gargano – Building 13 Update**
 - a. Review of new Building 13 Floor Plans (**Attachment 2 and 3**)
 - b. Elsa Torres was involved in this process, and wants the division to know that the capital improvement team listened to her input.
 - c. Confirmed: AC will be in new offices
 - i. Request: temperature control (heat and AC level) in offices
 - d. Request for dimming lights in offices in classrooms
 - e. Request for ability to open windows in classrooms
 - f. Discussion on classroom sizes: 35 vs 40 students
 - g. Discussion on the location of the mother's room
 - i. Request that it gets moved to where the workroom is currently planned to be on this version of the plans.
 - h. Discussion on workroom and copiers
 - i. Request: a larger copy room/workroom
 - i. Request for table in dean's office
 - j. Request for whiteboard space in classrooms on third floor, these are collaborative workspaces

- k. Request for mobile walls on the third floor to have whiteboards
- l. Request for instructional needs to be met; there is a need for terminals to be in the classrooms on the third floor.
 - i. Dean suggests that this issue be brought to District IT ASAP so they can make sure this happens in the new building.
- m. Confirmed: All the computer labs will have floor and wall power
- n. Division: Please forward questions to Dean and she will continue to advocate and keep communication going between district and our division

2. HVAC and Doors in Building 13 - Cal Eng

- a. Doors require a double tap for unlocking of the door, and do it twice if you need to lock it again when leaving.
 - i. Batteries will die if this is not done
 - ii. This also confuses this system and affects temperature regulation
- b. System locks itself at 10pm and then another system-wide shut-down at midnight
- c. Contact facilities if there is an issue with AC not going on in rooms

3. Diana Tedone – ZCT (Zero Cost Textbooks)

- a. Textbook Affordability Task Force – Sub Committee of Academic Senate
 - i. Looking to reduce costs of textbook across campus
- b. Link is on the library's website:
<https://canadacollege.edu/library/index.php>

4. Working Project: TOP Code Alignment presented by Karen Engel & Nathan Pellegrin

- a. Presentation (see **Attachment 1**) on TOP Code Alignment
- b. Broke out into groups by Department to work on SOC Code Assignment

5. Jamillah Moore – Update on District Closures + Interim-Dean Update

- a. 4 people are being interviewed on Monday (10/28) for the interim-dean search
- b. District Offices and sister college campus' are offline for the weekend—more updates to follow via email.

Attachment 1



CTE Code Alignment


October 25, 2019

Codes Refresher - TOP

- TOP – Taxonomy of Programs

- Only used in California Community Colleges; first published in 1979
- Originally based on the federal government's Higher Education General Information Survey (HEGIS) which was replaced in 1979-80 by the Classification of Instructional Programs (CIP)
- Originally started out with 2-4 digits and had evolved to 4-6 digits
- * added in 1983 to indicate CTE programs
- Used in COCI
- Two, Four, and Six Digits
- Tied to State apportionment

EXAMPLE



*01	Agriculture
*0109	Horticulture
*0109.10	Landscape
*0109.20	Floriculture
*0109.30	Nursery

- [TOP Directory](#) – Most recent revision: 2012; some new, unpublished codes.

- [CCCCO TOP/CIP Crosswalk](#)

Codes Refresher – CIP

- CIP – Classification of Programs

- The federal standard for postsecondary instructional program classification
- Tied to federal financial aid
- Used for Gainful Employment which is reported on your program's website
- Used for tracking Baccalaureate Degrees
- Used for Veterans' financial aid
- Used for Accreditation
- Not yet in COCI

- EXAMPLE

2 – digit	14	Engineering
4 – digit	14.08	Civil Engineering
6 – digit	14.0804	Transportation & Highway Engineering

- [CIP Code Directory](#)

- [O*NET Crosswalk CIP/SOC](#)

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Codes Refresher - SOC

- SOC – Standard Occupational Classification
 - Managed by the U.S. Dept. Labor, Bureau of Labor Statistics
 - Used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
 - Used when calculating supply and demand and developing labor market projections for job openings.
 - Tracks program completers to make sure they end up in a recognized occupation (SOC Code)

EXAMPLE

11-1000 Top Executives 11-1010 Chief Executives
11-1011 [Chief Executives](#)
11-1020 General and Operations Managers
11-1021 [General and Operations Managers](#)

- [2018 Standard Occupational Classification](#)

Codes Refresher – SAM (CB09)

1. Student Accountability Model (SAM) codes help identify pathways within CTE programs, such as which courses are introductory and which are the capstone courses.
2. SAM codes are used to determine Perkins and Strong Workforce Program funding and in the calculations for the Student Success Scorecard, CTE Outcomes Survey, and LaunchBoard.
3. SAM codes affect calculations about students who took ono-intro courses and skills-builders

***(A) Apprenticeship** (offered to apprentices only)

***(B) Advanced Occupational**

A “B” course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a “capstone course” that is taken as the last requirement for a career technical education program.

***(C) Clearly Occupational (but not advanced)**

Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins.”

***(D) Possibly Occupational**

“D” courses are those taken by students in the beginning stages of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational Programs.

(E) Non-Occupational

These courses are non-occupational.

