

Administrative Procedure 4021

Program Discontinuance/Consolidation

I. Philosophy

- A. In accordance with Title 5, Section 51022, college districts are required by current regulation and statute to develop a process for the modification, continuance or discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs.
- B. Program appraisal will be conducted annually as part of the program review process. Conducting this appraisal annually is an important aspect of assessing program viability and alignment with the college mission and goals. The presence of this process should not be construed as an inducement to look for programs to discontinue or as a reason to avoid honest participation in the academic process such as program review.
- C. During times of budget reductions which necessitate a decrease in offering of class sections and a reduction in faculty, a college may not have sufficient course offerings to maintain a program or a major at the college. In such instances, as best as possible, consideration should be given to consolidation of class sections from two or more colleges at one college to preserve the program or major in order to meet student needs. A timeline and process to support faculty must be developed in conjunction with the local bargaining unit and in accordance with the applicable collective bargaining agreement.

II. Academic Program Appraisal Evaluation Process

A. Initial Considerations

This procedure will be used to review the viability of academic programs.

1. 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, career 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, Health Services, and Student Services. Any unit that is included in the program review process is by definition a program.

2. Role of Curriculum Committee - The Curriculum Committee, a committee of the Academic Senate, has a fundamental and integral role in any program appraisal recognizing the district's policy to rely primarily on the Academic Senate in academic matters as set forth in Title 5 Section 53200(C) and Section 53203.

3. Role of Program Review Process - Each year, after program reviews are complete and validated, college administrators, departments, or divisions can identify programs to move to the appraisal phase of the process. If a Program does not complete an annual program review, its inclusion in the appraisal phase of the process will be decided by the Curriculum Committee before the end of the spring term. Before the end of the spring term, the complete list of programs that will be appraised will be published and the appraisal phase will begin in the subsequent fall term.

B. Initiating a Discussion on Academic Program Appraisal.

1. Program appraisal discussions can be initiated by administration or the affected divisions and departments, which includes faculty and staff. Once a program has been identified an Evaluation Team will be formed. The Team will consist of the executive vice president, dean, faculty senate representative, department chair, curriculum committee representative, and all faculty in the

department. The executive vice president will call the initial meeting of the team. Evaluation Team meetings will be open to the college community to attend. Meetings will be held during the regular academic terms.

C. Discussion Criteria

For each affected Program, both qualitative and quantitative factors shall be considered by the Evaluation Team to have a fair and complete review leading to an eventual recommendation to:

- continue
- continue with revitalization interventions
- discontinue
- or consolidate a program.

1. 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:

- a. Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry, and the community
- b. Ability of students to complete their educational goals of obtaining a certificate or degree, or transferring
- c. Balance of college curriculum
- d. Effect on students of modifying, discontinuing, or consolidation of the program
- e. Uniqueness of the program
- f. Replication of programs in the surrounding area and their efficacy
- g. Potential for a disproportionate impact on diversity at the college
- h. Necessity of the program in order to maintain the mission of the college
- i. Source of funding for the program (outside vs. general funds)
- j. Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified
- k. Student Learning Outcomes assessment data
- l. Requirements by federal/state/accreditation or other areas (e.g. Title IX) for the program. If there are any, these must be identified
- m. Impact on articulated programs

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

- a. A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, productivity, FTES composition, retention, and persistence,
- b. Sustained increase in expense or annual cost/FTES
- c. Changes and projected changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
- d. Projected demand for the program in the future
- e. Changes in class offerings
- f. Frequency of course section offerings
- g. Availability of human resources
- h. FTES generated/FTEF
- i. Enrollment trends
- j. Operating cost per FTES
- k. Student Learning Outcomes Assessment data;
- l. Capital outlay costs/year
- m. Labor market demand
- n. Existence of adequate facilities and equipment to operate the program

D. Academic Program Appraisal Discussion Guidelines

Evaluation Team discussions will:

- be conducted in public, open meetings. The dates, times and locations of these meetings will be published using all means of college communications including in print and electronically.
- be conducted using the best practices for meeting facilitation, including agreed upon ground rules, and recording and publishing outcomes of discussions.
- include both qualitative and quantitative indicators. Sources of data for all indicators will be referenced and cited.
- rely primarily on the advice of the Academic Senate in and through the Curriculum Committee and faculty participation on the Team.

