I. Introduction
The intent of this proposal is to define three specific program processes that are critical to faculty and staff. It is also the intent of this proposal to have all employee groups involved throughout the implementation of any of these processes. The three processes include: Program Discontinuance, Revitalization Plan and Emergency Temporary Program Suspension. The Program Discontinuance process gives faculty guidance when a program review exhibits characteristics that could support the discontinuation of that program. The Revitalization Plan is to strengthen at-risk programs before action on discontinuance is taken. An Emergency Temporary Suspension of a program process can be initiated in the event that budget reductions force the Board of Trustees to declare a fiscal emergency. The following describes when any of these processes would need to be activated.

Background
Faculty program reviews are designed to focus upon strengthening and improving existing programs. The faculty members of a discipline are obligated to monitor the effects of any remedial measures. The faculty of a discipline, including members of the program review committee should be closely involved in a discontinuance, inactivation or emergency temporary suspension of their program. The discipline faculty or the faculty program review committee may recommend any of these actions as a result of their regular program review. In dealing with a recommendation made by others as to the disposition of a program, the Shared Governance Council shall be the primary group to be consulted as to the decision making process and the evaluation of all academic, operational (i.e., physical plant) and fiscal issues involved.

To initiate discontinuance or emergency temporary suspension of a program a written report must be submitted which presents rationales based on available information and numerical data. All affected stakeholders will receive a copy of the report and have the opportunity for rebuttal.

II. Triggers for Initiating the Program Discontinuance Process
When a Program Review exhibits all of the following attributes:

A. weak enrollment trend
B. insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration
C. poor retention within courses
D. poor term-to-term persistence for those students in courses in the major
E. poor rate for student achievement of program goals (i.e., completion rate)
F. lack of demand in the workforce or unavailability of the transfer major
G. when the discipline is being considered for termination: decline in importance of service to those in related programs

the Program Discontinuance Process may be referred to the Academic Senate in consultation with the Vice President of Instruction or Vice President of Student Services (where appropriate), Curriculum Committee, appropriate Dean(s), Division Chair(s), Director(s), Lead Instructor and department faculty and staff. Final approval for beginning any Program Discontinuance Process rests with the Shared Governance Council.

III. Timelines and Options
If a committee, person or group makes the recommendation to initiate Program Discontinuance, and the Shared Governance Council approves it, the Discipline or Program will be notified by February 15 and requested to submit a written Revitalization Plan addressing the above areas (see end of
The Discipline or Program will be requested to submit the completed Plan of Improvement to the Shared Governance Council by April 1, which will then be discussed in their April meeting. The Shared Governance Council will make a recommendation to:

1. Initiate the Discipline or Program Plan for two years and reevaluate; OR
2. Recommend inactivation of the program which would include: preparation/planning for phase-out (fall and spring of year one) and student centered phase out (fall and spring of year two, allowing students to complete the program/certificate degree); OR
3. Continue the Program Discontinuance discussions and/or discontinue the Discipline or Program with a plan for phase out OR
4. *Consider the program for Emergency Temporary Suspension.

*In the event that the program is recommended for emergency temporary suspension, the program will be reevaluated annually for reinstatement in light of the budget situation.*

The Shared Governance Council will make the above decision no later than May 15.

**IV. Decision-Making Process and Implementation**

The Vice President of Instruction or Vice President, Student Services, Academic Senate, CCFT, CCUE, appropriate Dean(s), Division Chair(s), Lead Instructor(s) and/or Directors will participate in the following steps leading to program discontinuance where appropriate:

1. Consult with affected faculty and staff member(s) regarding their employment rights.
2. Consult with students regarding their options for program completion or transfer.
3. Present the Program Discontinuance List to the Academic Senate and Shared Governance Council for comment and approval.
4. Send the Academic Senate and Shared Governance Council approved Program Discontinuance List to the Vice President of Instruction and/or Vice President of Student Services to be forwarded to the President of the College and Cabinet.

