ASCC
04/04/03
Silver Creek Campus, LC 111
1-3 PM

Minutes

A. Attendees: Brenda Manthei, Carl Heilman, Dan Simper, Jeanne Swarthout, Cindy Hildebrand, Heidi Fulcher, Barbara Ballard, Joan Valichnac, Chuck Kermes, Gary Mack, Barbara Hockabout, Jane Hobart-Kahler, Rose Kreher, secretary. Guest: Dick Heimann

B. Committee Reports
    1. Jeanne Swarthout reported that Standards is still researching one issue, and will be forwarding a recommendation to ASCC on the reading level questions in the future.
    2. Jeanne also reported on the IGC committee. Faculty demos are proving very helpful. The committee also has reviewed the online student evaluation form "splash page," and reports it is working well. The final IGC meeting of the year will be in May; next fall they plan to do a review of the full Internet compensation package.
    3. The Assessment Day went well. Barbara Hockabout said that her group's assessment meeting exceeded expectations. Carl says a similar format will probably be repeated next spring for assessment.

C. Action Items
    Minutes from the January 24, 2003 meeting and the March 22 electronic meeting were both unanimously approved on a motion from Chuck Kermes, second by Jeanne Kermes.

D. Curriculum Items
    1. BUS 197 Exploring the MLS Software was deleted from the catalog, not the course bank, with a unanimous vote on a motion by Brenda Manthei, seconded by Heidi Fulcher.
    2. CIS 285 Internet in the Classroom was unanimously approved contingent on two changes: re-writing and shortening the course description and correction of a spelling error in the outcomes (Cite for "site: in number 4). Heidi Fulcher made the motion, with the second by Jeanne Swarthout.
    3. EDU 272 Educational Psychology and EDU 276 Managing the Learning Environment were approved unanimously on a motion by Heidi Fulcher, second by Brenda Manthei.
    4. ENL 240 Talk to Learn; Learn to Talk: Rediscovering the Lost Art of Learning Through Classroom Discussions was unanimously approved contingent on 3 changes: Shortening the Title, revising and shortening the course description, and correction of a spelling error in the outcomes section (from for form). The motion was made by Chuck Kermes; second by Jane Hobart-Kahler.
    5. HPE title change from Health, Physical Education and Recreation to Health and Physical Education (HPE) was unanimously approved on a motion by Joan Valichnac and second by Jeanne Swarthout.
    6. MAT 137 and MAT 138 Algebra-Based Math for Elementary Teachers was unanimously postponed for action until the April 25 ASCC meeting on a motion by Heidi Fulcher, second by Barbara
E. The next ASCC meeting will be Friday, April 25 at SCC following the All-College Forum. It will start at 1 PM.

Minutes


**Attendees: Jeanne Swarthout, Chuck Kermes, Trudy Bender, Mark Vest, Barbara Ballard, Joan Valichnac, Heidi Fulcher, Dan Simper, Cindy Hildebrand, Carl Heilman, Brenda Manthei, Ron Goulet, Jane Hobart-Kahler, Rose Kreher, secretary.**

**A Committee reports**
1) **Mark Vest reported for the Placement Committee. Said that the COMPASS test is working quite well so far, only the writing test has a few glitches. Hopi has major technological problems so ASSET is currently in use there. The committee will meet next month for a detailed examination of COMPASS testing to date.**
2) **Jeanne Swarthout reported that the Standards SUb-Committee has forwarded a draft definition of Internet Open Entry/Open Exit courses. (To be discussed later in meeting.)**
3) **Jeanne Swarthout said that IGC met this month to review the online course evaluation process. They also reviewed two courses, and discussed general improvements to the Internet Development procedures.**
4) **CASAA did not have a meeting this month. Jeanne reported that the committee did send out a memo to update instructors on the status of assessment plans previously submitted and reviewed. She reported the news so far is good.**
5) **Carl Heilman discussed an update on the FRS program. Carl has approved a correction in the number of credits for two FRS courses, FRS 104 and FRS 110. The revision was necessitated by the need to have the change in place for the Sp 03 registration. The increased credits will be granted with no additional tuition charges to those students who, during the 2002 calendar year, had already completed the courses.**

**B Action Items**
1) **The Minutes from the October 25 meeting and the November 22 e-meeting were approved as presented on a motion by Chuck Kermes, second by Jeanne Swarthout.**
2) **A recommendation from the Standards Subcommittee to form an ad hoc committee to better deal with an increase in plagiarism at the college was unanimously approved on a motion by Heidi Fulcher, second by Joan Valichnac.**

**C Discussion Items**
1) **In order to improve communications about the decisions it has made, the committee felt it would be useful to post the current and past month's ASCC minutes on the (eventual) ASCC website.**
2) **A question regarding why there is a 3035/E and a regular 3035 was discussed. Since no online course may be approved that has not already passed through all**

official channels, the E-3035 is only for internal purposes to assist the Internet Guidance Committee in assessing course progress, marketability, instructor payment, etc.

A list of current approved E-3035s will be attached to these minutes.

