

**Skyline College
Suggested, Approved Process
To Determine Program Viability**

Suggested Process	Used Process
<p>Definitions A program is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education in the areas of lower-education, and student development (District Rules & Regulations 6.01). At the discretion of the local college, student service programs which include an instructional component may be considered using this process.</p>	
<p>Initiating a Discussion on Program Viability (Improvement/Discontinuance) Program viability discussions may be initiated by any constituency or group. When a program has indications of not meeting the college’s mission, strategic plans, division or departmental goals and objectives, and intervention strategies have been attempted, this process is initiated. Regardless of where the discussion is initiated, the Academic Senate and its committees, including its Curriculum Committee, in accordance with the District’s policy to “rely primarily” on the Academic Senate’s advice in academic matters, will guide the process and produce the recommendation to the appropriate body. Note: If there is consistent consensus among all interested parties and stakeholders that a program should be discontinued, the Curriculum Committee may recommend discontinuance without initiating a formal procedure.</p>	<p>The PIV Process was initiated by a vote of the Curriculum Committee on September 16, 2009 (It was originally agendized on September 2, 2009 but the committee meeting was cancelled due to the shooting incident that occurred on campus.)</p>
<p>The Task Force A sub-committee, under the direction of the Curriculum Committee, shall undertake the evaluation process. To facilitate and enhance a balanced examination of a program, discussions of program viability must include representation from all parties affected by the decision. These may include faculty, staff, administrators, students, the employing business and industry (if applicable), the community, and others deemed necessary by the Curriculum Committee. Note: To complement the active acquisition of information, the sub-committee may organize an open meeting or forum to allow any interested individuals to make presentations of concerns or issues to the members of the sub-committee.</p>	<ul style="list-style-type: none"> • The Curriculum Committee appointed a subcommittee. <p><i>Faculty</i></p> <ol style="list-style-type: none"> a. Dino Nomicos – PEDA b. Arthur Takayama – SSCA c. Christine Roumbanis- BUS d. Ray Hernandez – SMT e. Fermin Irigoyen - LA f. Jacquie Escobar – Counseling (did not attend) <p><i>Administrators</i></p> <ol style="list-style-type: none"> a. Regina Stanback Stroud b. Joe Morello <p><i>Students</i></p> <ol style="list-style-type: none"> a. Elizabeth Gallagher <ul style="list-style-type: none"> • A timeline was established by the Curriculum Committee to receive a recommendation at the December 2, 2009 curriculum committee meeting. • • The submission form was approved by the Curriculum Committee. • • Programs were forwarded to the committee by the Vice President of Instruction on November 16, 2009 <p>The following program faculty attending the PIV discussions. The Full Time Faculty of each program made a presentation to the committee and answered committee questions.</p> <ol style="list-style-type: none"> a. Barbara Lowell