When the President and Cabinet has approved the Program Discontinuance List, the Vice President(s), appropriate Dean and Division Chair and affected faculty and staff - will develop the actual program discontinuance timeline, taking into consideration the following:

1. Faculty FSA’s reassignment or termination
2. Staff reassignment or termination
3. Alternatives for students to complete program degree(s) and/or certificates.
4. Redistribution/discontinuance of equipment, supplies, facilities, and budget.

**V. Timelines**

**YEAR 1**

**FALL SEMESTER**
Program Review begins from Discipline or Program. The Program Review Committee will ask the Program or Discipline to address specific areas of concern by September 30, if out of the program review cycle.

**SPRING SEMESTER**
March 1 Program Review turned in to Shared Governance Council

May 15 Shared Governance Council notifies Department or Program of decision as to the intent of Program Discontinuance Process and Procedures

**YEAR 2**

**FALL SEMESTER**
October 1 Plan of Improvement due to the Shared Governance Council
November 15 Academic/Service Program Review Committee meeting with Department or Division Chair or Director, staff and faculty

December 1 Written notification of Shared Governance Council decision due to Department or Program

December 15 Consult with affected faculty and staff member(s) regarding their employment rights Consult with students regarding their options for program completion or transfer.

**SPRING SEMESTER**

January—present program Discontinuance List to the CCFT, CCUE, Academic Senate and Shared Governance Council for comment and approval.

February 15—Academic Senate and Shared Governance Council vote on program Discontinuance. If approved notification will be sent to all affected faculty, staff, and students of the decision for program discontinuance.

March 15—notification of faculty and staff terminations or reassignments

May 15—notify students of process to complete program(s), degree(s) and/or certificates and alternatives for completion of program.

Arrange for redistribution/discontinuance of equipment, supplies, facilities, and budget.

**VI. Report Recommending Program Discontinuance**

The report recommending Program Discontinuance will address all applicable criteria unless information is unavailable or not applicable.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Program Discontinuance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tabulations of the numbers of students recorded in the academic program and the numbers of students receiving the degree granted in the program in each of the preceding five years. <em>(If it is deemed that these data are insufficient to show the numerical impact of the program, it is recommended that enrollment figures in each of the required courses of the program for the past five years be included.)</em></td>
<td>X</td>
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<tr>
<td>2. The specific financial resources required to sustain the program, e.g. faculty compensation, facilities and equipment, supplies, support staff compensation. Consideration should be given to the impact the action will have on providing the college's ability to support other academic programs</td>
<td>X</td>
</tr>
<tr>
<td>3. A discussion on the service area/community needs relative to the program over the next five years supported by demographic or economic information.</td>
<td>X</td>
</tr>
<tr>
<td>4. A commentary on the impact the action will have on the general education curriculum or the curriculum of other programs, (i.e. changing pre/co-requisites). This, information should demonstrate how the action will affect overall academic objectives.</td>
<td>X</td>
</tr>
</tbody>
</table>
5. Statistical data showing continued low or declining enrollment as well as productivity trends for a sustained period of time (generally six or more semesters). | X |
6. Statistical data supporting continued low retention, poor term-to-term persistence and poor completion rates. | X |
7. Evidence supporting declining demand for service or skills. | X |
8. A discussion of the college's ability to fulfill its mission without the program – i.e., academic and vocational instruction; advancing California's economic growth and global competitiveness; remedial instruction; ESL; adult noncredit; support services, et al | X |
9. A discussion of college's inability to provide the resources to maintain the program or a discussion of the college's lack of a plan to raise the necessary funds. | X |
10. Response to the following issues:
   a. Effect on relationships to other campus resources | X |
   b. Trends in course offerings/schedule | X |
   c. Contribution to college and community and implications in case of discontinuance / suspension. | X |
   d. Recent program review recommendations and list and recommendations of faculty that have been involved in the discussion regarding discontinuance/ suspension. | X |
   e. Effects on students and student success when a program is discontinued / suspended, including the number of students currently enrolled in the program, | X |
   f. Effects on local business and industries – i.e., declining market/industry demand (local, regional) | X |
   g. If this is a grant funded program, what was the agreed institutional commitment for the campus to continue this program | X |
   h. Availability of the program at any other nearby community college | X |
   i. Provisions that will be made for students in progress to complete their training | X |
   j. Comments on how the action will alter the comprehensiveness and balance of offerings across the college curriculum and within the district. | X |
   k. Discussion of qualitative aspects of program (e.g. values modeled in pedagogy, habits of mind of graduates) | X |
I. Discussion of the quality of the program as perceived by others, such as students, articulating universities and employing business and industry