Which ones only qualify for Perkins?

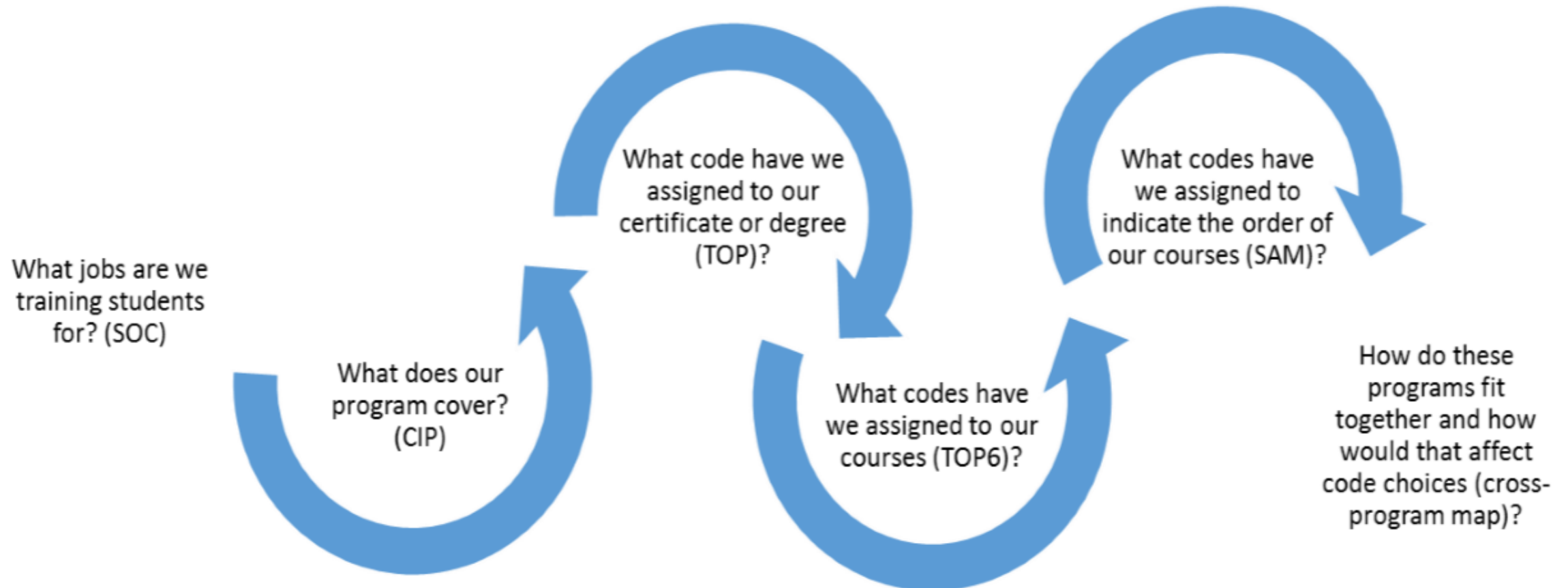
SAM Codes and Perkins Funding

1. More Information at CCCCO Workforce and Economic Development.

<http://extranet.cccco.edu/Divisions/WorkforceandEconDev/CareerEducationPractices/PerkinsIV/OnlineTrainingTutorials/Accountability.aspx>

2. But as an example, a “concentrator” is defined as
 - a. “Students enrolling during a cohort year (most recent three years) and successfully completing 12 units in Career Technical Education in a two-digit TOP of which one course was a Sam A-C is then counted within the system and considered a **concentrator**.”
3. The number of concentrators is a key comparison in Perkins accountability reporting. The number of CTE concentrators who complete, persist, and leave are reported as ratios.

A Visual of this Discussion



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Discussing what jobs the students are training for (SOC)

- Typically selected as part of the program planning/approval process.
- Select no more than 3-5 occupations per award.
- Select 6-digit SOC codes; stay away from 8-digit codes (there is no labor market data for them).
- Each occupation is assigned a “typical” entry-level education and “typical” on-the-job training. Ask: Will my students be qualified for employment in this occupation right after they complete my program?
- The faculty determined that its curriculum was only focused on the first of the three possible occupations. The other jobs are the focus of other accounting certificates.

Certificate of Performance: Accounting Bookkeeping

What jobs are you training students for?

Federal Occupational Codes: Standard Occupational Code (SOC)

1) Bookkeeping, Accounting, and Auditing Clerks (SOC 43-3031.00)

Compute, classify, and record numerical data to keep financial records complete. Perform any combination of routine calculating, posting, and verifying duties to obtain primary financial data for use in maintaining accounting records. May also check the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Sample of reported job titles: Account Clerk, Account Receivable Clerk, Accounting Assistant, Accounting Associate, Accounting Clerk, Accounts Payable Clerk, Accounts Payable Specialist, Accounts Payables Clerk, Accounts Receivable Clerk, Bookkeeper

2) Payroll and Timekeeping Clerks (SOC 43-3051.00)

Compile and record employee time and payroll data. May compute employees' time worked, production, and commission. May compute and post wages and deductions, or prepare paychecks.

