

PROGRAM DISCONTINUANCE

BACKGROUND AND UNDERLYING CONCEPTS

In accordance with Title 5, Section 51022, "College districts are required by current regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs."

This procedure is based on the guiding principle that:

1. Considerations of program discontinuance are distinct from program improvement;
2. If there is mutual agreement between the affected faculty of a program and the administration, and when students will not be adversely affected, **program inactivation may proceed through the curriculum process and the additional processes of this procedure (i.e., two semesters of program review and convening of the Program Discontinuance Review Committee) do not need to go into effect. The curriculum inactivation process must include both documented mutual agreement and explanation of student impact;**
3. Program discontinuance is both academic and professional for local academic senates, and insofar as the procedure impacts employment, it is a matter of collective bargaining in all cases. ~~As a result, this procedure will be kept separate from development of Department/Discipline portfolios. In addition, if this procedure needs to be invoked, or if a program is to be discontinued on the basis of mutual faculty/administration agreement, the College of the Sequoias Teachers Association will be notified and given the necessary time to resolve the issues of collective bargaining.~~
4. **This process should not be construed as an inducement to look for programs to discontinue, or as a threat to honest participation in academic processes such as program review.**

~~Vital academic considerations include the following: effects on students, balancing the college curriculum, education and budget planning, and issues of regional coordination for occupational programs. Qualitative as well as quantitative data need to be used as a result. Qualitative data are less statistical and more value-laden. The quality, breadth, and depth of the curriculum and the teaching and learning process should be taken into consideration. Student satisfaction and how the program is perceived by articulating universities or employing business and industry are factors as well. Quantitative data include the following: weak enrollment trend (e.g., lack of demand); insufficient frequency of course section offerings to assure reasonable availability for students; poor retention; poor term-to-term persistence for those in courses in the major; poor rate for student achievement of program goals; lack of demand in the workforce; and/or unavailability of the transfer major.~~

DEFINITIONS

For the purposes of this policy, the following definitions apply.

Discipline: an individual area of study consisting of all the courses in a given subject area code (for example, ENGL for English). This is the baseline level of instruction.

Program: Per Title 5, 55000 (m) “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.”

Occupational Program: Any program with a primary occupational goal, and with a TOP code in a CTE discipline.

Department/Division: An organizational designation combining associated disciplines and programs.

OCCUPATIONAL PROGRAMS

Every vocational or occupational training program offered by the District shall be reviewed every two years by the Board of Trustees, through the curriculum review process, to ensure that each program does all of the following:

- 1. Meets a documented labor market demand.**
- 2. Does not represent unnecessary duplication of other similar occupational programs in the area.**
- 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.**

Any program that does not meet these requirements shall be referred for discontinuance via the process below, and a recommendation made to the governing board within one year.

The review process shall include review and comments by the program’s Advisory Committee, which review and comments shall occur prior to any decision by the Board of Trustees.

A written summary of the findings of each review shall be made available to the public.

REVIEW PROCESS

STEP 1: RESEARCH

A review process will go into effect when the Vice-President for Academic Services, in consultation with the discipline faculty and the Division Dean ~~using the factors listed above,~~ has determined that a program is in jeopardy. Department/~~program/~~discipline members and the administrator working directly with the program will identify ~~aspects,~~ ~~i.e.,~~ qualitative and quantitative data, which apply to the specific program, and then do a preliminary analysis of items related to the mission of the college, enrollment trends,

workforce-related issues, completion rates, articulation issues, course availability (both lower and upper division), **regional duplication**, and outside agency requirements.

Following this review process, if discontinuance or remediation is recommended, Then formal notice, including the factors used to make the determination, will be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of COSTA, and the College President **for commencement of Step 2.**

1. ~~The department/discipline will then work internally for one semester to review program goals and attempt to ameliorate the situation. Ongoing documentation will be needed. Notice of progress will again be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of COSTA, the Vice President of Academic Services, and the President of the college.~~

STEP 2: PDRC REVIEW AND RECOMMENDATION

After one semester, the ~~The~~ Vice President of Academic Services and the President of the Academic Senate will convene a Program Discontinuance Review Committee (PDRC) **to review the collected evidence and recommend an action.** The membership of this committee will include the President-elect or President of the Academic Senate, **a representative of** the affected faculty as determined by the Academic Senate, the Division Dean, the VP or his/her designee, and one faculty member chosen by the Academic Senate. ~~The PDRC will supervise a comparative study on the quantitative/qualitative factors identified as pertinent to the program. The charge of the Program Discontinuance Review Committee~~ **PDRC** is to make a recommendation to ~~continue or delete the program~~ **the Board of Trustees to continue, discontinue, or remediate the program.** **The PDRC will review data collected in step one, and may gather additional information as necessary to make a recommendation. In the case of occupational programs, data gathering will include review and comment from the program's advisory committee.**

~~This committee~~ **The PDRC** will hold meetings with provision for public comment and will have a first and second reading of action items. **Action items may include the following:**

- **A recommendation of continuation to remove the program from this process. The program will remain active at the District.**
- **A recommendation of remediation to require program improvements. This recommendation will include measurable outcomes the program must meet to move from remediation to continuation, and a set of recommended actions to meet these goals. During the remediation period, the PDRC will meet with discipline faculty to review progress; benchmarks and a timeline for ongoing documentation of progress will be set by the PDRC. If the outcomes are not met, the program will move to a recommendation of discontinuance.**
- **A recommendation of discontinuance to inactivate the program. This recommendation will include a teach-out period/timeline to ensure that all students currently enrolled in the program have the opportunity to complete. The timeline for discontinuance must also comply with any contractual obligations to impacted faculty.**

2. ~~If it is determined by the Program Discontinuance Review Committee that the~~

~~program should be discontinued, there will also be a recommendation for a phase-out period to ensure that all students in the program have the opportunity to complete the program and to ensure that COSTA may resolve contractual issues for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.~~

TIMELINE

The PDRC review timeline for occupational programs will be in compliance with the requirement in Education Code to make a recommendation to the Board of Trustees within one year.

If extreme financial hardship is declared by the District, 4- through-4 **the above two-step process** will be condensed to start no later than October 1 of an academic year and must be completed by February 25 in order to make a recommendation to the Board of Trustees in advance of the March 15 statutory requirement for potential for faculty lay-offs.

References: Education Code 78016; Title 5, Sections 51022 and 55130
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BP/AP APPROVAL PROCESS		
Author	30-Day	Board
La Serna; Academic Services	4/5/24	n/a