

Planning Council Report

Educational Program and Its Effectiveness

Standard 2.A B General Requirements

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

Over the last several years TMCC has demonstrated its commitment to high standards of teaching and learning through several achievements in human, physical, and physical resource allocations in support of education programs to facilitate student achievement of program objectives.

In 2002 President Philip Ringle joined the TMCC team and began his leadership by accentuating two key objectives, academic excellence and shared governance. Shortly after arrival, Dr. Ringle appointed Dr. Jowel Laguerre as Vice President of Academic Affairs. Through Dr. Laguerre's academic leadership and in partnership with the ongoing efforts of TMCC's Institutional Research Office, TMCC has made significant strides in the development of assessment objectives and outcomes for academic programs at TMCC. The VPAA, working in conjunction with Faculty Senate's Curriculum and Academic Standards Committees, TMCC has begun to create a comprehensive model for general education at TMCC.

In addition TMCC has strived to maximize facilities resources for teaching and for educational programs by conducting an in-house analysis of existing space allocations, by conducting surveys of students and staff regarding scheduling preferences, and by hiring outside consultants to develop a facilities master plan for the long term future.

2.A.1 The institution demonstrates its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered.

Data options: Ratio of faculty/students; space appropriate for learning; data available from space study recently conducted by Paulien, on web (<http://tmcc.edu/masterplan>); recent hires for math and reading specialist; surveys of alumni and former students

Required Documents: studies of alumni and former students; studies regarding effectiveness of programs and their graduates

TMCC has three campuses serving students in the greater Reno/Sparks community. The main campus is located the Northern part of the city on Dandini Blvd. Additional campuses are located in South Reno at the Meadowood Center and the IGT Applied Technology Center on Edison Way. Programs maximize the use of all three facilities to provide flexible course schedules. In addition, the TMCC Nell J. Redfield Foundation Performing Arts Center houses the college's performing arts classes, including dance, music and theater instruction and presents a variety of performances each year. (TMCC website of locations, www.tmcc.edu/locations.asp)

The majority of instructional offerings are provided at traditionally high-demand times, between 8:00 A.M. and 4:00 P.M. Monday through Thursday. Truckee Meadows Community College provides a comprehensive selection of evening courses to accommodate students' needs. Additionally, courses are available through via distance education. (Also see section 2.A.9.) "TMCC has experienced consistent and significant growth in its Distance Education enrollments during the past several semesters. Development of web-based courses provided the impetus for dynamic increases, often doubling the enrollment of the previous year. Currently, DE students account for approximately 20% of the overall campus headcount and 14% of the overall campus FTE". (TMCC 2003-04 Distance Education Report)

In a survey of TMCC graduates, ratings of course availability and overall experience of the college have improved between 2001-02 and 2002-03. 56% of respondents rated the availability of courses as "good". This rating was the same in the 2001-2002 survey. 37% rated them as "average", up 7% from the previous year. 81% rated their overall experience at TMCC as "good", up from 69% the previous year. 98% of employed respondents reported that TMCC helped prepare them for their current occupation, an increase of 35% from the previous year. 94% indicated that TMCC helped prepare them for advancing their education, an increase of 16% from the previous year. Graduates also reported they intended to continue their education (61%) and expected to work in a job related to their education after graduation (64%). (Graduate Follow-Up Survey, 2002-2003, http://www.tmcc.edu/inst_research/IR/Survey/Graduate_Follow-Up_2002-03.pdf; and Graduate Follow-Up Survey, 2001-2002, http://www.tmcc.edu/inst_research/IR/Survey/Graduate_Followup_Results_01-02.pdf)

Deans and faculty responsible for schedule development in each program area plan an instructional schedule to meet the projected student needs, then monitor course-by-course enrollment throughout the registration periods, adjusting the schedule via additions and cancellations to match student demand. Special attention is given to program sequencing, ensuring that courses are offered in the semester needed for students to make progress toward degree and certificate completion.

Physical resources available to support the educational programs are described in Standard 8. Currently available physical resources meet basic standards of adequacy for the College's educational programs, and are being used effectively to support instruction. Given the current enrollment growth, the College will need to continue developing its physical resources. TMCC is now engaged in a major facilities master planning effort, identifying both current and future needs and establishing priorities for improvement. The instructional program is a center of focus for physical resource planning, and it is anticipated that the master planning process will result in substantial improvements in quality and quantity on instructional space.

