PROCESS FOR CREATING A NEW TRAINING PROGRAM

This document lays out a set of the steps for creating a new training program. This document is intended to articulate guidelines and not be a rigid set of requirements, except are required by existing NWIC policies and procedures (such as in creating or revising credit courses, which are governed by Curriculum Committee policies). Each of the seven phases described in the overview for creating new programs are addressed below. In the case of the creation of quick response trainings, the process should be completed as quickly as feasible while addressing each phase adequately. Time frames are provided solely for the purpose of giving a guideline to make sure that the process is completed in a timely manner. All documentation pertaining to the creation of training programs resides with the Director of Outreach and Community Education except for those that relate to development of credit courses and the new training program form.

Phase 1 - Propose Program h

The Director of Outreach and Community Education needs to have the following information:

❑ Preliminary name for the program

❑ Describe why NWIC should begin offering this training program. Include a summary of the evidence that you already have that indicates that NWIC should begin offering this program. Attach additional evidence that doesn't fit below,

❑ The Director determines whether to further consider the request to create the new training program or not.

Phase 2 - Gather and Analyze Data to Research Program Feasibility

Data to gather and analyze prior to determining whether to develop the training program:

❑ **What evidence is there that the program is needed?** Documentation may include:

- Surveys, focus groups and other data indicating the need for the program,
- Tribal demographic information about the potential student base,
- Whether or not other institutions (tribal and non-tribal) offer similar programs that already address the need.
- Requests from tribal entities asking for the program.

❑ **What evidence is there that there is an adequate student base and interest to offer the program?**
Documentation may include:

- Student qualifications for entry into the program,
- Admissions and enrollment data indicating student interest in the program.
- Survey of potential student interests.
- Information from tribes or other sources indicating potential student numbers and their qualifications.

❑ **What resource allocations or other requirements need to be considered in order to offer the program?**
Documentation may include:

- Existing and potential resources needed to support the program at main campus and/or extended campus sites (physical, human, financial, changes in policies and procedures, etc.), or using online modalities,
- Special requirements of external institutions, such as tribal, state or national credentialing requirements, and;
- Potential partnering institutions, including any information from initial discussions/contacts.

❑ **What are the financial implications of offering the program?**
Documentation may include:

- Cost-Benefit Analysis indicating direct and indirect impact on NWIC resources,
- Institutional and non-institutional sources of funding available to support the program.

❑ **What other information will aid in the decision of whether to create the new program or not?**
Provide any additional information that will aid the College in making a well informed decision about whether to proceed to develop and implement the proposed program.

Phase 3 - Determine Feasibility

The Director of Outreach and Community Education determines whether to proceed with further development of the training program based on the Phase 2 data. The choices are:

❑ Approved to develop as training program. Continue to Phase 4.

❑ Supported to develop as program of study or award of completion. Forward data and analysis to the Dean of Academics and Distance Learning for further processing.

❑ Not approved to develop the program at this time. Attach rationale for not developing program.

The Director maintains a file with the Phase 3 decision and rationale.

Director determines whether to choose a SPA for phase 4 or to oversee curriculum development him/herself.

Phase 4 - Develop Curriculum and Make Resource Projections

Develop the following curriculum materials:

❑ Listing of clock hours, CEU or credit courses and any other program requirements, and a suggested quarter-by-quarter schedule for offering the program courses. Include an analysis of students' time to completion based upon completion of prerequisites in the quarter-to-quarter schedule.

❑ Course outcomes and syllabi for all new or revised credit courses in the program
(not required for special topic 188, 288, 388, or 488 courses)

❑ Curriculum Committee forms: new course cover sheets and proposal for all new credit courses in the program, and revised course cover sheets for all revised credit courses in the program.

❑ New training program cover sheet,

❑ Revenue and expenditures projections for the duration of the training program or the first year of the program if it is intended to be offered that long.

❑ Institutional or grant financial support projections necessary to accommodate the new program, budgetary and financial implications to all aspects of the college, including student services, housing, physical facilities, library and information resources, and faculty and staff.

❑ Articulation Agreements if the program will be offered in partnership with another institution.

❑ Calendar for implementation of the program, including a student recruitment plan and a proposal of when to begin offering new courses in the program according to the quarter-by-quarter schedule.

Phase 5 – Program Approval

Secure the following approvals
❑ Curriculum Committee approval for any new and revised credit courses

❑ Director of Outreach and Community Education completes and submits the form to create a new training program

❑ Vice President of Instruction and Student Services signs the Curriculum Committee forms for new and revised credit courses and the form to create a new training program.