3) Some changes in the curriculum cover sheet were discussed.

a) At the October ASCC meeting Chuck Kermes requested that the "course number" category on the cover sheet be moved from requiring both ASCC & DGB approval to a simple approval by ASCC. The committee felt this would be fine as long as any course number change would still be pre-authorized by the registrar's office.

b) Rose asked for clarification of the "deletion from catalog" category. As indicated on the current curriculum cover sheet, the "Deletion from catalog" need only be approved by ASCC. Only courses being deleted from the course bank need DGB approval. This was found to be accurate, but did lead to a further discussion of the number of courses in the course bank that might be brought before the board for deletion. Dan Simper says that occasionally we are having to award transfer credit for courses not in the catalog, but that are still maintained in the course bank. The point was also made that many of the courses are no longer viable, and deleting them from the course bank would free up course numbers for current use.

Cindy Hildebrand will print up the list of courses in the course bank that have been deleted from the catalog. These will be presented at a future VPIC meeting for assessment, and the drafting of a plan of action.

c) The word "occupational" will be deleted from the cover letter, as it no longer has the same meaning as when the form was first developed.

d) The committee groaned, but said it was all right for Rose to create a new cover letter form for program modifications. The current curriculum cover letter is more suitable for new courses and course modifications.

This form will not be put into use until an ASCC web page is created.

4) A draft definition of an Internet Open Entry/Open Exit course was discussed. The committee felt that it needs broader input before any action can be taken. The definition will now go on to the Internet Guidance Committee and the Instructional Leaders Group for more input.

5) A procedure on Internet course incompletes will be brought back for ASCC consideration when the definition of what constitutes open entry/open exit is determined.

6) Another discussion item added to the meeting agenda was consideration of two new Math for Elementary Teachers courses (MAT 137, 138) that have algebra as a prerequisite. This is being requested since ASU now requires Math for Elementary Teacher courses have an algebra component or prerequisite.

a) A pro/con matrix accompanied the course outlines since the choice to introduce new courses versus adding algebra as a prerequisite to the existing courses (MAT 131, 132) is a complex one.

    b) **Brenda Manthei and Mark Vest will see if ASU will extend their deadline on granting credit to students currently taking MAT 131, 132.**

    c) **MAT 137, 138 were returned to the instructor for a title revision. They will then be submitted for action atilie next ASCC meeting (not electronic, see below).**

## D Curriculum Items

1) **A request by Rose to have the blanket CIS keyboard prerequisite statement that is currently in the catalog made official was unanimously approved on a motion by Brenda Manthei, with a second by Jeanne Swarthout.**

> **In the course of discussion, the topic of reading level was brought up. ASCC recommended sending the topic of reading level to the Standards Subcommittee for consideration.**

2) **Rose brought up the following recommendations to insure correct information would be in the upcoming 2003-05 Catalog:**

    a) **Adding a prerequisite of AIS 110 to AIS 119 was determined to be an er for on the course outline only. Rose made the change internally; No vote needed.**

    b) **An increase in.credit hours for upgraded BOC courses 131, 142, 143, and 150 resulted in changes to program components by increasing credit hours by two credits in areas of specialization for Construction Technology and Wiring Electrician; and by increasing required credit hours by two for Certificate of Proficiency in Building Maintenance. On a motion by Brenda Manthei with .a second by Barbara Ballard, the committee voted unanimously to accept the revision.**

    c) **The area of specialization in for Public Administration was revised to be consistent with the other areas of specialization in the Business. In so doing the number of core requirement credits was dropped from 33 to 24, the core credits were revamped to 9 for the area of specialization, as well as an additional 12 credits to be selected from a list of generic required electives that are listed at the end of the business program in the catalog.**

        (1) **With the addition that library support is necessary to the program, a motion to approve the Public Administration area of specialization was made by Brenda Manthei, and seconded by Barbara Ballard. Motion was approved unanimously.**

    d) **WLD 156 and 157 were added to the list of required electives to the Welding program AAS by a unanimous vote. The motion was made by Jeanne Swarthout; second by Barbara Ballard.**

3) **A new Certificate of Proficiency in Medical Assistant was unanimously approved on a motion by Barbara Ballard, second by Jane Hobart-Kahler.**

4) **A new American Sign Language course, LAN 262 Conversational ASL, was unanimously approved on a motion by Jane Hobart-Kahler, second by Joan Valichnac.**

E **The next meeting is tentatively set for Friday, 2/28/03; 9:30; WMC., There may be an electronic meeting instead. ASCC will not meet in March due to Spring Break. Two ASCC meetings are scheduled for April: Friday, April 4, 9:30, Silver Creek Campus; and Friday, April 25, 1 PM, District Office.**

