

REEDLEY COLLEGE

PROCEDURE GOVERNING PROGRAM REVITALIZATION, CONSOLIDATION, SUSPENSION, AND/OR DISCONTINUANCE

SECTION I: TITLE: Reedley College Procedure for Program Revitalization, Consolidation, Suspension, and/or Discontinuance

SECTION II: PURPOSE: 5 CCR 55000(g) defines *educational program* as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” As stated in 5 CCR 51022, “the governing board [of each community college district] shall adopt and carry out its policies for the establishment, modification, or discontinuance of courses or programs.” SCCCD Board Policy 4020 states that there shall be “regular review and justification of programs and course descriptions” and SCCCD Administrative Regulation 4021, while addressing only career and technical education programs, implies that the colleges are empowered to establish their own procedures for determining the development, maintenance, alignment, and potential dissolution of programs.

The Academic Senate for California Community Colleges has developed a position paper for information and guidance in the development of local procedures in this area. This paper recommends that program revitalization, consolidation, suspension, and/or discontinuance procedures be based on the following guiding principles:

1. considerations of program discontinuance are distinct from program improvement;
2. there be mutual agreement between the affected faculty of a program, and the administration, and no students will be adversely affected, the processes of this policy do not need to go into effect;
3. program discontinuance is both academic and professional for local academic senates, and insofar as the policy impacts employment, it is also a matter of collective bargaining.

It is also important to note that any policy, regulation, process, or procedure regarding program discontinuance must be kept separate from the program review process.

It must also be understood that such a procedure is not to be viewed as an incentive to cut programs for financial reasons. Every effort must be made to ensure the maintenance of all programs which are beneficial to the students.

SECTION III: JURISDICTION: This process resides under the jurisdiction of the Reedley College Academic Senate, and in considering any program modification, the Board of Trustees of the State Center Community College District will, as it does in the case of curriculum and program development, rely primarily on the advice of the Academic Senate.

SECTION IV: IDENTIFICATION PROCEDURE/INITIATION OF PROCESS: The process to request consideration of program modification may be initiated by the Reedley College President’s Cabinet, the Willow/International Campus President’s Cabinet, the Academic Senate, the Classified Senate, the Associated Student Body, or any appropriate advisory committee.

When a petition for evaluation is received, the Executive Committee of the Academic Senate will meet with the appropriate vice president(s) (or designee(s)) to validate the petition. If necessary, the President of the Academic Senate may appoint a discipline expert to participate as an ex-officio member.

Criteria for Requesting Review:

Program discontinuance discussions may be initiated by administration or the affected divisions and departments.

- The Academic Senate and its relevant committees, including the Curriculum Committee must have a fundamental and integral role in any discussion of program modification.
- The instructor(s) and the department chair of the program under consideration will have the opportunity to present the program's relevance to the task force.
- The instructor(s) and the department chair of the program being considered for modification should be given 6 months to do research and provide documentation of the relevance of their program and what action, if any, should be taken.

Validation of the petition to modify a program requires an initial review to determine whether full review is warranted. This initial review will include an analysis of the primary and secondary criteria verifying which criteria are affecting the program. Full review is necessary if:

- any two of the primary Criteria are met, *or*
- any three of the Secondary criteria plus one of the Primary Criteria are met

Primary Criteria (any 2)	Secondary Criteria (any 3 plus 1 primary)
<ul style="list-style-type: none"> • Declining market/industry demand 	<ul style="list-style-type: none"> • Declining university transfer trends
<ul style="list-style-type: none"> • Advisory Committee recommendation 	<ul style="list-style-type: none"> • Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
<ul style="list-style-type: none"> • Decreasing numbers of students enrolled 	<ul style="list-style-type: none"> • Lack of available resources
<ul style="list-style-type: none"> • Low or decreasing WSCH/FTEF 	<ul style="list-style-type: none"> • Poor retention within courses
<ul style="list-style-type: none"> • Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates, job placement) 	<ul style="list-style-type: none"> • Unavailability of the transfer major*
<ul style="list-style-type: none"> • Decline in importance of service to related disciplines (applies only when discipline does not offer degree or certificate). 	<ul style="list-style-type: none"> • Poor term-to-term persistence for students in the major

*CTE Exempt

Information to be considered (data):

In order to make an informed recommendation, the ad hoc committee will analyze and consider a variety of information and data including qualitative and quantitative evidence. Program and cross-campus comparisons may be used in the analysis. *The group/body requesting program modification shall be the party responsible for collecting and providing the following information.*

- **Required information for analysis of ALL programs under review:**
 1. Qualitative Data
 - The pedagogy of the discipline.
 - The development of the whole student.
 - The relevant educational experience for each student.

