

**REPORT OF THE
WORKING GROUP ON
ACADEMIC PROGRAM QUALITY, PRIORITIES, AND PRODUCTIVITY (APQPP)
TO
THE MESA STATE COLLEGE BOARD OF TRUSTEES**

April 1, 2009*

Approved by MSC Board of Trustees, April 1, 2009

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Overview

In May 2008, the Trustees of Mesa State College requested that representatives from the faculty and administration undertake a review of the College's academic and technical programs' quality, priorities, and productivity in the context of the College's role and mission (see Appendix A). The questions underlying that charge can be summarized as: 1) How does each academic and technical program fit within the College's four- and two-year role and mission? and 2) To what programs should the College's resources continue to be allocated?

The questions are complex and go beyond summary data on student demand, costs, etc. Within the framework of the College's student and program mix, the question goes beyond "Can we justify this program?" In an environment of increasingly limited resources, the question requires that trade-offs be evaluated and then shifts to the question "Do we need this program, and if so, at what level should the College provide support?" For example, because Mesa State is a publicly-supported institution, it has a responsibility to address the needs of its students as well as the regional workforce. The expectations of various stakeholders require weighing if the need for program X is greater than the need for program Y. At this point, the response requires that academic judgment be coupled with program facts.

A 22-member, Academic Program Quality, Priorities, and Productivity (APQPP) Working Group briefly convened in early June for a general discussion, with regular meetings scheduled during the fall semester. Appendix B is a list of working group members. Announcements of the group's meeting schedule were sent to campus at the beginning of fall 2008 and spring 2009 semesters, indicating that all were open sessions. A reminder also was given during the fall 2008 meetings of each department's faculty with the President and Vice President for Academic Affairs. Eighteen meetings

were held leading up to release of the draft recommendations to the campus for review and comment in mid-February. The faculty had two weeks to provide a written response, coordinated by program. The APQPP Working Group then considered the responses before finalizing its recommendations to the President and the Board of Trustees in March 2009.

The working group's program recommendations fall into one of five categories:

- A. Program of Distinction: Indicators lead to the recommendation that the program is viewed as important to the College's program mix, is performing at an excellent level, and with the development of an action plan and possible addition of resources, could achieve regional and/or national prominence.
- B. Program of Promise: Indicators lead to the recommendation that the program is viewed as important to the College's program mix, is performing at a high level, and with the development of an action plan and possible addition of resources, could reach the Program of Distinction level.
- C. Program of Achievement: Indicators lead to recommendation that the program is viewed as important to the College's program mix, performing at an acceptable level, and the program should continue at its current level of support unless change in performance indicators warrants a change in resources.
- D. Program for Further Study: Indicators lead to recommendation that the program is viewed as important to the College's program mix and with the development of an action plan and possible addition

of resources, the program could reach one of the levels described above (A – C). A program in this category should be re-evaluated in two years to assess changes in performance.

- E. Program to be Phased Out: Indicators lead to recommendation that the program has become obsolete in today's world and/or is performing at a less than acceptable level. A program listed here is one in which the College should begin the reduction of resources leading to deletion.

Once the Trustees have acted on the recommendations, follow-up processes will be implemented according to the program categories.

What the Recommendations Are

The APQPP Working Group focused its attention on an assessment of program mix and its relationship to the institution's two- and four-year role and mission. Further, the report was designed as a guide for prioritizing resource allocation, a practice that is necessary by any institution on a periodic basis, but particularly in an environment of economic uncertainty. While an examination was made of all programs in this specific context, it should not be seen as a definitive review.

What the Recommendations Are Not

The program recommendations do not affect Mesa State's relationship with the North Central Association's Higher Learning Commission (MSC's regional accrediting body) nor accreditation of individual programs. It also should be noted that this effort was limited to an internal review, and no comparisons with other institutions were made. The recommendations are not a statement on faculty members' credentials nor their efforts in advising, service, and/or

creative or scholarly activities. Finally, they are not a statement on students' full educational experience at the College (i.e., this review excludes opportunities for undergraduate research, service learning, and other forms of applied learning available to students).

Methodology

An extensive set of program information was reviewed by the working group:

1. Centrality to Role and Mission
2. Student Demand
 - a. Service to Non-Majors
 - b. Demand by Majors
 - c. Growth Potential
 - d. Student Success
3. Program Characteristics
 - a. Locational/Comparative Advantage
 - b. Value to Region
 - c. Alternative Program Delivery Potential
4. Financial Information (Average Cost of Direct Instruction/Student Credit Hour)
5. Faculty
 - a. Faculty Workload
 - b. Student Perception of Instructional Effectiveness

Over summer 2008, data were compiled by the Office of Institutional Research and Assessment. When possible, multi-year data were generated. Analyses were conducted largely at either the program or sub-program (i.e., Concentration, Emphasis, minor) level to better gauge if program creep had occurred. Appendix C defines various program levels. Newly-approved programs, concentrations, and minors embedded within majors listed in Appendix D were excluded from the review.

When sub-program differentiation was not possible, the parent program's score was used. Data were calculated

uniformly across programs to reduce the reliance on anecdotal information and then distributed to the department heads for review of their respective programs prior to the working group's discussions. For some criteria where quantitative data did not exist, narrative was provided by the heads of the academic and technical departments.

To facilitate review of some data, the working group was divided into four subgroups (five members each), with subgroup members assigned in such a way that all members were external to the programs that they were assigned. Recommended scoring from the subgroup then was considered by the full working group for final score assignment. Finally, it should be noted that while an exhaustive data set is associated with these recommendations, some conclusions were more contextual and qualitative than quantitative.

Ultimately, the 13 measures were grouped into five broad categories: program centrality, student demand, program characteristics, cost, and faculty. The working group discussed ways in which the criteria could be summarized to serve as the initial basis for a program's recommendation and then reviewed the results of three models where the five indicator categories had different weights. The working group then voted on each program, evaluated the results, and discussed those programs that so warranted a final group reconsideration before making its final recommendation.

Appendix E presents a brief narrative of the data groupings, analyses, and examples of the program data. Appendix F contains the individual summaries by program.

Program Recommendations

The results of the working group's deliberation resulted in the following recommendations:

Programs of Distinction:

B.S., Biological Sciences, Department of Biological Sciences
B.S.N., Nursing, Department of Health Sciences
Technical Certificate, Peace Officer Standards and Training (POST), Western Colorado Community College

Programs of Promise:

B.F.A., Art, Department of Art
B.B.A., Business Administration – Management Concentration, Department of Business
B.B.A., Business Administration - Marketing Concentration, Department of Business
A.A.S., Criminal Justice, Western Colorado Community College
B.A., Criminal Justice, Department of Social and Behavioral Sciences
Technical Certificate, Culinary Arts, Western Colorado Community College
A.A.S., Culinary Arts, Western Colorado Community College
Technical Certificate – Emergency Medical Technician (Basic Level), Department of Health Sciences
A.A.S., Emergency Medical Technician (Paramedic Level), Department of Health Sciences
B.A., Music – Performance Concentration, Department of Music
B.A., Music – K -12 Education Licensure Concentration, Department of Music
P.N., Nursing, Department of Health Sciences
A.A.S./R.N., Nursing, Department of Health Sciences
A.A.S., Radiologic Technology, Department of Health Sciences

B.A., Theatre – Acting/Directing Concentration,
Department of Theatre
B.A., Theatre – Dance Concentration, Department of Theatre
B.A., Theatre – Design/Technical Concentration,
Department of Theatre
B.A., Theatre – Music Theatre Concentration, Department
of Theatre

Programs of Achievement:

B.S., Accounting – Public Accounting Concentration,
Department of Business
Technical Certificate, Administrative Office Technology,
Western Colorado Community College
A.A.S., Administrative Office Technology - Administrative
Professional Emphasis, Western Colorado Community
College
B.S., Athletic Training, Department of Kinesiology
B.F.A., Art - K-12 Licensure Concentration, Department of Art
B.S., Biological Sciences – Secondary Education Licensure
Concentration, Department of Biological Sciences
A.A., Business Emphasis, Department of Business
B.B.A., Business Administration – Economics
Concentration, Department of Business
B.B.A., Business Administration - Entrepreneurship
Concentration, Department of Business
B.B.A., Business Administration – Finance Concentration,
Department of Business
B.A.S., Business Administration, Department of Business
M.B.A., Business Administration, Department of Business
A.A., Computer Information Systems Emphasis,
Department of Business
B.S., Computer Information Systems, Department of
Business
Technical Certificate, Construction Technology, Western
Colorado Community College
A.A.S., Construction Technology – Craft Emphasis,
Western Colorado Community College
A.A.S., Construction Technology – Supervision Emphasis,
Western Colorado Community College

A.A., Early Childhood Education Emphasis, Western
Colorado Community College
Technical Certificate, Electric Lineworker, Western
Colorado Community College
B.A., English - Literature Concentration, Department of
Languages, Literature, and Mass Communication
B.A., English – Secondary Education Licensure
Concentration, Department of Languages, Literature, and
Mass Communication
B.A., English – Writing Concentration, Department of
Languages, Literature, and Mass Communication
B.S., Environmental Science and Tech – Environmental
Science Concentration, Department of Physical and
Environmental Sciences
B.F.A., Graphic Design, Department of Art
B.A., History, Department of Social and Behavioral
Sciences
B.A., History – Second Education Licensure, Department
of Social and Behavioral Sciences
B.A., Kinesiology – Adapted Physical Education
Concentration, Department of Kinesiology
B.A., Kinesiology – Exercise Science Concentration,
Department of Kinesiology
B.A., Kinesiology – K – 12 Education Licensure
Concentration, Department of Kinesiology
A.A., Liberal Arts – Administrative Office Technology
Emphasis, Western Colorado Community College
A.S., Liberal Arts – Biological Sciences Emphasis
B.A., Liberal Arts – English Concentration, Department of
Languages, Literature, and Mass Communication
B.A., Liberal Arts – Mathematics Concentration,
Department of Computer Science, Mathematics, and
Statistics
A.S., Liberal Arts – Mathematics Emphasis, Department of
Computer Science, Mathematics, and Statistics
Technical Certificate, Manufacturing Supervision, Western
Colorado Community College
Technical Certificate, Manufacturing Technology, Western
Colorado Community College

A.A.S., Manufacturing Technology – Computer-aided
Design Emphasis, Western Colorado Community College
A.A.S., Manufacturing Technology – Machine Technology
Emphasis, Western Colorado Community College
A.A.S., Manufacturing Technology Cluster – Welding
Emphasis, Western Colorado Community College
B.S., Mathematics, Department of Computer Science,
Mathematics, and Statistics
B.S., Mathematics – Secondary Education Concentration,
Department of Computer Science, Mathematics, and
Statistics
B.A., Mass Communications – Broadcasting Concentration,
Department of Languages, Literature, and Mass
Communication
B.A., Mass Communications – Public
Relations/Advertising Concentration, Department of
Languages, Literature, and Mass Communication
B.S., Physical Science – Chemistry Concentration,
Department of Physical and Environmental Sciences
B.S., Physical Science – Environmental Geology
Concentration, Department of Physical and
Environmental Sciences
B.S., Physical Science – Geology Concentration,
Department of Physical and Environmental Sciences
B.S., Physical Science – Physics Concentration,
Department of Physical and Environmental Sciences
B.A., Political Science, Department of Social and
Behavioral Sciences
A.A.S., Process Systems Technology, Western Colorado
Community College
B.A., Psychology, Department of Social and Behavioral
Sciences
B.A., Psychology – Counseling Psychology Concentration,
Department of Social and Behavioral Sciences
B.A., Sociology – Human Services Concentration,
Department of Social and Behavioral Sciences
B.A., Sociology, Department of Social and Behavioral
Sciences

B.A., Spanish – Applied Professional Concentration,
Department of Languages, Literature, and Mass
Communication
B.A., Spanish – Literature and Language Concentration,
Department of Languages, Literature, and Mass
Communication
B.A., Spanish – Secondary Education Licensure
Concentration, Department of Languages, Literature, and
Mass Communication
Minor, Speech, Department of Theatre
A.S., Sport Management, Department of Kinesiology
B.S., Sport Management, Department of Kinesiology
Teacher Education – All licensure areas, Center for Teacher
Education
A.A.S., Technology Integration – Network Technician
Emphasis, Western Colorado Community College
Technical Certificate, Technology Integration, Western
Colorado Community College

Programs for Further Study:

A.S., Computer Science Emphasis, Department of
Computer Science, Mathematics, and Statistics
B.S., Computer Science, Department of Computer Science,
Mathematics, and Statistics
B.B.A., Business Administration – Travel, Tourism and
Recreation Concentration, Department of Business
B.S., Environmental Science and Tech – Environmental
Restoration Concentration, Department of Physical and
Environmental Sciences
A.A., Liberal Arts – Social Science Emphasis
B.S., Mathematics - Statistics Concentration, Department of
Computer Science, Mathematics, and Statistics
B.A.S., Public Administration/Public Safety, Department of
Social and Behavioral Sciences
Minor, Philosophy, Department of Languages, Literature,
and Mass Communication
B.A., Sociology – Anthropology Concentration,
Department of Social and Behavioral Sciences

Technical Certificate - Transportation Services, Western
Colorado Community College
A.A.S., Transportation Services – Automotive Technology,
Western Colorado Community College
A.A.S., Transportation Services – Diesel Emphasis, Western
Colorado Community College

Programs to be Phased Out:

B.S., Accounting – Information Technology Concentration,
Department of Business
A.A.S., Administrative Office Technology - Accounting
Technology Emphasis, Western Colorado Community
College
A.A.S., Administrative Office Technology – Legal
Assistant Emphasis, Western Colorado Community
College
A.A.S., Administrative Office Technology – Medical
Assistant Emphasis, Western Colorado Community
College
A.A.S., Administrative Office Technology –
Administrative Secretary Emphasis, Western Colorado
Community College
B.A., English – Technical Writing Concentration,
Department of Languages, Literature, and Mass
Communication
B.A., Mass Communications – News/Editorial
Concentration, Department of Languages, Literature, and
Mass Communication
B.A., Mass Communications – Print Media Concentration,
Department of Languages, Literature, and Mass
Communication
B.S., Environmental Science and Tech – Secondary
Education Licensure Concentration, Department of
Physical and Environmental Sciences
B.A., Liberal Arts, Social Science Concentration,
Department of Social and Behavioral Sciences
A.S., Manufacturing Technology Emphasis, Western
Colorado Community College

B.A., Social Science, Department of Social and Behavioral
Sciences

APPENDICES

Appendix A

Mesa State Role & Mission

(Source: Excerpt from Colorado Revised Statutes 23-53-101)

“There is hereby established a College at Grand Junction, to be known as Mesa State College, which shall be a general baccalaureate and specialized graduate institution with moderately selective admissions. Mesa State College shall offer liberal arts and sciences programs and a limited number of professional, technical, and graduate programs. Mesa State College shall also maintain a community college role and mission, including vocational and technical programs. Mesa State College shall receive credit for two-year course offerings in its Commission-approved service area.”

