Life Cycle of an Instructional Program

Our task is to identify the framework of procedures for "program development" and for "program improvement & viability".

What are the necessary key elements?

Board Policy 6.13

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1. The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. The Academic Senate Governing Council shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

2. In accordance with Title 5, Section 53200, and Board Policy 2.06, the Board of Trustees, through its designee, will consult collegially with the Academic Senate in the areas of curriculum development, educational program development, program review, and program viability and will primarily rely on the expertise of faculty in these academic and professional matters.

3. In consultation with the College President and Vice President of Instruction, or designees, each local Academic Senate Governing Council will approve the processes for Curriculum and Program Development, Program Review, and Program Viability and Discontinuance consistent with Title 5 and the Education Code. During the development of these processes, the Senate Presidents will consult collegially with their colleagues through the District Academic Senate Governing Council.

4. All new programs or program discontinuances shall be approved by the Board of Trustees and submitted to the California Community Colleges Chancellor's Office for approval as required.

5. A program is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education.

6. The Office of Instruction at each College will be responsible for maintenance of all records regarding curriculum and program development and program review.

7. Curriculum development, program review, and program viability shall also have District-wide oversight and coordination.

Procedure 6.13.1

Subject: AP 6.13.1 Curriculum Development, Program Review, and Program Viability
Adoption Date: 4/13
References: Title 5 Sections 51021, 55000 et seq. and 55100 et seq.; ACCJC Accreditation Standard II.A

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1. The District Colleges comply with Education Code and Title 5 requirements regarding credit and non-credit proposals and revisions.

2. The activities of Curriculum and Program Development, Program Review, and Program Viability and Discontinuance shall have Districtwide oversight and coordination through the office of the Vice Chancellor of Educational Services and Planning, in consultation with the District Academic Senate Governing Council.

3. Curriculum and Program Development and renewal is the lifeblood of an institution of higher education providing the currency and relevancy to the overall academic environment. Curriculum and Program Development shall:

   - Rely upon the discipline expertise of the program faculty,

   - Depend on environmental scanning and verifiable need for program in terms of regional workforce or transferability,

   - Depend on values and goals established in the college planning process and existing in the published college Educational Master Plan,

   - Result in a published proposal that will be presented to the college community through the shared governance process.

   - Be based on institutional and environmental data,
   - Be conducted at least every six years or in the case of vocational programs every two years in compliance with Ed Code,
   - Result in a published document that will be presented to the college community through the shared governance process.

5. Program Viability and Discontinuance is a component of college planning that leads to increased quality of instruction and service and to better use of existing resources. Quantitative and qualitative data are used to assess a program's academic relevance and vitality with the specific goal of assessing discontinuance of the program. Major changes in course scheduling for a specific program shall be considered in the Program Discontinuance process. Program Discontinuance shall:

5. Program Viability and Discontinuance is a component of college planning that leads to increased quality of instruction and service and to better use of existing resources. Quantitative and qualitative data are used to assess a program's academic relevance and vitality with the specific goal of assessing discontinuance of the program. Major changes in course scheduling for a specific program shall be considered in the Program Discontinuance process. Program Discontinuance shall:

    *   Depend on the discipline expertise of the program faculty,
    *   Reference current Program Reviews,
    *   Depend on a detailed SWOT Analysis,
    *   Depend on values and goals established in the college planning process and existing in the published college Educational Master Plan,
    *   Be based on a current, published list of criteria for considering which programs to discontinue. The criteria must be established through the shared governance process,
    *   Include input from advisory committees when appropriate,
    *   Consider the intended and unintended consequences of discontinuance,
    *   Consider viability, vitality, revitalization, suspension or discontinuance,
    *   Result in a document that contains recommendations that will be presented to the college community through the shared governance process and be given sufficient time for final public comment.

8. The Office of Instruction at each College will be responsible for maintenance of all records regarding Curriculum and Program Development, Program Review, and Program Viability and Discontinuance.

Models

Program Development

- College of the Canyons: BP 4021, AP 4021

Program Viability

- Glendale Community College: Enhancement/Sunset Policy

- San Diego Mesa College: Academic Affairs Committee Position Paper #8

- Southwestern College: AP 4021

Local Approval Process

(non-grant and grant-funded programs)

1. Preliminary review of initial proposal by IPC
2. Development of full proposal including impact report and implementation plan
3. Identification of faculty MQ and initial advisory board members
4. Review and approval of full proposal by Task Force (IPC, Curriculum, Senate)
5. Review of full proposal by PBC

Program Development

6. PBC recommendation of college commitment to President
7. Approval of President
8. Pilot program development begins: curriculum development, space and equipment acquisition, personnel, advisory board
9. Program approval by Curriculum, CCCCO, Accreditors
10. Begin 3-year pilot program with annual review by Task Force/Academic Senate
11. Recommendation to PBC for institutionalization or discontinuance

