

## Comprehensive Instructional Program Review Self-Study

### OVERVIEW OF PROGRAM REVIEW

The Comprehensive Instructional Program Review Self-Study (CIPR), conducted every six years, is a structured opportunity to gather, analyze, and reflect on data related to individual programs or program groupings within Academic Clusters or Areas of Study. The primary purpose of the CIPR is to support continuous improvement by evaluating the overall health of a program and identifying meaningful, actionable recommendations.

In the years between CIPRs, departments engage in Annual Planning, which informs and is summarized within the Self-Study. This process aligns with the College's five-year planning model, ensuring that short-term goals and long-term strategies are integrated.

At the conclusion of each CIPR cycle, the final report is posted to the Program Review Committee (PRC) webpage and shared with the College Council. All instructional programs, whether standalone or part of a defined grouping, are required to participate. Career and Technical Education (CTE) programs with separate accreditation processes may coordinate with their dean to streamline overlapping requirements. Additionally, biennial CTE Mini-Reviews are incorporated into the CIPR.

The PRC acknowledges that the CIPR is a more in-depth and time-intensive process than the previous two-year reviews. We deeply appreciate the contributions of all faculty and staff involved, especially those serving on the Gold, Silver, and Green Teams, who help ensure each report is thorough and meaningful. Thank you for your dedication to this important work!

### HOW ARE PROGRAMS SELECTED FOR REVIEW

The PRC maintains a master schedule of all programs, Academic Clusters, and Areas of Study, including a multi-year forecast of planned review cycles. Each year, the committee collaborates with Division Deans to update this schedule and determine which programs will participate in the upcoming cycle. Teams are formed in early fall, and timelines for the year-long review process are distributed.

Each fall, Comprehensive Program Review Evaluation Teams are assembled and include:

- **Gold Team** – Writing Team
- **Silver Team** – Draft Review Team
- **Green Team** – Final Evaluation Team

Important timelines and resources are available on the *Planning Support Canvas* page and in the *Program Review Handbook*, which is posted on the PRC webpage.

**ABOUT THIS SELF-STUDY**

Before starting your current CIPR, you will complete a brief reflection on outcomes from prior planning efforts. The CIPR is organized into five required sections, varying in depth. We recommend reviewing all sections in advance to understand the scope and how each part connects. Notably, each section's analysis should inform and lead into Section 5 (Summary and Future Plans), which synthesizes your findings and outlines future goals.

**The five sections are:**

1. Mission and Learning Outcomes
2. Instructional Practices
3. Program Data Analysis
4. Curriculum
5. Summary and Future Plans

## Program(s) Under Review

**DRAFT submission and date:** *Click or tap here to enter text.*

**FINAL submission and date:** *Click or tap here to enter text.*

**Check the option that applies to this CIPR:**

- This Self-Study considers a single degree or certificate.

Enter the name of the degree or certificate:

*Click or tap here to enter text.*

- This Self-Study considers multiple degrees and/or certificates organized by Areas of Study or Academic Cluster.

List Name of Areas of Study or Academic Cluster:

*Click or tap here to enter text.*

List each degree or certificate associated with the Areas of Study or Academic Cluster:

*Click or tap here to enter text.*

**Please note:** *In some sections of the Self-Study it may be appropriate to report on individual program outcomes rather than academic cluster outcomes, such as PLOs that are distinct vs shared.*

## Background Information

### **PRIOR PROGRAM REVIEW and ANNUAL (formerly Area Plan) PLAN REFLECTION**

**Last Program Review Term and Year:** *Click or tap here to enter text.*

1. Revisit the goals from your *last* program review and annual plans. Briefly identify which goals have been achieved, which are in progress, and what evidence demonstrates impact? List any resources your program received to support student learning improvements.

*Human Services has an advisory committee that meets regularly to discuss directions for the program and how to best provide qualified students for human service work in the community. The case management certificate is an example of collaboration with our community partners. Hill Country came to us to ask us to develop a Case Management degree. Others on the advisory committee agreed. We developed this degree to meet the shortage of human service workers in our community. These certificates were just being developed in our last program review. We developed the degree and made the levels stackable.*

*(CTE programs may wish to include references to any external accrediting or regulatory agencies).*

*Click or tap here to enter text.*

## Current Comprehensive Instructional Program Review

We engage in this process with the ultimate goals of enhancing program effectiveness and advancing student success and achievement. Completing the Comprehensive Instructional Program Review should be a collaborative effort, involving input from a broad range of stakeholders. Additional guidance on team roles and responsibilities is available in the *Comprehensive Instructional Program Review Handbook* and on the *Planning Support Canvas* page.