# Approved
# Internet Course Outlines

| Course Dept/# | Title | Developer | Credits | Load | Date Approved |
|---|---|---|---|---|---|
| AIS 100 | Keyboarding | Trac Chase | 1.0 | 1.3 | 6/14/02 |
| AIS 110 | Basic Keyboarding and Formatting | Tracy Chase | 3.0 | 3.9 | 6/14/02 |
| AIS I 11 | Advanced Keyboarding and Document Processing | Tracy Chase | 3.0 | 3.9 | 6/14/02 |
| AIS 123 | Vocabulary for the Medical Office | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| AIS 145 | Microsoft Word for Windows | Shirley Eittreim | 3.0 | 3.9 | 2/14/03 |
| AIS 148 | Introduction to COREL® Office Suite | John Sosnowski | 3.0 | 3.9 | 11/8/02 |
| AIS 245 | Advanced Microsoft Word | Shirley Eittreim | 3.0 | 3.9 | 2/14/03 |
| ART 101 | Understanding Art | Leigh S'wetman-Ric | 3.0 | 3.9 | 6/14/02 |
| BUS 100 | Introduction to Business | Jane Hobart-Kahler | 3.() | 3.9 | 6/14/02 |
| BUS 105 | Techniques of Supervision | Linda Nobles | 3.0 | 3.9 | 11/8/02 |
| BUS 132 | Introduction to Public Administration | Jane Hobart-Kahler | 3.0 | 3.9 | 6/14/02 |
| BUS 140 | Principles of Economics - Macro | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| BUS 141 | Principles of Economics - Micro | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| BUS 145 | Governmental Fund Accounting | Jane Hobart-Kahler | 3.0 | 3.9 | 2/14/03 |
| BUS 150 | Administrative Policy | Janet Hunter | 3.0 | 3.9 | 2/14/03 |
| BUS 180 | Organizational Behavior | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| BUS 185 | Introduction to Ethics for Managers | Janet Hunter | 3.0 | 3.9 | 2/14/03 |
| BUS 201 | Quantitative Methods | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| BUS 210 | Principles of Modern Management | Tom Naele Jr. | 3.0 | 3.9 | 6/14/02 |
| BUS 220 | Principles of Marketing | Janet Hunter | 3.0 | 3.9 | 6/14/02 |
| BUS 225 | Human Resource Management | Maxine Bazan | 3.0 | 3.9 | 6/14/02 |
| BUS 235 | Government Budgeting | Jane Hobart-Kahler | 3.0 | 3.9 | 2/14/03 |
| CIS 100 | Introduction to Computer Science | Bob Shaw | 3.0 | 3.9 | 6/14/02 |
| CIS 106 | Computer Literacy | Bob Shaw | 3.0 | 3.9 | 11/8/02 |
| CIS 110 | Fundamentals of Program Design and Development | Peter Michael Pahl | 3.0 | 3.9 | 9/13/02 |
| CIS 120 | Introduction to Data Bases | Bob Shaw | 3.0 | 3.9 | 11/8/02 |
| CIS 123 | Web Design Using HTML | John Sosnowski | 3.0 | 3.9 | 11/8/02 |
| CIS 230 | Introduction to MS Office (2000 and XP) | Shirley Eittreim | 3.0 | 3.9 | 6/14/02 |
| CIS 235 | Advanced MS Office (2000/XP) | Shirley Eittreim | 3.0 | 3.9 | 6/14/02 |
| CIS 240 | Advanced Spreadsheets | Nanci Shaver | 3.0 | 3.9 | 6/14/02 |
| CIS 245 | Data Base Management and Concept | Nanci Shaver | 3.0 | 3.9 | 6/14/02 |
| CIS 280 | Systems Analysis and Design | Peter Michael Pahl | 3.0 | 3.9 | 9/13/02 |
| EDU 101 | Effective Tutoring | Sandy Haggard | 1.0 | 1.3 | 9/13/02 |
| HIS 155 | Western Civilization I | Jeff Thomas | 3.0 | 3.9 | 9/13/02 |
| HIS 156 | Western Civilization II | Jeff Thomas | 3.0 | 3.9 | 9/13/02 |
| LAN 261 | ASL Grammar/Culture | Cindy Rogers | 3.0 | 3.9 | 6/14/02 |
| MAT 131 | Math for Elementary Teachers I | Gary Mack | 3.0 | 3.9 | 6/14/02 |
| MAT 132 | Math for Elementary Teachers II | Gary Mack | 3.0 | 3.9 | 6/14/02 |
| PSY 101 | Introduction to Psychology | Gary Reyes | 3.0 | 3.9 | 6/14/02 |
| SPT 140 | Principles of Drama | Mike Solomonson | 3.0 | 3.9 | 6/14/02 |
| SPT 150 | Introduction to Film | Mike Solomonson | 3.0 | 3.9 | 6/14/02 |

## Revision to
# ASSOCIATE OF APPLIED SCIENCE DEGREE in BUSINESS
### Required Electives common to each area of specialization

