

# **Los Angeles Harbor College**

## **Academic Program/Pathway Review Policy and Procedure Manual**

**As approved by the Academic Senate  
On March 1, 2012**

## Academic Program/Pathway Review Policy and Procedures Manual

**PREAMBLE:** All areas of the College are subject to Program Review. A program is identified as an area of the College with a distinctive fund center. This includes all programs within the Academic Affairs (including Career and Technical Education [CTE], Continuing Education, Library, LRC), Student Services, and Administrative Services Clusters. For the purpose of this document, academic programs (including all those programs that report to the Vice President for Academic Affairs, e.g, LAC, Library, Community Services, Workforce & Economic Development) are addressed. All other clusters will develop their own policy and procedure manuals.

All academic program/pathway and viability reviews will be guided by the Los Angeles District Board of Trustees rules 6800, 6801, 6802 and 6803, approved June 11, 2003, pursuant to Title 5, 5500 (b), "and will consider: Mission, Need, Quality, Feasibility, and Compliance." CTE programs are reviewed on two-year cycles (every six years the longer version will be used which includes both the long and short forms) and all other academic programs on six-year cycles.

### **PROGRAM/PATHWAY DEFINITION:**

An Academic Program is a course or a series of courses designed to be applied toward completion of requirements for a certificate or degree. In some instances, a division may decide to group together two or more disciplines that share common outcomes into a pathway for purposes of efficiency in carrying out the review process.

### **PURPOSE:** 6800. COURSE AND PROGRAM APPROVAL AND MODIFICATION.

The purpose of the Program Review is to improve student learning outcomes. The Chancellor, in consultation with the District Academic Senate, shall develop policies for the establishment and modification of courses and programs.

#### **Title 5, CCR, 51022(a)**

The program review process provides all individual programs with an opportunity to review formally their goals and objectives in order to integrate these programs into the Educational Master Plan. The program review process is designed to enable department members and other stakeholders to identify needs and evaluate the effectiveness of a program.

#### ***I. Program Review***

The purposes of educational program review include (Board Rule 6709.1):

- a) Defining and affirming excellent academic programs,
- b) Providing for a systematic program planning process,
- c) Reviewing the quality of instructional programs and courses,
- d) Fostering self-renewal and self-study of programs.

#### ***II. Viability Review Definition***

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Initiation, revitalization, or discontinuance of a program involves additional scrutiny of a viability review. The purpose of viability review is to provide an opportunity for program modification, improvement, departmental reorganization, initiation, or discontinuance.

**OUTCOME:** The overall goal of the program review process is to improve quality continually, as measured in the context of the College's mission. It provides a formal assessment of a program as currently implemented. The result of this assessment will be viability recommendations, specific objectives, student learning outcomes, and timelines for implementation.

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## **Academic Program Review**

### **PROGRAM REVIEW PROCESS**

The program/pathway review process will be under the direct supervision of the Division Chair or Manager responsible for the program. The Academic Affairs Cluster of CPC will develop the Academic Review Schedule in agreement with the Academic Senate.

The Office of Institutional Effectiveness will use the Los Angeles Community College District databases in all program/pathway reviews. If locally developed data such as surveys and government agency information are used, they will be reviewed and authenticated by the College Office of Institutional Effectiveness prior to incorporation into program/pathway review documents.

For each six-year program/pathway review, a Program/Pathway Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). The review process will be carried out over a two-year period. In the first year, the team will review and update all course outlines of record. In the second year, the team will conduct the actual review of the program or pathway. This committee will consist of:

- Division Chair or Manager
- Program Faculty (open to all full-time and adjunct)
- Program Staff
- Administrator responsible for the area
- Vice-President of the Cluster
- One outside professional or alumni
- Two students currently enrolled in the program under review

The Division Chair or Manager will convene the committee to review the pertinent information. The committee will collect (in conjunction with the Office of Institutional Effectiveness), review, and evaluate the documentation and develop a list of needs based on student learning outcomes. A report of this process will be included in the program/pathway review documents. A unit plan will be developed from assessment of this data with a timeline and estimated budget. The unit plan will be revised annually and presented to Division Council for prioritization into the Cluster Plan..

The completed program/pathway review will be forwarded to the Vice-President of Academic Affairs. The Vice-President of Academic Affairs, the appropriate Dean of the division, and the Division Chair will review, discuss, and evaluate the submitted program/pathway review, and either return it to the self-study committee for further information or accept it for inclusion in the Division's unit plan. The Vice-President of Academic Affairs will submit a written report with the evaluation of the program/pathway review to the Academic Senate if the review makes a recommendation regarding program initiation or viability.. The Academic Senate's role is to approve or disapprove program initiation, program discontinuance, or revitalization and resolve disputes following the program initiation/discontinuance policies prior to sending it to the President of the CCollege for final approval.

## PROGRAM INITIATION

Program Initiation was moved to a stand-alone document, which means the previous Program/Pathway Review document with Program Initiation Section remains in effect. [This needs to be clarified and approved by president.]

## PROGRAM VIABILITY REVIEW

Pursuant to Board Rule 6800, 6803, and Title 5, § 55000(b), Los Angeles Harbor College shall in consultation with its Academic Senate, adopt the following procedures for initiating and conducting a viability review of "educational programs," as defined in Title 5, § 55000(b).

**Recommendations** that are derived from the program viability review may include, but are not limited to:

- Program modification
- Program improvement
- Departmental organization or reorganization
- Program initiation
- Program discontinuance

All new programs must meet regulatory guidelines established for the discipline(s) at state, district, and local levels. All criteria applied to initiation of programs, both Career Technical Education (CTE) and academic, are also to be applied for discontinuance of a program.

