A program review team appointed by the College President will consider initiation of a new instructional program or discontinuation of an existing instructional program. The team will address the following criteria, together with relevant data collected through the College's regular program effectiveness review process. A recommendation to the College President will be developed addressing reasons for program initiation, continuation, or discontinuance, together with any changes, performance stipulations, and timelines for further review as may be applicable.

CRITERIA

1. Relationship of the program to the mission of the College

    •   Describe the primary purpose(s) of the program.

    •   How does (would) the program relate to the mission or purposes of the College?

    •   To what extent will the College's mission and purposes be strengthened (weakened) by initiation (discontinuation) of the program?

2. Community need

    •   Provide evidence to verify need within College's service area. Evidence to include faculty/staff input, demand for program by community groups, data from community need survey if deemed necessary, etc.

    •   If discontinuance of the existing program under review was to occur, would the consequences be tolerable to the community?

    •   Can the needs of the community be met by means other than initiation or continuation of the program? Provide reasoning and/or appropriate evidence to support conclusion.

3. Student need

    •   If discontinuation is being considered provide evidence to verify student need. Evidence to include identification and number of currently enrolled majors in program, status of currently enrolled majors, anticipated graduation date of currently enrolled majors, demographic data concerning currently enrolled majors, faculty/staff input, etc. What options exist for the student to continue training in the same field or related fields? Other evidence may include a student need survey.

    •   If initiation of a program is being considered, evidence specified under item # 6, Program Viability, is to be considered.

    •   Can student needs be met by means other than initiation or continuation of the program? Provide reasoning and/or appropriate evidence to support conclusion.

4. Program advisory committee recommendation

    •   For programs with established advisory committees, what are the recommendations of the committee?

5. Staffing

    •   For a proposed new program, specify the optimum and minimum-staffing requirement to implement. Describe the organizational relationship of the proposed new staff person(s). What will be the anticipated salary schedule placement and contract conditions for the proposed position(s)?

    •   Can the District attract and maintain certifiable staff within its approved salary schedules?

6. Program viability

    a. Historical or projected student enrollment

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- Have (Can) minimum semester enrollment standards per full time faculty equivalent been (be) met? Standards for existing programs are: 175 Student Credit Hours (SCH) for lab intensive classes and 225 SCH for non-lab classes. Standards for new programs are: 200 Student Credit Hours (SCH) for lab intensive classes and 250 SCH for non-lab classes. For new programs, what evidence supports the conclusion?

- Have classes supporting the program been canceled? If so, what is the frequency?

- Are majors necessary to meet (maintain) minimum enrollment standards? If so, how many majors are in, or are projected to be in, the program? If it is a specialized program, is it attracting (will it attract) sufficient freshmen majors (usually 30) in order to maintain adequate enrollment in sophomore level classes? Does an external accrediting body set class size limits? If so, can these limits be met and maintained? Can classes with low enrollment be offset by higher enrollment classes, thereby allowing full time faculty to consistently maintain an acceptable teaching load? What evidence supports the conclusions?

- What were the annual number of graduates and program completers during the past three years?

- Is there evidence to suggest that enrollments in the program are (will be) cyclical? Can program enrollments be expected to recover (be maintained) over the short (long) term? Has (Will) the program been (be) impacted by substantial changes at the universities?

- Will the program/service be fully implemented (discontinued) within the College's service area?

- What is the status of similar programs at other rural Arizona Community Colleges? What are enrollments at these colleges? What are the variables between EAC and other rural colleges with similar programs?

- Do area high schools anticipate that they will continue (initiate) feeder programs?

b. Current and projected employment opportunities for graduates

- Provide hard evidence, statewide and local, regarding current and projected job opportunities. What conclusions do the evidence support?

c. Financial resource requirements necessary to properly capitalize and operate the program

- Provide an analysis of budget requirements necessary to implement the program and fund it for three (3) years. Analysis to include a balanced budget for each of the first three (3) years of operation identifying revenue sources and amounts, expense categories and amounts, and recurring capital costs associated with the program.

- Are the financial resources required to maintain (initiate) the program in balance with the program's benefit to the student, the community, the taxpayer? Please elaborate.

7. Benefits (Risks) and/or desirable (undesirable) features associated with program

- Are there special conditions that must be met following initiation (discontinuance) of the proposed program?

- What special populations, if any, will (will not) be served?

- Are there restrictions on funding?

- Are there special reporting requirements?

8. Previous efforts that have been employed to improve status of program/service

- Is there evidence that previous efforts to improve the program were unsuccessful?

9. New curriculum/course information

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- Submit a description of the new curriculum, including the recommended sequence of courses leading to a certificate and/or degree.

- Submit course outlines for above courses. Include competencies for proposed occupational courses and curriculum.

- How do the program and associated courses articulate?

- Submit an Assurance of Satisfaction Agreement.

- Submit a calendar of events leading to implementation of the new curriculum.

- Recommend advisory committee members for an occupational curriculum.