

# CHC Program Initiation Process

## Overview

- Program Initiation is a process meant to assure that the College's resources are used in response to the College's Mission, its Educational Master Plan, the needs of its students, and the requirements of the community it serves.
- CHC programs include all Instructional Disciplines, Instructional Support Services, Student Support Services, and Administrative Support Services. All programs at Crafton Hills College fall into one of these four organizations units. CHC programs are reviewed annually as a part of the annual planning and program review process. Additionally, some programs may be grouped together on an operational basis, particularly when shared staff or facilities are involved.
- Program initiation may be introduced by any constituency or group. Regardless of where the discussion is initiated, the Academic Senate, in accordance with the district's policy to "rely primarily" on the Academic Senates advice in academic matters, will guide the process and produce the recommendations.

## Program Initiation Proposal

A review is required prior to forwarding a program initiation proposal and must address the following as applicable:

- 1. Vision:**
  - a. Tell us the Vision for this new program
  - b. In what ways will this new program advance the vision of the college?
- 2. Mission:**
  - a. Tell us the Mission for this new program
  - b. In what ways will this new program advance the Mission of the college?
- 3. Description of Program:** Please include the following:
  - a. Organizational structure and staffing
  - b. Whom the program will serve (including demographics and representativeness of population served)
  - c. Provide a list and a brief description of the services that will be provided
  - d. The impact on students and student success
  - e. The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district
  - f. The impact on the educational and budget-planning process used at the institution
  - g. The positive and/or negative impact on transfer to four-year colleges and universities
  - h. The effects of the program on local businesses and industries
  - i. The effects of the program on faculty and staff

4. **Information Data Gathering:** This plan should include the following:
- a. Qualitative Indicators based on the mission, values, and goals of the instruction and access and equity for students. These indicators should include, but are not limited to:
    - o Balance of the college curriculum
    - o Potential for a disproportion impact on any one group of students
    - o How the program would be received by students, articulating universities local business and industry, and the community
    - o transferability
    - o Replication of programs in the District/surrounding area
    - o Interviews with faculty, staff, students and administrators in the affected area and in related instructional areas
    - o Enrollment management committee discussions
  - b. Quantitative indicators must be considered in any discussion of program Initiation. Any data used as a basis for decision-making must be sound, comprehensive, uniform and reliable. Quantitative indicators should include, but are not limited to, the following:
    - o Labor market data
    - o Potential Enrollment
    - o Anticipated Fiscal Impact

#### **Program Initiation Proposal Review Procedure**

- The procedure for Program Initiation Review is facilitated by the Academic Senate
- The proposal will be reviewed by the following bodies
  - a. Discipline Faculty (if applicable)
  - b. Department under which the new program will be housed
  - c. The CHC Chairs Council
  - d. The Academic Senate
  - e. The CHC Crafton Council
  - f. Other (as deemed appropriate)

Decisions made through the Program Initiation Process must be based on a broad and thorough ongoing investigation of factors relating to the benefits of a program for students, for the college, and for the community. They must, therefore, take into consideration information that goes far beyond simple measures of current student demand or weekly student-contact hours. The following general types of information should be considered in the process of formulating a recommendation:

- Relation of the program to the college Mission
- Relation of the program to the Educational Master Plan
- Measures of student demand as applicable (student demographics, student interest, high demand courses, degrees, or certificates, etc.)
- Measures of labor-market demand as applicable
- Projected impact on overall educational program, students, faculty, college budget, community

## Recommendations

Recommendations must include the following:

- a summary of the process used
- a review of all data consulted
- a detailed assessment of the recommendations' impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Program Initiation Review recommendations from each body (a-c above), either supporting or declining the adoption of the new program or discipline will be forwarded to the Academic Senate for consideration.

The Academic Senate recommendations either supporting or declining the adoption of the new program or discipline will be forwarded to the Crafton Council for review and action.

The recommendations of both the Academic Senate and the Crafton Council are forwarded to the following committees as an information item: Curriculum Committee, Chairs, PPR, and Budget.