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	<ul style="list-style-type: none"> b. Claire Muller-Mosley c. Shawna Whitney (adjunct) <p>Additional input from:</p> <ul style="list-style-type: none"> a. Don Biederman, A Faculty Advisor in the Counseling Division presented a letter in support of the Health Science Program b. John Elia, adjunct faculty member, submitted a letter to the PIV committee in support of the HSCI program c. Approximately 8 students in attendance d. One student spoke to the committee e. Patricia Bader, a student in the Nutrition 310 class presented a letter to the committee. f. A petition was submitted by 98 students indicating that the elimination of the class would impact their ability to enter medical fields such as nursing, dietetics and various allied health fields g. A open letter from a group of 11 faculty members that named themselves “Concerned Faculty of Skyline College” was provided to the committee.
<p>Discussion Criteria</p> <p>Discussions will include both qualitative and quantitative indicators. Sources of data will be referenced and cited.</p> <p>A. Qualitative Indicators</p> <p>Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:</p> <ol style="list-style-type: none"> 1. balance of the college curriculum; 2. effect on students of discontinuing the program; 3. potential for a disproportionate impact on any one group of students; 4. quality of the program and how it is perceived by students, articulating universities, local business and industry, and the community; 5. ability of students to complete their degree or certificate or to transfer, including maintaining catalog rights of students; 6. replication of programs in the District/surrounding area; 7. community needs assessment; 8. student employability; 9. change in college mission. 	<p>The Task Force developed a form requesting the submission of information related to the criteria as follows</p> <ol style="list-style-type: none"> 1. Impact on comprehensiveness of curriculum 2. Impact on ability to attract students 3. Disproportionate Impact on community/student/employer groups 4. Qualitative-Describe qualitative information obtained through surveys, campus and community forums, focus groups or other means. 5. Relationship to fulfillment of Degrees, Certificates, and transfer requirements (balance of curriculum) 6. Describe how it meets transfer requirements 7. Community and Business needs – (employability) 8. Impact on College and District: What is the impact of the elimination of this program on the college, sister colleges and the district? 9. Relationship to Mission: How does the program help fulfill the mission?
<p>B. Quantitative Indicators</p> <p>There are many quantitative indicators that must be considered in any discussion of program viability. Any data used as a basis for decision-making must be sound, comprehensive, uniform and reliable. Quantitative Indicators include, but are not limited to, the following:</p> <ol style="list-style-type: none"> 1. enrollment and retention trends 2. persistence/completion/success of students in the program 3. program review reports 4. FTEF Allocation Committee discussions 	<ol style="list-style-type: none"> 1. Quantitative indicators and analysis Evaluate the quantitative sources with respect to enrollment, retention, and student success, including student learning outcomes. Analyze the productivity of this program in terms of its target load. Identify trends; determine and evaluate the (anticipated) effect of any recent or planned programmatic changes. Discuss the number of full-time and adjunct faculty, overload and reassigned FTEF, and the effect of these factors on the efficiency of the program. <ul style="list-style-type: none"> a. <i>Data resources: Educational Master Plan; Core Program and Student Success Indicators; additional data provided by Office of Planning,</i>

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5. cost effectiveness	<i>Research and Institutional Effectiveness (PRIE); previous Program Review and Planning reports; other department records; assessment of student learning outcomes; additional sources deemed appropriate by review committee)</i>
II. Possible Outcomes A program may be recommended to continue, to continue with modifications, to consolidate, to relocate, to be put on hiatus, or to be discontinued.	Recommendation to eliminate two programs are forwarded to the Curriculum Committee
III. Recommendations Recommendations on program viability shall rely primarily on the advice of the Academic Senate through its sub-committees, per District policy. Final recommendations of the sub-committee will be forwarded in writing to the Curriculum Committee, who will review the report and forward it to the appropriate office, including the Office of Instruction and the Academic Senate. All recommendations will be maintained by the Academic Senate. If the recommendation is to discontinue a program, the signatures of the Vice President of Instruction, the college President and other appropriate administrators, the ASSC president, and the Academic Senate President will be obtained before the recommendation is presented to the Board of Trustees for approval, if deemed necessary. The information of a program’s discontinuance should also be reported to the State Chancellor’s Office on the form entitled, “Non-Substantial Changes to Approved Program or Change of Active-Inactive Status,” found in the “Program and Course Approval Handbook.” The written recommendation for discontinuance will include the criteria used to arrive at the recommendation, a plan and timeline for phasing out the program, and a plan for the implementation of all requirements of collective bargaining. *The documents proposing revisions to both policy and process were widely distributed to faculty, administrators, and students for feedback. By the end of the spring 2003 semester, the proposed program discontinuance (renamed program viability) draft had been approved by all district colleges’ Curriculum Committees, Academic Senate Governing Councils, the District Curriculum Committee, and the AFT Executive Committee.	A written recommendation was provided to the curriculum committee. Members of the “Concerned Faculty” group, AFT Officers, full and part-time Faculty in the affected programs and individual faculty members were present in the Curriculum Committee meeting. They urged rejection of elimination as these programs are vital to students of Skyline College. The Curriculum Committee did not take a position on the recommendation. The recommendation was placed on the table by the chair. The motion died due to lack of a second.