

HARTNELL COMMUNITY COLLEGE DISTRICT

AP 4021 Establishing, Revitalizing, or Discontinuing Academic Programs

References: Education Code Section 78015(a)(1), Title 5, Section 51022, 53200, 53203(d)(1), 55130,: *ASCCC Program Discontinuance: A Faculty Perspective, Revisited*; ACCJC 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 is continuance of programs. Because of the impact of initiating or discontinuing a program, procedures must follow a careful and extensive review of the program's status in relation to the 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 and the administration of Hartnell College will "consult collegially" by relying primarily upon the 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 program is 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, Section 55000). For the purposes of these procedures, "program" shall refer to 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

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.

Initial ideas for new programs may come from a variety of sources including faculty, grant-seeking activities, community outreach, environmental scanning, and the annual and comprehensive 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 Certificate Programs

institutions and their enrollment trends
any challenges that must be addressed for the program to be successfully launched

2) Internal review: At this stage, the faculty initiator(s) present(s) the *Program Proposal Request and Narrative* to the Academic Senate for initial evaluation and recommendation for advancement. If the Academic Senate recommends advancing the program for comprehensive evaluation, it will inform the Vice President of Academic Affairs. The Vice President of Academic Affairs will convene a program evaluation committee to evaluate the impact of the program upon the College.

a) Convening a Program Evaluation Committee (PEC) for a New Associate Degree or Certificate of Achievement: Upon the recommendation of the Academic Senate, the Vice-President of Academic Affairs will convene a program review committee with the following membership:

- The Vice-President of Academic Affairs as co-chair
- Academic Senate President or designee as co-chair
- 1 Dean from the program discipline area
- 1 Dean from another discipline area
- 1 faculty member who teaches in the discipline area or a related discipline area recommended by the program initiator and appointed by the Academic Senate
- The program initiator (non-voting member)
- 1 student selected by the Student Senate

In addition, the following resource personnel may attend when requested (non-voting):
Articulation Officer or academic counselor

Qualitative Components are based upon the mission, vision and strategic goals of Hartnell College and on access and equity for students. These include (but are not limited to):

- the balance of college curriculum to include an appropriate mix of basic skills, career-technical and transfer courses appropriate to the community college mission and community needs
- the development of the "whole student"
- 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 3-5 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 above. The evaluation committee's report must include the following:

- a recommendation to proceed or discontinue steps to establish the new program
- a summary of the reasons for the recommendation
- an assessment of the recommendation's impact on the balance of the college curriculum, 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 Chancellor's Office and (for CTE programs) 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 submitted by the Office of Academic Affairs to the Office of the Superintendent/President. Provided adequate resources have been 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 Federal Approval: Once governing board approval is obtained, program

- Decline in importance of program outcomes to related disciplines (applies primarily when discipline does not offer a degree or certificate)
- Change in transfer requirements and/or declining university transfer trends
-

In addition, the following resource personnel may attend when requested (non-voting):
Articulation Officer or Academic Counselor
Dean, Institutional Planning & Effectiveness

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 3-5 years

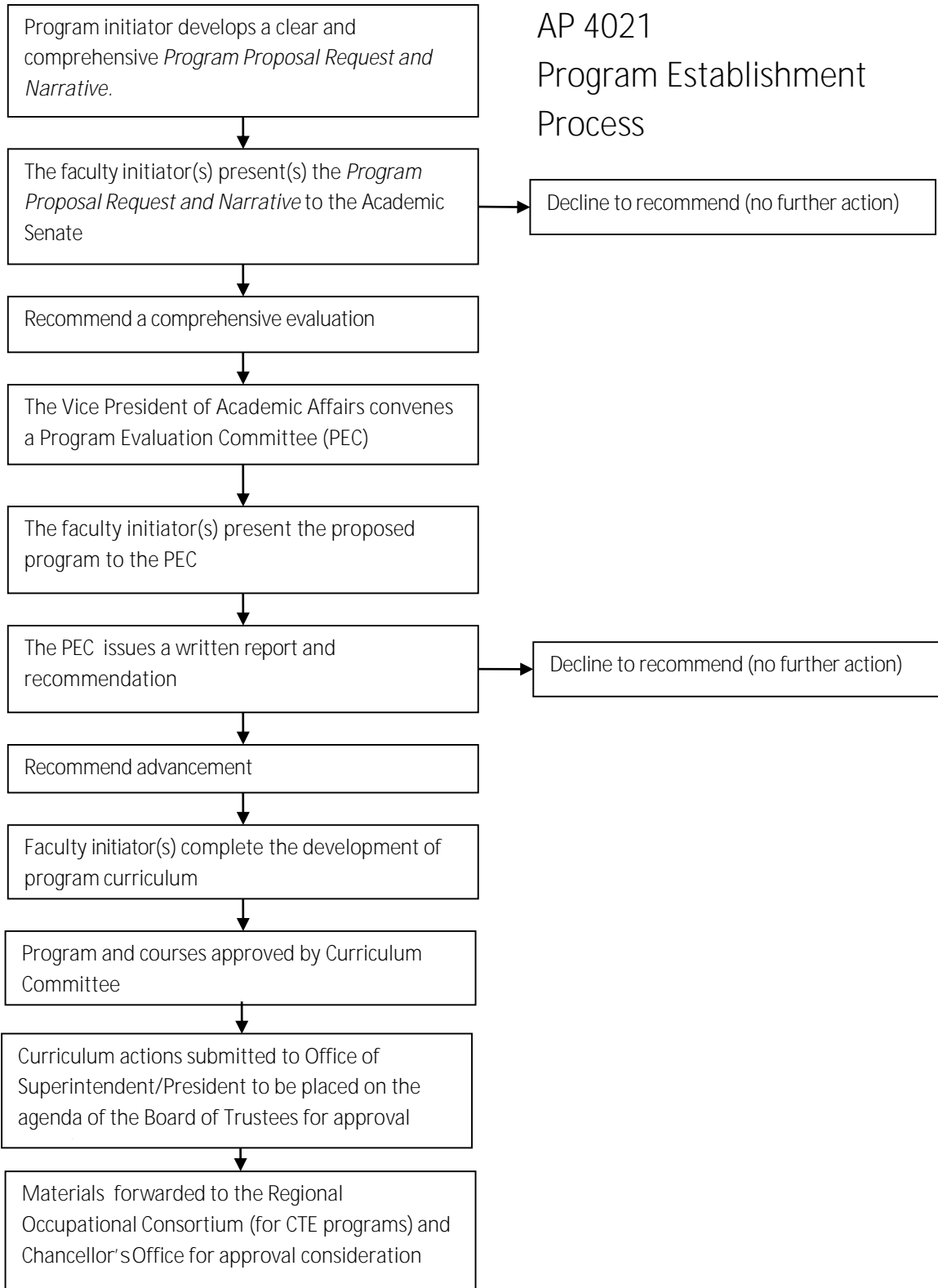
- retention and success rates (significantly below the college average) of students within the program

- term-to-term persistence (significantly below state-wide 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-wide averages for the discipline over the last 3-5 years

- number of actual transfers to UC, CSU or private 4transfardednsfinhe prbelow the colle51 0 0 8s(elo)()]

AP 4021 Program Establishment Process



Note: Program initiation will also depend upon identifying appropriate levels and sources of funding.

AP 4021 Program Evaluation m

