

# Academic Policy & Planning Committee Agenda

## Meeting: Thursday October 25, 2018 Building M, Room 129 at 2:00 PM

### VOTING MEMBERS (15)

Chair – Larry Manalo Jr.  
 Vice-Chair – David DeGroot  
 Applied Behavioral Sciences – Christine Bisson  
 Business – Brent Darwin  
 Counseling – Lydia Maxwell  
 English – Kate Adams  
 Fine Arts – Adrienne Allebe  
 Kinesiology, Rec & Athletics – Sheri Bates  
 Health Sciences – Mary Pat Nelson

Industrial Technology – Patrick McGuire  
 Academic/Student Affairs – Kellye Cohn  
 Languages & Communication – Andrea Sanders  
 Life and Physical Sciences – Wendy Hadley  
 Mathematics Sciences – Derek Mitchem  
 Public Safety – Kristy Treur  
 Social & Behavioral Sciences – Tom VanderMolen  
 Student *Representative* – Yolanda Alishahi

### NON-VOTING MEMBERS

Curriculum Specialist – Rebecca Andres  
 VP, Academic Affairs – Robert Curry  
 Admissions & Records – Josie Cabanas and Stephen Bernardo  
 Articulation – David DeGroot  
 Noncredit Education – Kathy Beckelhymer  
 Part-Time Faculty Union – Jim Houlis

### OTHER

Past Chair – David DeGroot & Sofia Ramirez-Gelpi

### STANDING INVITEES

Dean, Academic Affairs – Margaret Lau  
 Dean, Academic Affairs – Richard Mahon  
 Dean, Academic Affairs – David Humphreys  
 Dean, Student Services – Robert Parisi  
 Dean, Academic Affairs – Sofia Ramirez Gelpi  
 Dean, Matriculation/Counseling – Yvonne Teniente  
 Dean, Extended Campus – Rick Rantz  
 Associate Dean/Athletic Director – Kim Ensing  
 Associate Dean/PCPA Director – Mark Booher

### LEGEND

I = Initiator  
 R = A&P Department Representative  
 Lec = Lecture Units  
 Lab = Laboratory Units  
 CO = Chancellor's Office

**Mission of the College:** Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

**Duties of the Committee:** The AP&P Committee:

- guides the development of curriculum and encourages creativity, flexibility, and innovation in curriculum development. It is a multidisciplinary committee and must have the broadest of academic perspectives.
- is charged with the vigilant oversight of all of the college's curricula including the review, approval, and renewal of sound curriculum. Upon approval, the AP&P Committee shall offer its recommendations to the Academic Senate and Board of Trustees.
- certifies academic rigor, academic quality, academic integrity, and adherence to standards and regulations provided in Education Code and Title 5.
- refers curriculum matters beyond the scope of its normal business to the Academic Senate.
- examines, researches, and analyzes the issues presented for program vitality, and prepares a report with recommendations for consideration to the Academic Senate. The recommendations will be presented to the Senate Executive Committee and the Academic Senate.

**Approval of Minutes:** Sep 27, 2018 and Oct 11, 2018

**Approval of the Agenda:**

**Agenda Item 1: MATH Support Courses.**

The discipline faculty and the MATH department request the use of “S” as part of the course numbering to distinguish and enable students to better identify these courses from the “corequisite” MATH courses.

There were questions regarding the transferability of the support courses to CSU and UC. Would a 300 numbering be more in keeping with the descriptions of the course numbering system?

Course Prefix	Course Title	Proposed Prefix
MATH 124	Support for Math 123: Statistics	MATH 123S
MATH 132	Support for Math 131: College Algebra	MATH 131S
MATH 136	Support for Math 135: Calculus with Applications	MATH 135S
MATH 142	Support for Math 141: Precalculus	MATH 141S
MATH 332	Support for Math 331: Algebra 2	MATH 331S

**Item 2: Recommend for Program Vitality.** Refer to BP/AP

Package Proposal: Computer Business Information Systems: MAC Fundamentals for Business Certificate of Accomplishment

Justification: The certificate of accomplishment in MAC Fundamentals for Business prepares a student to manage a Mac computer environment and utilize Office software to develop solutions for business and school needs. Certificate being removed as courses are being sunsetted due to low enrollment and cancellations.

