

BP 4021 Program Development, Revitalization, and Discontinuance ~~DISCONTINUANCE OF PROGRAMS~~

References:

Education Code Section 78016;  
Title 5 Sections 51022 and 55130;  
Accreditation Standard II.A.6.b.

The Governing Board will rely primarily on the Faculty Senate through the Curriculum Committee and other appropriate committees to review and make recommendations for the development, revitalization, and discontinuance of programs. The procedures for review and recommendations for discontinuance shall adhere to Education Code Section 78016.

Date Adopted: 6/10/09; Revised: 1/12/16; Reviewed: 5/14/19 (Replaces all previous versions of BP 4021.) 1 of 1 INSTRUCTIONAL SERVICES

## AP 4021

### Program Development, Revitalization, and/or Discontinuance

Discontinuance References:

Education Code Section 78016; Title 5 Sections 51022 and 55130 ACCJC Accreditation Standard II.A.15

For the purposes of these procedures, a program shall be defined as a field of study with one or more related certificates and degrees. Associate degrees, certificates of achievement, and certificates of proficiency that may appear by name on a student transcript or diploma require local and CCCC approval. Steps for program development, revitalization, and discontinuance follow.

#### Program Development

**Step 1** – After researching the need for a new program and discussing with members of the discipline and department, the faculty member from the program contacts the appropriate division dean(s). The Dean will invite the Articulation Officer (AO), Department Chair, and the faculty originator to a meeting to discuss the new program proposal. If the program is noncredit, include the Director of Occupational and Noncredit. If the program is CTE, include the Dean of CTE in this meeting. AO must sign off on any program (certificate, AA, or ADT) that includes a goal of transfer. IPC and Curriculum deadlines must be taken into consideration when beginning this step.

1. At the initial meeting, the faculty originator will provide, using the IPC New Program Form as a guide:
  - The rationale for the program (goals, objectives, and outcomes)
  - LMI data required for CTE
  - Data that establishes regional/community need
  - Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs.
2. Once the team (above) comes to consensus about the need for a new program, the faculty program originator completes IPC New Program Form, obtains the appropriate signatures, and submits the form to IPC.
3. The IPC New Program Subcommittee reviews proposal and follows up with faculty originator, Chair, and Dean as needed during review.
4. The IPC New Program Subcommittee presents recommendations to IPC.
  - a. Denials go back to the team.
  - b. Approvals continue to next steps.
5. For CTE Programs only, please visit the following link for the Regional Program Recommendations Process:
  - <http://myworkforceconnection.org/workforce-development/regional-program-recommendations/>
  - Obtain regional approval. (Apprenticeship programs do not require regional approval.)
6. Faculty originator enters new program into META.
7. Curriculum approval process begins.

## **Program Effectiveness Concerns**

The commitment of the college to the strength and relevance of its programs includes a regular review of these programs, whether through the PRP process or at any time during the year when issues become known. The following criteria and next steps are to be followed when concerns arise regarding the effectiveness of an established program.

1. Criteria for Program Effectiveness Concern
  - a. Continued declining or low enrollment/retention/persistence/completion rates for a sustained period of not less than three consecutive years.
  - b. Continued declining or lack of demand in the workplace for a sustained period of not less than three consecutive years.
  - c. Continued declining or lack of institutional resources (~~including FT faculty~~) to support the program for a sustained period of not less than three consecutive years.
2. Discipline faculty and/or dean discuss concerns regarding program status as a result of analysis of annual or comprehensive PRP. A department may initiate program revitalization outside of the PRP process as well.
3. Following further discussion and analysis, discipline/department moves in one of two ways:
  - a. Program revitalization
  - b. Program deactivation/discontinuance
4. Initiation of discontinuance or revitalization during the PRP process
  - a. PRPs are completed in the fall
  - b. IPC reviews documents before end of fall semester
  - c. IPC informs Curriculum Co-Chairs about need for revitalization task force by the start of spring semester
  - d. Curriculum Committee develops task force by the second curriculum meeting of the spring semester
  - e. Action Plan for addressing revitalization must be completed and submitted to the Curriculum Committee by the last Curriculum meeting of the spring semester
5. Initiation of discontinuance or revitalization at other times of the year
  - a. Once discipline faculty and dean discuss concerns regarding program status and agree to discontinue or proceed with revitalization, they will initiate the process for Program Revitalization or proceed with Program Discontinuance, as noted below. The Action Plan for addressing revitalization must be completed and submitted to IPC and the Curriculum Committee.

## **Program Revitalization**

The commitment of the college to the success of its programs includes the commitment to program revitalization. The development of a comprehensive plan to strengthen a program struggling with enrollment, persistence, or community support is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the Curriculum Committee recommends that the process be initiated.

