

Laney College

Program Revitalization / Discontinuance Process

Overview:

The Program Revitalization / Discontinuance Process will take up to two years with a possibility, determined by the appropriate shared governance body of extending the process for one more year. The process is scheduled to be conducted during the Fall and Spring academic year. By consent of all of the members of the ad hoc committee the process may continue over the summer term. The ad hoc committee will include the Executive Vice President (EVP), three faculty appointed by the Faculty Senate President (only one of which must be from the program), an expert in the subject if possible agreed upon by both the Faculty Senate President and EVP of Academic and Student Affairs, one faculty appointed by the PFT, two students when willing participant are identified (one appointed by the department chair or program coordinator and one appointed by the ASLC President). At any point the ad hoc committee or the program personnel may request a meeting or submit documents outside of the schedule outlined below.

The charge of the committee is to act in the in the best interest of the students, staff, faculty and college in line with the mission, vision and values of the college and program.

Timeline:

Notification, Monitoring/Analysis, Developing the Plan of Action

First Semester

Prior to 1st day of classes — Notification of program personnel and Dean responsible for the department or program (hereafter “Dean” or supervising administrator, if not a dean). The EVP initiating the process will make this notification before the end of the semester prior to the beginning of the process. The EVP will present documentation used to determine that the program is considered for Program Revitalization/Discontinuance.

Notification Process:

After approval from the Curriculum and Institutional Effectiveness Committees, the EVP will first notify the Dean and Department Chair or Program Coordinator. Then, the EVP will meet jointly with the faculty and staff working in the program, their Dean, the Department Chair or Program Coordinator (or appointed substitute representatives for their Dean, Department Chair or Program Coordinator) within two work weeks of notification.

At the meeting the EVP will present the relevant qualitative and quantitative data (**addendum A**) and a brief narrative explaining the reasons for identifying the program as needing to go through this process. The EVP will also present and go over the process described below. The program personnel will be given the opportunity to write an initial response and data to be submitted to the ad hoc committee within four weeks of the meeting with the EVP.

Week 3—An ad hoc committee will be formed. The EVP will meet with the committee and present the same documents presented to the affected program. The EVP will also go over the process, charge and the expectations of the committee.

The Ad Hoc Committee’s Initial Work:

The committee will be given five work weeks to inquire about and formulate an understanding of the status of the program in question. The committee will be required to collect and address as many of the qualitative and quantitative measures as is reasonably attainable. They will be charged with interpreting qualitative and quantitative measures and indicating which measures are unavailable. The committee will also consider and incorporate into their narrative any input submitted to them by the personnel in the program.

Week 5 – Meeting between EVP and ad hoc committee for process review and progress update.

Week 8 – Meeting with EVP, ad hoc committee, Dean and program personnel.

Purpose of Meeting:

The committee will present the data and their understanding of those measures in the form of a written analysis. The committee is encouraged to offer suggestions and feedback at this time as to how the program could improve its effectiveness.

Week 11—Program personnel and Dean each submit data, narrative analysis and all relevant qualitative and quantitative measures in preparation for submittal of the Plan of Action, below.

Program Personnel’s Development of Plan of Action:

After meeting with the committee and receiving their narrative report and data measures, the program personnel will be charged with creating a Plan of Action to improve the program’s effectiveness in the areas indicated by the EVP and the committee and any other areas the program considers relevant. The Plan of Action must be submitted to the committee no later than the end of the second week of the second semester in the academic year in which the program was notified that it was to take part in this process.

The Plan of Action must include:

- 1) a clear description of each action that will take place
- 2) a timeframe during which that action will take place
- 3) a method and process by which the usefulness of the action will be measured.

The Plan of Action may also include any resources the program needs to aid in improving the program’s effectiveness including but not limited to faculty, equipment, and/or professional development. While the college is not obligated to make these resources available simply upon request, it will, through the direction of the committee and the EVP, make every effort to provide resources where clearly needed and when possible. If a positive response to the request is not feasible, the EVP will communicate this in a direct meeting with the program personnel and one faculty member of the ad hoc committee. A record of this meeting will be made available to the whole ad hoc committee. In the event that the resources requested by the program

are not made available, this will not be grounds for the program to not participate in the process.

Second Semester (Monitoring and Responding)

Week 2—Program personnel submit a Plan of Action to ad hoc committee.

Program Personnel Continued Work:

The program personnel will conduct the work and activities described in the Plan of Action. The Plan of Action can be amended or revised at any time during this time period by mutual consent of the EVP and the program personnel. The program will be required to submit documentation (evidence) of these activities, including the assessment of the activities, by the end of the fourteenth week of the second semester and by the end of the tenth week of the third semester.

Week 4—Ad hoc committee responds to plan and approves for implementation or suggests revisions.

Week 6—EVP and faculty member of ad hoc committee meet with program personnel regarding resource requests, if necessary.

Week 12—Ad hoc committee meets with program personnel to go over information regarding written report of implementation of plan and initial indications of achievement of stated goals.

Week 15—Ad hoc committee submits progress report to program personnel, EVP and Institutional Effectiveness Committee.

