

December 22, 2016

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Dear Dr. Harvey;

**Subject: PLNU's Teach out of the Arcadia Regional Center**

The following is the formal notification that Point Loma Nazarene University will be conducting a Teach Out for the PLNU Arcadia Regional Center, 225 E. Santa Clara Street, Arcadia, California. Final classes will be taught fall 2012 semester. The PLNU Arcadia Regional Center offers graduate degrees and credentials for the School of Education. The degree programs include the Master of Arts in Teaching, Master of Arts in Education and Master of Arts in Special Education. There are no other academic units offering degree programs at the Arcadia Regional Center. In spring 2012, there were 172 students enrolled in Education degree programs at the Arcadia Regional Center.

After two years of extensive financial and enrollment analysis, the PLNU administration announced on September 12, 2011, that it would phase out the Arcadia Regional Center. After a thorough analysis of the 172 students' degree requirements it was concluded that all coursework could be scheduled over the next 15 months and completed the fall semester 2012. In addition, for the programs requiring fieldwork and/ or a culminating research project, Dr. Laura Amstead, Associate Dean for the School of Education, will remain available to assist students with completing all degree requirements. In order, to give students an additional option for the completion of their degree program, PLNU entered into a formal Memorandum of Understanding (MOU) with Azusa Pacific University. There are no students who have exercised the option to complete their program with Azusa Pacific under the terms of the MOU.

**Historical background**

The Arcadia Regional Center was a remnant of the University's former campus in Pasadena that remained in Los Angeles County when the University moved in 1973 to the Point Loma campus in San Diego. The post-baccalaureate Education programs offered in Pasadena remained on the former Pasadena campus by renting facilities from the new owner from 1973 until 2000, when the center moved to the new facilities in 2000 in nearby Arcadia Regional Center. In fall 2010, the then Provost John Hawthorne, called for a formal review of the Arcadia Regional Center under the Graduate Studies Committee policy for Reviewing Graduate programs (Attachment A). A review may be "triggered" anytime the President's Cabinet or the Graduate Studies Committee (GSC) believes that a graduate program is no longer achieving the desired outcomes. The Graduate Studies Committee was informed by the Vice Provost for Graduate Studies on September 9, 2009 (Attachment B) that a GSC Review was triggered for the Arcadia Regional Center due to declining enrollment (Attachment C).

Graduate Studies Committee: Reviewing Graduate Programs policy (Attachment A, page 1)

Faithful stewardship of the resources entrusted in our care requires that we continuously review programs the University offers to ensure that we are being wise in the utilization of our finite resources. Careful consideration should be given to standards of: mission fit, market analysis, academic excellence, academic resourcing, financial viability, continuous assessment and improvement, and administrative sustainability. It is expected that Schools/ Departments will make an annual assessment of the following criteria when considering the continuation or revision of a graduate program.

**Attachments**

- (A) Graduate Programs Review Policy
- (B) Graduate Studies Committee Minutes 09.10.09
- (C) Arcadia Enrollment 2010-2012

**Closure Decision**

The formal review of the Arcadia Regional Center began in the fall 2009 when the Administrative Cabinet called for two studies on the future viability of the Center. Dr. Becky Havens, College Dean of Social Sciences and Professional Studies, and Dr. Gary Railsback, Dean of the School of Education were tasked to develop a plan for cutting costs including personnel, instruction, overhead, etc. In addition, Dr. Scott Shoemaker, the Associate Vice President for Admissions, and Dr. Margaret Bailey, Vice Provost for Graduate Studies, were assigned the responsibility to evaluate issues related to market demand, financial revenue, delivery method, advertisement, and curricular practices (Attachment D).

Since fall 2009, the Administration in consultation with the School of Education (SOE) and Graduate Studies Committee has reviewed the nature of the programs offered, currently available delivery options, potential market demand, competition, and price structure and concluded that the Arcadia Regional Center is not sustainable. Specifically, the university only offers graduate educational programs and with extensive layoffs and school closures due to declining K-12 enrollments in urban Los Angeles, increased competition from online universities, and the geographic location of the center nestled up against the San Gabriel mountains that did not allow commuting students to come from all directions, and small market for such a degree among PLNU's current and potential constituencies do not allow the program to be competitively priced and attract the students needed for financial viability.