**Consent Agenda:**

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
New Topic	ART 199U	Creative Entrepreneurial Pathways in Art (2) Advisory: ART 113 or ART 160	

**First Reading:**

Proposal Type	Prefix & Number	Course/Program Title (units)	Comments
NEW Course Proposal	AG 115	Introduction to Agricultural Studies and Careers (1)	Attachments: <ul style="list-style-type: none"> <li>California's Student Success Initiative</li> <li>Second-Prog-Report-Student-Success-0922</li> <li>Ag Advisory Meeting Notes 12318</li> </ul>
<p>Justification: Students entering Hancock College with the desire to study agriculture are oftentimes lacking a plan for their educational pathway that will help them to achieve both their degree and employment goals. This lack of direction can be attributed to vague and inconsistent guidance given to students upon entering the college and further leads to low completion numbers. A new program in Agricultural Science is soon to be launched at Hancock. This program will include certificates and degrees in Agricultural Science, Plant Science and Agribusiness. The addition of this course will give students the support they need as they begin their agricultural studies at Hancock. Students entering this program will be guided by this course, which will ensure that they determine the appropriate educational path for their academic and career goals. The material covered will help students define their goals and will give them the tools necessary for completion of the program.</p> <p>Demand: Initially, demand was determined by the numerous interactions with agriculture students at Hancock College who consistently describe their educational plan as being murky at best. It is common for an agriculture student to attend classes at Hancock for many years without completing a certificate, degree or being prepared for transfer. Low completion numbers for agriculture students also highlight the need for a course that will give students the tools needed for success in college and career. <b>Attached files</b> document the problem with low completion rates common to many programs within the California Community College system. Additionally, the creation of this course was discussed with the Allan Hancock College Ag Advisory Committee. All committee members felt strongly that this introductory course to set students on the appropriate path within the Hancock agriculture program is essential to student success. One committee member, who is now a Santa Maria High School FFA teacher, earned his A.S. degree from Modesto Junior College. He took the class at Modesto J.C. after which AG 300 is modeled. He was emphatic that starting his educational path with this course was a defining factor in his academic and career accomplishments. Another member of the advisory committee, who is an FFA teacher at Nipomo High School and is also a part-time faculty in agriculture at Hancock, echoed the need for this course. She relayed to the committee that she has many students return to her at the high school following graduation, confused about what courses they need to take and in which direction they need to head to attain their goals. The entire committee agreed with these assessments that support the need for this course. Notes from this advisory committee meeting are attached in the files of this proposal.</p>			
Major Modification DL (Previous Approval)	EMS 401	Emergency Medical Technician 1 (1.5) Prerequisite: EMS 301 and EMS 306 or valid EMT-1 Basic certification within the past 4 years.  Repeat: 99 Rationale: As needed for recertification as required by California EMT Certification as well as National Registry or Emergency Medical Technician -1 (Basic) Recertification	
Justification: Update course for relevancy.			

ESL Courses: All courses are modified to comply with AB 705. The changes include: course title and content.  
Refer: **Item 3: Language Development Success Sequence**

Major Modification	ESL 537	Intermediate Reading for ESL (4)	Modification: Prerequisite removal.
Major Modification	ESL 540	Advanced Reading for ESL (4)	Modification: Prerequisite removal.
Major Modification	ESL 541	Advanced Writing for ESL (4)	Modification: Prerequisite removal.
Major Modification	ESL 543	Intermediate Conversation for ESL (3)	
Major Modification	ESL 544	Advanced Conversation for ESL (3)	
Major Modification	ESL 550	Fundamentals of Grammar (3)	The course will be offered as a "mirrored course. Students can choose to take the course for credit (ESL 550) or noncredit (NESL 550)
NEW Noncredit Course	NESL 550	Fundamentals of Grammar Hours: 64	NOTE: The course outline of both ESL 550 and NESL 550 are the same except for the credits.
Justification: This mirrored noncredit course is linked to its credit counterpart (ESL 550) in order to encourage students to experience credit classes in an effort to increase pathways for students. This course will also serve as a pilot project to collect data on noncredit student retention, success, and transition to credit courses.			
Major Modification	ESL 572	Public Speaking for ESL (3) Advisory: ESL 544	Modification: Prerequisite removal.

