**CITRUS COMMUNITY COLLEGE DISTRICT**
**ACADEMIC AFFAIRS**


**AP 4021    INSTRUCTIONAL PROGRAM VIABILITY**

References:  Education Code 78016;
Title 5 Sections 51022, 55000, and 55130;
Program Discontinuance:  A Faculty Perspective Revisited (ASCCC adopted Fall 2012);
Accrediting Commission for Community and Junior Colleges Standard II.A.15

**I.    Definitions**
   A. For the purposes of this AP, *programs* at Citrus College are groups of courses taught by faculty within a discipline; these courses may lead to one or more degrees, certificates, and/or transfer. Programs must support the California community college mission.  Programs complete a program review report and have a cost center in the budget. Programs included in the instructional program review list as recommended and maintained by the Program Review Committee are subject to this procedure.

   B. For the purposes of this AP, *viability* outcomes may include revitalization, suspension and discontinuance of a program.

**II.   Initiating a Discussion on Program Viability**
   A. Program viability discussions can begin in shared governance forums, including:  Academic Senate, Educational Programs Committee, Program Review Committee, as well as the following offices and/or departments: Academic Affairs, Student Services, and individual programs, disciplines, divisions, departments or advisory committees.

**III.  The Academic Senate and its committees, including Curriculum Committee, must have a fundamental and integral role in any discussion of program viability, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic and professional matters.**

**IV.  Formation and Charge of a Program Viability Committee**
   A. When a formal discussion regarding the viability of a program is initiated, the Academic Senate will vote on the formation of a Program Viability Committee.  If the Senate recommends formation of a Program Viability Committee, the Committee will be charged with:
      1. Electing a faculty chair from its prescribed membership who is not assigned to teach within the program under review.
      2. Gathering all qualitative and quantitative evidence into a written report with the assistance of the offices of Academic Affairs and Institutional Research.

3. Conducting and participating in all public meetings and discussions as detailed in this procedure.
4. Recommending to the Academic Senate one of the three potential outcomes of the program viability process.

B. Committee

When a formal discussion is initiated, the Academic Senate will form a Program Viability Committee whose membership will include the Academic Senate President or designee; the Citrus College Faculty Association President or designee; the Associated Students of Citrus College President or designee; the Program Review Coordinator; the Curriculum Committee Chair; the Vice President of Academic Affairs; appropriate Dean; full time and/or adjunct faculty from the program; one additional representative from the Academic Senate; counseling faculty with expertise in a given area; and one classified staff member. If the program relates to Student Services, the Vice President of Student Services will be included.

## V. Formal Discussion Criteria

Discussion concerning program viability must necessarily have two components: qualitative and quantitative. Both qualitative indicators and quantitative indicators must be discussed in order to have a fair and complete review leading to a decision to revitalize, suspend, or discontinue a program. Indicators that directly impact success of students in the program should be most heavily weighted.

### A. Qualitative Indicators

Qualitative indicators are based on the mission, vision and values, goals of the institution, and access and equity for students. Program Review, the Educational & Facilities Master Plan, and other strategic planning documents shall be referenced and considered among sources of data and direction within these indicators. These indicators include, but are not limited to:

1. The pedagogy of the discipline.
2. The balance of college curriculum.
3. The effect on students of discontinuing the program.
4. The potential for a disproportionate impact on diversity at Citrus College.
5. The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committees, and the community.
6. The ability of students to complete their degree or certificate or to transfer.
7. The duplication of programs in the region.
8. The regional effects of the program's discontinuance.

9. The effects on local businesses and in meeting workforce demand.
10. The ability of the program to meet standards of outside accrediting agencies, licensing boards, and governing bodies.

### B. Quantitative Indicators

Quantitative indicators are based on the mission, vision and values; goals of the institution; and access and equity for students. These indicators include, but are not limited to:

1. The projected demand for the program in the future.
2. Student program completion.
3. Enrollment trends over a sustained period of time.
4. Change in graduation, transfer, or certificate requirements.
5. Frequency of course section offerings.
6. Term to term persistence of students within the program.
7. Retention or success rates of students within the program.
8. Productivity in terms of enrollment such as: FTES per FTEF ratio and/or WSCH per FTEF.
9. Disproportionate impact on underrepresented students within the program.
10. Disproportionate impact on student diversity.
11. The service to other programs.
12. Success rate of students passing state and national licensing exams and industry-based certification.
13. Labor market demand.

### C. Formal Discussion Criteria

1. The program viability committee must solicit feedback from all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Efforts must be made, if necessary, to ensure that the student and community input is received.
2. Discussion of program viability will culminate in public, open meetings organized and presided over by the Academic Senate. The dates, times and locations of these meetings will be published using all reasonable means of college communications.
3. Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
4. A written record of all discussions and recommendations will be kept by the Academic Senate for review and will be published.
5. Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy (BP 2510).

## VI. Possible Outcomes of Program Viability Discussion

The Program Viability Committee will make recommendations which will be obtained through consensus. If consensus cannot be reached, a two thirds majority vote of the committee members will determine the recommendation.

The three possible recommendations are:

### A. Revitalization

A program undergoing revitalization will continue with qualifications. These qualifications shall include specific interventions designed to improve the viability and responsiveness of the program.  A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance; these interventions and outcomes will be called the Revitalization Plan and will be completed within two primary terms.  All interventions and timelines will be published in writing by the Program Viability Committee, maintained by the Academic Senate and forwarded to the Steering Committee as information. After the specified revitalization period is completed, the Program Viability Committee will review the program again.

The Dean will ensure assignment of appropriate resources to support the program during the revitalization, in particular assignment of adequate personnel.

The Revitalization Plan is developed by the Program Viability Committee in consultation with program or discipline faculty and is driven by practical, discussion-specific goals.

The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

The Revitalization Plan will address all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access/equity issues.  The use of the U.S. Department of Education "Five Step Process for Improving Performance," is recommended as a format for developing a Revitalization Plan.  This five step process involves:

1. Documenting program results,
2. Analyzing key performance indicators by a variety of comparisons,
3. Identifying direct or root causes of concerns,
4. Selecting best solutions to impact desired program performance, and
5. Pilot-testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

### B. Suspension

A recommendation to suspend a program will occur when, after a full and open discussion, it is concluded that the program cannot currently support

student success due to a variety of factors. These factors may include, but are not limited to, inability to recruit qualified faculty, lack of sufficient fiscal resources, lack of sufficient physical resources, and/or insufficient enrollment. This recommendation will include a timeline to reevaluate the decision to suspend within three years, at which point a recommendation for either revitalization or discontinuance will be decided. Any recommendation for program suspension will include the following:

1. The criteria used to arrive at the recommendation.
2. A detailed plan and timeline during suspension of the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff.


**C. Discontinuance**

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program falls outside the college's mission and/or the program's goals and objectives.

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Program Viability Committee and maintained by the Academic Senate.  A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject.

Any recommendation for program discontinuance will include the following:

1. The criteria used to arrive at the recommendation.
2. A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff and community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their course of study.  Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain.
4. The plan must include any recommendations imposed by an external regulatory, governing or licensing body to which the program is subject.

5. The final recommendation will be submitted to the Chancellor's office and accrediting bodies as needed.

## VII. Conclusion

The recommendations of the Program Viability Committee will be documented in writing and will include the signatures of the Vice President of Academic Affairs, the Superintendent/President and other appropriate administrators, ASCC President and the Academic Senate President.  The final recommendation will be maintained locally by the Academic Senate and presented to the Board of Trustees for approval.


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