Academic Program Reduction / Elimination Process [Update 2-3-2021]

I.   <u>Criteria for evaluating whether a program should be eliminated or reduced</u>

Mission: How does the program or curriculum support the mission of Clackamas Community College?

To serve the people of the college district with high-quality education and training opportunities that are accessible to all students, adaptable to changing needs and accountable to the community we serve.

- Will reduction or elimination of the program affect diversity, equity and inclusion priorities?
- Does this program or curriculum exist to remove barriers for marginalized or otherwise vulnerable students?
- Is the program adaptable to changing needs?
    - Current and future labor market demand
    - Currently and in the future, linked to a high-demand transfer program
    - Addresses a gap that is not adequately filled by other public community colleges
    - Other future potential impact, e.g., vulnerable to automation in the next five years
- Is the program accountable to the community we serve?
    - Clear evidence that the community expects us to offer education in this area, such as engagement with advisory boards or interest from school districts (accelerated learning)
    - Bond investment
    - Student retention and/or completion rates

Financial Impact: Will the general fund deficit projected through budget forecasts be decreased through elimination or reduction of the program or curriculum?

- What is the current net gain or loss produced by the program?
- Will reduction or elimination reduce the projected ending fund deficit in year 3 or 5? How so?
- What are the enrollment trends for the program for the prior three years?
- What would be the cost, timeline and impact, if a teach-out were required?
- Can equipment be repurposed or investments in equipment be recouped?
- Will elimination or reduction trigger a need for renovation of the facility? What would be the cost?
- What other financial costs are associated with reducing or eliminating the program or curriculum?

Systemic Impact: What internal or external consequences could result from the elimination or reduction of the program or curriculum?

- What impact will the reduction or elimination of this program or curriculum have on regional or discipline-specific accreditation?

- What impact will the elimination or reduction of the program or curriculum have on other programs, services, or curricula at the college? On external partnerships, community interests, or external organizations? On strategic priorities?
- Is the program or curriculum associated with a grant or donor? What impact will reduction or elimination have related to grant requirements, future grant eligibility or donor relations?

Legal Concerns: Are there legal or compliance issues that need to be considered in the elimination or reduction of a program or curriculum?

- Legal requirements or direct compliance issues associated with the program or curriculum?
- Indirect compliance issues that would be affected by elimination or reduction of the program?
- Contractual concerns raised by the elimination or reduction of the program?

II. Process overview

The goal of the Academic Reduction and Elimination (ARE) process is to allow for substantive conversations about a limited number of programs or curricular areas, to determine if it is feasible or advisable to eliminate or reduce them. To reach that goal, process steps A-I below are intended to produce an analysis that defines a limited number of programs or curricular areas that will be the focus of conversation in step J and again in step K. However, all along the way (e.g., in steps A, B, D, F), information will be shared through College Council and Presidents' Council.

III. Process steps

A. Review process and criteria with Deans and Associate Deans, Executive Team, Presidents' Council, College Council and Faculty Leadership before beginning analysis. Gather feedback from all employees and students. Completed.

B. Share Financial Analysis developed by Business Services – open forum to review concepts. Before step D, analysis of programs will be made available to CCC faculty and staff. Completed.

C. Draft a rubric based on criteria and review standard data sets with representatives from employee groups. Completed.

D. Using the financial analysis developed by Business Services, any program that is not at least revenue neutral (i.e. general fund / operating expenses equal or exceed revenues) will require further review based on Academic Reduction / Elimination criteria above. Completed.

E. The Vice President of Instruction and Student Services and Instruction and Student Services Deans will use a rubric, created in collaboration with faculty and staff and based on the criteria for academic program elimination or reduction, to evaluate each program or subject area. The rubric will use standard data sets.

F. Based on the application of the rubric, some programs or subject areas will no longer be considered for reduction or elimination. The remaining programs or subject areas will be further evaluated.

