

## **Developing a Framework for Program Discontinuance and Viability**

### Defining Programs & Viability:

- How should we define a "program" for the purposes of discontinuance?
- Should this process apply to non-instructional programs (e.g., student services, specialized support programs)?
- What indicators (e.g., enrollment trends, labor market demand, student success rates) should we use to assess program viability and vitality?

### Faculty Role & Governance:

- What role should the Academic Senate play in program discontinuance decisions?
- How do we ensure that the process remains faculty-driven and aligns with the Senate's responsibilities?
- Should we establish a standing Program Viability & Discontinuance Committee, and what should its composition be?

### Process Development & Transparency:

- How can we ensure transparency and equitable decision-making?
- What data should be reviewed before determining a program's status?
- How should we differentiate between program revitalization efforts and full discontinuance?

### Student & Community Considerations:

- What should be our minimum commitment to students when a program is phased out?
- How do we address regional needs and prevent gaps in access for students?
- Should we collaborate with other institutions before discontinuing a program?

### Budget & Emergency Considerations:

- How do we ensure that program discontinuance decisions are not solely driven by budget cuts?
- Should we develop a separate process for fiscal emergency reductions?
- How do we balance financial constraints with our educational mission?

### Next Steps & Action Items:

- Identify best practices from other colleges with established processes.
- Consider forming a working group or subcommittee to draft policy recommendations.
- Establish a timeline for policy development and approval.
- Gather faculty, administrative, and student feedback to ensure a transparent and inclusive process.