m. Discussion on the effects on transfer to UC/CSU- i.e., declining 4 year college/university transfer trends (trends must be at least 6 semesters)

VII. Guidelines for Revitalization Plan
The purpose of the Revitalization Plan is to strengthen at-risk programs before action on discontinuance is taken. When reinstating a temporarily suspended program, the revitalization plan will guide the start-up phase. The discipline and program faculty, staff, the division chair and the cluster dean and/or Director will collaborate on developing, implementing and monitoring the plan. For occupational programs, the advisory committee should be included, as well.

The following actions need to be considered for:

1. Low growth/low enrollment programs
   a. Active recruitment of targeted populations
   b. Cooperative ventures with local employers, transfer institutions, and/or other community colleges
   c. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.)
   d. Adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit
   e. Analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties.
   f. Articulation of programs/courses: K-12, Tech Prep, etc., and a 2 year sequencing of offerings to ensure student ability to transition to subsequent levels

2. Low retention/persistence/completion problems
   a. Faculty development in classroom techniques such as addressing alternative learning styles, student course contracts and classroom research.
   b. Analysis of the curriculum to ensure alignment of course outcomes with next-course entry skills in sequences
   c. Enhanced student support services: tutoring, financial aid, learning/study skills, childcare, etc.

3. Analysis of program resources including
   a. Adequate faculty, both in numbers of full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate)
   b. Sufficient physical resources including facilities, equipment and supplies
   c. Appropriate levels of outside support such as classified staff, course offerings, library materials, and work place learning opportunities

4. Affect on local region. Consideration should be given to:
   a. Need for workers in the region with skills taught in the program
   b. Number of transfer slots available at four year schools in the region
   c. Availability of the program at other nearby community colleges
   d. Collaboration with business and industry in the region to strengthen the program
   e. Possibility of conjoint programs with other community college in the region
   f. Effects on UC/CSU transfer students
   g. Effects on local industry
   h. The impact of transfer student's ability to complete specific lower division subject areas and general education requirements when eliminating this program
   i. The impact on local recruitment efforts by employers seeking to find individuals with entry level occupational skills
**VIII. Emergency Temporary Suspension Program Process**

**A. Introduction**

In the event that budget reductions force the Board of Trustees to declare a fiscal emergency, selected programs may be suspended temporarily. In the case of an emergency temporary program suspension, the suspension report shall include the amount of cost savings achieved by virtue of the program's suspension.

The Shared Governance Council shall be the primary group to be consulted as to the decision making process, and the evaluation of both, the academic, operational (i.e., physical plant and fiscal issues involved.

**B. Timeline for Temporary Suspension of Programs**

1. Recommendations for emergency temporary program suspensions will consist of a list of targeted programs highlighting the potential cost savings realized by each suspension. A separate suspension reports for each program will accompany the suspension list. (See Section VIII for suspension report criteria).

2. The suspension list and the reports will be submitted to the Shared Governance Council and the following stakeholders: The Division Chair of the affected division, the cluster Dean of the affected division, the Academic Senate, the Classified Union and the Faculty Union. All parties will have 30 days from receipt of the list and reports to submit a rebuttal.

3. The Shared Governance Council will meet and review the suspension list and the reports within 30 days of receipt.

4. Shared Governance Council will meet again to review the suspension list and the rebuttals and then prioritize the list and/or make alternative recommendation(s).

