Program Sustainability Review (PSR)

1. Introduction and Guiding Principles

The Program Sustainability Review (PSR) process at Foothill College provides a structured, collaborative, and data-informed method to assess the sustainability of academic programs. The process supports continuous improvement, ensures alignment with college priorities, and adheres to California Title 5, §51022 regulations and district policies (BP 6015 and AP 6015). It integrates equity-minded practices and values faculty engagement, shared governance, and transparency throughout all phases.

2. Initiating the PSR Process

Concerns regarding an academic program's sustainability may arise from Program Review data, recommendations by the Institutional Effectiveness Committee (IEC), input from faculty or administrators, or changes in external factors such as labor market trends. Upon validation by the IEC, a PSR Team is convened by the Academic Senate to conduct a thorough review.
3.
When such concerns are identified, any member of the campus community, including faculty, administrators, or a shared governance body, may request that the Academic Senate Executive Committee agendize the issue. The individual or group bringing the request will present their case to the Executive Committee, including a summary of the concern, supporting evidence (such as trends or benchmarks), and a rationale for why a Program Sustainability Review may be warranted.

Following the presentation, the Executive Committee will deliberate and determine whether to move forward with initiating a PSR process. If approved, a recommendation is made by the Executive Committee to convene a PSR Team.

3. PSR Team Composition and Responsibilities

The PSR Team shall be co-chaired by the Vice President of Instruction or Student Services and the Academic Senate President (or their designee). The faculty co-chair shall lead on matters related to curriculum, pedagogy, and academic implications, in consultation with the full PSR Team.

The team will also include the following:

- Two faculty representatives appointed by the Academic Senate (including instructional and non-instructional representation, not from the division)
- One Classified Senate representative
- One Faculty Association representative
- The Division Dean of the program under review

- Program faculty and staff
- Up to two faculty and one classified staff member from the program under review (appointed in consultation with the Academic Senate and Classified Senate, respectively)
- A representative from Institutional Research and Planning (IRP)

The PSR Team establishes timelines, gathers data, engages stakeholders, and develops recommendations.

In alignment with Title 5 §53200 and Board Policy on Academic and Professional Matters, the Academic Senate shall have a central role in the PSR process:

1. Faculty Appointments: Faculty members on the PSR Team shall be appointed by the Academic Senate.
2. Senate President ConsultationCo-Chairing: The Academic Senate President, shall be notified when a PSR process is initiated and may serve as a liaisonco-chair of the PSR Team, alongside the Vice President of Instruction or Student Services, to ensure that faculty voice and collegial consultation are embedded throughout the process.
3. Review of Key Actions: The PSR Team shall consult with the Academic Senate President before finalizing team membership, submitting revitalization or discontinuance recommendations, or making determinations that impact curriculum, certificates, or degrees.
4. 5Conflict of Interest: If the Academic Senate President is affiliated with the program under review, they shall recuse themselves from the PSR process for that program. The Senate Executive Committee shall appoint a faculty co-chair and liaison in their place to uphold the principles of shared governance and impartiality.

4. Evaluation Criteria

The PSR Team uses both quantitative and qualitative measures to assess program sustainability. These criteria reflect academic quality, equity, community relevance, and alignment with institutional priorities. Evaluation includes, but is not limited to:

Quantitative Indicators
- Enrollment, retention, persistence, and completion trends over a 3-year period
- Degree and certificate awards
- Disaggregated equity data by student demographics
- Labor market alignment and job outlook data (for CTE programs)
- Program productivity measures (e.g., FTES, FTEF, SCFF contribution)

Qualitative Indicators
- Alignment with the college mission, Strategic Vision for Equity, and Foothill 2030 Blueprint for Success
- Student, alumni, and community feedback
- Relevance to institutional priorities, general education, and interdisciplinary programming
- Program's role in supporting transfer or workforce pipelines

- Reflections from ongoing program-level assessment activities (e.g., curriculum alignment, student engagement strategies)

Regional and Contextual Considerations
- Duplication or complementarity with programs at De Anza or nearby colleges
- External trends in the field (e.g., accreditation changes, workforce needs)
- Flexibility and innovation in instructional delivery

~~6~~5. Program Revitalization Plans

If the PSR Team determines that program improvement is feasible, the team will collaborate with program faculty, administrators, and relevant stakeholders to develop a Program Revitalization Plan. This plan is intended to address identified concerns while supporting the program's mission, student needs, and institutional goals.