In early 2010, President Brower assigned Dr. Joseph Watkins, the Vice President for External Relations to focus on future options that resulted in a decision to increase advertising and a marketing presence for the center (Attachment E). A year following the injection of additional resources, Dr. Kerry Fulcher, the Provost and Chief Academic Officer provided an analysis of the Arcadia Regional Center enrollment and financial sustainability (Attachment F). After two years of careful research, it is the administration's conclusion that the best way forward is to phase out the Arcadia Regional Center.

Financial Viability – Beginning in Fiscal year 2008-09 the direct expenses of Arcadia Regional Center began to exceed the revenue. Even with cuts in expenses as a result of the 2008 recession the program losses were modified but not to the extent necessary for long term viability. It was believed by the faculty and Admissions that a steep increase in tuition would be harmful to enrollment and not sustainable.

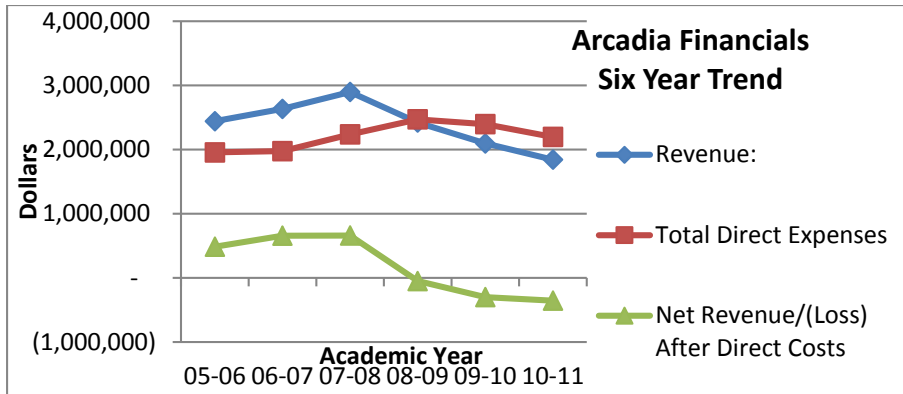


Figure 1 - The six year trend in revenues, total direct expenses (Squares) and the net revenue (Diamonds) and the net revenue after direct costs are accounted for (Triangles) at the Arcadia Regional Center.

**Enrollment** - The Arcadia Regional Center enrollment (Attachment C) has decreased dramatically in the areas of teacher education and school counseling (Pupil Personnel Services Credential) since the economic downturn and financial pressures on area school districts. The enrollments have remained steady in the areas of educational leadership and special education, but are still significantly below the necessary number of students and enrolled units required to cover the direct and indirect costs of the program.

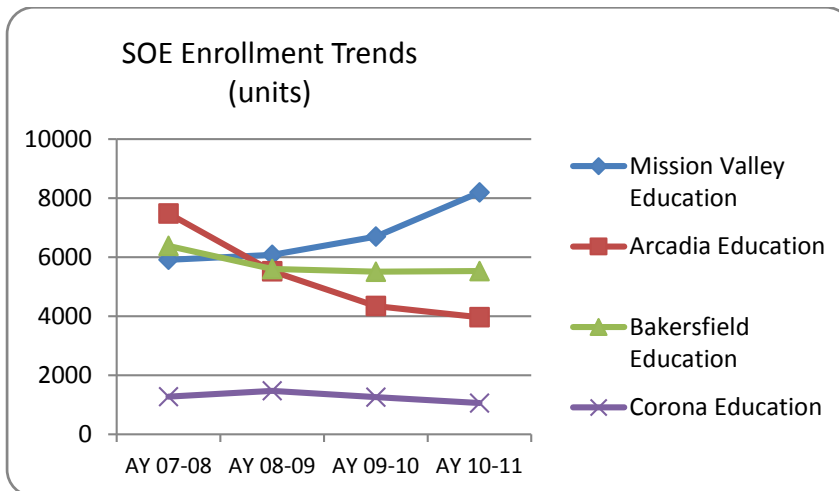


Figure 2 - Enrollment by units at the SOE regional centers over the past 4 years (Source: Appendix B, pg 4)

The enrollments in Arcadia Regional Center continued to decline in spite of the efforts that were made to boost enrollments and foster strategic connections and partnerships. The other regional centers have either remained relatively flat or have increased.

