



Procedure Number:	AS 120
Procedure Title:	High Challenge Course Analysis and Improvement Strategies
Relevant Board Policy:	N/A
Relevant SACSCOC Principle:	N/A
Originating Unit:	Vice President for Academic Success
Maintenance Unit:	Vice President for Academic Success
Contact for Interpretation:	Vice President for Academic Success

I. Purpose:

To outline the process by which improvement strategies are implemented and measured for courses identified as High Challenge.

High Challenge Courses are defined as those within the fall or spring semesters with an enrollment greater than 100 and a Productive Grade Rate (A, B, or C) of less than 70%.

II. High Risk Course Identification and Review Process:

1. College grade distributions are provided by the district's Institutional Research and Effectiveness Services (IRES) and shared with the college's Institutional Research (IR). The data is presented in a High Challenge Course Report (HCCR). The HCCR is produced twice a year and distributed to the President, Vice President of Academic Success (VPAS), Academic Deans and Chairs, faculty and shared with the College stakeholders.
 - A. The Fall HCCR is produced in February following the Fall Semester.
 - B. The Spring HCCR is produced in June following the Spring Semester.
2. No later than mid-September, the VPAS, Deans, Chairs/Lead Instructors and appropriate faculty review the previous year's HCCRs, existing sectional data, and the existing action plans. Existing action plans are revised if deemed necessary and new action plans are developed for any new High Challenge Courses.
3. No later than the last week of September, the Chairs/Lead Instructors meet with the appropriate faculty to plan the spring implementation of the new/revised action plans. The High Challenge Course Action Plan forms are completed at this time and distributed to the VPAS, Dean, Chair/Lead Instructor and faculty members. Action plans for identified High Challenge Courses are submitted with departmental Unit Plans the following spring semester and evaluated the subsequent year.

4. After distribution of the February HCCR, the President, VPAS, Dean, and Chairs/Lead Instructors review the February HCCR and the previous year's HCCR. Existing action plans are revised if deemed necessary and new action plans are created for new High Challenge Courses. High Challenge Course Action Plan forms are completed and distributed to the VPAS, Dean, Chair/Lead Instructors and faculty members. Action plans for identified High Challenge Courses are submitted with departmental Unit Plans during the current semester and evaluated the subsequent year.

5. Chairs/Lead Instructors will hold a follow-up meeting within two weeks with appropriate faculty to plan the implementation of these action plans for the Fall Semester.

Attachment: High Challenge Course Action Plan Template

Originator: Dr. Laura B. Sanchez

Date Approved: 02/11/2020

Updated: N/A

Last Updated: N/A

Approved: *Laura B. Sanchez, Ed.D.*
Title: Vice President for Academic Success

**High Challenge Course Action
Plan**

Course Name & Number: _____

History of Productive Grade Rate (PGR) & Retention Averages for Course

<i>Semester/Year</i>	<i>PGR</i>	<i>Retention (within Semester)</i>	<i>Additional Departmental Metric</i>

Please attach sectional PGR and retention data to this form.

Semester of Implementation: _____

1. Assessment of Previous Semester's Action Plan:

2. Proposed Action Plan:

(For example, this could include professional development, curricular changes, pedagogical changes, student academic support changes, etc.)

3. Rationale for Plan:

(Include how this plan interfaces with any previous action plans for this course.)

Chair

Date

Lead Faculty

Date