Academic Policies & Procedures

AP&P Agenda	Thursday, April 22, 2021 3:00 pm – 5:30 pm via Zoom

Type of Meeting: *Regular*
Note Taker: *Sam Darby*
Please Review/Bring: The past minutes for accuracy.

Committee Members:

Kathryn Mitchell, Co-chair	*Dr. Ibrahim Ganley, SBS Representative*
Isabelle Saber, Co-chair	*Cynthia Littlefield, A&H Representative*
Dr. Jessica Eaton, Articulation Officer	*Dr. Ariel Tumbaga, A&H Representative*
Timothy Sturm, CTE Representative	*Dr. Scott Lee, Library Rep, Librarian, DE Liaison*
Kent Moser, CTE Representative	*Luis Echeverria, Student Services, Counseling*
Vacant, HSS Representative	*Gabrielle Poorman, Adjunct Representative*
Maria Kilayko, HSS Representative	*Greg Borman, Administrative Position*
James Dorn, MSE Representative	*Riley Dwyer, Administrative Position*
Richard Biritwum, MSE Representative	*LaDonna Trimble, Administrative Position*
Jeffrie Ahmad, R&L Representative	*Cindy Hendrix, Outcomes Representative*
Dr. Richie Hao, R&L Representative	*Ronda Nogales, Outcomes Representative*
Dr. Ronald Chapman, SBS Representative	*Mariano Eguizaba, Student Representative*

Items	Person	Action
I. Opening comments from the Co-chair	*Kathryn Mitchell*	
II. Minutes 4/22/21	*All*	

III.   Informational Item
   -    AP&P Work 2021-22
   -    Division Reps
	Kathryn Mitchell	

IV.   Discussion
   -    Correspondence Ed
   -    DETC Representative Needed
   -    Senate Year-End Report
	Kathryn Mitchell	

V. Reports		

VI.   Action
   -    AP&P Handbook
   -    AP&P Change in Membership
       -    Athletics & Kinesiology division
	Kathryn Mitchell	

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New Course Developments None *Course Deactivations* None *Emergency Distance Education* None *Non-substantial course revisions* HD 103 Career Planning *Substantial course revisions* CA131 Relational Database Management and Design CA159 SUSE Linux Server Administration CA165 Digital Forensics Fundamentals CA171 Introduction to Networking CA175 Administering Windows Server CA176 Windows Server Networking CA182 Network Security CA183 Security Countermeasures CA185 Network Security - CCNA Security *Substantial Program revisions* All Automotive Systems A.S. All Automotive Systems Cert Business Administration 2.0 A.S.-T. Computer Information Science A.S.-T. IT Cybersecurity A.S. *Non-substantial Program revisions* None *New Program Development* None *Program Discontinuance* Drafting and Engineering Technology		
VII. Closing Comments	*Kathryn Mitchell*	
NEXT MEETING DATE: Fall 2021		

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AP&P Minutes	Thursday, April 8, 2021 3:00 pm – 5:30 pm via Zoom

Type of Meeting: *Regular*
Note Taker: *Sam Darby*
Please Review/Bring: The past minutes for accuracy.

Committee Members:

Kathryn Mitchell, Co-chair	*Dr. Ibrahim Ganley, SBS Representative*
Isabelle Saber, Co-chair*	*Cynthia Littlefield, A&H Representative*
Dr. Jessica Eaton, Articulation Officer	*Dr. Ariel Tumbaga, A&H Representative*
Timothy Sturm, CTE Representative	*Dr. Scott Lee, Library Rep, Librarian, DE Liaison*
Kent Moser, CTE Representative	*Luis Echeverria, Student Services, Counseling*
Vacant, HSS Representative	*Gabrielle Poorman, Adjunct Representative*
Maria Kilayko, HSS Representative*	*Greg Borman, Administrative Position*
James Dorn, MSE Representative	*Riley Dwyer, Administrative Position*
Richard Biritwum, MSE Representative	*LaDonna Trimble, Administrative Position*
Jeffrie Ahmad, R&L Representative	*Cindy Hendrix, Outcomes Representative*
Dr. Richie Hao, R&L Representative	*Ronda Nogales, Outcomes Representative*
Dr. Ronald Chapman, SBS Representative	*Mariano Eguizaba, Student Representative**