Sample of reported job titles: Accounting Technician, Human Resources Assistant (HR Assistant), Payroll Administrator, Payroll Assistant, Payroll Clerk, Payroll Coordinator, Payroll Manager, Payroll Representative, Payroll Specialist, Payroll Technician

3) Tax Preparers (SOC 13-2082.00)

Prepare tax returns for individuals or small businesses.

Sample of reported job titles: Certified Income Tax Preparer (CTP), Corporate Tax Preparer, Enrolled Agent, Income Tax Preparer, Master Tax Advisor, Tax Advisor, Tax Associate, Tax Consultant, Tax Preparer, Tax Specialist

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SOC codes are used in demand and supply calculations

Exhibit 4: 5-Year Projected Occupation Data, Architecture & Engineering Occupations

SOC	Description	2015 Jobs	2020 Jobs	5-Yr Change	5-Yr % Change	Annual Replacements	Annual Openings
17-3023	Electrical and Electronics Engineering Technicians	2,666	2,687	21	1%	67	71
17-3029	Engineering Technicians, Except Drafters, All Other	1,512	1,606	94	6%	38	57
17-3011	Architectural and Civil Drafters	1,469	1,566	97	7%	19	38
17-3027	Mechanical Engineering Technicians	764	834	70	9%	20	34
17-3022	Civil Engineering Technicians	638	710	72	11%	17	31
17-3026	Industrial Engineering Technicians	716	757	41	6%	18	27
17-3012	Electrical and Electronics Drafters	855	898	43	5%	11	19
17-3013	Mechanical Drafters	528	568	40	8%	7	15
17-3031	Surveying and Mapping Technicians	407	444	37	9%	5	12
17-3024	Electro-Mechanical Technicians	299	316	17	6%	8	11
17-3021	Aerospace Engineering and Operations Technicians	207	234	27	13%	5	11
17-3025	Environmental Engineering Technicians	165	191	26	16%	4	4
17-3019	Drafters, All Other	158	170	12	8%	2	2
	Total	10,383	10,982	599	6%	221	221

Exhibit 6: Education and Training Requirements, Architecture & Engineering Occupations

SOC	Occupations	Typical Entry Level Education	Typical On-The-Job Training	% of Community College Award Holders or Some Postsecondary Coursework
17-3011	Architectural and Civil Drafters	Associate degree	None	62%
17-3012	Electrical and Electronics Drafters	Associate degree	None	62%
17-3013	Mechanical Drafters	Associate degree	None	62%
17-3019	Drafters, All Other	Associate degree	None	62%
17-3021	Aerospace Engineering and Operations Technicians	Associate degree	None	55%
17-3022	Civil Engineering Technicians	Associate degree	None	55%
17-3023	Electrical and Electronics Engineering Technicians	Associate degree	None	55%
17-3024	Electro-Mechanical Technicians	Associate degree	None	55%
17-3025	Environmental Engineering Technicians	Associate degree	None	55%
17-3026	Industrial Engineering Technicians	Associate degree	None	55%

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Discussing what subject areas/content the program covers (CIP)

- Selected by various college staff for accreditation, gainful employment reporting, financial aid, and veterans programs, sometimes using a crosswalk posted by the Chancellor's Office.
- Select only 1 CIP per award
- Look for the best fit based on CIP description and what is taught in your program.
- Choose how many digits in the CIP code, based on how broad or specific the program is.
- Remember that CIP sometimes provides an opportunity for a more specific code.
- The faculty determined the accounting program is inadvertently being reported as a retail management program to federal agencies.

What do students learn in your program?

Federal Program Codes: Classification of Instructional Program (CIP)

Crosswalk	Gainful Employment	Financial Aid	Veterans Program	Accreditation	Recommended Change
52.0302 52.1601	52.0212	52.0212	No data from the college	No data from the college	

1) Retail Management (CIP 52.0212)

A program that prepares individuals to manage the operations of a wide variety of retail businesses, including department stores; independent and chain stores; fashion, food and beverage, and pharmaceutical establishments; and online retail businesses. Includes instruction in retail management, merchandise management, customer service management, marketing, organizational behavior, accounting, finance, business law, and personnel management.

2) Accounting Technology/Technician and Bookkeeping (CIP 52.0302)

A program that prepares individuals to provide technical administrative support to professional accountants and other financial management personnel. Includes instruction in posting transactions to accounts, record-keeping systems, accounting software operation, and general accounting principles and practices.

3) Taxation (CIP 52.1601)

A program that prepares individuals to provide tax advice and management services to individuals and corporations. Includes instruction in tax law and regulations, tax record systems, individual and corporate income taxation, tax planning, partnerships and fiduciary relationships, estates and trusts, property depreciation, capital gains and losses, dispositions, transfers, liquidity, valuation, and applications to specific tax problems.

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Review the currently assigned TOP code

- Usually part of the curriculum approval process
- Select the California Program Code (TOP)
- Select only 1 TOP Code per award
- Some TOP codes and/or delimitation could be out of date; find the best fit within the existing structure.
- Through the Code Alignment Project, we will document common programs for which there is no TOP code.
- The faculty affirmed that the correct state code is being used for its accounting certificate.

