

*Approved by the Faculty Senate, January 30, 2014*

**FS 13/14-18/EX Program Impaction Policy General Policies For, Revision of  
FS 12/13-27/EX (November 1, 2012)**

<http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/Program%20Impaction.pdf>

The Faculty Senate recommends revision of the Program Impaction Policy in accordance with the recommendations of the [2012-2013 Impaction Taskforce](#).

## **I. General Principles and Guidelines**

- A. Program impaction status is a last resort, normally temporary, process to address a persistent, extreme imbalance between a program's student capacity and student demand. This process is implemented by means of additional admissions criteria.
- B. Programs are advised to consult with the Division of Academic Affairs and explore alternatives to impaction prior to applying for impaction status.
- C. Programs or departments normally initiate all applications for and reviews of impaction status and must get approval at both the campus level and the CSU system level.
- D. At the campus level, a program may request impaction status by filling out the system level forms and completing a narrative addressing the items listed in II below. All of these should be approved by the Dean of the College. At some time in the future, a special form (Form I) may be created to contain the narrative. For review purposes, a request for program impaction status will be treated as a substantive program change. A completed Form B should also be included. These forms should be submitted to the Division of Academic Affairs.
- E. At the campus level, the initial application for program impaction status, if approved, is approved for four years. Full reapplication is required after any four-year impaction period. Such applications must be submitted according to campus deadlines, for approval status to be determined by the faculty senate. This status would take the form of approval for four more years or approval for two more years, at which point a mid-level review would take place. The faculty senate would review after two years only if more data is needed.
- F. At the CSU system level, program impaction status is granted one year at a time. Continuing impaction status requires annual system approval. (An accompanying annual campus review coincides with this system review. This annual campus review would be sent forward as an information item on the faculty senate's regular agenda.)
- G. Programs are advised to consult CSU Coded Memorandum, AA-2012-22: Impacted Campus/Programs, 2014-2015, (or a similar updated document) for details of CSU

system-level requirements for impaction status applications. Most of these requirements would be met by the corresponding campus-level applications. However, after tentative system-level approval is given for the *initial* impaction request, public hearings, under California Education Code section 89030.5 (included in the above document), must be held and reviewed before final system-level approval of impaction status is granted.

- H. The initial application for program impaction status, full reapplications, mid-level reviews, and annual reviews all follow the established campus review and approval process, which provides oversight at the department, college, faculty senate, as well as the administrative levels.
- I. The annual departmental program and resource review should address the effect of impaction status as it relates to program capacity, demand for the program, additional admissions criteria, effects on other programs, and maintaining diversity.
- J. Enrollment management strategies for dealing with program impaction status will evolve with the consultation of appropriate constituencies, so that the use of selection criteria or other techniques shall not distort the institutional commitment to the desired array and balance of programs. Such procedures shall also uphold access and diversity principles at Sacramento State.
- K. In alignment with the university's "Undergraduate Academic Advising Policy", programs that are granted impaction status are still responsible for participating in the academic advising of students who express interest in the program. If this advising is not offered by the program or in the program's home department (where applicable), then clear and current advising materials shall be provided by the program for use by the campus Office of Academic Advising. Such materials would normally include information about equivalent transfer coursework (where specific courses are required in advance of admission), and both minimum admission standards and typical actual admission standards\* (where historic data is available) for students entering the program.

\*For example, it is valuable to both prospective students and academic advisors to know the minimum GPA requirement for program admission as well as the actual GPA range of students who have been successfully admitted into the program.

## **II. Initial Campus-Level Application and Full Reapplication for Programs Seeking Impaction Status (Every Four Years) - Programs should address the following:**

- A. Alternatives to Impaction Status - Impaction status is a drastic, last resort step to be taken only if all other options have been exhausted.
  - 1. Describe solutions that have been attempted and discuss the feasibility of other solutions, to increase program capacity or improve program flow. These may include:

- a. Gaining access to larger classrooms or laboratories.
  - b. Requesting additional resources such as regular or part-time faculty positions, new classroom or laboratory space, staff support positions, or increased funding.
  - c. Improving advising to address bottleneck issues.
  - d. Reorganizing program offerings into more rigid schedules (e.g., use of cohorts).
2. Describe solutions that have been attempted and discuss the feasibility of other solutions, to reduce program demand. These may include:
- a. Reducing or discontinuing (either permanently or temporarily) minors and/or other programs/options/concentrations offered in the same departmental unit.
  - b. Reducing or eliminating service course, general education, and elective course offerings that can be met by other departmental units.
  - c. Restricting program course offerings access to students in the program and students in other programs for which these courses are required.
  - d. Reducing required coursework in the program.
- B. Capacity and Demand - Complete the required program data table, listing program capacity and demand, for the system-level application for impactation status. Include this table in the campus-level application and explain the methodology used to calculate each number.
1. Capacity is the maximum number of students for whom program facilities and staff are available to provide an opportunity for an adequate college education (definition from the Chancellor's Office). Describe and explain limitations on capacity. These may include:
    - a. Physical or other resources.
    - b. Class pedagogy or delivery format (lab/lecture/discussion).
    - c. Faculty workload.
    - d. Class-size limits from accrediting and/or professional certification organizations.
  2. Demand is the sum total of all students requesting access to the program. Describe and explain sources of demand. These may include:
    - a. Continuing students - those currently accepted in the program who plan to continue.
    - b. Other university students - those currently accepted to the university who are in other programs requiring them to take courses in the program with impacted status.
    - c. Potential students - those currently accepted to the university who express an interest in the program or wish to change their major to the program.