- Alignment with college mission and master plan
- Ability to meet external accreditation requirements
- Impact on equity
- Potential for articulation with 4-year
- Potential impact on, or competition with other district/regional programs
- Labor market and other data
- Student demand and enrollment projections: impact on FTES, Load
- Projections of student success, persistence, and completion

Program Development

- Impact on existing academic and student support services
- Impact on other academic programs including allocation of FTEF resources
- Impact on instructional spaces
- Impact on support staff space
- Impact on marketing and outreach
- Funding for curriculum development (PBC)
- Funding for instructional equipment (PBC)
- Funding and space for personnel (PBC)
- Terms of college subsidy for potentially low-enrolled courses (PBC)

Program Review

- Establish PR components that measure viability and vitality of a program

- Establish PR process and timeline

- Provide PR feedback and recommendations

- Recommendations and follow-up on resource requests

- Recommendations and follow-up on planning objectives

- Provide follow-up and support for addressing a "needs improvement" recommendation

- Determine consequences for failure to improve

Reasons for discontinuing programs

- Accreditation
- Title 5
- PCAH
- Budget is not driving force

- Relationship to program review
- Role of Academic Senate
- Role of governance groups

Program Improvement & Viability → Program discontinuance

- What support does the college provide for completing the study? timeline for completion?
- What support does the college provide for implementing recommendations?
- What's the deadline for showing improvement?
- Is there possibility for an extension? temporary suspension?

1. Identification of program for PIV

2. Convene PIV ad hoc task force/committee

3. Initial review of qualitative and quantitative data

   - 2 or more primary criteria or, 3 or more secondary criteria plus 1 primary criterion

4. Recommendation for full review; notification to program, other impacted programs

Program Improvement & Viability ⟷ ● Program discontinuance

5. Full review of qualitative and quantitative data

6. Recommendation:

   a. Strengthening/revitalization plan; expectations, timeline, regular review, terms for return to viability

   b. Discontinuance and phase out plan; notify BOT, students, Advisory Board, impacted programs, bargaining units

The following five criteria for program discontinuance are based on the current edition of Program and Course Approval Handbook (PCAH), California Community Colleges Chancellor's Office:

1. The goals and objectives of the Program are no longer appropriate to the Mission of the California Community Colleges nor congruent with the Institutional Strategic Plan of the District.

2. The Program no longer meets industry needs and lacks demand in the current job market and is not considered an emerging industry or career or the program curriculum no longer aligns with university transfer majors or General Education requirements.

3. The Program does not meet curriculum standards as defined by Title 5 §55100.

4. There are insufficient resources to realistically support the program at a sufficient level of quality, and the Program has experienced continued low or declining enrollment (55% of class max or more) for a sustained period of time (generally four or more semesters), which is demonstrated by continued low persistence and completion rates in the program supported by reliable, valid and longitudinal data.

5. The Program has been determined to be out of compliance with existing state or federal laws, i.e. Title 5 §55130(d), or licensing laws in particular occupations.

3. Initial Review: The Discontinuance Committee conducts an initial review to determine whether full review is warranted. The initial review will include an analysis of the primary and secondary criteria verifying which criteria are affecting the program. Full review is necessary if:
   a. Any two of the primary Criteria are met, *or*
   b. 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)
• Declining market/industry demand		• Declining university transfer trends
• Advisory Committee recommendation		• Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program
• Decreasing numbers of students enrolled		• Lack of available resources
• Low or decreasing WSCH/FTEF		• Poor retention within courses
• Poor rate for student achievement of program goals (e.g. completion rate, numbers of degrees and certificates, job placement		• Unavailability of the transfer major
• Decline in importance of service to related disciplines (applies only when discipline does not offer degree or certificate).		• Poor term-to-term persistence for students in the major

4. Full Review: If the Discontinuance Committee determines that a full review is warranted and the president concurs, the review is conducted by the same 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)
• Balance of college curriculum	• Enrollment
• Match of program with Mesa College Mission and Goals	• Retention within course (successful course completion)
• Student Satisfaction	• Retention within major (semester-to-semester persistence)
• Previous steps taken to strengthen program	• Number of degrees and certificates awarded
	• Scheduling/course offering trends
	• Resources available

Measures applied to Occupational Education programs:

Qualitative	Quantitative (3-5 year trend)
• Duplication/uniqueness of training programs	• Labor demand
• Employer satisfaction	• Employment placement rate
• Advisory committee recommendation	
• Information about "job-outs"	

Measures applied to transfer programs

Qualitative	Quantitative (3-5 year trend)
• Transfer Program availability	• Number of transfers (UC, CSU, private)
	• Number of transfer ready students

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

Qualitative	Quantitative
• Constraints that may limit enrollment and productivity measures	• Enrollment as a percent of available seats
	• Labor market trends and information

Measures that may also be considered

Qualitative	Quantitative
• Regional needs for the program	• Industry/market demand (non-vocational programs)
• Impact of program on underrepresented and female students	