

San Diego Miramar College

Viability Review of Instructional Programs

Section I - Overview

Program Viability Review is a process meant to assure that the College's instructional resources are used in response to the College's Mission, Strategic Plan, Miramar's Educational Plan, the needs of its students, and the requirements of the community it serves.

- Viability review involves a specific process that occurs as a result of the regular Program Review process or upon special request.
- The term *program* as it relates to this review refers to a field of study with one or more related certificates and degrees. Please see the official program list in the College Catalog for current programs.
- District Board Policy *BP 5020: Curriculum Development* and Administrative Procedure *AP 5021: Instructional Program Discontinuance* state that "program discontinuance procedures shall be established by the [college]... based on the recognition that the responsibility for program discontinuance is shared cooperatively between the Academic Senate and the administrators."
- Education Code 78016 and Title 5, §51022 and 55130 require that a viability review be conducted prior to program discontinuance (termination).

Outcomes of Viability Review

The Viability Review process reviews and makes recommendations that include but are not limited to the following:

- Program Initiation: The institutionalization or adoption of a new program.
- Program Modification and Improvement: Program modification as it relates to this process refers to a plan of action to enhance the performance and effectiveness of an existing program. Program Modification may be used as part of a plan to avoid program discontinuance.
- Program Discontinuance: The discontinuance (termination) of an existing program.

Rationale

A viability review is required to initiate, substantially modify, or deactivate a program and must take into account the following:

1. The impact on students and student success.
2. The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district.
3. The impact on the educational and budget-planning process used at the institution.
4. The positive and/or negative impact on transfer to four-year colleges and universities
5. The effects on local businesses and industries.
6. The effects on faculty and staff.
7. The effects on students and their progress toward completion of their education goal.

Section II - Program Initiation

The intent of the Program Initiation program viability process is to make recommendations for new program initiation after careful review of requirements and recommendations to ensure program success.

Program Initiation Proposal

In order to propose a new academic program (see definition of *program* above), the following process must be followed:

1. Notification
 - The Program Review and Outcomes Assessment (PROA) Subcommittee and Academic Senate should be electronically notified in advance by the originator that a new program proposal will be forthcoming.

Program Initiation Process

The following bullet points have been identified for consideration in the development of a new program. These suggestions include both CCCC requirements and best practices based on Program and Course Approval Handbook (PCAH), Policies and Procedures, State Regulations, ACCJC Accreditation, External Accreditations, District Policies and Procedures.

1. Initial Consultation – College Governance/College Constituents
 - Letter from area dean stating their support for the development of the new program
 - Vice President of Instruction
 - Planning, Institutional Effectiveness, & Research Committee (PIERC)
 - Curriculum Committee
 - Academic Senate
 - Articulation Officer
 - Instructional Services Office
2. College Recommendations/Opportunities – Once support has been gathered from college constituents, the following are strong recommendations in the design of the program.
 - Fit with Institutional Strategic Goals and Mission
 - Program Learning Outcomes
 - Faculty assigned to the program
 - Scheduling – Recommend sequential, Fall/Spring, Modality (Justification), Program Mapping
 - Enrollment Requirements
 - Expansion of Program
 - Dual Enrollment, CCAP possibilities
 - Student Recruitment Plan
3. College Budget/Costs/Resource Allocation
 - Explanation of the resources available to support the program
 - Anticipated new cost
 - FTEF
 - FTES
 - Develop Proposed Budget
 - Travel/Conferences
 - Supplies
 - Equipment
 - Defined outside funding sources; grants, etc.
 - Counseling and Admissions impacts
 - Classified Staff needs
 - Library Resources
 - Materials

Career Technical Education Specific Needs

- TOP Codes, SOC Codes, CIP Codes
- Advisory Committee
- Industry / Stakeholder Support Letters
- Career options and/or transfer information
- External Accreditation Requirements (CTE Programs)
 - What is the accreditation process?
 - What fees are required?
 - Is there an ongoing cost?
 - Is accreditation required or merely helpful?
- Professional Licensing, State, National Certifications (CTE Programs)

- Identify student fee costs
- Directed Clinical Practice/ Internships / Work Experience / Apprenticeship
 - Are DCP or internships required?
 - Are DCP placements available?
 - Are personnel available to train students on site? Curriculum and Instructional Council SDCCD Program Viability – Guiding Principles 5 Educational Services Division August
- Student Costs
 - OER / Zero Cost Textbooks (if available)
 - Scholarship Opportunities.
 - Credit for Prior Learning / Credit by Exam Options

Facilities

- What type of facilities might be needed to house this program?
- Are facilities currently available for this program?
- What type of storage may be required for the program?

