

HARTNELL COMMUNITY COLLEGE DISTRICT

AP4021 Establishing, Revitalizing, or Discontinuing Academic Programs

References [Education Code Section 78015\(a\)](#), [Title 5, Section 51022, 53200, 53203\(d\)\(1\), 55130](#)
ASCCC Program Discontinuance: A Faculty Perspective, [ASCCC Standard](#)
II.A.15; [BP/AP 2510](#)

Hartnell College is committed to supporting programs that fulfill its mission, vision, and support the educational needs of its students and the community. Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out policies for the initiation, modification or discontinuance of programs. Because of the impact of initiating or discontinuing a program, overall educational mission of the Hartnell Community College District. The initiation of a new program or the discontinuance of an existing program shall not be driven merely by budgetary considerations.

The recommendations of the ASCCC and Hartnell Board Policy 2005 states that the Governing Board advice and judgment of the Academic Senate when developing policies and procedures on academic and professional issues. These recommendations are reflected in the development of the procedures to follow.

Definitions:

An academic programs defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (Title 5, organized sequences of courses leading to the following transcribed awards: AA, AS, AA-T, AS-T, and Certificate of Achievement.

For sequences of noncredit courses leading to Certificates of Completion or Certificates of Competency and for other non-transcribed, locally defined certificates, the impact of initiation or discontinuance is much less; Curriculum Committee review processes are sufficient for initiation or discontinuance in these instances.

Program discontinuance is the termination of an existing AA, AA-T, AS, AS Certificate of Achievement when doing so will leave no degree or certificate offered in that discipline. Curriculum Committee review processes are sufficient for initiation or discontinuance in these instances. For example, the deletion of an AS degree in Chemistry after the addition of an AS-T degree would be proposed by the department and reviewed by the Curriculum Committee without invoking the program discontinuance process. Likewise, the deletion of an outdated Certificate of Achievement in Computer Science when an Associate Degree and/or other Certificates of Achievement will remain in existence would be proposed by the department and subject to Curriculum Committee review without invoking the program discontinuance process.

Program establishment refers to the process of proposing and developing a new Associate Degree or Certificate of Achievement. These procedures do not apply to modifications of existing programs or development of programs (such as Associate Degrees for Transfer) where a large body of the curriculum already exists and little or no additional outlay of funds is anticipated. The procedures also do not apply to noncredit Certificates of Completion or Certificates of Competency or to non-transcribed, locally defined certificates.

Program revitalization is an alteration to an existing program (Associate Degree or Certificate of Achievement) that includes a written plan documenting intervention strategies designed to improve the viability and responsiveness of the program. Such strategies may include specific outreach projects including: activities designed to recruit new students, the development of articulation agreements with transfer institutions, alterations in the scheduling of program courses, curriculum revisions and/or development, faculty retraining, investment in updated equipment, or other changes supported by annual or comprehensive program review and college strategic planning processes. These procedures do not apply to noncredit Certificates of Completion or Certificates of Competency or to non-transcribed, locally defined certificates.

Program evaluation committee is a College ad hoc committee tasked with reviewing data and making recommendations relevant to the establishment, modification, revitalization, or discontinuance of an academic program.

Program viability and vitality A program is viable if it demonstrates itself to be capable of functioning adequately in terms of serving sufficient numbers of students effectively and if it shows the capacity to continue serving students at the same or increased levels of production, effectiveness, and relevance as compared to standards set by the institution.

De facto discontinuance is the unofficial discontinuance of a program, intended or unintended, that is caused from actions that result in the reduction of course sections within that program or from

Program Review and Assessment process. Special attention must be given to the impact of program initiation on existing programs, support services, staff and overall college functions. The need for a new academic program should be reflected in the college strategic planning processes.

Program Establishment Process for Associate Degrees and Certificates of Achievement

The process for establishing a new program typically includes four phases: 1) program proposal and concept development, 2) internal review, 3) curriculum development, and 4) local, state and regional program approval leading to implementation.

- 1) Program proposal and concept development is the initial stage of development intended to help the program initiator to develop a clear and comprehensive Program Proposal Request and Narrative. The program initiator works in collaboration with faculty, the area dean, community experts and potential employers. The curriculum committee chair, articulation officer, dean of Institutional Planning and Effectiveness and other college resources may contribute to this primary planning process. The result of the Program Proposal Request and Narrative should contain a clear description of the proposed new academic program and include the following elements:

description of program, background and rationale, community need
appropriateness to College Mission, Vision and strategic planning goals

2) Internal review: At this stage, the faculty

technical and transfer courses appropriate to the community college mission and community needs

the perceived quality of the program

any constraints that have affected enrollments in other similar programs in the state
the duplication or uniqueness of the program within the College service area and the existence of equivalent programs in the surrounding area
support and recommendations of the advisory committee (CTE programs)
the ability of students to complete their degrees or certificates in a timely fashion and transfer to universities

Quantitative Indicators include, but are not limited to:

- projected enrollment trends
- number of faculty and support staff needed
- capital outlay and supplies needed
- frequency of course/section offerings
- projected demand for the program in the future and labor market demand (as applicable)
- potential employment placement rate of students in the job market over the next years as estimated by market analysis for the college service area and state

c) Program Evaluation Committee Recommendation Report
The Program Evaluation Committee will issue a written report and recommendation to the faculty initiator(s), Academic Senate, Curriculum Committee, Academic Affairs Council, College Planning Council, and Vice President of Academic Affairs based upon the analysis of the Program Proposal Request and Narrative and consideration of the qualitative and quantitative factors outlined in the Program Evaluation Report. The report will include:
a recommendation to proceed or discontinue steps to establish the new program
a summary of the reasons for the recommendation
budget, and consideration of the impact on students, faculty and staff (if a positive recommendation results)
community and industry partnerships established as a result of program implementation

3) Curriculum development
If the Program Evaluation Committee recommends the program be advanced for curriculum development, faculty initiator(s) complete the development of program curriculum. With guidance from the curriculum chair and dean, the faculty initiator(s) complete(s) all course outlines and catalog materials for review and approval by the curriculum committee. The curriculum chair also guides in the development of materials needed for submission to the Regional Occupational Consortium. A CTE Program may be submitted to the Regional Occupational Consortium prior to or at the same time as submission to the Curriculum Committee. Upon successful approval of all program elements by the curriculum committee, and recommendation by the Regional Occupational Consortium, the program and courses will be

identified to support the implementation of the program, the program and courses will be placed on the agenda of the Board of Trustees for approval consideration.

