AP 4021 PROGRAM DEVELOPMENT, REVITALIZATION, AND/OR DISCONTINUANCE

References:
Education Code Section 78016
Title 5 Sections 51022 and 55130
ACCJC Accreditation Standard II.A.15
CCCCO Program Course Approval Handbook

An educational program is defined in Title 5, § 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

The California Community College Program Course Approval Handbook describes the minimum requirements for program and curriculum development at Palomar College.

Program Development
After researching the need for a new program and discussing with members of the discipline and department, the faculty member from the program contacts the appropriate division dean(s). The Dean will invite the Articulation Officer (AO), Department Chair, and the faculty originator to a meeting to discuss the new program proposal. If the program is noncredit, include the Director of Occupational and Noncredit. If the program is CTE, include the Dean of CTE in this meeting. AO must sign off on any program (certificate, AA, or ADT) that includes a goal of transfer. Equity, Education, and Student Success Council (EESSC) and Curriculum deadlines must be taken into consideration when beginning this step. If you are considering a bachelor's degree, the Dean of CTE and the Articulation Officer must be consulted. The following steps must be taken for all new programs:

1. At the initial meeting, the faculty originator will provide the following information:

    o The rationale for the program (goals, objectives, outcomes, and alignment to the district's mission, vision, and strategic plan);
    o Program requirements and learning outcomes;
    o Labor market data (LMI) information required for career and technical education (CTE);
    o Data that establishes regional/community need;
    o Estimated costs to students and the college/district, including funding for faculty, facilities, equipment, and other resources;
    o Bachelor's degree considerations must include:
        ▪ A description of the adequate human administrative support (e.g. faculty, support staff, counselors, and student services such as DRC);
        ▪ Program faculty qualifications;
        ▪ An explanation as to which associate degree the proposed degree aligns to in the same academic subject;
        ▪ Evidence of the program not duplicating an existing baccalaureate degree program within the service area that is overwhelmingly the same in curriculum, course scope and sequence, and program type;
        ▪ Compelling labor market need, such as:
            ▪ Centers of Excellence report; statistical projections of growth in specific jobs by county from the EDD; recent employer surveys, industry studies,

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regional economic studies; and studies or data from licensing agencies or professional associations

2. Once the team (above) comes to consensus about the need for a new program, the faculty program originator completes New Program Viability Form, obtains the appropriate signatures, and submits the form to EESSC.
3. The Program Development, Revitalization, and/or Discontinuance Committee (PDRDC) reviews the proposal and follows up with faculty originator, Chair, and Dean as needed during review.
4. The PDRDC presents recommendations to EESSC.

   a. Denials go back to the team.
   b. Approvals continue to next steps.

5. For CTE Programs only, please refer to the Regional Program Recommendations Process in order to obtain regional approval. (Apprenticeship programs do not require regional approval.)
6. For Bachelor Degree Programs, the BDP application must be submitted to the Chancellor's Office for approval.
7. Curriculum approval process begins. The program should be entered into META.
8. Upon approval at the local Curriculum Committee, several subsequent actions will need to take place. They include:

   - providing a statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs to their department chair and dean;
   - updating the curriculum database to reflect the new program;
   - ensuring that the program appears in the catalog for the next academic year;
   - updating the degree planner;
   - informing counseling and outreach services;
   - alerting the chair and faculty of disciplines/departments that include courses in the new program in their area's programs;
   - notifying articulation partners if any;
   - considering FSA rights of faculty impacted;
   - notifying HR, PFF and CCE;
   - notifying students pursuing the affected program;
   - notifying other interested parties.

9. Additional documents for baccalaureate programs, once approved to move forward include:

   - Evidence of CSU and UC consultation;
   - Documentation of the baccalaureate application process being initiated;
   - ACCJC substantive change

This responsibility for ensuring that these steps are followed shall rest with the Department Chair and the Division Dean.

Program Effectiveness Concerns

The commitment of the college to the strength and relevance of its programs includes a regular review of these programs, whether through the PRP process or at any time during the year when issues become known. The following criteria and next steps are to be followed when concerns arise regarding the effectiveness of an established program.

1. Criteria for Program Effectiveness Concern
   a. Continued declining or low enrollment/retention/persistence/completion rates for a sustained period of not less than three consecutive years.
   b. Continued declining or lack of demand in the workplace for a sustained period of not less than three consecutive years.
   c. Continued declining or lack of institutional resources to support the program for a sustained period of not less than three consecutive years.
2. Discipline faculty and/or dean discuss concerns regarding program status as a result of analysis of annual or comprehensive PRP. A department may initiate program revitalization outside of the PRP process as well.
3. Following further discussion and analysis, discipline/department moves in one of two ways:
   a. Program revitalization
   b. Program /discontinuance
4. Initiation of discontinuance or revitalization during the PRP process
   a. The PDRDC reviews PRPs and makes a recommendation for program development, revitalization or discontinuance to EESSC.
   b. EESSC informs Curriculum Co-Chairs about the need for a revitalization task force.
   c. The Curriculum Committee develops the revitalization task force.
   d. An action plan for addressing revitalization must be completed and submitted to the Curriculum Committee.
5. Initiation of discontinuance or revitalization at other times of the year
   a. Once discipline faculty and dean discuss concerns regarding program status and agree to discontinue or process with revitalization, they will initiate the process for program revitalization or proceed with program discontinuance, as noted below. The action plan for addressing revitalization must be completed and submitted to EESSC and the Curriculum Committee.