**Year of Current Review:** **25-26**

**List Gold Team Member(s):** **Wade Stewart, Jeanne Veich, Kate Ashbey**

**List Silver Team Captain:** *Click or tap here to enter text.*

**List Green Team Captain:** *Click or tap here to enter text.*

## 1. MISSION AND LEARNING OUTCOMES

1. *Alignment with Mission: Describe how the program contributes to the [Shasta College mission](#). Include discussion of some of the program's successes and benefits to the students and/or community (ACCJC Eligibility Requirement 6, Accreditation Standard 1.1, 1.5, 2.9).*

*Case Management Level 1 PLOs: PLO 1: Students will be able to outline a course of action when provided a workplace scenario using a code of ethics and a decision making model. PLO 2: Students will be able to identify the main research methods used by social workers and human services professionals. PLO 3: Students will be able to write a basic case note that includes the following areas: subjective, objective, assessment, and plan. Case Management Level 2 PLOs: PLO 1: Students will be able to demonstrate the ability to write a detailed case note. PLO 2: Students will be able to view an individual holistically by articulating what factors might be affecting individuals and families in the community (i.e., culture, trauma, biology, ACE scores, societal pressures, SES, historical factors, health challenges, mental health, environmental factors). PLO 3: Students will be able to maintain professionalism in a human services setting by demonstrating mature judgment, progress on initiatives, and appropriate work habits. PLO 4: Students will demonstrate dependability, reliability, punctuality and meet deadlines.*

*Describe any current or recent challenges that might hinder students in the program from reaching their goals.*

*Students and faculty say they want more face-to-face classes. There are not enough faculty to teach more face-to-face classes. Making the certificates stackable comes with strengths and weaknesses. The strength is that students can get motivated as they accomplish a large task in steps. The downside is that sometimes students stop at level one certificate without going on to get a level two certificate. The programs and worksites that we have collaborated with want the students to have a level two certificate. Therefore, more collaboration might be needed between the academic counselors and representatives in the community to ensure that students complete both level one and level two.*

2. *List each [PLO](#) and write a brief narrative summary analysis discussing outcomes for each of them. If not assessing PLO's at the time of this report writing, list each PLO and attach your plan and timeline to complete assessments (Accreditation Standard 2.2, 2.9):*

- *Assessment results should include overall success rate on assessment, and as appropriate, provide outcomes achievement data by mode of delivery by courses. Multiple years of data should be used when available.*

*Case Management Level 1 PLOs: PLO 1: Students will be able to outline a course of action when provided a workplace scenario using a code of ethics and a decision-making model. I need to link this PLO with an SLO from HuSv 70. I am currently measuring this in the course but the PLO has not been linked in Canvas. PLO 2: Students will be able to identify the main research methods used by social workers and human services professionals. I need to create an assignment with the help of the part-time faculty to decide which class to include this PLO. PLO 3: Students will be able to write a basic case note that includes the following areas: subjective, objective, assessment, and plan. I do this PLO in my HuSv 70 course. I*

*think the assignment could be more in-depth and detailed and needs to be looked at.*

**Case Management Level 2 PLOs:** **PLO 1:** Students will be able to demonstrate the ability to write a detailed case note. I think that I need to review which classes should introduce this concept and which reinforce the concept and which classes focus on Mastery. **PLO 2:** Students will be able to view an individual holistically by articulating what factors might be affecting individuals and families in the community (i.e., culture, trauma, biology, ACE scores, societal pressures, SES, historical factors, health challenges, mental health, environmental factors). The paper in HuSv 70 could meet this requirement. I think other assignments from 12 and 14 could also meet this PLO. **PLO 3:** Students will be able to maintain professionalism in a human services setting by demonstrating mature judgment, progress on initiatives, and appropriate work habits. Consider rethinking this PLO because I am reconsidering the role of worksite learning here. **PLO 4:** Students will demonstrate dependability, reliability, punctuality and meet deadlines. This really goes along with the grades you get in each course so I may drop this from the list. Some PLOs are currently being tracked, and a plan is in place to complete the remaining PLO assessments. These assessments will ensure alignment between the course-level SLOs and the program-level PLOs being tracked. Additionally, the plan includes completing PLO assessments that connect the PLOs to both the Institutional ISLOs (ISLOs) and the course-level SLOs.