The consultation process should include: the Vice President of Instruction, and/or Vice President, Student Services (where appropriate), Curriculum Committee, Academic Senate, appropriate Dean(s), Division Chair(s), Lead Instructor, department faculty and staff. **Final approval for beginning the Emergency Temporary Program Suspension Process rests with the Shared Governance Council.**

**C. Emergency Temporary Program Suspension List and Report**

The report recommending Emergency Temporary Program Suspension will address all applicable criteria unless information is unavailable or not applicable.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Emergency Temporary Program Suspension</th>
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<tbody>
<tr>
<td>1. The specific financial resources required to sustain the program, e.g. faculty compensation, facilities and equipment, supplies, support staff compensation. Consideration should be given to the impact the action will have on providing the college's ability to support other academic programs.</td>
<td>X</td>
</tr>
<tr>
<td>2. A discussion on the service area /community needs relative to the program over the next five years supported by demographic or economic information.</td>
<td>X</td>
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</table>
3. A commentary on the impact the action will have on the general education curriculum or the curriculum of other programs, (i.e. changing pre/co-requisites). This, information should demonstrate how the action will affect overall academic objectives.

4. A discussion of the college’s ability to fulfill its mission without the program – i.e., academic and vocational instruction; advancing California’s economic growth and global competitiveness; remedial instruction; ESL; adult noncredit; support services, et al

5. A discussion of college's inability to provide the resources to maintain the program or a discussion of the college's lack of a plan to raise the necessary funds.

6. Response to the following issues:
   a. Effect on relationships to other campus resources
   b. Trends in course offerings/schedule
   c. Contribution to college and community and implications in case of discontinuance / suspension.
   d. List and recommendations of faculty that have been involved in the discussion regarding suspension.
   e. Effects on students and student success when a program is discontinued/suspended, including the number of students currently enrolled in the program.
   f. Effects on local business and industries – i.e., declining market/industry demand (local, regional)
   g. If this is a grant funded program, what was the agreed institutional commitment for the campus to continue this program
   h. Availability of the program at any other nearby community college
   i. Provisions that will be made for students in progress to complete their training
   j. Comments on how the action will alter the comprehensiveness and balance of offerings across the college curriculum and within the district.
   k. Discussion of the quality of the program as perceived by others, such as students, articulating universities and employing business and industry
   l. Discussion on the effects on transfer to UC/CSU - i.e., declining 4 year college/university transfer trends (trends must be at least 6 semesters)
In addition, all cost savings will be itemized and will include the dollar amounts saved in the area of:

- faculty compensation
- facilities
- equipment
- supplies
- support staff compensation

**D. Phase-out Process**

When a program is recommended for emergency temporary suspension, the district will provide a preparation/plan for phase out and student centered phase out (allowing students to complete the program/certificate degree).

Those programs that are approved under the emergency temporary program suspension will sunset at the end of one year. Programs **must be considered for reinstatement every year** during the suspension period. **Reinstatement will be effective the following year.** The burden of proof regarding continued fiscal crisis will rest with the district, should an emergency temporary program suspension be requested beyond one year. If the District deems it necessary to continue the temporary suspension of a program beyond one year, their request must be approved through the Shared Governance Council. Recommendations for reinstatement will also include a Revitalization Plan.

The Vice President of Instruction or Vice President, Student Services, Academic Senate, CCFT, CCUE, appropriate Dean(s), Division Chair(s), Lead Instructor(s) and/or Directors will participate in the following steps leading to emergency temporary program suspension where appropriate:

1. Consult with affected faculty and staff member(s) regarding their employment rights.
2. Consult with students regarding their options for program completion or transfer.

The Shared Governance Council will submit a prioritized list of recommended emergency temporary program suspensions to the President/Superintendent who will present the list to the Board of Trustees for approval. After Board approval the Instructional and/or Student Services administration, Dean and Division Chair and affected faculty and staff will implement the following:

1. Faculty FSA’s reassignment or termination
2. Staff reassignment or termination
3. Alternatives for students to complete program degree(s) and/or certificates.
4. Temporary redistribution of equipment, supplies, facilities, and budget.