The **criteria to identify at-risk programs** should:

- be clearly stated
- contain uniform measures applied to all programs
- contain a specific set of measures for categories of programs, e.g., CTE, transfer, lab/studio/shop/clinical-based
- be based on trends over time, typically three to five years
- include a narrative analysis of each data element provided by program faculty
- relate both to program goals and the mission of the College and state mandates
- identify definite steps to be taken to strengthen programs in an at-risk status.

The following **criteria for identifying at-risk programs** are suggestions only.

### **Qualitative Data**

Qualitative outcomes are reflected in the spirit that animates classroom discussion, the values that are modeled in andragogy.

Explicit attention should be given to qualitative aspects of the program. If the focus of the process is qualitative, less statistical and more value-laden assessment will be made. In addition to the Master Plan, these factors should be considered:

- breadth of the curriculum

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- teaching: faculty development in classroom techniques such as addressing alternative learning styles, student course contracts, and classroom research
- learning
- student satisfaction
- student support services: tutoring, financial aid, learning/study skills, childcare, etc.
- levels of outside support (e.g., articulating universities or employing business and industry).

### *Quantitative Data*

It is important to emphasize that quantitative data should not be presented without a narrative explanation nor should it be used for comparison among a College's programs.

Key factors which may be used in identifying and evaluating at-risk programs include:

- analysis of Student Learning Outcomes and Program Learning Outcomes
- articulation agreements
- declining enrollment trends
- average class size below 25 for 2 or more years
- employment/transfer rate
- local advisory board information
- Gainful Employment Data
- insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration (average length of time required to complete program)
- low rate for student achievement of program goals (i.e., successful completion rate)
- low retention within courses
- low term-to-term persistence for those in courses in the major
- currency of curriculum
- impact on Program Offerings within the College, the District and the region (remember all CTE programs must receive approval from the regional deans); declining need for this program by other programs
- lack of demand in the workforce or unavailability of the transfer major
- adequate faculty, both in numbers of full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate)
- sufficient physical resources including facilities, equipment, and supplies
- appropriate levels of outside support such as classified staff, course offerings, library materials, and workplace learning opportunities.
- adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit
- analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
- articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels
- FT/PT ratio
- FTES/FTEF

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- cost per FTES
- number of majors in non-major courses
- transfer rate in relation to College wide transfer rate

### PROGRAM REVITALIZATION OR DISCONTINUANCE

The program review process may indicate that a program no longer successfully serves the purpose for which it was intended. In such cases a program revitalization/discontinuance process will begin. This process is designed to modify, enhance, modernize or discontinue the program.

A Program Revitalization/ Discontinuance Committee will be charged with the assignment of analyzing, evaluating, and recommending necessary actions regarding the program. The committee will be composed of the Vice President of Academic Affairs, the dean responsible for the program, division or department chair, a faculty member appointed by the Academic Senate, a representative from the AFT (Instructional unit for academic programs), full-time and adjunct personnel in the program, a faculty member from the discipline from another college and a student representative appointed by the ASO.

This Committee is responsible for devising a plan to modify the program including expenses such that it meets the academic community needs and its budgetary constraints. Revitalization plans for academic needs will be submitted to the Academic Senate and President of the College for approval.

Program review and revitalization may determine that a program no longer fulfills the College mission and goals or is prohibitively expensive to revitalize (Board Rules 6800,6803.10, and Education Code 78016, Title 5, CCR, 51022 (a) See Appendix C.). In such a case, the Program Revitalization Committee may recommend to the Academic Senate that the program be discontinued.

If the Senate concurs, its recommendation and the final report from the Program Revitalization Committee will be forwarded to the President within 15 College business days. If the Senate does not concur with the Program Revitalization Committee's recommendation for discontinuance, the Senate President will call a joint meeting of the Program Revitalization Committee and the Senate in order to reach consensus.

### **§ 78016. Review of program: termination**

(a) Every CTE training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

- (1) Meets a documented labor market demand.
- (2) Does not represent unnecessary duplication of other manpower training programs in the area.

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- (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- (b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.
- (c) The review process required by this section shall include the review and comments by the local South Bay Economic Development Partnership South Bay Workforce Investment Board established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- (d) Input from the industry advisory board shall be included for any CTE program being considered for revitalization or discontinuance.
- (d) This section shall apply to each program commenced subsequent to July 28, 1983.
- (e) A written summary of the findings of each review shall be made available to the public via the College Website.

## APPEALS PROCESS

### In the event the College President does NOT approve the Academic Senate recommendations:

1. The College President will state in writing the reasons for the rejection to the Academic Senate President and to the AFT Chapter Chair according to the provisions of Article 33, and Board Rule 2.1.A.
2. The President's reasons for rejection will be made within (15) fifteen College business days after receiving the Academic Senate recommendations.
3. The Academic Senate will consider the President's written reasons and vote to accept or to appeal them.

### Composition of the Appeals Panel:

- a. Academic Senate Representative
- b. Academic Affairs Representative
- c. AFT Representative
- d. Unbiased third party to serve as mediator
- e. Dean of the area and or the Vice President of Academic Affairs or Student Services, as appropriate.

### Procedure:

- a. The Appeals Panel reviews and discusses the written rejection received from the College President.
- b. The Appeals Panel prepares a written recommendation that is sent to the College President and to the President of the Academic Senate.
- c. All parties will make every effort to reach a mutually acceptable agreement in a reasonable amount of time, but not to exceed three months. However the decision of the President is then final.

**Los Angeles Harbor College  
Academic Program/Pathway Review  
(Long Form)**

Name of discipline or pathway:

Division chair:

Phone number:

Names and types of program:

Degree program:

Certificate program: \_\_\_\_\_

Skills certificate:

Program/Pathway mission:

**A Program/Pathway Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). Please submit the attached committee participant list to the appropriate dean by September 15. This committee will consist of:**

Division Chair or Manager:

Program/Pathway Faculty (all full-time and adjunct):

Program Staff:

Administrator responsible for the area:

Vice-President of the Cluster:

One outside professional or alumni:

Two students currently enrolled in the program/pathway under review:

**Program/Pathway Description and Overview:** Please write a brief overview of the program or pathway. Align the program or pathway with the College mission, goals, student learning outcomes, and strategies.

Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program; certify that COR has been reviewed and updated in the Electronic Curriculum Database (ECD) within the last five years as required for articulation. This review must take place in the year preceding the full self-study:

Current sample class syllabi for courses offered in the program/pathway are available for review in the Department/Division office.

Attach current Unit Plan:

In the following sections, please write an analysis and response to the data:

**I. Internal Data:**

**A.) Student Learning Outcomes:**

1. Summarize the analysis of your assessment results for courses in your area.
2. Summarize the analysis of your assessment results and curriculum mapping for your program/pathway.
3. Summarize your analysis of this year's assessment results of the institutional student learning outcomes. Even if you did not directly participate, how do the results apply to your area?
4. How have the results of your assessments been shared and discussed among the members of your program/pathway? (Provide dates and minutes of meetings or transcript of online discussion)
5. How have the results of your assessments been shared and discussed with the members of your advisory committee (if CTE program)?
6. Based on the discussion and analysis of your assessment results, what changes have you made or plan to make? (Provide dates, description of changes, and faculty responsible)

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7. As assessment is an on-going, iterative process, what is your assessment plan for the program/pathway and courses for the upcoming review period? Provide dates, SLOs to be measured, means of assessment, and faculty to be responsible.

**B.) Number of full-time faculty FTEF BY FALL SEMESTER\* since last review or previous five years:**

**C.) Number of adjunct FTEF BY FALL SEMESTER since last review or previous five years.**

**D.) Number of FTEF taught as overload by full-time faculty since last review or previous five years.**

**E.) Total FTEF BY FALL SEMESTER since last review or previous five years.**

**Document changes in support personnel and equipment budgets since last review or the previous five years. Write a narrative that explains any variations in the table below.**

	<b>Equipment \$</b>	<b>Hourly</b>	<b>Full-time</b>	<b>Classified</b>
2007				
2008				
2009				
2010				
2012				

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Using the District Database Directory of Programs ([www.laccd.edu](http://www.laccd.edu)), indicate the number of sections offered, including the number canceled over the last five years or since last review (Add rows to the chart below as necessary):

	Subject Code	Subject Title	Course Number	Top Code	Units	# of Repeats Allowed	Course Classification	UC Transferable	Course is Cross Referenced	Degree Applicable	Std. Lecture Hours per Week	Std. Lab Hours per Week	Prerequisites (Yes/No)	Corequisites (Yes/No)	Basic skills	Non Credit Category	# of Times Course Offered 5 Yrs.	# Times Cancelled 5 Yrs.	
1																			
2																			
3																			
4																			
5																			

**Total FTES: Please Chart for last five years by FALL SEMESTER by discipline.**

**GE courses:**

**Major required courses:**

**Elective courses:**

**Total FTES:**

**Total FTES to FTEF:**

**List FTES to FTEF for the past five years BY FALL SEMESTER:**

List total numbers for past five years:

Degrees awarded:

Certificates awarded:

Skills certificates awarded:

Retention rate by program & course not by major/elective, etc.:

GE courses:

Major required courses:

Elective courses:

Overall retention rate:

Successful course and program completion since last review or last five years:

GE courses:

Major required courses:

Elective courses:

Overall successful course and program completion rates:

## II. External Data:

A.) **Advisory Committee:** For programs requiring advisory committees, attach minutes from the last five meetings indicating that SLOs have been reviewed and recommendations have been discussed along with a list of the advisory board members.

B.) **Provide an analysis and response to the environmental scan provided by the Office of Institutional Effectiveness.** Chairs are encouraged to add any additional data sources they find appropriate. What trends are indicated by a review of the data?

**What are the strengths of the program? Include reference to SLO assessment results.**

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**What areas of the program need strengthening? Include reference to SLO assessment results.**

**Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation. This section should inform the six-year Plan of Action—Pre/Post Validation form attached.**

**\*Most of the data in the College *Fact Book* is derived from fall semester totals. CTE programs should include data from the LAEDC Labor Market Scan.**

Los Angeles Harbor College

**Academic Program/Pathway Review**

Program/Pathway Review Self-Study Committee

A Program/Pathway Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). This committee will consist of:

Program Name:	
Division Chair or Manager:	
Program Faculty (all full-time and adjunct):	
Program Staff:	
Administrator responsible for the area:	
Vice-President of the Cluster:	
One outside professional or alumni:	
Two students currently enrolled in the program under review:	

N.B.—This form is to be completed and submitted to the Office of Academic Affairs no later than September 15,

**Plan of Action – Pre/Post Validation**  
(Six-Year Evaluation)

Department \_\_\_\_\_ Program \_\_\_\_\_

In preparing this document, refer to the discipline or program/pathway data collected during the self-study and the recommendations of the validation team. Identify the actions the discipline or program/pathway will take during the next six years. Be as specific as possible and indicate a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives.) The completed final plan should be reviewed by the department as a whole. Be sure the signature page is attached.

Recommendations to improve *desired student outcomes* and improve student performance

**Theme/Objective/  
Strategy from  
strategic plan**

**Target  
Date for  
each of 6  
years**

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Recommendations to accommodate anticipated changes in *student characteristics*

**Theme/Objective/  
Strategy from  
strategic plan**

**Target Date  
for each of 6  
years**

Enrollment changes:		
Demographic changes:		
Other		

Recommendations to improve the *educational environment*

**Theme/Objective/  
Strategy from  
strategic plan**

**Target Date  
for each of  
6 years**

Curricular Changes		
Co-Curricular Changes		
Neighboring College and University Plans:		
Related Community Plans:		
Other		

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Recommendations that require <i>additional resources</i>	Theme/Objective/ Strategy from strategic plan	Target Date for each of 6 years
Facilities:		
Equipment:		
Staffing (faculty, administrator, & classified):		
Other		

## Validation Team Duties

A program/pathway review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

### Duties of the Team Member

#### Pre-Visit Responsibilities

- Study the self-study report prepared by the faculty.

