“Possible outcomes of a viability review may include, but are not limited to, recommendations on the following:

1. Program modification;
2. Program improvement;
3. Departmental reorganization;
4. Program initiation;
5. Program discontinuance.”

- Senate Instructional Program Review Policy
  Approved December 13, 2005

To implement the Senate policy, these indicators will be integrated into the Program Review validation process of the comprehensive program review.

Possible Indicators already in Program Review

Changes in

- Total enrollment / number of students served
- Enrollment
- FTES
- Technology
- Labor market demand
- FTES

Additionally,

- Program average class size falls below 25 for 2 or more years
- No FT Regular faculty in a discipline
- Staff development
- Marketing
- New labs
Possible Indicators in current Academic Senate policy

Key factors which may be used in identifying and evaluating at-risk programs include:

- declining enrollment trends
- insufficient frequency of course section offerings to assure reasonable availability for students to complete the program within its stated duration
- low rate for student achievement of program goals (i.e., successful completion rate)
- low retention within courses
- low term-to-term persistence for those in courses in the major
- lack of demand in the workforce or cyclic nature of the workforce
- unavailability of the transfer major
- declining need for this program by other programs
- insufficient numbers of faculty, including full-time faculty and in their particular expertise (use of faculty development or sabbatical resources may be appropriate)
- insufficient physical resources including facilities, equipment, and supplies
- inadequate levels of outside support such as classified staff, course offerings, library materials, and workplace learning opportunities
- adjustment of course scheduling: times of day, block scheduling, short courses, frequency and number of sections, open entry/open exit
- analysis of demand for the program through use of labor market information which may result in curriculum modifications such as adding options for higher demand specialties
- whether course outlines have been updated in the last five years
- articulation of programs/courses: K-12, Tech Prep, etc., and a four-year sequencing of offerings to ensure student ability to transition to subsequent levels