**Noncredit Modifications:**

Justification: These modifications updates the course/catalog description, **adds SP for grading**, changes the course objectives, and changes the course content to align with updated curriculum. The main purpose of this revision besides updating the curriculum is to allow this course to be taught in one semester to accelerate certificate.

NC Modification	NESL 7000	Introduction to English: Pre-A Hours: 90-102	NOTE: Pass/Satisfactory Progress/No Pass
NC Modification	NESL 7001	Introduction to English A Hour: 90-102	
NC Modification	NESL 7003	Introduction to English B Hours: 90	
NC Modification	NESL 7005	Introduction to English C Hours: 90-102	
NC Modification DL (Previous Approval)	NESL 7007	Introduction to English D Hours: 90-102	

Major Modification DL (Previous Approval)	GEOG 101	Physical Geography (3) Advisory: ENGL 101	Attachment: C-ID GEOG 110, Introduction_to_Physical
Justification: Updating the course to align with C-ID GEOG 110 Course Descriptor and develop an ADT in Geography. Updating Course Content, Course Objectives, and Text. Updated DL information.			
Request for DL	GRPH 127	History of Graphic Design (3)	Modifications: SLO and DL request.
Major Modification	LE 421	Complaint Dispatcher (3)	

Justification: Updated course outline to include proper breakdown of lecture vs lab hours. Properly, the course has 100 hours of lecture instruction and 20 hours of lab instruction. This course is offered as a 3-week, 15-day course at 8 hours per day; outside of class activity is limited to 2 hours per day or 30 hours total for the course. . Also, the class materials have been updated; outdated texts no longer utilized have been deleted.

Course Review	MMAC 115	Introduction to Animation (3)	Cross-list ART 115 and FILM 115 Textbook: 1994 – Check availability.  Modifications: Content including lab content, SLO, and evaluation.
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<b>NURSING PROGRAMS:</b> These programs were modified to incorporate the various changes in course titles and units.			
Program Modification	NURS	LVN-to-RN Program Associate Degree in Nursing Units: 26.5	Attachment: BRN Cover Letter
Program Modification	NURS	"30-unit" Option Certificate of Achievement in Nursing Units: 30	

### Public Remarks

The section of the agenda is intended for members of the public to address the committee on items involving curriculum development and approval. Time limits and procedures to address the committee apply to this part of the agenda. Public comment not pertaining to specific agenda items is welcome under this section as well. When public remarks are completed regarding a specific agenda item, discussion is then confined to committee members only. This practice is in accordance with the Brown Act.

### Second Reading:

The committee may consider these proposals for second reading as deemed appropriate for adoption, acceptance of prerequisites, corequisites, and advisories, and appropriateness for Distance Learning Offering.

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NC Modification	NESL 7003	Introduction to English B Hours: 90	
NC Modification	NESL 7005	Introduction to English C Hours: 90-102	
NC Modification DL (Previous Approval)	NESL 7007	Introduction to English D Hours: 90-102	
Major Modification DL (Previous Approval)	GEOG 101	Physical Geography (3) Advisory: ENGL 101	Attachment: C-ID GEOG 110, Introduction_to_Physical
Request for DL	GRPH 127	History of Graphic Design (3)	Modifications: SLO and DL request.
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### Reports

- a. AP&P Representatives
- b. AP&P Vice Chair / TRC Chair
- c. AP&P Chair
- d. Administration
- e. Admissions and Records
- f. Counseling/Matriculation
- g. Articulation
- h. CurriQunet & Support

### Call for Future Agenda Items

### Call to Adjourn.

### Next Meetings:

### Agenda Item 1: Renaming MATH Support Courses.

#### Background:

The use of letters in course numbering has been reserved for “topics” and course repeats.