What do students learn in each course?

State Program Codes for [Courses](#): Taxonomy of Program (TOP)

Crosswalk	Current	Recommended Change
0506.50	0502.00	

1) Accounting (TOP Code: 0502.00)

Procedures to systematize information about transactions and activities into accounts and quantitative reports to verify accuracy of data by applying accounting, internal reporting, and decision making principles. Includes accounting and financial reporting that assists in making internal management decisions.

2) Retail Store Operations and Management (TOP 0506.50)

Principles and methods of retail store operations and management, including department stores and supermarkets.

Check the SAM codes for sequencing of courses in the award

- Usually SAM codes are assigned during the curriculum approval process
- Validating SAM Codes
- Arrange courses in their logical sequence.
- Pay attention to which courses are marked as introductory versus further in the sequence, particularly if many students take intro courses without intending to major in the program.

Code Alignment and Guided Pathways

- Leveling courses
- Clear course sequencing and scheduling for students
 - How does your college plan for scheduling sequential courses and capstone courses?
 - How are these plans advertised to students?
- Employment guidance for students who are uncertain
 - How does your college advertise career guidance, and is this a part of your curriculum process?
- Increase awareness of majors that students would not have considered
 - Many students will not get a job in the field in which they majored

Example – SOC Selections

Cañada College

CTE Code Review

10/25/2019

For each course, select ALL APPLICABLE SOC codes which match at least one learning outcome by marking in the corresponding column(s). Refer to the list of SOC descriptions in making your selections.

Education & Human Development Degrees and Certificates Standard Occupational Code (SOC)

Degree/Certificate Title	11-9031	21-1093	25-2011	25-2012	25-2021	25-2051	25-2055	25-2056	25-9021	25-9042	25-9043	25-9044	25-9049	39-9011	39-9032
Early Childhood Education - A.S.			X												
Early Childhood Education/Child Development - A.S.															
Early Childhood Education/Child Development - Cert															
Youth and After School - Cert															

Cañada College

CTE Code Review

10/25/2019

Education & Human Development Standard Occupational Code (SOC) Descriptions

SOC	Description
11-9031	Education and Childcare Administrators, Preschool and Daycare: Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care. Excludes "Preschool Teachers, Except Special Education" (25-2011) and "Childcare Workers" (39-9011).
21-1093	Social and Human Service Assistants: Assist other social and human service providers in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care. Excludes "Rehabilitation Counselors" (21-1015), "Psychiatric Technicians" (29-2053), "Personal Care Aides" (31-1122), and "Eligibility Interviewers, Government Programs" (43-4061).
25-2011	Preschool Teachers, Except Special Education: Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth. Excludes "Special Education Teachers" (25-2050), "Substitute Teachers, Short-Term" (25-3031), and "Childcare Workers" (39-9011).
25-2012	Kindergarten Teachers, Except Special Education: Teach academic and social skills to kindergarten students. Excludes "Special Education Teachers" (25-2050) and "Substitute Teachers, Short-Term" (25-3031).
25-2021	Elementary School Teachers, Except Special Education: Teach academic and social skills to students at the elementary school level. Excludes "Special Education Teachers" (25-2050) and "Substitute Teachers, Short-Term" (25-3031).
25-2051	Special Education Teachers, Preschool: Teach academic, social, and life skills to preschool-aged students with learning, emotional, or physical disabilities. Includes teachers who specialize and work with students who are blind or have visual impairments; students who are deaf or have hearing impairments; and students with intellectual disabilities. Excludes "Substitute Teachers, Short-Term" (25-3031).



Cañada College Building 13

Programming/Schematics for Architectural Services for
Multiple Program Instructional Center

October 25, 2019

SCOPE COMPARISON



Existing (31,614 SF):

- 20 Classrooms
 - 2 Interior Design Labs
 - 6 Computer Labs
 - 12 Classrooms
- 22 Offices
- 1 Dean's Suite
- 17 Restroom Fixtures

