

Hartnell College Discontinuance Process

Purpose:

To critically review a program or discipline for possible discontinuance or to recommend remediation that will result in a viable program or discipline. The Discontinuance Process is separate from the Program and Services Review Process. The Program and Services Review process is formative, providing evaluation that leads to continual improvement. The Discontinuance Process provides a summative evaluation of a program or discipline's viability and may lead to the termination of a program or discipline.

Process:

- 1. Identification:** An at-risk instructional program is identified, on the basis of the criteria listed below, by the Vice President for Instruction, the Vice President for Student Services, the Area Dean, a member of the discipline, or the Academic Senate.

- 2. Convening:** The Vice President for Instruction convenes the Discontinuance Committee. This is not a standing committee, but rather is convened as needed with the following membership:
 - Vice President for Instruction
 - 2 Deans (neither of which is dean of the program in question)
 - 2 faculty appointed by the Academic Senate (neither from the program in question)
 - 1 student appointed by the Student Senate

- 3. Initial Review:** The Discontinuance Committee conducts an initial review to determine whether full review is warranted. Full review is necessary if:
 - any two of the Primary Criteria are met, *or*
 - any three of the Secondary Criteria plus one of the Primary Criteria are met

Primary Criteria (any 2)	Secondary Criteria (any 3 plus 1 primary)
<ul style="list-style-type: none"> • Declining market/industry demand 	<ul style="list-style-type: none"> • Declining university transfer trends*
<ul style="list-style-type: none"> • Advisory Committee recommendation 	<ul style="list-style-type: none"> • Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
<ul style="list-style-type: none"> • Decreasing numbers of students enrolled* 	<ul style="list-style-type: none"> • Lack of available resources
<ul style="list-style-type: none"> • Low or decreasing WSCH/FTEF* 	<ul style="list-style-type: none"> • Poor retention within courses*
<ul style="list-style-type: none"> • Poor rate for student achievement of program goals (e. g. completion rate, numbers of degrees and certificates, job placement) 	<ul style="list-style-type: none"> • Unavailability of the transfer major
<ul style="list-style-type: none"> • Decline in importance of service to related disciplines (applies only when discipline does not offer degree or certificate). 	<ul style="list-style-type: none"> • Poor term-to-term persistence for students in the major*

*as compared to statewide norms for the discipline and local data over the last three to five years.

The Discontinuance Committee will issue a brief narrative report recommending to the Superintendent/President whether a full review is warranted or not. The report will include the reasoning for the decision. The report will be submitted to the Superintendent/President, filed with the Office of Instruction and sent to the party initiating the review, the Academic Senate, the Dean responsible for the program, and the Hartnell College Faculty Association.

- 4. Full Review:** If the Discontinuance Committee determines that a full review is warranted, the review is conducted by the committee. Data used should be based on trends over time (typically three to five years) and should relate to program goals as well as the mission of the college. The criteria to be examined include uniform measures that must be applied to all programs, specific measures required for different categories of program, and other measures that may also be considered.

Measures applied to all programs

Qualitative	Quantitative (3-5 year trend)
<ul style="list-style-type: none"> Balance of college curriculum 	<ul style="list-style-type: none"> Enrollment
<ul style="list-style-type: none"> Match of program with Hartnell Mission and Vision 	<ul style="list-style-type: none"> Retention within course (successful course completion)
<ul style="list-style-type: none"> Student satisfaction 	<ul style="list-style-type: none"> Retention within major (semester-to-semester persistence)
<ul style="list-style-type: none"> Previous steps taken to strengthen program 	<ul style="list-style-type: none"> Number of degrees and certificates awarded
	<ul style="list-style-type: none"> Scheduling/course offering trends
	<ul style="list-style-type: none"> Resources available

Measures applied to Occupational Education programs

Qualitative	Quantitative (3-5 year trend)
<ul style="list-style-type: none"> Duplication/uniqueness of training programs 	<ul style="list-style-type: none"> Labor demand
<ul style="list-style-type: none"> Employer satisfaction 	<ul style="list-style-type: none"> Employment placement rate
<ul style="list-style-type: none"> Advisory committee recommendation 	
<ul style="list-style-type: none"> Information about “job-outs” 	

Measures applied to transfer programs

Qualitative	Quantitative (3-5 year trend)
<ul style="list-style-type: none"> Transfer program availability 	<ul style="list-style-type: none"> Number of transfers (UC, CSU, private)
	<ul style="list-style-type: none"> Number of transfer ready students

Measures applied to lab/studio/shop/clinical-based programs

Qualitative	Quantitative (3-5 year trend)
<ul style="list-style-type: none"> Constraints that may limit enrollment and productivity measures 	<ul style="list-style-type: none"> Enrollment as a percent of available seats

Measures that may also be considered

Qualitative	Quantitative
<ul style="list-style-type: none"> Regional needs for the program 	<ul style="list-style-type: none"> Industry/ market demand (non-vocational programs)
<ul style="list-style-type: none"> Impact of program on underrepresented and female students 	

5. Recommendation: The committee will issue a written recommendation to the Superintendent/President based on the analysis of the data. The recommendation will consist of:

- a) recommendations for strengthening the program, including specific goals developed jointly with discipline faculty *and a schedule is set for periodic review of progress toward the goals, or*
- b) recommendation for program or discipline discontinuance.

With few exceptions, a recommendation for discontinuance would not be made without first recommending actions to strengthen the program. In most cases, a recommendation to discontinue would only follow failed attempts at reviving/improving the program or compelling evidence to indicate that this is not the best use of the college resources.

6. Actions:

If a recommendation is made for discontinuance, and the recommendation is accepted by the Superintendent/ President and the Board, provisions will be made for adequate notification of affected faculty, and retraining or transfer of faculty to another area.

7. Impact on students: If a recommendation is made for discontinuance, and the recommendation is accepted by the Superintendent/President and the Board, opportunities will be provided for students to finish the program or transfer to a related program.

The discontinuance process will be reviewed by the Academic Senate and the administration during the spring semester of odd numbered years in order to keep the process current.

During the first five years after this process is adopted, no program can be recommended for an initial review that has not had the opportunity for review and improvement through the current Program and Services Review Process. The Vice President for Instruction has the authority to schedule a discipline on the Program and Services Review calendar.