New Program Evaluation

NEW PROGRAM EVALUATION GUIDELINES

New program and course development involves a variety of considerations. Following our strategic plan and our mission statement, PPCC commits to:

- Conduct evaluations locally and regionally to determine the need for new programs and expansion of existing programs.
- Work with local business and industry to form partnerships to assist with student internships, job placement opportunities, and offer advice and support for programs.
- Gather job "forecast" data from national, state, and local employment resources.
- Use advisory committee members to keep college officials informed and up-to-date regarding market demand, advances in technological needs, and continuing education/job upgrade needs.
- Continue to adhere to any accreditation standards as well as industry standards.
- Incorporate state standards and measures.
- Evaluate the feasibility of program and course development regarding cost, enrollment, faculty and equipment required (e.g. high cost vs. low cost programs), certificate and degree options, partnerships with other disciplines, and the integration of academic and occupational skills.

PROGRAM START-UP CONSIDERATIONS:
The following items will be considered when evaluating the viability of new programs:

- Community interest and support: Programs have little chance of success without the involvement of the community in their development or without support in terms of defraying start-up costs and viable support.
- Partnerships with business, community, and industry (e.g. apprenticeships, practicums, internships, etc.): Many new programs at the college are career and technical in nature as most traditional academic programs have been long established. Leaders in local business and industry must see the need for new career and technical programs and support them in a variety of ways, including providing on-site training opportunities, serving on advisory committees, donating equipment or supplies, and committing to hire graduates differentially.
- Transferability: While career and technical programs are not necessarily designed for transfer, it is possible that some will be transferable, or some portion of the program will transfer to a similar four-year degree program. Program representatives should always explore the possibility of transferability as a new program is developed.
- Program costs and tuition/FTE revenue: In many cases, the demand for a given program is high and the pool of potential students very large; nevertheless, some programs, due to high operational costs, will never break even for the college. The college must carefully weigh the need for the program, its relationship to college mission and goals, as well as its long-term costs. Any analysis of program costs must include a review of ongoing equipment costs, upgrades, and maintenance needs. FTE and additional funding (fees) will also need to be evaluated.

- Retention and completion rates: These data are important in determining whether a program should be continued, but are rarely available at program start-up. College officials should review such rates in similar programs at comparable institutions, and at competitor institutions in the college's service area, if data are available.
- Articulation: The college will enter articulation agreements involving a new program with any interested party, including area high schools, sister community colleges, public and private colleges and universities, and employers who offer training for their employees (e.g. police departments, fire departments, corrections, the military, etc.).
- Enrollment: The development phase of any new program must include estimated enrollments for the first three-year period. Such estimates should be based on interest expressed in the program by prospective students, enrollments in like similar programs, industry demand, etc.
- Non-traditional students: Serving the non-traditional student is part of the mission of any community college. Accordingly, new program proposals should address how the program will serve the needs of these students.
- Community/Employer satisfaction: To maintain a program and to market that program to employers and potential students, employers must be satisfied with graduates of the program. Employers will complete annual surveys, beginning with the first graduating class. Student satisfaction/job placement is as important as employer satisfaction and will be monitored by periodic follow-up studies.
- Student/Faculty ratio: The ratio of students to faculty members will be determined by applying ratios used in the budgeting process or recommended by external programmatic accrediting agencies where appropriate. Safety, classroom capacity, and student learning environment should be considered.
- Partnerships with other disciplines: Because of various benefits of cross-disciplinary partnerships, programs which incorporate such methods will receive careful consideration.
- Integration of academic and occupational skills/education: To integrate academic skills with career and technical skills benefits the students and the college. Programs that do integrate skills are far more successful than those that segregate the academic components from the skills components of such programs.
- Forecast/outlook for future employment growth: This is a crucial measure in determining the need for a new program. Program representatives will analyze state and national data to determine the present and future need for a skilled workforce in the proposed program area. This analysis also should consider continuing education and job upgrade needs as both are strong ancillary components of any program.
- Career Start opportunities: New program collaboration with Career Start may be possible and should be explored whenever feasible. Developing a new program in conjunction with the Career Start may result in shared instructor and equipment costs, and in some cases, concurrent class offerings.
- Advisory Board support: No career or technical program can survive and prosper without an active and involved advisory board. The board is an important source of information concerning industry trends, needs, and changes that should be incorporated into the curriculum to maintain program viability. The advisory board should also develop a program five-year plan to help in moving the program forward.

- <u>Trends at other colleges/program history:</u> While not conclusive in determining the need for a new program, such trends can be indicative of likely program success and should be evaluated appropriately.
- <u>Mission/Vision/Values:</u> Any new program at PPCC must be consistent with and in support of the mission, vision, and values established by the college community and the Colorado Community College System.

Formally completing a New Program Evaluation is a two phase process. A full introduction to the process, as well as instructions on completing Phase I and Phase II are outlined below.

Pikes Peak Community College
Academic Program Development Guidelines

Congratulations on forging into the development of new programs here at Pikes Peak Community College! We want to make this process as streamlined and efficient for you as possible. If at any time you need assistance, please do not hesitate to work with your academic dean or associate deans.

Whether the request comes from a member of the college or the local community, the following guidelines direct the general evaluation and consideration of a new program resulting in an associate degree, certificate, or specialized training courses. New course framework, curriculum, and development of design shall start once the proposal has been approved.

Alignment with the PPCC and CCCS vision, mission, and values should be integrated into all new programs. Such programs should reflect changing workplace skill requirements and equip student to learn those new skills. Further, approval of all college leadership (the academic dean, Vice President of Instructional Services, and the college leadership team) must be obtained before new program development begins. This will help to maximize limited resources and avoid duplication.