#### Visit Responsibilities

- Meet with program/pathway faculty.
- Examine teaching materials, supplies, and equipment presently being used in the program.

#### Post-Visit Responsibilities

- Develop an executive summary of team findings and recommendations.

### **The Role of the Validation Team**

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program/pathway improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information materials which would be helpful in preparing the executive summary. This team should meet at least twice.

At the first meeting, attended by the Review Team Chair and the appropriate Dean, the members of the Validation Team hear a 15-20 minute presentation about the program/pathway from the Review Team Chair. The Chair then provides them with a copy of the Program Review document and takes the team on a tour of the campus facilities and introduces any faculty members as appropriate.

During the interim between the meetings, the Validation Team studies the Program Review document and formulates their opinions of the program/pathway.

At the second meeting, also attended by the Review Team Chair and the appropriate Dean, the members of the Validation Team ask any pertinent questions that have arisen. The Review Team Chair then leaves the meeting and the Validation Team members identify the program/pathway's strengths, concerns, and recommendation. The appropriate Dean takes notes and then writes up the executive summary.

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**Program/Pathway Review -- Validation Team Members**

TO: Academic Dean

Date \_\_\_\_\_

FROM: \_\_\_\_\_

We recommend the following persons for consideration for validation team:

Department \_\_\_\_\_ Program \_\_\_\_\_

The validation team should be comprised of the dean of the area, one faculty member from a related discipline/program, two faculty members from unrelated disciplines, and two members from outside of the College/College.

(Name)	(Related discipline/program)
(Name)	(Unrelated discipline/program)
(Name)	(Unrelated discipline/program)

In addition to the above, the validation team should also include at least two individuals from outside of the institution. This may be someone from a four-year institution in the same discipline, someone from another community College in the same discipline, a high school instructor in the same discipline, or a member of College community employed in the area of the program.

(Name)	(Title)
(Affiliation)	(Telephone Contact Number)
(Mailing Address)	
<hr/>	
(Name)	(Title)
(Affiliation)	(Telephone Contact Number)
(Mailing Address)	
<hr/>	

**EXECUTIVE SUMMARY**  
**(Validation Team Report)**

**(Program/Pathway)**  
**(Year)**

**Team Members**

**MAJOR FINDINGS**

Strengths regarding the program/pathway:

Concerns regarding the program/Pathway:

**RECOMMENDATIONS**

**Rubric for Program/Pathway Review**

Element of the program review	Element is missing in this program review = 0	Element present but short of adequate, showing little or no attention = 1	Element has been adequately developed = 2	Element is present, showing exceptional attention, analysis, and planning = 3	Score	This element does not apply to this program Review
The “Description and overview” section gives a clear and concise summary of the program.						
Review provides appropriate enrollment data and a careful analysis of its import for the program.						
Review fully explores the data elements provided in the environmental scan and suggests action steps to address areas of concern or opportunity.						
Review clearly shows that the division or area has understood the goals and strategic directions in the Educational Master Plan and developed appropriate action steps to address them.						
Review records the robust assessment of student learning outcomes at the course and program levels and develops plans for improvement of student learning.						
All advisory committee meeting minutes are attached for CTE programs.						
Two-year programs clearly and adequately address the three main requirements of Ed Code for CTE programs.						
External validation team has fully reviewed the complete program review and made constructive suggestions.						
Review gives a thorough and insightful analysis of the areas of the program that need strengthening.						
Six-year plan of action provides practical steps based on data (enrollment data, environmental scan,						

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and assessment of SLOs).						
Organization of the content within the questions has been clearly and thoughtfully organized for the reader's benefit.						
Grammar and mechanics (including formatting and proof reading) are sound, making it a professional document.						

## Two-Year Review CTE Training Programs (Short Form)

Name of Program: \_\_\_\_\_

Division Chair \_\_\_\_\_

Academic Year \_\_\_\_\_

Program Specific – Desired Student Outputs (Ed Code 78016(a)(1))—Meets a documented labor market demand.

What do the data indicate about the desired student outputs at the program level?

- a) Documents and labor market data from professional organizations, government agencies, and community groups related to needed skills and demand for future workers.
- b) Data from advisory committee regarding appropriateness of current outcomes and needs for entry and upgrade level training.
- c) Data from employers
- d) Data from students via focus groups, & surveys/questionnaires
- e) Review and comments from a local South Bay Workforce Investment Board (*N.B.—Required by LACCD Board regulation*).

Evidence of Students’ Attainment of Intended Learning Outcomes (Ed Code 78016(a)(3))—Is of demonstrated effectiveness as measured by the employment and completion success of its students.

How and why is the program/discipline effective? Analyze student performance indicators and patterns of student success in the course and/or the program. Provide evidence regarding progress toward and achievement of desired student outputs. Where appropriate, please indicate “not applicable.”

Select those performance indicators applicable to the program.

- a) Success and retention rates.
  - 1) What is the overall trend in success and retention in your program (have they increased/decreased)? Cite evidence from assessment of student learning outcomes.

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- 2) How do these rates compare to those of the College as a whole and/or comparable programs?
  - 3) Analyze course specific trends in success and retention.
  - 4) Are there any courses where the trend over the past two years deviates from the program trend? What explains any observed differences?
  - 5) Do some courses tend to have higher or lower success and retention rates than other courses?
- b) Degrees and certificates
- 1) Describe the types of awards (degrees/certificates) available through your program.
  - 2) What is the general trend in program awards over the past 3 to 5 years and how does this compare to those of the College as a whole?
- c) Certification exam results
- 1) Is there a governing board that provides certification exams for students in your program?
  - 2) What was the most recent pass rate and how does this compare to pass rates over the past 3 to 5 years? What factors affecting pass rates are relevant for program planning?
- d) Job placement rates
- 1) Do you track job placement of students in your program or use external data (VTEA)?
  - 2) How do your rates compare to external criteria or standards?