- The balance of college curriculum.
 - The effect on students of discontinuing the program
 - The potential for a disproportionate impact on diversity at Reedley College.
 - The quality of the program and how it is perceived by students, articulating universities, local business and industry, 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.
 - Projected changes in the job market and/or documented labor market demands
2. Quantitative Data
- Enrollment trends over the prior three (3) years and a discussion of issues that may have influenced enrollments trends.
 - Persistence trends
 - Completion rate trends
 - Retention rate trends
 - Scheduling trends (e.g., frequency of course section offerings and/or cancellations)
 - FTES (Full Time Equivalent Student) / FTEF (Full Time Equivalent Faculty) trends
 - Program resource availability including:
 - equipment
 - staffing
 - facilities
 - marketing and outreach efforts to date
 - partnerships
 - Programs/course impact within and across disciplines
 - Program/course impact within and across disciplines
 - Alternative program options
 - Transfer issues
 - Permanent or cyclical barriers
 - Current program costs
 - Costs to revitalize the program
 - Obsolete/outdated equipment (without significant internal resources to support updates)
 - Diminished outside funding resources
 - Lack of available qualified program personnel
3. **ADDITIONAL information for the review of career/technical programs:**
- in-depth labor market and self-employment data
 - outside accreditation, licensing, or certification issues
 - regional issues (such as duplication of programs and enrollment/demand trends)
 - curriculum and industry standards
 - outside accreditation, licensing, or certification issues (for example: poor nursing exam pass rates)

SECTION V: PROCEDURE FOR REVIEW: Upon validation of the petition for program evaluation/modification, a task force with the following composition shall be convened:

1. Vice President (appointed by College President)
2. Vice President (appointed by College President)
3. Instructional Faculty member (appointed by Academic Senate Executive Committee)
4. Instructional Faculty member (appointed by Academic Senate Executive Committee)

5. Counseling Faculty member (appointed by Academic Senate Executive Committee in consultation with Counseling Department chairperson)
6. Classified Staff member (appointed by Classified Senate Executive Committee)
7. California School Employees Association, CSEA 379 representative (appointed by
8. California School Employees Association Executive Council)
9. Police Officer's Association
10. State Center Federation of Teachers, AFT 1533 representative (appointed by State
11. Center Federation of Teachers Executive Council)
12. Faculty discipline expert from the program being evaluated for modification (appointed by department)
13. Associated Student Body president or designee

All task force meetings shall be open meetings. Agendas must be made public, along with all materials to be considered at the meeting, 3 working days prior to the meeting.

The Office of Instruction shall provide clerical support to aid in record keeping for the proceedings of the task force and the monitoring and oversight of progress toward the recommendation as appropriate.

Recommendations and actions:

Upon review of the required data and any additional data that the program faculty wish to submit, the task force may make one of the following recommendations:

1. *No Further Action*
2. *Program Revitalization*
3. *Program Consolidation*
4. *Program Suspension*
5. *Phased Discontinuance*
6. *Further Study Needed*

1. No Further Action:

If the ad hoc committee believes the analysis of the program shows there is no need for revitalization or discontinuance, then they will notify the Academic Senate, Curriculum Committee, Program Review Committee and Strategic Planning Council that the analysis is complete and recommend no further action.

2. Program Revitalization:

If the ad hoc committee believes the analysis of the program shows that there is a possibility of, or merit to, revitalizing the program, then the program revitalization process shall be recommended with the approval of the Academic Senate and the College Council.

If a program is recommended for revitalization, the ad hoc committee will continue in an advisory capacity and may consider the following strategies:

- reorganize curriculum to align with student needs
- allocate funds for increased marketing and/or faculty recruitment
- allocate funds for equipment and/or training as needed
- seek outside resources such as partnerships and/or advisory committees
- update faculty skills and knowledge of the program area to meet current needs
- set clear timelines for revitalization, delegation or responsibilities, and expectations

3. Program Consolidation:

When market trends and industry development indicate that compatible fields are becoming more closely linked, and based on the data reviewed in this evaluation process, the task force may consider recommending that these compatible disciplines be consolidated into a single program.

4. Program Suspension:

A program may be recommended for a one to three year temporary suspension.

Any recommendation for program suspension must include the criteria used to arrive at the recommendation. Examples or reasoning for the temporary suspension may include, but are not limited to:

- safety issues,
- equipment purchase update,
- unqualified faculty,
- regulatory suspension, and/or
- lack of funding resources.

The Task Force Recommendation Report for Program Suspension shall consider and/or include the following:

- A detailed plan and recommended timeline for the suspension of the program with the least impact on students, faculty, staff and the community.
- An impact report explaining how phasing out the program for suspension will affect students, faculty, staff, and the community based on the Program Analysis data.
- The amount of cost savings achieved by virtue of the program's discontinuance.
- Recommendations for how currently enrolled students may continue their program of study or a plan for students to meet their educational objectives through alternative means while the program is under suspension.
- The requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities for retraining of faculty and staff, if necessary, while the program is under suspension.

5. Phased Discontinuance:

If program faculty and the ad hoc committee agree to discontinuance, then the process moves directly to Phased Discontinuance upon the approval of the Academic Senate, the College Council, and the Board of Trustees. The timeline for phasing out a program must consider, at a minimum, the program completion needs of all students enrolled in the program at the time of the recommendation for *phased discontinuance*.

6. Further Study Needed:

If the affected program faculty and the ad hoc committee do not reach agreement, then the ad hoc committee will notify the Academic Senate, the College Council, and the Board that further study is needed.

SECTION VI: CYCLE FOR REVIEW OF PROCESS: The Academic Senate will constitute an *ad hoc* review committee to review this procedure every five years, or upon formal request of any constituency group.