*=Absent

Guests:
Debra Dickenson
Rosario Gonzalez
Joe Owens
Fred Aviles
Mary Jacobs
Jim Bowens

	Items	Person	Action
I.	Opening comments from the Co-chair	*Kathryn Mitchell*	Meeting called to order at 3:02 p.m. Reminder to review comments prior to the AP&P committee agenda. New features will allow us to "send back." As part of the reorg, we will discuss the new reps for Kinesiology & Athletics. Goal will be to make recommendations to the Senate at the next AP&P meeting.
II.	Minutes 3/25/21	*All*	**Issues Discussed:** Motion to approve minutes from 3/25/21 meeting. Motion seconded. Motion approved. 2 abstentions.

| III. Informational Item
- Spring '21 Meeting Schedule: 4/22
- AP&P Training dates
- New AP&P Representatives
- AP&P Handbook Draft | *Kathryn Mitchell* | **Issues Discussed:**
AP&P Training dates
- April 16th at 10:00am
- April 14th at 2:30pm
Follow up:
Confirmation with Zoom information to be emailed.

Issues Discussed:
New AP&P Representatives. Take information to division.
Follow up:
New representatives will be needed by the first Fall AP&P meeting.

Issues Discussed:
AP&P Handbook Draft presented.
Follow up:
AP&P Handbook added as an action item to the next meeting. |
| IV. Discussion
- Credit for Prior Learning Transcript Record
- HyFlex Model | *Kathryn Mitchell* | **Issues Discussed:**
Credit for Prior Learning- Transcript Record. Dean Trimble shared the statement from Title 5 55050 (g):
(g) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.
Students will receive grades or elect a pass or no pass.

Statement in CPL document is a concern for counselors:
"The student shall complete the Credit for Prior Learning assessment petition available in the Counseling Office"
No current form is in place. Will it be created? Why is it referenced?

CoChair Mitchell confirmed this process is only for AVC.

Robust conversation ensued regarding acceptance of this policy on the UC & CSU level.

Action taken:
Suggestions and concerns added to CPL document that will be sent to the Senate. |

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		Issues Discussed: HyFlex Model document shared by Van Rider, Senate President. CoChair Mitchell expressed that this is for a discussion only; we are not to vote. **Action taken:** Robust conversation ensued. Faculty expressed concern for impact. Statement was made that the Summer term is already set in place for a HyFlex Model. No exact definition matches; it's a combination of the 4 definitions. Shall the committee make recommendations for future changes? This information was also sent to DETC. **Follow up:** CoChair Mitchell will relay notes back to the Senate.
V. Reports - Correspondence Ed	*Scott Lee*	**Issues Discussed:** Correspondence Ed policy Scott discussed the process and will be sharing the language for review. **Follow up:** Form sent to committee as an informational item.
VI. Action - Credit for Prior Learning *New Course Developments* NS 100 Preparing for Success in Nursing NS 103L Skill Lab 103 NS 203L Skills Lab 203 NS 204L Skills Lab 204	*Kathryn Mitchell*	**Action taken:** Motion to approve CPL So moved Motion seconded Motion approved Motion to approve new course developments: NS 100 NS 103L NS 203L NS 204L Motion seconded Motion approved