**Required Electives**                                                     **12 cr**

In addition to the preceding required elective credits listed for each area of specialization, student must complete 12 unduplicated credits from the following list:

| | | |
|---|---|---|
| AIS 142 | Word Perfect Word Processing | 3 cr (Add) |
| AIS 145 | Microsoft Word for Windows | 3 cr (Add) |
| AIS 148 | Introduction to Corel Office Suite | 3 cr (Add) |
| MS 170 | Written Business Communications | 3 cr |
| BUS 103 | Success on Your Job | 2 cr (Add) |
| BUS 105 | Techniques of Supervision | 3 cr (Add) |
| BUS 112 | Fundamentals of Bookkeeping for Business | 3 cr (Add) |
| BUS 115 | Business Law | 3 cr (Add) |
| BUS 117 | Principles of Accounting I-Financial | 3 cr (Add) |
| BUS 122 | Computer Accounting | 3 cr (Add) |
| BUS 128 | Spreadsheet Applications for Business | 3 cr (Add) |
| BUS 129 | Database Applications for Business | 3 cr (Add) |
| BUS 185 | Ethics in Management | 3 cr (Add) |
| BUS 198 | Internship | 3 cr (Add) |
| BUS 201 | Quantitative Methods | 3 cr (Add) |
| CIS 100 | Introduction to Computer Science | 3 cr (Add) |
| CIS 101 | PC/MS DOS | 1 cr (Add) |
| CIS 103 | Introduction to Windows | 1 cr |
| CIS 230 | Introduction to Microsoft Office | 3 cr (Add) |
| CTP 150 | Computer Diagnosis & Repair | 3 cr |
| POS112 | Navajo Government | 3 cr (Add) |
| POS 221 | Arizona Constitution & Government | 1 cr (Add) |
| SBM 157 | Team Building for Native American Enterprise | 1 cr (Add) |
| SBM 165 | Politics and Tribal Government | 1 cr (Add) |
| SBM 169 | Applying for Grants | 1 cr (Add) |
| SOC 130 | Rac iaL Ethnic/Gender Relations in Modern Society | 3 cr (Add) |

* * *

| | | |
|---|---|---|
| CIS 235 | Advanced Microsoft Windows | 3 cr. (Delete) |

**Unrestricted Electives**                                                    **3 cr.**

    Any unduplicated 100 or **higher level course.**

## CROCialkagataltidnaïinkileil

- Mtthi-leveledphasesorprovan Review present an awkward Amen*
- Directions for development of Program Review are difficult to intemset•
- Objectivity *fine* development of hop= Review is minimal
- Expanded opportunity for input into development minimal
- Pindings are not utilized for figure program, considered =
- Findings are not utilized for budgetary purposes
- There is no format to allow for enloing yearly review of **progans**
- Data to support Program Review Ur gorwarded at varying $0=3a$ associated with a dilution of responsibilities for providing supportive **Wooed=**
- There is no final process acknowledging acceptance of review and **\*ration** of recommendations and impact of recommendations
- Statistics are not effectively targeted at areas of oftenqueedreudrlo,

## litalaSiagallit,a,MdFigatakagaii

1. Condense multi-level phases into one single level Program Review
2. Specifically and succinctly identify purpose for PrOgram Review
3. Place primary development of Program Review responsibilities outsidefickprogram **being** reviewed with intention of promoting objectivity
4. Recognize Program Review teams
5. Summative program enrollment information to be disttibuted on a yearly** for yearly program planning (only exception would be financial)
6. Recognize information tole generated by specific offices/services
7. Incorporate final process that acknowledges or disamwoves fittal,Pnagrasullovicw determined =
8. Summaries to be disseminated to useta/public

# laistagalintrimemiC2111,allisaatimicateuat,

Maintaining the highest quality of student looming experiences requimepreiellin program review. This revision process will provide for **regularporiodienviewft** existing educational programs. The proposed plan calls for program review-every. *kyles* or sooner, if:conducted in conitmctices with an accreditation review ore:ruction. to other mitigating circumstances that may affect the program OA. &Wing* enr°l004.-State damanghlegisklation, etc.)

## Ob'ectives

The objectives of the revised Program Review are:
1. To provide a useful and streamlined process for the periodic review of existing programs.
2. To promote strengthen, and assure the operation of quality educational programs
3. To provide the College with information for planning and improving educational programs.
4. To provide Deans/Directors and Chairpersons/Lead Instructors yearly enrollment information for yearly program planning.
5. To assure accountability in the budgetary process and in the use of federal, state, and local funds allocated to educational programs
6. To promote and strengthen partnerships with business, industry and the community
7. To support the inclusion of advising, placement, and other support services
8. To establish procedures to provide continuous assessment and improvement of educational programs and services

## Responsibility for Program Review

The academic division has primary responsibility for conducting the five year review. Other offices/services of the College have input into the process. On a yearly basis, individual program enrollment information will be distributed within the division for yearly planning considerations.