Truckee Meadows Community College employs approximately 148 full-time faculty and approximately 389 part-time faculty with a full-time to part-time faculty ratio of 46:54. (TMCC Fact Book: http://www.tmcc.edu/inst_research/ir/FactBook_2004.pdf) The degrees and experience of faculty are appropriate for the areas in which they teach. The College requires a master's degree in the area of instruction for all academic transfer programs and equivalent education and experience for those who teach in Professional Technical Programs. (IS THIS A WRITTEN POLICY NOW?) Faculty degrees and experience are addressed in detail in Standard Four.

TMCC provides financial support for its education programs by working with academic deans to ensure that changes in program enrollments and curriculum objectives and resources are addressed. Sources of funding and the mechanisms for distribution of funding are discussed in detail In Standard 7B.

TMCC conducted an extensive needs assessment (Environmental Scan, 2004, www.tmcc.edu/masterplan/documents/TMCCEnvironmentalScan2004.pdf) and crafted a Master Plan to address the future needs of the campus and its students. The Master Plan "establishes a physical framework in support of TMCC's educational mission as it addresses a growing student population". The entire Master Plan is available on the Internet. (www.tmcc.edu/masterplan/documents/Regents-TMCC-Report-SCREEN.pdf)

2.A.2 The goals of the institution=s educational programs, whenever and however offered, including instructional policies, methods, and delivery systems, are compatible with the institutions mission. They are developed, approved, and periodically evaluated under established institutional policies and procedures through a clearly defined process.

Data Options: Program review and evaluation processes

Required Exhibits: Description of curriculum development bodies and advisory groups with rules of procedure and recent minutes.

Our first Strategic Goal is Academic Excellence: to foster an institutional culture that values, demands, and supports excellence in teaching and learning. Our primary tools for accomplishing this goal are two sets of equally important instructional procedures, the Curriculum and Program development procedures (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.pdf>) and the Program and Discipline Review Process (<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>).

All proposed new courses must be approved through the Faculty Senate's standing Curriculum Committee and the ratified by the senate before being approved by the V.P.A.A. and the President. New Programs must be approved by the Faculty Senate's standing Academic Standards Committee before ratification by the Faculty Senate before approval by the V.P.A.A., the President, and the system regents. Changes in content or requirements must be similarly approved through these processes.

All programs and disciplines must be periodically reviewed, either according to outside disciplinary accrediting board required rotation, where no outside board exist, at a minimum of every ten years. This schedule is presented at Appendix F of the PDRP document. The process, which is outlined in Appendices D and E of that document, begins with a self study of the program which includes program members and other relevant parties. The self study report is submitted to the Program and Discipline Review Committee which is composed of representatives of the Academic Standards Committee, institutional finance, student services and several other institutional departments. The committee makes recommendations which are forwarded with the self study report to the program's dean where additional recommendations are made and carried forward to the V.P.A.A. who makes recommendations. The report and accompanying recommendations are then presented to the president.

2.A.3 Degree and certificate programs demonstrate a coherent design; are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes; and require the use of library and other information sources.

Data options: Learning assessments and outcomes; tests showing beginning and ending competencies; Program outcomes/certification tests/boards

Required Documentation: Instruments and procedures used to measure educational program effectiveness; Number of degrees granted in each program for the last 3 years; Inventory of degree programs that have been added or deleted in the last 5 years.

Suggested Materials: Samples of course examinations and other instruments used to assess student achievement or competency and, when possible, available work products determined to be of different levels of quality.

Degree and certificate programs serve our students by providing appropriate breadth, depth and sequencing of courses to ensure success for our student in our rapidly growing local community and in a changing technologically-based economy. Individual courses are evaluated through specified learning outcomes and assessments.

Prior to approval by the Curriculum Committee, a new course must submit learning outcomes and assessments as part of the new course application packet (<http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf>). Similarly, as old courses are revised, their approval is subject to completion of learning outcomes and assessments (should we include samples here?).

Like courses, new and revised programs, degrees and certificates must have outcomes and assessment instruments specified in order to be approved by the Academic Standards Committee and subsequent approval by the V.P.A.A. and the President (http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/index.asp).