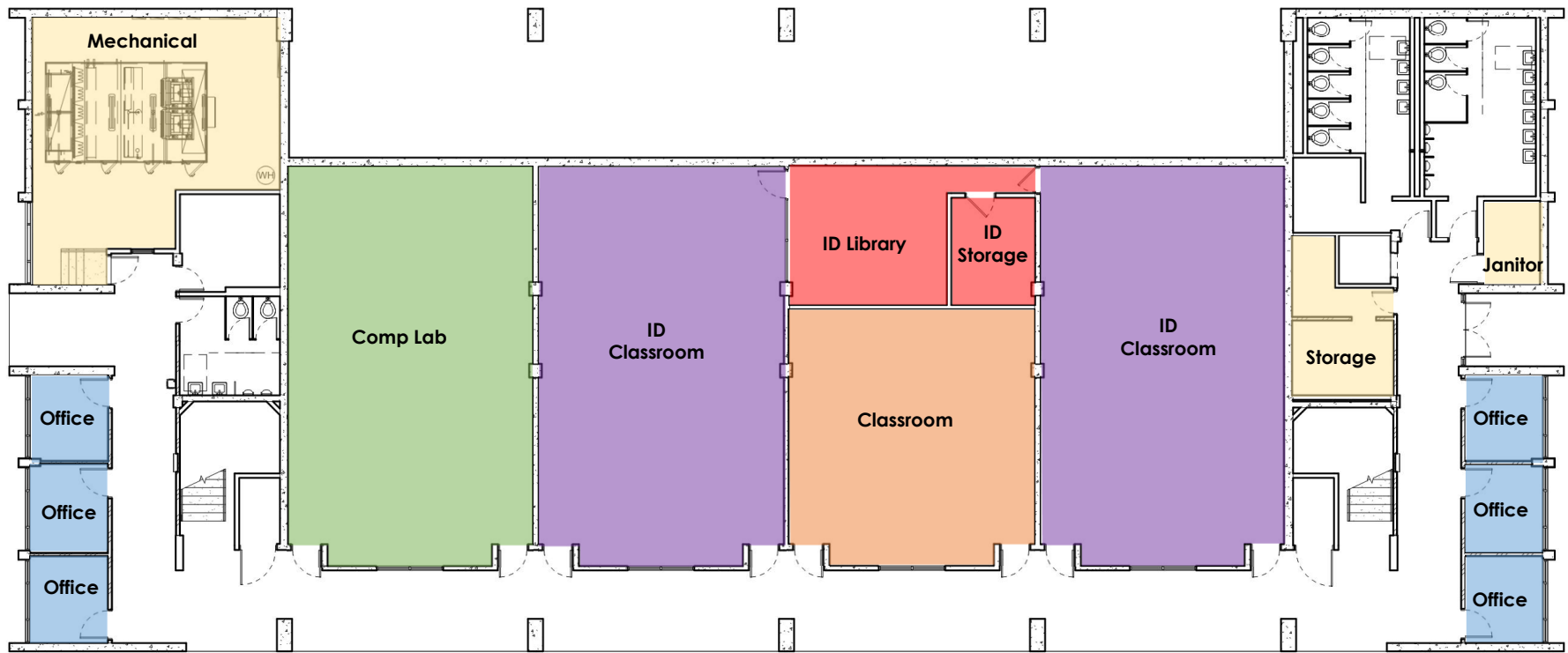
Proposed (34,082 SF):

- 20 Classrooms (8 larger)
 - 2 Interior Design Labs
 - 6 Computer Labs (3 open to Classrooms)
 - 12 Classrooms
- 28 Offices
- 1 Dean's Office and Dean's Assistant
- 14 Restroom Fixtures (less 3 due to ADA req's)
- Additionally:
 - Larger Elevator
 - (2) Janitor Rooms (1st and 2nd floor)
 - (3) dedicated Copy Rooms (2nd and 3rd floor)
 - (1) dedicated MDF Room (1st Floor)
 - (2) dedicated IDF Rooms (2nd and 3rd Floors)
 - (1) dedicated Fire Riser Room
 - Misc. storage, including dry storage for food kiosk

