Program Discontinuance

In response to a loss of more than $14 million in state funding from 2009-10 to 2012-13 and ongoing rising operational costs, Long Beach City College implemented over $21 million in cost-saving measures over the four years. The final round of cost-saving measures taken in 2012-13 included the discontinuation of 11 instructional programs and the subsequent layoff of the full-time program faculty. The purpose of the budget reductions was two-fold. First, the cuts in expenditures were needed to close an existing structural budget deficit directly caused by the reductions in state funding. Second, the discontinuation of the eleven instructional programs allowed for the reallocation of resources to better meet the goals set forth by California’s State Legislature in relation to student program completion and in accordance with the District 2011-16 Educational Master Plan. Furthermore, the Board of Trustees had previously called for, in one of its 2009-11 Student Success goals, a “comprehensive evaluation of LBCC Career Technical Education programs with an emphasis on the relevancy and alignment of the programs with regional workforce needs.”

Through the District’s college planning process, institutional priorities based on the mission of the District were established for 2012-13:

- Maintain the College’s fiscal stability to afford opportunities for addressing the needs of students.
- Improve student readiness for success in college and provide a foundation for career and workforces skills.
- Acquire and manage funding to support student success initiatives.
- Support professional development in alignment with institutional priorities.

In alignment with these priorities, the College Planning Committee identified eight criteria to be used in determining reductions in instructional programs:

- Maintenance of health, safety and statutory/regulatory compliance
- Meeting legal, contractual and accreditation obligations of the college
- Minimizing the impact on students as much as possible
- Degree to which the activity duplicates services
- Evidence of programs or activities offered within the College or elsewhere in the surrounding area
- Evidence of employer demand and/or community need for the program or activity
- Currency of the program in relation to employer demand and transfer institution requirements
- Effect on existing workloads and the impact of position reductions
These eight criteria were added to the existing criteria in the District’s Administrative Regulation 4024: *Program Establishment, Modification, and Discontinuance* (provided as evidence in Appendix A).

In March 2011, Administrative Regulation 4024 was reviewed by Academic Council (the executive committees of the Academic Senate and the Administration) and by a committee of instructional department chairs. During the summer of 2012, all instructional programs were analyzed based upon the established criteria. In August, 19 programs were notified of consideration of discontinuance. Between September 6 and October 4, 2012, 38 meetings were held with the impacted program faculty, Academic Senate representatives, faculty union representatives, and classified union representatives. Each instructional program was then invited to respond to the data and discontinuance criteria at an Academic Council meeting and at a Board of Trustees meeting. In December 2012, the Academic Council members reviewed all data and program input and made recommendations to the Superintendent-President, which resulted in the Superintendent-President recommending to the Board of Trustees the discontinuance of the following 11 instructional programs:

- Air Conditioning and Refrigeration
- Auto Body Repair
- Automotive Technology
- Commercial Music – Audio Production (Recording Engineer & Recording Producer)
- Aviation Maintenance
- Carpentry
- Diesel Mechanics
- Interior Design
- Photography
- Real Estate
- Welding

After the process outlined in Administrative Regulation 4024 had been completed, the Long Beach City College Board of Trustees voted in January 2013 to discontinue the 11 instructional programs effective with the 2013-2014 academic year. The following sections summarize the support and completion options that have been provided to students enrolled in the discontinued programs.

**All Discontinued Programs**

*General Communication:* All students enrolled in discontinued programs were emailed before the beginning of the Spring 2013 semester notifying them of the Board’s decision in January; the deans over each area, the VP of Academic Affairs, and the Associate Vice President of the Pacific Coast Campus (AVP of PCC), where seven of the programs are housed, visited all discontinued program courses during the first week of the semester to share the Board’s decision. During the first week of the semester, four program discontinuance workshops for students were held by the Vice President of Student Support Services, the Dean of Counseling, and the Dean of Enrollment Services to explain the general options that would be available to students—196 students attended these sessions.

Between August 12, 2012 and June 1, 2013, the AVP of PCC spent 35 hours meeting with individual students and student groups and 55 hours meeting with faculty to discuss concerns and options associated with the discontinued programs.