*For the most part, programs at TMCC are still in the process of completing the process of developing course and program outcomes. Most faculty now understand the need for such measures, however, even this revelation has been long to arrive. Few faculty have done more than collect the data for their courses; still fewer program coordinators have analyzed these data as a mechanism for evaluating programs. For the most part, numbers of graduates and retention numbers are the indicators most often used both campus-wide and in the self studies associated with program and discipline reviews *in order to evaluate institutional effectiveness* (www.tmcc.edu/inst_research/ir/PerformanceInd/index.asp) Nevertheless, specific faculty and programs are now beginning outcomes and non-enrollment assessment measures (www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/index.asp), and it is believed that this change in cultures is beginning to happen.*

A list of programs that have been added and deleted can be found in the document link below:

www.tmcc.edu/inst_research/selfstudy/Standard2/DegreeProgramsAdded.pdf

From about 1998 until about 2002, there was a hiatus on new program development, due primarily to a freeze on new programs that was instituted by the system office. It is anticipated that now that this freeze has lifted, there will be an increase in program development.

At the time of the freeze, TMCC was already planning the development of a Veterinarian Tech Program which is much needed in Nevada. The new Veterinarian Tech Program was initiated as soon as the freeze was lifted and resources were made available to forward with the process. The first step was to develop a Certificate of Achievement. The intent of this was to help bridge the gap between the need for licensed technicians and the time it would take to develop a degree and to generate graduates.

The A.S. in Dental Hygiene was approved by the Board of Regents in August, 2004 (http://www.tmcc.edu/admissions/catalog/pdf/individual/dental_hygiene.pdf). Previously TMCC had an A.A.S. in Dental Hygiene (<http://www.tmcc.edu/dental/hygiene/AASDegreeCurriculum.pdf>), but according to Professor Laura Webb, our Director of Dental Hygiene, the new DH AS degree was created for the following reasons:

- 1) improves and modernizes the curriculum--provides appropriate foundation courses as well as new structure in emphasis curriculum*
- 2) facilitates MAXIMUM transferability to BS degrees (Health Ecology, Biology etc) (Required by ADA Accreditation)*
- 3) facilitates MAXIMUM transferability to Dental Hygiene BS Completion programs/degrees (including the one at C.C.S.N.) (Required by ADA Accreditation)*
- 4) Bonus: aligns us closely with the Dental Hygiene AS degree at C.C.S.N.*

One set of degree emphases, the A.A.S. in Business (Emphases: Accounting, Accounting Technology, Economics, Management, Real Estate, Small Business Management) was terminated in 2002 due primarily as a cost saving measure. None of the courses tied to these emphases were deleted as a result of the termination of the emphases. However, after consultation with the advisory council to ensure that the business community did not rely on the different emphases, and that they approved the change, these emphases were deleted.

Since 1995 we have conferred over 400 degrees and certificates annually (http://www.tmcc.edu/inst_research/selfstudy/Factbook/FB_PgSP-16_19.pdf). Over the last three school years we have conferred over 460 every year. The school year 2002/2003 marked our highest achievement yet with over 480 degrees and certificates conferred.

Almost half (47.6%) of our degrees and/or certificates were transfer degrees, either the A.S. or the A.A. (http://www.tmcc.edu/inst_research/selfstudy/Factbook/FB_PgSP-15.pdf). It is likely that a number of the other degrees go to students who transfer to four-year colleges. This is a trend we have seen as an increasing number of our students currently are or are intending to be four-year students who are taking their lower division undergraduate courses at TMCC.

The next highest number (15.4%) of graduates were in the allied health fields. This numbers will be growing due to the dramatic need for nurses and other health care workers, and our current strategy to double the size of our nursing program.

2.A.4 The institution uses degree designators consistent with program content. In each field of study or

technical program, degree objectives are clearly defined: the content to be covered, the intellectual skills, the creative capabilities, and the methods of inquiry to be acquired; and, if applicable, the specific career-preparation competencies to be mastered.

Data options: Catalog information; program outcome and assessment

Suggested Materials: Samples of course examinations and other instruments used to assess student achievement or competency and, when possible, available work products determined to be of different levels of quality.

Truckee Meadows Community College transfer degrees and their contents conform to the standards of the state's direct transfer agreement. The college offers four degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and Associate in General Studies (AGS). In professional/technical programs, the college awards Certificates of Achievement. Degree designators are consistent with program content, and degree objectives are clearly defined.

2.A.5 The institution provides evidence that students enrolled in programs offered in concentrated or abbreviated timeframes demonstrate mastery of program goals and course objectives.

