

1 Proposed CHC Program Viability Process

2 Overview

- 3 • Board Policy 4020 requires that each college establish procedures for the development and
- 4 review of all curricular offerings, including their establishment, modification or discontinuance.
- 5 • Program Viability Review is a process meant to assure that the College’s instructional resources
- 6 are used in response to the College’s Mission, its Educational Master Plan, the needs of its
- 7 students, and the requirements of the community it serves.
- 8 • The term program as it relates to this review process includes all degree and certificate
- 9 instructional programs, all instructional disciplines, and all departments or other campus units
- 10 offering instruction. At the discretion of the local college, student service programs which
- 11 include an instruction component may be considered using this process.
- 12 • Program viability discussion may be initiated by any constituency or group. Regardless of where
- 13 the discussion is initiated, the Academic Senate, in accordance with the district’s policy to “rely
- 14 primarily” on the Academic Senates advice in academic matters, will guide the process and
- 15 produce the recommendations.
- 16 • Education Code 78016, and Title 5, §51022(a) require that a viability review be conducted prior
- 17 to program discontinuance (termination).
- 18 • In general, program discontinuance should be recommended only after a serious attempt has
- 19 been made to improve program effectiveness and efficiency, unless it is clear that future efforts
- 20 at remediation are not warranted.

21 Process

22 A viability review is required prior to forwarding a program initiation or discontinuance proposal and
23 must have taken into consideration the following:

- 24 1. The impact on students and student success;
- 25 2. The impact on the comprehensiveness and balance of offerings across the college curriculum
- 26 and within the district;
- 27 3. The impact the educational and budget-planning process used at the institution;
- 28 4. The positive and/or negative impact on transfer to four-year colleges and universities;
- 29 5. The effects of the program on local businesses and industries;
- 30 6. The effects of the program on faculty and staff;
- 31 7. In the case of program discontinuance, provisions that can and should be made for students in
- 32 progress to complete their educational goals.

34 Academic Senate will establish a Viability Review Ad Hoc Committee

- 35 • The process of Viability Review is carried out by an Ad Hoc committee organized by the
- 36 Academic Senate for the purpose of Program Initiation, or Program Discontinuance.

- 37 • The Viability Review Ad Hoc Committee exists until it files its recommendations. Membership on
38 the Review Committee should include clerical support and the following members:
- 39 • The Academic Senate President or Designee
 - 40 • 1 – Faculty member from the discipline under consideration
 - 41 • 1 – Department Chair (selected by the Chairs)
 - 42 • The Curriculum Committee Chair or designee
 - 43 • 1 – CTA representative
 - 44 • The Vice President of Instruction
 - 45 • The Dean of research and planning (or designee)
 - 46 • 1 – Academic Dean
 - 47 • Articulation Officer
 - 48 • 1 – Student (selected by the Student Senate)
 - 49 • 1 – Classified (selected by the Classified Senate – preferably from admissions and
50 records)
 - 51 • Community and or others deemed necessary by the Academic Senate Exec

52 (Note: if/when the viability review committee is asked to convene during an employee’s non-service
53 days – the employees will be compensated per the contract).

54 Once a Viability Review Ad Hoc Committee has been formed, it will meet to elect a chair and establish a
55 specific plan for the study it is about to undertake.

56 **Information Data Gathering**

57 This plan should include the following as needed:

- 58 • Qualitative Indicators based on the mission, values, and goals of the instruction and
59 access and equity for students. These indicators should include, but are not limited to:
 - 60 ○ Balance of the college curriculum;
 - 61 ○ Effect on students of discontinuing the program;
 - 62 ○ Potential for a disproportion impact on any one group of students;
 - 63 ○ Quality of the program and how it is received by students, articulating
64 universities, local business and industry, and the community;
 - 65 ○ Community needs assessment (SCANs report data);
 - 66 ○ Student employability and/or transferability;
 - 67 ○ Replication of programs in the District/surrounding area;
 - 68 ○ Interviews with faculty, staff, students and administrators in the affected area
69 and in related instructional areas.
- 70 • Quantitative indicators must be considered in any discussion of program viability. Any
71 data used as a basis for decision-making must be sound, comprehensive, uniform and
72 reliable. Quantitative indicators should include, but are not limited to, the following:
 - 73 ○ Enrollment and retention trends
 - 74 ○ Persistence/completion/success of students in the program
 - 75 ○ Enrollment management committee discussions

