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December 6, 2016

TO: Dr. Keith Curry, CEO

FROM: Barbara Perez, Vice President Compton Center

SUBJECT: Educational Programs Taskforce

The Educational Programs Taskforce was formed to review the low enrolled courses and identify those programs that have been experiencing declining enrollments and poor fill rates of courses being offered. The taskforce reviewed the Compton section enrollment, % Fill, and FTES for all programs offered at the Compton Center for the past five-years.

We have identified three key areas:

1. programs that may be hindered by staffing and/or facilities
2. programs that should review their scheduling to improve efficiency; and
3. programs that have a downward enrollment trend over the past 5 years.

The taskforce composition varied since its inception during spring 2016. Initially the task force was of 4 faculty members (Paul Flor, Dr. Kendahl Radcliffe, Dr. Essie French Preston and Dr. Jose Villalobos) and two administrators (Dr. Chelvi Subramaniam and Barbara Perez).   Dr. Villalobos withdrew expressing that he felt it was a conflict of interest for the Federation to participate in the taskforce. When the Federation leadership changed, Professor Yahye was invited to participate and he and Professor Khalilzadeh did participate in some early meetings but then withdrew from the taskforce this fall.

The taskforce continued to meet and based on data regarding enrollment, fill rates and FTES generation identified the programs in Category 2 and 3 above and requested that the programs provide a plan by September 6 to address the concerns raised. The programs were:

Category 2: Child Development, Astronomy/Physics, Foreign Languages, and Contemporary Health

Category 3: Business, CIS, Office Administration, Recreation, Machine Tool Technology and Music.

All of the programs except Business submitted a plan although Business did provide the Board with a rebuttal to the taskforce. Prior to the taskforce members reviewing the plans, we sought out examples of rubrics to assist us in evaluating each of the plans. Dr. Radcliffe provided a sample from Wright State University that provided us a list of measures and evaluative statements to help us assess the programs. Once we started, it became apparent that if would have been beneficial to provide a copy of the rubric (Attachment 1) to the programs to help guide their plans because all the plans were heavily focused on recruitment and did very little internal assessment of their programs.

Recommendations:

Astronomy/Physics: Retain -Physics especially is important for STEM majors and without providing a strong curriculum in this area, we would see declines in math and the other sciences. The program does need to look at their scheduling and demand. It is possible as we transition from Center to a College to make some curricular changes. Recruitment plan was good but there is also the need to look at pedagogy to improve both success and retention.

Child Development: Retain – this program is responsible for a large number of the certificates awarded each year but there hasn't been any growth – enrollment has declined slightly. Education is incorporated in this discipline and the demand for teachers is increasing – the program needs to examine its focus and work to help students see the benefit of going beyond a certificate to open a day care center.

Foreign Languages: Retain – work needs to be done to strengthen this area. Too few students are going beyond the introductory course. The plan itself was built more on improving the success of students enrolled rather than increasing enrollment. With the Early College, this resulted in a growth in enrollment but the program does need to look at expanding languages offered and increasing the number of students who would want to take the advance courses.

Contemporary Health: Contemporary Health offerings are stand-alone courses that satisfy general education requirements for an associate's degree and CSU breadth requirements. They do serve as an elective in a physical education major but with other options, we have seen a steady decline in students enrolling in this class. We will continue to adjust offerings in this area to meet demand.

Recreation: Discontinue – the demand for this program has steadily declined over the years and there is no significant demand based on workforce data to continue it.

CIS: Right-size – currently the program has a fill rate of 64% and FTEF is 2.78. It cannot support 3 full-time instructors. Is there potential for resurgence of the program? Workforce data does not predict strong growth in this area – and do our courses reflect workforce demands. The plan focused entirely on recruitment – there was no discussion of what they could do to improve the program. They mention outreach to high school students but not to high school instructors to see where the students are. They want to increase online offerings but success rates of online students are not strong. The plan to create a CIS/Business program has merit and should be developed.

Music: Retain at this time – Plan had several good ideas but raised the point why the department has not already implemented some of the suggestions. Issues regarding facilities are valid and the possible replacement of the facilities along with the opening of the Little Theatre will provide the program with some visibility. Faculty need to work as a team and serve as leaders within the fine arts program. They need to really identify the type of program that a small institution can sustain over the long term. Do we need to increase course offerings regarding instruments – to date we only offer piano and guitar. If they implement the efforts to work with high school music programs, they should be able to increase enrollment.

Office Administration: Discontinue – over the past several years there has been declining enrollments in these courses and there is no evidence this will turn around. Plan discusses introducing a lot Microsoft certifications and non-credit courses. Why has this not already been started as the decline in enrollment has been continual. To start developing curriculum now, it will take 18 to 24 months to implement. Part of the plan submitted had 3-5 year strategy that said we would implement Windows 7, etc.

Machine Tool Technology: Retain at this time. This is critical to the college strategic plan that addresses the growth in advanced manufacturing. There does appear to be a disconnect with the reports on workforce growth and enrollment in this program. Program needs to thoroughly examine its scheduling to ensure students are able to progress through the courses. Efforts have been made to upgrade equipment, we need to increase enrollment.

Taskforce Rubric

To assist us in evaluating the plans submitted to the Low Enrolled Education Taskforce, we modified the rubric used by Wright State University in their commitment to continuous improvement and alignment of its mission and strategic plan with its programs. Some items in the original rubric did not seem appropriate and therefore were eliminated as was some of the redundancy.

Program Assessment Rubric

Measure	Room for Improvement (0)	Emerging (3)	Developed (5)
Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections
Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance

Resources

Measure	May need fewer resources (0)	Resources adequate (3)	May need more resources to meet need or to expand (5)
Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs
Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards

Success

Measure	Room for improvement (0)	Adequate (3)	Exemplary (5)
Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward

Measure	Room for improvement (0)	Adequate (1)	Effective (3)	Exemplary (5)
Alignment with University Mission and strategic plan (BP 1200)	Few or none of the department's programs are aligned with the university mission or strategic plan	Some of the department's programs are aligned with the university mission or strategic plan	Most of the department's programs are aligned with the university mission and strategic plan	All of the department's programs are well aligned with the university mission and strategic plan
Academic Assessment	Few programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement
Quality Teaching	Department provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success
Enrollment trends (degree and credential seeking students)	Enrollment is generally decreasing	Enrollment is flat	Enrollment is generally increasing in the department but is below university and college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above university and college average enrollment trends
Plans for growth and improvement	The department does not provide a plan for growth and improvement	The department provides a plan for growth or improvement	The department provides a plan with a specific timeline and outcomes for growth and improvement	The department provides a plan for growth and improvement based on the review and aligns it to the University Strategic Plan