Appendix B

Members

Academic Program Quality, Priorities, and Productivity Working Group

Academic and Technical Department Heads:

Art – Suzie Garner
Biological Sciences – Denise McKenney
Business – Morgan Bridge
Computer Science, Mathematics, and Statistics – Lori Payne
Health Sciences – Kristy Reuss
Kinesiology – Jill Cordova
Languages, Literature, and Mass Communication – Kurt Haas

Music – Calvin Hofer
Physical and Environmental Sciences – Russ Walker
Social and Behavioral Sciences – John Redifer
Teacher Education – Valerie Dobbs
Theatre – Rich Cowden
Western Colorado Community College – Dale Doty

Faculty Senate Executive Committee:

President - Steve Werman, Biological Sciences
Vice President - Tim Hatten, Business
Secretary - Brigitte Wilson, Manufacturing Technology, Western CO Community College

Assistant Vice President for Academic Affairs: Cathy Barkley

Vice President for Community College Affairs: Marsha Arzy

Student Representatives:

President, Associated Student Government – Adam Davenport
Student Trustee – Susanna Morris

Vice President for Academic Affairs and APQPP Chair: Carol Futhey

President (*ex officio*): Tim Foster

Appendix C Categories and Definitions of Programs

Concentration: An area of interest within a major that is defined by a group of courses. Number of hours will vary by major.

Degree: A title which the college confers on a student who has satisfactorily completed a required course of study. Degree requirements are established by the college and departments, and are approved by the college's faculty, administration, and authorized by the Colorado Commission on Higher Education. The college offers degrees at three levels: associate, baccalaureate, and master's. They are: Associate of Arts, Associate of Science, Associate of Applied Science, Bachelor of Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, and Master of Business Administration.

Major: A set of required courses from one or more departments in a subject chosen as the student's principal field of study. Designed to provide students with the knowledge, skills, and experiences necessary to pursue a specific career and/or advanced study.

Minor: An officially-recognized secondary field of study requiring fewer units than the major. A minor must be in an approved subject area and is less comprehensive than the major.

Technical Certificate: Award for the completion of technical coursework designed to train students for specific skills required for employment in various vocational occupations.

Appendix D Recently Approved Programs Excluded from APQPP Review

Baccalaureate Degrees: Construction Management (B.S.), Computer Information Systems (B.A.S.), Radiologic Technology (B.A.S.),

Concentrations within Baccalaureate Degrees: Art History (Art), Visual Arts Administration (Art), Energy Management (Business), Human Resource Management (Business), Managerial Informatics (Computer Information Systems), Elective Studies in Business (Music), Liberal Arts (Music)

Associate Degrees: Visual Communications

Technical Certificates: Nurse Aide, Real Estate Broker

Minors: Archaeology, Arts Management, Managerial Informatics

Appendix E

Sample Data Academic Program Quality, Priorities, and Productivity (APQPP)

The APQPP Working Group examined 13 different program characteristics that were used to inform the working group's deliberations. Examples follow below. Ultimately, the data fell into one of five broad groupings:

Program Centrality: Working group members assigned the level of the programs' centrality in terms of MSC's two- and four-year role and mission, assigning them into a low, medium, or high level of centrality.

Student Demand: This indicator was multi-level in nature and included four or five years of summary data: enrollment levels by majors and non-majors, enrollment trends by majors and non-majors, degrees/certificates awarded, number of majors, and student success by currently-enrolled majors and/or alumni. All were categorized into 3-level scales (i.e. Low, Medium, or High). Numeric data also were categorized into levels. Those programs falling into the lowest quartile were coded as low, the highest quartile as high, and those between the 25th and 75th percentile were coded as medium.

Program Characteristics: This indicator was also multi-level and included narratives on locational and/or comparative advantage, value of program to the region, and potential for alternative delivery modes. These were categorized into 3-level scales (i.e. Low, Medium, or High), with the working group assigning the categorization.

Cost: Direct cost of instruction per credit hour production was calculated by matching faculty salaries for fall 2008 with the student credit hour (SCH) production for each faculty member, then dividing the salaries by the SCH. Those programs falling into the lowest quartile were coded as low, the highest quartile as high, and those between the 25th and 75th percentile were coded as medium.

Faculty: This indicator was also multi-level and included faculty workload (i.e., student credit hour production) matched with a calculated full-time equivalent faculty (FTEF) for Academic Year 2007 – 2008. (Note: FTEF for the baccalaureate faculty was based on 24 course credit hours per academic year while community college

faculty was based on a 30 course credit hour basis.) The second indicator - student perception of instructional quality - was based on averages from three questions from the College's course/faculty evaluation for Academic Year 2007 – 2008:

- Teaching methods and techniques used by professor are effective.
- Professor is well-prepared for class.
- Professor seems interested in teaching the subject.

Those programs falling into the lowest quartile were coded as low, the highest quartile as high, and those between the 25th and 75th percentile were coded as medium.

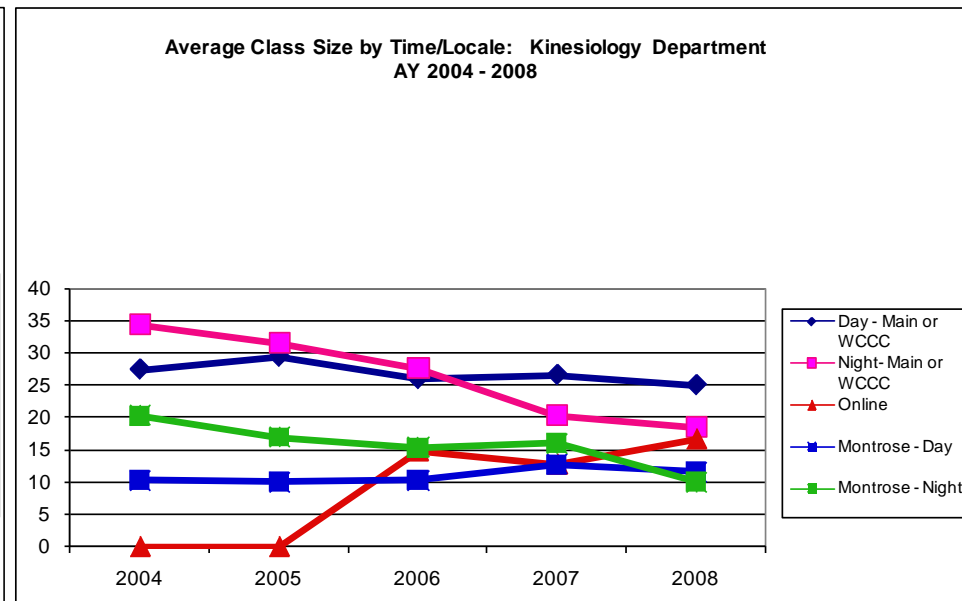
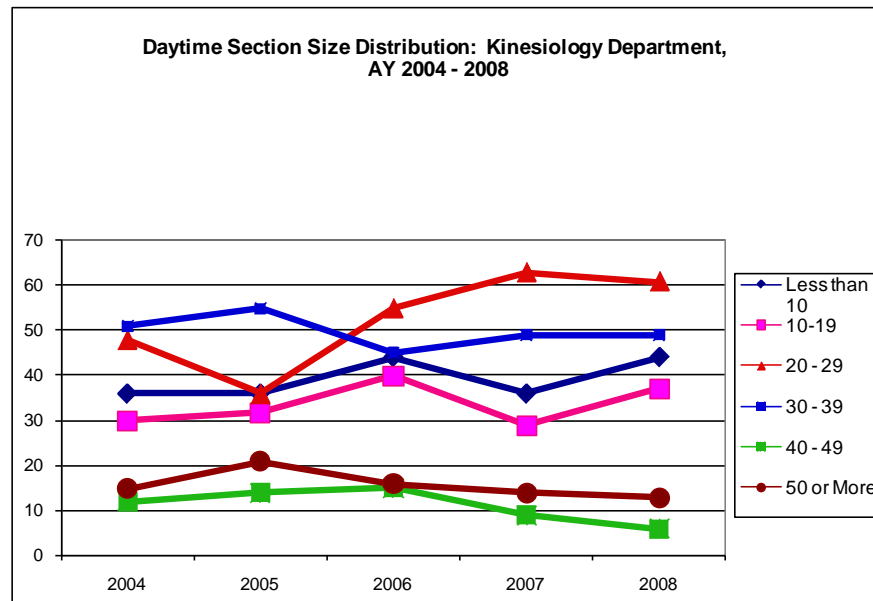
Once the 13 measures were developed, the APQPP Working Group discussed ways in which the criteria could be summarized to serve as the initial basis for a program's recommendation. The committee discussed the pros and cons of multiple methods which included development of a qualitative narrative, the creation of a scoring mechanism, or development of an equation. Working group members were encouraged to discuss alternate options as well. The working group decided upon the scoring mechanism due to the more complicated and/or verbose nature of the other options.

The working group then identified three models where the five indicator categories had different weights. The group was advised that, upon conversion of the high, medium and lows to numbers (3, 2, or 1 respectively), a necessary assumption was that the distance between high and medium was the same as from medium to low. All three measures of central tendency (mean, median, and mode) were examined as part of this process. The mode and means created the same results in the final outcome, whereas the median generally made high scoring programs look even higher and vice-versa. In order to not over-exaggerate the calculated status of a program, the mean was used in the summation sheet. The working group then voted on each program, evaluated the results, and discussed those programs that so warranted a final group reconsideration before making its final recommendation.

1. Courses/Student Credit Hours (AY 2004 – 08)

Course	Course Cr Hr	AY 2004		AY 2005		AY 2006		AY 2007		AY 2008		5-Year Average		Enr/Section	Gen Ed Reqmt*
		Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections		
BIOLOGICAL SCIENCES:															
BIOL 101 General Human Biology-GTSC1	3	377	7	488	11	562	13	585	12	676	16	537.6	11.8	45.6	GE: NS
BIOL 101L General Human Biol Lab-GTSC	1	380	17	500	21	558	26	583	27	676	31	539.4	24.4	22.1	GE: NS

2. Section Delivery (AY 2004 – 08)



3. Degrees and Majors (AY 2004 – 08)

DEGREES AWARDED: SOCIAL & BEHAVIORAL SCIENCES DEPARTMENT, AY 2004 - 2008

CIP/Degree/Major	Academic Year -					Five-Year Total
	2004	2005	2006	2007	2008	
430104 BA Criminal Justice	0	0	0	0	10	10
540101 BA History	17	7	9	13	13	59
540101 BA History-Teaching (Secondary)	3	10	6	5	2	26
Program Subtotal	20	17	15	18	15	85

4. Student Success

Geology: Many geology graduates have gone on to graduate school at schools that include Purdue, Colorado State University, Colorado School of Mines, Penn State, Northern Arizona University, New Mexico Tech, and the University of Utah. Several have worked for government agencies including the U.S. Geological Survey, Indiana Geological Survey, Bureau of Land Management, U.S. Army Intelligence, Colorado State Patrol, Colorado Oil and Gas Conservation Commission, Delta County, and Mesa County. Many are working in industry, primarily for firms involved in natural gas development. A few are secondary science teachers.

5. Faculty Summary (AY 2005 – 08)

Program/Department	Full-time Faculty in Academic Year -				Four-Year Average
	2005	2006	2007	2008	
Accounting					
Tenured HC	2	2	2	2	
Tenure-track HC	2	2	2	2	
0.8 Appointments HC*	0	0	0	0	
Transitional HC	0	0	0	0	
Total Full-time HC	4	4	4	4	
Total FTEF	4.88	4.63	4.88	4.63	4.75
SCH:FTEF	565.95	608.43	567.59	616.22	589.55

6. Faculty Accomplishments

English: English faculty have built valuable connections both locally and globally. They have three former Fulbright scholars on faculty who have not only shared their expertise abroad, but returned with valuable knowledge and perspectives on higher education around the world. The faculty serve as editors for both Pinyon Poetry, a nationally-recognized poetry journal, and for the Literary Review, an on-campus publication of student writing. Locally, they assist teachers in the classroom, give talks to schools, perform public readings and sponsor Sigma Tau Delta, the English Honor Society. As scholars, they have published books of poetry, articles in international journals of literary studies and creative work, while also refereeing important journals in their academic specialties. In the last academic year alone, their faculty have presented their work at 15 conferences and published in 14 journals. In the last five years, five English faculty have won MSC Distinguished Faculty Awards for their work

7. Program-Specific Information

Theatre: . . . The manner in which the programs within Theatre Arts at Mesa State are structured allows the College to maintain a significant competitive advantage for high-achieving students in these Concentrations. Specifically, it is common for mid-sized to large theatre departments to maintain policies prohibiting freshmen (and sometimes even sophomores) from working in their productions; the philosophy behind this is that underclassmen should spend their first year or two focusing on training rather than performance. Mesa State Theatre Arts, however, has no such restrictions in place. In fact, our research reveals that opportunities to work on productions are the number one factor at work in a high school senior's decision about which institution to attend; consequently, MSC has vastly improved our student profile and number of majors as we have become more successful at marketing and recruitment efforts.