EXISTING LAYOUT



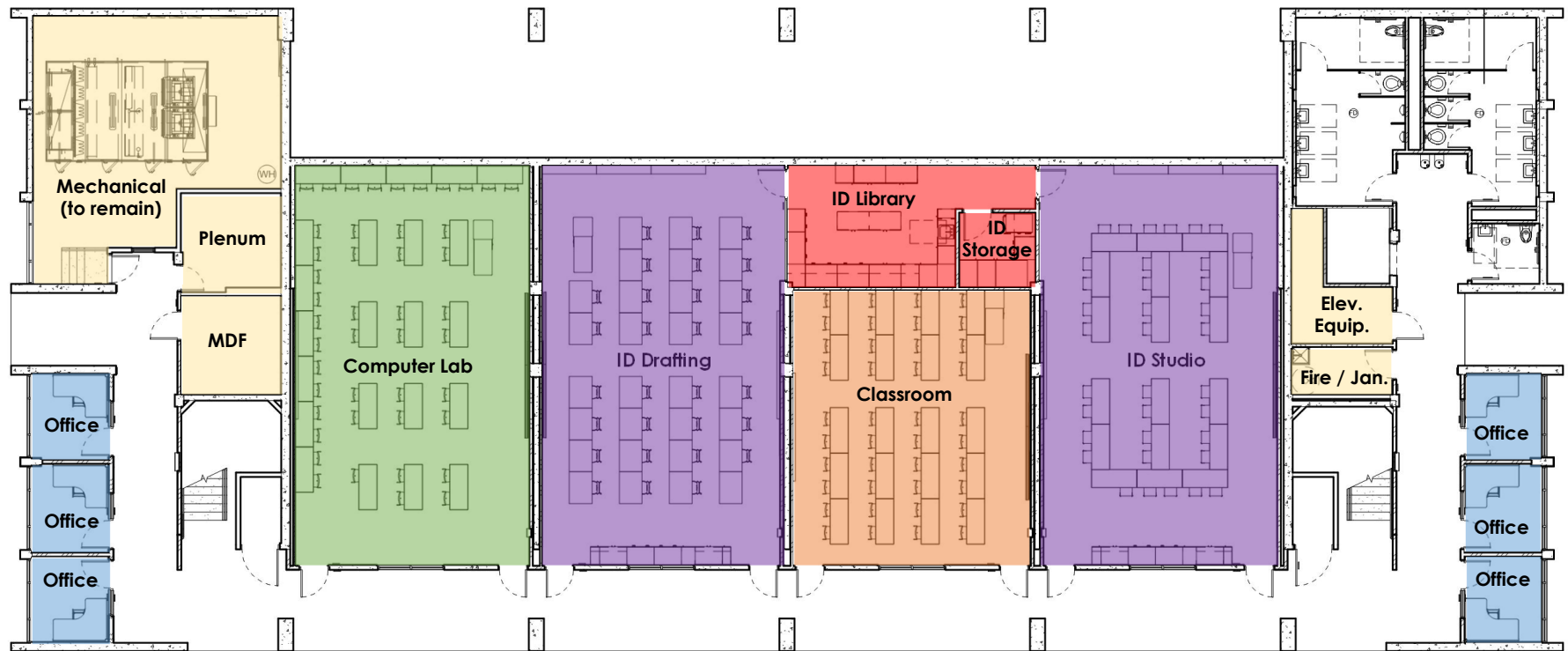
FIRST FLOOR



PROPOSED LAYOUT



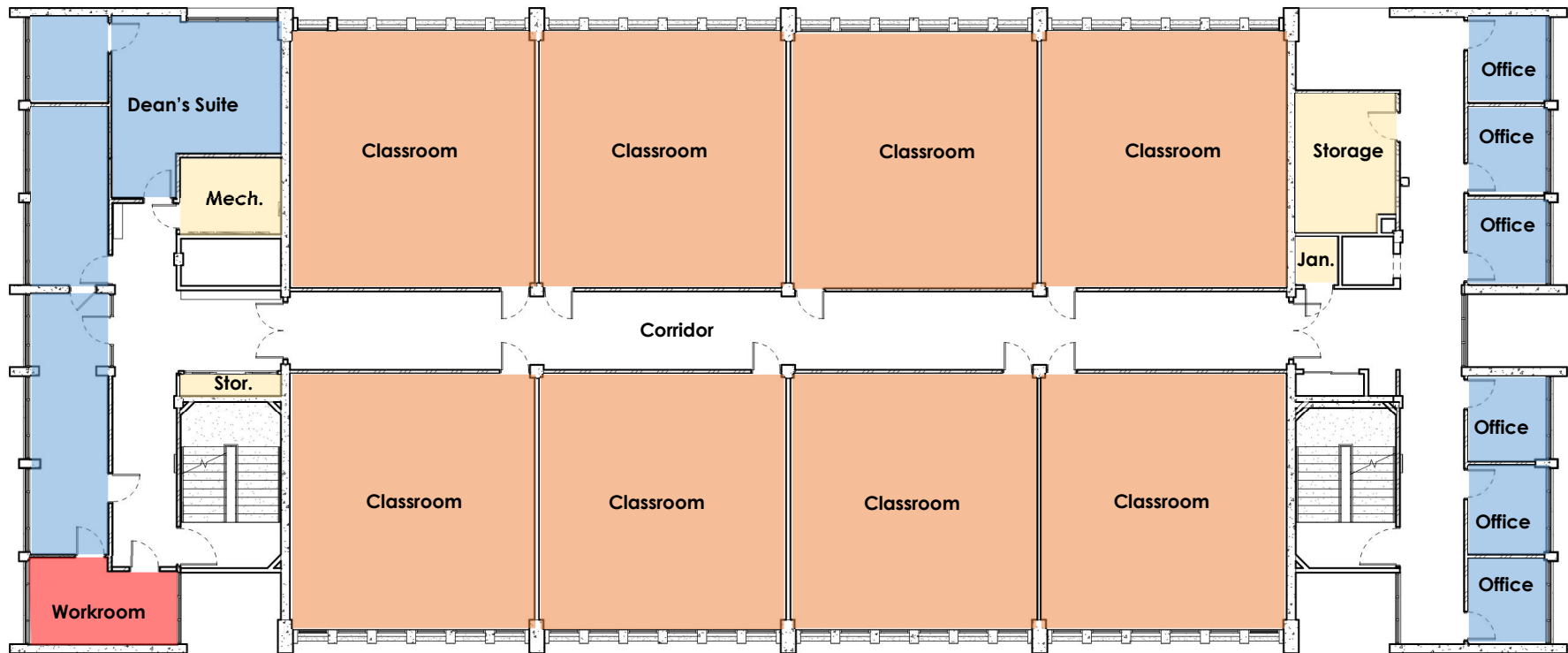
FIRST FLOOR



EXISTING LAYOUT



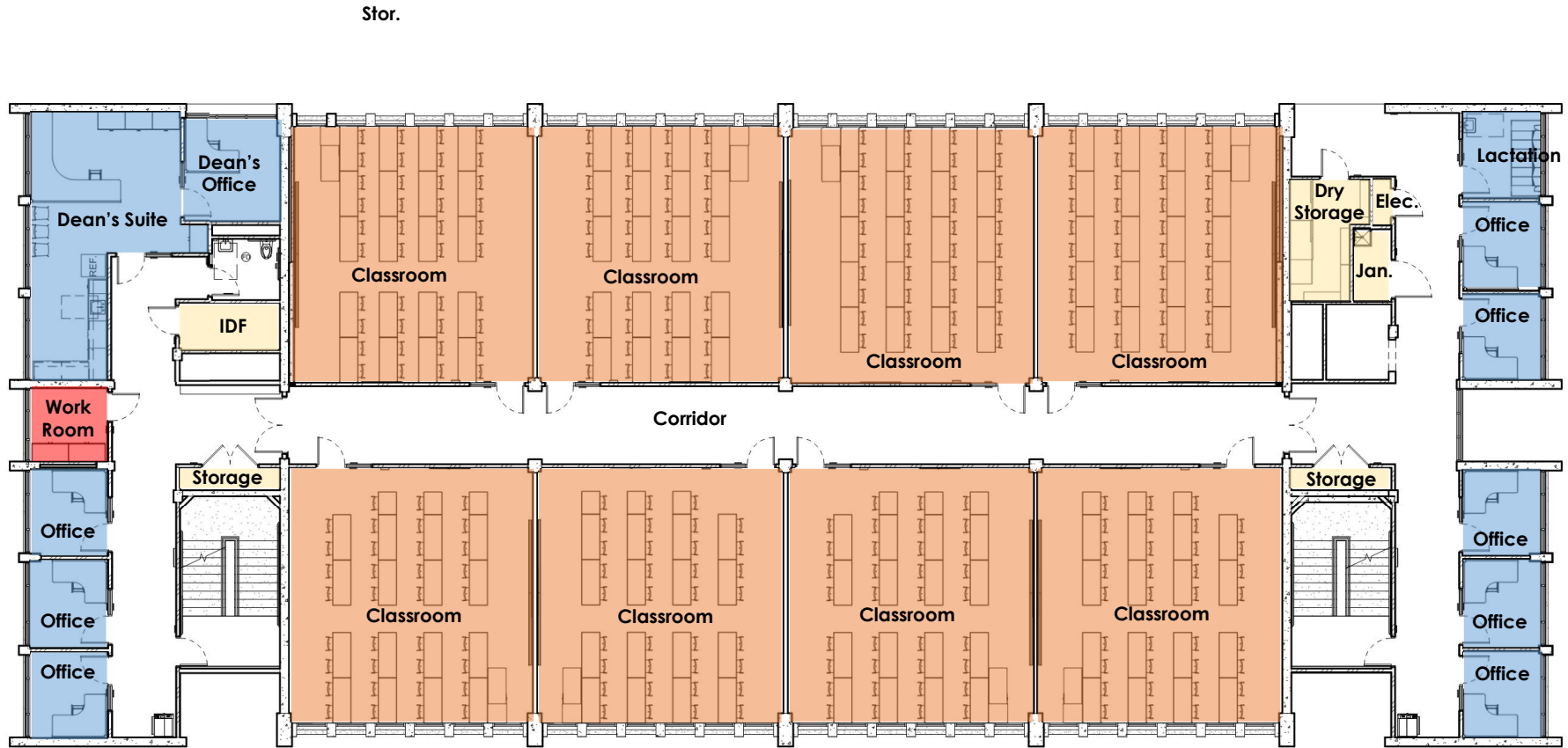
SECOND FLOOR



PROPOSED LAYOUT



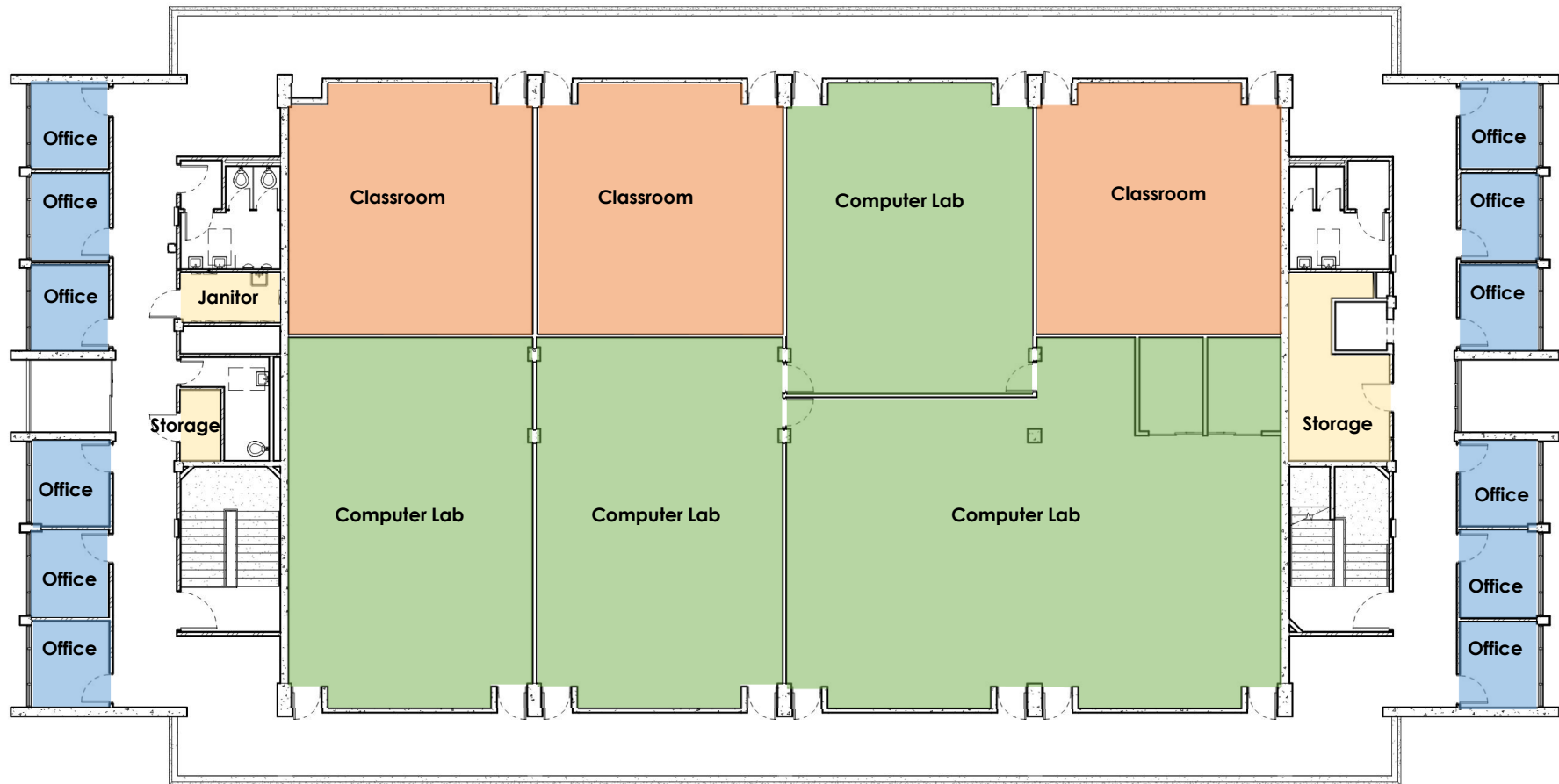
SECOND FLOOR



EXISTING LAYOUT



THIRD FLOOR



PROPOSED LAYOUT



THIRD FLOOR



B C | **A**

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San Mateo Community College District
Cañada Building 13
10/25/2019 @ 12:00 PM

Date: 10/25/2019

Time: 12:00 PM

Location: Cañada College, Building 06 Room 101/102

Attendees:

SMCCD:

Chris Strugar-Fritsch

Cañada College:

Leonor Cabrera

Paul Naas

Elsa Torres

Jamie Hui

Candice Nance

Bernadette Newland

Sarita Santos

Melinda Day

Albert Vargas

Jonathon Wax

Peggy Perruccio

Rhonda Chaney

Janice Weeks

Hyla Lacefield

Rita Malholia

Daryan Chan

Jose F. Pena

G. Shankar

BCA Architects:

Michele Gargano

1.0 Purpose of the meeting:

- Presentation to Cañada staff of the updated design for the building modernization.

2.0 Agenda Points:

- **Overview of Project**
 - Classroom updates
 - Office updates
- **Design Opportunities**
 - Classrooms