Duplication--(Ed Code 78016(a)(2) Does this program represent unnecessary duplication of other manpower training programs in the area? Please describe any relevant differences between your program and the CollegeCollege and/or other programs.

## Academic Support Program Review

### DEFINITION OF AN ACADEMIC SUPPORT PROGRAM

An Academic Support program (e.g., Library and LAC) is any cost or revenue center that is not required to generate WSCH. Some programs must perform program review for state or agency mandated requirements. Those programs do not need to duplicate these efforts; however, they do need to update unit plans as necessary.

### PROGRAM INITIATION

There are many ways in which a new program may become an active component of Los Angeles Harbor College. New programs may be initiated by any planning unit and must be approved as provided for in the Planning and Procedure manual.

These procedures apply to stand alone Academic Support programs as well as those incorporated in grants and specially funded programs.

Before becoming institutionalized, all Academic Support programs after consultation with the Senate where applicable must be approved by the College Planning Council (CPC) and the President of the College.

### PROGRAM REVITALIZATION OR DISCONTINUANCE

The program review process may indicate that a program no longer successfully serves the purpose for which it was intended. In such cases, a program revitalization process will begin. This process is designed to modify, enhance, or modernize the program in order to allow it to continue.

A Program Revitalization Committee will be charged with the assignment of analyzing, evaluating, and recommending necessary changes to the program. The committee will be composed of all non-probationary personnel in the program, the administrator responsible for the program, a faculty member appointed by the Academic Senate, a representative from the appropriate bargaining unit, and a student representative.

This Committee is responsible for devising a plan to modify the program, including expenses so that it meets the College community needs and its budgetary constraints. After consultation with the Academic Senate where appropriate, a new unit plan will be submitted to the CPC and the College President for approval.

Program review and revitalization may determine that a program no longer fulfills the College mission and goals or is prohibitively expensive to revitalize. In such a case, the Review Committee may recommend to the CPC that the program be discontinued.

The CPC may develop an appeals process.

## Academic Support Program Review Process

The program review process will be under the direct supervision of the Manager responsible for the program. The Office of Institutional Effectiveness or the Los Angeles Community College District databases will be used in all program reviews whenever possible. All sources will be cited appropriately in order to verify data.

A Program Review Self-Study Committee will be composed to complete the program review. This committee will consist of:

- Manager
- Program Staff
- Administrator responsible for the area
- Vice-President of Cluster
- One outside professional or alumni
- Two currently enrolled students
- Two faculty -- one appointed by the Academic Senate and one by the AFT

The manager will convene the committee, assign duties, and accumulate pertinent information. Upon completion of all forms and accumulation of all support documentation, the committee will review the document, assess the successes of the program, and develop a list of needs with a timeline and an estimated budget. This written evaluation will be included in the program review.

The completed program review will be forwarded to the College Planning Council (CPC) cluster committee responsible for the program. The cluster committee will review the program review documents and either return it to the self-study committee for further information or documentation, or accept it. Either way the cluster committee, will issue a written report to accompany the document.

All final Academic Support Program Reviews will be sent to the CPC for review, acceptance, and incorporation into the College Master Plan.

**ACADEMIC SUPPORT PROGRAM REVIEW FORMAT**

*(Please submit one completed form for each program.)*

**Name of department or unit:** \_\_\_\_\_

**Supervisor or manager:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**Name and type of program:**

**Please write a brief overview of the program. Align the program with the College College goals and strategies.**

**Number of full-time personnel BY SEMESTER since last review:**

**Number of part-time personnel BY SEMESTER since last review:**

**Total FTEP BY SEMESTER since last review:**

**Number of support personnel and classifications with history since last review:**

**Students served by semester for the past three years:**

**Quantitative data to support program efficiency and value added:**

**Qualitative data to support program efficiency and value added:**

**What areas of the program need strengthening?**

**What are the strengths of this program?**

**Summarize program and unit plan modifications necessary for program improvement.**

**Attach current Unit Plans.**

## SUPPORT DOCUMENTATION

The following template is to be used as appropriate to the individual program being reviewed. Additional appropriate documentation can be used as required.

**Program:**

**Division:**

**Beginning date of self-study**

**Completion date of self-study**

**Self-study committee members:**

Division chair:  
Program faculty:  
Program staff:  
Program administrator:  
Vice-president of cluster:  
Professional or alumni:  
Students:

**State mission, goals, and student learning outcomes of program:**

**State how the program mission, goals, and student learning outcomes match those of the College:**

**State purpose of program:**

**History of program:**

**Describe any unique institutional goal the program satisfies:**

*For each degree and certificate offered by the program, complete the following:*

**Degree** \_\_\_\_\_

**Program requirements for degree:**

**Certificate** \_\_\_\_\_

**Program requirements for certificate:**

**Number of major students:**

**Numbers of sections, by year over five years:**

**Number of students, by year over five years:**

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**Number of full-time faculty: (immediate past year)**

