SOLANO COMMUNITY COLLEGE DISTRICT

PROGRAM DISCONTINUANCE   **6105**

 PROCEDURES:

I.   BACKGROUND & PHILOSOPHY

In accordance with Title 5, Section 51022 and 55130, College districts are required by current regulation and statute to develop a process for the establishment, modification, continuance or discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs. In the past, Solano Community College has had no formal process for the continuance or discontinuance of courses or programs.

The Academic Senate for California Community Colleges (ASCCC) has recommended that local senates create a process for program discontinuance that takes into account the following issues:

- negative effects on students;
- college curriculum balance;
- educational and budget planning;
- regional economic and training issues;
- collective bargaining issues.

In its paper, "Program Discontinuance: A Faculty Perspective," the ASCCC outlines issues and criteria to consider in creating this process. In addition, it states: "The development of a program discontinuance process should be considered within the context of the college mission statement and should be linked with the college educational master plan and the department's goals and objectives." In formulating this process, all recommendations of the ASCCC have been considered. Fundamentally, the spirit of access and equity for students must be considered throughout.

While the program review process and other strategic planning activities should be referenced and considered among sources of data and direction in this process, their primary purpose and use is not to target programs for discontinuance. Program discontinuance should occur only after serious deliberation and after all recommended intervention strategies have been implemented but still result in a program that falls outside the college's mission or master plan or the division's or department's goals and objectives.

The purpose of a program discontinuance process is to have criteria in place to guide a discussion should it ever be needed. The presence of a process should not be construed as an inducement to look for programs to discontinue or as a reason to avoid honest participation in an academic process such as program review.

This policy shall be evaluated for effectiveness within one year after the conclusion of the first program discontinuance process and periodically reevaluated by the Academic Senate in cooperation with the College and its participatory governance structures, including College Governance Council.

This policy shall be filed with the Office of the Chancellor of California Community Colleges. (Title 5, §51022.)

II.   PROGRAM DISCONTINUANCE EVALUATION PROCESS

A.   INITIAL CONSIDERATIONS

1.   This policy will be used to review the continuance or discontinuance of programs.

2.   Definition of Program. For purposes of this document, a Program is defined as an organized sequence or grouping of courses or other educational activities leading to a defined objective such as a major, degree, certificate, job-direct certificate, job career goal, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. The term Program also applies to Library Services, Counseling Services, Disability Services, and Special Services, as defined above. The scope of the program under consideration will be clearly delineated at the outset of this process.

3.   Career and Technical programs shall be reviewed every two years. (Cal. Educ. Code § 78016.) Career and Technical programs not meeting District or legal standards are to be terminated by the Governing Board. All other programs shall be subject to the program review process according to the College's Program Review schedule, except when continued with qualification within the program discontinuance process.

4.   Role of Curriculum Committee. The Curriculum Committee, a committee of the Academic Senate, must have a fundamental and integral role in any discussion of program continuance or discontinuance, recognizing the district's policy to consult collegially with the Academic Senate in academic matters as set forth in Title 5 Section 53200(C) and Section 53203 and as stated in Board Policy 2005.

5.   Conditions for Discontinuance. The following conditions may cause a program to be recommended to the Curriculum Committee for discontinuance:

- Program Review and Analysis trends
- Changes in demand in the workforce

- Changes in requirements from transfer institutions
- Availability of human resources
- Budget concerns

B. INITIATION OF THE PROCESS

1. The Vice President of Academic Affairs and the School Deans shall develop a proposed list of programs to be reviewed, or the Curriculum Committee may propose program discontinuance in certain cases.

   a. In cases where the Vice President of Academic Affairs propose the programs to be considered for discontinuance, the Vice President shall do so:
      i. In consultation with the appropriate School Dean to inform the recommendation;
      ii. As a response to requests by individual Schools or Departments/Disciplines who may also make proposals for the discontinuance of courses or programs to the Vice President of Academic Affairs and the Division Deans.