8. Alternative Program Delivery Potential (e.g., night; online) (AY 2006 – 08)

Department	Course	Course CrHr	AY 2005-06			AY 2006-07			AY 2007-08			
			Sections	Head Count	Credit Hours	Sections	Head Count	Credit Hours	Sections	Head Count	Credit Hours	
Health Sci	EMGT 340	3							1	4	12	
	NURS 202	3	1	10	30	1	10	30	1	18	54	
	NURS 202L	1	1	10	10	1	10	10	1	18	18	
	NURS 300	3				1	8	24	1	17	51	
	NURS 302	3	1	8	24	1	10	30	1	18	54	
	NURS 303	2	1	10	20							
	NURS 312	2	1	12	24	1	8	16				
	NURS 396	2							1	13	26	
	NURS 403	2	1	2	4	1	9	18	1	10	20	
	NURS 403L	2	1	2	4	2	12	24	1	10	20	
	NURS 407	3	1	4	12	1	5	15	1	11	33	
	NURS 411	2	1	5	10	1	6	12	1	11	22	
	NURS 411L	1	1	5	5	1	6	6	1	11	11	
	NURS 415	2	2	13	26	2	25	50	2	28	56	
	NURS 496	3	2	15	45	2	20	60	1	18	54	
	Dept Total			14	96	214	15	129	295	14	187	431

Department	Course	Course CrHr	AY 2005-06			AY 2006-07			AY 2007-08		
			Sections	Head Count	Credit Hours	Sections	Head Count	Credit Hours	Sections	Head Count	Credit Hours
Teacher Educ	EDEC 102	3	1	6	18	1	6	18			
	EDEC 148	3	2	11	33	1	14	42	1	10	30
	EDEC 216	3	1	5	15				1	13	39
	EDEC 220	3	1	7	21						
	EDEC 230	3	1	10	30	1	14	42	1	7	21
	EDEC 238	3	1	13	39	1	19	57	1	13	39
	EDEC 250	2				1	17	34	1	3	6
	EDEC 264	3				1	8	24	1	5	15
	EDUC 341	3							3	10	30
	EDUC 343	3							3	9	27
	EDUC 497A	1	2	9	9	2	11	11	2	6	6
	EDUC 497B	1	2	6	6	2	6	6	2	4	4
	EDUC 497C	1	2	6	6				1	5	5
	EDUC 497D	1	2	6	6	1	6	6	2	4	4
	EDUC 497E	1	1	1	1	1	1	1	1	1	1
	EDUC 502	3							1	38	114
	EDUC 596	2				1	29	58			
Dept Total			16	80	184	13	131	299	21	128	341

9. Direct Instructional Cost Per Student Credit Hour (Fall 2008)

Department/ Division	Program	Salaries, Student Credit Hours, and Direct Instructional Cost Per Credit Hour (Fall 2008) for --											
		Tenured/ Tenure-Track Faculty			U.8 Appts, WCCC & Montrose Instructors			Main Campus & WCCC - Part-time Lecturers			Main & WCCC Campus - Overload Instruction		
		Semester Salary Total	SCH	Cost Per Credit Hour	Semester Salary Total	SCH	Cost Per Credit Hour	Semester Salary Total	SCH	Cost Per Credit Hour	Semester Salary Total	SCH	Cost Per Credit Hour
Art	Art	\$210,336	1,616	\$130.16	---	---	---	\$27,300	919	\$29.71	---	---	---
Biological Sci	Biological Sciences	\$329,304	3,442	\$95.67	\$60,875	542	\$112.31	\$9,800	205	\$47.80	---	---	---
Business	Business	\$372,334	2,332	\$159.66	\$35,041	570	\$61.48	\$59,645	1,976	\$30.18	\$5,600	301	\$18.60
	Accounting	\$137,162	1,070	\$128.19	---	---	---	\$1,900	33	\$57.58	---	---	---
	Computer Info Systems	\$101,837	591	\$172.31	---	---	---	\$8,200	249	\$32.93	\$4,200	147	\$28.57

10. Student Perception of Instruction – based on responses to 3 points from course/faculty evaluations (AY 2007 – 08): 1) Teaching methods and techniques used by professor are effective; 2) Professor is well-prepared for class; and 3) Professor seems interested in teaching the subject.

Dept	Prefix	Level		Rank					
				Tenured/ Tenure-Track	WCCC Tenured	Full-time Temporary (0.8)	WCCC Full-time	Part- time	Total
ART	ARTE	Lower	N	360		36		263	659
			Median	5		5		5	5
			Mean	4.27		4.58		4.2	4.26
		Upper	N	184		62		52	298
			Median	5		5		5	5
			Mean	4.51		4.85		4.48	4.58
		Total	N	544		98		315	957
			Median	5		5		5	5
			Mean	4.35		4.76		4.25	4.36

SUMMARY MATRIX

Department/Degree/Program	Evaluative Criteria													Program Recommendation		
	Program Centrality to MSC Role & Mission	Student Demand						Student Success	Program Characteristics			Financial Information	Faculty			
		Service to Non-majors			Demand by Majors			Potential for Growth	Graduate Employment/Graduate School	&/or Comparative Advantage of Program	Alternative Delivery Modes	Value of Program to Region	Instruc Cost/Per Student Credit Hour		Faculty Workload	Student Perception of Instruction
		Hi=high; Med=medium; Low=low	Hi=high Med=medium Low=low	3=increasing Med=stable 1=decreasing	Hi=high Med=medium Low=low	3=increasing Med=stable 1=decreasing	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low	Hi=high Med=medium Low=low		Hi=high Med=medium Low=low	Hi=high Med=medium Low=low
Humanities Department																
B.A., Classics	Lo	Hi	Stable	Med	Stable	Med	Lo	No	Low	Low	Med	Med	Hi	Meets exp; maintain		
B.S., Zoology	Hi	Hi	Inc	Hi	Stable	Med	Hi	Yes	Med	Hi	Med	Hi	Med	Meets exp; POD		
B.S., Geography	Lo	Med	Stable	Med	Stable	Lo	Hi	No	Low	Hi	Hi	Med	Low	Not meet exp; phase-out		

**APPENDIX F
Program Summaries**

**Program: B.F.A., Art
Department: Art**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: Rated high and stable with general education art course enrollments averaging between 140 and 204 students. Enrollments in hands-on art classes continue to be popular elective choices, based on enrollments in lower division offerings.
- b. Demand by Majors: Medium & stable demand. The number of Studio Art majors has remained stable at approximately 200 for the past three years. The number of graduates, however, remains somewhat low (average 25) compared to declared majors.
- c. Growth Potential: Medium.
- d. Student Success: Employability is rated as low, as these graduates often have alternate employment to enable pursuit of this career/avocation.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Highly valued for its cultural contributions to the community and region. Students contribute to gallery shows both on- and off-campus at the Johnson Art Gallery and the Western Colorado Center for the Arts.

- c. Alternative Program Delivery Potential: Low potential due to hands-on nature of coursework and collaborative experiences in this field.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$93.74

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 381.70
- b. Student Perception of Instructional Effectiveness: High.

**Program: B.F.A., Art - K-12 Licensure Concentration
Department: Art**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: The demand has been high and is rated stable. There continues to be interest, in part, due to an identified career path within the art major.
- c. Growth Potential: Medium, with school districts looking to maintain low staffing rates of art teachers, and often only one art teacher per building. Thus, demand is at equilibrium.
- d. Student Success: Employability of graduates is rated as medium, but graduates may be employed part-time in some cases.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: This has moderate value to surrounding school districts.
- c. Alternative Program Delivery Potential: This has a low potential due to state and national regulatory requirements for collaborative experiences that requiring supervised classrooms.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$93.74

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 381.70
- b. Student Perception of Instructional Effectiveness: High.

**Program: B.F.A., Graphic Design
Department: Art**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: Medium and stable demand. Most courses have one section that has high enrollment, and student demand has increased steadily – by 210% -a low in 2006.

- c. Growth Potential: Rated medium due to continuing interest by students and potential for employment in a creative field. The numbers of declared majors is gradually increasing after a significant jump in 2005, with 120 in 2008.
- d. Student Success: Employability of graduates is rated high. These majors have significant opportunities to compile portfolios of work while creating materials for college use within their degree program.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated high. Student internships in this field occur throughout the region as well in California, New York and England.
- c. Alternative Program Delivery Potential: Evening and WCCC offerings have grown in the past two years.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$93.74

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 381.70
- b. Student Perception of Instructional Effectiveness: Medium. This rating may be due in part to preconceptions by students of the field prior to entering into the program. This could be improved if more than two instructors were delivering the program. The course offerings could be expanded and increased emphasis put on multimedia if both faculty and monetary resources were available for software purchases.

**Program: A.S., Liberal Arts –
Biological Sciences Emphasis
Program: B.S., Biological Sciences
Department: Biological Sciences**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and increasing for the B.S. degree level. Total credit hour activity (4,500 SCH annually) has increased over the past five years by 30%. Some of this growth has come about because biology general education course offerings are popular choices for students from all majors. Additionally, Anatomy and Physiology I and II are required courses for every health science student at Mesa State, so with the growth of those programs, biology also has grown.
- b. Demand by Majors: High and stable for the B.S. degree level. This program has had a high number of majors (~275) over the past five years, with 23-38 graduates each year.
- c. Growth Potential: Medium. Expansion and remodel of the science building may create more interest in this field among incoming freshman.
- d. Student Success: High. Over the past either years, 79 graduates have gone onto post-graduate and professional programs (medicine, veterinary medicine, dentistry, pharmacy, etc).

Program Characteristics

- a. Locational/Comparative Advantage: Yes. The opportunity for unique ecological field work in

Western Colorado gives the Biology program a locational advantage.

- b. Value to Region: High value to region. This program is important in preparing potential health care providers and a workforce for our natural resources in the region (wildlife, BLM, forestry, energy impact).
- c. Alternative Program Delivery Potential: Medium

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$95.48

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 572.96
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.S., Biological Sciences –
Secondary Education Licensure Concentration
Department: Biological Sciences**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: n/a
- b. Demand by Majors: Low and stable. The number of majors in this program has been low (17-28) over the past five years, with even fewer graduates (2-7).

- c. Growth Potential: Medium. The need for STEM education is a growing priority in the region and state, although the demand for this major has been low.
- d. Student Success: High. There is a demand for qualified science teachers in the region, so employability of graduates is high.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: High. There is a high demand for STEM teachers in our region.
- c. Alternative Program Delivery Potential: Medium

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$95.48

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 572.96
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.S., Accounting –
Public Accounting Concentration
Department: Business**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Medium and stable. Principles of Accounting (ACCT 201) and Principles of Managerial Accounting (ACCT 202) make stable contributions to the BBA program requirements, with a steady average enrollment of 550 students per year.
- b. Demand by Majors: Medium. Across a five-year timeframe, enrollment has wandered but remained steady. Public accounting is, by far, the most popular Concentration.
- c. Growth Potential: Medium. As employment trends in the Grand Valley change, the program may see some increase in students returning to college. The increase in financial regulations that is highly likely to occur should also boost enrollments.
- d. Student Success: High. Accounting graduates are readily snapped up both locally and regionally in work directly related to their training as comptrollers and CPAs.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC’s Business programs are critical to the vitality of the region’s economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium. Both Accounting 201 and 202 are offered at night and beginning fall 2008, Accounting 201 was offered online.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$126.08

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 616.22
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.S., Accounting –
Information Technology Concentration
Department: Business**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Medium. Principles of Accounting (ACCT 201) and Principles of Managerial Accounting (ACCT 202) make stable contributions to the BBA program requirements.
- b. Demand by Majors: Low and decreasing. The program retains a steady trickle of students pursuing this Concentration.
- c. Growth Potential: Low.
- d. Student Success: High. Students who do graduate from this program are highly prized by a variety of employers.

Program Characteristics

- a. Locational/Comparative Advantage: None.

- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$126.08

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 616.22
- b. Student Perception of Instructional Effectiveness: Medium.

Program: A.A., Business Emphasis
Department: Business

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and Stable. Introduction to Business (BUGB 101) for two-year students has been declining, but first-year enrollments have been offset by the growth in the Freshman Business Seminar for majors. Both courses now average 250 students.
- b. Demand by Majors: High but decreasing. Much of the coursework is either in other areas or is supported by students from other areas. Total graduates from this program were 115 for five years.
- c. Growth Potential: Medium.

- d. Student Success: Medium. The few graduates are well-trained and employable.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. The majority of the business courses required in the AA are offered either at night or online. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.B.A., Business Administration – Economics Concentration
Department: Business

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. Introductory Economics courses are required of business majors and serve as Social and Behavioral Sciences General Education options across campus.
- b. Demand by Majors: Low and decreasing. However, much of the coursework is either in other areas or is supported by students from other areas. Lack of faculty stability has contributed to a decline in upper division enrollments and graduates (18) over the past five years.
- c. Growth Potential: Low.
- d. Student Success: High. The few graduates are well-trained and employable. Students in PBL have consistently won top place in state and national PBL conferences in the areas of economics.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Low.