In 10/26/2016. Kristy Treur, Fire Safety Department, proposed on a number of new courses FT 333 A through F (titled: Company Officer 2A Human Resource Management. The use of letters was too due to the lack of numbers in the “300” level to accommodate the series. The committee strongly recommended the on-use of the letters in keeping with the college practices. The department ended with a new course prefix: FTEC (Fire Technology). Public Safety has a lot of course offerings that the use of letters in their numbering system would create confusion.

The MATH department does not have an “topics” type of courses or a large amount of course offerings.

**Agenda Item 2: Program Vitality**



**BP 4021**

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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 4 – Academic Affairs**

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**I. BP 4021 PROGRAM VITALITY**

Allan Hancock College is committed to programs and curriculum of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To this end, Allan Hancock College supports programs and classes that fulfill the goals of its mission as elaborated in the Educational Master Plan and Strategic Plan. Programs with low or declining enrollments, decreased demand for service, or clear obsolescence may be identified for discontinuance once the following criteria have been considered:

- effect on students
- balance of college curriculum
- educational and budget planning
- regional economic and training issues
- collective bargaining issues

In accordance with Title 5, Section §51022, College districts are required by regulation and statute to develop a process for the discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78106 stipulates that vocational and occupational programs shall meet certain requirements prior to termination.

The process for review of program vitality/feasibility is set forth in administrative procedure 4021.

References: Title 5 Section 51022, Education Code §78016

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**Adopted: 5/17/11      Revised: 4/21/15**  
*(Replaces Board Policy 7960)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 4 – Academic Affairs

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## II. AP 4021 PROGRAM VITALITY

Program Vitality is a component of college planning that leads to increased quality of instruction and services and to better use of existing resources. Quantitative and qualitative data are used to assess a program's academic relevance and vitality with the specific goal of assessing a program's viability/feasibility. First and foremost, Program Vitality shall:

- Depend on the discipline expertise of the program faculty,
- Reference current program reviews,
- Depend on the values and goals established in the college planning process and existing in the published Educational Master Plan,
- Be based on a current, published list of criteria, and that such criteria be established through the shared governance process,
- Include input from Advisory Boards when appropriate,
- Consider the intended and unintended consequences of discontinuance,
- Consider viability, vitality, revitalization, suspension, or discontinuance,
- Result in a document that contains recommendations that will be presented to the college community through the shared governance process and be given sufficient time for final public comment.

### DEFINITIONS:

- **Evaluation Committee** – It is a committee formed in response to a program being listed as for discontinuance. This committee develops the Vitality Report.
- **Vitality Report** – It is a report that makes recommendations about continuance or discontinuance of a program(s) under this Policy to the Academic Senate.
- **Evaluation List** – It is a list of programs that are identified as under Discontinuance for purposes of this Policy. This list is developed by the Executive Team.
- **Executive Team** – It is composed of the VPAA, VPSS, academic deans, and others.

### A. INITIAL CONSIDERATIONS

1. This procedure will be used to review the continuance or discontinuance of instructional programs, including vocational programs.
2. Definition of Program: For purposes of this document, an educational program is defined as a discipline and as an organized sequence or grouping of courses or services leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.
3. A student services program is defined as an established entity that meets one or more of the following criteria: A defined service with assigned space, staff, and budget. Entities mandated by regulation.
4. Vocational or occupational programs shall be reviewed every two years. (California Education Code §78016). All other programs shall be subject to the program review process according to the college's program review schedule.
5. The Academic Senate, recognizing the district's policy to consult collegially with the Academic Senate in academic matters as set forth in Title 5 Section §53200(C) and Section §53203 and as stated in Board Policy

4020 and Board Policy 2510, must have a fundamental and integral role in any discussion of program continuance or discontinuance.

The Role of the Academic Policy and Planning Committee (AP&P) is to examine, research, and analyze the Vitality Report presented for program vitality review. Upon a thorough review of the Vitality Report, it will forward its recommendations to the Academic Senate.

The Role of the Academic Senate is to consider the recommendations of AP&P in relationship to the recommendations of the Vitality Report, and forward its recommendations for program continuance/discontinuance to the superintendent/president or designee, and to report to the Board of Trustees when applicable.