A program's revitalization task force is to be comprised of at least the following members:

- A. A majority of the discipline faculty, including the department chair; depending on the discipline, faculty may include FT and/or PT faculty
- B. Articulation Officer
- C. The program division dean
- D. At least one additional dean to be appointed by the Vice President, Instruction
- E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program division dean
- F. For career and technical education programs, Director of Centers of Excellence or designee
- G. Other participants as recommended by the Curriculum Co-Chairs, to assist with the implementation of strategies below

The task force must develop and implement a revitalization action plan, including outcomes for evaluation (e.g., setting baseline(s) and goal(s)), using a combination of strategies as determined by the group. Strategies for addressing specific program concerns, as noted above, may include but are not limited to the following:

- A. To address enrollment and/or retention/persistence/completion issues: (communicate need to
  - 1. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.
  - 2. Analysis of demand for the program through use of labor market information.
  - 3. Analysis of gateway courses and other barriers within the program and strategies for retention and success.
  - 4. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency of offerings, number of sections, and cooperative scheduling with related disciplines.
  - 5. Articulation of programs and courses and the sequencing of offerings to ensure student transition to subsequent levels.
  - 6. Curriculum modifications, updates, and creation. Keep articulation broad in scope to include primarily 4-year articulation rather than articulation related to K-12 or CTE Transitions. (CTE Transitions is high school credit by exam where they are teaching our course outline and our faculty approved assessment measurements.)
  - 7. Active recruitment of targeted populations, coupled with strategic in-house marketing strategies.
  - 8. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.) -- development and dissemination of materials to Outreach lead.
  - 9. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.
  - 10. Feedback from regional deans.
  - 11. Visits to other similar programs to consider best practices.
  - 12. Related professional development and training of faculty to implement curriculum, learn about different teaching techniques related to student success and retention, and to understand what's involved in teaching in different modalities. Training could be included as a part of that year's faculty PD plan.

- B. To address continued declining or lack of demand in the workplace:
  - 1. Analysis of local and regional labor market trends.
  - 2. Analysis of advisory board feedback.
  - 3. Meetings and job shadowing with potential employer internship and career resource development.
  
- C. To address continued declining or lack of institutional resources to support the program issues:
  - 1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program.
  - 2. Analysis of adequate faculty, both in numbers of full-time faculty and in their expertise.
  - 3. Analysis of physical resources including facilities, equipment, and supplies.
  - 4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives.
  - 5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities.
  - 6. Analysis of cost savings through offering instruction in different facilities, locations, and instructional modalities.
  - 7. Analysis of current partnerships and potential partnerships with employers and 4-year partner needs from the CCC and how our departments respond to and accommodate those needs.

The program revitalization action plan must include a timeline of not more than two years from the initiation of the planning and must be submitted to Curriculum Committee no later than the second to last meeting of the following semester in which the program revitalization action plan was initiated. Curriculum Committee will either approve the plan or make recommendations to modify the plan by the end of that semester. Where curricular changes requiring approval and scheduling need time to take place, the clock for the 2-year window for tracking the effectiveness of changes will not begin until the semester when those curriculum changes are available to students.

If, at the end of the agreed upon timeline:

- A. The program has met its outcomes and become revitalized, it continues at the college.
- B. The program has not met its outcomes but has shown positive movement and potential for further improvement is recognized, the program will be provided an extension of one year to meet its outcomes.
  - i. At the end of the extension, the committee will reconvene and re-evaluate, according to the outcomes.
  - ii. If, at the end of that evaluation, outcomes for the program have not improved, the task force will recommend discontinuance of the program.
- C. The program has not met its outcomes and has made little to no improvement, the task force will recommend discontinuance of the program. The Curriculum Committee will notify HR and relevant unions of the change so that impact of the change may be addressed.

## **Program Discontinuance**

Once discontinuance of program is agreed upon as a result of (1) discipline and division dean consensus OR (2) the implementation and outcome of a program revitalization plan, the Department Chair and Division Dean will work together to fill out the Program Discontinuance Form within one month of the agreed upon outcome and gather signatures as indicated on the form.

Once the form is completed, it moves forward to the Instructional Planning Council, Curriculum Committee, Faculty Senate, and finally Governing Board for discussion and approval.

Upon approving the discontinuance of a program, several subsequent actions will need to take place. They include:

- updating the curriculum database to reflect the discontinuance;
- ensuring that the program does not appear in the catalog for the next academic year;
- updating the degree planner;
- informing counseling;
- alerting the chair and faculty of disciplines/departments that include courses in the discontinued program in their area's programs;
- notifying articulation partners if any; considering FSA rights of faculty impacted;
- notifying HR, PFF and CCE;
- notifying students pursuing the affected program;
- notifying other interested parties.

This responsibility for ensuring that these steps are followed shall rest with the Department Chair and the Division Dean.