Program Revitalization

The commitment of the college to the success of its programs includes the commitment to program revitalization. The development of a comprehensive plan to strengthen a program struggling with enrollment, persistence, or community support is to be developed by an ad hoc program revitalization task force, which is specific to the program and created when the EESSC recommends that the process be initiated.

A program's revitalization task force is to be comprised of at least the following members:

A. A majority of the discipline faculty, including the department chair; depending on the discipline, faculty may include FT and/or PT faculty
B. Articulation Officer
C. The program division dean
D. At least one additional dean to be appointed by the Vice President, Instruction
E. At least two additional discipline-related faculty members, one to be selected by the program faculty and one to be selected by the program division dean
F. For career and technical education programs, Director of Centers of Excellence or designee
G. Other participants as recommended by the Curriculum Co-Chairs, to assist with the implementation of strategies below

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The task force must develop and implement a revitalization action plan, including outcomes for evaluation [e.g., setting baseline(s) and goal(s)], using a combination of strategies as determined by the group. Strategies for addressing specific program concerns, as noted above, may include but are not limited to the following:

A.   To address enrollment and/or retention/persistence/completion issues:

1. Analysis of demand for the program at other community colleges in the region, including an analysis of how those programs may be structured differently or if different curriculum is offered.
2. Analysis of demand for the program through use of labor market information.
3. Analysis of gateway courses and other barriers within the program and strategies for retention and success.
4. Analysis of trends related to immigration.
5. Analysis of global and/or national trends impacting students' ability to enroll.
6. Adjustment of course scheduling – times of day, block scheduling, short and flexible courses, instructional modality changes, frequency of offerings, number of sections, and cooperative scheduling with related disciplines.
7. Articulation of programs and courses and the sequencing of offerings to ensure student transition to subsequent levels.
8. Curriculum modifications, updates, and creation. Keep articulation broad in scope to include primarily 4-year articulation rather than articulation related to K-12 or CTE Transitions. (CTE Transitions is high school credit by exam where they are teaching our course outline and our faculty approved assessment measurements.)
9. Active recruitment of targeted populations, coupled with strategic in-house marketing strategies.
10. Enhanced career and academic counseling services (career/transfer center, job fairs, transfer day, etc.) -- development and dissemination of materials to Outreach lead.
11. Cooperative ventures with local employers, transfer institutions, and/or other community colleges.
12. Feedback from regional deans.
13. Visits to other similar programs to consider best practices.
14. Related professional development and training of faculty to implement curriculum, learn about different teaching techniques related to student success and retention, and to understand what's involved in teaching in different modalities. Training could be included as a part of that year's faculty PD plan.

B. To address continued declining or lack of demand in the workplace:

1. Analysis of local and regional labor market trends.
2. Analysis of advisory board feedback.
3. Meetings and job shadowing with potential employer internship and career resource development.

C. To address continued declining or lack of institutional resources to support the program issues:

1. Analysis of the ways in which institutional resources might be shifted or combined to assist the program.
2. Analysis of adequate faculty, both in numbers of full-time faculty and in their expertise.
3. Analysis of physical resources including facilities, equipment, and supplies.
4. Analysis of external funding opportunities such as grants, partnerships, and workforce-development initiatives.

5. Analysis of levels of outside support such as classified staff, course offerings, library materials, and work-place learning opportunities.
6. Statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs
7. Analysis of current partnerships and potential partnerships with employers and 4-year partner needs from the CCC and how our departments respond to and accommodate those needs.

The program revitalization action plan must include a timeline of not more than two years from the initiation of the planning and must be submitted to Curriculum Committee and EESSC no later than the second to last meeting of the following semester in which the program revitalization action plan was initiated. The PDRDC will either approve the plan or make recommendations to modify the plan by the end of that semester. Where curricular changes requiring approval and scheduling need time to take place, the clock for the 2-year window for tracking the effectiveness of changes will not begin until the semester when those curriculum changes are available to students.

If, at the end of the agreed upon timeline:

A. The program has met its outcomes and become revitalized, it continues at the college.
B. The program has not met its outcomes but has shown positive movement and potential for further improvement is recognized, the program will be provided an extension of one year to meet its outcomes.
   1. At the end of the extension, the committee will reconvene and re-evaluate, according to the outcomes.
   2. If, at the end of that evaluation, outcomes for the program have not improved, the task force will recommend discontinuance of the program.
C. The program has not met its outcomes and has made little to no improvement, the task force will recommend discontinuance of the program.

Program Discontinuance
Once discontinuance of program is agreed upon as a result of (1) discipline and division dean consensus OR (2) the implementation and outcome of a program revitalization plan, the Department Chair and Division Dean will work together to fill out the Program Discontinuance Form within one month of the agreed upon outcome and gather signatures as indicated on the form.
Once the form is completed, it moves forward to the EESSC, Curriculum Committee, Faculty Senate, and finally Governing Board for discussion and approval.
Upon approving the discontinuance of a program, several subsequent actions will need to take place. They include:
- statement of resources (and costs) including staffing (faculty and staff), facility requirements, and equipment needs;
- updating the curriculum database to reflect the discontinuance;
- informing stakeholders of a timely phase-out and teach-out plan;
- ensuring that the program does not appear in the catalog for the next academic year;
- updating the degree planner;
- informing counseling and enrollment services;
- alerting the chair and faculty of disciplines/departments that include courses in the discontinued program in their area's programs;
- notifying articulation partners if any; considering FSA rights of faculty impacted;
- notifying HR, PFF and CCE;
- notifying students pursuing the affected program;
- notifying other interested parties.

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