Vice President for Instruction and Student Service will be responsible for the following:
- determines the academic programs to be reviewed for a given year
- identifies staff to respond to Program Review
- monitors review work to ensure timely completion
- reviews final reports and makes suggestions for revision if needed
- approves all recommendations made in the review
- forwards academic program review to the President's Office
- incorporates recommendations, where appropriate, into annual planning and budgeting process
- responsible for implementing revisions to the Program Review model when needed

Lead Academic Dean will be responsible for the following:
- ensures formation of Program Review committee
- compiles review evidence and supervises writing the report
- makes revisions to report based on input
- forwards report to division dean/director
- recommends development of actions plan based on recommendations to division/director
- ensures that yearly program enrollment information is distributed for yearly planning considerations

Division Dean/Director will be responsible for the following:
- develops action plans based on review findings/recommendations

reports on progress °tactic= taken to address recommendations the yearafollowing Amtil
all recommendations are acted upon •
- integrates divisional plans with annual planning and budgeting cycle
- utilizes yearly program enrollment WO• **1 t**'r yearlY Planning eessidFstions

**Illgialliat**aintankwill be responsible * the *Hewing:
- serves on review committees if *needed*

  provides orientation to interpretation of data as'needed
- bektedetennine which program review elementsare          r°7
- forwardedsta **frm** institutional asseinnent recesses to review mingle=
- reviewsieedemie program reports **for data integay**
- Provides yearly summative row= 00101,11110t1t information for **all Waft\*** Prellients
  each **for**          seatbunie *rar*
- helps develop presentation format to Governing Board

EZ2W3044010,2,2121Poneisting of the fOilOwing rePresentstiOnconductathe Program
Reviewprocess:
- program coordinator or lead instructor
- one psi= representing special pordatiens (may he emP10" aludOltitittrograM Or advocate)

⸬ Academic Advisor
- for aeettritional programs, two persona-with currant oaPariunaesin diemUntratiOrtal anni - at.least one shall be an advisory committee member
- recent program graduate

**L.    Is to be submitted to PragramReiview LeadAtmlita!\*Doutt,**

   A. A brief outline or description oldie program content
   **B,** List of occupations or transferrers= for which the program ~~prepares students~~
   C. If an occupational program, documentation of state and local. ~~supply and demand~~ information for the Prolix= **area**
   D. Evidence which docurnents Student success M achievingthe pinginmes .exit competencies
   B. If *number* of program credit          exceed 75, proviehr explenatikS

**II.    Roxia to be ColiatediCseuessted by Lead :Acadomic Doss**

   A. Five-year enrollment report (Office of Resew* and-imeitutionatflannins
       **\*Weld nets** morns net in Ste depertatent nest to heletINONI* 11111**7 ⁶7**
       IWO▶ Mans)
       1. Number of students by ethnieitY Much °°°°° **inCati**°11
       2 Number ersixekonts taught Mihail swohnent in each course
       3. Number of-tudents taught via distance education **in SOCit-4201gle**
       4. Grades given in each creme (also available by dual enrollmentami distance educator
   B. Five year sue.          (Office of **Marc and**"**tad ANON**)

1. Number of enrolled students who are in the program vs. number of students taking courses of interest in the program
2. Number of students who complete degree/certificate (or AGEC) requirements of the program
3. Number of program completing students who secure a job within one year of completing program or who transfer to another institution to continue their studies (see Carl Perkins submissions for occupational degree completers)
4. number of completers continuing on at NPC
5. number of completers transferring to colleges and universities within one year of completion (will come from ASSIST data base when functional)
6. number of students taking courses in the program in Fall and Spring by ethnicity and sex
7. Salary ranges of students who secure a job within one year of completing program

C. Five-year financial report (Office of Research and Institutional Planning)
   1. FTSE counts by program by location and whether generated in dual or regular courses
   2. Expenditures by program by expenditure group, including transfers from non-program areas

D. Faculty workload data-five years (Office of Research and Institutional Planning)
   1. Courses taught by faculty by location (includes dual enrollment courses) in Fall and Spring semesters
   2. Number of sections taught

E. Five-year program plan to include (Program Review Team)
   1. Enrollment growth management
   2. Program marketing strategy
   3. Resource development
   4. Strategies to address specific recommendations of the Review Team

## III. Narrative

### A. Program Information

1. List Program requirements for each certificate or degree option including
   - course numbers/course title/description and expected student learning outcomes
   - credit hours/contact hours by course (indicate lab/lecture)
   - documentation that attests to currency of the curriculum
2. List and explain prerequisites or program eligibility.
3. Describe the following:
   - at what times are the program courses offered?
   - in what formats are the program courses offered (e.g. distance learning, fast track)?
   - where are the program courses offered
   - what experimental learning opportunities are students required to participate in (e.g. internship, apprenticeship, clinical based)

• part.time vs full-time instructor       E

4. List4he oceupation(s) tritt,04kiesms forwilichthe lielgoofl PrePates students.

. List the Ha:satire/regulatory or natienalimhurtry skill standard* that•affect this program, if relevant.

6. For occupational programa, name the recognized stucleatorganizatione or other appropriate ltudership.                organization, which see available for all students.

7. Number of students who are in the program vs. number **of**        taking comes ccf imerest in theitutgram

8. Number of **its who coitplete degree, tercet**        optimum% of the program

0. Number of program completing students who 1141011114400 Widraixine Aar of completing program or who transfer to another institution to        their studies

10. Salary ranges of students who secure a job within**, **yorotoompleting, Prognm**

11. Program cost for full time enrolled student equivalent

**B. Integration of Previous Proven Review Findings**

Identify findiugs and/or infomtationm previous Program Rarer **that may be** relevant to current review process.