**Program: B.B.A., Business Administration -
Entrepreneurship Concentration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable.
- b. Demand by Majors: Low but stable. Interest is beginning to grow in this relatively new program.
- c. Growth Potential: Medium.
- d. Student Success: n/a

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.

- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.B.A., Business Administration –
Finance Concentration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. The program does not serve a General Education function, but does provide required coursework to other concentrations of the business program.
- b. Demand by Majors: Medium and stable. The program produces about 10 graduates per year on average.
- c. Growth Potential: Medium. Certainly the banking and investment sector of the economy is weak right now, but over time we would expect graduates to

consistently enter this field. Also the increase in regulation in this area should increase growth potential.

- d. Student Success: High. Graduates in finance ply their trade at everything from banking to non-profit foundation work. Students in PBL have consistently won top places in finance at state and national conferences

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.B.A., Business Administration –
Management Concentration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. The program offers Human Relations in Business (MANG 121) and Principles of Management (MANG 221), which are not required by other four-year business program.
- b. Demand by Majors: High, but decreasing. Even with some decline in the last two years, this is one of the most popular majors on campus, with almost 300 degrees awarded in the last five years.
- c. Growth Potential: Medium. As the economy cycles, it is expected that the number of students in this degree will rebound as with other business majors.
- d. Student Success: Medium. Top students in the program are easily employable, but hard data are scarce due to the large number of grads and the variety of employment choices available. Students in PBL have consistently won top places at state and national contests in a variety of business arenas.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.

- c. Alternative Program Delivery Potential: Medium. This degree is available entirely at night and many of the courses are offered distance delivery to Montrose.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.B.A., Business Administration-
Marketing Concentration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. Principles of Marketing (MARK 231) is required of all BBA majors, not just students in the Marketing concentration.
- b. Demand by Majors: High, but decreasing. While there is a movement from 40 graduates five years ago to 28 in 2008, the program still boasts a very strong 175 graduates in the last five years.
- c. Growth Potential: Medium. Given a change in market conditions for employees in the valley, the program could easily return to at least 2004 levels of graduates.

- d. Student Success: Medium. Marketing students are quite employable in a number of business settings ranging from sales to retail. Students in Marketing have consistently won top prizes national contests competing against students from much larger institutions.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's economy, producing 150-200 direct contributors to the business world each year.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: High.

**Program: B.B.A., Business Administration –
Travel, Tourism and Recreation Concentration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable.
- b. Demand by Majors: Low and decreasing. The lack of a consistent faculty voice to carry the program's banner has led to a declining program (44 students in the most recent academic year or nine majors). However, in spite of a true specialist in the field on staff, a trickle of students has gravitated toward the major each and every year.
- c. Growth Potential: High. Given our area's recreational opportunities and signs of demand even without much attention, it is quite possible that further resources in terms of faculty staffing could cause the program to grow.
- d. Student Success: High. Students in the field are well-trained specialists for employment in our area's strong tourist industry.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good

citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Low.

**Program: B.A.S., Business Administration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable.
- b. Demand by Majors: Medium and stable. Given its relative newness, demand for the program is encouragingly strong. Enrollments in this degree's coursework are difficult to separate from those of the BBA.
- c. Growth Potential: High, especially given the unique nature of the program.
- d. Student Success: In many cases, students in this program are using the degree to advance even further in a career where they are already established. Merely getting the degree will open doors for the student that had been previously unavailable to them in their current job.

Program Characteristics

- a. Locational/Comparative Advantage: Yes. It is a unique program in Colorado.
- b. Value to Region: High. Program offers graduates from a variety of A.A.S. programs with an opportunity to continue on to a bachelor's degree.
- c. Alternative Program Delivery Potential: Medium. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: M.B.A., Business Administration
Department: Business**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: N/A

- b. Demand by Majors: Medium, but stable. After an initial burst of demand, the program seems to have plateaued at around 10 grads per year.
- c. Growth Potential: Medium. The pool of potential students is a bit limited, but like other Business programs, the MBA would see higher student levels in a tighter job market.
- d. Student Success: High. The MBA often provides a means for already successful business people to advance even farther. Graduates of the program successfully hold a variety of mid- to top-management positions.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. MSC's Business programs are critical to the vitality of the region's economy, producing 15-20 graduates each year.
- c. Alternative Program Delivery Potential: Low. The MBA program is primarily a traditional course offering program, with some courses offered in compressed formats over the summer and J-term.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$91.26

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 519.75
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: A.A., –
Computer Information Systems Emphasis
Program: B.S., Computer Information Systems
Department: Business**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Medium and stable. Business Information Technology (CISB 101) is a General Education course in applied studies. The program also offers required introductory courses to students in other business programs.
- b. Demand by Majors: Medium, but decreasing. The program has been hit by national trends of decreasing students in IT programs, experiencing a 15% decline in enrollments over five years.
- c. Growth Potential: Medium. The demand for IT graduates in business has increased while the number of students has decreased. This creates potential for the program to fill a demand, particularly in a tightening economy.
- d. Student Success: High. Students in CISB have consistently won prizes at national contests sponsored by the Association of Information Technology Professionals. The combination of demand and scarcity of students has made these graduates very employable.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. All of MSC's Business programs are critical to the vitality of the region's

economy, producing 150-200 direct contributors to the business world each year.

- c. Alternative Program Delivery Potential: Medium for the B.S. program. MSC's Business program offers a variety of alternative deliveries, including some online courses and an entire degree at night. They have been good citizens of the college in their willingness to experiment with alternate formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$115.74

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 427.25
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: A.S. – Computer Science Emphasis
Program: B.S., Computer Science
Department: Computer Science, Mathematics, and Statistics**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-Majors: There are a few general education classes within computer science, and some courses may be choices for some majors, but overall, the service to non-majors is medium and stable. Computers in Our Society (CSCI 100) has experienced especially large declines in enrollment, with current enrollments being one-third of those in 2004.

- b. Demand by Majors: The program has low demand but is stable, with the number of majors fluctuating between 106 and 124 over the five years.
- c. Potential for Growth: Low. There is no sign of a change in student demand for either majors or non-majors. The current number of graduates is adequate to meet employment needs locally, and many students obtain employment by high-tech companies in the Denver area. The same is not true for the AS degree. The AS degree may support another major, but does not have high employability alone.
- d. Employability of Graduates: In spite of low demand by majors, BS majors are highly employable, with many employed before graduation.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to the Region: High. BS students are highly employable. While their numbers are small, majors frequently are hired before program completion.
- c. Alternative Delivery Format: Low. The program does not lend itself to any of the alternative delivery formats. Whether online, night or a compressed schedule, the classroom needs of computer science students are too specialized in software, hardware, and instructor input to be easily offered in an alternative format.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$223.66

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 330.77

- b. Student Perception of Instructional Effectiveness: Low.

Program: A.S. – Mathematics Emphasis
Program: B.S., Mathematics
Program: B.A., Liberal Arts, Mathematics Concentration
Department: Computer Science, Mathematics, and Statistics

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and increasing. High service to non-majors, as all students must have a math course to complete their degree. Five math courses are approved for the gtPathways statewide transfer. Five-year credit hour total for math courses was 7,530 hours.
- b. Demand by Majors: Low and decreasing. A.S. graduate total for 5 years: 7 graduates; BS Mathematics totaled 26 graduates for five years with decreasing numbers since 2005 (9, 7, 5, 2 graduates for each year).
- c. Growth Potential: Medium growth for BA Liberal Arts; low growth for A.S. and B.S.- like physics, mathematics has never been a popular major and has declined nationwide.
- d. Student Success: Overall, low. The BA Liberal Arts, mathematics concentration, however, has a high rate of success as these students are typically elementary licensed teachers who are hired by the districts to teach mathematics at the middle school level.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: B.S. Mathematics, A.S. Mathematics, low value, to the region as there are not that many jobs for these graduates in mathematics.
- c. Alternative Program Delivery Potential: Program delivery online or in an alternative format is medium, as some introductory courses can be adapted to a distance format, and all general education math courses are offered routinely at night and in the summer.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$82.56

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 512.48
- b. Student Perception of Instructional Effectiveness: Low.

Program: B.S., Mathematics – Secondary Education Concentration
Department: Computer Science, Mathematics, and Statistics

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Not applicable

- b. Demand by Majors: Low and stable demand, with 8 graduates in a 5-year period. However, some graduates obtaining the mathematics Emphasis obtained teacher licensure separately, so the total numbers are somewhat higher than indicated by these numbers.
- c. Growth Potential: High, as mathematics teachers are in short supply nationwide. Grants and additional monies are available for those who wish to become math teachers.
- d. Student Success: High, as all of those who complete our program go on to have jobs in the schools.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: High, as many of our teacher education candidates will stay in the region and teach in our K-12 schools.
- c. Alternative Delivery Potential: Low, as most math classes are taught in face-to-face settings.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$82.56

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 512.48
- b. Student Perception of Instructional Effectiveness: Low.

**Program: B.S., Mathematics - Statistics Conc
Department: Computer Science, Mathematics, and Statistics**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-Majors: Medium, but increasing. There is a high demand for statistics courses by non-majors, both as part of the general education requirement and for many other majors that require statistics, such as in the sciences (average of 700 SCH per year). Those needs are increasing, leading to a 50% increase in SCH over the past five years.
- b. Demand by Majors: Though important to non-majors, there is low, but stable, demand in statistics by majors.
- c. Potential for Growth: There is medium potential for growth in statistics.
- d. Student Success: Graduates with this concentration have a high rate of employability.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to the Region: In spite of their high employability, graduates are relatively low in number, resulting in a medium value.
- c. Alternative Delivery Format: There is low potential for online and compressed scheduling for most statistics courses. Students require direct instructor interaction in order to master the material and need

time. Night classes can be offered, but are not popular with students.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$82.56

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 656.64
- b. Student Perception of Instructional Effectiveness: Low.

**Program: Technical Certificate –
Emergency Medical Technician (Basic Level)
Department: Health Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: Medium and stable as an entry to the field. Since its beginning in 2007, the program enrolled 104 students in its first full year of delivery.
- c. Growth Potential: High and stable. The program is operating at maximum capacity and has grown each semester. Student enrollment is limited by the number of available clinical placements in local hospitals and EMS services. The program receives more applications than available slots. Students are admitted twice/year. Adding a third group for admission during the summer semester may be an opportunity for growth.

- d. Student Success: High. Graduates are hired soon after completing the program and may progress onto the paramedic level in the EMS career ladder.

Program Characteristics

- a. Locational/Comparative Advantage: Yes. Location offers access to many health care services.
- b. Value to Region: High. Graduates are sought for positions throughout the region.
- c. Alternative Program Delivery Potential: Medium. Enrollment in evening sections reflects significant interest.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$111.73

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 367.64
- b. Student Perception of Instructional Effectiveness: High.

Program: A.A.S., Emergency Medical Technician (Paramedic Level)
Department: Health Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a

- b. Demand by Majors: Medium and stable. There are more interested applicants than available program capacity. In its first full year of delivery, the program attracted 17 majors.
- c. Growth Potential: High. The program is operating at maximum capacity, established not only by MSC resources, but also by community resources for supervised placements. Growth potential exists for delivery of theory courses via online format to volunteer ambulance service workers (EMT-Basics) throughout the region, who are unable to travel to Grand Junction for coursework.
- d. Student Success: High. Graduates are generally employed within three months of program completion.

Program Characteristics

- a. Locational/Comparative Advantage: Yes. The closest EMT-Paramedic program is in Denver. Most ambulance services throughout the region are staffed by EMT-Basic and EMT-Intermediate staff. Access to advancing their preparation to the EMT-Paramedic level has been limited in the past due to time away from work and family to attend the coursework in Denver.
- b. Value to Region: High. Graduates are sought for positions throughout the region.
- c. Alternative Program Delivery Potential: Medium. Online delivery of some coursework is being piloted this year for the six Paramedic students from Montrose Fire Department. Further development of online courses is planned for the next cohort of students admitted in fall 2009.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$111.73

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 367.64
- b. Student Perception of Instructional Effectiveness: High.

Program: P.N., Nursing
Department: Health Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: High and stable. With the program's implementation in 2006, it has graduated 56 LPNs. The declared majors were at 31 in 2007 and had grown to 56 in 2008. The program receives 2-3 times more applications than available slots.
- c. Growth Potential: Medium and increasing based on the interest in the first two years. With the introduction of this program, there is now a career ladder that moves students from initial certification to BSN in the community. Growth is only limited by availability of qualified faculty and clinical placements.
- d. Student Success: High. Graduates are hired soon after completing the program. Approximately 90% of graduates have progressed onto the AAS-RN

program, and 75% plan to advance to the final step on the nursing career ladder (RN-BSN).

Program Characteristics

- a. Locational/Comparative Advantage: Yes, due to access to many health care providers in the region.
- b. Value to Region: High. Graduates are sought for positions throughout the region. Approximately 10,000 hours of community service per year are logged by nursing students.
- c. Alternative Program Delivery Potential: Low. The intensive hands-on clinical learning during the first-year program limits usefulness of alternate delivery methods. Students engage in 12-hour shifts for clinical learning (7 am-7 pm), which limits usefulness of evening theory courses.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$201.00 Approximately \$1.1 million dollars in external support has helped the department to offset instructional and initial development costs for the career ladder programs over the past four years.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 371.58
- b. Student Perception of Instructional Effectiveness: Medium.