**Attachments**

- (D) Turn Around Study for the Cabinet Nov 2009
- (E) Dr. Watkins' presentation to Cabinet 01.26.10
- (F) Provost Analysis of the Arcadia Regional Center 09.06.11

## **Approvals**

During the analysis period between 2009 and 2011, numerous meetings were held with University administrators, appropriate committees and faculty/staff at the Arcadia Regional Center. Attached is a summary of related Administrative Cabinet meeting minutes (Attachment G). In early 2011 when enrollment continued to decrease the Provost became involved and held numerous meetings with Arcadia Regional Center faculty/staff. One final meeting was held with the President, Chief Financial Officer, Provost and Vice President for External Relations in August 2011 at the Arcadia Regional Center. The administration voted on September 6, 2011, to phase out the Regional Center in a regularly scheduled cabinet meeting. Following, the decision the Administrative Cabinet held a teleconference with the Trustee Council (Attachment H), followed by a Board update (Attachment I) and the Board of Trustees teleconference (Attachment J).

### **Attachments**

- (G) Administrative Cabinet Minutes 2009-2011
- (H) Trustee Council Teleconference 09.07.11
- (I) Board Update on Arcadia Center 09.09.11
- (J) Board of Trustees Teleconference 09.12.11

## **Notification of Students**

President Brower immediately notified students of the decision to close the Regional Center Attachment (K) followed by a notification to the PLNU community (Attachment L). The Dean of the School of Education held several meetings with students, faculty and staff to address questions they had regarding the completion of their program. Once all courses required for completion of programs for all students were identified and scheduled, academic advisors met individually with students to discuss options for completion including a Memorandum of Understanding with Azusa Pacific University. The School of Education leadership also prepared an online FAQ to address the questions most frequently asked by students (Attachment M). Based on the closure decision, PLNU stopped admitting students into Regional Center programs in the fall 2011 Quad 2 that started October 24, 2011.

### **Attachments**

- (K) Dr. Brower Notification to Arcadia Students 09.12.11
- (L) Dr. Brower Notification to Faculty and Staff 09.12.11
- (M) PLNU Arcadia Regional Center Online FAQ

## **Memorandum of Understanding (MOU)**

Even though it was concluded that the Arcadia Regional Center would be able to meet all student course degree requirements before the closure of the center, it was determined that it would be beneficial to students to have the additional option to complete courses through a Memorandum of Understanding (MOU) with Azusa Pacific University. This option would be a safeguard for those students not be able to maintain the Teach Out schedule due to various kinds of personal or professional constraints.

### **Attachments**

- (N) MOU with Azusa Pacific University

## **Current Students**

After the closure decision was announced, the School of Education (SOE) reviewed each of the student degree requirements during the fall 2011 semester. Based upon the information gathered in the course inventory process a class schedule was developed and it was determined that the University would be able to offer all required coursework between the time of the announcement and the end of fall semester 2012. The SOE leadership developed a "Student Teach Out Agreement" template for each degree program. The Student Teach Out Agreement templates were reviewed by PLNU legal Counsel, Academic Affairs and SOE academic advisors. Academic advisors met with students and developed an individual Agreement for each student (Attachment O). Sample teach out agreements are included (Attachment P through V).

### **Attachments**

- (O) Teach Out Agreement Report 05.22.12
- (P) Student Teach Out Agreement MAT Multiple Subject
- (Q) Student Teach Out Agreement CLAD
- (R) Student Teach Out Agreement MA Counseling & Guidance with PPS
- (S) Student Teach Out Agreement MA Education Special Clear
- (T) Student Teach Out Agreement MA Education Teaching & Learning
- (U) Student Teach Out Agreement MA Special Education
- (V) Student Teach Out Agreement MAT Single Subject

At this point in time all students are maintaining excellent progress toward the completion of their program requirements. If WASC needs any additional information please contact me at [m Bailey@pointloma.edu](mailto:m Bailey@pointloma.edu) or (619.849.2535).

Respectfully Submitted,

Margaret Bailey, Ph.D.  
ALO/ Vice Provost for Program Development and Accreditation  
Point Loma Nazarene University

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