**C. Integration of Academic and 'Vocational Education:**

Describe methods that are used for integrating academic and vocational education. This would;includegeneral education moms opm$400 occupationalprogram and/ortha intevadou of applied:00k seimptend so on into occupationtd courses; it could also melude therintegration **occupational** courses into general educationpmgmma.

**D. SpeciaKiimbilidon** ⊘ 6700-

1. How are members of special populations identified (i.e undOrmgamented groups, persons with disabilities)?
2 What support services are available for them?
3. How is their progress monitoredit

**E° Equipment:**

List the major equipment available for this        m and                **to be** purchased or replaced over the next five years (uPirsdinflirePlacarint F **lan)**, including teehmlogy needs.

**F.** **BitsloOrkflustrY** **Par   e        r**

1. List the members of the Program Advisory Committee, including title, occupation and place of employment. At least one-half of the members should be from business and industry.
2. Submit Advisory Committee minutes that reflect discussion and approval of this Program Review.

**G. Facilities** ᵗⁱˢᵗʰCeAV iCe5 44ᵢ⁻⁴⁻ **Support Program:**

Assess the adequacy of faculty resources, office space, classrooms/labs and equipment, *many*.

**H. Articulation and Collaboration:**

1. List any potential/current articulation agreements with high schools and/or area vocational school.
2. List any potential/current articulation agreements with baccalaureate-granting institution.
3. List and describe any formal consortium agreements associated with this program.

**I. Marketing Plan:**

Describe marketing plan for the program.

**J. Final Summation and Recommendations of the Review Team**

IV.     **Program Review Team Program Validation:** Team validates the continuing need for the program, ensuring that the program meets professional/industry standards.

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Faculty Developing/Coordinating Program

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Division

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| City | State | Zip Code |

Area Code/Telephone No.                         Email Address: _____

Program Title: _____ CIP Code:

Program Type(s): (check all that apply) ❑ Certificate  ☑ AAS Degree ❑ AA/general education

Length of program(s): _____
(Credit Hours/Contact Hours)                              (Number of Semesters)

_disabity_

**Program fecilities9 e a.accessible:**        ❏ Yes 0 No

**V.**    **DeassiDirector Statement: Addlefille8 the contimied need, for therogram and** specific needs for program improvement Statement to include surnmantof inga. strengths, needs, future budget consideratiö es.

**Dean:** _____    _____
                          Signature                              **Date**

**Please type name & title:** _____

**Person Developing this Document;** _____    _____
**(if different from above)**      Signature                              **Date**

**Please type name 45:c title:** _____
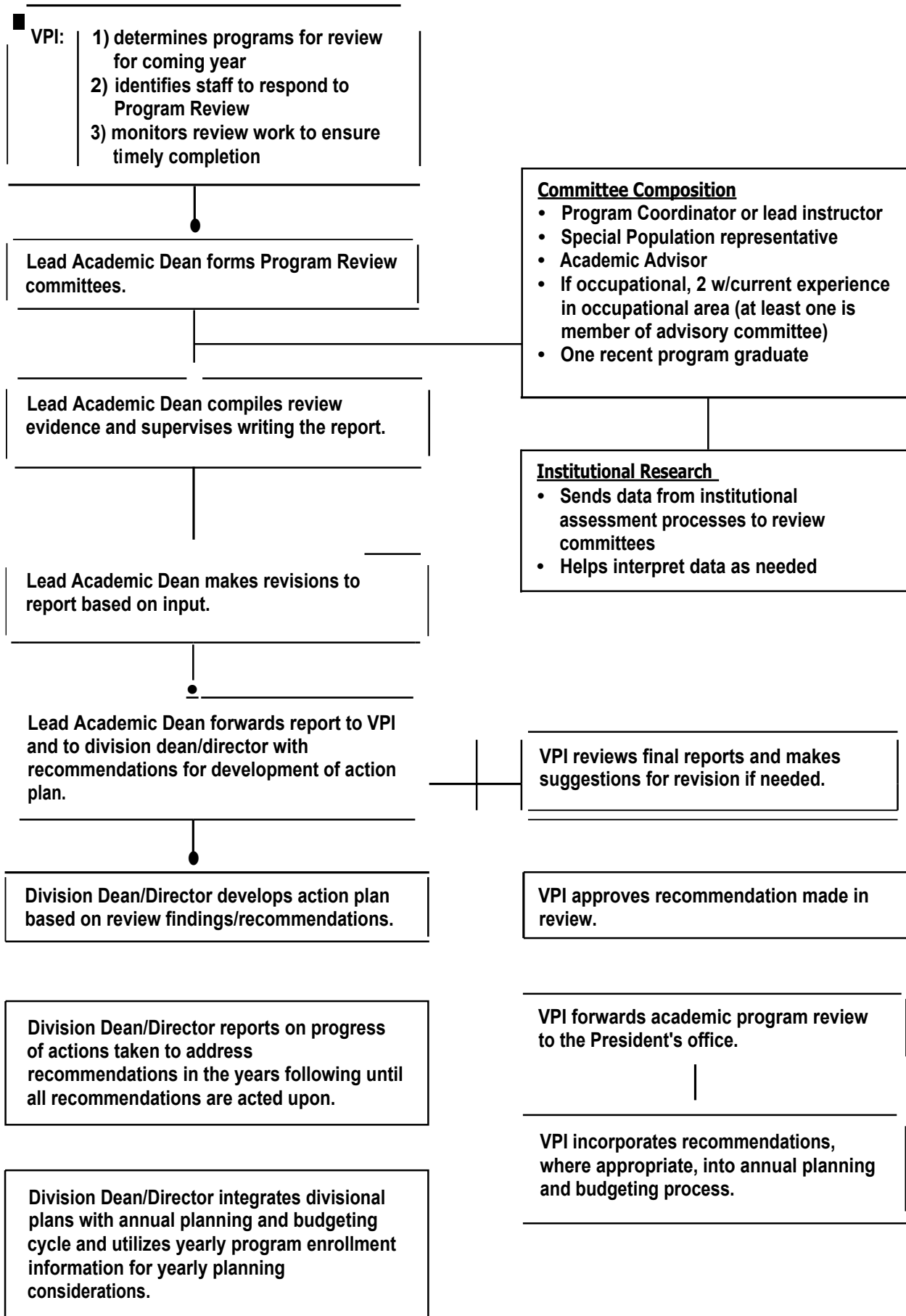
**VI.**    **Vieo•President for lastrucdon ood Stmlest Service Acceptance;**

