

Foothill College

Educational Program Viability, Revitalization, and Discontinuance (PVRD) Procedure

1. Background and Guiding Principles
 - 1.1 Educational Program discontinuance is an academic and professional matter that requires faculty participation through the Academic Senate, as stipulated in the Academic and Professional Matters (APM) agreement.
 - 1.2 An Educational Program is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. [in line with Title 5 § 55000 (m)]
 - 1.3 The PVRD procedure aligns with Foothill's Mission Informed Planning Council (MIP-C) structure and the Resource Allocation Guidelines (RAG).
 - 1.4 Criteria and procedures for assessing program viability are clearly articulated and transparent, ensuring a fair and consistent process.
 - 1.5 Program Review and PVRD are distinct but related processes, with Program Review serving as a primary source of data and input for PVRD.
2. Initiating the PVRD Process
 - 2.1 Concerns about a program's viability may be raised through the Program Review process, by the Institutional Effectiveness Committee (IEC), MIP-C, by program faculty/staff, or Foothill administration. These concerns may be based on criteria such as consistently low enrollment, retention, or completion rates, misalignment with labor market needs, or significant changes in the discipline or industry.
 - 2.2 If concerns are validated by the IEC or MIP-C, a Program Viability, Revitalization, and Discontinuance Team (PVRD-T) is formed within 30 days to conduct a comprehensive evaluation of the program's viability.
3. Program Viability, Revitalization, and Discontinuance Team (PVRD-T)
 - 3.1 The PVRD-T is co-chaired by the Vice Presidents of Instruction and/or Student Services. Membership includes 2 representatives from the Academic Senate (covering both instructional and non-instructional areas), 1 from the Classified Senate, 1 from the Faculty Association, 1 from the Deans group, the division Dean, program faculty and staff, and representation from Institutional Research and Planning (IRP). Within 90 days of the PVRD-T's formation, the team should establish initial guidelines, timelines, and responsibilities to ensure effective operation.
 - 3.2 The PVRD-T reviews quantitative and qualitative data, including Program Review findings, enrollment trends, student success rates, labor market demand, staff/faculty data (e.g., number of full-time faculty, part-time faculty, and staff in the program, as well as Full-Time Equivalent Faculty (FTEF), and alignment with the college's Educational Master Plan and Strategic Vision for Equity. The PVRD-T also considers the related offerings at De Anza College and neighboring districts to ensure a comprehensive assessment of program viability and to minimize duplication of efforts.
 - 3.3 Quantitative data may include the following:
 - a) Retention, persistence, and completion rates;
 - b) Enrollment trends;
 - c) Frequency of course offerings;

- d) Workplace demand for programs primarily intended to support the college's career/workforce mission;
- e) Other quantitative data detected and explicitly identified as potentially problematic during the program review process;
- f) Equity gap data;
- g) Program Level Student Learning Outcome assessment data.

3.4 Qualitative data may include the following:

- a) Existence of a transfer major for programs primarily intended to support the college's transfer mission;
- b) Program articulation with transfer institutions;
- c) Alignment with or duplication within overall college curriculum;
- d) Alignment with the college mission and/or strategic initiatives;
- e) Outcomes assessment subjective results and reflections;
- f) Student, faculty, staff expertise and input;
- g) Other qualitative data detected and explicitly identified as potentially problematic during the program review process

3.5 Related offerings at De Anza College and neighboring districts:

- a) Identify similar or complementary programs offered at De Anza College and assess their enrollment trends, student success rates, and overall viability.
- b) Consult with De Anza College's Office of Institutional Research and relevant administrators to gather data and insights on their programs' effectiveness and potential for collaboration or consolidation.
- c) Research related programs offered at neighboring community college districts to identify potential partnerships, articulation agreements, or opportunities for regional coordination.
- d) Assess the impact of program discontinuance or consolidation on students' access to education and training in the region, particularly for underserved or disproportionately impacted populations.

3.6 Consultation with internal and external stakeholders:

- a) Engage program faculty, staff, and administrators at Foothill College and De Anza College to gather their perspectives on program viability, opportunities for collaboration, and potential challenges.
- b) Consult with transfer institutions, industry partners, and workforce development agencies to assess the alignment of programs with regional needs and to identify emerging trends or opportunities.
- c) Seek input from students, alumni, and community members to understand the perceived value and impact of programs on their educational and career goals.

