

DE ANZA COLLEGE INSTRUCTIONAL PROGRAMS VIABILITY AND DISCONTINUANCE PROCEDURE

BACKGROUND AND UNDERLYING CONCEPTS

This procedure is based on the guiding principles that:

- Program discontinuance is both academic and professional for local academic senates, and therefore requires faculty participation in all circumstances, including times of “extreme financial hardship” for the district;
- Criteria used to assess program viability and all procedures involving such assessment are to be clearly articulated and transparent;
- Insofar as program discontinuance impacts employment, it is a matter of collective bargaining, and as such the Faculty Association will be given the necessary time to resolve collective bargaining issues in accordance with the FA Agreement;
- Discontinuance of any program must be considered in the context of impact for both colleges in the district;
- Program Review and Program Discontinuance are distinct processes.

Vital academic considerations include the following:

- Effects on students;
- Education and budget planning;
- Issues of regional coordination for occupational programs;
- Community workforce and economic development needs.

Due to these considerations, qualitative as well as quantitative data must be used in discussions of program discontinuance. As stated above, program review and program discontinuance are distinct processes. However, when done rigorously and with the full engagement of program faculty, **any and all potential problems that might ultimately lead to the need for program discontinuance should come to light during program review**. Accordingly, there are multiple opportunities built into the program review process for faculty, administrators and classified staff to communicate clearly and explicitly about the vitality of the program. Though not required, part-time faculty within a program are invited to participate in both the Program Review and the Program Discontinuance processes.

Quantitative data may include the following:

- Retention, persistence, and completion rates;
- Enrollment trends;
- Frequency of course offerings;
- Workplace demand for programs primarily intended to support the college’s career/workforce mission;
- Other quantitative data detected and explicitly identified as potentially problematic during the program review process;
- Equity gap data;
- Program-Level Student Learning Outcome assessment data.

Qualitative data may include the following:

- Existence of a transfer major for programs primarily intended to support the college’s transfer mission;
- Program articulation with transfer institutions;
- Alignment with or duplication within overall college curriculum;
- Alignment with the college mission and/or strategic initiatives;

- Outcomes assessment subjective results and reflections;
- Student, faculty, staff expertise and input;
- Other qualitative data detected and explicitly identified as potentially problematic during the program review process.

Instructional Planning and Budget Team (IPBT) PROCESS OVERVIEW (see flow chart also)

1. Teams of IPBT members on an annual basis shall assess sets of annual/comprehensive program review documents.
2. “Viable” programs--it is expected that the majority of the program reviews would be viable--will be posted on the IPBT website and IPBT Co-Chairs will make a general announcement to College Council that the program review evaluations are complete.
3. In the event that the IPBT Team identifies a significant number of “triggers” that indicate a program needs further consideration during the Annual Program Review, or during a Comprehensive Program Review, a “Viability Advisory Team” (a subgroup of the IPBT) will convene.
 - The “Viability Advisory Team” will be co-chaired by the IPBT co-chairs and the membership will consist of (at a minimum): Division Dean, 2 Discipline Faculty OR 1 Discipline and 1 Division Faculty member, Academic Senate Officer, Classified Senate Officer, Union Representative(s), and Others as appropriate: students, articulation officer, Division Dean of sister college, curriculum co-chair . . .
 - The charge of the Viability Advisory Team is to make a recommendation to IPBT regarding the viability of the program. Options would include continuation, suspension (curriculum inactive status/academic service area suspended), discontinuance (curriculum eliminated/academic service area discontinued), or combining the program/academic service area.
4. Process: Program Viability Advisory Team Assessment with a resulting recommendation of VIABLE:
 - a. The Viability Advisory Team will discuss the nature of the quantitative and qualitative data that triggered the viability process.
 - b. The team will review the program structure and goals, and identify measures that could be taken to make the program viable.
 - c. The Senates will be informed that a viability process is in progress. The IPBT co-chairs will also introduce as an informal discussion in the Academic and Professional Matters meeting; a discussion about the possible impact upon the sister college and the district. These discussions may include the possibility of transferring the program or combining the program with the sister college.
 - d. The summary of the Viability Team’s findings will be discussed in an IPBT meeting.
 - e. If the IPBT decides that the program/academic service area is viable after receiving the Viability Team’s recommendations. The IPBT may recommend resources, a set of expected outcomes/recommended solutions and a timeline for reporting ongoing progress.

5. Process: Program Viability Advisory Team Assessment with a resulting recommendation of DISCONTINUANCE:
 - a. This process is the same as section 4a-d above. Subsequently, a senior administrative member along with appropriate union representative and college representatives (such as curriculum chair . . .) will work directly with affected employees on the following:
 - Critical aspects surrounding the viability of the program and the interventions that had been made prior to this meeting;
 - A timeline for a phasing-out period to ensure that all students in the program have the opportunity to complete the program;
 - Curriculum impact across the campus;
 - Possible impacts on our sister college and its programs;
 - Possible impacts on the college community and external community
 - And other unique aspects to a program as appropriate.
 - b. The summary of the Viability Team’s findings will be discussed in an IPBT meeting.
 - c. If a recommendation for discontinuance is reached the process will continue as per the established shared governance process of sharing their findings with college council.

6. Process: Program Viability Advisory Team Assessment with a resulting recommendation of PROGRAM SUSPENSION
 - a. This process is the same as section 4a-d above. Subsequently, a senior administrative member along with appropriate union representative and college representatives (such as senate representatives, curriculum chair . . .) will work directly with affected employees on the following:
 - Critical aspects surrounding the viability of the program and the interventions that had been made prior to this meeting;
 - A timeline for a phasing-out period to ensure that all students in the program have the opportunity to complete the program;
 - Curriculum impact across the campus;
 - Possible impacts on our sister college and its programs;
 - Possible impacts on the college community and external community
 - And other unique aspects to a program as appropriate.
 - b. If a recommendation for suspension is reached, a timeline that specifies when program faculty and administrators will reevaluate the suspension status and specific timelines for curricular review will be set. Criteria and recommendations for improving program viability upon reinstatement may also be included at this time.
 - c. The summary of the Viability Team’s findings will be discussed in an IPBT meeting.

7. In the event that the district administration declares a time of “extreme financial hardship,” and time doesn’t reasonably allow for all of the above to occur, all parties will make reasonable effort to ensure a transparent and participatory process takes place.