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**Allan Hancock Joint Community College District  
Board Policy  
Chapter 4 – Academic Affairs**

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**BP 4021 PROGRAM VITALITY**

Allan Hancock College is committed to programs and curriculum of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To this end, Allan Hancock College supports programs and classes that fulfill the goals of its mission as elaborated in the Educational Master Plan and Strategic Plan. Programs with low or declining enrollments, decreased demand for service, or clear obsolescence may be identified for discontinuance once the following criteria have been considered:

- effect on students
- balance of college curriculum
- educational and budget planning
- regional economic and training issues
- collective bargaining issues

In accordance with Title 5, Section §51022, College districts are required by regulation and statute to develop a process for the discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78106 stipulates that vocational and occupational programs shall meet certain requirements prior to termination.

The process for review of program vitality/feasibility is set forth in administrative procedure 4021.

References: Title 5 Section 51022, Education Code §78016

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**Adopted: 5/17/11**

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*(Replaces Board Policy 7960)*

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**Allan Hancock Joint Community College District**  
**Administrative Procedure**  
Chapter 4 – Academic Affairs

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## **AP 4021 PROGRAM VITALITY**

Program Vitality is a component of college planning that leads to increased quality of instruction and services and to better use of existing resources. Quantitative and qualitative data are used to assess a program's academic relevance and vitality with the specific goal of assessing a program's viability/feasibility. First and foremost, Program Vitality shall:

- Depend on the discipline expertise of the program faculty,
- Reference current program reviews,
- Depend on the values and goals established in the college planning process and existing in the published Educational Master Plan,
- Be based on a current, published list of criteria, and that such criteria be established through the shared governance process,
- Include input from Advisory Boards when appropriate,
- Consider the intended and unintended consequences of discontinuance,
- Consider viability, vitality, revitalization, suspension, or discontinuance,
- Result in a document that contains recommendations that will be presented to the college community through the shared governance process and be given sufficient time for final public comment.

### **DEFINITIONS:**

- **Evaluation Committee** – It is a committee formed in response to a program being listed as for discontinuance. This committee develops the Vitality Report.
- **Vitality Report** – It is a report that makes recommendations about continuance or discontinuance of a program(s) under this Policy to the Academic Senate.
- **Evaluation List** – It is a list of programs that are identified as under Discontinuance for purposes of this Policy. This list is developed by the Executive Team.
- **Executive Team** – It is composed of the VPAA, VPSS, academic deans, and others.

### **A. INITIAL CONSIDERATIONS**

1. This procedure will be used to review the continuance or discontinuance of instructional programs, including vocational programs.

2. Definition of Program: For purposes of this document, an educational program is defined as a discipline and as an organized sequence or grouping of courses or services leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.
3. A student services program is defined as an established entity that meets one or more of the following criteria: A defined service with assigned space, staff, and budget. Entities mandated by regulation.
4. Vocational or occupational programs shall be reviewed every two years. (California Education Code §78016). All other programs shall be subject to the program review process according to the college's program review schedule.
5. The Academic Senate, 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 4020 and Board Policy 2510, must have a fundamental and integral role in any discussion of program continuance or discontinuance.

The Role of the Academic Policy and Planning Committee (AP&P) is to examine, research, and analyze the Vitality Report presented for program vitality review. Upon a thorough review of the Vitality Report, it will forward its recommendations to the Academic Senate.

The Role of the Academic Senate is to consider the recommendations of AP&P in relationship to the recommendations of the Vitality Report, and forward its recommendations for program continuance/discontinuance to the superintendent/president or designee, and to report to the Board of Trustees when applicable.

6. Conditions for Discontinuance. The following conditions may cause the VPAA and/or VPSS to recommend a program for discontinuance:
  - a. Current Program review and analysis of trends
  - b. Changes in demand in the workforce and/or verifiable changes in program need
  - c. Changes in requirements from transfer institutions
  - d. Availability of human, physical, and/or financial resources
  - e. Legislative mandates
7. If the Board of Trustees formally declares a financial emergency, the superintendent/president and the Academic Senate may set new timelines by which the proposals for program modification or discontinuance submitted to AP&P will be acted upon and a final report of recommendations submitted by AP&P.

## **B. SUMMARY OF THE PROCESS**

During the fall semester:

1. The appropriate administrative officers shall develop a list of programs to be reviewed, based on the condition(s) described above in section 6. The formal list, accompanied by a study that includes qualitative and quantitative factors taking into account program reviews and Institutional research, will be delivered to the Academic Senate by the beginning of the fall semester. Individual departments/disciplines may also make proposals for the discontinuance of programs to the vice president, academic affairs and/or student services and the appropriate deans also by the beginning of the fall semester. This list should be sent to the Academic Senate no later than the 4<sup>th</sup> week of the fall semester.
2. An evaluation committee shall be formed and conduct a program study addressing the status of the assigned program. The program study shall also include sufficient evidence supporting one or more of the conditions and be completed before the end of the fall semester. The evaluation committee's program study shall culminate in a "Vitality Report".
3. The evaluation committee will submit the completed Vitality Report to the appropriate vice president and Academic Senate. The Academic Senate shall notify AP&P and provide it with the proposed list of affected programs and copies of the evaluation committee reports. AP&P shall set a timeline for completion of the review and recommendation process that is reasonable under the circumstances. In no case should this period be longer than 120 days, exclusive of summer and winter break.
4. In the spring, AP&P will review the evaluation reports and provide recommendations to the Senate.

