

## **Instruction and Educational Program**

### **A. Educational Program**

#### **6201 Program Introduction Process**

##### **PURPOSE**

In conformance with Title 5 (CCR sect. # 51022) and generally accepted institutional good practice, the purpose of the Program Introduction Process is to provide a clear and flexible process for consideration of new programs. Specifically, the Program Introduction Process takes into consideration the potential impacts of a new program, while still allowing the college to take advantage of opportunities and encouraging innovation in faculty and administration

For instructional programs, the definition of program is that set forth in CCR Title 5, Section 55000: "An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." This process need not be used to explore offerings that do not meet the definition of a program.

##### **PROCESS**

**Idea Step:** Ideas for a new program originate with many sources, including the faculty, the community, students, the administration, program review, and advisory boards.

**Consultation Step:** The champion of the idea communicates the idea with an administrator at a preliminary discussion level to determine whether to explore a new program. The champion and the administrator will discuss projected resources, levels of support, and a timeline. If the champion is not a faculty member, faculty members from the discipline and/or related disciplines should be involved in the discussion at this point. The consultation will continue through the presidents' meeting at the district office for further discussion and exploration before moving onto the preliminary study step.

**Preliminary Study Step:** The champion conducts a preliminary study and develops a one-page proposal, which includes cost assessment, mission appropriateness, projected generated FTES, and an implementation schedule. The champion should consider input from the Educational Master Plan, program review, other discipline faculty, advisory boards, community/employer partners, students, and other potentially interested contributors. See Appendices I and II: Qualitative and Quantitative Measures and Other Things to Consider in Preparing a Proposal for a New Program

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**Vice President Review and Recommendation Step:** The Vice President prepares a recommendation based on the preliminary study, which includes projected enrollment management resources; unnecessary duplication of program within the institution and/or regionally; and human, facility, and financial resources required. The champion and/or the Vice President should share the recommendation with committees that allocate resources. The faculty champion begins to develop curriculum.

**Division Review/Approval Step:** The champion prepares the necessary curriculum paperwork for the required division review and approval.

**Curriculum Committee Review/Approval Step:** The faculty champion presents the proposal and the supporting curriculum paperwork to the Curriculum Committee for review/approval following the existing curriculum process. The Academic Senate, the District Curriculum Council, and the Vice Chancellor of Educational Services and Planning are informed of the new program proposal. After Curriculum Committee approval, Occupational Programs should be forwarded to Bay Area Deans for approval.

**President's Review Step:** Prior to submission of the new program to the District Chancellor and the Board of Trustees, the approval of the President is required.

**District Chancellor/Board of Trustees Approval:** This is the final internal approval step within the District.

**External Approval Steps:** As appropriate, the following agencies may need to approve the proposed new program: California Community College Chancellor's Office, California Post-secondary Education Commission, and Accreditation Commission.

#### **Appendix I: Qualitative and Quantitative Measures**

When possible the following measures should be described in terms of three-year trends and should be compared to regional and/or similar type programs. These measures may be used in proposing a new program. The list is suggestive, not exhaustive.

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##### **Qualitative Measures:**

- Consistent with mission and values of the college
- Student requests, needs expressed through surveys
- Employer requests, needs
- Program review information and analyses
- CEMC information and analyses
- Advisory committee information and recommendations
- Balance of curriculum across college
- Transfer program availability
- Community requests and recommendations
- Information from, and needs expressed by, transfer institutions
- Regional demand for the program
- Constraints that may affect enrollments, completion, persistence
- Impact of proposed program on underrepresented and/or at-risk students
- Impact of program on the changing composition and diversity of the community
- Impact of program on other programs
- Student learning outcomes and assessment work
- Currency and articulation of existing curriculum
- Range and appropriateness of current curriculum in relation to industry standards and/or employer expectations
- Outside accreditation issues (ACCJC/WASC and other external accrediting bodies)
- Projected Transfer Outcomes

##### **Quantitative Measures:**

- Labor market data, including wage data and job availability (from EDD and other comparable sources)
- Unemployment data
- HS graduation rates
- Scores on HSEE from service region
- Other outcomes data from regional schools
- Similar programs in district and region, with 'region' defined as appropriate to the target population and/or need for the skills and certification provided by the program

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- Number of inquiries received from prospective students with a related educational goal
- Retention within existing courses
- Persistence across courses within major or certificate
- Enrollment trends, completion rates and course cancellation patterns in current programs
- Enrollment trends in similar programs at other educational institutions
- Numbers of students achieving related goals at other educational institutions
- Numbers of completers in similar programs at other educational institutions
- Non-instructional cost per FTES (e.g., facilities, equipment, materials, staffing)
- Availability of qualified faculty and staff in region (including recruitment information from other institutions)
- Number of transfers or transfer-ready students

#### **Appendix II: Other Things to Consider in Preparing a Proposal for a New Program:**

Plan for recruitment of targeted populations

Cooperative ventures with local employers, transfer institutions, or other community colleges

Course scheduling patterns suited to target population

Articulation of program with K-12

Articulation with four year and/or technical institutions

Faculty development in techniques, methodology, best practices appropriate to new program

Appropriate sequencing of learning outcomes from one course to another in the program

Placement requirements

Program prerequisites

How program content is used in other courses beyond program itself

Student support services required: tutoring, learning skills, child care, financial aid

Need for (and availability of) specialized equipment, facilities, supplies, software

Need for specialized learning resources (library books, AV materials, etc.)

Facility Usage/Impact