Signature indicates approval of the Program Review and five-year plan. Acceptance/non-Acceptance will include response to summary and renegattioa that findings support overall institutions' effectiveness.

_____    _____
            Signature                              **Date**

**Please type name & title:** _____

# PROGRAM REVIEW PROCESS

**VPI:**
1) determines programs for review for coming year
2) identifies staff to respond to Program Review
3) monitors review work to ensure timely completion

Lead Academic Dean forms Program Review committees.

**Committee Composition**
- Program Coordinator or lead instructor
- Special Population representative
- Academic Advisor
- If occupational, 2 w/current experience in occupational area (at least one is member of advisory committee)
- One recent program graduate

Lead Academic Dean compiles review evidence and supervises writing the report.

**Institutional Research**
- Sends data from institutional assessment processes to review committees
- Helps interpret data as needed

Lead Academic Dean makes revisions to report based on input.

Lead Academic Dean forwards report to VPI and to division dean/director with recommendations for development of action plan.

VPI reviews final reports and makes suggestions for revision if needed.

Division Dean/Director develops action plan based on review findings/recommendations.

VPI approves recommendation made in review.

Division Dean/Director reports on progress of actions taken to address recommendations in the years following until all recommendations are acted upon.

VPI forwards academic program review to the President's office.

VPI incorporates recommendations, where appropriate, into annual planning and budgeting process.

Division Dean/Director integrates divisional plans with annual planning and budgeting cycle and utilizes yearly program enrollment information for yearly planning considerations.

11/21/2002

**ASCC**
**10/25/02**
**White Mountain Campus**
**AC 111, 12:30 PM**

**<u>Minutes</u>**

A Attendees: Mark Vest, Cindy Hildebrand, Ron Goulet, Greg Maloney, Barbara
   Hockabout, Heidi Fulcher, Brenda Manthei, Joan Valichnac, Dan Simper, Carl
   Heilman, Jeanne Swarthout, Trudy Bender, Tom Nagle, Gary Mack, Barbara Ballard,
   Rose Kreher, secretary; (guests: Scott Burt, Claude Endfield, John Darst).

B Committee reports
   1) Placement Committee: Mark Vest says that Compass-testing installation is
      proceeding apace.
   2) Standards Sub-Committee (see Action Items, C-2)
   3) CASAA: Jeanne Swarthout says that the first CASAA meeting has been held
      with a general orientation to acquaint new members with the assessment
      processes they will be dealing with. The group did develop a procedure on how
      to review the assessment reports they will be receiving. Jeanne Swarthout will
      rotate to the chairmanship of the group; Chuck Kermes will now serve as a
      committee member.

