Processes for Development of New Programs and Review of Existing Programs at Peninsula College.

1) Development of new and enhancement of existing PC programs: Development and delivery of new or enhanced programs should be based on data that will help assure the best chance of program success.
   • Justification information ideas:
     * target populations to include location, learning background, demographic background, expressed interest, etc.
     * opportunities to attract new students locally, regionally, nationally, internationally.
     * local/regional business/industry interest.
   • Goals:
     * job/career opportunities
     * transfer opportunities
   • Curriculum:
     * what are the courses, sequences, etc.?
     * how much is new and how much of existing curriculum can be used?
     * modes/times of delivery
     * use existing Curriculum Committee forms and processes
   • Resources required:
     * Faculty (number, areas of expertise, level of academic preparation, ratio of full to part time)
     * Classroom (labs, level of technology, number of specialized spaces)
     * IT (computer labs/facilities, library technology needs, tech support)
     * Student Services (advising, orientation, other support)
     * Library (books, journals, student training)
   • Economics:
     * Total start-up costs for all resources
     * On-going costs for required resources
     * # of FTE’s needed
     * FTE projections for years 1,2,3
     * Strategies to recruit students
   • Development of a Program Plan, based on the above data and information
   • Program Plan to include a multi-year Probationary Plan
   • Preliminary evaluation of Program Plan before implementation

2) Implementation of new 4 year and 3+1 University programs at PC: As opportunities arise for offering 3+1 and 4 year university programs at PC, we will use data and other information to make decisions on implementation of such programs:
   • Costs to PC, Justification, etc. (same categories as above)
   • Benefits to PC (financial; potential for recruitment into PC 2-year programs; PR with community)
   • Recruitment strategies
3) **Program Review**: The goal of Program Review is to assure quality exists in PC’s Academic Programs and Academic Units. Data will be collected annually and analyzed, and then reviewed every 5 years. The suggested outcomes of annual and 5-year Program Reviews will be data driven, and could involve such actions as maintaining the program/unit as is; taking specific steps to re-structure and improve the program; or begin steps to re-trench a program. In large part, the review will involve a summative evaluation of data that has been collected annually over a 5-year period, with an External evaluation also applied. using the following categories of questions and providing the appropriate evidence.

Examples of types of evidence/data collected annually and included in the 5-Year Program Review: AUP’s & Syllabi; Student evaluations and Satisfaction surveys (i.e., CCSEQ, ACT, employee satisfaction surveys, any other specifically designed surveys); results of assessment of student performance (PC GPA’s vs University GPA’s; Academic Profile; employer satisfaction; student success in the program (i.e., % retention year to year; % graduate; % employed; % transfer); other administrative data (i.e., student enrollment #s, cost/FTE, etc.).

a. **Program information**:
   - Does the Academic Unit/Program have clearly described, unambiguous, and appropriate Mission/Vision, Goals, Objectives, and Learning Outcomes stated; and are they? Are they of sufficient scope and depth for the program? Are they current? ([Information to be collected annually by way of the AUP, and updated as needed](#)).
   - Does the AUP identify appropriate planning/needs priorities established for quality improvement and faculty development? ([Information to be collected annually by way of the AUP, and updated as needed](#)).
   - Does the Program/Unit have an Assessment Plan? Does it appropriately assess student, program success from both an internal and external perspective? ([Information to be collected annually by way of the AUP, and updated as needed](#)).

b. **Administrative information**:
   - What are the numbers of students in the program? What is the student capacity in the program and what % of capacity is being achieved currently? Are the numbers and/or capacity increasing, decreasing or stable, and over what period of time? What is the student:faculty ratio? ([Information to be collected annually by way of the AUP, and updated as needed](#)).
   - What is the current cost/FTE for the program? What is the optimal cost/FTE for the program? ([Information to be collected annually by way of the AUP, and updated as needed](#)).
   - What is the % of students who successfully complete from year to year? What is the % of students who successfully graduate? What are the reasons for those who do not progress appropriately or graduate? ([Information to be collected annually by way of the AUP, and updated as needed](#)).
   - What % of students either achieve employment or transfer to university? ([Information to be collected annually by way of the AUP, and updated as needed](#)).

c. **Student Information**: 
What are the cumulative GPA’s for students in the program and by course? For transfer students, what is the cumulative university program GPA at the end of the junior year and also by course? For students achieving jobs after the PC program, what is the level of employee (i.e., former student) and employer satisfaction with the program? (Information to be collected annually by way of the AUP, and updated as needed).