**Number of adjunct faculty: (immediate past year)**

**Total full-time equivalent faculty: (immediate past year)**

**Average number of hours per student served:**

**Ratio of students served to staff : (immediate past year by semester)**

**Full-time equivalent students (FTES) served: Number of permanent staff: (immediate past year)**

**Number of full-time equivalent staff: (immediate past year)**

**Number of full-time equivalent personnel: (immediate past year)**

**Gender breakdown of students: (immediate past year)**

**Ethnic breakdown of student: (immediate past year)**

**\_\_\_ African-American**

**\_\_\_ Native Americans**

**\_\_\_ Asian**

**\_\_\_ Pacific Islander**

**\_\_\_ Filipino**

**\_\_\_ White**

**\_\_\_ Latino**

**\_\_\_ Other/Declined to State**

**Age breakdown of students: (immediate past year)**

**\_\_\_ 19 and under**

**\_\_\_ 35-39**

**\_\_\_ 20-24**

**\_\_\_ 40-44**

**\_\_\_ 25-29**

**\_\_\_ 45-54**

**\_\_\_ 30-34**

**\_\_\_ 55 and over**

**Number of special students served in the immediate past year:**

**Describe any special funds awarded to program:**

## STUDENT SURVEY GUIDELINES AND TEMPLATE

**Within the first half of the semester**, the Student Survey should be administered to students in the program or discipline involved in the program review self-study. Beyond that time, input from students who have dropped is lost, and information from these students may be some of the most valuable for the program. A copy of a generic survey appears on the following pages. The survey does not need to collect data such as ethnicity, age, gender, or GPA, which are available from other sources and may be matched by student identification number.

You may wish to add questions to the generic survey that deal specifically with the own program. It is an excellent opportunity to gather valuable information with little additional effort. The Office of Institutional Effectiveness will tabulate results and a copy of the survey with results will automatically be added to the data book. You are able to use this information in analyzing the current program as well as in future planning. You will also wish to develop surveys to poll groups other than students, such as faculty, staff, and/or community members. The Office of Institutional Effectiveness may assist with this process.

1. Review the generic survey and determine which additional questions would be valuable to the program. Non-instructional programs and services may need to modify some of the generic questions. Contact the Office of Institutional Effectiveness if this is the case.
2. Write additional multiple choice questions following the format of the generic survey. There should be no more than 50 questions. Remember that the questions must be multiple-choice, and only one answer per question can be selected. If open-ended questions are desired, you may add them, but you will have to evaluate those answers.
3. Submit supplemental questions to the Office of Institutional Effectiveness by mid-September in order to have final surveys available for the classrooms early in the fall semester. The office staff will read them over for clarity and format and return them to you so that you can finalize the survey and have it duplicated. Directions for administering the surveys will be provided.
4. The surveys should be administered within a one- to two-week period. When you have finished, return the surveys to the Office of Institutional Effectiveness. The results will be tabulated and returned to you with the data book so that you can incorporate the information into the self-study document.
5. If you have a large number of students (over four or five hundred), you may wish to administer the survey to selected classes only. Contact the Office of Institutional Effectiveness to help you determine a representative sampling.
6. If you would like a breakdown by groups of the information obtained from the student surveys, contact the Office of Institutional Effectiveness **prior to** finalizing the questions. Staff will help you determine whether it is possible to do and if so, the most useful categories for the program (e.g., day vs. night students or new vs. continuing).
7. Surveys may be administered by Scantron sheet or by electronic means (e.g., SurveyMonkey).

## SAMPLE PROGRAM REVIEW STUDENT SURVEY

In order to continuously improve instruction, course offerings, student services, and Los Angeles Harbor College's educational environment, we need student input. Please answer the following questions to the best of your ability, using the Scantron sheet provided.

**IF YOU HAVE FILLED OUT THIS SURVEY IN ANOTHER CLASS THIS SEMESTER, PLEASE ENTER THE NAME AND SECTION OF THE CLASS HERE**

---

- Use a soft pencil on the Scantron answer sheet.
- Please select only **ONE** answer to each question.
- If you wish to change the response, erase the first mark completely.
- Enter your Social Security number in the space provided on the answer sheet.

**Please fill in your student ID on the Scantron Sheet in the spaces provided. This information is used only to compare groups of students and prevent multiple surveys from individuals within the same program. Your identity will remain confidential and will be used only by the Office of Institutional Research to assist in program review.**

### General Questions:

1. The number of hours per week that I usually work are:
  - a. I do not work at all
  - b. Less than 10 hours
  - c. 10 - 20 hours
  - d. 21 - 30 hours
  - e. 31 - 40 hours
  - f. 40+ hours
  
2. In addition to Los Angeles Harbor College, I also am attending classes at:
  - a. El Camino College
  - b. Another Los Angeles Community College
  - c. High School
  - d. Other School
  - e. No other school
  
3. I am attending other Colleges because: (Answer only if attending another campus)
  - a. Required course(s) not available at Harbor College
  - b. Course(s) is offered but not at a convenient time
  - c. Classes at Harbor College were filled
  - d. Reputation of the other College
  
4. I would like to see more class sections at the following time:
  - a. Saturday classes
  - b. Evening classes (after 4 p.m.)
  - c. Afternoon classes (noon to 5 p.m.)
  - d. Morning classes (8 a.m. to noon)
  - e. Early morning classes (before 8 a.m.)
  - f. Internet classes
  - g. ITV classes
  
5. Most of my courses take place (*Mark all that apply*):
  - a. Day courses (before 4:30 p.m.)
  - d. Weekends only

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- b. Evening courses (after 4:30 p.m.)
  - c. Both during the day and the evening
  - e. Day, evening, and weekends
  - f. On-line courses only
  - g. ITV classes
6. The main reason I chose Los Angeles Harbor College was
- a. Convenience to home or work
  - b. Affordability
  - c. Availability of courses not offered elsewhere
  - d. Recommendation by a friend or relative
  - e. Recommendation by a high school counselor or teacher
  - f. College reputation
  - g. Other
7. My access to computers and the Internet can be described as (*check the one that best applies to you*):
- a. I own my own computer, and I am connected to the Internet.
  - b. I own my own computer, but I am not connected to the Internet.
  - c. I have an e-mail account.
  - d. I do not own a computer, but I have access to one at school, work, etc.
8. My computer skills can best be described as (*select one*):
- a. Able to trouble shoot operating system problems with my computer
  - b. Regularly use the internet, other applications, and can download information
  - c. Regularly use the Internet and some other applications, Word, Excel, etc.
  - d. Only use the internet; often need help from others
  - e. Non-existent; I don't have any computer skills

### Program-specific Questions:

Departments should create their own questions centered on their Student Learning Outcomes (SLOs).