G. This initial analysis will be shared with the affected departments for further input.

H. Programs or subject areas that continue in the reduction or elimination process will be evaluated against criteria related to systemic impact, a second financial review, and legal concerns. Departments will also be asked to respond to Academic Reduction and Elimination criteria that require a narrative response, which will be evaluated by the Vice President of Instruction and Student Services and Instruction and Student Services Deans.

I. The completed draft of the Academic Reduction and Elimination Report, based on all information and analyses, will be shared with affected departments. This report includes the criteria, the process steps, the results of each process step and an analysis including evaluations of systemic impact, legal concerns, further financial review, and narrative responses. After sharing with affected departments, the draft of this report will be shared with the whole CCC community for additional feedback.

J. There will be significant opportunities for public review and discussion of the draft ARE Report, including through College Council and Presidents' Council. The final version of the ARE Report will be provided to the Executive Team. The Executive Team will draft recommendations regarding reduction or elimination of programs.

K. There will be significant opportunities for public review and discussion of the recommendations, including through College Council and Presidents' Council.

L. Executive Team will make a final determination based on feedback regarding recommendations.

M. Recommendations for program or curriculum elimination will be reviewed through the formal shared governance process (Curriculum Committee, College Council, Presidents' Council) before proceeding to the Board of Education for final approval.

Timeline

Phase I: Establish Criteria and Process					
Date	**Audience**	**Purpose & Message**	**Mechanism**	**Delivered by**	**Deliverables**
11/4/19	Executive Team	Review and input to process and criteria	Executive Team meeting	InSS VP	Review criteria, process
11/12/19	Faculty leadership	Input, advice on communicating with faculty		InSS VP	
11/13/19	Open forum	Answer questions and provide context		InSS VP	
11/19/19	Presidents' Council	Shared governance review		InSS VP	Input
11/21/19	Open forum	Answer questions and provide context		InSS VP	
11/22/19	Chairs, directors, associations	Communication, input	VP meetings	InSS VP	Initial prioritizing of draft criteria
11/22/19	All staff	Gather input	Survey	InSS VP	Input to revise criteria, process
12/3/19	Associations, students	Review revised criteria, process	Presidents' Council	InSS VP	
12/6/19	All staff	Review revised criteria, process	College Council	InSS VP	Input to revise criteria, process
Dec. 2019	All staff	Review financial analysis methods	Open forum	Business Services Dean	
1/7/20	Presidents' Council	Final review, criteria and process		InSS VP	Criteria, process move forward
1/17/20	College Council	Final review, criteria and process		InSS VP	Criteria, process move forward

Phase II: Initial Financial Analysis & Rubrics					
Date	**Audience**	**Purpose & Message**	**Mechanism**	**Delivered by**	**Deliverables**
Jan-Nov. 2020		Collaborate to draft rubric, review data sets	Workgroup	InSS VP	Criteria analysis method drafted
5/1/20	College Community	Progress report about rubric	College Council	InSS VP	Feedback on work to date
5/19/20	Associations	Review process changes and drafts of rubrics	Presidents' Council	InSS VP	Feedback on process, draft rubrics
Fall 2020	Associations	Review overall process, process for completion of rubrics	President's Leadership Team	InSS VP	Overall Feedback, Process for completion of rubrics
Fall 2020	College Community	Financial Analysis of programs conducted and shared	Department meetings, open forums, College Council, Presidents' Council	Business Services Dean, InSS VP	Review of analysis, feedback, corrections if needed
Fall 2020	College Community	Rubrics shared, input requested	College Council, Presidents' Council	Workgroup	Rubrics finalized

Phase III: Application of Criteria					
Date	Audience	Purpose & Message	Mechanism	Delivered by	Deliverables
Week of 2/1/21	Instructional Departments	Share results of rubric application with departments continuing in process (steps E-G) and consultation with departments	Department meetings	InSS VP and InSS Deans	Review results of application of Rubric and gather input from departments
2/3/21	Faculty leadership	Consult about communication and feedback		InSS VP	Ideas for gathering feedback
2/5/21	College community	Updated process shared	College Council	InSS VP	Process timeline clarified
2/16/21	Presidents' Council	Workgroup review use of equity framework	Presidents' Council	Workgroup	Sharing results of Workgroup review of application of rubrics
2/19/21	College community	Workgroup review use or equity framework	College Council	Workgroup	Sharing results of Workgroup review of application of rubrics
March 2021	Instructional departments	Results of process step H	Department meetings	InSS Deans and InSS VP	Review results of further analysis and review of narrative responses