What is the level of student performance on the Academic Profile in relation to other National Norms? (Information to be collected annually by way of the AUP, and updated as needed).

What is the level of student satisfaction with the program based on specific questions on the CCSEQ and/or ACT? These should include questions related to quality of instruction, faculty, program content and rigor, faculty preparation and level of expertise, advising, etc. This should include an analysis of the GAP between how students rank the Importance of an issue vs. their Satisfaction with how the program addresses that issue. The greater the gap, the greater the problem. (Information to be collected annually by way of the AUP, and updated as needed).

Student evaluations should be conducted for courses in the program according to campus policy; and every course in the program should be evaluated in years 4 and 5.

d. External Review:
Each program should be reviewed by 1-3 External Reviewers. These should be conducted by faculty from other CC and Universities in the case of transfer programs, and both faculty and industry representatives in the case of Prof Tech programs. The External Reviewers should have access to all the above information and will be asked to provide a summative evaluation of the data collected annually, and also to provide recommendations for change if needed. Some examples of specific types of questions we will expect of the External Reviewers include the following:
* Does the program provide sufficient opportunity for students to develop the expected knowledge and skills associated with the program?
* Are the expected knowledge and skills appropriate for the program?
* Is the curriculum delivered with sufficient content and rigor?
* Is the material current?
* Does the program sufficiently assess student learning to verify this?
* Will successful achievement of the knowledge and skills properly prepare students for the next steps they need to take?

4) Program Retrenchment Process: This process will occur following collection and analysis of data. The outcomes of data analysis may result in attempts to save the program or identify the proper steps to discontinue the program.

1. Analysis:
   • Total cost of program
   • Cost/FTE vs. optimal cost/FTE
   • Enrollment potential
     * current levels vs. previous 3 years
     * increasing, stable, decreasing trends?
     * is there a local, regional, national need/interest that we can use for recruitment?
     * is there information from a labor market analysis that can provide some insight into the potential for enrollments?
*can we make reasonable projections for the future? How far in the future and how accurate?
*results of the Program Review as outlined above. Does any part of the program need modification, improvement, etc.?
*is there any active recruitment on-going? If not, can there be a recruitment plan developed and what is it? If so, might modification of it lead to success?

2. **Salvage:**
   - Modify the curriculum as identified during the Program Review and the Analysis step described above.
   - Develop, implement recruitment strategies.
   - Develop timeframes:
     * identify the number of years in which we will attempt to save the program;
     * identify target projections for FTE’s/year;
     * annually assess the program and level of enrollment; make modifications as necessary to attempt to achieve targets.

3. **Sunsetting:**
   - After the above analyses are done, inform the Senate of the tentative plan to sunset a program. The Senate will initiate a process to provide an educational impact analysis to be used by the administration in their decision-making process.
   - Identify the number and level of students in the program;
   - Identify the courses that **must** be offered; when they will be offered; and the last time they will be offered;
   - Determine the timeframe to shut down of program (1-2 years) based on successful advancement of a part time student who enters the program for their first year the last time we offered “Year 1” of the program;
   - Develop a matrix of when the courses required to graduate will be offered and deliver this to students;
   - Let students in the program and other appropriate groups know of the plan;
   - Identify tenured faculty within the program and what is to be done with these faculty (i.e., are there other roles for them on the campus?);
   - Make sure the sunsetting plan is consistent with the NWSCC Accrediting Organization;
   - Inform the Union of the plan.