**APPENDIX A. SCHEDULE FOR PROGRAM / PATHWAY REVIEWS**

English	Communications	Sp 09	Sp 15		
English as a Second Language	Communications	Sp 09	Sp 15		
Personal Development	Counseling	Sp 09	Sp 15		
Humanities	Humanities and Fine Arts	Sp 09	Sp 15		
Philosophy	Humanities and Fine Arts	Sp 09	Sp 15		
Theater	Humanities and Fine Arts	Sp 09	Sp 15		
Library Science	Library	Sp 09	Sp 15		
Chemistry	Physical Science Pathway	Sp 09	Sp 15		
Drafting	Engineering & Technology Pathway	Sp 09	Sp 15	◇	Sp 11
Engineering Technician	Engineering & Technology Pathway	Sp 09	Sp 15	◇	Sp 11
Process Plant Technology	Engineering & Technology Pathway	Sp 09	Sp 15	◇	
Engineering, General	Engineering & Technology Pathway	Sp 09	Sp 15		
Mathematics	Math, Physical Science and Technology	Sp 09	Sp 15		
Physical Science	Physical Science Pathway	Sp 09	Sp 15		
Physics	Physical Science Pathway	Sp 09	Sp 15		
Adapted Physical Education	Physical Education Pathway	Sp 09	Sp 15		
Health	Physical Education Pathway	Sp 09	Sp 15		
Physical Education	Physical Education Pathway	Sp 09	Sp 15		
LAC		Sp 09	Sp 15		
Business	Business Pathway	Sp 10	Sp 16	◇	Sp 12
Computer Information Systems	Computer Sci. & Information Tech. Pathway	Sp 10	Sp 16	◇	Sp 12
Finance	Business Pathway	Sp 10	Sp 16	◇	Sp 12
Marketing	Business Pathway	Sp 10	Sp 16	◇	Sp 12
Real Estate	Business Pathway	Sp 10	Sp 16	◇	Sp 12
International Business	Business Pathway	Sp 09	Sp 16	◇	Sp 12
Management	Business Pathway	Sp 09	Sp 16	◇	Sp 12
Supervision	Business Pathway	Sp 09	Sp 16	◇	Sp 12
Accounting	Business Pathway	Sp 11	Sp 16	◇	Sp 12
CAOT	Business Pathway	Sp 11	Sp 16	◇	Sp 12
Office Machines	Business Pathway	Sp 11	Sp 16	◇	Sp 12
Culinary Arts	Science, Family and Consumer Studies	Sp 10	Sp 16	◇	Sp 12

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Developmental Communications	Communications	Sp 10	Sp 16		
French	Foreign Languages Pathway	Sp 10	Sp 16		
Japanese	Foreign Languages Pathway	Sp 10	Sp 16		
Spanish	Foreign Languages Pathway	Sp 10	Sp 16		
Journalism	Communications	Sp 10	Sp 16		
Speech Communication	Humanities & Fine Arts	Sp 10	Sp 16		
Certified Nurse Asst./Home Health Aid	Health Sciences	Sp 10	Sp 16	◇	Sp 12
Nursing	Health Sciences	Sp 10	Sp 16	◇	Sp 12
Architecture	Humanities and Fine Arts	Sp 10	Sp 16	◇	Sp 12
Astronomy	Physical Science Pathway	Sp 10	Sp 16		
Computer Science-Information Technology	Math, Physical Science and Technology	Sp 10	Sp 16		
Computer Technology	Engineering & Technology Pathway	Sp 10	Sp 16		
Electronics	Engineering & Technology Pathway	Sp 10	Sp 16	◇	Sp 12
Child Development	Science, Family and Con. Stud. Pathway	Sp 10	Sp 16	◇	Sp 12
Family and Consumer Studies	Science, Family and Con. Stud. Pathway	Sp 09	Sp 16	◇	Sp 12
Environmental Science	Global Environmental Science Pathway	Sp 10	Sp 16		
Geography	Global Environmental Science Pathway	Sp 10	Sp 16		
Geology	Global Environmental Science Pathway	Sp 10	Sp 16		
Oceanography	Global Environmental Science Pathway	Sp 10	Sp 16		
Administration of Justice	Public Safety Pathway	Sp 10	Sp 16	◇	Sp 12
Fire Technology	Public Safety Pathway	Sp 10	Sp 16	◇	Sp 12
Learning Skills	Essential Skills Pathway	Sp 10	Sp 16		
Cooperative Education	Work Force Development	Sp 10	Sp 16		
GED Preparation	Essential Skills Pathway	Sp 10	Sp 16		
Emergency Department Assistant	Health Sciences	Sp 11	Sp 17	◇	Sp 13
Art	Fine Arts Pathway	Sp 11	Sp 17		
Photography	Fine Arts Pathway	Sp 10	Sp 17		
Music	Humanities and Fine Arts	Sp 11	Sp 17		
Music, Commercial	Humanities and Fine Arts	Sp 11	Sp 17	◇	Sp 13
Anatomy	General Education Science Pathway	Sp 11	Sp 17		

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Biology	General Education Science Pathway	Sp 11	Sp 17
Microbiology	General Education Science Pathway	Sp 11	Sp 17
Physiology	General Education Science Pathway	Sp 11	Sp 17
History	Social and Behavioral Sci. Pathway	Sp 11	Sp 17
Political Science	Social and Behavioral Sci. Pathway	Sp 11	Sp 17
Anthropology	Social and Behavioral Sci. Pathway	Sp 10	Sp 17
Psychology	Social and Behavioral Sci. Pathway	Sp 10	Sp 17
Sociology	Social and Behavioral Sci. Pathway	Sp 10	Sp 17
Economics	Social and Behavioral Sci. Pathway	Sp 10	Sp 17
Education	Social and Behavioral Sci. Pathway	Sp 10	Sp 17
Learning Foundations	Essential Skills Pathway	Sp 11	Sp 17

Revised 3/1/12

APPENDIX B. BOARD RULES

ARTICLE VIII

EDUCATIONAL COURSES AND PROGRAMS

6800. COURSE AND PROGRAM APPROVAL AND MODIFICATION. The Chancellor, in consultation with the District Academic Senate, shall develop policies for the establishment and modification of courses and programs.