## 2. INSTRUCTIONAL PRACTICES

1. *In this section, work on deliberative discussions with varied stakeholders and partners. Describe how your program promotes students' sense of belonging, connection, and engagement? (examples: outside learning experiences, project celebrations, and clubs) (Accreditation Standard 2.8)*

*I collaborated with community members to make these certificates for the community. Hill Country originally approached me and Heather Wylie to do this. Since then, many of our students have worked at Hill Country and other community programs with these certificates. Earlier this year, I met with several community organizations to discuss the possibility of starting a Community Health Worker program at Shasta College. One of the conclusions that the group reached was that these certificates served a unique purpose in the community and should be kept. Eventually it was determined that these certificates would be the direction the programs in the community desired over the Community Health Worker program.*

2. *Explain how collaboration between this program and academic support and student services takes place (Accreditation Standard 2.7, 2.8).*

*The courses in Human Services works effectively with the PACE office to help students succeed in these courses. I have also tried to send out progress reports when possible. I will often refer students who need emotional support to Nicole Smith as well to help them achieve academically.*

3. *Describe institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2).*

*I described briefly the role of these certificates in response 1 to this section. We mainly use these certificates to partner with community programs and place individuals in the field of human services before they have a degree.*

4. *Describe collaboration between full-time, part-time faculty, and dual enrollment partners that promote student achievement and learning within the program.*

*I reach out to part-time faculty every semester to discuss how their classes are going. Part of these discussions review current challenges and successes in the classes the part-timers are teaching. In addition, we discuss students in the courses that might be having difficulty. Jeanne Veich who serves as program coordinator in our area recommended that our faculty attend the Early Childhood Education trainings to discuss how to engage students more effectively. Jeanne has invited the part-timers to attend this meeting during the semester. In the future, I think it might be best to meet all together as faculty once a month to train and discuss some of the issues we are having in Human Services.*

5. *When multiple sections of the same courses are taught in varied modalities (e.g., online, hybrid, f2f) and by different instructors, explain the processes and strategies used to establish and maintain academic standards and consistency.*

*I discussed how I have conversations with the part-time faculty about courses. I also have personally reviewed the part-time faculty courses. As part of this review, I have provided them with feedback, and we discussed successes and challenges as part of the review process.*

6. *Describe how faculty ensure online courses are accessible (ex., Accessibility Check, and universal design) and maintain regular and substantive interaction with students in their online classes to promote engagement and learning. (ACCJC Distance Education Policy, Standard 2.6)*

*We have attempted to help students get the accommodations that they need to succeed. In addition, we have attempted to make our online courses accessible. Regarding the regular and substantive interactions, I work to accomplish this with my classes. I have reviewed the other faculty's classes as required by Shasta College current policies. Here is what the part-time faculty in this area have reported doing in their classes. Camilla Delsid: In my online courses, accessibility is ensured through clearly structured weekly modules, detailed written instructions, consistent due dates, screen-reader-friendly materials, captioned media when used, and multiple formats for engagement. I maintain regular and substantive interaction through weekly announcements, required discussion posts grounded in the textbook with proper citations, detailed and individualized responses to student posts, grading summaries, and consistent feedback within 48–72 hours. I also hold virtual office hours, invite students to drop by when I am on Campus, proactively check in with students regarding their progress and well-being where they have to respond to me, and regularly refer students to Shasta College support services as needed. I also share all materials that are of student interest in Announcements. One ongoing challenge is ensuring equitable assessment practices for PACE students while maintaining academic standards, as differentiated evaluation requires additional faculty time and careful balancing of rigor and access; when a large number of students require modified evaluation, it can affect overall class dynamics and academic depth of peer interaction. Vaness Banda: I design my courses to be accessible by providing clear instructions, organized modules, and materials in multiple formats to support diverse learning needs. Accessibility is intentionally built into the course structure so all students can fully engage. To maintain interaction online, I upload instructor videos so students can connect with me personally, encourage weekly gratitude check-ins to build community, offer Zoom office*

hours for real-time support, and post weekly announcements to ensure consistent communication.

### 3. PROGRAM DATA ANALYSIS (Standard 1.3)

Relevant data is found on the [Institutional Research Intranet page](#) within the “Instructional Program Review” folder. Strong narrative responses will reflect a clear understanding of the data and identified trends. When discussing contributing factors, focus on those within the department’s sphere of influence—such as pedagogy, curriculum design, instructional modality, course location, short-term or late-start offerings, and alignment with general education requirements.