The revitalization plan should include:
- A clear outline of strategies, actions, and goals
- A timeline for implementation, typically over 12–18 months
- Identification of necessary resources (e.g., professional development, reassigned time, equipment, marketing, staffing)
- Proposed interventions such as curriculum updates, scheduling adjustments, student outreach, or instructional design support
- Metrics or benchmarks to assess progress (e.g., enrollment recovery, retention improvements, community/industry engagement)

The ~~Institutional Effectiveness~~Executive Committee ~~(IEC)~~ will monitor the program's progress by reviewing implementation updates and data at regular intervals (typically every 90 days). The IEC will provide formative feedback and may recommend additional supports, adjustments, or timelines as needed.

Near the conclusion of the revitalization timeline, the PSR Team will reconvene to assess outcomes and determine whether:
- The program has met its benchmarks and can exit the revitalization phase
- Additional time or support is needed
- A new recommendation (e.g., restructuring, monitoring status, or discontinuance) should be made

If discontinuance is being considered, please refer to Section ~~8~~7: Discontinuance Plan for required procedures.

~~7~~6. Recommendations and Decision-Making

The PSR Team submits a written report summarizing its findings, rationale, and recommended course of action to the Academic Senate.

Recommendations may include:
- Program continuation with no conditions
- Revitalization with or without monitoring

- Restructuring (e.g., curriculum redesign, degree/certificate changes, faculty reassignment)
- Program discontinuance

In casesAll PSR recommendations involving ~~curriculum, certificates, degrees, or~~ academic and professional matters ~~under Title 5 §53200 (10+1),~~, including revitalization, restructuring, or discontinuance, shall be formally reviewed and voted on by the Executive Committee of the Academic Senate ~~and/or its subcommittees shall review and vote on the PSR~~. Subcommittees (e.g., Curriculum Committee) may provide input, but final recommendation shall rest with the Executive Committee. The Senate's action is then shared with the Mission Informed Planning Council (MIP-C) for coordination with institutional planning and resource alignment.

The Institutional Effectiveness Committee (IEC) may also provide feedback related to strategic priorities, equity goals, and resource considerations.

The College President ~~receives~~, in coordination with the Mission Informed Planning Council (MIP-C), reviews the recommendation and supporting documentation and makes a final determination ~~in coordination~~ consistent with college-wide planning processes. If the recommendation is to discontinue the program, the process outlined in Section 87: Discontinuance Plan, shall be followed.

87. Discontinuance Plan

If a recommendation for program discontinuance is made and accepted, the College will implement a Discontinuance Plan to ensure an orderly, student-centered, and equity-minded transition. This plan will be developed collaboratively with program faculty, administrators, and student services, in consultation with the Faculty Association and Classified Unions.

The Discontinuance Plan shall include:
- Teach-Out Provisions
  - Identification of currently enrolled students
  - Planned course offerings to ensure completion opportunities
  - Academic advising and transfer/career counseling
  - Coordination with De Anza or nearby colleges for potential cross-enrollment
- Student Communication and Support
  - Timely and accessible communication to students
  - Dedicated points of contact for student questions

- - o Financial aid and transfer-related support
- Employee Consultation and Contractual Compliance
  - o Notification to the Faculty Association and Classified Unions
  - o Timeframe consistent with Article 15 of the FA Agreement
  - o Opportunities for reassignment, training, or transition support
- Public Records and Reporting
  - o Summary of rationale, PSR findings, and Senate recommendation
  - o Any Board of Trustees action taken
  - o Posting to college governance websites for transparency

Implementation of the Discontinuance Plan shall be overseen by the Office of Instruction in partnership with the IEC. Progress updates may be requested by the Academic Senate or President's Senior Leadership Team to ensure fidelity and follow-through.