Data Options: data from fast track, running start, etc., compare to non-abbreviated programs, job placement information

Required Documentation: Surveys of student satisfaction

All degrees and certificate programs at Truckee Meadows Community College are offered in the standard basis semester credits. A semester consists of 15 weeks. One semester credit is earned through 15 hours of classroom instruction or the equivalent.

2.A.6 The institution is able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in regionally accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives.

Data options: comparison to regionally accredited institutions; program-specific costs?

Required Exhibit: Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including credit for prior experiential learning.

The majority of the programs and classes offered by Truckee Meadows Community College are provided in the standard format and time frame. Those few courses in concentrated form do not deviate from the standard contact hour requirements. The fall and spring semesters follow a fifteen-week schedule. Summer sessions are a self-supporting program at the College, runs for two five-week terms to fulfill the time requirements that the College believes is important to demonstrate sufficient mastery of program goals. For this reason, some courses are not taught during the summer session because the time frame does not allow the level of subject mastery expected during a regular fifteen-week semester. Additionally, some summer courses are taught over both five-week summer sessions, for a total of ten weeks. This includes some core curriculum courses.

2.A.7 Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a

major role and responsibility in the design, integrity, and implementation of the curriculum.

Data options: Curriculum and Academic Standards policies and procedures

Required Exhibits: Description of curriculum development bodies and advisory groups, with rules of procedure and recent minutes.

According to the guidelines for developing curricula and programs (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.pdf>) faculty are key to the process. Any changes, additions or deletions of courses and/or program must be approved through Faculty Senate.

Most courses are created by faculty members; creating a new course is an item that a faculty member can put on their annual plan (http://www.tmcc.edu/hrs/forms/Professional/Faculty_Staff_Handbook.pdf, pg. FE.7). The process for creating a new course is that a faculty member or a program representative brings the new course proposal to the Curriculum Committee, which is a standing committee of Faculty Senate. The Curriculum Committee is composed primarily of faculty members with additional representation from Admissions and Records. Once the Curriculum Committee approves the course it goes as an action item to be voted on by Faculty Senate. Then it must be approved by the V.P.A.A. and ultimately the President.

Like specific courses, curriculum changes, whether they are for a specific program or a component of the offerings at TMCC, such as General Education, are developed with full involvement of faculty; furthermore any new or revised curricula must be approved by the Academic Standards Committee, which is a standing committee of the Faculty Senate. Then they must go as action items to be approved before the full Faculty Senate before they can be approved by the V.P.A.A. and the President.

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Data options: Library survey information; specific programs the library has for various departments (e.g., tours for specific departments, etc.)

Syllabi, which are on file in each academic department, indicate the extent to which library and information technology is incorporated into classes. All instructors annually evaluate library and information technology resources needs. The instructor also works with the library and computer services in planning for, and in the acquisition of, the necessary materials to guarantee current and adequate resources.

Faculty require students to use the library and other information resources as appropriate throughout the curriculum. Writing courses required for the AA degree necessitate extensive library research. In addition, many other courses have significant components requiring use of a variety of information resources.

2.A.9 The institution=s curriculum (programs and courses) is planned both for optimal learning and accessible scheduling.

Data options: Scheduling data

Required documents: Inventory of documents that demonstrate the appraisal of educational

program outcomes, annual goals and assessment of success in their accomplishment; studies regarding effectiveness of programs and their graduates.

TMCC has investing considerable resources to ensure effective and efficient scheduling. An ad-hoc committee of the TMCC staff to carry out a campus-wide space analysis in 2002/03 to develop strategies for meeting the needs of our growing enrollments while living within our fiscal constraints. This culminated in a Space Utilization Report which was submitted to the Chancellor's office. For the study students and faculty were surveyed regarding their preferences regarding scheduling. Based on these findings, committee recommendations were threefold: First, an increased number of courses should be scheduled on Fridays, week day afternoons and perhaps weekends. Second, policies should redefine the existing strategies of "room zoning" to maximize efficiency and effective space utilization by developing a tiered system for room assignment with the highest tier based on ensuring student safety. Finally, updated room inventories and computer software should be utilized to increase the efficiency and effectiveness of room zoning.