Program: A.A.S./R.N., Nursing
Department: Health Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: High and stable. Introduced in 2006, the program has grown to 34 graduates in 2008. The numbers of declared majors has grown from 12 in 2004 to 305 in 2008.
- c. Growth Potential: Medium and stable. The need continues to exist as well as the interest, as indicated by the increasing declared majors and due to national and statewide needs for nurses. The Certificate in Practical Nursing program at MSC and the Delta Technical College Practical Nursing program are preparing LPNs to enter this program.
- d. Student Success: High. Graduates are hired soon after completing the program. Additionally, 25% of graduates have already progressed onto the online RN-BSN program.

Program Characteristics

- a. Locational/Comparative Advantage: Yes, due to access to many health care providers in the region.
- b. Value to Region: High. Graduates are sought for positions throughout the region. Approximately 10,000 hours of community service per year are logged by nursing students.
- c. Alternative Program Delivery Potential: Medium. A cohort of 12-18 students has enrolled in Montrose and classes appear to be well-received.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$201.00 Approximately \$1.1 million dollars in external support has helped the

department to offset instructional and initial development costs for the career ladder programs over the past four years.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 371.58
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.S.N., Nursing
Department: Health Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: High and stable. The program typically graduates 60 students annually but is limited by clinical ratios (1 supervisor to 10 students) and placement availability.
- c. Growth Potential: Medium, as the program is operating at maximum capacity. An initiative to expand the program to 80 graduates per year is underway, with external funding and use of rural clinical agencies for clinical placements.
- d. Student Success: High. Graduates are in high demand and employed across the state. Many progress onto graduate school. At the present time, 14 full- and part-time nursing faculty at Mesa State College are graduates from the BSN program, partially a reflection of on-going efforts by the College to “grow our own.” Graduates also hold

leadership positions in healthcare agencies across Western Colorado.

Program Characteristics

- a. Locational/Comparative Advantage: Yes, due to access to many health care providers in the region.
- b. Value to Region: High. Graduates are sought for positions throughout the region. Approximately 10,000 hours of community service per year are logged by nursing students.
- c. Alternative Program Delivery Potential: High. Online course delivery of the RN-BSN program to rural communities has greatly expanded opportunities to AAS/RN qualified nurses who otherwise would be unable to continue their education.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$201.00 Approximately \$1.1 million in external funding for the nursing career ladder has also benefitted students in the BSN program through upgraded lab facilities and capital equipment in the shared clinical labs. The BSN program will receive \$183,000 in external funding from 2009-2011 for program expansion, with another federal grant request pending approval for \$1.06 million over three years to cover clinical faculty salaries, clinical lab staff, capital equipment, professional development and supplies.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 371.58
- b. Student Perception of Instructional Effectiveness: Medium.

Program: A.A.S., Radiologic Technology
Department: Health Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: High and stable, with a very consistent number of graduates over the past five years between 17 and 19. The program receives 70-100 applications for 18 slots each year.
- c. Growth Potential: Medium, due to limited number of students who can be admitted to the program. The program will be adding 2 slots to Fall 2009 cohort, and is exploring use of rural hospitals for clinical rotations to further expand capacity.
- d. Student Success: High. Graduates are hired soon after completing the program. Program participants score very well on the national certifying exam with a 100% pass rate for the past 10 years.

Program Characteristics

- a. Locational/Comparative Advantage: Yes, with access to a wide variety of health care providers in the region.
- b. Value to Region: High, as indicated by the demand for program graduates.
- c. Alternative Program Delivery Potential: Medium. Expansion via alternative delivery will occur more through the new baccalaureate program.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$188.19 Nearly \$62,000 of

grant funding was received in the last 4 years to upgrade the radiologic technology equipment.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.31
- b. Student Perception of Instructional Effectiveness: High.

Program: B.S., Athletic Training
Department: Kinesiology

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-Majors: High and increasing. A few of the major courses are taken by non-majors as electives. Health and Wellness (KINE 100) is a required course across campus for all majors.
- b. Demand by Majors: High and stable. While the number of majors varies between 75 and 92, the program has yielded only 23 graduates over five years. Many of these majors are actually pre-internship majors. In 2007 there were 67 pre-internship majors and 14 athletic training majors; in 2008, there were 36 and 26 in these categories. The Athletic Training Education Program is a competitive admission program. Pre-athletic training majors switch majors when not accepted into the program.
- c. Potential for Growth: Medium. With our current resources, there is probably not much room for increased growth.

- d. Employability of Graduates: Medium. All of our certified athletic training graduates have found employment both locally and across the nation. Additionally, many of our athletic training students attend graduate school.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value of Program to Region: High. The regional area has many medical and education facilities that are in need of certified athletic trainers.
- c. Alternative Program Delivery Potential: High; program has experienced success using distance formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$70.39

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.72
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Kinesiology –
Adapted Physical Education Concentration
Department: Kinesiology**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: High and increasing. A few

of the major courses are taken by non-majors as electives. Health and Wellness (KINE 100) is a required course across campus for all majors.

- b. Demand by Majors: Low and Stable. This concentration has the least student interest, with five graduates over five years, and a declining number of majors. There were 27 majors in 2007 and 16 majors in 2008. This concentration is often a double concentration with K-12 Teacher Education. Additionally, all the major courses required in this concentration are also required in other majors and concentrations. Therefore, no real additional resources are needed.
- c. Potential for Growth: Low. If the State of Colorado requires Adapted Physical Education certification, the program could grow.
- d. Employability of Graduates: Medium. If combined with K-12 Education, graduates can get jobs locally and nationally.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value of Program to Region: High. Medical facilities, non-profit agencies and educational facilities in the region can use these graduates.
- c. Alternative Program Delivery Potential: High; program has experienced success using distance formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$70.39

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.72
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Kinesiology –
Exercise Science Concentration
Department: Kinesiology**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: High and increasing. A few of the major courses are taken by non-majors as electives. Health and Wellness (KINE 100) is a required course across campus for all majors.
- b. Demand by Majors: High and increasing. While the most popular concentration within the kinesiology program (163 majors in 2008), the number of graduates has not kept pace (19 in 2008). Many of these students are new majors. Graduation numbers should increase.
- c. Potential for Growth: Medium. With our current resources, there is probably not much room for increased growth.
- d. Employability of Graduates: Medium.. Many of our students attend graduate school. We have been able to track 31 graduates who have attended graduate school in the last 5 years including physical therapy programs. Many of our graduates have found employment regionally and nationally. Places of

local employment include: medical and rehabilitation facilities, city and county agencies, and community organizations.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value of Program to Region: High. The regional area has many medical and education facilities that benefit from our graduates.
- c. Alternative Program Delivery Potential: High; program has experienced success using distance formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$70.39

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.72
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Kinesiology –
K – 12 Education Licensure Concentration
Department: Kinesiology**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a. A few of the major courses are taken by non-majors as electives. Methods: Teaching Elementary Schools (KINE 320)

is required of all education majors across campus. Health and Wellness (KINE 100) is a required course across campus for all majors.

- b. Demand by Majors: Medium and Stable. Over the past two years, nine graduates have completed the program from an average of 80 majors.
- c. Potential for Growth: Low. The program could grow as demand for teachers grow and if more recruitment retention strategies were implemented.
- d. Employability of Graduates: High. Students can get jobs, especially if these choose a secondary area to teach as well. We have identified thirty-seven of our recent graduates as teachers across the nation.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value of Program to Region: High. Students are employable in the region.
- c. Alternative Program Delivery Potential: High; program has experienced success using distance formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$70.39

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.72

- b. Student Perception of Instructional Effectiveness: Medium.

**Program: A.S., Sport Management
Program: B.S., Sport Management
Department: Kinesiology**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-Majors: Low and stable. A few of the major courses are taken by non-majors as electives, especially business majors.
- b. Demand by Majors: Medium and stable. As a relatively new, separate degree program, it has attracted over 100 majors and graduated approximately 12 in each of the last two years.
- c. Potential for Growth: Medium. With our current resources, there is probably not much room for increased growth.
- d. Employability of Graduates: Medium. There are limited employment opportunities in the valley, but nationwide, the opportunities for employment are much greater. Additionally, many sport management students attend graduate school.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value of Program to Region: High.

- c. Alternative Program Delivery Potential: High; program has experienced success using distance formats.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$70.39

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 308.72
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Liberal Arts, English Concentration
Program: B.A., English - Literature Concentration
Department: Languages, Literature, and Mass Communication

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and stable. Every degree-seeking student takes ENGL 111 and 112, which average 1,400 and 1,100 enrollments annually even with the shift of developmental English to WCCC. Mythology is especially popular as one of the English courses available for fulfilling the general education-humanities requirement. The AA and BA programs do not contribute unique courses to the general education offerings.
- b. Demand by Majors: Medium and stable. Many of the AA graduates transfer into the BA program in English or related disciplines. Baccalaureate majors

have held steady, with approximately 45 annually, but the number of graduates has reached 10 per year.

- c. Growth Potential: Medium. In particular, growth in service to non-majors will track with the College's increasing enrollment. Recent recruitment efforts may lead to modest growth.
- d. Student Success: Medium. Graduates go on to a variety of careers (e.g., law, public relations, library, teaching, writing, public service). Employability of AA and BA liberal arts graduates and transfer continuation is rated as medium. Students experience a similar demand by employers or program transfer as other AA and BA liberal arts graduates.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. English faculty and students provide value to the community through work with the K-12 teachers and students and public poetry readings. Similarly, as with many liberal arts graduates, these students are readily employable in entry level and service related jobs locally and regionally. The liberal arts skill set enables them to out-compete job candidates with high school diplomas.
- c. Alternative Program Delivery Potential: Program delivery online or in an alternative format is likely tied to course offerings from other departments, given the interdisciplinary nature of these programs.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$88.75

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 521.71
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., English –
Secondary Education Licensure Concentration
Department: Languages, Literature, and Mass Communication

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: n/a
- b. Demand by Majors: Low and decreasing. This concentration supports students seeking secondary teacher licensure in this discipline, with 76 students opting for this field.
- c. Growth Potential: Medium.
- d. Student Success: Medium. Graduates readily find employment in K-12 systems.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: Medium. Graduates of this program are routinely hired in District 51 and other districts in our region.

- c. Alternative Program Delivery Potential: Low

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$88.75

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 521.71
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., English –
Technical Writing Concentration
Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. The Scientific Writing course is required work for the Engineering degree, for instance. All the courses have interdisciplinary value to the entire campus.
- b. Demand by Majors: Low and stable. Demand for the emphasis has been lower than anticipated and we lack a dedicated faculty member to try and grow the program.
- c. Growth Potential: Low. Currently there is no faculty member with a specialization in technical writing to teach the courses and “grow” the program. Additional resources to hire such a person should lead to greater program growth. Otherwise, the

valuable individual courses may be better suited to a minor program.

- d. Student Success: Not applicable due to a lack of track record for this new program.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Low, but can easily increase with the addition of a faculty member specializing in technical writing.
- c. Alternative Program Delivery Potential: Two technical writing courses (the introductory course and the professional writing course) are already online and all of them have strong potential in that arena.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$88.75

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 521.71
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., English –
Writing Concentration
Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and stable. Every degree-seeking student takes ENGL 111 and 112.
- b. Demand by Majors: Medium and stable. On-going recruitment efforts that were started recently may lead to modest growth.
- c. Growth Potential: Medium.
- d. Student Success: Medium. Graduates go on to a variety of careers (e.g., law, public relations, library, teaching, writing, public service.)

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. English faculty and students provide value to the community through work with the K-12 teachers and students and public poetry readings.
- c. Alternative Program Delivery Potential: Medium.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$88.75

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 521.71
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Mass Communications –
Broadcasting Concentration**
**Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. There are limited course offerings for non-majors. A new course was recently introduced for non-majors, and initial response has been positive with an enrollment of 250 students.
- b. Demand by Majors: Medium and stable. A significant number of students continue to choose this as their career, though the number has fluctuated from a high of 38 to a low of 22 graduates per year. The Broadcasting concentration has been the most popular and most steady, with 56 students graduating over five years.
- c. Growth Potential: Medium.
- d. Student Success: High. Graduates readily find employment in the broadcasting industry.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. Graduates make up a significant part of the regional workforce in this profession.
- c. Alternative Program Delivery Potential: Low due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$69.89

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 342.58
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Mass Communications –
News/Editorial Concentration**
**Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. There are limited course offerings for non-majors.
- b. Demand by Majors: Medium and stable. A significant number of students continue to choose this major as their career, though the number has fluctuated from a high of 38 to a low of 22 graduates per year. The News/Editorial concentration has been the least popular, with 12 students graduating over five years.
- c. Growth Potential: Medium.
- d. Student Success: High. Graduates readily find employment on news and editorial staffs.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. Graduates make up a significant part of the regional workforce in this profession.
- c. Alternative Program Delivery Potential: Low due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$69.89

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 342.58
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Mass Communications –
Print Media Concentration**
**Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. There are limited course offerings for non-majors.
- b. Demand by Majors: Low and decreasing. A significant number of students continue to choose this major as their career, though the number has fluctuated from a high of 38 to a low of 22 graduates

per year. Like the News/Editorial concentration, the print concentration has been relatively less popular, with 18 students graduating over five years. This concentration will be folded into news/editorial as a journalism concentration to enhance efficiency and make room in the curriculum for dealing with newer media forms.

