Program Initiation and Discontinuance

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for California Community Colleges

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What is the Definition of a Program?

○ Title 5 §55000(g) defines an 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."

○ "an **instructional program** is defined as a discipline and as an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education"

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Statute, Regulation, and Accreditation

◘ **Title 5 §51022** requires that "Within six months of the formation of a community college district, the governing board shall adopt and carry out its policies for the **establishment**, modification, or **discontinuance** of courses or programs.

◘ **Title 5 §55130** specifies that program approval is effective until the program or implementation of the program is discontinued or modified in any substantial way.

◘ **Title 5 §55601** requires local governing boards to appoint advisory committees: "The governing board of each community college district participating in a vocational education program shall appoint a vocational education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers."

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Statute, Regulation, and Accreditation

- **Ed. Code 78016 -** Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to assure that each program, as demonstrated by the California Occupational Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

  - Meets a documented labor market demand
  - Does not represent unnecessary duplication of other manpower training programs in the area
  - Is of demonstrated effectiveness as measured by the employment and completion success of its students.

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Statute, Regulation, and Accreditation

○ **Accreditation Standard II.A.6.b** states that; "when programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption."

10+1 Role of Academic Senate

○ The Academic Senate's primary function is to make recommendations with respect to *academic and professional matters as follows:*

  ○ **Curriculum, including establishing prerequisites and placing courses within disciplines**

  ○ **Degree and Certificate requirements**

  ○ **Educational Program Development**

Title 5 §53200

Who Needs to be Involved?

- Academic Senate

- Governing Board

- Curriculum Committee

- Collective Bargaining Unit

- Appropriate Educational Administrator(s)

- Affected Faculty, Students and Staff

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What is the Relationship/Linkage with Program Review?

○ The longstanding position of the ASCCC has been that the process of program discontinuance should be kept distinct from program review.

    ○ See ASCCC paper entitled *Program Review: Setting a Standard* (adopted Spring 2009).

What are the Curricular Issues?

Need to consider:
- Impact on students currently within the program
- Availability of program at other regional colleges
- Impact on the balance of course offerings across the curriculum
  - Maintain student's ability to transfer or complete a program
- Impact on other programs
- Impact on local employers

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Initiation and Creation of New Programs

(especially grant-driven ones)

Approval of Grants Driven Projects (17.01 F2012)

Resolved, That the ASCCC urge local senates and curriculum committees to collaborate with administrators to develop formal policies and procedures for the development and approval of mission-driven funded programs and curricula.

Faculty Involvement in Grant-Funded Efforts Related to Academic and Professional Matters (17.02 F2012)

Resolved, That the ASCCC urge local senates to collaborate with administrators to develop formal policies and procedures for the development and approval of grant-driven projects.

Integration of Grants with College Planning and Budget Processes (17.03 F2012)

- ⬚Resolved, That the Academic Senate for California Community Colleges affirm that grant development processes are processes for institutional planning and thus fall under the purview of academic senates in accordance with Title 5 § 53200; and

- ⬚Resolved, That the Academic Senate for California Community Colleges research and report on existing policies and procedures for the development of grant-driven programs at California community colleges and identify which of those policies and procedures are integrated into college institutional planning processes.

Senate Purview from Title 5

- Grants not explicitly identified as academic senate purview, but many things that are tied to grants are:

- Curriculum

- Processes for institutional planning and budget development

- Educational program development

- Processes for program review (part of ongoing grant monitoring)

Accreditation Standards
Standard II.A.2

○ "The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location."

Initial Considerations

- Consider which processes are already in place (curriculum, program development, etc.)

- Goal: agree on a process that allows us to give input, voice concerns, and still explore these opportunities

- Submission deadlines often don't easily allow for all of the discussions and approvals that would normally occur. Is expedition possible? It depends…

Institutionalization

- Grants often require institutionalization

- I.e. once grant $$ gone, college will continue to provide resources to sustain the program/project

- Human resources (faculty/staff/admins)

- Equipment, space

- Other?

- Should already have developed a plan for institutionalization before you applied for the grant

- New/ongoing expenses recognized and incorporated into budgeting

The Grant is Approved

- Once grant approved, may be a push to circumvent established processes because there "isn't time" to follow them – bad idea!

- If regular processes work for projects that don't involve grants, then the people applying for grants need to plan ahead

New Student Services Programs

- Does your college have a process in place to approve new student services ("nonacademic") programs? Some possible examples are Math Engineering and Science Achievement (MESA) and College Assistance Migrant Program (CAMP)

- Who decides if a these are created? Who is involved in that process?

- Again, institutionalization is a major issue

- Process needs to happen before applying for the grant. It would be a disaster if a grant was applied for and the new program was denied.

What Grants Do You Have?

- Most colleges already have grant funded projects. Do you know what they are? Are they listed on your college website?

- How can campus community get info about…

- Current grants?

- Previously submitted grant applications (whether approved or denied)?

- Progress/status on approved grants?