Program Initiation Proposal Requirements

The Program Proposal must include the following:

- A letter from the area dean stating their support for the development of the new program.
- Title and description summary of the proposed program.
- Justification of need for the new program (support university transfer to a particular major, labor market demand, etc.).
- List of planned awards (degrees or certificates) in the program.
- Program-level outcomes (PSLOs).
- List of all comparable or closely related programs within the district and the surrounding service area.
- Proposed implementation date.
- Review timelines for CRC, CIC, Catalog, Articulation, and Transfer Deadlines for targeted implementation date.
- ACCJC Substantive Change Inquiry (link).
- Fit with Institutional Strategic Plan and Mission.
- Identify district and campus funding and resources that will support the program.
- Career options and/or transfer information.
- A request for the formation of a Program Viability Workgroup to review the program proposal and make a recommendation.
- If the proposed new program is approved by the Planning, Institutional Effectiveness & Research (PIER) Committee, the proposed certificate(s), degree(s) and course(s) within the new program will be submitted via the established curriculum review process.
- Per state regulation, documentation must be provided to the Curriculum Committee for that the proposed new certificate(s) or degree(s) meet the CCCC's Five Criteria.

Section III – Program Modification and Improvement

The program modification and improvement process focus is on recommending adjustments to an ongoing program to improve its outcomes, efficiency, or alignment with the College Strategic Goals. The Program Modification and Improvement viability process requires identifying areas for improvement, gathering information, and recommending changes.

Program Modification and Improvement Process (see definition of *program* under Section I), the following process must be followed.

1. The Program Review and Outcomes Assessment Subcommittee and Academic Senate should be electronically notified in advance by the proposing agency/individuals that a program modification and improvement proposal will be forthcoming.
2. Impacted faculty should be notified by either the appropriate Academic Dean, the Vice President of Instruction, or the College President.

3. Note: Changes to a program's curriculum must be reviewed & approved by Miramar's Curriculum committee as well.

Program Modification Proposal

The Program Modification and Improvement proposal must include qualitative and quantitative information including the following:

1. A letter from the area dean stating their support for the modification and improvement of the program.
2. Identify gaps between the current performance and the desired outcomes.
3. Complete the Quantitative Indicator Report. (Sample Form Attached)
4. Evaluate how program modifications might affect timelines, budget and resources.
5. Analyze the feasibility of modifications or improvements considering available resources and constraints.
6. Define Modification Objectives:
 - a. Define specific, measurable, achievable, relevant and time bound objectives for improvement.
 - b. Define the scope of modifications including how they will affect the overall program.
 - c. Ensure that the modifications and improvements align with the College Strategic Goals.
7. Steps to monitor the impact on other areas including articulation, transfer agreements, student notification, transition and assistance in program completion.
8. A detailed plan and recommended timeline for modifying the program with the least impact on students, faculty, staff and the community.
9. A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternate means.
10. Specific financial resources required to sustain the program including faculty, support staff, facilities, equipment and supplies.
11. A plan that ensures an open and transparent participatory governance process in generating any recommendation to the Board of Trustees regarding program modification and improvement.
12. Steps taken by the Academic Department, discipline faculty, and the Academic Dean to mitigate program discontinuance should be outlined in the modification and improvement proposal.

Section IV – Program Discontinuance

Program discontinuance should be recommended only after serious attempts has been made to improve program effectiveness and efficiency through the Program Modification and Improvement process, unless it is clear that future efforts at remediation are not warranted.

The Program Discontinuance proposal must include qualitative and quantitative information including the following:

1. A letter from the area dean stating their support for the discontinuance of the program.
2. Completed Quantitative Indicator Report. (Sample Form Attached)
3. Pursuant to Board Administrative Procedure *AP 5021*, a program discontinuance recommendation must also include the following:
 - a. Steps to monitor the impact on other areas including articulation, transfer agreements, student notification, transition and assistance in program completion.
 - b. A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community.
 - c. A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternate means.
 - d. A plan that ensures an open and transparent participatory governance process in generating any recommendation to the Board of Trustees regarding program discontinuance.
 - e. Steps taken by the Academic Department, discipline faculty, and the Academic Dean to mitigate program discontinuance should be outlined in the discontinuance proposal.

Section V - Viability Review Workgroup Process & Charge

The process of Viability Review is carried out by a workgroup organized by the Program Review and Outcomes Assessment Subcommittee in all cases of Program Initiation, Program Modification or Program Discontinuance.