- c. Growth Potential: Medium.
- d. Student Success: High. Graduates readily find employment with print media organizations.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. Graduates make up a significant part of the regional workforce in this profession.
- c. Alternative Program Delivery Potential: Low due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$69.89

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 342.58
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Mass Communications – Public Relations/Advertising Concentration **Department: Languages, Literature, and Mass Communication**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. There are limited course offerings for non-majors.
- b. Demand by Majors: Medium and stable. A significant number of students continue to choose this major as their career, though the number has fluctuated from a high of 38 to a low of 22 graduates per year. Like the broadcasting concentration, the public relations concentration has been rather popular, with 55 graduates over five years, and upwards of 100 majors.
- c. Growth Potential: Medium.
- d. Student Success: High. Graduates readily find employment in public relations and advertising.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: High. Graduates make up a significant part of the regional workforce in this profession.
- c. Alternative Program Delivery Potential: Low due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$69.89

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 342.58
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Spanish – Applied Professional Concentration **Department: Languages, Literature, and Mass Communication**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Medium and stable. Many students take Spanish as a complement to their major to be better prepared for work in an increasingly multilingual society while fulfilling the BA degree distinction requirement.
- b. Demand by Majors: Low but increasing, due to the newness of the degree. The Spanish program has graduated 17 students in five years, with this concentration being the most popular, attracting 60% of the 64 majors.
- c. Growth Potential: High due to the increasing number of Spanish speakers in the U.S.
- d. Student Success: High. Graduates work in business and as translators in the legal system and at medical facilities.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. Students and faculty from the Spanish program play important roles in local community organizations and local medical and legal systems.
- c. Alternative Program Delivery Potential: Medium due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$103.04

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 418.29
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Spanish –
Literature and Language Concentration
Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Medium and increasing. Many students take Spanish as a complement to their major to be better prepared for work in an increasingly multilingual society, while fulfilling the BA degree distinction requirement.

- b. Demand by Majors: Low but increasing, due to the newness of the degree. The Spanish program has graduated 17 students in five years, with this concentration has gained limited interest. Five students have completed the degree over five years.
- c. Growth Potential: Medium.
- d. Student Success: Medium. Graduates work in business and as translators in the legal system and at medical facilities.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. Students from the Spanish program play important roles in local community organizations and local medical and legal systems.
- c. Alternative Program Delivery Potential: Medium due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$103.04

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 418.29
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Spanish –
Secondary Education Licensure Concentration
Department: Languages, Literature, and Mass
Communication**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: n/a
- b. Demand by Majors: Low but stable, due to the newness of the degree. The Spanish program has graduated 17 students in five years, with this concentration having the least student interest. One student has completed the concentration in five years, though it averages 12 majors annually.
- c. Growth Potential: Medium. We anticipate an upcoming need for more Spanish teachers because of legislation that seems to mandate more language training at the high school level in the future.
- d. Student Success: Medium. Graduates are being hired in K-12 systems.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: Low, though the graduates of this program are routinely hired in District 51 and other districts in our region.
- c. Alternative Program Delivery Potential: Low due to program demands.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$103.04

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 418.29
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Music – Performance Concentration
Department: Music**

Program Centrality: High

Student Demand

- a. Demand by Non-Majors: Medium and stable. The Music Department is in the 95th percentile with regard to service to non-majors (per department calculations).
- b. Demand by Majors: Low, but stable.
- c. Potential for Growth: Medium.
- d. Employability of Graduates: Medium.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value of Program to Region: High. The program offers performances that are a significant cultural enrichment to the region.
- c. Alternative Program Delivery Potential: Low.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$132.15 The cost for direct instruction is considered high for Mesa State College, but nationally we are in the 25th percentile according to the Higher Education Arts Data Services (HEADS). The national average is \$167. The Music Department is funded in the 15th percentile when compared to institutions of similar size. In addition, music is the only discipline where one-one-one instruction is a normal part of delivering the curriculum. This increases the cost of instruction.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 419.14 This number places Mesa State in the 75th percentile nationally, given the national average of 310 (Source: HEADS). Moreover, three new positions were added in the last four years, bringing this number lower over the course of four years.
- b. Student Perception of Instructional Effectiveness: High.

**Program: B.A., Music –
K -12 Education Licensure Concentration
Department: Music**

Program Centrality: High

Student Demand

- a. Demand by Non-Majors: n/a
- b. Demand by Majors: Medium, but decreasing.
- c. Potential for Growth: Medium. The Music Department has seen a decline in 2008 but expects

numbers to rise due to a centralized, focused recruiting effort. While number of majors is down this year, student credit hours have increased by 8% and concentration has 100% completion rate.

- d. Employability of Graduates: High. Placement rates have been 100%.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure. In terms of curricular, this statement is accurate. Programmatically, these majors make up half of all the ensembles in the department, providing the significant cultural enrichment to the region alluded to in the performance concentration. With regard to recruiting, the more graduates we place in high schools, the better recruiting base we have.
- b. Value of Program to Region: Medium.
- b. Alternative Program Delivery Potential: Low.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$132.15 The cost for direct instruction is considered high for Mesa State College, but nationally we are in the 25th percentile. The national average is \$167 (Source: the Higher Education Arts Data Services (HEADS). The Music Department is funded in the 15th percentile when compared to institutions of similar size. In addition, music is the only discipline where one-one-one instruction is a normal part of delivering the curriculum. This increases the cost of instruction.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 419.14 This number places Mesa State in the 75th percentile nationally according to HEADS. The national average is 310.
- b. Student Perception of Instructional Effectiveness: High.

Program: B.S., Environmental Science and Tech – Environmental Restoration Concentration
Program: B.S., Environmental Science and Tech – Environmental Science Concentration
Department: Physical and Environmental Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and stable. While the field-based version of the introductory course has not drawn much in enrollment, Introduction to Environmental Science (ENVS 101) has regained its credit hour production from 2004.
- b. Demand by Majors: Medium and stable: 62 degrees awarded in past five years, a range of 8 – 16 per year
- c. Growth Potential: Medium, based on continuing high demand for support services for energy development, and the program's effort to develop curriculum that more explicitly addresses strategies for sustainability, which is becoming the "hot" area in environmental work.

- d. Student Success: High; 58 of the 60 graduates who intended to launch environmental careers or go to graduate school are known to have done so.

Program Characteristics

- a. Locational/Comparative Advantage: Yes. The location for this program is exceptional due to the unusual variety of natural systems and the vast amount of public land accessible for field work (a major component of our program) within an hour's drive from campus. Per our external program reviewer, we have the comparative advantage of offering options that are more diverse than other undergraduate environmental science programs.
- b. Value to Region: High. In addition to our graduates making up a major part of the staff of many of the local environmental consulting firms, in recent years we have partnered with or done projects that benefit six federal, state, and local agencies, plus three private firms.
- c. Alternative Program Delivery Potential: Low, with two classes offered at night. We have limited potential for extensive on-line and evening offerings, but have successfully implemented several on-line courses designed specifically for wildland fire managers with the BLM and other agencies.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$136.88. Between AY 2001-2008, Environmental Science faculty has generated \$225,000 in grants and contracts and assisted in obtaining another \$150,000.

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 257.00 It is noteworthy that faculty spend considerable time on the projects mentioned under the Value to Region and Financial Information sections.
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.S., Environmental Science and Tech – Secondary Educ Licensure Concentration
Department: Physical and Environmental Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: n/a
- b. Demand by Majors: Low and stable, producing three graduates in past five years. Despite need for science teachers in school districts, this concentration has not attracted many education majors.
- c. Growth Potential: Low (See Value to Region, below.)
- d. Student Success: Medium. Students completing education concentration have found employment in regional school districts.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure. The program's location, however, is exceptional due to the variety of natural

systems within an hour's drive of campus and the vast amount of public land available for field study.

- b. Value to Region: High. An enthusiastic response from local middle and high school principals was a key part of the original justification for this program. As a follow-up to the 2007-08 program review, the Environmental Science faculty is revisiting the principals to determine if this concentration is still viewed as highly desirable preparation for their teachers.
- c. Alternative Program Delivery Potential: Low. Limited potential for on-line and evening courses.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$136.88. For this concentration, however, there is one unique course that has never had an enrollment greater than one and thus has always been taught as an unpaid overload.

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 257.00
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.S., Physical Science –
Chemistry Concentration
Department: Physical and Environmental Sciences**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and stable. General Chemistry is a requirement for three other science majors. Enrollment in Chemistry and Society (CHEM 100) is especially notable for its significant growth among the courses available for general education-natural science credit, increasing by 50% over the five-year period.
- b. Demand by Majors: Low and stable, with 14 degrees awarded in past five years.
- c. Growth Potential: Medium. A Biochemistry concentration could easily be added to chemistry, generating about ten additional graduates per year without adding much new faculty workload. Chemistry enrollments will trend with Biology major numbers, as well
- d. Student Success: Nearly all chemistry graduates are known to have been admitted to graduate school and medical school, found work in chemistry or related fields in the private sector, or teach high school science. Our program provides undergraduate research experience to essentially any chemistry major who desires it, which is an asset for graduate school admission and obtaining a job.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium.
- c. Alternative Program Delivery Potential: Low, with one chemistry class is offered at night. Equipment and materials needed in class limit options for off-site and distance delivery.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$66.77. Between AY 2001-2008, Chemistry has brought in about \$208,000 in grants and contracts.

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 550.43
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.S., Physical Science –
Geology and Environmental Geology Concentrations
Department: Physical and Environmental Sciences**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: High and stable for Geology. While Oceanography (GEOL 104) has seen a doubling of enrollment over the five years (172 students in 2008), these gains have been offset by declines in other geology courses meeting the natural science requirement for general education.
- b. Demand by Majors: Medium and stable for Geology, with 25 degrees awarded over five-year period; low but stable for Environmental Geology, with six degrees conferred in past five years.
- c. Growth Potential: Medium. Both concentrations produce graduates that are in demand by energy firms and the firms that support them, which should boost the number of majors as regional energy development continues.

- d. Student Success: High. Graduates work for natural gas and other industrial firms, government agencies (e.g., U.S. Geological Survey, BLM, Colorado Oil and Gas Conservation Commission, Mesa County), graduate school (e.g., Colorado School of Mines, Colorado State University, Purdue), and teach high school science.

Program Characteristics

- a. Locational/Comparative Advantage: Geology and Environmental Geology have a locational advantage due to the geology of the area and the intense energy development within the region.
- b. Value to Region: High. Graduates of the geology programs are needed for jobs related to the energy sector and preservation of our natural resources in the region. The Geology faculty includes experts in local geology.
- c. Alternative Program Delivery Potential: Medium, given that five different classes are offered at night.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$108.99 The Geology program received a prestigious \$362,000 grant from the National Science Foundation to hold an annual Research Experience for Undergraduates in 2005-07. The program has received over \$48,000 in grants and contracts for local geologic studies, and has assisted in obtaining another \$150,000.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 495.70

- b. Student Perception of Instructional Effectiveness: Low.

Program: B.S., Physical Science – Physics Concentration
Department: Physical and Environmental Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Medium and stable. General Physics, or its more advanced version are required for three other science majors. Enrollments have held steady over the reported time period, averaging 115 students per year. With the addition of mechanical engineering, enrollments in specific physics courses should grow.
- b. Demand by Majors: Low and stable, with 21 degrees earned by students over past five years
- c. Growth Potential: Low. The Physics faculty does anticipate that some students who come to MSC with the intent of pursuing Mechanical Engineering may ultimately pursue Physics instead.
- d. Student Success: Medium. Students generally find jobs in areas of their major, such as Lockheed Martin, or continue on to graduate school in physics or engineering.

Program Characteristics

- a. Locational/Comparative Advantage: None. (Note that, a number of institutions have dropped their physics major programs in the last decade, which makes our physics program noteworthy.)

- b. Value to Region: Medium. Our award-winning chapter of the Society of Physics Students has an active outreach effort to local grade schools.
- c. Alternative Program Delivery Potential: Medium. Three physics sections, 2 classes, are offered at night.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$62.62

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 500.41
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Criminal Justice
Department: Social and Behavioral Sciences

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: Medium and increasing demand. This is a new program that has had 42 students enrolled as majors in 2007 and 110 enrolled in 2008, its third year. Ten students received a degree the first year.
- c. Growth Potential: High. The need for individuals within the criminal justice area is growing.
- d. Student Success: Employability of graduates is rated as high. Students within the criminal justice program

receive a high success in employment after graduation.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated high. Traditionally, law enforcement agencies in the region required only a high school degree. Now, a four-year degree is required for advancement.
- c. Alternative Program Delivery Potential: Low, due to significant competition on-line.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$92.88

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 550.00
- b. Student Perception of Instructional Effectiveness: High.

Program: B.A., History
Department: Social and Behavioral Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: High and stable demand. Approximately 25% of students enrolled are non-majors, and this has continued over the last 4 years.

- b. Demand by Majors: Medium and stable. Although the demand of majors dropped 20% from 2004 to 2005, the demand has remained constant since then
- c. Growth Potential: Medium. The growth potential was rated at medium due to the constant growth the program has experienced.
- d. Student Success: Low. These statistics are not monitored on a yearly basis, however, students with this degree have the potential of working in various fields.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. History interns provide valuable assistance to a variety of local government entities.
- c. Alternative Program Delivery Potential: Low. All lower division history classes are available online. Hybrid classes will be offered starting this fall.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$65.37

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 849.33
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., History - Second Education Licensure
Department: Social and Behavioral Sciences

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: Low and decreasing. This concentration peaked in degrees in 2005 with 10 awards and has steadily declined to 2 graduates in 2008 despite 50+ students having a declared major in this concentration.
- c. Growth Potential: Medium. The growth of this degree program has more than doubled over the last four years and is expected to continue its growth.
- d. Student Success: Medium. Students score well above average on history content area tests, such as PRAXIS II, but there is not much demand for secondary history teachers.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value to Region: Rated medium, but students with this degree will also need to relocate to find employment.
- c. Alternative Program Delivery Potential: Low. Beyond lower division classes, there are no plans to offer any other content area classes through alternative means.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$65.37

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 849.33
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Political Science
Department: Social and Behavioral Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Medium and stable. POLS 101 – American Government – is a general education choice for non-majors. Politics in the Information age (POLS 365) and World Politics (POLS 370) are choices for teacher education students. Political Theory (POLS 452) is required for the classics minor, and Environment, Politics, and Policy (POLS 488) is an option for the environmental studies major. Most of these courses recently enrolled half of their respective 2004 enrollments.
- b. Demand by Majors: Medium and stable demand, averaging 70 majors annually and 54 graduates over the five-year timeframe.
- c. Growth Potential: Medium, given no indication of growing enrollments.

