

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4021 PROGRAM DISCONTINUANCE

References: Education Code 78016;
 Title 5 Sections 51022, 55000, and 55130;
 Program Discontinuance: A Faculty Perspective (ASCCC adopted Spring 1998);
 Mission College Academic Senate Policy and Process for Program
 Discontinuance (May 17, '01)

I. **Definitions**

For the purposes of this AP, this procedure applies to the programs as listed in Appendix A (List of Courses/Organizational Taxonomy) of the Citrus College Program Review Handbook.

II. **Initiating a Discussion on Program Discontinuance**

- Program discontinuance discussions can begin in a variety of places, including: the Steering Committee, the Office of Academic Affairs, the Educational Programs Committee, the Office of Student Services, and individual Divisions or Departments.
- The Academic Senate and its committees, including the Curriculum Committee, must have a fundamental and integral role in any discussion of program discontinuance, recognizing the District's policy to rely primarily on the Academic Senate's advice in academic matters.

III. **Discussion Criteria**

The discussion concerning any specific program considered for discontinuance 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 either continue or discontinue a program.

A. **Qualitative Indicators**

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

- The pedagogy of the discipline.
- The development of the whole student.
- The balance of college curriculum.
- The effect on students of discontinuing the program.
- The potential for a disproportionate impact on diversity at Citrus College.

- The quality of the program and how it is perceived by students, articulating universities, local business and industry, advisory committee input for technical/career programs, and the community.
- The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students.
- The replication of programs in the surrounding area.

B. **Quantitative Indicators**

The list of quantitative indicators is long. Any and/or all of these quantitative indicators need to be reviewed to inform the discussion on program discontinuance. They include, but are not limited to:

- The projected demand for the program in the future.
- The persistence of students in the program.
- Weak enrollment trends over a sustained period of time.
- Rapid reduction in a enrollment due to a change in graduation, transfer, or certificate requirements.
- Insufficient frequency of course section offerings.
- Poor term to term persistence (significantly below the college average) of students within the program.
- Poor retention or success rates (significantly below the college average) of students.
- Productivity in terms of the FTEs (actual) per FTEF ratio (the version of WSCH/FTE that takes enrollment activity for all attendance types into consideration).
- Number of graduates or certificate completers from the program (where applicable).
- Diversity issues: For example, has the ethnic distribution of department enrollees become more reflective of the overall student body over time?
- The decline in importance of service to those in related programs.

C. **Discussion Guidelines**

- Discussion of program discontinuance must include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing businesses and industries, and the community. Extraordinary efforts must be employed, if necessary, to ensure that the student and community voice is heard.
- Discussion of program discontinuance will be conducted 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 including print, email, and voicemail.

- Discussions will be conducted using the best practices for meeting facilitation following an agreed upon timeline, including agreed upon ground rules, and recording and publishing outcomes of discussions.
- Discussions will include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
- A written record of all discussions will be kept in a central location for review by the public. The Academic Senate Office is recommended as that neutral site, with a copy kept by the Office of Academic Affairs.
- Deliberations and conclusions shall rely primarily on the advice of the Academic Senate per District policy.

IV. **Possible Outcomes of Program Discontinuance Discussion**

There are three potential outcomes of the Program Discontinuance process. A program may be recommended to continue, to continue with qualification, or to discontinue.

A. **Recommendation to Continue**

A program recommended to continue will do so when after full and open consideration it is decided that it is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing by an agreed upon party established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. No further action is required.

B. **Recommendation to Continue with Qualifications**

A program may be recommended to 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. All interventions and timelines will be published in writing by an agreed upon sub-committee established by the Steering Committee, maintained by the Academic Senate and forwarded to the Vice President of Academic Affairs as information. After the specified qualification period is completed the program will be reviewed again.

The Program Intervention and Improvement Plan will look at all facets of program performance, including Program Review recommendations, transfer rates or industry demand, student performance indicators, scheduling patterns and student access issues. The use of the U.S. Department of Education “Five Step Process for Improving Performance,” is recommended as a format for developing a Program Intervention and Improvement 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.
5. Pilot testing those solutions, evaluating impact, and then implementing tested solutions found to have significant impact.

C. Recommendation to Discontinue

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 department's goals and objectives. Any recommendation for program discontinuance will include the following:

- The criteria used to arrive at the recommendation.
- 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 program of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.
- 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.

The recommendation and discontinuance plan will be documented in writing by an agreed upon party, 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 if deemed necessary.

Board Approved 02/02/10