

**SACRAMENTO CITY COLLEGE**  
**PROGRAM APPRAISAL/DISCONTINUANCE PROCESS**

(11/15/06 draft, approved 2006, approved May 2, 2011, revised November 6, 2012, revised March 25, 2014)

**PROCEDURES:**

**I. BACKGROUND & PHILOSOPHY**

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.

The Academic Senate for California Community Colleges (ASCCC) recommended (Spring, 1998) that local senates create a process for program appraisal/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 Spring, 1998 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 as well as the interest and concerns of faculty must be considered throughout.

The Program Review process, Unit Plans, and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program discontinuance should occur only after serious deliberation and after 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.

It is imperative to state that the purpose of a program appraisal/discontinuance process is to have criteria in place to guide a discussion in the event that the process is 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 appraisal/discontinuance process and periodically reevaluated by the Academic Senate in a shared governance environment.

This process document shall be filed, if required, 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, 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 and Student Services as defined above. The scope of the program under consideration will be clearly delineated at the outset of this process. This process is not intended to apply to the restructuring of a degree or certificate within the degree or certificate's originating department.
3. Vocational or occupational programs shall be reviewed every two years by Management Information Systems data (Cal. Educ. Code § 78016) and every six years by Departments in a formal written review (i.e., Program Review). 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 appraisal/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 Possible 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
  - Combining or consolidating with another program in the college or district
6. Mutual Agreement for Discontinuance. If there is documented mutual agreement between all affected faculty of a program and the administration and there will be minimal adverse impact on students, the processes of this policy do not need to go into effect. The Curriculum Committee will review the justification and any supporting documentation during normal the curriculum process. If there are no concerns, then the Curriculum Committee will submit the proposed program deletion/discontinuance to the Academic Senate for final approval, without the need to initiate the Evaluation Committee Process. If the Curriculum Committee or the Academic Senate has (have) any concerns about the proposed program deletion/discontinuance, the Academic Senate will initiate the Evaluation Committee Process.

## **B. INITIATION OF THE PROCESS**

1. If necessary, the Vice President of Instruction, the Division Deans, and the Academic Senate shall develop a proposed list of programs to be appraised as a result of Program Review or factors as described in Section II A5. The Vice President of Student Services shall be included when appropriate. Individual Divisions or Departments may also make proposals for the appraisal/discontinuance of courses or programs to the Vice President of Instruction, or to the Vice President of Student Services if appropriate, and the Division Deans.
2. The process shall be initiated within the first three weeks of a semester and concluded by the end of the same semester.

## **C. EVALUATION COMMITTEE**

1. As soon as possible following the delivery of the list of affected programs, an Evaluation Committee shall be initiated by the Senate to continue the process.
2. The Evaluation Committee shall include five faculty members and two administrators, none of whom are directly involved with the program under review. The Academic Senate President will select the faculty, and the Vice President of Instruction, or the Vice President of Student Services if appropriate, will select the administrators.
  - If the program under appraisal is vocational, the five faculty must include three (3) vocational faculty, one (1) non-vocational faculty, and one (1) counselor familiar with vocational programs. In addition, of the two administrators selected, one must work with vocational programs.

- If the program under appraisal is non-vocational, the five faculty must include three (3) non-vocational faculty, one (1) vocational faculty, and one (1) counselor familiar with non-vocational programs. In addition, of the two administrators selected, one must work with non-vocational programs.
3. For each affected Program, the Evaluation Committee shall review and analyze other pertinent materials (e.g., Program Review documents, Unit Plans). 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:
- 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 obtaining a certificate or degree, transferring, or life-long learning.
  - Balance of college curriculum (for example, ensuring the non-elimination of all of one type of program such as all foreign languages)
  - Effect on students of modifying or discontinuing the program
  - Uniqueness of the program
  - Replication of programs in the surrounding area and their efficacy
  - Potential for a disproportionate impact on diversity at Sacramento City 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.

b. **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 sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, productivity, FTES composition, retention, and persistence, or
  - 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
- Enrollment trends
- Operating cost per FTES
- Capital outlay costs/year
- Labor market demand: vocational vs. avocational

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 semester 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 Evaluation 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. Recommendation to Continue with Qualification: 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. Recommendation to Discontinue: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that the program is no longer in the best interest of the college, its students, and the larger community to continue the program. Any recommendation for program discontinuance will include the criteria used to arrive at the recommendation.

The Vice President of Instruction, of the Vice President of Student Services if appropriate, and the area Dean will work with the Department to implement recommendations.

- d. The report of the recommendations of the Evaluation Committee shall be submitted to the Academic Senate according to the timeline.

### III. THE ACADEMIC SENATE

- A. Following submission of the Evaluation Committee report to the Academic Senate, the Senate shall vote, after full discussion with the Evaluation Committee members and all relevant constituencies, on whether or not to accept the recommendation of the Evaluation Committee.
- B. Within 30 days, the Academic Senate shall forward its recommendations to the Curriculum Committee with copies to the College President and to the District Curriculum Coordinating Committee.

### IV. ACTION BY THE BOARD OF TRUSTEES

The College President shall forward any received recommendations of the Academic Senate, along with his/her own recommendation(s), to the Board of Trustees for action. The Board shall consider and take appropriate action.

### 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 Community College Policy 6105 working draft *Program Discontinuance*
- 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

Respectfully submitted to the Sacramento City College Academic Senate,

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