- d. Student Success: Employability of graduates is high. Numerous internships with the federal, state, and local governments lead to numerous opportunities.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Low. Graduates employed in a variety of state and local governments which impact area governance and economy.
- c. Alternative Program Delivery Potential: Low, indicated by the number of online opportunities.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$90.47

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 528.00
- b. Student Perception of Instructional Effectiveness: Medium.

Program: B.A., Psychology
Department: Social and Behavioral Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Medium and stable. General Psychology (PSYC 150) & Human Growth and Development (PSYC 233) are popular general education choices, averaging nearly 900 and 750 enrollments respectively on an annual basis. PSYC

233 is required for Nursing and Teacher Education students.

- b. Demand by Majors: High and stable, with the average number of majors at 120. The five-year total program graduates is 111.
- c. Growth Potential: Medium, with no indication of increasing enrollment.
- d. Student Success: Low. A number of Psychology majors complete graduate school successfully, and many are employed in local human service organizations.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium, as Psychology graduates find employment in the region.
- c. Alternative Program Delivery Potential: Medium potential for developing offerings, particularly in an on-line format.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$63.25

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 822.55
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Psychology –
Counseling Psychology Concentration
Department: Social and Behavioral Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Medium and stable. PSYP are upper division courses and incorporated in other majors.
- b. Demand by Majors: Medium but decreasing. The average number of majors is 70, and the five-year total for graduates is 91. Majors have decreased from 142 to 107.
- c. Growth Potential: Medium, with no indication of significant increase in enrollment.
- d. Student Success: Low, but the program adds to the employee base in human services and non-profit agencies in the community.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Medium. The Psychology faculty work closely with the Suicide Prevention Task Force and other social service agencies in the community.
- c. Alternative Program Delivery Potential: Medium potential for developing offerings, particularly in an on-line format.

Financial Information: Low. Average Cost of Direct Instruction/Student Credit Hour: \$63.25

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 849.33
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A.S, Public Administration/Public Safety
Department: Social and Behavioral Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a
- b. Demand by Majors: Low
- c. Growth Potential: High, particularly is delivered via distance delivery.
- d. Student Success: n/a. Program too new to have completers.

Program Characteristics

- a. Locational/Comparative Advantage: Offers baccalaureate option for A.A.S. completers in selected areas.
- b. Value to Region: Medium.
- c. Alternative Program Delivery Potential: High, particularly via distance delivery.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$90.47

Faculty

- a. Faculty Workload: n/a. Only part-time instruction has been used to date.
- b. Student Perception of Instructional Effectiveness: n/a

**Program: A.A., Liberal Arts –
Social Science Emphasis
Program: B.A., Liberal Arts,
Social Science Concentration
Department: Social and Behavioral Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: n/a. This program does not contribute unique courses to the general education offerings.
- b. Demand by Majors: Medium and growing (AA only). The program graduates about 10 students per year and attracts roughly 110 majors per year. Many AA graduates transfer into the BA program in Social Science or a related discipline. The baccalaureate program is significantly smaller.
- c. Growth Potential: Low. The AA degree program provides students with an opportunity to get a two-year degree that transfers well into any four-year degree program. The B.A. degree is discouraged due to its limited potential to increase future employment opportunities for graduates.
- d. Student Success: Low.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated low. As with many liberal arts graduates, these students are readily employable in entry level and service related jobs locally and regionally. The liberal arts skill set enables them to out-compete job candidates with high school diplomas.
- c. Alternative Program Delivery Potential: Low. Program delivery online or in an alternative format is likely tied to courses from other departments, given the interdisciplinary nature of the program.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$66.93

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 226.29
- b. Student Perception of Instructional Effectiveness: Low.

Program: B.A., Social Science
Department: Social and Behavioral Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Low and decreasing. Enrollments in SOCI lower division courses are average less than 10 students per year. None of these

course offerings meet general education requirements.

- b. Demand by Majors: Low and decreasing demand. Upper division courses attract fewer than 20 students per year per section overall, with the highest enrollments in Methods of Social Research (SOC 310) (~30 students per year). The program graduates 2 to 5 students per year and attracts and maintains approximately 25 majors per year.
- c. Growth Potential: Low. Growth in this program is related to student interest and available resources. Lack of Service to Non-Majors: is likely to hinder the growth of program offerings in the future.
- d. Student Success: Low. Graduates are likely to see employment success similar to other programs that offer similarly generic programs of study.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated low. Graduates from this program may not possess skills and unique knowledge required for narrowly defined employment vacancies. They may be competing with many other graduates, with a baccalaureate level education, for jobs.
- c. Alternative Program Delivery Potential: Low. Program delivery probably depends on resources available to hire qualified faculty and the demand for the program.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$66.93

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 226.29
- b. Student Perception of Instructional Effectiveness: Low.

Program: B.A., Sociology – Anthropology Concentration
Department: Social and Behavioral Sciences

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Medium and stable. Cultural Anthropology (ANTH 201) and World Prehistory (ANTH 222) enroll about 380 students per year and these courses constitute general education options for students. The former course is also required by a number of other programs in SBS. Enrollments in these courses have fluctuated little over the past 5 years.
- b. Demand by Majors: Low and decreasing demand. The program attracts fewer than 10 majors per year and graduates 1 or 2 students per year. Post graduate work may be required for students to continue work in this field of study.
- c. Growth Potential: Low. Few faculty and few upper division courses characterize this program. Upper division courses routinely attract 10 or so students per course. The potential for growth may be dependent on expanding faculty positions and courses.

- d. Student Success: Employability of graduates is rated as low. There are few jobs locally or regionally for graduates in this field of study. Many students are likely to be required to expand their education in the field or forensics to become attractive to employers and government agencies needing skills related to criminal investigation. Those with interests in cultural aspects of the major may be required to seek post graduate training.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated low. Cultural and Physical anthropologists are not in demand locally, except for possible volunteer positions at local museums. There are no local agencies in the area that show a demand for graduates from this program.
- c. Alternative Program Delivery Potential: Medium, given the service to non-majors.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$66.93

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 530.18
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Sociology –
Human Services Concentration
Department: Social and Behavioral Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: Low and stable. There are no non-majors courses offered in this field. One upper division course in this program attracts about 50 students per year. Enrollments however, appear to be stable.
- b. Demand by Majors: Medium and decreasing demand. The program attracts and maintains about 50 majors per year. The program produces about 9 graduates per year.
- c. Growth Potential: Medium. Growth in the program is related to course offerings and resources to hire faculty. Students interested in human services as a major could expand if the program offerings were concomitantly expanded or increased.
- d. Student Success: Employability of graduates is rated as low. Employment opportunities consistently exist for graduates due to the ever present use of Human Services agencies by the local population. However high turnover due to burn-out provide ample employment.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated high. Based on the numbers of disadvantaged and needy folks in the region the Human Services programs will experience a

continued demand from the populace. Staffing of these programs by Mesa graduates will likely remain at a consistent level of demand.

- c. Alternative Program Delivery Potential: Potential in major is low, based on the small number of student credit hours generated by SOCO 301 and related courses. General education courses may offer more opportunities.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$66.93

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 815.98
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Sociology
Department: Social and Behavioral Sciences**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-Majors: High and stable. Sociology courses generate approximately 3,100 student credit hours per academic year; with about one-third from SOCO 144 (Marriage and Families); enrollments have increased slightly over the past several years.
- b. Demand by Majors: Medium and stable. The program attracts and maintains about 40 majors per year and graduates about 4 majors per year.

- c. Growth Potential: Rated medium. Most of the program growth is in the service courses for general education requirements. Some of this growth may promote a positive growth in the number of majors over time.
- d. Student Success: Employability of graduates is rated as medium. Students have an array of employment options with government, city and private agencies. Examples include Human Services, Law enforcement and generic entry level positions requiring a college degree.

Program Characteristics

- a. Locational/Comparative Advantage: None.
- b. Value to Region: Rated low. Limited placement options for employment based on existing saturation and limited numbers existing position openings hinders the success of graduates finding jobs related to their field of study.
- c. Alternative Program Delivery Potential: Medium, especially with regard to general education course delivery.

Financial Information: Medium. Average Cost of Direct Instruction/Student Credit Hour: \$66.93

Faculty

- a. Faculty Workload: High. Average Student Credit Hours/Full-time Equiv Faculty: 815.98
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: Teacher Education – All licensure areas
Center for Teacher Education**

Centrality to Role and Mission: High

Student Demand

- a. Demand by Non-Majors: n/a
- b. Demand by Majors: Not applicable in all concentrations except for the Post-Baccalaureate Licensure concentration, which received a low and decreasing rating. The program, overall, averages 3,200 student credit hours annually.
- c. Potential for Growth: Potential for each content area is listed with that discipline. Within the teacher education program, opportunities for growth in the Post-Baccalaureate Licensure program were rated as medium.
- d. Employability of Graduates: This indicator varies by content area (listed with that discipline). The Post-Baccalaureate Licensure program was rated medium for employability. The employability is largely because these candidates have completed a full year in the classroom are always hired.

Program Characteristics

- a. Locational/Comparative Advantage: None, as curriculum is defined statewide for students pursuing education licensure.
- b. Value of Program to Region: High.
- c. Alternative Program Delivery Potential: Medium. Foundations of Education (EDUC 211) is offered in alternative delivery modes while all other course

work is delivered in a traditional delivery mode. A cohort of online students is coordinated in Montrose and the PBL program fully inhabits the alternative delivery world with classes online and multi-day intensive sessions.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$141.95

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 226.43
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: B.A., Theatre –
Acting/Directing Concentration
Department: Theatre**

Centrality to Role and Mission: Medium

Student Demand

- a. Demand by Non-Majors: Low and stable. The theatre program offers Theatre Appreciation (THEA 141) as part of the general education-fine arts options and attracts an average of 175 students annually. A second general education, Introduction to Literature-Drama (THEA 145) has averaged 23 students a year.
- b. Demand by Majors: Medium and stable. This concentration draws the greatest student demand (57 students) with 30% of the majors.
- c. Potential for Growth: Medium.

- d. Employability of Graduates: Medium. Many students have gone to graduate school and others have found employment in the theatre industry around the country.

Program Characteristics

- a. Location/Comparative Advantage: None.
- b. Value to Region: High. The cultural value to the community is outstanding.
- c. Alternative Program Delivery Potential: Medium. Courses offered thus far have been well received but expansion potential is limited.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$129.69

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 326.65
- b. Student Perception of Instructional Effectiveness: High.

Program: B.A., Theatre – Dance Concentration
Department: Theatre

Centrality to Role and Mission: Medium

Student Demand

- a. Demand by Non-Majors: Medium and increasing. One dance course meets the general education-fine arts requirement and has doubled its enrollment in five years to 136 students annually.

- b. Demand by Majors: Medium and stable. This concentration has tripled the number of majors over five years: from 10 to 30.
- c. Potential for Growth: Medium.
- d. Employability of Graduates: Medium. Many students have gone to graduate school and others have found employment in the theatre industry around the country.

Program Characteristics

- a. Location/Comparative Advantage: None.
- b. Value to Region: High. The cultural value to the community is outstanding.
- c. Alternative Program Delivery Potential: Medium. Courses offered thus far have been well received but expansion potential is limited.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$129.69

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 412.93
- b. Student Perception of Instructional Effectiveness: High.

Program: B.A., Theatre – Design/Technical Concentration
Department: Theatre

Centrality to Role and Mission: Medium

Student Demand

- a. Demand by Non-Majors: Low and stable.
- b. Demand by Majors: Low and stable. The number of graduates has increased slightly, with 11 over five years, while the number of majors has hovered around 24, the lowest demand concentration of the program.
- c. Potential for Growth: Medium.
- d. Employability of Graduates: Medium. Many students have gone to graduate school and others have found employment in the theatre industry around the country.

Program Characteristics

- a. Location/Comparative Advantage: None.
- b. Value to Region: High. The cultural value to the community is outstanding.
- c. Alternative Program Delivery Potential: Medium. Courses offered thus far have been well received but expansion potential is limited.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$129.69

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 326.65
- b. Student Perception of Instructional Effectiveness: High.

Program: B.A., Theatre – Music Theatre Concentration
Department: Theatre

Centrality to Role and Mission: Medium

Student Demand

- a. Demand by Non-Majors: Low and stable.
- b. Demand by Majors: Medium and stable. Like the design/technical concentration, enrollments and majors are half that of acting/directing, with 10 graduates and 32 majors as of 2008.
- c. Potential for Growth: Medium.
- d. Employability of Graduates: Medium. Many students have gone to graduate school and others have found employment in the theatre industry around the country.

Program Characteristics

- a. Location/Comparative Advantage: None.
- b. Value to Region: High. The cultural value to the community is outstanding.
- c. Alternative Program Delivery Potential: Medium. Courses offered thus far have been well received but expansion potential is limited.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour: \$129.69

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 326.65

- b. Student Perception of Instructional Effectiveness: High.

**Program: A.A., Liberal Arts –
Administrative Office Technology Emphasis**
**Program: Technical Certificate,
Administrative Office Technology**
**Program: A.A.S., Administrative Office Technology -
Accounting Technology Emphasis**
**Program: A.A.S., Administrative Office Technology -
Administrative Professional Emphasis**
**Program: A.A.S., Administrative Office Technology -
Administrative Secretary Emphasis**
**Program: A.A.S., Administrative Office Technology -
Legal Assistant Emphasis**
**Program: A.A.S., Administrative Office Technology -
Medical Secretary Emphasis**
Western Colorado Community College

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Courses in this program are primarily taken by majors.
- b. Demand by Majors: Low but stable. While the general, introductory courses average 15 or more, a significant number of courses have attracted 10 or fewer students. Sixty-three students graduated from these programs over the five-year period, dominated by the specialty emphases in administrative secretary, legal secretary, and accounting technology.
- c. Growth Potential: Medium. The community needs trained workers and continues to expect this program to help meet that need.