- d. New students - those seeking admission to the university who express an interest in the program.
  - e. Returning students - those seeking readmission to the university after an absence of one or more terms who express an interest in the program.
- C. Additional Admissions Criteria - All admissions criteria must adhere to current university policy. Describe all applicable admissions criteria being proposed. For each, explain how and why the individual criterion was selected and what data, if any, contributed to that selection.
- 1. Prerequisite courses and or unit requirements
    - a. List prerequisite coursework.
    - b. List any minimum grade requirements for prerequisite coursework and the maximum number of times a course can be repeated (if this differs from university policy) in the context of earning the minimum grade for admissions consideration.
    - c. List minimum prerequisite unit requirements.
  - 2. Minimum grade requirements
    - a. Overall GPA
    - b. GPA for prerequisite coursework
    - c. GPA in some minimum number of completed units
    - d. GPA in some stipulated number of recently completed units
  - 3. Other admissions considerations
    - a. List criteria that will be used to evaluate other skills and experiences (e.g., past work experience, extra-curricular activities, second languages, veteran status).
    - b. List admissions strategies that will be used to mitigate adverse impacts on diversity and access (e.g., first-generation college status, socioeconomic factors, historically disadvantaged status).
  - 4. Admission decisions
    - a. Describe any ranking procedure that incorporates criteria from 1, 2 and 3 above.
    - b. Describe the appeals process for denied applicants.
- D. Monitoring Effect on the Campus Community - Outline the plan to monitor future enrollment trends, resource needs, and the continuing effects of program impaction status on the campus community. This plan will be used in the consideration of subsequent applications for impaction status, and should include:

1. Effect on other campus programs.
  - a. List campus programs that may be affected and the magnitude of that effect.
  - b. Describe the consultation process between the program seeking impaction status, other programs, and the administration.
  - c. Describe changes in university wide resource allocation and how these will be managed to ensure that impaction status does not distort the institutional commitment to the desired array and balance of programs.
  
2. Effect on students.
  - a. How will students who have been denied program admission be advised and accommodated within the university in alignment with the university's "Timely Declaration of Major Policy"?
  - b. If necessary, outline how courses in the program will be restricted to specific majors.
  - c. How will impaction status affect access and diversity within the impacted program and other affected programs?
  
- E. Plan for Ending or Phasing out Program Impaction Status - Impaction status should not normally be thought of as a permanent solution to an imbalance between a program's student capacity and student demand. Describe and explain plans for ending or phasing out impaction status. These may include:
  1. An argument that temporary forces external to the university are driving the imbalance and as such, the imbalance will ultimately resolve on its own accord.
  2. Continuing implementation or discussion of the future feasibility of the alternatives to impaction status described in Section A.
  3. An argument for why the university and system should have an interest in ending or phasing out impaction status in a timely manner.
  4. Further requests for additional resources such as regular or part-time faculty positions, new classroom or laboratory space, staff support positions, or increased funding, and a description of how these resources would be used.
  5. A timeline for the plans (which may be dependent on forthcoming resources).
  6. A plan for the transition of students from expressed interest status to either pre-major or major status.

**III. Annual CSU System-Level Application and Campus-Level Review of Programs Seeking Continued Impaction Status (Prior to Full Reapplication after Four Years)**

- A. Programs should complete the required program data table, listing program capacity and demand, for the annual system-level application for impaction status.

- B. The table above, along with an explanation of the methodology used to calculate each number, constitutes the annual campus review. This annual campus review would be sent forward as an information item on the faculty senate's regular agenda.

**IV. Mid-Level Review of Programs Seeking Continued Impaction Status (Prior to Full Reapplication after Four Years)** - The faculty senate would review after two years only if more data is needed. If there is a material change in circumstances, the program could request that the Faculty Senate review after two years. In these cases, programs should address the following:

- A. Changes to the original application for impaction status - Explain and justify any changes to information, criteria, processes, or data that was submitted in the original application for impaction status.
- B. Demand and capacity - Complete the required program data table, listing program capacity and demand, for the system-level application for impaction status. Include this table in the campus review and explain the methodology used to calculate each number.
- C. Monitoring the impact on the campus community - Explain how the effects of impaction status are being monitored, and include an updated monitoring plan, with data collected to date.
- D. Monitoring the impact on access and diversity - Explain how the effects of impaction status on access and diversity are being monitored, and include an updated monitoring plan, with data collected to date.

*Carried.*