The process may be initiated by a request or motion with sound rationale on the part of any of the following: The Program Review and Outcomes Assessment Subcommittee, as a result of Program Review; an Instructional Department; an Instructional Dean; the College President; the Vice President of Instruction; the Planning, Institutional Effectiveness & Research (PIER) Committee, as the result of Miramar's Educational Plan; and the Academic Senate.

Membership on the Viability Review Workgroup should include:

- The Academic Senate President or their designee
- One (1) Department Chair (appointed by the Chairs Committee)
- One (1) Faculty Discipline Expert (appointed by the Academic Senate President)
- One (1) Student Services Counseling Faculty (appointed by the Academic Senate)
- One (1) PIER Committee member (appointed by PIER committee)
- The Curriculum Committee Chair or their designee
- The Articulation Officer
- One (1) Academic Dean (appointed by the College President)
- The Vice President of Instruction or their designee
- The Vice President of Administrative Services or their designee
- The Vice President of Student Services or their designee
- *If the program has a director, the director will also serve

The workgroup will review the Program Initiation, Program Modification or Program Discontinuance Proposals including the qualitative and quantitative information provided within the proposal.

The Workgroup exists until it files its final recommendation report with the Program Review and Outcomes Assessment Subcommittee.

Information Gathering

Decisions made in the course of the program viability process must be based on a broad and thorough investigation of factors relating to the benefits of a program for students, the College, and the community served by the College. They must, therefore, take into consideration information that goes far beyond simple measures of current student demand or weekly student-contact hours.

The following general types of information should be gathered as needed and weighed in the process of formulating the Viability Review Workgroup's recommendations:

- Relation of the program to the College mission
- Relation of the program to the College Strategic Plan
- Recent Program Review or accrediting agency recommendations
- Measures of student demand, including enrollment, average class size, waitlists, degrees/certificates, and/or surveys
- Three to five-year trends on program effectiveness: FTEF/FTES ratio, success, and retention (not required for program initiation)
- PLO Assessment summaries (not required for program initiation)
- Interviews with faculty in the impacted area and related instructional areas (not required for program initiation)
- Measures of labor-market demand (CTE only)
- Advisory committee recommendations or other reports (CTE only)
- Minimum of one (1) Open Forum/campus-wide discussion
- Projected impact on overall educational program, students, faculty, college budget, and community.
- Comments from at least one (1) Open Forum/campus-wide discussion

Data Gathering

This plan should gather data that includes most, if not all, of the following:

- Solicitation of position papers from faculty, staff, and students involved.
- Interviews with faculty in the affected area, potentially impacted programs, and related instructional areas
- Interviews with students and administrators in the affected area, potentially impacted programs and related instructional areas.
- Consultations with outside experts and faculty and/or administrators from other institutions.
- Administration of surveys and/or the use of focus groups.
- At least one well-publicized open forum should be held to allow any concerned member of the campus community or of the College's service area the opportunity to voice opinions and express concerns.

In addition, the workgroup shall consult, when necessary, with District, regional, and State agencies and institutions overseeing specific types of programs, such as certain vocational programs.

Program Viability Report and Timeline

Within six months of the workgroup's formation, the workgroup will produce a *Program Viability Report* specifying the outcome of its deliberations and making specific recommendations for action, complete with timelines. This Program Viability Report must include the following:

- A summary of the process used by the Viability Review Workgroup.
- A review of all data consulted.
- Recommendation for program initiation, program modification, or program discontinuance.
- A detailed assessment of the recommendation's impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.

Section VI - Approvals

The Viability Review Workgroup's recommendations shall be forwarded to the PROA Subcommittee for review. The Program Review and Outcomes Assessment Subcommittee's recommendation will then be forwarded to the PIER Committee for review. The PIER Committee's recommendation will be forwarded simultaneously to the Academic Senate, Classified Senate, Deans Council, and Associated Student Government for approval.

Final Recommendation

The College Council receives recommendations/approvals from all constituencies and makes a final decision by consensus. This recommendation is then passed to the Board of Trustees for final action, in alignment with California Code of Regulations, Title 5, § 55103 and Education Code § 78016.

Copies of this *Viability Review of Instructional Programs*, signed by the College President and the Academic Senate President, shall be on file in the Office of Instruction and the Academic Senate.

College President P. Wesley Lundburg Date: 9/23/25

Academic Senate President Rodrigo Gomez Date: 9/22/25