Phase 6 – Program Implementation

Address each of the following items, as necessary for the training program:

❑ Finances and agreements are in place.

❑ Develop brochures and other marketing materials for the program.

❑ Begin marketing program.

❑ Implement student recruitment plan.

❑ Purchase and put program support material in place, including equipment, library materials and other program supports necessary to begin offering program.

❑ Integrate the program's one year cycle of classes into the master course schedule.

❑ Student Services develops degree requirements worksheet and updates electronic and printed materials and forms, and adds program to the next college catalog.

❑ Assign courses to be fully developed and taught by existing (or new) full-time faculty and determines which courses need to be taught by part time faculty.

❑ Hire any new full time or part time faculty necessary.

❑ Fully develop courses.

❑ Develop and offer student, faculty and staff orientation to the new program.

❑ Begin teaching program and classes within program.

Phase 7 – Program Evaluation

The Director of Outreach and Community Education oversees the following aspects of program evaluation:

❑ Director creates an assessment timeline which indicates when formative and summative assessments are performed, when the evaluation is made about whether to change or discontinue the program, and when the next program assessment is scheduled.

Date to complete formative assessment: ______________________

Date to complete summative assessment: ______________________

Date to complete program evaluation and determine whether to continue, modify or discontinue program: ______________________

Date to complete next program assessment and evaluation: ______________________

❑ Attach results of program assessments and evaluation process.

❑ Reevaluate appropriateness of offering the program as it has been offered, including location, modalities, partnerships, course offerings, and structure of the program, based on assessment process.

❑ Communicate assessment and evaluation results to stakeholders.

❑ Develop other strategies for improvement.

Attach description of any changes to the program based upon evaluation:

Instructions for Creating New Training Programs

The following are more detailed instructions for each of the seven phases.

Phase 1 – Propose Program

Steps for completion of Phase 1:

- The person proposing the new training program consults with the Director of Outreach and Community Education prior to completing Phase 1.
- A name is suggested for the new training program.
- The proposer explains the reasons for creating the new program and provides what evidence is already available that supports offering the program. Be sure to include whatever data has been collected concerning offering the program in addition to narrative reasoning. Indicate whether the program has been proposed previously and attach copies of past proposal materials and forms. Attach any evidence to the Phase 1 form that doesn't fit in the space provided.
- Completion of Phase 1 consists of a review of the request, which includes consultation with faculty and other experts in the proposed program discipline area, and the selection of a single point of accountability (SPA) for Phase 2 if the Director of Outreach and Community Education supports continuing to Phase 2 and the Director needs to have someone other than the Director his/herself oversee the Phase 2 process.
- If the proposal is not approved to continue to Phase 2, the Director attaches a statement to the form indicating why the program will not be considered further at this time. One reason that the program may not be considered is that a similar program was considered recently and a decision was made not to pursue development at this time. Include a brief explanation of why the program was not approved for development at that time. Another reason could be that the program request is not a high enough priority to pursue given current resources and known needs.
- The Director maintains a file with the completed Phase 1 form.

Phase 2 commences upon approval of Phase 1.

Phase 2 - Gather and Analyze Data, Research Program Feasibility

Phase 2 consists of the following steps:

- The Director of Outreach and Community Education sets an estimated completion date for the Phase 2. The SPA will normally have made sure that the data gathering and analysis are completed and the results have been submitted to the Director by this date.
- The SPA oversees the collection and analysis of the data as indicated on the Phase 2 form. The purpose of this phase is to collect the information that the Director will needs in Phase 3 to make a well informed review of the program proposal and to approve, disapprove or modify the program proposal.
- The SPA submits the data and analysis to the Director. The Director may request more data and analysis prior to completion of Phase 2.

Here are guidelines for the SPA concerning the specific information to be gathered and analyzed:

- The data collection needs to be in depth enough to adequately address the questions on the Phase 2 form while also not taking longer than necessary.
- Use the established College tools and personnel to gather and analyze data, wherever possible. The Director of Institutional Research has a significant body of data concerning past programs, graduation rates and other

institutional data. The Director of Institutional Research can also be a consultant to the SPA in developing methods to collect and analyze the required data, such as the creation of surveys or structuring focus groups. Enrollment Services can provide past enrollment data for similar programs. Student Services may have additional data relevant to the proposed program. Faculty with expertise in the program area may have useful data, such as knowledge about what other institutions offer in the program area or what special certification or credentialing requirements apply to the program.

- Enlist the help of other college personnel in the data gathering and analysis. The SPA's job is to make sure that the process is completed in a thorough and timely manner and not necessarily to do all the data gathering and analysis.
- Consult with the Director of Outreach and Community Education about what additional information beyond the required information will be useful in determining the program feasibility.
- Address all questions that apply to this specific program. Provide short clear responses about any items on the Phase 1 form that do not apply to the proposed program, if necessary, such as "The proposed training program does not require any credentialing or certification."
- Consult with the Director about identifying and contacting potential partners and identifying financial resources.
- Use a sample cost-benefit analysis as a guide in developing a cost/benefit analysis for the proposed program. Consult with the Director in developing the analysis.
- Identify potential financial support, including grants, partnerships and scholarships, if appropriate for the new program.
- Synthesize the data gathered into a report organized such that the Director can use it in the next phase.
- Submit the data and report to the Director.
- The Director determines whether the data and report are sufficient. If not, the SPA continues the data gathering process until it is complete.
- The Director keeps a file with the data and analysis.

Phase 3 - Determine Feasibility

The Director reviews the data and analysis when complete and determines whether to approve disapprove or modify the program request prior to development in Phase 4. If approved to develop as a training program then the Director chooses a SPA for phase 4 and 5. The Director keeps a file with the decision of whether to continue to develop the training program or not and any reasons for not proceeding. If the Director considers the proposed program should be a program of study or an award of completion then the Director forwards the data and analysis to the Dean of Academics and Distance Learning for further processing.

Phase 4 - Develop Curriculum and Make Resource Projections

The Director of Outreach and Community Education sets an estimated date for completion of Phase 4. By this date the SPA is expected to submit all of the curriculum materials, resource projections and calendar, any new credits courses and the new training program approved. The SPA works with faculty and staff, as necessary and authorized by the Director, to develop and collect the curriculum materials that will be required for program approval in Phase 5.

The curriculum materials are normally developed in the order listed on the form. Resources and suggestions for developing the curriculum materials include:

- Listing and schedule of clock hour, CEU and credit classes in the program – Consult with the Director to develop a schedule for the courses or trainings over time. Training program programs require a one year schedule or the duration of the training program if it is less than one year long.
- Course outcomes and syllabi for any new or revised credit courses (not required for special topic 188, 288, 388 or 488 courses) – The NWIC assessment website contains instructions, blank forms and examples of course outcomes. Use the NWIC syllabus template as a guideline for developing syllabi. The syllabus template can be found online at the Curriculum Committee website on the NWIC intranet. To access the NWIC intranet, start from the NWIC homepage, choose "faculty/staff" from the menu on the left side of the page and then choose NWICnet. Log in and choose "Curriculum Committee" from the choices listed.
- Curriculum Committee forms – The Curriculum Committee forms and procedures can be found online at the Curriculum Committee website on the NWIC intranet. Consult with the Curriculum Committee chair for additional assistance. The New training program cover sheet is also available on the Curriculum Committee site.

Resources and suggestions for revenue projections:

- Revenue and expenditure projections – use the cost-benefit analysis from Phase 2 and consultation with the Director to project revenue and expenditures expected from offering the program. This will require estimation of student enrollment and the use of accepted formulas for calculating program and course revenue and expenditures.
- Institutional and grant support – use the revenue projections to identify the institutional and grant funds required to offer the program. Consult with the Vice President of Sponsored Programs concerning accessing grant or other financial resources to support the program. Work with the Sponsored Programs department to coordinate seeking grant funding and other funding, as necessary.

Calendar and plans:

- Develop a student recruitment plan in consultation with Student Services, which has guidelines for recruitment plans and examples of existing plans. Consult with the Dean of Student Life to determine who to work with in developing the recruitment plan.
- Suggest an appropriate date to begin offering the program allowing an appropriate amount of time for program approvals (Phase 5) and program implementation (Phase 6).