6. Conditions for Discontinuance. The following conditions may cause the VPAA and/or VPSS to recommend a program for discontinuance:
  - a. Current Program review and analysis of trends
  - b. Changes in demand in the workforce and/or verifiable changes in program need
  - c. Changes in requirements from transfer institutions
  - d. Availability of human, physical, and/or financial resources
  - e. Legislative mandates
7. If the Board of Trustees formally declares a financial emergency, the superintendent/president and the Academic Senate may set new timelines by which the proposals for program modification or discontinuance submitted to AP&P will be acted upon and a final report of recommendations submitted by AP&P.

## **B. SUMMARY OF THE PROCESS**

During the fall semester:

1. The appropriate administrative officers shall develop a list of programs to be reviewed, based on the condition(s) described above in section 6. The formal list, accompanied by a study that includes qualitative and quantitative factors taking into account program reviews and Institutional research, will be delivered to the Academic Senate by the beginning of the fall semester. Individual departments/disciplines may also make proposals for the discontinuance of programs to the vice president, academic affairs and/or student services and the appropriate deans also by the beginning of the fall semester. This list should be sent to the Academic Senate no later than the 4<sup>th</sup> week of the fall semester.
2. An evaluation committee shall be formed and conduct a program study addressing the status of the assigned program. The program study shall also include sufficient evidence supporting one or more of the conditions and be completed before the end of the fall semester. The evaluation committee's program study shall culminate in a "Vitality Report".
3. The evaluation committee will submit the completed Vitality Report to the appropriate vice president and Academic Senate. The Academic Senate shall notify AP&P and provide it with the proposed list of affected programs and copies of the evaluation committee reports. AP&P shall set a timeline for completion of the review and recommendation process that is reasonable under the circumstances. In no case should this period be longer than 120 days, exclusive of summer and winter break.
4. In the spring, AP&P will review the evaluation reports and provide recommendations to the Senate.

## **STEPS OF THE PROCESS**

### **A. EVALUATION COMMITTEE**

1. As soon as possible following the delivery of the list of affected programs, an Evaluation Committee shall be initiated by the Academic Senate to continue the process. The chairman of the Committee will be elected by the Senate or the Senate Executive Committee. The Chairman cannot be a member of the affected discipline nor a member of AP&P.
2. The Evaluation Committee shall include representatives from the following constituencies:



- a. Faculty members, appointed by the Academic Senate
    - 1) One discipline expert from the affected program, and one faculty member from a related program or discipline. Neither of these faculty will be a member of AP&P, when possible.
    - 2) One counselor not closely related to the program under review.
  - b. One student appointed by the Associated Student Body Government (ASBG).
  - c. Administration – dean of the affected program.
  - d. One classified staff member from the affected program, and one classified staff member from a related program or discipline appointed by CSEA.
  - e. One advisory committee member for CTE programs.
  - f. A representative from Institutional Research.
3. For each affected program, an Evaluation Committee shall conduct a program Evaluation study. Both qualitative and quantitative factors, that were presented as rationales for review by the Executive Team shall be discussed in order to have a fair and complete review leading to the eventual decision to (1) continue, (2) continue with qualification, or (3) discontinue a program.
- a. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:
    - 1) Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry and the community
    - 2) Ability of students to complete their educational goals of remediation, obtaining a certificate or degree, or transferring
    - 3) Balance of college curriculum
    - 4) Effect on students as a result of modifying or discontinuing the program
    - 5) Comprehensiveness of the college experience
    - 6) Uniqueness of the program
    - 7) Importance of the program in its relationship to other programs
    - 8) Replication of programs in the surrounding area and their efficacy
    - 9) Potential for a disproportionate impact on diversity at Allan Hancock College
    - 10) Necessity of the program in order to maintain the mission of the College
    - 11) Source of funding for the program (outside vs. general funds)
    - 12) Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified.
    - 13) Requirements by federal/state/accreditation or other areas (e.g. Title IX) for the program. If there are any, these must be identified.
    - 14) Impact on articulated programs.
    - 15) Other
  - b. Quantitative factors are based primarily on Institutional Research data and the Program Review where applicable. Factors that may be considered include but are not limited to:
    - 1) Program Results showing:
      - a) A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, percent fill, FTES composition, retention, and persistence
      - b) Sustained increase in expense or annual cost/FTES