As Revised by chairs 11-7-14

Approved:

- 76 ○ Fiscal impact
- 77 • at least one well-publicized open forum should be held to allow any concerned member
- 78 of the campus community or of the College's service area the opportunity to voice
- 79 opinions and express concerns.
- 80 • CTA and CSEA presidents will make a formal recommendation on the proposal to be
- 81 sure the proposal abides by all terms of the districts negotiated classified and
- 82 certificated contracts.
- 83 • in addition, the committee shall consult when necessary with District, regional, and
- 84 State agencies and institutions overseeing specific types of programs, such as certain
- 85 vocational programs.

86 Decisions made through the Program Viability Process must be based on a broad and thorough ongoing

87 investigation of factors relating to the benefits of a program for students, for the college, and for the

88 community. They must, therefore, take into consideration information that goes far beyond simple

89 measures of current student demand or weekly student-contact hours. The following general types of

90 information should be gathered as needed and weighed in the process of formulating the Review

91 Committee's recommendations:

- 92 1. Relation of the program to the College Mission
- 93 2. Relation of the program to the Educational Master Plan
- 94 3. Recent Program Review or accrediting agency recommendations
- 95 4. Measures of student demand (enrollment, average class size, degrees/certificates, or surveys)
- 96 5. Measures of labor-market demand (CTE only)
- 97 6. Current program effectiveness (FTEF/FTES ratio, success and retention) [not required for
- 98 program initiation]
- 99 7. SLO Assessment Data (not required for program initiation)
- 100 8. Advisory Committee Recommendations or other reports (CTE only)
- 101 9. Interviews [not required for program initiation]
- 102 10. Open Forum [not required for program initiation]
- 103 11. Projected impact on overall educational program, students, faculty, college budget, community

104 Outcomes

105 Within six months of the committee's formation, it will produce a Program Viability Report specifying

106 the outcome of its deliberations and making specific recommendations for action, complete with

107 timelines. Viability review committees report may include recommendations that include but are not

108 limited to the following:

- 109 ○ Program Initiation
- 110 The institution or adoption of a new program, a new discipline, or a new department
- 111 ○ Program Modification and Improvement
- 112 A plan of action to enhance the performance and effectiveness of an existing program discipline, or
- 113 department
- 114 ○ Departmental Reorganization

As Revised by chairs 11-7-14

Approved:

115 The restructuring of an existing program, discipline, or department for greater effectiveness,
116 including the joining of smaller departments into a larger one, or splitting a larger department into
117 smaller ones.

118 ○ Program Discontinuance

119 The discontinuance (termination) of an existing program, discipline, or department

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121 This Viability Report must include the following:

- 122 1. a summary of the process used by the committee
- 123 2. a review of all data consulted
- 124 3. recommendation for program initiation, program discontinuance, program modification, or
125 department reorganization.
- 126 4. a detailed assessment of the recommendations' impact on the College's overall educational
127 program and budget, as well as its impact on all students, faculty, and staff involved.

128 IV. Approvals

129 Viability Review Workgroup recommendations shall be forwarded to the Academic Senate for
130 recommendations/approval. The Academic Senate recommendations/approval are forwarded to the
131 Crafton Council for review and approval. The recommendations/approvals of both the Academic Senate
132 and the Crafton Council are forwarded to the following committees as an information item only:
133 Curriculum Committee, Chairs, PPR, and Budget. The College President makes the final decision and will
134 share the decision and justification for the decision with the college campus including all constituency
135 groups.

136 "The College President and College Academic Senate President shall make program viability
137 recommendations to the Board of Trustees for approval. The recommendation shall include a
138 description of the viability review process and the reasons for the recommendation." Copies of this
139 Viability Review of Educational Programs, signed by the College President and the Academic Senate
140 President, shall be on file in the Office of Instruction.

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143 College President _____ Date: _____

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145 Senate President _____ Date: _____

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