   b. OR, the Curriculum Committee may also propose program discontinuance:
      i. In cases where courses in a program are not available to students, curriculum committee may designate these courses as inactive and remove them from the current curriculum inventory. Where absent courses affect the ability to complete an identified certificate or degree, the degree or certificate shall also be designated inactive and removed from the curriculum inventory and therefore the current school catalogue.
      ii. In cases where discipline faculty argue for the deletion of a program and in the department is highly likely to benefit from program discontinuance.
      iii. In cases where an inactive program is otherwise slated for deletion.
      iv. Note: In making any of these determinations, Curriculum Committee shall account for the input of faculty in the discipline, or, where absent, faculty in similar disciplines, as well as any additional program review data.

2. The School Dean and the faculty for each affected Program shall conduct a self-study of the affected Program addressing the progress of the identified goals for each Program, and taking into consideration the most recent program review. The self-study shall also include sufficient evidence

supporting one or more of the conditions outlined in Part II.A.5 of this document. Such self-study shall be completed within one semester.

3.   As soon as possible following the completion of the self-studies, the Vice President of Academic Affairs shall notify the Curriculum Committee and provide it with the proposed list of affected programs and copies of the self-studies. The Superintendent-President and the Curriculum Committee shall set a timeline for completion of the review and recommendation process by the evaluation committee that is reasonable under the circumstances. In no case should this period be longer than 90 days, exclusive of summer and winter break.

C.   EVALUATION COMMITTEE

1.   As soon as possible following the delivery of the list of affected programs and self-studies, an Evaluation Committee shall be initiated by the Senate to continue the process.

2.   The Evaluation Committee shall include representatives from the following constituencies:
- Faculty members, appointed by the Senate
- Two discipline experts from the affected program. If faculty members from the affected program are not available, then faculty members from a related program or discipline will serve.
- One counselor, or in the event of a review of a counseling program, a faculty member from another school.
- One student appointed by the Associated Students of Solano College
- Administration - The Vice President of Academic Affairs or Vice President of Student Services, depending on area affected
- The Dean of the affected program
- One classified staff member appointed by CSEA or Operating Engineers.

3.   For each affected Program, the Evaluation Committee shall review and analyze the self-study and other pertinent materials. Both qualitative and quantitative factors shall be discussed in order to have a fair and complete review leading to an eventual decision to continue, continue with qualification, or discontinue a program.

a. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:

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- Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry and the community
- Ability of students to complete their educational goals of remediation, obtaining a certificate or degree, or transferring
  • Balance of college curriculum
- Effect on students of modifying or discontinuing the program
- Comprehensiveness of the college experience
- Uniqueness of the program
- Importance of the program in its relationship to other programs
- Replication of programs in the surrounding area and their efficacy
- Potential for a disproportionate impact on diversity at Solano Community College
- Necessity of the program in order to maintain the mission of the College
- Source of funding for the program (outside vs. general funds).
- Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified
- Requirements by federal/state/accreditation or other areas (E.g. Title IX); for the program. If there are any, these must be identified.
- Impact on articulated programs.
- Other

b. Quantitative factors are based primarily on the Program Review where applicable. Factors that may be considered include but are not limited to:

  i. Program Review results showing:
  - A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, percent fill, FTES composition, retention, and persistence
  - Sustained increase in expense or annual cost/FTES
  - Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
  - Projected demand for the program in the future
  - Changes in class offerings
  - Frequency of course section offerings
  - Availability of human resources
  - FTES generated/FTEF

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- Enrollment trends
- Operating cost per FTES
- Capital outlay costs/year

4. EVALUATION COMMITTEE REPORT: When the Evaluation Committee deems it has reached an appropriate level of confidence to offer a sustainable conclusion, it shall present a written report with outcome recommendations to the Curriculum Committee. The report shall be submitted to the Curriculum Committee according to the timeline.