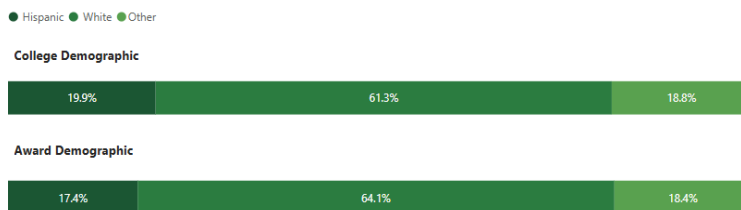
Proposed strategies and interventions should be data-informed, actionable at the department level, and accompanied by measurable outcomes. They should also include realistic short-term timelines and align with broader, aspirational goals. These goals should be clearly articulated in Section 5 (Summary and Future Plans).

**Program Completion** (*Dashboard Tabs: Awards, Award Demographics, Time to Degree*) (*Accreditation Standard 2.5*): Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should be reflected in Section 5.**

1. *Review the number of degrees and/or certificates awarded. If fewer than 10 were conferred for any award, identify possible factors contributing to the low number. Describe any planned actions the program will take to improve completion and increase the number of graduates. If an individual award has had fewer than 10 completers annually for each of the past five years, discuss the potential for program discontinuance with your area dean and summarize the outcome of that discussion in your response. (Accreditation Standard 1.3)*

**The Level 1 Case Management Certificate has consistently awarded more than 10 per year after it was launched in 2021-22. The Level 2 Case Management Certificate is still building toward the goal of 10 awards, graduating 2 students in 2023-24 and 6 students in 2024-25. While trends are going in the right direction, the potential for this program to grow may depend on support from marketing and other efforts outside of the classroom.**

2. ***Equity:** Does the program's award distribution reflect Shasta College's student population? Which groups are over or under-represented? What will the department do to improve the equity of the awards conferred? (Accreditation Standard 1.3)*



**The demographics of the Level 1 and Level 2 Case Management Certificates are representative of the overall race/ethnicity profile for the college.**

3. *Is the median time to a degree within a three-year window? If so, what do you contribute to timely completion? If*

*not, what factors within the program’s control can help improve median time to completion (e.g., rotation schedule for required courses, identifying and reducing bottlenecks, limiting the number of excess units)? (Accreditation Standard 2.5)*

**This item is not tracked in Tableau for Certificates, only degrees.**

**Enrollments** (Dashboard Tab: Enrollments and Demographics)

4. Discuss program enrollment growth and decline trends (reflect enrollment data at the course and section level). What interventions will be implemented to increase enrollment?

**There are 2 HUSV courses required for Level 1 CL 3417 and one additional HUSV course required for Level 2 CT 3417. Unduplicated**

	157	149	140	160	159
	2020-21	2021-22	2022-23	2023-24	2024-25

**Headcount for the three courses is indicated here, but these numbers include all enrollments in those three courses. There is no way to separate certificate students from degree or other students.**

**CTE Programs Only**

(For the following questions cite your sources for data. Examples of data sources can include Perkins Core IV, DataVista - Strong Workforce data. Also, any other review of relevant external databases. <https://www.shastacollege.edu/faculty-staff/institutional-effectiveness/research-reports/> Institution-set Standards under Outcomes Reporting. CTEOS data under Career Education)

- Summarize current labor market trends and data that demonstrate demand for graduates in this field. If the labor market trends have consistently declined, and/or the number of individual awards conferred has been less than 10 annually for the past five years, discuss the option of program discontinuance with your area dean and summarize the discussion in the response.  
*Click or tap here to enter text.*
- Using current data metrics available, compare program outcomes to Institution-Set Standards for job placement and address hiring percentages.  
*Click or tap here to enter text.*

**Course Retention and Success Rates** (Dashboard Tabs: Success/Retention, Success/Retention by Course, DI Demographics) Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should also be reflected in Section 5.**

A note about Disproportional Impact (DI): Occurs when a subgroup of students is achieving an outcome at a rate/percentage substantially lower than those in the other subgroups.

**5. Retention Rate:**

- A. How does the program's retention rate compare to the college average?



Course Retention rates for the three courses are comparable to Shasta College overall. Success rates during the pandemic were low, but these numbers have improved since 2022-23.

*B. Discuss the program's 5-year retention rate growth or decline trends (reflect on data at the course and section level).*

**There is no data available for section level, only course level. Retention rates for the three HUSV courses required for the certificates have improved in the past 5 years. In the past two years, success rates have been between 80 and 90%.**

*C. What interventions will be implemented to increase retention rates overall?*

*To increase retention rates above 80%, we must look at the demographics of this population. While faculty in these courses can implement strategies to promote retention, these strategies cannot account for the circumstances of the students. For example, one-third of enrolled students in this program are disabled, (compared to 10% overall), 35% are first generation (compared to 25% overall), and 26% are homeless (compared to 8% overall).*

*D. **Equity:** Do the Disproportionate Impact Indicators (DI indicators) show any groups having retention rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