The Academic Program Development Guidelines consist of two phases. Phase I includes completing a new program application. Once the Phase I application is complete, it should be forwarded to the academic Associate Dean, who will review the information with the Deans. The Dean may recommend that the Phase I application be forwarded to the Vice President for Instructional Services and the college's leadership for review and Phase I approval. If the proposal receives Phase I approval, the dean will direct the department chair and faculty to complete Phase II.

During the Phase II process, more specific information about program costs, accreditation standards, gainful employment requirements, and faculty hiring must be provided. In addition, questions may arise during the first phase that must be addressed as well. During Phase II, a thorough needs evaluation (feasibility study) will be conducted by the college's Institutional Effectiveness staff. The Phase II proposal should be submitted to the respective dean, who will forward the proposal to the Vice President of Instructional Services for approval. If approved by the Vice President, the proposal will be formally presented to the college's leadership for final approval. Once final approval is received, faculty may begin developing the new program, which may include obtaining additional approvals from the CCCS, industry or accrediting organizations, or agencies before instruction may begin.

Pikes Peak Community College
Academic Program Development – Phase I

Date:_____

Initiator:_____

Department:_____

1. Brief Description of the Proposal:
(Credit hours, number of courses, certificate/degree/specialized training courses, etc.)

2. Summary of the Proposal:
(Describe the rationale to offer this curriculum)

3. Rationale and Documentation:
(Please answer all the following questions—be specific)

    a) When is the projected start date for this program offering?

    b) What is the employment outlook for graduates of the program or curriculum, and what sources were used?

    c) What evidence exists of student or local needs or interest?

    d) Are there current local and national market needs for qualified employees in relationship to the proposed program?

    e) Describe the labor pool demographics for employment in this field.

    f) What are the state and national wage comparisons within this field?

    g) What is the typical turnover rate within this industry?

    h) Is this program designed for traditional or non-traditional students?

    i) Describe initial and continual equipment resources and costs.

j) Will FTE support the cost of this program, or will additional funding means be needed?

k) Are there similar or parent programs of courses at the college? If so, please list.

l) Does this program have advisory board committee support? If so, provide documentation.

m) Will the program require off-site training?

n) Describe the classroom space and needs to support this program.

o) What would be the student-to-faculty ratio for lecture and/or lab courses?

p) Are there similar program offerings in the local community or within the state? If so, please list.

q) Describe the proposed enrollment growth for the first three years.

r) How will this program be delivered (traditional/hybrid/online)?

s) Will there be additional staffing needs to initiate this program? If so, describe.

Academic Program Development – Phase I

_____   _____
Initiator's Signature   **Date**

_____   _____
Department Chair's Signature   **Date**

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│ Initiator's Comments: │
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Associate Dean's Signature   **Date**
Approved: Yes or No

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│ Associate Dean's Comments: │
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Dean's Signature   **Date**
Approved: Yes or No

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│ Dean's Comments: │
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Vice President of Instruction's Signature   **Date**
Approved: Yes or No

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│ VPIS Comments: │
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Approval signatures are required by the Department Chair, Academic Associate Dean, Division Dean, and the Vice President of Instructional Services prior to moving forward to Phase II.

Pikes Peak Community College
Academic Program Development – Phase II

Date:_____

Initiator:_____

Department:_____

1. **Brief Description of the Proposal:**
   (Credit hours, number of courses, certificate/degree/specialized training courses, etc. Please include any changes from the original Phase I process)

2. **Summary of the Proposal:**
   Describe the rationale to offer this curriculum. *(Please include any changes from the original Phase I process)*

3. **Rationale and Documentation:**
   (Please answer all the following questions—be specific)

   a) Does this program exist at other community colleges? If so, what are the program trends at other institutions?

   b) What are the target student markets for the program?

   c) What are the enrollment or graduation goals for the program?

   d) Does industry projected trends and growth justify the need for this program?

   e) What are the state and national wage comparisons for graduates of this field?

   f) What are the occupation percentages for seasonal and annual employment is this field?

   g) Describe the labor pool demographics.

   h) Will this program collaborate with the Career Start?

   i) Will this program work in partnership with other programs at the college? Is so, describe.

   j) Will this program need funding for marketing? If so, describe the methods and cost associated.

k) Has the department conducted any internal surveys with current surveys? If so, what were the results?

l) Describe the graduate/employee education level required for gainful employment.

m) What kind of employment level within the industry can a person obtain without an education in the field compared to a person with an education in the field?

n) What are the typical graduate positions that can be found within this employment field?

o) Describe any employment or career tracks within this industry.

p) Will the typical employer require additional training upon being hired?

q) Does this industry require industry certifications? If so, will these be offered to the students at the college?

r) What are the typical course offering times and locations needed for this program?

s) What are the instructional credentials or experience needed for faculty and adjuncts?

t) Will this program seek programmatic accreditation? If so, provide the name of the organization.

u) Is this program being considered by employer inquiry? If so, provide original survey documentation.

v) What is the outlook for transferability consideration? Have any four-year institutions been contacted?

w) Are there any local associations or organizations that support this proposed program? If so, provide the name and documentation for this support.

x) Describe the retention rates for similar programs.

y) Answer any other questions raised during the Phase I application process.

Academic Program Development Template – Phase II

_____   _____
Initiator's Signature   **Date**

_____   _____
Department Chair's Signature   **Date**

Initiator/Department Chair's Comments:

_____   _____
Associate Dean's Signature   **Date**
Approved: Yes or No

Associate Dean's Comments:

_____   _____
Dean's Signature   **Date**
Approved: Yes or No

Dean's Comments:

_____   _____
Vice President of Instruction's Signature   **Date**
Approved: Yes or No

VPIS Comments:

_____   _____
President's Signature   **Date**
Approved: Yes or No

President's Comments: