SBVC College Council AGENDA January 27, 2010

Deb Daniels, SBVC President, Co-Chair	John Napolitano
John Stanskas, Academic Senate President, Co-Chair	Barbara Nichols
Robert Alexander	Zelma Russ
Damon Bell	Troy Sheffield
Larry Buckley	James Smith
Marco Cota	
Jay Danley	Rochelle Alexander (guest representative)
Jim Hansen	
Rick Hrdlicka	
Courtney Hunter	
Celia Huston	

TOPIC	DISCUSSION and ACTION
Approval of December 16, 2009 Minutes	

TOPIC	DISCUSSION and ACTION
Budget – Deb Daniels	
Educational Master Plan – Troy Sheffield	
Program Discontinuance – John Stanskas	
SERP – Deb Daniels	

SBVC College Council Minutes January 27, 2010

Deb Daniels, SBVC President, Co-Chair	John Napolitano **A**
John Stanskas, Academic Senate President, Co-Chair	Barbara Nichols
Robert Alexander **A**	Zelma Russ
Damon Bell	Troy Sheffield
Larry Buckley	James Smith
Marco Cota **A**	
Jay Danley	
Jim Hansen	
Rick Hrdlicka **A**	
Courtney Hunter	
Celia Huston	

TOPIC	DISCUSSION and ACTION
Approval of December 16, 2009 Minutes	The minutes were approved.

TOPIC	DISCUSSION and ACTION
Budget – Deb Daniels	Deb asked for recommendations on dates/times to have Bruce Baron, Acting Chancellor give a campus wide presentation on the current budget status.
Educational Master Plan – Troy Sheffield	Troy handed out two lists which outlined strategic initiative plans for technology, and online projects/programs/needs. The comments gathered from the planning activity day held on January 8, 2010, will be posted to the web. Key themes/findings will be assigned and related to initiatives and goals to incorporate new findings.
Program Discontinuances – John Stanskas	John handed out the Academic Senate policy on program discontinuance. The Senate has passed and forwarded the document for College Councils approval. The consensus was to approve the document as is, but with a recommendation to the Academic Senate to review the document for consideration of adding one classified staff person as a member to process 2a (Full Review-convening).
SERP – Deb Daniels	A general discussion took place concerning the process and procedures to be used in establishing the campus human resources needs in the wake of the SERP. Dr. Daniels requested additional input be emailed to her.

ANNOUNCEMENTS

Contemporary Issues in Education – Courtney Hunter	Beginning February 1, 2010 (1st Monday of Every month) 12:00 pm – 1:00 pm North Hall - Living Room

Item	Strategic Initiative(s)	Strategic Plan
Update Blackboard Server	Technology	Goal 6.1.3
Update Blackboard Software	Technology	Goal 6.1.3
More online services for students	Access Student Success	Goal 1.3
More diverse course offerings to include more students in online programs	Access	?
Online science – CASE other CCs	Access	?
Psych Tech – offer online courses?	Access	?
Biology = online – hybrid = lab in house	Access	?
Increasing online offerings	Access	?
Online = access, not necessarily success. Hybrid options	Student Success	Goal 5.2.4
Big Bear – online = success – offer basic tech courses for success in online programs	Student Success	Goal 5.2
Training/orientation for online courses, i.e. how to log in? What to expect?	Student Success	Goal 5.2.4
Have mandatory orientation for online courses	Student Success	Goal 5.2.4
Quality of technology for online students is a challenge	Technology	Goal 6.1.3
Can basic skills level tutorials be provided online to aid students?	Student Success	Goal 5.2
Online retention	Student Success	Goal 5.2.1

Item	Strategic Initiative	Strategic Plan
POS system	Technology	Goal 6.1
Make website more user-friendly	Crosses multiple initiatives – Campus Culture/Climate, Access, Technology, Student Success, Institutional Effectiveness	?
Technology user friendly	Crosses multiple initiatives – Technology, institutional effectiveness, access	Goal 6.2.1
Capacity of phone system needs to accommodate calls to admissions/record, counseling, financial aid, etc.	Access, Technology	Goal 1.1.1 Goal 6.1.3
All college forms online	Crosses multiple initiatives – Technology, institutional effectiveness, access	Goal 6.1 Goal 6.2.1
Difficult to maintain current technology due to speed of change and budget limitations	Technology	6.1.3
Enhance the early alert system	Student Success	Goal 5.2
Doesn't capture emerging technologies	Technology	Goal 6.1
Provide enough technology	Technology	Goal 6.1
Develop new, specialized online/hybrid evaluation process, rather than using traditional evaluation criteria	Institutional Effectiveness	?
Too many steps to implement new ideas/technology/equipment	Technology, Institutional Effectiveness	?
Lack of technology	Technology	Goal 6.1
Don't leave non-techies behind	Technology	Goal 6.1.2
Pre-planning for new building technology	Technology	Goal 6.1
Building design – classroom size and functionality leaves no space for equipment is some buildings.	Technology Campus Culture and Climate	Goal 6.1 Goal 2.1
Smart classrooms not available or used	Technology	Goal 6.1
Access to computer resources	Technology	Goal 6.1
Staff computer labs across campus to get better use of existing computers	Access, Technology	Goal 1.3 Goal 6.1

San Bernardino Valley College

Senate Policy on Program Discontinuance

Title 5 Section 53200 gives the Academic the right to make recommendations on Academic and Professional Matters including (4) Education Program Development (development, redevelopment and discontinuance and (9) Processes for Program Review and other academic and professional matters as mutually agreed upon through the collegial process. The Academic Senate has developed these guidelines for program discontinuance.

Purpose:
To critically review a program or discipline for possible discontinuance. The program review process is formative, providing evaluation that leads to continual improvement. The discontinuance process is separate from the program efficacy process. The discontinuance process provides a summative evaluation of a program or the viability of a discipline and may lead to the termination of a program.

Process:
1. **Identification:** Anyone may identify an at-risk instructional program based on the criteria listed in Section 3 of this document to the Academic Senate for an initial review. The party recommending the review is responsible for providing to the Academic Senate written and documented data supporting at least four of the criteria under Section 3. The Academic Senate will determine if a full review is necessary.

    1a. Academic Senate Report: The Academic Senate will issue a brief narrative report recommending to the President whether a full review is warranted, including but not limited to previous documentation presented to the Academic Senate during the identification process. The report will be submitted to the President, Office of Instruction, Program Review committee, Curriculum committee, Dean and Faculty Chair responsible for the program and to the party initiating the review.

2. **Full Review:** If the Academic Senate determines that a full review is warranted, then a Discontinuance committee will be convened and a full review is to be conducted by this committee within 60 days.

    2a. Convening: The Academic Senate President convenes the Discontinuance committee to conduct a full review of the program. This is not a standing committee, but rather is convened as needed with the following membership:

    - Vice President for program under review
    - 2 Deans or administrative designees
    - 3 faculty appointed by the Academic Senate
    - Faculty chair or faculty representative from the program under review
    - 1 faculty representative from CTA executive board or designee
    - 1 student appointed by the Associated Student Government

3. **Program Evaluation:** Data used to evaluate a program for discontinuance should be based on trends over time (typically three to five years) and relate to program goals, mission of the college, and the service the program provides to the college and the community. The criteria to be examined includes uniform measures that must be applied to all programs, specific measures required for

different program types, and other measures that should also be considered. Program discontinuance should not be solely based on budgetary shortfalls or overall cost of running a program. The Discontinuance committee should examine the recommendations of the Program Review committee including the institutional commitment to strengthening the program prior to a recommendation for discontinuance review.