Course Deactivations	Motion to approve course deactivations:
MATH065C Basic Math Unit 1	MATH065C
MATH065D Basic Math Unit 2	MATH065D
MATH065E Basic Math Unit 3	MATH065E
MATH065F Basic Math Unit 4	MATH065F
MATH070C Ele Algebra Unit 1	MATH070C
MATH070D Ele Algebra Unit 2	MATH070D
MATH070E Ele Algebra Unit 3	MATH070E
MATH070F Ele Algebra Unit 4	MATH070F
MATH105 Geometry and Methods of Proof	MATH105
MATH65 Basic Math	MATH65
MATH70 Elementary Algebra	MATH70
Math 090 Intermediate Algebra	Math 090
Math 090A Intermediate Algebra Unit 1	Math 090A
Math 090B Intermediate Algebra Unit 2	Math 090B
Math 090C Intermediate Algebra Unit 3	Math 090C
Math 090D Intermediate Algebra Unit 4	Math 090D
	Motion seconded
	Motion approved
Emergency Distance Education	
PHTC 101 Beg Black and White Photo	Motion to approve DE component:
	PHTC 101
Substantial course revisions	Motion seconded
ELTE 145 Accept of Electronic Assemble	Motion approved
PSY 101 General Psychology	
PSY 236 Developmental Psychology	Motion to approve substantial course revisions:
	ELTE 145
Substantial Program revisions	PSY 101
All Automotive Systems A.S.	PSY 236
Business Administration A.S.-T.	Motion seconded
Computer Applications A.S.	Motion approved
Computer Applications Cert.	
Computer Networking Multi Cert.	Motion to approve substantial program revisions:
Computer Networking Core Cert.	Computer Applications A.S.
Computer Networking Multi-Plat A.S.	Computer Applications Cert.
Administrative Medical Assistant A.S.	Computer Networking Multi Cert.
Administrative Medical Assistant Cert.	Computer Networking Core Cert.
	Computer Networking Multi-Plat A.S.
Non-substantial Program revisions	Administrative Medical Assistant A.S.
None	Administrative Medical Assistant Cert
	Motion seconded
	Motion approved
New Program Development	
None	Motion to table substantial program revisions:
	All Automotive Systems A.S.

		Business Administration A.S.-T. Motion seconded Motion approved
VII. Closing Comments	*Kathryn Mitchell*	Meeting adjourned at 4:52 p.m.
NEXT MEETING DATE: 04/22/21		

Legal Definitions of Correspondence Courses

According to the Emergency Guidance for Correspondence Courses issued by the California Community College Chancellor's Office (ES-20-15, April 14, 2020), the following identifies correspondence courses:

- Correspondence education is delivered asynchronously only while distance education may be either synchronous or asynchronous.
- Correspondence courses do not include peer-to-peer student interactions while distance education, per recent changes to title 5, section 55204, must include interactions among students, which may include group activities, assignments, or discussions or in-person engagements such as field trips.
- Progress in correspondence education is primarily student-paced due to the limitations and circumstances of their accessibility to interact on a set schedule. Progress in a distance education course remains instructor-paced and relatively consistent for all students.
- Due to restricted access, correspondence education courses may have limited student/instructor interactions while distance education is required to maintain substantive student/instructor interactions.

Additionally, the federal government defines correspondence courses in 34 C.F.R. 602.3, as:

Correspondence education means education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

At the time of writing this policy, there are no California state regulations regarding correspondence courses, so the above are the primary regulatory guidelines available to use.

Policy

Definition: At Antelope Valley College, correspondence education is:

    (1) education provided through one or more courses under which the institution provides instructional materials, by mail, scheduled delivery, or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
    (2) Interaction between the instructor and student is limited,
    (3) not regular and substantive, and
    (4) is primarily initiated in writing by the student, however
    (5) the pace is typically set by the instructor.

Correspondence education does not meet the definition of distance education.

Accreditation: As per the Accrediting Commission for Community and Junior Colleges (ACCJC) Policy of Distance Education and on Correspondence Education (last edited August, 2012); Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs at each of its sites.

Course Approval: Each proposed or existing course offered by correspondence education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through correspondence education.