Title 5, CCR, 51022(a)

Adopted 06-11-03

6801. PROGRAM REVIEW.

1. The purposes of educational program review include:
  - a. Defining and affirming excellent academic programs;
  - b. Providing for a systematic program planning process;
  - c. Reviewing the quality of instructional programs and courses;
  - d. Fostering self-renewal and self-study of programs.
2. Program review shall link the College’s mission with the educational master plan, and department goals and educational objectives.
3. Each College shall, in consultation with its Academic Senate, develop policies and procedures for the review of all “educational programs”, as defined in Title 5, section 55000(b). At a minimum, this review will consider the following:
  - a. MISSION – the relationship of the program to the mission of the College and the District;
  - b. NEED – the need for the program;
  - c. QUALITY – the overall quality of the program;
  - d. FEASIBILITY – the feasibility of offering the program; and
  - e. COMPLIANCE – the compliance of the program with all applicable statutory and regulatory requirements.

Adopted 06-11-03

6802. CTE PROGRAM BIENNIAL REVIEW. In addition to the program review standards, criteria, policies and procedures established pursuant to Board Rule 6801, each College’s CTE or occupational training programs (i.e., degrees or certificates with TOP codes identified as “CTE” in the Chancellor’s Office *Taxonomy of*

## Academic Program/Pathway Review Policy and Procedures Manual

*Programs*) shall be subject to a biennial review. This review of CTE programs shall determine whether the following conditions or criteria are met:

1. The program meets a documented labor market demand;
2. The program does not represent an unnecessary duplication of other CTE or occupational training programs in the area; and
3. The program is of demonstrated effectiveness as measured by the employment and/or completion success of its students.

This review of each of the College's CTE or occupational training programs shall be scheduled once every two years, and shall include a review and comments from a local Workforce Investment Board. The College shall make written summaries of its biennial review findings available to the public.

Upon completion of the required biennial review of CTE programs, the College's President and the Academic Senate President shall certify that the CTE programs reviewed meet the criteria listed above and forward this certification to the Chancellor. The Chancellor will then present to the Board of Trustees, as an information item, a list of programs reviewed and certified as meeting the requirements of Education Code section 78016.

If a College President and College Academic Senate determine that a program does not meet the above requirements, the College shall conduct a viability review in accordance with the procedures established under Board Rule 6803. The purpose of a viability review is to determine what measures, if any, should be taken to improve the program. If the program fails to meet the requirements of Education Code section 78016 and this Board Rule, the College shall, in keeping with the provisions of Board Rule 6803.10, consider the program's termination.

EC 78016

Adopted 06-11-03

6803. VIABILITY REVIEW. In addition to procedures for program review established pursuant to Board Rule 6801, each College shall, in consultation with its Academic Senate, develop procedures for initiating and conducting a viability review of “educational programs,” as defined in Title 5, section 55000(b).

A program viability review may be conducted when the College determines, in accordance to procedures developed pursuant to this Board Rule, that an in-depth analysis, beyond that provided through program review, is necessary.

At a minimum the viability review procedures shall contain the following:

1. A definition of a viability review, which shall include, at a minimum; the current need for the program, the feasibility of continued support for the program, and expected program outcomes;
2. The factors that will trigger a viability review;
3. Identification of the individuals (by title) and College constituencies included in the process;
4. Procedures and criteria for information gathering;
5. Processes for conducting the review;
6. Procedures and rationale for developing recommendations, including program maintenance, modification or discontinuance.

Possible outcomes of a viability review may include, but are not limited to, recommendations on the following:

1. Program modification;
2. Program improvement;
3. Departmental reorganization;
4. Program initiation;
5. Program discontinuance.

Adopted 06-11-03

6803.10 Program Termination. In making a recommendation for program discontinuance, a viability review must consider the following:

1. The effects on students and student success if the program is discontinued;
2. Provisions that can and should be made for students in progress to complete their training;
3. The impact that discontinuance of the program will have on the comprehensiveness and balance of offerings across the College curriculum and within the district;
4. How the program’s discontinuance would impact the educational and budget-planning process used at the institution;

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5. How the program's discontinuance affects the region;
6. The effects of the program's discontinuance on transfer to four-year Colleges and universities;
7. The effects of the program's discontinuance on local business and industries;
8. The effects of the program's discontinuance on faculty and staff.

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

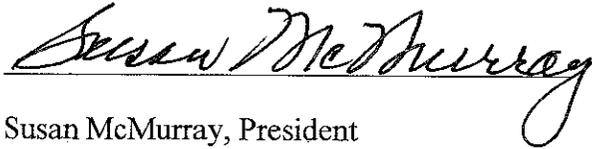
EC 78016, Title 5, CCR, 51022(a)

Adopted 06-11-03

Academic Program/Pathway Review Policy and Procedures Manual

This document is signed with the understanding that the program review student survey is a sample and that the Academic Support Program Review Process is in draft form.

Approved by the Academic Senate of Los Angeles Harbor College

  
\_\_\_\_\_

Susan McMurray, President

Date: 3/2/12

Approved by the College President

  
\_\_\_\_\_

Marvin Martinez, President

Date: 3/2/12