Third Semester (Implementation and Progress Status, Recommendation)

Week 10— Ad hoc committee meets with program personnel to go over information regarding written report of implementation of plan and initial indications of achievement of stated goals.

Week 12— Ad hoc committee submits a progress report with recommendation (continue, continue with qualifications or discontinue) in a meeting with program personnel. Ad hoc committee shares recommendations in a joint meeting of the college Faculty Senate and the Institutional Effectiveness Committee. At this meeting there will be time for public comments and input.

Week 14—Program personnel respond to progress report and ad hoc committee recommendation, if deemed necessary by program personnel.

Week 16—Ad hoc committee recommends (to the EVP) continuation, continuation with qualifications or discontinuance with rationale and implications/impacts of decision, and committee shares recommendation at a Faculty Senate meeting.

Fourth Semester (Course of Action)

By Week Three —The EVP will make a recommendation on program status to the College President. In making this recommendation, the EVP must give substantial weight to the recommendation of the ad hoc committee. He/she will meet with program personnel to discuss implications for students, staff, and faculty affected by the recommended course of action. The written recommendation will be shared with the Faculty Senate and Classified Senate.

If the EVP determines that the process should be extended by one year then the program will be required to submit an “Extended Plan of Action” with the same elements as the original by the end of Week 7. In such a case, the rest of the timeline

of this semester will be the same as indicated in the Second Semester. Further, the timeline in the Fifth and Sixth semester will be the same as indicated in the Third and Fourth Semester, respectively.

By Week Five —If program discontinuance is the EVP's recommendation, and if the President concurs, the President will make the necessary recommendation to the Chancellor for Board of Trustees action. In making this recommendation, the President must give substantial weight to the recommendation of the ad hoc committee. If a recommendation is made for discontinuance, and the recommendation is accepted by the Chancellor and the Board, measures will be made to provide opportunities for students to finish the program or transfer to a related program.

Addendum A –

Excerpts Administrative Procedure 4021 Program Discontinuance or Program Consolidation

Conditions for Discontinuance: The following conditions may cause a program to be recommended to the Curriculum Committee for discontinuance (based on quantitative and qualitative data) or in the case of “e” or “f” below be considered for consolidation:

- a. Program Review and analysis trends
- b. Degree and Certificate completion
- c. Changes in demand in the workforce
- d. Changes in requirements from transfer institutions
- e. Availability of human resources
- f. Budget concerns and lack of sufficient funding.

Discussion Criteria

For each affected Program, both qualitative and quantitative factors shall be discussed in order to have a fair and complete review leading to an eventual decision to continue, continue with qualification, discontinue or consolidate a program.

1. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:
 - a. Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry, and the community;
 - b. Ability of students to complete their educational goals of obtaining a certificate or degree, or transferring;
 - c. Balance of college curriculum (for example, ensuring the non-elimination of all of one type of program, such as all foreign languages);
 - d. Effect on students of modifying, discontinuing, or consolidation of the program;
 - e. Uniqueness of the program;
 - f. Replication of programs in the surrounding area and their efficacy;
 - g. Potential for a disproportionate impact on diversity at the college.
 - h. Necessity of the program in order to maintain the mission of the College;
 - i. Source of funding for the program (outside vs. general funds);
 - j. Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified;
 - k. Student Learning Outcomes assessment data;

- l. Requirements by federal/state/accreditation or other areas (e.g. Title IX) for the program. If there are any, these must be identified; and
 - m. Impact on articulated programs.
2. Quantitative factors are based primarily on the Program Review where applicable. Factors that may be considered include but are not limited to:
- a. Program Review results showing:
 - b. A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, productivity, FTES composition, retention, and persistence, or
 - c. Sustained increase in expense or annual cost/FTES
 - d. Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
 - e. Projected demand for the program in the future
 - f. Changes in class offerings
 - g. Frequency of course section offerings
 - h. Availability of human resources
 - i. FTES generated/FTEF
 - j. Enrollment trends
 - k. Operating cost per FTES
 - l. Student Learning Outcomes Assessment data;
 - m. Capital outlay costs/year
 - n. Labor market demand: vocational vs. a vocational
 - o. Data from the PCCD Course Ranking Index tool.

D. Discussion Guidelines

—.

Discussion of program appraisal/ discontinuance or consolidation shall include all parties potentially affected by the decision. These include faculty, staff, administrators, students, the employing business and industry, and the community (i.e., CTE Community Advisory Committee)

—.

Discussion of program appraisal/ discontinuance or consolidation will be conducted in public, open meetings. The dates, times and locations of these meetings will be published using all means of college communications including in print and electronically.

—.

Discussions will be conducted using the best practices for meeting facilitation, 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.

—.

Deliberations and conclusions shall rely primarily on the advice of the Academic Senate in and through the Curriculum Committee per district policy.

Program Revitalization/Discontinuance Subcommittee Members:

Amy Bohorquez (Biology)

Rich Hashimoto (Welding)

Don Petrilli (Graphic Arts)

Louis Quindlen (Machine Technology)

Karolyn van Putten (Psychology)