The review and approval of new and existing correspondence education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4022, Course Approval. Correspondence education courses shall be approved using the same criteria as all other courses.

Committee Name: AP&P	**Chairs/Co-Chairs:** Kathryn Mitchell, Isabelle Saber

Year-End Committee Report
Academic Year: 2019-2020

Mission: *Enter the committee's mission statement*

The Academic Policies & Procedures Committee (AP&P) is a standing committee of the Academic Senate. Its main responsibility is to oversee the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees (Title 5: 55002). Curriculum review and development necessarily reflect the collegial decision to meet student needs for course work that is encompassed within basic skills, general education, transfer, and major programs of study, which include a wide array of occupational and liberal arts disciplines and areas. In addition, the process for establishing prerequisites, co-requisites, advisories, and limitations on enrollment falls under the purview of the curriculum committee (Title 5: 53200-2040).

List Committee Goals for the Academic Year (as reported on the Annul Committee Goal sheet)

I.	Approve various courses and programs and certificates needing review and revision as per Title 5 requirements during the 2020 fall semester in order to remain in good standing and inclusion in the 2021-2022 catalog.
II.	Approve approximately 1,000 courses for Distance Education (DE) approval by December 20, 2020 to comply with current DE requirements.
III.	Continue to encourage the development of new ADT programs, programs, and certificates.
IV.	Complete revision of AP&P Handbook.
V.	Complete work of the Task Group which is reviewing BP 4020 and AP 4021 policies and provide recommendations for revision (re Program Discontinuance policies).

What accomplishments did the committee make toward each goal? Was the goal reached?

I.	A. Approved courses and programs and certificates needing review in the curriculum process
	B. Submitted several courses to CSU for approval for their new Ethnic Studies requirement
	    a. Still in process and waiting for a response
	    b. Trail submissions to see what CSUs are looking for from CCC
	C. Reviewed and updated the AVC Catalog; this is a continuous process
	    a. Many errors were discovered that needed immediate attention; the counselors have been invaluable in this process

II.	Reviewed and approved 639 courses and 30 programs; the majority of courses reviewed were for DE approval, allowing AVC to continue to offer instruction to our students during the pandemic. This, by far, was our most important challenge.
III.	Completed as a continuing process.
IV.	Revised the *AP&P Handbook*. The handbook had not been revised since 2015, and with the move from Curricunet to eLumen, the project was complex and in-depth.

V.	A. Completed and forwarded recommendations for changes to BP 4020 and AP 4021
	B. Completed and forwarded recommendations for BP and AP 4235, Credit for Prior Learning
	C. Began research and discussion on Correspondence Education policies (AVC will be developing a policy in the near future)

What obstacles (if any) did the committee encounter in trying to accomplish each goal?

| I. | eLumen was (and continues to be) an obstacle. The AP&P Committee has spent hours learning eLumen processes in order to train faculty. This has been an obstacle as eLumen is missing information and faculty are rightly confused; review and revisions have become much more work as lost information is needed to be added and even, at times, re-added as mistakes with eLumen have been found.

As AVC uses both the SLO and the curriculum aspects of eLumen, it was discovered that the SLO side does not speak to the curriculum side; therefore, SLO changes made on the SLO side did not transfer to the curriculum side, and the course data was incorrect. To counter this, we created an SLO correction workflow, and faculty were able to submit corrections without going through the entire curriculum revision process if their SLOs were previously approved by the Learning Outcomes Committee. Now all changes to SLOs will need to be made with course revisions.

Additionally, the catalog was found to contain errors from previous years that needed immediate corrections. This was an obstacle as we had double the work to make corrections from last year as well as this past year. |
II.	The number of courses that needed to be DE approved, as well as the usual course and program revisions, was overwhelming. The time and effort the members of the AP&P Committee spent countless hours working on this project, in addition to their regular duties and learning eLumen, and they did an amazing job.
III.	No obstacles beyond previously mentioned (eLumen difficulties).
IV.	The handbook was a large project that was hindered by the pandemic as our main focus changed from business as usual to massive DE approvals. The change in Curriculum Specialists also added to our difficulties as we had to work with two different files to update the handbook.
V.	No obstacles.