## **STEPS OF THE PROCESS**

### **A. EVALUATION COMMITTEE**

1. As soon as possible following the delivery of the list of affected programs, an Evaluation Committee shall be initiated by the Academic Senate to continue the process. The chairman of the Committee will be elected by the Senate or the Senate Executive Committee. The Chairman cannot be a member of the affected discipline nor a member of AP&P.
2. The Evaluation Committee shall include representatives from the following constituencies:
  - a. Faculty members, appointed by the Academic Senate
    - 1) One discipline expert from the affected program, and one faculty member from a related program or discipline. Neither of these faculty will be a member of AP&P, when possible.
    - 2) One counselor not closely related to the program under review.

- b. One student appointed by the Associated Student Body Government (ASBG).
  - c. Administration – dean of the affected program.
  - d. One classified staff member from the affected program, and one classified staff member from a related program or discipline appointed by CSEA.
  - e. One advisory committee member for CTE programs.
  - f. A representative from Institutional Research.
3. For each affected program, an Evaluation Committee shall conduct a program Evaluation study. Both qualitative and quantitative factors, that were presented as rationales for review by the Executive Team shall be discussed in order to have a fair and complete review leading to the eventual decision to (1) continue, (2) continue with qualification, or (3) 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:
    - 1) Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry and the community
    - 2) Ability of students to complete their educational goals of remediation, obtaining a certificate or degree, or transferring
    - 3) Balance of college curriculum
    - 4) Effect on students as a result of modifying or discontinuing the program
    - 5) Comprehensiveness of the college experience
    - 6) Uniqueness of the program
    - 7) Importance of the program in its relationship to other programs
    - 8) Replication of programs in the surrounding area and their efficacy
    - 9) Potential for a disproportionate impact on diversity at Allan Hancock College
    - 10) Necessity of the program in order to maintain the mission of the College
    - 11) Source of funding for the program (outside vs. general funds)
    - 12) Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified.
    - 13) Requirements by federal/state/accreditation or other areas (e.g. Title IX) for the program. If there are any, these must be identified.
    - 14) Impact on articulated programs.

15)Other

- b. Quantitative factors are based primarily on Institutional Research data and the Program Review where applicable. Factors that may be considered include but are not limited to:
  - 1) Program Results showing:
    - a) A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, percent fill, FTES composition, retention, and persistence
    - b) Sustained increase in expense or annual cost/FTES
  - 2) Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
  - 3) Projected demand for the program in the future
  - 4) Changes in class offerings
  - 5) Frequency of course section offerings
  - 6) Availability of human resources
  - 7) FTES generated/FTEF
  - 8) Enrollment trends
  - 9) Operating cost per FTES
  - 10)Capital outlay costs/year

## **B. EVALUATION COMMITTEE REPORT**

1. At the end of the fall semester, the Evaluation Committee shall present a Vitality Report with outcome recommendations to the Vice President Academic Affairs, Vice President Student Services, and Academic Senate. The Academic Senate shall submit the report to AP&P.
  - a. The vitality report shall:
    - 1) Address the factors, quantitative and qualitative, that led to the program being listed.
    - 2) Outline the major points of support from the available information.
    - 3) State the recommendations of the Evaluation Committee and include all appropriate data and evidence that supports the committee's recommendations.
    - 4) Include diverging conclusions in a minority report 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 vitality report recommendations should include some or all of the following:
    - 1) A critical examination and consideration of all information acquired to ensure all members of the subcommittee are knowledgeable of the data's substance and significance.

- 2) Preparation of the information.
  - 3) Prioritization of the report's conclusions based upon the information provided in the report, and particularly referencing the consequences of the conclusions.
  - 4) Establishment of a consensus within the Evaluation Committee as to the conclusions and recommendations to be presented.
  - 5) Absent consensus, presentation of a majority and minority report.
  - 6) Sources of data for all factors shall be referenced and cited.
- c. Possible Outcomes of Program Evaluation: There are three potential outcomes of the Vitality Report. A program may be recommended to (1) continue, (2) to continue with qualification, or (3) to be discontinued.
- 1) **Recommendation to Continue:** A program may be recommended to continue when, after full consideration it is decided that it is 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. A specific timeline should be provided during which the various interventions will occur.
    - b. Expected outcomes for each intervention should be outlined in advance.
    - c. Since the qualification(s) may include modifications to courses and/or the program, AP&P timelines should be considered.
    - d. After the specific qualification period is completed, the program will be reviewed again according to the provisions in this policy.
  - 3) **Recommendation to Discontinue:** 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 to continue the program. 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 full-time faculty and CSEA staff, including application of policies for reduction in force and opportunities for retaining.

### **C. THE ACADEMIC SENATE AND ACADEMIC POLICY AND PLANNING COMMITTEE**

Following submission of the Evaluation Committee vitality report to AP&P, by the end of the fall semester, and after full review and discussion during the spring, AP&P shall submit its recommendations including dissenting reports, and working timeline, to the Academic Senate. If Senate disagrees with AP&P's recommendations, then after Senate vote, the Senate Executive Committee, in conjunction with AP&P, shall prepare its recommendations in writing including the reasons for its recommendations, any applicable modifications, interventions, timelines and mechanisms for phase-out. Senate shall forward its recommendations to the superintendent/president with a copy to AP&P no later than 60 days.

### **D. ACTION BY THE GOVERNING BOARD**

The superintendent/president shall forward the recommendation from the Academic Senate along with his/her recommendation to the board for action. The board shall consider and take action upon the recommendation(s).

### **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
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- 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

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*(Replaces Administrative Procedure 7960.01)*