3a. Criteria applied to all programs:
- Declining market/industry demand
- Program efficacy status (Second Year Probation or Contraction)
- Curriculum, Student Learning Outcomes and/or program accreditation is out of date
- Number of students pursuing educational program based upon actual student enrollment data rather than student declaration of program of study
- Consistent low or decreasing WSCH/FTEF*
- Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
- Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates, job placement)
- Decline in importance of service to related disciplines (applies only when a discipline does not offer a degree or certificate)
- Match of a program with SBVC Educational Master Plan, Strategic Initiatives, Mission and Vision
- Retention within course(s) (successful course completion)
- Semester-to-semester persistence within the program (as applicable)
- Documentation that previous steps have been taken to strengthen program

3b. Criteria applied to CTE and occupational programs:
- Duplication/uniqueness of training programs within the college
- Employment placement rate
- Advisory committee recommendation
- Program no longer meets industry standards

3c. Criteria applied to transfer programs:
- Declining university transfer trends*
- Transfer program availability or courses only transfer as electives*
- Number of transfers (UC, CSU, private)**
- Number of transfer ready students**

* as compared to statewide norms for the discipline and local data over the last three to five years.
** as compared to peer institutions

4: Criteria unique to the program (as applicable)
- Regional implication
- Previous Program Efficacy documents (for historical perspective)
- Political issues or bias within the service community and district
- Employer and/or student satisfaction with quality of the program
- Availability of program at other community colleges
- Student demographics unique to the program including but not limited to the Student Equity Report
- Industry/market demand (non-vocational programs)
- Information about "job-outs" (students who are hired full-time before program completion)
- Constraints that may limit enrollment and productivity measures
- Enrollment as a percent of available seats

5. **Recommendation**: The committee within 60 days of commencing will issue a written recommendation to the President, Academic Senate, Discontinuance Committee members and CTA based on the analysis of the criteria in Sections 3 & 4. The recommendation will consist of one of the following recommendations:

  a. Recommendations are made for continuing the program. The Academic Senate shall determine the appropriate actions and timeline to strengthen and develop the program in conjunction with the faculty and administration of the program.

  b. Recommendations are made to declare the program obsolete and create a plan for discontinuance that minimizes impact on students, faculty and staff within the program.

  c. Recommendations are made to declare the program in hiatus to be reviewed again in two years

6. **Actions:** Recommendation report will be forwarded to the Academic Senate and appropriate collegial consultation bodies. Once the recommendations of the President and the Board of Trustees are accepted, the following provisions will be made:

6a. Impact on Faculty: Adequate notification of affected faculty, and retraining or transfer of faculty to another area consistent with collective bargaining agreements, Title V and other applicable policies will be made. The following are recommendations based on other program discontinuance models:

- Adequate Notification to Affected Faculty: Section 87740 of the Education Code requires notification of termination. Faculty affected by program discontinuance will need longer phase out periods.
- Availability of Retraining for Displaced Faculty: Faculty will be given opportunities for retraining if transfer is not possible.
- Construction of Faculty Service Areas (FSA): Faculty will be given opportunities to teach in other areas as determined by FSA policies.

6b. Impact on Students: Opportunities will be provided for students to finish the program or transfer to a related program consistent with Title V and other applicable policies.

7. **Analysis:** The discontinuance process will be reviewed by the Academic Senate and through the collegial process periodically. During the first three years after this process is adopted, no program can be recommended for review that has not had the opportunity for review and improvement through the current Program Review process. Vice Presidents have the authority to schedule a program on the Program Review calendar out of the usual review cycle of the program.

7a. Consultation: State Academic Senate literature and other pertinent models and documents, accreditation, collective bargaining and other processes will guide the on-going review of this program discontinuation processes.

Sources:
Program Discontinuance: A faculty Perspective, Academic Senate for California Community Colleges, Spring 1998.
Program Discontinuance: Sample Procedures, Assembled by CCCCIO and CCCAOE, December 2003.

Courtney

The Living Room Series
Contemporary Issues in Education

Beginning February 1st
(1st Monday of Every Month)

Time 12:00 pm – 1:00 pm
Location: The Living Room(North Hall)

February 1, 2010

- Challenges and Opportunities: Community Colleges and Our Future

March 1, 2010

- Research In the Contemporary Classroom

April 5, 2010

- Community Colleges: The Policy Debate

May 3, 2010

- Bridging the Gap: High School to Community College