General Observations or Comments

The past year has proven to be the most difficult AP&P has experienced in our memory. Our committee members faced learning to teach and/or lead online, remotely, while also supporting others in their division in the course and program submission process. They had to learn eLumen on the fly, read an astounding number of course and program submissions in a short amount of time, and revise specific sections of the handbook.

If that wasn't enough, our Curriculum Specialist moved, and we hired a new Curriculum Specialist half-way through the academic year. Our new Curriculum Specialist was then confronted with all of the difficulties we were struggling with as she was suddenly expected to know local curriculum processes, eLumen, and state requirements without any previous experience in this area. Sam Darby is incredible, and this was a great hire, but she, too, needs time to gain a greater understanding of curriculum processes.

Finally, I would like to commend all faculty that have been patient, understanding, and supportive of AP&P for the past year. We understand the frustration the process has been, with repeated requests for information and confusing instructions for eLumen. The AP&P Committee thanks all of you.

Recommendations for change in membership or function

With a change in divisions by a recent reorganization, AP&P is requesting to expand the committee membership to include representation from the Athletic & Kinesiology Division.

To: Mr. Van Rider, President, Academic Senate
         Ms. Isabelle Saber, Vice President of Academic Affairs

From: Drafting Discontinuance Task Force (per AP 4021, Program Discontinuance)
         Dr. Maria Clinton
         Dr. Jonathon Compton
         Mr. Luis Echeverria
         Dr. Aurora Burd
         Dr. Meeta Goel
         Dean Christos Valiotis
         Mr. Van Rider

Subject: Conclusions and Recommendations

The Drafting program has, in effect, been discontinued since Fall 2018 and coursework for is no longer being offered or published on the Antelope Valley College website. The course schedule reflected this as early as Fall 2019.

In fall of 2019, Dr. Maria Clinton, interim dean for Career Technical Education initiated the process for program discontinuance of the drafting program:

> Per AP 4021, I am notifying you that a program discontinuance process will be initiated for both the Drafting and Engineering Technology programs due to the following:
>
> The course material being offered in these two programs have become obsolete and have been replaced by the new Computer Aided Drafting and Manufacturing programs.
>
> I have submitted a formal request to the Institutional Research Department requesting the following information:
>
> A declining trend identified using the following key performance indicators for the Drafting and Engineering Technology Programs:
> > a. Statistically significant decline in class enrollment throughout the program over four consecutive semesters.
> > b. A consistently low enrollment of 50% below maximum seat load capacity over four consecutive semesters.
> > c. Retention of less than 50% from the beginning term class roster for four terms (need not be consecutive semesters).
> > d. Student success of less than 50% of students obtaining a grade of C or better and /or credit for the final course grade in all courses of the program over four terms (need not be consecutive semesters) in that program.

The taskforce met on October 29, 2020 and [enter date] to evaluate the request of the division dean and to provide recommendations to the Academic Senate and Academic Affairs per the criteria outlined in AP 4021.

Chief among the reasons in formally discontinuing the program and its subsequent removal from the college's course catalog are:

- The program and curriculum listed in the course catalog are obsolete and do not meet current and industry standards. Nor does the industry recognize the institution's certification.
- The lack of available and qualified faculty to provide needed instruction.
- The formation of an updated Computer Aided Drafting and Manufacturing program.

Data was collected and reviewed to provide support for the above rationale and to evaluate the criteria outlined in AP 4021.