- 4) Local, State and Accrediting Body Approval. Once governing board approval is obtained, for approval purposes Junior Colleges (ACCJC) may take place.

The Evaluation Process for Existing Associate Degree or Certificate Programs

The purpose of the program evaluation process is to critically review a program and to either recommend possible strategies that will result in a viable program, recommend suspension of the program, or to recommend the discontinuance of the program. The program evaluation process revitalizes the program and recommendations that may lead to the termination or continuation of the program. The procedures for modifying or discontinuing existing programs are separate from but reliant upon the annual and comprehensive program review process and college strategic planning

comprehensive program review process and has demonstrated the need for further review for possible revitalization or discontinuance, the following steps will be taken:

- 1) Identification: An at-risk program is identified through the academic Dean, the Vice President of Academic Affairs, or the Academic Council through the annual and comprehensive program review process. An at-risk program may also be identified when co-chairs of the College Planning Council become aware of long-term planning that may severely impact a program. On the basis of the criteria listed below, Request to Initiate

discussions concerning any specific program considered for discontinuance must include qualitative and quantitative components in order to have a fair and complete review leading to an informed recommendation about the program. These are detailed below:

Qualitative components are based on the Mission, Vision, and goals of Hartnell College and on access and equity for students. These include (but are not limited to) the following:

- technical and transfer courses appropriate to the College mission and community needs
- and how it is perceived by students, articulating universities, local businesses and industry, and the community
- programs outside the District or industry standards
- previous steps taken by program faculty to strengthen the program
- existence of equivalent programs in the surrounding area
- universities

Quantitative Indicators are based upon sufficient institutional research capability to provide longitudinal data about student enrollments, student success, and appropriate, work force needs. Data used should be based on trends over time (typically three to five years) and should relate to program goals as well as the mission of Hartnell College. The quantitative indicators reviewed to inform the discussion on program discontinuance may include but are not limited to:

- enrollment trends over a sustained period of time
- productivity (WSCH/FTEF) data over the past 5 years
- retention and success rates (significantly below the college average) of students within the program
- term-to-term persistence (significantly below state averages for the discipline and the college average) of students within the program
- number of degrees or certificates awarded (where applicable) as compared with state averages for the discipline over the last 5 years
- number of actual transfers to UC, CSU or private institutions
- number of transfer ready students
- frequency of course/section offerings
- placement rate of students in the job market over the past 5 years
- projected demand for the program in the future and labor demand (as applicable)

Discussion Guidelines: The discussion of program discontinuance must consider all parties potentially affected by the decision: faculty, staff, administrators, students, advisory committee members, employing businesses and industry, and the community. Discussion of program discontinuance will be conducted in public, open meetings for which the dates, times, and

discontinuance must include the criteria used to arrive at the recommendation. The Program Evaluation Committee recommendation report for program discontinuance will include the following:

- i) A detailed plan and recommended timeline for phasing out the program for discontinuance with the least impact on students, faculty, staff and the community.
- ii) A comprehensive cost/benefit analysis that includes impact to existing faculty and College.
- iii) An impact report explaining how phasing out the program for discontinuance will affect students, faculty, staff, and the community based upon program analysis data.
- iv) non-monetary impacts on the college (community and industry partnerships)
- v) Recommendations for how currently enrolled students may continue their program of study or a plan for students to meet their educational objectives through alternative finish the program.
- vi) The requirements of collective bargaining for faculty and staff, including policies for reduction in workforce and opportunities for retraining of faculty and staff.

7) Implementation of Program Evaluation Committee Recommendation. The co-chairs of the Program Evaluation Committee will present the report and recommendation to the Academic Senate.

- a) The Academic Senate will take action to either support or not support the recommendation of the Program Evaluation Committee. Unless there are compelling reasons or extenuating circumstances, the recommendation of the Academic Senate will be accepted. Recommendations to strengthen and revitalize a program will be implemented provided resources are identified for any recommendations that require expenditure of District funds. The action of the Academic Senate will be forwarded to the Vice President of Academic Affairs, the Dean responsible for the program, and the faculty members assigned to the program.
- b) If the Academic Senate supports a recommendation for program suspension or discontinuance, the Superintendent/President will take forward the recommendation to the Board of Trustees. Unless there are compelling reasons or extenuating circumstances, the Board of Trustees will accept the recommendation of the Academic Senate.

Program initiator develops a clear and comprehensive Program Proposal Request and Narrative.

The faculty initiator(s) present(s) the Program Proposal Request and Narrative to the Academic Senate

Decline to recommend (no further action)

Recommend a comprehensive evaluation

The Vice President of Academic Affairs convenes a Program Review Committee (PRC)

The faculty initiator(s) present the proposed program to the PRC

The PRC issues a written report and recommendation

Decline to recommend (no further action)

Recommend advancement

Faculty initiator(s) complete the development of program curriculum

Materials forwarded to the Regional Occupational Consortium