- d. Student Success: Medium. Program graduates are employed in businesses such as Halliburton, the State of Colorado, the VA Hospital, Delta Country Assessor's Office, and Community Hospital.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. This program's value to this region lies in the continuing changes in technology and expectation for office personnel. Consolidation of office functions and increasing expectations for office worker skills will continue to require training and experiences in a program like this.
- c. Alternative Program Delivery Potential: High. The courses in this program are computer focused and therefore offer great opportunity for delivery through on-line or hybrid methodologies.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 220.73
- b. Student Perception of Instructional Effectiveness: Medium.

Program: Technical Certificate, Construction Technology
Program: A.A.S., Construction Technology –
Craft Emphasis
Program: A.A.S., Construction Technology –
Supervision Emphasis
Western Colorado Community College

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and increasing, largely at two-year level. These courses are taken primarily by students pursuing this degree, as well as those who plan to transfer into the B.S. in Construction Management.
- b. Demand by Majors: Low and increasing. Students have shown less interest in the certificate-level program. While the general, introductory courses average 15 or more, a significant number of courses have averaged 12 or fewer students. The supervision emphasis of the two-year degree accounts for 21 of the 27 majors in the program in 2008.
- c. Growth Potential: Medium for two-year program; low for certificate. With the addition of the BS in Construction Management, an increase in enrollment in these courses should occur.
- d. Student Success: High. Students from this program are employable, although with the slow down in the economy, the construction industry may begin to feel the effects and demand may decrease until the economy begins to move forward.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. Community funding was instrumental in moving this program forward.
- c. Alternative Program Delivery Potential: High. All courses in the program are offered at night. There are possibilities for alternative delivery, *but*, the population attracted to this program may resist alternative delivery methods.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 304.46 The program has grown steadily during the three years of operation, and has significantly higher enrollment in 08-09 than it did in the first two years.
- b. Student Perception of Instructional Effectiveness: Low. The instructor was in his first year of teaching at the time these data points were established.

Program: A.A.S., Criminal Justice
Western Colorado Community College

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and stable. Courses in this program are primarily taken by students pursuing

this degree. Students must complete a POST program to pursue this degree. The program as described here only includes General Education courses.

- b. Demand by Majors: Medium and increasing. The number of program completers has doubled since 2006 (100 in 2008), and with the addition of the POST program, growth should continue.
- c. Growth Potential: Medium. There is potential for growth of this program due to a growing interest in this field on the part of both the general public, as well as in law enforcement.
- d. Student Success: Medium. Students from this program are generally existing employees of agencies such as Mesa County Sherriff's Office, Grand Junction Police Department, Garfield County Sherriff, Meeker, Colorado State Patrol, or other regional law enforcement organizations.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: Medium
- c. Alternative Program Delivery Potential: High due to the opportunity to progress into the B.A.S. in Public Administration/Public Safety.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60 This program is extremely valuable to the region because many of the law enforcement agencies pay for employees to take classes and this is the only option that leads to a degree.

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 408.00 (includes POST)
- b. Student Perception of Instructional Effectiveness: High.

Program: Technical Certificate, Culinary Arts
Program: A.A.S., Culinary Arts
Western Colorado Community College

Centrality to Role and Mission: Medium
Student Demand

- a. Service to Non-majors: Low and stable. Courses in this program are primarily taken by those pursuing this degree.
- b. Demand by Majors: Medium but decreasing. Enrollments in 2008 were half of those in 2004. Seventy-four of the 83 graduates over the five years were from the two-year program.
- c. Growth Potential: Low for certificate level; medium for two-year program. The opportunity for growth is limited by the facilities available for instruction. The food service industry is projected to be one of the fastest growing labor sectors over the next decade.
- d. Student Success: Students who leave this program are extremely employable. The program's junior team placed first in Colorado competition in 2008.

Program Characteristics

- a. Locational/Comparative Advantage: Yes, , most of the enrolled students are coming from the front range because of the on campus living opportunity available to students and the B.A.S. continuation program.
- b. Value to Region: High, due to the absence of other programs in western Colorado. Students operate a highly visible, full service restaurant as part of this program.
- c. Alternative Program Delivery Potential: High for the non cooking classes in the curriculum and night classes.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 263.82
- b. Student Perception of Instructional Effectiveness: Medium.

Program: A.A., Early Childhood Education Emphasis
Western Colorado Community College

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: n/a

- b. Demand by Majors: Low and decreasing. Enrollment in this program declined abruptly over the five-year period, with the number of students in 2008 being less than half the 2004 total of 144. The program was transferred to Western Colorado Community College in 2008.
- c. Growth Potential: Medium. The demand for child care workers remains strong, but wages are low, new state training mandates will cause a short term growth in enrollment.
- d. Student Success: High. Employment in child care businesses is almost guaranteed because of the continuous need for trained workers.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. The value of this program to Western Colorado is found in the continuing need for workers.
- c. Alternative Program Delivery Potential: High WCCC changed the program to night classes only and the enrollment per class has come up significantly.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 170.50

- b. Student Perception of Instructional Effectiveness: Medium.

**Program: Technical Certificate, Electric Lineworker
Western Colorado Community College**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and stable. These courses are only taken by students pursuing this certificate.
- b. Demand by Majors: Medium and stable. Course offerings have been modified to reflect the continuing need for the certificate. Classes averaged 27 - 30 students.
- c. Growth Potential: Medium. Demand for workers remains strong with baby boomer retirement driving a continuing need for trained workers.
- d. Student Success: High. Students are employed soon after graduation with power companies throughout the western states. Employment opportunities have always been outstanding.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. All power companies in the region have a continuing need for new workers.
- c. Alternative Program Delivery Potential: High. The potential exist for an alternate training schedule that includes more hours per day with fewer class days.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 428.57
- b. Student Perception of Instructional Effectiveness: Low.

**Program: Technical Certificate,
Manufacturing Supervision
Western Colorado Community College**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and decreasing. These courses are taken only by students pursuing this degree.
- b. Demand by Majors: Low and stable. Full cycle of program offered once.
- c. Growth Potential: Low. A second cohort in Montrose is completing this program, though the enrollment is only four students, half the size of the initial cohort.
- d. Student Success: Medium. All students in this program are employer sponsored and are working in manufacturing.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. This program was designed to meet the needs of a group of Montrose employers who will expect the program to be available for future workers.
- c. Alternative Program Delivery Potential: High. The program is currently run in the evening to meet the needs of the employers that require workers to attend.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 195.15
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: Technical Certificate, Manufacturing
Technology
Program: A.S., Manufacturing Technology Emphasis
Program: A.A.S., Manufacturing Technology –
Computer-aided Design Emphasis
Program: A.A.S., Manufacturing Technology –
Machine Technology Emphasis
Program: A.A.S., Manufacturing Technology Cluster –
Welding Emphasis
Western Colorado Community College**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and stable. These courses are primarily taken by students pursuing this degree. With the addition of baccalaureate degrees in engineering and construction management, the service to non-majors should increase in the CAD and Machine Tool emphases.
- b. Demand by Majors: Low and declining. Student credit hours declined 40% over the five-year period while manufacturing trades decreased 15% and welding by 50%. Of the 121 degrees and certificates awarded over the five years, 71 were earned in CAD, 36 in machining technology, and 14 in welding. Welding has declined over the past few years but enrollment has increased in 08-09 because of changing to all night classes.
- c. Growth Potential: Medium. Growth potential is higher at the two-year level and less so for the certificate program. Again the addition of two bachelor’s degrees that require some of the knowledge base and skill set may lead to increased enrollment in specific CAD courses.
- d. Student Success: High for graduates with the computer-aided design or machining emphases. Several students in CAD and Machining have competed successfully in Skills USA competition. Additionally, a number of program graduates have continued their education after earning engineering or engineering technology degrees. Welders have been highly employable with less than a complete program.

Program Characteristics

- a. Locational/Comparative Advantage: None

- b. Value to Region: High. This program adds high demand workers to regional employers when there is no other training provider in the region. Placements have always been very high, with most students being employed before program completion.
- c. Alternative Program Delivery Potential: Low, due to the use of specialized hardware, software, and equipment in the program. Medium, All manufacturing programs offer night classes, the nature of the lab environment makes online classes for welding and machining very difficult.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 246.95 for CADT; 195.15 for MAMT; 107.23 for WELD
- b. Student Perception of Instructional Effectiveness: High.

**Program: Technical Certificate,
Peace Officer Standards and Training (POST)
Western Colorado Community College**

Centrality to Role and Mission: High

Student Demand

- a. Service to Non-majors: Courses in this program are primarily taken by those pursuing this degree.

- b. Demand by Majors: High and increasing. The program is only two years old and has been at maximum capacity during 08-09.
- c. Growth Potential: High. Growth is unlikely with current state approvals.
- d. Student Success: High. All classes have earned a 100% pass rate on the state POST exam. Students who leave this program are highly employable and work in most regional law enforcement agencies.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. The value of this program to Western Colorado is the partnership with the city and county. Community expertise and participation has led to the 100% pass rate and full enrollment.
- c. Alternative Program Delivery Potential: High, due to compressed nature of the program that earns students 36 credit hours during one semester.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Medium. Average Student Credit Hours/Full-time Equiv Faculty: 408.00
- b. Student Perception of Instructional Effectiveness: High.

**Program: A.A.S., Process Systems Technology
Western Colorado Community College**

Centrality to Role and Mission: Medium

Student Demand

- a. Service to Non-majors: Low and stable. Courses in this program are taken primarily by students pursuing this degree.
- b. Demand by Majors: Low and stable. This is a young program and data are limited. The program was developed in 2007 to meet regional needs and as part of the continuing reorganization of the TECI program.
- c. Growth Potential: Medium. The importance of this program to the region lies in the program focus on gas & oil and the renewable energy industries.
- d. Student Success: Medium. The program began in the Fall of '08, students are already working at POMA, gas production operations, and electric generation plants.

Program Characteristics

- a. Locational/Comparative Advantage: Yes, being located in the largest population center in the heart of the natural and renewable energy district is a locational advantage.
- b. Value to Region: High. This importance of this program to the region is represented by the focus of the program on natural and renewable energy systems.

- c. Alternative Program Delivery Potential: High. Several PROS classes are delivered in hybrid mode with online instruction and lab based hands-on activities. The program is moving to a focus on night classes.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 102.22
- b. Student Perception of Instructional Effectiveness: Medium.

**Program: A.A.S., Technology Integration –
Network Technician Emphasis
Program: Technical Certificate, Technology Integration
Western Colorado Community College**

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. Courses from this program are primarily taken by students pursuing this degree. One TECI course is required in CISB.
- b. Demand by Majors: Low and stable. While approximately half of the courses have average enrollments of 10 – 13, a large number average enrollments of 3 – 5. Forty majors in typical for the review period. While 25 degrees were awarded over five years, 10 were granted in 2006 and 0 in 2008.

This program has been reorganized recently to eliminate the Electronics Engineering Technology AS degree and the Certified Electronics Technician (CET) Emphasis, AAS, and Certificate

- c. Growth Potential: Medium. The network technician emphasis replaces those in electronics technology and networking/telecommunications which have been eliminated. The implementation of Voice Over Internet Protocol (VoIP) on a national basis will lead to an expanded need for technicians from this program.
- d. Student Success: High. Program graduates are employed by MSC, St. Mary's Hospital, Mesa County, and several manufacturing plants in the region.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. Most businesses and industries are planning to upgrade/expand networking and integrated telecommunication services.
- c. Alternative Program Delivery Potential: High. TECI delivers several courses in hybrid mode incorporating on-line learning and hands-on lab activities.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 157.15

- b. Student Perception of Instructional Effectiveness: Medium.

Program: Technical Certificate - Transportation Services
Program: A.A.S., Transportation Services –
Automotive Technology Emphasis
Program: A.A.S., Transportation Services –
Diesel Emphasis
Western Colorado Community College

Centrality to Role and Mission: Low

Student Demand

- a. Service to Non-majors: Low and stable. These courses are primarily taken by students pursuing this degree.
- b. Demand by Majors: Low and decreasing. Core classes average enrollments of 21 – 28 students. Various specialty classes are significantly smaller, especially in the diesel emphasis. The program has awarded 58 degrees/certificates over five year, declining seriously since 2006 (6 in 2008).
- c. Growth Potential: Low. The need for Diesel Technicians will continue to expand and alternative energy operation technicians will expand as well.
- d. Student Success: Medium. Students from this program are employable and some begin the working career before completing the program due to the high demand for this skill set. Approximately 25% of graduates over the past five years have earned Master status which requires certification in eight ASE areas and five years work experience.

Program Characteristics

- a. Locational/Comparative Advantage: None
- b. Value to Region: High. The expansion of the gas & oil industry has opened many positions for maintenance of compressor and other equipment needed for the production of energy.
- c. Alternative Program Delivery Potential: High. Many students are earning a certificate and going to work providing an opportunity for night classes and on-line learning for non-lab-based learning needs.

Financial Information: High. Average Cost of Direct Instruction/Student Credit Hour (excluding developmental coursework): \$119.60

Faculty

- a. Faculty Workload: Low. Average Student Credit Hours/Full-time Equiv Faculty: 148.15
- b. Student Perception of Instructional Effectiveness: Medium.