1. Is a declining trend a indicated by one or more of the key performance indicators?
   a. Decline in enrollment over four consecutive semesters

		2015-2016	2016-2017	2017-2018	2018-2019
Sections	Other Ind.			1	1
	Traditional	5	7	7	4
Enrollment	Other Ind.			1	1
	Traditional	48	39	28	27

The data shows that over a four-year period there has been a steady decline in enrollment. The decline in enrollment can be attributed to decline; declines in market, workforce and student demand.

   b. Consistent low enrollment of 50% below maximum seat load capacity over four consecutive semesters

	2015-2016	2016-2017	2017-2018	2018-2019
Sections	5	7	8	5
Enrollment				
Potential	120	168	192	120
Actual	48	39	29	28

24 was the max allowed, and they typically had 2-5 students in each course, if any. They also combined courses to allow one instructor to manage two courses at the same time. The enrollment totals indicate enrollment well below the maximum seat load quality over consecutive semesters and academic years.

   c. Retention of less than 50% from the beginning of the term class roster for four terms

Retention Rate	
2015-2016	93.8
2016-2017	87.2
2017-2018	100
2018-2019	100

Retention in the sections offered over the above four-year period indicate that annual rates met or exceed the institution set standard of 86.6%.

     d. Student success less than 50% of students obtaining a grade of C or better and/or credit for the final course grade in all courses of the program over four terms.

Success Rate	
2015-2016	89.6
2016-2017	66.7
2017-2018	86.2
2018-2019	85.7

With the exception of 2016-2017, student success in the sections offered over the above four-year period indicate that annual rates met or exceed the institution set standard of 69%. The lower success rate of 2016-2017 may have been affected by changes in the curriculum and enrollment.

  2. Information about the program status and outlook
     a. Needs of the community

Minutes of meetings with industry, as well as the disciplines faculty, recognized the need to move forward with industry standards. Drafting was geared towards 2D hand drafting, 2D CAD, and then architectural drafting. The needs of industry are 3D CAD and CAM. In short, the courses themselves were outdated/non-essential to current industry needs. There were no certifications in the past program. The current one can have local certificates as well as software certifications. The newly redesigned Engineer Program now meet the needs of community in preparing students for gainful employment in the Antelope Valley region.

     b. Workforce development

Professional Occupational Data from The Employment Development Department (EDD) demonstrates an ongoing, conservative demand for trained professionals skilled in 3D CAM and CAM. The department's 2017-2018 Program Review observed the following: "The Antelope Valley has seen a significant growth in manufacturing industry compared to the demand in construction and architectural design." (Part 2 – Other Trends & CTE Program comments).

Occupations for CAD/CADD Drafting and/or Design Technology/Technician in California					
Occupation Title	Est. And Projected Year	Employment Estimated	Employment Projected	Employment Change (Numbers)	Employment Change (Percent)
Architectural and Civil Drafters	2016-2026	15,100	16,600	1,500	9.9%
Electrical and Electronic Drafters	2016-2026	5,200	5,800	600	11.5%
Mechanical Drafters	2016-2026	4000	4,300	300	7.5%
Drafters, All Others	2016-2026	1,200	1,300	100	8.3%

c.   Program Review

Program review content support the position that the drafting program needed curriculum renewal focusing on manufacturing design to be able to prepare students for

The most complete recent program review for drafting was the 2017-2018. It outlined the decrease in enrollment, changes in industry demand, feedback from a focus group (AV/Kern Engineering Consortium & AVROP-CTE), a brief overview of SLO/PLO data, and general plans to increase enrollment and awareness for the drafting program, update hardware and software technology, revision of the curriculum to reflect industry currency, and better align AVC curriculum with UC/CSU systems.

Section 4 - Stakeholder Assessment (2017-2018 Program Review), the focus group expressed "concerns about senior workforce moving into retirement ages, and a decline in the younger workforce not able to fill the void through academic studies or moving into employment." Additionally, the online advisory group recommended a revision of the current program to "focus on manufacturing design."