C Action Items
   1) Minutes from September 20 meeting were reviewed. They were unanimously
      approved for acceptance on a motion by Vest, second by Fulcher.
   2) Five recommendations from Standards Sub-Committee were presented by Jeanne
      Swarthout.
      a) The first item dealt with the sabbatical leave procedure. The group felt the
         recommendation needed some revision before being adopted. Swarthout and
         Simper will work on a draft that will be presented at a future time.
      b) Recommendation number two dealt with the number of substitution/waivers a
         student might seek without harming the integrity of the degree or certificate
         program outcomes. The group felt that thorough evaluation would maintain
         the integrity of the procedure. However the recommendation will have the
         added (or similar) statement, "documentation from the student is to be
         presented at time petition is initiated." The petition for waiver forms will be
         revised to reflect this change. (Vest and Swarthout will work on the
         statement/form.) The committee unanimously adopted the recommendation
         on a motion by Manthei, second by Fulcher.
      c) There was some disagreement about the recommendation of whether or not to
         allow associate faculty to vote concerning department issues. Most members

felt it would appropriate to allow each division head to act on his/her knowledge of faculty members. Swarthout and Chuck Kermes will work on a revised recommendation to bring back to ASCC at a later time.

d) On the issue if Internet courses are to be counted as part of full-time faculty load, the goup voted to unanimously accept a revised recommendation that will read: "While no faculty member will have a full teaching load on Internet, the number of Internet courses considered part of the regular load or to be compensated above load, not to exceed the 9-point overload limit, should be determined by the division dean and reviewed by the executive dean." The motion to accept was made by Hockabout; seconded by Nagle.

e) The final recommendation was a reiteration that, "There is no such course structure as a multi-course learning, environment (aka lab) on the Internet." The recommendation was unanimously adopted on a motion by Ballard, seconded by Fulcher.

D Curriculum Items

1) Aviation/Small Engine Repair programs were deleted from the catalog,, but not the course bank, on a unanimous vote with motion by Nagle, second by Swarthout

2) Administration of Criminal Justice program was unanimously approved contingent on a minor change to the Gen Ed Requirements section. Motion by Joan Valichnac, second by Ballard.

3) Requests for a change in the catalog listing of electives in regard to AIS 118 and 119 were tabled. AIS 119 needed no change. MS request may,be another course altogether (AIS 135). Requestor also needs to contact, library to see dcontinued support is required.

4) BOC 113 Plumbing Level III and BOC 114 Plumbing Level N were unanimously approved with minor editorial revisions on a motion by Swarthout, second by Ballard. BOC 126 HVAC Level III and BOC 127 HVAC IV were unanimously approved with minor editorial revisions on a motion by Swarthout, second by. Ballard. BOC 152 Electrical Level III and BOC 153 EleCtrical Level IV were unanimously approved with minor editorial revisions on a motion by Swarthout, second by Manthei.

5) CIS 107 was approved with one abstention on a motion by Swarthout, second by Ballard contingent upon changing the prerequisite and numbering course outcomes and topics. CIS 108 was missing prerequisites section altogether, and was sent back to the originator. CIS 167 and 168 were unanimously approved on a motion by Ballard, second by Goulet contingent upon changing the prerequisite and numbering course outcomes and topics.

6) ECD Infant Toddler emphasis; ECD 154 Environments for Infants and Toddlers, ECD 163 Cognitive Development of Infants and Toddlers, and ECD 170 Physical Development in Infancy and Toddlerhood were approved unanimously on a motion by Swarthout, second by Ballard. ECD 155 Curriculum and Learning Materials for Infants, ECD 158 Curriculum and Learning Materials for Toddlers, and ECD 163 Developing and Utilizing Observations Skills in Infant and Toddler were unanimously approved on a motion by Swarthout, second by tiallard. The deletion of ECD 171 Physical Development in Toddlerhood was unanimously

approved on a motion by Ballard, second by Nagle. The program component for the AAS degree, ECD Infant/Toddler Emphasis was unanimously approved on a motion by Swarthout, second by Nagle. (The CAS changes will be submitted at the next ASCC meeting.)

7) A wording change in the electives list of the EDU Educational Assistant was unanimously approved on motion by Swarthout, second by Nagle.

8) FRS 100 Fire Service Orientation and Terminology, with minor editorial revisions, was unanimously approved on a motion by Swarthout, second by Hockabout, FRS 102 Fire Service First Responder was approved, contingent on a host of corrections, on a motion by Swarthout, second by Nagle. FRS 108 Firefighter Strategies and Tactics was unanimously approved, contingent on a half-dozen + corrections, on a motion by Swarthout, second by Fulcher. FRS 112 Managing Company Tactical Operations and FRS 222 (formerly 220) were returned to Scott/Manthei pending input from the Fire Service Advisory Committee. FRS 120 Emergency Vehicle Driving was unanimously approved contingent upon minor revisions on a motion by Swarthout, second by Nagle. FRS AAS,

9) HIS 105 and HIS 106 title changes were unanimously approved as submitted on a motion by Goulet, second by Nagle; HIS 155 and 156 title changes were unanimously approved as submitted on a motion by Ballard, second by Nagle.

10) HUS 140 Group Dynamics and SOC 140 Analysis of Deviant Behavior were revisions of old courses now added to the revised ACJ program. Their resurrection was unanimously approved on a motion by Ballard, second by Goulet.

11) POS 120 World Politics was sent back to the originator. The committee felt it might not generate much interest; it might be tested as a 199 course first.

E Miscellaneous Items
1) AAS in Elementary Education is in the pipeline
2) Rose Kreher will be doing the ACRES beta testing

F Next Meeting
1) The next ASCC meeting will be Nov. 22 at the D.O., starting at 9:30 AM.