

Questions to Consider for Program Reduction or Discontinuation
(Please Note: These are not meant to be used as “criteria”. Rather, they are questions to be considered as you review and consider program reductions or discontinuation.)

1. With regard to courses that are part of a degree or certificate, how many other courses (within the same discipline) are listed as options for students? Should we consider limiting the number of course options to those that have been taken most often by students to complete a degree or certificate?
2. Which colleges do we transfer the most students to? What are the transfer requirements at those colleges for undergrads and majors? Should we give priority to these courses?
3. Specific to CTE programs, certificates and course duplication – Is the program I am reviewing offered at Foothill? If so, who has the most developed curriculum and program offerings? Also, is either program in need of major facilities renovation, or technological updates that would require a large expense?
4. Are the productivity trends for this program viable given the seat count limits?
5. What are the student success rates (series of courses that lead to a certificate, or degree or transfer) i.e. how many students start and how many finish?
6. What are the retention, persistence, and completion rate trends for the past 3-5 years?
7. If this program was reduced or discontinued would the students still be able to meet their educational goals at De Anza? If not, could the students still meet their educational goals by attending Foothill?
8. If this program was discontinued would the students be able to meet their educational goals at another institution in the South Bay?
9. What is the current and predicted workplace demand for programs primarily intended to support the college’s career/workforce mission?
10. If this program was reduced would it still be in compliance with state, federal and accreditation mandates?
11. If this program was reduced how would it affect regional coordination for related occupational programs?

12. Will this program meet community workforce and economic development needs of the future (5 years from now)?
13. Will the program meet the mission and strategic initiatives of the college based on equity projections 5 years from now?
14. Will the program meet the mission and strategic initiatives of the college based on population analyses of projections 5 years from now?
15. What is the frequency of course offerings over the past 3-5 years? Is there enough demand to offer the course each quarter?
16. What other quantitative data has been detected, or explicitly identified, as potentially problematic during the program review process?
17. Does the stated data for Program-Level Student Learning Outcomes Assessment lend any insight as to whether the program is working towards improving student success?
18. Are there resources that have been stated that are needed to support the program level outcomes?
19. If there is grant funding associated with this program, how does it support the program? Are these funds truly used to enhance the program, or does the program rely on the grant support to operate?
20. Are there new curricular mandates being legislated (i.e., Transfer Model Curricula, transfer institution requirements, or accreditation mandates) that will require an additional expense for the college to maintain?
21. Does this program have current articulation agreements with transfer institutions?
22. Does the programs' curriculum align with or duplicate itself within the overall college curriculum?
23. Could "program suspension" be a viable option? i.e. Marine Biology was suspended, we have an instructor who can teach the courses, however, he is now only teaching introduction to biology courses. We have a full-time instructor available to reinstate the program as soon as there are funds and the college is ready to support the rebuilding of the program.