

## Appendix C

### PROGRAM EVALUATION FORM – QUALITATIVE DATA

Initial Program Analysis requires completion of this appendix by the Program Review Committee. The PEC is responsible for researching and gathering these qualitative data using all relevant resources. When complete, the PEC shall forward this Appendix (along with Appendix B) to the Dean/Director and faculty of the program under consideration, who will have three weeks to review and/or supplement the data. The PEC will then commence analysis of the program. An annual update of this Appendix is also required for any program that has received a recommendation of suspension.

1.	<p>The impact any action will have on the general education curriculum or the curriculum of other programs.</p> <p>The impact in the GE area should be minimal. Assuming the worst-case scenario, that CR discontinues the entire AG program, this is the potential impact:</p> <p>There are six AG courses in the CR local GE pattern (four in Area A and two in Area B). They are AG 32 and AG 33 in Area B and AG 3, AG 5, AG 17, and AG 23 in Area A. They are in these areas along with numerous other courses a student can select from to fulfil the 3-unit GE requirement in each area, should these courses be inactivated.</p> <p>AG 32 and AG 33 are a part of the CSU Area D GE, AG 17 is part of CSU Area B-1, and AG 3 and AG 23 are part of CSU Area B-2. There are several other courses in these areas a student may elect to use to fulfil the area requirements.</p> <p>AG 32 is a part of the IGETC Area 4 (Social and Behavioral Sciences). As with the other two GE patterns, they are part of a long list of courses students can select from to fulfil the 9-unit requirement from at least two disciplines. There are no other AG classes in the IGETC pattern.</p> <p>The impact in the “curriculum of other programs” area is a bit more complicated, because of the relationship between AG and FNR.</p>
2.	<p>The ability of students to complete their degree or certificate, or to transfer, if the program is suspended or discontinued. This includes maintaining the catalog rights of students.</p> <p>Should the program be suspended or discontinued, the college will follow its established procedures in accordance with what it reported in the <i>Institutional Self-Evaluation Report</i> of 2017 under Standard II.A.15.</p>
3.	<p>The College’s ability to provide the resources necessary to maintain the program.</p> <p>The PVC members believe that the college has the ability to provide the necessary resources to maintain the program, should its recommendations be implemented. The PVC members believe that the college will be better positioned to provide the necessary resources to maintain the program if its recommendations are implemented.</p> <p>PVC members do not believe that the college has the necessary resources to maintain the program should its final recommendations not be implemented.</p>

4. Balance of college curriculum (for example, ensuring the non-elimination of all of one type of programs, such as foreign languages).

Because PVC members are not suggesting the suspension or discontinuance of the program, this should not be an issue.

5. Similarity to other programs at the College or in the surrounding area, and their efficacy.

The AG program is not similar to many other programs at the college. Local high schools are the only educational institutions that offer AG in the local area, and there is a strong potential for CR partnerships with local high schools in this discipline. HSU does not have an AG program. The college's AG program seems to be currently designed to facilitate student transfer to distant institutions like Cal Poly San Luis Obispo, to which few students seem interested in transferring.

6. Impacts the program has on equity and diversity of students, staff, and the local community.

The AG program has a limited impact on equity and diversity of students, staff, and the local community.

This is what the program reported on its most recent comprehensive program review:

“The agriculture program is right in line with the district Eureka % in all the equity groups. The program serves slightly less DSPS students and has 90% of students who have declared AG but have NOT taken the English placement test. Seeing this percentage, it may be a roadblock in program completers and is affecting the program completer numbers. We encourage students to take the math and English placement tests and start any remedial courses early to ensure they complete in a timely manner. One issue that students express is the number of units per course required in Math and English. Many courses are 4, 5 or 6 units each which makes it hard to build an effective schedule. It also adds to the cost of their education.”

“The Hispanic population has a 77% success rate in the AG courses, compared to a 63% success district-wide. The American Indian group has an 86% success rate in AG courses, compared to district of 67%. The other equity groups are in-line with district averages.”

7. Alignment with Chancellors Office priorities, college mission, accreditation standards, and state and federal law.

PVC recommendations will have no effect on any of these areas of concern.

8. Effects on local and regional business and industries- i.e., declining market/industry demand.

There is a documented decline in the local market/industry demand. However, the committee recognizes that there are other significant local opportunities in AG that may not be reflected in the official labor market data the college receives for this particular industry. The PVC members believe that it is important for the college to have an AG program that caters to local and regional market/industry demand, whether that demand is officially reflected in the labor market data.

9. Employment outlook – regional, national, and international.

As referenced in #8 above, the employment outlook has officially declined, however the PVC members recognize that not all of the employment in this industry may be reflected in the official labor market data.

10. Availability of the program at other community colleges.

This information is included in the “Launchboard Report on Agriculture” document attached to this report.

11. Is the program constrained by the terms of a grant-funding agency? Is there an agreed upon institutional commitment of funds that will continue to be available?

The program itself is not constrained in this way but the Shively Farm operation is constrained by the terms of the Cal Trans grant. The earned moneys from the principle are earmarked in specific ways for operational costs at the farm itself.

12. Describe additional financial resources that would be required to sustain the program on an annual basis:

- Faculty compensation FT/PT
- Support Staff compensation
- Facilities costs
- Equipment costs
- Supplies cost

Should the district implement the PVC recommendations, there may be a need for additional ISS personnel. Facilities, equipment, and supply costs should be reduced.

If the district does not full implement the PVC recommendations, the costs in all of these areas will increase.

13. Potential impact on the community.

Should the PVC recommendations be adopted, committee members believe that this would have a positive impact on the community because more of our local high school students would enroll in CR’s AG program, be placed in work experience situations with local businesses, and those who elect to can still transfer to universities to obtain four-year degrees.

We anticipate that the recommendation to revitalize the Shively Farm and move some of those operations to the Eureka campus may be met with some community opposition. However, the PVC members strongly believe that the full implementation of all of its recommendations is necessary to maintain the fiscal health of the institution and revitalize the AG program. The committee believes that giving the Farm Manager greater authority and autonomy to oversee farm operations will significantly improve the farm’s overall operation and will increase the number of students in the program that take courses at the farm facility. See the “Farm Info” documents attached to this report for more information.