## Approval

The College President makes the final decision and will share the decision and justification for the decision with the college campus including all constituency groups.

The College President and College Academic Senate President shall make program initiation recommendations to the Board of Trustees for approval. The recommendation shall include a description of the review process and the reasons for the recommendation.

Copies of the Review of Educational Programs, signed by the College President and the Academic Senate President, shall be on file in the Office of Instruction.

College President \_\_\_\_\_ Date: \_\_\_\_\_

Senate President \_\_\_\_\_ Date: \_\_\_\_\_

## CHC Program Definition

CHC programs include: all Instructional Disciplines, Instructional Support Services, Student Support Services, and Administrative Support Services. All programs at Crafton Hills College fall into one of these four organizations units as defined below. CHC programs are reviewed annually as a part of the annual planning and program review process. Additionally, some programs may be grouped together on an operational basis, particularly when shared staff or facilities are involved.

- **Instructional Programs:** An instructional discipline, such as biological sciences or computer information systems. An instructional program refers to one or several instructors working together to teach courses and help students advance toward a certificate or degree whose primary coursework is in the instructional discipline. Instructional Programs at CHC may be grouped together on an operational basis, particularly when shared staff or facilities are involved, such as is the case with Business/Accounting/Marketing.
- **Instructional Support Programs:** Instructional support programs are designed specifically to help students succeed in the classroom. These programs provide additional support and assistance to students, instructors, instructional assistants. The goal of instructional support programs is to maximize individual student success at Crafton Hills College. Examples of instructional support programs include the Tutoring Center, Distance Education, Honors and the STEM Program.
- **Student Services Programs:** Student Services Programs are designed to maximize individual student success and to support their progress at the college, while at the same time serving as a screening process for students who may need specialized support or services. Examples include Counseling, EOPS/CARE, DSPS, and the Transfer Center. In many but not all cases, such programs are supported by categorical funds dedicated to specific outcomes and are accountable to meeting those outcomes to maintain funding.
- **Administrative Support Programs:** Administrative Support Programs are designed to support all the educational processes on campus, including all the facilities on campus as well as all the technology provided to students, faculty, and staff. Organization of programs within Administrative Support is based on how to best serve students.

**CHC Instructional Programs:**

- Allied Health / Respiratory Care
- American Sign Language
- Anatomy
- Art
- Biological Sciences
- Business Administration / Accounting / Marketing
- Chemistry
- Child Development and Education
- Communication Studies / Journalism
- Computer Information Systems/CS/Multimedia
- Earth Science (Geology / Geography / Oceanography)
- Economics
- Emergency Medical Services
- English
- Fire Academy/Fire Technology
- *Foreign Language and Culture*
- Health and Physical Education
- History
- Interdisciplinary Studies / Multicultural Studies
- Mathematics
- Microbiology
- Music
- Paramedic
- Philosophy / Religious Studies
- Physics / Astronomy
- Political Science
- Psychology
- Public Safety and Services
- Radiologic Technology
- Reading
- Sociology / Anthropology
- Spanish
- Theatre Arts

**CHC Instructional Support Programs**

- Distance Education
- Child Development Center
- Emergency Training Center
- *High School Partnerships*
- Honors Program
- Krasovec Simulation Center
- Library
- Non-Credit Program
- STEM Program
- STEM Success Center
- Tutoring Center

**CHC Student Services Programs:**

- Career Center
- Counseling
- DSPS
- EOPS / CARE
- *International Students*
- Student Success and Support
- *Technology Success Center*
- Transfer Center
- Admissions / Records
- Financial Aid
- Health and Wellness Center
- Student Life
- Veterans Resource Center

**CHC Administrative Support Programs:**

- Administrative Services Area (CBO, Communications, Facilities Use)
- Aquatics Program
- Cafeteria
- Campus Store
- Copy Center
- Custodial
- Institutional Effectiveness, Research & Planning
- Maintenance & Grounds
- Professional Development
- Technology Services
- Marketing and Public Relations
- Resource Development and Grants