- 2) Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
- 3) Projected demand for the program in the future
- 4) Changes in class offerings
- 5) Frequency of course section offerings
- 6) Availability of human resources
- 7) FTES generated/FTEF
- 8) Enrollment trends
- 9) Operating cost per FTES
- 10) Capital outlay costs/year

## **B. EVALUATION COMMITTEE REPORT**

1. At the end of the fall semester, the Evaluation Committee shall present a Vitality Report with outcome recommendations to the Vice President Academic Affairs, Vice President Student Services, and Academic Senate. The Academic Senate shall submit the report to AP&P.
  - a. The vitality report shall:
    - 1) Address the factors, quantitative and qualitative, that led to the program being listed.
    - 2) Outline the major points of support from the available information.
    - 3) State the recommendations of the Evaluation Committee and include all appropriate data and evidence that supports the committee's recommendations.
    - 4) Include diverging conclusions in a minority report from the members of the Committee, should they wish to do so, who are not in agreement with the report's primary recommendation.
  - b. The vitality report recommendations should include some or all of the following:
    - 1) A critical examination and consideration of all information acquired to ensure all members of the subcommittee are knowledgeable of the data's substance and significance.
    - 2) Preparation of the information.
    - 3) Prioritization of the report's conclusions based upon the information provided in the report, and particularly referencing the consequences of the conclusions.
    - 4) Establishment of a consensus within the Evaluation Committee as to the conclusions and recommendations to be presented.
    - 5) Absent consensus, presentation of a majority and minority report. 6) Sources of data for all factors shall be referenced and cited.
  - c. Possible Outcomes of Program Evaluation: There are three potential outcomes of the Vitality Report. A program may be recommended to (1) continue, (2) to continue with qualification, or (3) to be discontinued.
    - 1) **Recommendation to Continue:** A program may be recommended to continue when, after full consideration it is decided that it is the best interest of the college, its students, and the larger community to do so.
    - 2) **Recommendation to Continue with Qualification:** A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program.
      - a. A specific timeline should be provided during which the various interventions will occur.
      - b. Expected outcomes for each intervention should be outlined in advance.
      - c. Since the qualification(s) may include modifications to courses and/or the program, AP&P timelines should be considered.
      - d. After the specific qualification period is completed, the program will be reviewed again according to the provisions in this policy.
    - 3) **Recommendation to Discontinue:** A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that it is no longer in the best interest of the college, its

students, and the larger community to continue the program. Any recommendation for program discontinuance will include the criteria used to arrive at the recommendation. The recommendation shall include a detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community.

The recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.

The recommendation shall also consider the requirements of collective bargaining for full-time faculty and CSEA staff, including application of policies for reduction in force and opportunities for retaining.

### **C. THE ACADEMIC SENATE AND ACADEMIC POLICY AND PLANNING COMMITTEE**

Following submission of the Evaluation Committee vitality report to AP&P, by the end of the fall semester, and after full review and discussion during the spring, AP&P shall submit its recommendations including dissenting reports, and working timeline, to the Academic Senate. If Senate disagrees with AP&P's recommendations, then after Senate vote, the Senate Executive Committee, in conjunction with AP&P, shall prepare its recommendations in writing including the reasons for its recommendations, any applicable modifications, interventions, timelines and mechanisms for phase-out. Senate shall forward its recommendations to the superintendent/president with a copy to AP&P no later than 60 days.

### **D. ACTION BY THE GOVERNING BOARD**

The superintendent/president shall forward the recommendation from the Academic Senate along with his/her recommendation to the board for action. The board shall consider and take action upon the recommendation(s).

#### REFERENCES

- California Community Colleges Chancellor's Office Inventory of Approved and Projected Programs
- Florida Community College memo Process for Evaluating Academic Programs at Risk. March 2003
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- Skyline College working draft Program Improvement and Discontinuance Process. April 2003
- Solano County Community College District Policy 6100 Program and Curriculum Development. Adopted November 1986, revised December 2001
- Title 5 Sections 51022, 53200, 53203 and 55130
- West Valley College Academic Senate paper WVCAS Policy and Process for Program Discontinuance. December 2002

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**Approved: 5/17/11    Revised: 3/17/15**

*(Replaces Administrative Procedure 7960.01)*

**Title: LVN-to-RN (Licensed Vocational Nurse-to-Registered Nurse / Registered Nursing / Associate Degree in Nursing)**  
**Award Type: Associate in Science**

The LVN-to-RN program, fully accredited by the California Board of Registered Nursing, is a two-semester program offered every year starting spring semester.