4. Recommendations and Decision-Making

- 4.1 Based on its evaluation, the PVRD-T makes a recommendation to the IEC and MIP-C regarding the program's viability and potential actions, which may include continuation with specific expectations, restructuring, program suspension, or discontinuance. This recommendation should be submitted within 180 days from the formation of the PVRD-T to ensure timely review and action.

- 4.2 The IEC and MIP-C review the PVRD-T 's recommendation and make their own recommendations to the College President, ensuring a multi-level review process.
- 4.3 The College President considers the recommendations from the IEC and MIP-C and makes a final decision regarding the program's viability.
- 4.4 If the decision is to discontinue the program, the College President seeks approval from the Board of Trustees, as required by district policy.

5. Implementation and Communication

- 5.1 If a program is approved by the Board of Trustees for discontinuance, a teach-out plan is developed within 60 days to ensure current students can complete the program, minimizing the impact on their educational goals
- 5.2 The College works with the Faculty Association to address any impact on faculty positions in accordance with the collective bargaining agreement, ensuring a fair and equitable process.
- 5.3 Decisions and plans related to program viability and discontinuance are communicated clearly and transparently to the college community, promoting understanding and trust in the process.

6. Integration with Foothill's Planning and Resource Allocation Processes

- 6.1 The PVRD procedure is integrated with Foothill's existing planning and resource allocation processes, including Program Review, MIP-C, RAG, and the Educational Master Plan, ensuring alignment and consistency.
- 6.2 The PVRD-T 's recommendations consider the college's Strategic Vision for Equity and the equity goals outlined in the Student Equity Plan, promoting a commitment to student success and equity.
- 6.3 Decisions related to program viability and discontinuance inform the college's resource allocation decisions through the RAG process, ensuring that resources are allocated in a manner that supports institutional priorities, student success, and fiscal sustainability. The PVRD-T 's recommendations will include an analysis of the financial implications of program continuation, restructuring, or discontinuance, considering factors such as:
 - a) Cost per FTES
 - b) True program costs
 - c) Contribution to the SCFF
 - d) Return on investment
 - e) Alternative funding source
- 6.4 The PVRD-T collaborates with the Vice President of Finance & Administrative Services to ensure that program viability decisions are informed by the college's resource allocation priorities and fiscal realities. The Vice President of Finance & Administrative Services provides expertise and guidance to the PVRD-T in the following areas:
 - a) Interpreting the RAG and its implications for program viability and resource allocation decisions.
 - b) Providing financial data and analysis related to program costs, revenue, and contribution to the SCFF.
 - c) Identifying potential alternative funding sources or resource optimization strategies to support program viability and improvement.

6.5 The PVRD-T's financial analysis will be presented to the IEC and MIP-C as part of its recommendations and will inform the college's resource allocation decisions through the RAG process. The IEC and MIP-C will consider the PVRD-T's findings in the context of the college's overall budget, strategic priorities, and educational mission, and make recommendations to the College President that balance fiscal responsibility with student access, equity, and success.

Foothill College

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1. Programs are given opportunities and support to address identified concerns before discontinuance is considered, ensuring due process and a commitment to program improvement. This may include:
 - a) Notification of concerns: The program is formally notified of the identified concerns through a written communication from the appropriate administrator (e.g., Dean or VP of Instruction). This notification should clearly outline the specific issues, the data or evidence supporting these concerns, and the potential consequences if the concerns are not adequately addressed.
 - b) Opportunity for response: The program is given a reasonable timeframe to respond to the identified concerns and provide additional context, clarification, or evidence to support their perspective. This response may be submitted in writing or presented orally to the Institutional Effectiveness Committee.
 - c) Collaborative revitalization plan: If the concerns are validated, the program faculty and staff work collaboratively with the appropriate administrator(s) to develop an improvement plan. This plan should outline specific strategies, actions, and timelines for addressing the identified issues and enhancing program viability.
 - d) Resource allocation: The college provides reasonable resources and support to help the program implement its improvement plan. This may include additional funding, professional development opportunities, marketing support, or other resources as needed.
 - e) Progress monitoring: The program's progress in implementing the revitalization plan is regularly monitored and assessed by the Institutional Effectiveness Committee. The IEC provides feedback and guidance every 90 days to support the program's ongoing improvement efforts.
 - f) Timeline for improvement: The program is given a reasonable timeline, generally 12 to 18 months, to demonstrate progress and improvement before any decision about discontinuance is made. This timeline should be clearly communicated to the program and should take into account the complexity of the identified issues and the resources available to address them.