Phase 5 - Approve Program and Courses

The approval process normally occurs in the order listed on the form. Resources and suggestions for each step in the approval process include:

- Curriculum Committee approval (only if credit courses need to be created or revised for the new training program) – SPA requests that the Curriculum Committee chair place the course approval on the agenda of the next Curriculum Committee meeting. The Curriculum Committee must approve any new or revised courses in the training program before the program is considered for approval by the Director. Consult with the Chair of the Curriculum Committee about any aspects of the Curriculum Committee approval process.
- Director of Outreach and Community Education – SPA requests that the Director sign the new training program form. The new training program form lists all clock hour, CEU and credit courses in the program.
- Vice President of Instruction and Student Services approval – Once new or revised courses are approved by the Curriculum Committee, the Chair of the Curriculum Committee forwards the signed Curriculum Committee forms to the Vice President. Once the Director signs the new training program form, the Director forwards the signed form to the Vice President. The Vice President then signs them and files them.

The Director begins implementation of the training program in phase 6 immediately upon completion of phase 5.

Phase 6 – Implement Program

The Director of Outreach and Community Education sets an estimated date for completion of Phase 6. By this date the College is expected to be offering the program with classes being taught.

The SPA works with faculty and staff, as necessary and authorized by the Director, to complete each step in the implementation process. The SPA needs to work closely with the Director or appropriate administrator in hiring and assigning faculty to implement the new program. The Director consults with the Dean of Academics and Distance Learning , as necessary, concerning assignment of faculty time and effort to the training program.

The implementation process normally occurs in the order listed on the form. Resources and suggestions for each step in the implementation process include:

- Finances and agreements are in place – the SPA makes sure that any institutional, grant, scholarships or other sources of funds are in place to support the program.
- Articulation agreements, MOUs, and any other necessary agreements are in place.
- Brochures and marketing materials – the SPA consults with the NWIC Public Relations Team to develop marketing materials, including brochures, public announcements, web sites and other communications concerning the new program.
- Begin marketing – implement the marketing plan in coordination with existing NWIC departments, including Student Services and the Public Relations Team.

- Implement student recruitment plan – Use the student recruitment plan developed in Phase 4, with any necessary updates, to begin recruiting students. Coordinate recruitment activities with the Student Services recruiters, as necessary.
- Program materials in place – Work with the Director and other appropriate administrator to purchase equipment, library materials and other program supports necessary to begin offering the program.
- Schedule classes – The SPA works with the Director or appropriate administrator, as necessary, to integrate the program's cycle of classes into the master annual and quarterly course schedules. This step may require coordination with the Dean of Academics and Distance Learning in scheduling of any credit courses in the training program.
- Faculty assignments – Director consults with the Dean of Academics and Distance Learning, if necessary, to assign courses to be fully developed and taught by existing (or new) full-time faculty and determine which courses need to be taught by part time faculty.
- Hire faculty – Director consults with the Dean of Academics and Distance Learning, if necessary, to hires full time and part time faculty, as needed.
- Fully develop courses – faculty or staff assigned to develop courses uses the Curriculum Committee approved course syllabi and outcomes (for credit courses only) to completely develop program courses, as necessary.
- Orientation – SPA or appropriate administrator presents orientation to staff and potential students about the program content and details.
- Begin teaching program – Director or appropriate administrator oversees this step.

The Director indicates when Phase 6 has been completed and maintains a file of the materials documenting completion of Phase 6 program implementation.

Instructions for Phase 7 – Evaluate Program

The Director of Outreach and Community Education develops a time frame for assessing the program during the first cycle (formative) and upon completion of the first cycle of classes (summative).

The formative assessment is done each quarter after starting to offer the program.

The formative and summative assessments are to include:

- Direct assessment measures, including grades and whether course and any program goals have been achieved.
- Indirect measures, including student course evaluations. student focus groups and student surveys.
- Institutional and community data, including student persistence and program completion rates, and community perception data about the program. Upon completion of the first program cycle, track graduates' success in finding employment or furthering their education.

The Director oversees the program evaluation following completion of the summative assessment. As a result of the evaluation, the Director makes a recommendation to continue the program without change, modify and continue the program or discontinue the program. The Director indicates any suggested changes to the program including changes in the courses in the program, modes of delivery, locations where program is available, changes in any financial aspects of the program, and continuation or any changes in partnerships. The Director notes any other suggested strategies for improving the program. Indigenous evaluation techniques are to be used as a framework for the program evaluation.

If the program is recommended for continuation, the Director schedules a next cycle of program assessment and evaluation.

The Director communicates the program assessment and evaluation results to stakeholders, including students, faculty, administrators, College teams and the NWIC community.

Director signs the Phase 7 form indicating completion of the Phase 7 process and files the form with all assessment and evaluation materials..