The LVN-to-RN program is specifically designed to provide the licensed vocational nurse (LVN) with an opportunity for career advancement and prepare the LVN for the additional responsibilities required of the registered nurse.

Eligibility requirements to apply for the LVN-to-RN program include completion of program prerequisites, having a current California LVN license OR recent completion of an accredited vocational nursing program and eligible to take the National Council Examination for Practical Nurses (NCLEX-PN), and entrance criteria. Students who recently completed an accredited vocational nursing program must have a California LVN license by the end of the spring (first semester) to be able to complete the LVN-to-RN program. Continuation in the program is contingent upon passing the NCLEX-PN. Students who have LVN license must maintain current licensure throughout the LVN-to-RN program.

The LVN-to-RN program entrance criteria include grade point average (GPA), a maximum of four (4) science repeats, and an acceptable score on a readiness examination.

The LVN-to-RN program prerequisites must be completed with a grade of "C" or better. These courses are BIOL 124, BIOL 125, BIOL 128, PSY 101, MATH 331, and ENGL 101. In addition, the student must complete the college's graduation requirements for an associate degree.

The graduate of the LVN-to-RN program is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

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**The graduate of the Associate in Science in LVN-to-RN (Licensed Vocational Nurse-to-Registered Nurse / Registered Nursing / Associate Degree in Nursing) will:**

- Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
- Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
- Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
- Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
- Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
- Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
- Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
- Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and development of therapeutic relationships.

### **Program Requirements**

**A major of 26.5 units is required for the associate in science degree.**

#### **Spring Semester**

		<b>Units: 13.5</b>
NURS101	Transitions to Professional Practice	1.5
NURS102	Med Surg Nursing 1	3

NURS103	RN Practicum 1	5
NURS104	Med Surg Nursing 2	3
NURS111	RN Skills 1	1

**Fall Semester**

**Units: 13**

NURS106	Leadership & Management	1.5
NURS108	RN Practicum 2	5
NURS109	Med Surg Nursing 3	3
NURS110	Mental Health Nursing	3
NURS112	RN Skills 2	0.5

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**Total Program Units** 26.5

**Title: "30 UNIT" OPTION**  
**Award Type: Certificate of Achievement**

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The LVN "30-unit" option (Certificate of Achievement) is another alternative to becoming eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and pursue a career as a "non-graduate" registered nurse in the state of California. The student choosing this option is NOT considered a graduate of the nursing program or the college. Most other states do not recognize California's LVN "30-unit" option and will not issue RN licenses to these LVNs. Applicants to the "30-unit" option must meet with the LVN-to-RN program director for advisement.

The "30-unit" option requires current licensed vocational nurse (LVN) licensure. For recent vocational nursing graduates waiting to take the National Council Examination for Practical Nurses (NCLEX-PN), continuation in the program is contingent upon passing the licensure examination.

Upon completion of the 30-unit option, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

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**The graduate of the Certificate of Achievement in "30 UNIT" OPTION will:**

- Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
- Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
- Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
- Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
- Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
- Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
- Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
- Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
- Use verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and development of therapeutic relationships.

**Program Requirements**

**A total of 30 units is required for the certificate.**

**Science Requirements**

		<b>Units: 8.5</b>
BIOL125	Human Physiology	4
BIOL128	Microbiology	4.5

**Spring Semester**

		<b>Units: 9</b>
NURS103	RN Practicum 1	5
NURS104	Med Surg Nursing 2	3
NURS111	RN Skills 1	1

**Fall Semester**

**Units: 12.5**

NURS106	Leadership & Management	1.5
NURS108	RN Practicum 2	5
NURS109	Med Surg Nursing 3	3
NURS110	Mental Health Nursing	3

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**Total Program Units** 30