LBCC PROGRAM
DISCONTINUANCE PROCESS

Presentation to Board of Trustees
September 11, 2012
Rationale for Program Discontinuance

- LBCC is facing budget reductions that will range from $2 million (best-case scenario) to $8.4 million (worst-case scenario)
- Reductions must be implemented in a manner that preserves maximum resources for accomplishment of Board of Trustees Goals and the Educational Master Plan
- 87% of current college budget is comprised of salaries and benefits
- Previous rounds of budget reductions have primarily impacted part-time faculty, classified staff and managers
Criteria Upon Which Discontinuance Decisions are to be Based

- College Planning Committee Budget Reduction Criteria (adopted spring 2012)

  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

  - Extent to which program, service or activity advances student success
  - Focus on certificate and degree completion as well as transfer
  - Equitable impact for students on both campuses
  - Student access as measured by WSCH/FTEF ratios, wait lists and numbers served
Extent to which the program, service or activity advances the Institutional Priorities (NOTE: The College Planning Committee has adopted a single institutional priority for 2012/13: “To improve rates of student success”)

Degree to which activity duplicates services, 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
Additional factors to be taken into consideration in program discontinuance decision-making are spelled out in Administrative Regulation 4024 (Administrative Regulations on Program Establishment, Modification and Discontinuance):

a. What is the student demand for the program, considering recent and current enrollment?
b. What are the retention, persistence, and completion rates for the program?
c. What is the long-term viability of the program?
d. What is the workplace demand for the graduates of this program?
e. What is the success level of students who have completed the program and are currently working in the field?
f. Which high school and/or university programs are articulated with this program?
g. What percent of students who have graduated from this program have transferred?

h. What is the cost of the program compared to similar programs at other colleges and other programs at this college?

i. Are there any courses within this program that are required in another program?

j. Could elements of this program be combined with another program?

k. Is the program offered at any nearby colleges?

l. What effort has already been made to support the program?

m. What effect has this program had on college diversity efforts?

n. How would the elimination of this program affect the ability of the college to fulfill its mission?

o. Does this program meet a special community need or provide special benefits to the college?
p. How would the elimination of this program affect students maintaining continuous enrollment in the program?

q. What strategies are in place to guarantee that students maintaining continuous enrollment in the program achieve their academic and vocational goals?
The process by which programs are to be reviewed and considered for possible discontinuance is also laid out in Administrative Regulation 4024.

Regulation 4024 was established by LBCC several years ago and was employed recently, leading to the discontinuance of the College’s cabinet making and machine tool technology programs.

The College’s program discontinuance process is derived from a model process that was developed and disseminated by the State Academic Senate in 1999.
Limitations of LBCC’s Program Discontinuance Process:

- Designed for assessing program viability, not for circumstances in which large numbers of programs need to be discontinued as a result of financial exigency.

- Designed to be carried out over a longer time frame than we have available to us.

- Contains provisions for which insufficient time and resources are available, including retraining of faculty and allowing all currently enrolled students to complete the program in some cases.

- Addresses issues that need to be collectively bargained, such as the effects of reductions-in-force resulting from program discontinuance.
Steps in Program Discontinuance Process

• Vice President, Academic Affairs calls meeting of dean and full-time faculty of department or program (NOTE: department heads and union representative were also invited to these meetings). Initial meetings were scheduled for the first and second weeks of September.

• At this initial meeting the budget reduction criteria are shared with participants, as well as various data, including:
  – Student retention, completion and success rates
  – Number of degrees and certificates awarded
  – Transfer rates for students who have taken three or more courses within the program
Steps in Program Discontinuance Process (cont’d.)

- Enrollment data, including WSCH: FTES, average section enrollments and wait lists
- Data pertaining to job availability in the city and region in relation to the number of program completers at LBCC and surrounding colleges
- Progress of program or department in assessing student learning outcomes

• Also at this initial meeting, program faculty will have an opportunity to discuss possible intervention strategies designed to improve the program in the event that it is not discontinued.

• Additionally, program faculty will have the opportunity to present further data related to the discontinuance criteria at a second meeting to be held during the first two weeks of October.
Steps in Program Discontinuance Process (cont’d.)

• Following the second meeting, a *written report* will be prepared by the dean and the academic vice president that includes the following:
  – Summary of program strengths and challenges
  – Suggested intervention strategies (if applicable)
  – Recommendation(s)*
  – Criteria upon which recommendations are based

*Recommendations may include the following:
  • Discontinue the program
  • Retain the program and implement intervention strategies unless the projected budget deficit factor exceeds a specified level in which case the program would be discontinued
  • Retain the program unless Proposition 30 fails in which case it may be discontinued
Steps in Program Discontinuance Process (cont’d.)

• Copies of all 19 written reports, along with a proposed list of all college-wide budget reductions will be distributed to the affected program faculty and made available to members of the Academic Council in advance of its November 15th meeting.

• At the November 15th meeting of the Academic Council testimony will be permitted for program faculty and other interested parties to address the Academic Council concerning the list of proposed budget reductions.

• Following this testimony the Academic Council will discuss the matter and may provide recommendation(s) to the Superintendent/President.
Steps in Program Discontinuance Process (cont’d.)

• Following the November Academic Council meeting the Executive Committee (eg. College VPs) will finalize its recommendations and submit them to the Superintendent/President.

• The Superintendent/President, after taking into consideration the recommendations of the Executive Committee and the Academic Council, will provide the final recommendations for consideration and action by the Board of Trustees.

• At its January 2013 meeting the Board of Trustees will take action on the recommendations of the Superintendent/President.
Other Academic Affairs Initiatives for 2012-13

- Adjust range of program offerings to better focus on degree/certificate completion, transfer and acquisition of foundational skills (program discontinuance)

- Shift resources from courses serving recreational students to improving access to math, science, English and foundational skills courses by implementing BOG changes regarding course repetition, effective fall 2013

- Improve student access to all course offerings by implementing student-centered scheduling and Schedule 25, effective fall 2013

- Advance the College’s progress toward “proficiency” on the ACCJC rubric for student learning outcomes assessment, achieving proficiency by the end of the 2012/13 academic year
Anticipated Outcomes Resulting from 2012/13 Academic Affairs Student Success Initiatives

- Increase college-wide successful course completion rate from 67% (fall 2011) to 70% (fall 2013)
- Increase basic skills course completion rate from 60.5% (2010/11) to 65% (2013/14)
- Increase college-wide WSCH: FTEF ratio (i.e. student access) from 503 (fall 2011) to 600 (fall 2013)
- Increase proportion of LBCC students who enroll in 12 or more units from 29% (fall 2011) to 35% (fall 2013)
- Increase transfer rate (within six years of initial enrollment) from 35% (2010/11) to 40% (2013/14)