To date the office of the Vice President of Academic Affairs has undergone the process of having programs evaluate every course according to its specific spatial and resource needs. Also V.P.A.A. staff members are working with instructional deans to assign classrooms and labs to specific tiers according to the criteria recommended by the committee. To date, the Tier 1 rooms have been identified and most of the other rooms have been preliminarily assigned. Although most faculty and staff privately if not publicly disapproved of the inherent inequities imbedded in the old "room zoning" procedures, a few people have been reticent to "let go" of hard won space and resources previously assigned to them due. Nevertheless, most faculty and staff have accepted that their former sense of "ownership" and/or territoriality needed to be abandoned for the good of college overall.

Another important landmark for the recommendations is the scheduling component. Whereas fulltime faculty overwhelmingly preferred to not teach on Fridays and keep Fridays as meeting days, the number of students who were interested in a Monday-Wednesday-Friday schedule. Beginning in Spring 2005, we are offering M-W-F courses in high demand areas such as English, Math and Social Science.

During 2003/2004 Paulien and Associates were contracted to study our spatial needs (http://www.tmcc.edu/masterplan/documents/SpaceNeeds_May2004_TCMM.pdf) and to develop a space utilization report (http://www.tmcc.edu/masterplan/documents/TMCCFinalReport61004_000.pdf) to help predict growth patterns and identify what our needs would be for the next decade. Finally, Sasaki and Associates have just completed a Master Plan Report, using data derived from Paulien and Associates and from the campus community to ensure a successful long term plan for growth.

2.A.10 Credit for prior experiential learning is awarded only in accordance with Policy 2.3 Credit for Prior Experiential Learning. (and see Policy 2.5)

Learning Experience Assessment Program (LEAP) is a portfolio program designed to allow students the opportunity to earn equivalent college credit for demonstrated technical knowledge gained through specialized training and independent work. In order to earn credit through the LEAP program, students must meet the following criteria:

- Be a current TMCC student with a minimum of 12 semester credits earned to establish evidence of a satisfactory learning pattern;*
- Be enrolled in a degree program to which the credit applying for is relevant;*

- Complete the English/communications general education requirement for the degree program in which you are enrolled;
- Not be applying for credit that duplicates credit already earned;
- Not have already earned 30 credits through non-traditional and/or credit by examinations.

Appendix "C" in the student catalog, 2003 - 2004, gives in-depth information on the qualifications and different programs within LEAP. The information list details on the criteria necessary to receive credit for prior learning.
(www.tmcc.edu/admissions/catalog/apend/apend_c.asp)

2.A.11 Policies, regulations, and procedures for additions and deletions of courses or programs are systematically and periodically reviewed.

Data options: Program Review manual

Required Documents: Inventory of programs that have been added or deleted in the last 5 years.

It would be unfair to state that we have a process for periodical review of our policies and procedures. However, because we are a dynamic community, policies and procedures are perceived essentially as living documents that can be revised if and when needed, subject to proper prudent authority.

For example, over the last two years the Curriculum has had an ad hoc subcommittee charged with developing electronic forms for submitting new and revised courses. This process and the work of this ad hoc subcommittee led to recognition for the need to revise, clarify and add several policies and procedures. The current form can be found embedded in the Guide for Curriculum and Program Development (<http://www.tmcc.edu/facultysenate/pdf/GuidetoCurriculumAndProgramDevelopment.pdf>).

As another example, our criteria for diversity course status have recently been developed by the Diversity Committee (NEED TO FIND AN ELECTRONIC COPY). This school year it is in the works to transfer these criteria to the Curriculum Committee where they will determine if a course meets the criteria to qualify as fulfilling the diversity requirement.

2.A.12 In the event of program elimination or significant change in requirements, institutional policy requires appropriate arrangements to be made for enrolled students to complete their program in a timely manner and with a minimum of disruption.

Data options: Program review, policies

The Academic Standards and Curriculum Review Committees are charged with reviewing and approving new courses and programs of study, as well as revisions to existing courses or programs of study. A process of program review has been established which includes a Guide to Curriculum and Program Development Procedures and procedures for program and discipline review. When a program review results in program elimination or significant change, the current procedures of the Academic Standards Committee do not address how TMCC can assure that currently enrolled students will be able to complete their programs in a timely manner.