a.   The report shall:

- State the recommendations of the Evaluation Committee
- Outline the major points of support from the available information
- Include diverging conclusions from the members of the Committee, should they wish to do so, who are not in agreement with the report's primary recommendation.

b.   The recommendations should include some or all of the following:

- A critical examination and consideration of all information acquired to ensure all members of the sub-committee are knowledgeable of the data's substance and significance
- Prioritization of the information
- Preparation of the conclusions based upon the prioritized information, particularly referencing the consequences of the conclusions
- Establishment of a consensus within the Evaluation Committee as to the conclusions and recommendations to be presented to the Curriculum committee
- Absent consensus, presentation of a majority and minority report to the Curriculum Committee
- Sources of data for all factors shall be referenced and cited.

c.   Possible Outcomes of Program Evaluation

There are three potential outcomes of the evaluation study. A program may be recommended to continue, to continue with qualification, or to discontinue.

1.   Recommendation to Continue: A program will be recommended to continue when – after full consideration –

it is decided that it is in the best interest of the college, its students, and the larger community to do so.

2. <u>Recommendation to Continue with Qualification</u>: A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline should be provided during which these interventions will occur and expected outcomes should be outlined in advance. After the specific qualification period is completed, the program will be reviewed again.

3. <u>Recommendation to Discontinue</u>: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that it is no longer in the best interest of the college, its students, and the larger community. Any recommendation for program discontinuance will include the criteria used to arrive at the recommendation. The recommendation shall include a detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community.

    The recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.

    The recommendation shall also consider the requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities for retraining. Opportunities to suspend or reduce programs in lieu of a reduction in force (See CTA Contract, Article 7 & 8, and CSEA, Article 19, or Operating Engineers 39 if available).

d. The report of the recommendations of the Evaluation Committee shall be submitted to the Curriculum Committee according to the timeline.

III. THE CURRICULUM COMMITTEE

A. Following submission of the Evaluation Committee report to the Curriculum Committee, the Curriculum Committee shall vote, after full discussion with the Evaluation Committee members and all relevant constituencies, on whether the Program should be modified, continued or discontinued. After the vote, the

Curriculum Committee shall prepare its recommendations in writing – including the reasons for its recommendations, any applicable modifications, interventions, timelines and mechanisms for phase-out.

B. The Curriculum Committee shall forward its recommendations to the Superintendent-President with a copy to the Academic Senate within 30 days.

C. If the Governing Board formally declares a financial emergency, then the Superintendent-President and the Academic Senate may set new timelines by which the proposals for program modification or discontinuance submitted to the Curriculum Committee will be acted upon and a final report of recommendations submitted by the Curriculum Committee.

IV. ACTION BY THE GOVERNING BOARD

The Superintendent-President shall forward any received recommendation of the Curriculum Committee along with his/her own recommendations to the Board for action. The Board shall consider and take action upon the recommendations.

V. REFERENCES

- California Community Colleges Chancellor's Office Inventory of Approved and Projected Programs
- Florida Community College memo Process for Evaluating Academic Programs at Risk. March 2003
- Modesto Junior College paper Program Discontinuance Policy
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- Sacramento City College paper Program Termination Review
- Skyline College working draft Program Improvement and Discontinuance Process. April 2003
- Solano County Community College District Policy 6100 Program and Curriculum Development. Adopted November 1986, revised December 2001
- Title 5 Sections 51022, 53200, 53203 and 55130
- West Valley College Academic Senate paper WVCAS Policy and Process for Program Discontinuance. December 2002

See Governing Board Policy 6105, *Program Discontinuance*

**REFERENCES/
AUTHORITY:**   Title 5, Section 51022 and 551030

Education Code Section 78016

ACCJC Accreditation Standard II.A.15

ADOPTED: August 19, 2009

REVIEWED: September 28, 2016

REVISED: January 24, 2018