The department's 2018-2019 Program Review supported these observations as well. Section 2.A regarding information gathered from focus or advisory groups reported, "[a]dvisory meeting discussions informed that demand for skills currently taught in this program (2-D) is declining which reflected on declining enrollment through the years."

No faculty conducted a review of Student Learning Outcomes or Program Learning Outcomes in 2018-2019. The lack of full-time faculty in this area has made it difficult to track, improve upon, or create/complete action plans that would lead to this programs development.

This leads to the question as to the compliance of the requirement in AP4021 that "each Career and Technical Program [be] reviewed to ensure they meet legal standards." Failure to do so can lead to discontinuance.

2018-2019 marked the final inclusion of Drafting as a department in the Career Technical Education division and the offering of any of the courses mentioned above.

d. Core indicators from System's Office

Degree/Certificate Completion							
Major	Major code	Certificate/ Degree	2014-15	2015-16	2016-17	2017-18	2018-19
Drafting Computer Aided Design	DRF1	Certificate	5	3	0	2	1
Drafting Computer Aided Design	DRF	Degree	5	0	1	3	1

The small number of certificates/degrees that illustrate the decline in demand and the subsequent cessation in offering the courses/program. The low completion numbers reflect the department's commitment to support the students who were currently enrolled in the program who desired to complete the coursework and earn the certificate and degree.

FTEF by Contract Type				
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
PT/Adjunct	0.7	0.7	0.3	0
FT/Adjunct	0	0	0	0
Total FTEF	0.7	0.7	0.3	0

Part 2.D of the 2018-2019 Program Review remarked that the "program only has adjunct instructors teaching who have not worked on any action items. Instructors know that program will initiate discontinuance evaluation [in] Fall 2019 due to declining demand in the last 5 years." Lack of trained faculty, full time or adjunct, to offer quality instruction played a factor in moving towards not offering the program and coursework.

    e.   Integration/Cross discipline in which the program is involved

The required courses of ENGR 115, DFRT 120, DRFT 125, DRFT 130, DRFT 150, DRFT 230, DRFT 240, and DRFT 250 are no longer being offered. Completion of the courses led to an associate degree in Drafting/Aided Design. This program had cross curricular ties to the Engineering program which now offers classes in drafting, two- and three-dimensional computer aided design, and mathematics.

    f.   FTES generated by the program

FTES generated by the program by semester								
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
9.33	7.25	3.11	0.00	14.51	6.17	6.57	2.43	0.38

    g.   Local Labor Market - Local labor market information through EDD/employer program advisory committees and surveys

This program allows students to prepare for careers in:
- Architectural and Engineering Services
- Building Equipment Contractors
- Household and Institutional Furniture
- Specialized Design Devices
- Industrial Machinery Manufacturing

The Drafting Advisory Committee Survey results outlined the need to move forward with industry standards. As previously mentioned, drafting was geared towards 2D hand drafting, 2D CAD, and then architectural drafting. The needs of industry are 3D CAD and CAM. In particular, each of the nine industry participants unanimously agreed affirmatively to the question, "Do you feel a change is warranted for our current program?" Again, reinforcing the position that the courses themselves were outdated/non-essential to current industry needs.

Additionally, the responses to the proposed addition of an updated AVC and local certificate, a professional certification in applied software, and revised course list that supported current industry standards strongly indicated a need to revise the curriculum.

Task Force Recommendations:

The recommendation is for formal program discontinuance for the following reasons:
- The decline in enrollment with the previous program show consecutive decline throughout and fell well below the maximum seat load capacity.
- The program and curriculum listed in the course catalog are obsolete and do not meet current and industry standards. Nor does the industry recognize the institution's certification.
- The professional and academic objectives for drafting are now being met in the college's current Engineering Program.
- There is a lack of available and qualified faculty to provide needed instruction.
- The formation of an updated Computer Aided Drafting and Manufacturing program in Spring 2019 has replaced the former program and curriculum.