*The UCCSN Board of Regents Handbook states:
Chapter 14*

Section 9. Deletion of Degrees, Majors, Programs, Departments, Schools, Colleges, Centers or Institutes (B/R 10/01)

1. *It is the policy of the Board of Regents that the deletion of any degree, major, program, department, school or college, center, institute or other structural organization must be approved by the Board of Regents if the Board's approval was required for its implementation in accordance with Title 4, Chapter 14, Section 5.*
 - a. *Proposals for deletions will be forwarded to the Office of Academic Affairs in the Chancellor's Office prior to the Board of Regents' meeting to allow for review by the Academic Affairs Council, which will submit recommendations to the Chancellor for action by the Board of Regents.*
 - b. *The format for proposed deletions shall be provided by the Vice Chancellor for Academic and Student Affairs.*
2. *The Board of Regents shall have the power to terminate or delete any degree program, major, department, school, or college, and shall consult with the appropriate president before such termination.*

(B/R 10/01)

The following describes the policy that TMCC has adopted regarding program discontinuance or elimination:

Background and Philosophy

This policy is intended to guide Truckee Meadows Community College (TMCC) in the event that it becomes necessary to discontinue or eliminate a program or discipline. The following considerations should be made in considering discontinuing or eliminating a program:

- negative effects on students,
- college curriculum balance,
- educational and budget planning,
- regional economic and training issues, and
- collective bargaining issues.

Context

The Program and Discipline Review (PDR) process will be used in making consideration to discontinue or eliminate a program. Nothing in this policy prevents the administration from holding a special PDR session for the sole purpose of evaluating whether or not a program should be discontinued or eliminated outside of the regular PDR schedule review process.

POLICY STATEMENT

This policy is intended to establish criteria and guidelines for the decision-making process. It is a complement to the Program and Discipline Review process.

Program Review, the Academic Master Plan, Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process. Program discontinuance or elimination should be considered only if, after most serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside the college's mission and master plan, as well as the

department’s goals and objectives, and is no longer meeting the needs of the community or the purpose for which it was created.

PROCESS

I. Definitions

The following definitions will apply:

A. Discipline: An individual area of study within a program (i.e. History, English, Math for transfer or associate degrees; American Sign Language, Office Administration, or Nutrition for certificate programs). Each discipline consists of all the courses in the Master Course file that make up the discipline.

B. Program: An organized sequence of courses leading to a defined objective, a degree, a certificate (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, or an AS degree in Business, or leading to transfer).

II. Initiating a Discussion on Program Discontinuance

A. Program discontinuance discussions can begin in a variety of places, including: College Governance Forums: President’s Cabinet, Deans’ meetings, Division or Department meetings, etc.

B. A recommendation for a program/discipline discontinuance or elimination will originate from the PDR process at one of the levels of recommendation: Self-study, PDR Committee review, open forum, recommendation of the Dean, or recommendation of the Vice President for Academic Affairs.

Recommendation Criteria

The discussion concerning any specific program considered for discontinuance must necessarily have one of two components: Qualitative and quantitative. Either qualitative indicators or quantitative indicators should be considered in order to have a more thoughtful consideration leading to a decision to either discontinue or eliminate a program or discipline.

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:

1. The contribution to the college curriculum,
2. The effect on students of discontinuing or eliminating the program/discipline,
3. The quality of the program/discipline and how it is perceived by students, transfer institutions, local business and industry, and the community,
4. The ability of students to complete their degree or certificate or to transfer. This includes maintaining the catalog rights of students,
5. The replication of programs in the surrounding area.

B. Quantitative Indicators

Some or all of these indicators should be reviewed in making a decision to discontinue or eliminate a program or discipline:

1. The projected demand for the program or discipline in the future,
2. The persistence of students in the program or discipline,
3. Weak enrollment trends over a sustained period of time,
4. Insufficient frequency of course section offering,
5. Poor term to term persistence (significantly below the college average) of students within the program,

6. Poor retention or success rates (below the college average) of students,
7. Productivity in terms of the FTEs (actual),
8. Number of graduates from the program (where applicable),
9. When the discipline is being considered for termination: The decline in importance of service to those in related programs must be considered.

C. Recommendation to Discontinue

Any recommendation for program or discipline discontinuance or elimination will include the following:

1. The criteria used to arrive at the recommendation.
2. A detailed plan and timeline for phasing out the program considering the impact to students, faculty, staff and the community. Due consideration will be given to mechanisms to allow currently enrolled students to complete their programs of study. Students' catalog rights will be maintained and accounted for in allowing them to finish the program.