

Crafton Hills College

Procedure for Identifying “At Risk” Instructional Programs

- 1. Identification:** Anyone can suggest an instructional program as “at risk” based upon the criteria listed below in Sections 3a, 3b, 3c, and 3d, as applicable, to the full Academic Senate for initial review. The party recommending the review is responsible for providing to the full Academic Senate, as well as affected faculty, written and documented data supporting the need for a review. The Academic Senate will determine by majority vote if a full review is warranted.

If it is determined that a full review is warranted, the Executive Committee of the Academic Senate will issue a brief narrative report, approved by the Academic Senate as a whole, recommending a full review to the CHC President which shall include supporting documentation. The report shall be submitted to the CHC President, Office of Instruction, Program Review Committee, Dean and Faculty Chair responsible for the program, the faculty member(s) affected, and the party initiating the review.

- 2. Full Review:** When a full review is deemed warranted, an ad hoc committee shall be appointed comprised of the following:
 - Vice president of Instruction
 - 1 dean from the area
 - 1 faculty outside the program appointed by the Academic Senate
 - The faculty chair from the program under review
 - 1 faculty teaching in the program under review
 - 1 faculty representative from CTA
 - 1 student appointed by the Associated Student Government
- 3. Assessment:** the ad hoc committee shall review the program’s program review and program planning documents, survey the program’s advisory committee, students, employers in the workforce, statewide norms and peer institutions, and program-unique criteria to determine whether or not a program is at risk.

Data used to assess the program shall include data based upon trends over three to five years and relate to the program goals, the mission of the college and the service the program provides to the college and community. The criteria to be examined shall include uniform measures that must be applied to all programs.

3a. Criteria applied to all programs *as compared to statewide norms for the discipline and local data over the past three to five years and as compared to peer institutions:*

- Declining market/industry demand
- Curriculum, Student Learning Outcomes are out of date
- Number of students pursuing educational program based upon actual student enrollment data rather than student declaration of program of study
- Consistently low or decreasing WSCH/FTEF
- Insufficient frequency of course offerings to assure reasonable opportunity for completion of the program

- Poor rate of student achievement of program goals (e.g., completion rates, numbers of degrees and certificates, job placements)
- Decline in importance of service to related disciplines
- Match of program with CHC Educational Master Plan, Strategic Goals, Mission and Vision
- Retention within course(s)
- Semester-to-semester persistence within the program
- Documentation that previous steps have been taken to strengthen program

3b. Criteria applied to CTE programs:

- Duplication/uniqueness of training programs within the college
- Employment placement rates
- Advisory Committee recommendation
- Program no longer meets industry standards

3c. Criteria applied to Transfer programs:

- Declining university transfer trends
- Transfer program availability or courses that only transfer as electives
- Number of transfers (UC, CSU, private)
- Number transfer-prepared students (i.e., successfully completed 60 or more transferable units with a 2.0 or higher GPA)

3d. Criteria unique to the program (as applicable):

- Regional implication
- Political issues or bias within the service community and district
- Employer and/or student satisfaction with program quality
- Availability of program at other community colleges
- Student demographics unique to the program
- Information about 'job-outs' (students who are hired full-time before program completion)
- Constraints that may limit enrollment and productivity measures
- Enrollment as a percent of available seats

If the committee determines there is sufficient evidence to suggest a program is substantially below expected goals, the committee shall, with input from the affected faculty, develop an intervention plan to determine causes and recommend strategies for redirection, reorganization, or redevelopment of the program.

4. Intervention Plan: the plan shall include timelines, benchmarks and budget necessary for recommended strategies. It shall also include a date for reevaluation for not less than two (2) semesters. The plan may include, but is not limited to, the following strategies:

- Recruitment activities
- Cooperative ventures with local employers, transfer institutions, and other community colleges
- Enhanced career and academic counseling
- Adjustment of course scheduling
- Analysis of program demographics

- 5. Recommendation:** the ad hoc committee will issue a written recommendation to the CHC President, Academic Senate, ad hoc committee members, affected faculty, and CTA based on the analysis of the criteria in Sections 3a – 3d. The recommendation will consist of one of the following:
- a. Recommendation for program continuance.
 - b. Recommendation for program continuance with modifications.
 - c. Recommendation to declare the program in hiatus to be reviewed again in two years.
 - d. Recommendation to declare the program obsolete and create a plan for discontinuance that minimizes impact on students, faculty and staff within the program.
- 6. Actions:** if 5c or 5d above are recommended and the recommendation is accepted by the Academic Senate, college President and the Board of Trustees, the following provisions will be made:
- 6a. Impact on Faculty:** adequate notification to affected faculty, and reassignment and/or transfer consistent with collective bargaining agreements, Title 5, section 87740 of the California Education Code and other applicable policies shall be made:
- Faculty affected by program discontinuance shall receive extended phase out periods.
 - Faculty shall be given opportunities for transfer and/or reassignment.
 - Faculty shall be given opportunities for retraining.
- 6b. Impact on Students:**
- Opportunities shall be provided for students to finish the program or transfer to a related program consistent with Title 5 and other applicable policies.
 - Students currently taking courses must be able to finish the program over the duration needed to complete the program.
 - College processes shall ensure that the program has resources available to keep current as it is phased out.
- 6c. Impact on Other personnel:** adequate notification and opportunities for reassignment or transfer consistent with district and college policies, collective bargaining agreements, Title 5 and other applicable policies shall be made.
- 7. Analysis:** the process for “at risk” programs will be reviewed by the Academic Senate and shared with all faculty constituents annually. During the first three years after this process is adopted, no program can be recommended for review that has not had the opportunity for review and improvement through the current Program Review process. The Vice President of Instruction or the Planning and Program Review Committee may schedule a program on the Program Review calendar outside the program’s usual review cycle.
- 8. Consultation:** State Academic Senate literature and other pertinent models and documents, accreditation, collective bargaining and other processes will guide the on-going review of this process.