The District recognized that the 11 discontinued programs had historically low completion rates, partly due to students having other academic goals than program completion. To address different groups of
students within each program, completion options were scaled based upon the number of program units a student had completed by the end of fall 2012. Students with two or fewer courses left to complete their program certificate or degree were given top priority and subsequent courses were scheduled based upon the specific courses needed by these students. Students with more than two program courses left to complete were allowed to fill seats available in program courses in the spring and summer semester and will be allowed to enroll in limited courses offered in fall 2013. These students were also given other completion options, including carrying a more-than-full-time unit load (petitions for unit overload), course substitutions, articulation agreements with local colleges, and a list of similar programs at local colleges.

During the spring semester, students were communicated to regarding program discontinuance options multiple times via email. In addition, counselors visited the majority of program courses and met with students during, before, or after the scheduled courses.

A student resource guide was created for every program that included the following four components (where applicable): 1) summer teach-out courses, 2) approved course substitutions, 3) courses reverse articulated at local colleges, and 4) similar programs at local colleges. These resource guides were sent out to all students associated with each discontinued program. These student resource guides have also been posted on the “program update” page of the college’s website.

The following options were provided to students with more than two courses left to complete in a program being discontinued:

*Petitions for Unit Overloads Approved*: Fifty-six unit overloads were approved for the spring 2013 semester, allowing these students to take more than 18 units in order to complete program requirements in programs being discontinued. Over 30 additional unit overload petitions were approved for the summer 2013 term; to simplify the process, Admissions and Records created a blanket overload petition for a few programs, such as Welding, to ease the enrollment process for impacted students.

*Course Substitutions*: Over 230 course substitutions were approved by faculty department chairs in the discontinued programs. The most common course substitutions approved by the departments have been captured and included in student resource guides made available to all students.

*Summer Courses*: Courses in ten of the eleven discontinued programs were offered in the summer based upon the specific courses needed by students to complete these programs. These courses were set up so that students close to program completion were provided the opportunity to enroll first in each section and then opened to all students. It was determined that a section would be offered if there were at least five students identified that needed the course for program completion; once the course was scheduled, it was offered regardless of the number of students enrolled. The Admissions and Records Office modified enrollment requirements as needed to allow students to take courses as co-requisites as approved by the department faculty.

*Articulation Agreements*: In addition to identifying local colleges with similar programs, the Admissions and Records Office took all of the courses from the discontinued programs and created a chart of all potentially similar courses at all local colleges to simplify the articulation
process for the faculty in each discontinued program, and all departments submitted final information by Friday, May 17th. This articulation work allows students who have met the LBCC residency requirement to complete coursework at other local colleges and transfer the units back to LBCC to be awarded the certificate or degree.

In addition, the following policy changes were made for all students impacted by program discontinuance:

Graduation Deadline: For 2012-2013, the graduation petition deadline was extended for students in discontinued programs. In addition, students in discontinued programs will be able to complete LBCC degree/certificate requirements at local colleges within two years and transfer these units back to LBCC to be awarded without having to meet the continuous enrollment requirement.

Transcripts: All transcript fees have been waived for students in discontinued programs requesting transcripts for transfer to local colleges.

Commencement: The course completion requirement was changed for certificate programs that were discontinued so that students who had only two courses left to complete were allowed to walk in the commencement ceremony.

Specific Discontinued Programs
Air Conditioning/Refrigeration (HVAC)
Counselors visited HVAC classes on March 13th to discuss student options, including course substitutions (identified by HVAC DH), summer course offerings, and local colleges with similar programs. Students able to complete the program during the summer were notified per email and counseling sessions, and a list of these students was sent to Admissions and Records for automatic enrollment in the needed summer courses. As of Friday, May 17th the HVAC faculty department chair had submitted all course articulations approved with other local colleges. HVAC courses will be offered in the fall, and 7 of 19 students have met all program requirements as of summer 2013. Communication has also occurred with El Camino, Compton, and Cypress College to ease student transfer.

Audio Production/Commercial Production
The counseling faculty department chair met with Audio Production classes in March to discuss options, including course substitutions, petitions for overload units, summer course offerings, and local colleges with similar programs. The faculty in the program were very proactive in identifying course substitutions for students, and seven Audio Production courses were offered in the summer teach-out. Students in Audio Production that could complete in the summer were notified and a list was provided to Admissions and Records for automatic enrollment. The faculty department chair also provided a list of course articulations approved with other colleges. The Dean of Creative Arts and Applied Sciences has had conversations regarding transfer with Fullerton, Cerritos, and Cypress College to ease student transfer. As of summer 2013, 25 of 46 students have met all program requirements.