Phase IV: College Dialogue					
Date	Audience	Purpose & Message	Mechanism	Delivered by	Deliverables
March 2021	College community	ARE Report shared, process step J	TBD	InSS Deans and InSS VP	
3/16/21	Association leadership	Discussion of draft ARE Report	Presidents' Council	InSS Deans and InSS VP	Questions and feedback
3/17/21	Board of Education	Review process and highlights of report	Board of Education meeting	InSS Deans and InSS VP	Board understanding and feedback
3/19/21	College community	Initial discussion of draft ARE report	College Council	InSS Deans and InSS VP	Questions / suggestions for draft ARE report
March / April 2021	College community	Continuing Conversation of draft ARE report	TBD	InSS VP and InSS Deans	Questions / suggestions for draft ARE report
April 2021	College community	Review Exec. team recommendations – process step K	TBD	President	Feedback, commentary and changes to recommendations
Spring 2021	Curriculum Committee, College Council, Presidents' Council, Board of Education	Implementation of recommendations – process steps L, M	Shared governance venues	Executive Team	Actions based on recommendations

Summary of Phases:

Phase I: Criteria and process drafted, reviewed, and moved forward.

Phase II: Rubric drafted, and process and criteria refined based on review of data by workgroup and InSS VP. Financial Analysis conducted to address the following financial criterion:

- What is the current net gain or loss produced by the program?

- Subset of programs and subject areas continue in the process.

Phase III: Criteria applied to a subset of programs and subject areas, addressing the following:

- Does this program or curriculum exist to remove barriers for marginalized or otherwise vulnerable students?

- Is the program adaptable to changing needs?
    - Current and future labor market demand
    - Currently and in the future, linked to a high-demand transfer program
    - Addresses a gap that is not adequately filled by other public community colleges

- Is the program accountable to the community we serve?
    - Clear evidence that the community expects us to offer education in this area, such as engagement with advisory boards or interest from school districts (accelerated learning)
    - Bond investment
    - Student retention and/or completion rates

- What are the enrollment trends for the program for the prior three years?

Even smaller subset of programs and subject areas continue in the process. Further analysis conducted by the InSS VP and Deans, responding to the following criteria:

Systemic Impact:

- What impact will the reduction or elimination of this program or curriculum have on regional or discipline-specific accreditation?

- What impact will the elimination or reduction of the program or curriculum have on other programs, services, or curricula at the college? On external partnerships, community interests, or external organizations? On strategic priorities?

- Is the program or curriculum associated with a grant or donor? What impact will reduction or elimination have related to grant requirements, future grant eligibility or donor relations?

Legal Concerns:

- Legal requirements or direct compliance issues associated with the program or curriculum?

- Indirect compliance issues that would be affected by elimination or reduction of the program?

- Contractual concerns raised by the elimination or reduction of the program?

Financial Impact:

- Will reduction or elimination reduce the projected ending fund deficit in year 3 or 5? How so?

- What would be the cost, timeline and impact, if a teach-out were required?

- Can equipment be repurposed or investments in equipment be recouped?

- Will elimination or reduction trigger a need for renovation of the facility? What would be the cost?

- What other financial costs are associated with reducing or eliminating the program or curriculum?

Narrative responses to the following criteria by departments:

- Will reduction or elimination of the program affect diversity, equity and inclusion priorities?

- Is there clear evidence that the community expects us to offer education in this area, such as engagement with advisory boards or external partners?

- What other future events or trends could impact the program or curriculum?

Phase IV: Comprehensive discussions of the Academic Elimination and Reduction report produced by the InSS VP and Deans, including feedback for revisions and commentary. Comprehensive discussions of recommendations from Executive Team based on report. Implementation through shared governance channels.