III. Possible Outcomes of Program Appraisal Discussion

There are four potential outcomes of the Program Appraisal process. A program may be recommended to continue, to continue with revitalization interventions, to discontinue, or to be consolidated with a program at another district college. After meeting over the course of one semester, the Evaluation Team will produce a written recommendation to:

A. Continue Academic Program

A program recommended to continue will do so when after full and open consideration it is decided that it is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing, by the Evaluation Team and forwarded to the executive vice president as information. The conclusions will be shared with the Academic Senate and the college president. The college president will share their decision about the recommendation with College Council or Roundtable. No further action is required.

B. Academic Program with Revitalization Interventions

A program recommended to continue with revitalization interventions if, after full and open consideration, it is decided that it is in the best interest of the college, its students, and the larger community to do so. Recommended interventions will be designed to improve the viability of the program. A specific timeline will be provided during which these interventions will occur and expected outcomes will be outlined in advance. All interventions and timelines will be published in writing by the Evaluation Team, and shared with the Academic Senate and the college president. The college president will share their decision about the recommendation with the College Council or Roundtable, and if the president accepts the recommendation to continue with intervention, a program will continue during the revitalization process. After the specified revitalization period is completed, the program will be reviewed again by an Evaluation Team.

C. Discontinue Academic Program

A recommendation to discontinue a program will occur, after a full and open discussion using the criteria listed above. Discontinuance is the elimination of an entire discipline or program of study (inactivation of all degrees, certificates, and courses). A recommendation from the Evaluation Team for program discontinuance will include the following:

1. A description of the data reviewed and discussed by the Evaluation Team from the criteria listed above.
2. A plan and timeline for phasing out the program with consideration of the impact to students, faculty, staff, and the community. Due consideration will be given to approaches to allow currently enrolled students to complete their programs of study. Students' catalog rights will

- be maintained and accounted for in allowing them to finish the program.
3. A plan for the implementation of all requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities to retrain. The collective bargaining agreement between PFT and the District, and its applicable articles related to reduction in force, layoff and intra-district transfer will be followed for impacted faculty of a program that is discontinued.

This recommendation and discontinuance plan will be published in writing by the Evaluation Team and shared with the Academic Senate, and the college president. The college president will share their decision with the College Council or Roundtable and if the president accepts the recommendation to discontinue, the curriculum process begins, ending with the final recommendation presented to the Board of Trustees for approval as a curriculum action.

D. Academic Program Consolidation Across Campuses

A recommendation for Program Consolidation occurs when it has been determined that the program falls within the District's mission, values, and strategic goals, but due to reduction in student demand for the program, fiscal constraints, cuts in class sections and/or a reduction in faculty, the program is no longer viable at that college but could be moved to another district college.

The recommendation and consolidation plan will be published in writing by the Evaluation Team and shared with the Academic Senate and the college presidents. Consideration should be given to consolidating class sections from two or more colleges to fewer colleges in order to preserve the program or major and in so doing to meet student needs. For consolidation to occur, the presidents will then work together with impacted faculty to create a timeline for the process which includes the reassignment of faculty, the transfer of curriculum through the normal curriculum process, and the transfer of materials and equipment. If a president objects to the consolidation, they must provide written justification for the negative impact on students, faculty, or the institution to the District Academic Senate and Chancellor. The Chancellor will share their decision with the Planning and Budget Committee and the PFT.

References:

Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring
1998 Title 5 Section 55130, Approval of Credit Programs
Title 5 Section 51022, Program Discontinuance
Title 5 Section 53200, 53203, Role of the Academic Senate
Title 5 Section 55000(g), Definition of Educational program
Education Code Section 78016, Review of program:
Termination CCCCCO Program and Course Approval Handbook
2024 ACCJC Accreditation Standard 2.9

Approved by the Chancellor: January 31, 2012

Revised and approved by the Chancellor: August 13, 2015

Revised and approved by the Chancellor: November 18, 2019

Revised and approved by the Chancellor: April 4, 2026