Auto Body, Auto Mechanics, Diesel
The AVP of PCC worked with faculty and students in these areas to communicate transfer options at other local schools, and the program faculty articulation information for Cerritos, El Camino, and Cypress College and will be reviewing articulation information for Santa Ana and Rio Hondo College.
Summer courses were scheduled for these programs, including Diesel where there was an issue with finding faculty to teach the course, and students able to complete the programs in the summer were notified. Courses in Auto Body, Auto Mechanics, and Diesel will be offered in the fall based upon the remaining courses needed by near-program completers. Communication has occurred with Cerritos and Cypress College to ease student transfer. As of summer 2013, 19 of 57 students have met all program requirements.

**Aviation Maintenance**

On March 27th-28th, the Associate Dean, Career Technical Education created a spreadsheet showing program progress for all students in AVMNT and visited all AVMNT classes. The Associate Dean, the AVP of PCC, and the Dean of Counseling met with each class and explained options, including summer courses. The summer courses were scheduled and a list of students was send to Admissions and Records for automatic enrollment (the courses have been closed until this happens). In addition, an agreement was made with Orange Coast College to guarantee seats in its Aviation Maintenance program for 25 LBCC students, which is approximately the total number of students at the beginning of the second year of the program. The VP of College Advancement and Economic Development has also scheduled meetings with local industry to explore offering FAA certification courses, which students have stated is their primary interest (and not college degrees or certificates). The AVP of PCC has also had conversations regarding transfer with Orange Coast, Chaffey, and West LA College.

**Carpentry**

Counselors visited all classes in Carpentry during the first week in March and discussed options, including course substitutions, summer offerings, and transfer options at other local colleges. The program faculty were very proactive and created a “test-out” option for the final three units in the program to reduce unit requirements; strong faculty involvement also led to many students transferring to other colleges during the spring semester. Summer course offerings were scheduled and a list of students was send to Admissions and Records for automatic enrollment into these courses. Carpentry courses will be offered in the fall based on the remaining courses needed by near-program completers. Communication with El Camino College, Compton Center has occurred to ease student transfer. As of summer 2013, 3 of 16 students have met all program requirements.

**Interior Design (ID)**

The counseling faculty department chair visited the Interior Design classes in March and discussed options, including course substitutions, summer courses, and transfer options at local colleges. The program faculty have been very proactive in identifying course substitutions. On May 7th, the Dean of Enrollment Services met with ID students to answer questions, and on May 13th the Dean contacted all students regarding their graduation status. Summer courses have been scheduled, and conversations have occurred with the Architecture department to transfer the LEED certificate program from ID. The faculty department chair submitted the approved articulation list for courses from local colleges. The Dean of Creative Arts and Applied Sciences has had transfer conversations with Fullerton, Mt. San Antonio, and Santa Monica College. As of summer 2013, 9 of 19 students have met all program requirements.

**Photography**

The counseling faculty department chair visited the Photography classes in March and discussed options, including course substitutions, summer courses, and transfer options at local colleges. The program faculty have been very proactive in identifying course substitutions. Summer courses have been scheduled, but students will also be able to complete many program requirements during the fall
semester due to overlap of courses in other degree/certificate programs. The Dean of Creative Arts and Applied Sciences has had transfer conversations with Fullerton, Cerritos, and Cypress College. As of summer 2013, 3 of 10 students have met all program requirements.

Real Estate
The counseling faculty department chair visited the Real Estate classes in March. The program faculty have been very proactive and identified options for all RE students, including course substitutions; the program did not identify the need to offer summer courses.

Welding
Counselors visited Welding classes on March 15th and discussed options, including course substitutions, summer course offerings, and transfer options to local colleges. The program faculty have been very proactive and created an option whereby students could complete the summer courses and then participate in a “test out” at the end for other units. Summer classes were scheduled based upon student needs, and a list of students was sent to Admissions and Records to automatically enroll (the classes have been closed until this happens). Welding classes will be offered in the fall based upon student needs. The AVP of PCC has had conversations regarding transfer with LA Trade Tech College to ease student transfer. As of summer 2013, 7 of 27 students have completed all program requirements.