 - Classrooms have been provided with the three overlapping whiteboards and one additional whiteboard on an adjacent wall.



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- Second floor classrooms can fit 35 desks with two aisles or 40 desks with one aisle (center or end). Stakeholder Committee to discuss.
 - Third floor classrooms can fit 40 desks.
 - There are two sets of double classrooms on the third floor. These classrooms have televisions in addition to the standard projector and drop down screen that provide multiple teaching locations.
 - Canada staff would like to control the HVAC in the classrooms, however District standard is a set range.
 - Within the Interior Design Library, possible remove the casework along the walkway.
 - Staff would like to have a computer screen at every lectern. This allows the professor to show one screen and have another for items not shown to students. Staff is to contact District IT.
 - Students may have difficult seeing in the classrooms on third floor that have the operable wall when the wall is open and everyone is facing the television screens.
- Offices
 - There are twenty eight offices and one Dean's Suite.
 - One of the existing office has been modified to a Mother's Room. Canada staff would prefer the second floor work room be the Mother's Room and choose a different office for the work room on the second floor. This allows for more privacy for nursing mothers and a slightly larger space for a work room.
 - Provide operable windows in the offices.
 - Staff would like control of the HVAC in each office.
 - Provide dimmable lights in the offices.
 - Copiers are at the end of the hallways on the second and third floor.
- **Miscellaneous**
 - Classrooms will have mobile furniture that allows the Canada staff to easily change the room configuration.

Actions:.

- Action: BCA to send updated interior design studio elevations to District and Canada staff.
- Action: BCA to contact Yosef Demissie regarding the lectern type update.
- Action: BCA to attend additional meeting next week to complete another presentation of the plans.

These minutes reflect the understanding of the Author. If any attendee has a different understanding, please notify Michele Gargano, Client Leader immediately so that a clarification can be made. MicheleG@BCAarchitects.com



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