Retention Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	No Concern	
Filipino	No Concern	
Hawaiian / Pacific Islander	Action Advised	Equity No.: 5
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

**Disproportionate Impact affects Hawaiian and Pacific Islander populations. The faculty in Human Services can discuss ways to help these students succeed more in this program by noticing, encouraging, sharing resources, and building rapport with these students.**

**Success Rate:**

*A. How does the program's success rate compare to the college average and Institution-set Standard?*



Success rates are indicated in dark green. This program falls below the Institution Set Standard of 72% for success, but not by much. HUSV-14 has the lowest success rate at 65% for 2024-25, but the prior year it was much higher. Again, these statistics should not be taken out of context. Students in these classes are not “typical” Shasta College students. They are far more likely to be low-income, first generation, and homeless.

B. Discuss the program's 5-year success rate growth or decline trends (reflect on data at the course and section level).

See above.

C. What interventions will be implemented to increase success rates overall?

**One intervention that might help would be to bring faculty together who teach these courses and provide some training on the population. Trauma-informed practices ECE 170 – Understanding Childhood Trauma, may be a good place to start.**

D. Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having success rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)

Success Rates

Groups		
American Indian/Alaska Native	No Concern	
Asian	No Concern	
Black or African American	No Concern	
Filipino	No Concern	
Hawaiian / Pacific Islander	Action Advised	Equity No.: 5
Hispanic	No Concern	
Two or More Races	No Concern	
Unknown	No Concern	
White	No Concern	

Success rates for Hawaiian/Pacific Islander students tend to be lower as a group. These numbers can sometimes indicate disproportionate impact based on a sample of one, which isn't very meaningful.

## 4. CURRICULUM

Although courses are reviewed as they come due, independent of associated inclusion in programs every 5 years, PRC recommends a review of all courses in a program as part of this Self-Study. Below are the minimum recommendations for this report.

### 1. Challenges to offering key courses

Briefly explain any challenges to offering key courses in order for students to complete their degree or certificate in a timely fashion. (Accreditation Standard 2.5)

There are no challenges in offering courses here. One area that could help students is helping more students complete the level two certificate.

### Program Design

2. Are there any unnecessary or bottleneck courses that prevent students from completing the program? Could those courses be made optional? For example, there could be a required course with low interest (based on enrollment). This would prevent students from completing an award. Alternatively, legacy math and English requirements could no longer be appropriate.

a. Something that we might consider is offering HuSv 94 as an elective.

3. *How will the program be changed to allow for stacked certificates/awards without adding units? Reach out to Interest Area Counselor for suggestions and alternative approaches. Include timelines and action items.  
These certificates are already stackable.*

4. *Review the "Course Schedule" tab on the dataset and identify the courses in your program that have not successfully run in 2 or more years. Justify keeping the course active or note the course for deactivation. (ACCJC Eligibility Requirement: 20)  
None to report.*

5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)  
The courses are currently being offered in a variety of settings and formats. We have a lot of online offerings and courses in the Accelerated College Program. We also have a lot of courses face-to-face courses for our students.*

**Credit for Prior Learning Opportunities** (<https://www.shastacollege.edu/counseling/credit-for-prior-learning/>)

6. *Which courses within your program lend themselves to CPL opportunities? What is the plan to develop or expand the existing CPL opportunities?  
I am not sure which classes lend themselves to CPL opportunities. Because this field is very heavy in interactions and knowing how to influence individuals, families, and groups, it will be difficult to set up CPL. Because I am the only full-time faculty member in Human Services, these task seems a little daunting right now. I will review this in the next few semesters and see if this is something we would like to do.*

7. *What support or resources would faculty in your program need to implement or expand CPL opportunities? Identify any challenges or concerns you anticipate in implementing CPL in your discipline (e.g., academic integrity, workload, transferability).  
Like I stated in the last answer, it is difficult as the only full-time faculty to offer this to our students. Grading CPL opportunities would be very extensive. I also question whether these courses could be pared down to a CPL opportunity. This is something I think I need to review with my Advisory Committee.*

**Program Map** (Accreditation Standard 2.2 and 2.5): Program maps represent one possible pathway to complete a program. Attach a copy of the program map to the final CIPR.

8. *Review your program map with your program's Interest Area counselors and explain how the program map supports timely course completion.  
These certificates are stackable, and students have an opportunity to complete them in two semesters. I have included courses that will help them in their path if they would like to continue to get an AS degree in Human Services.*

- Please check this box once you have attached Curriculum Map(s) and Program Map(s). These documents will be updated throughout this review process.

## 5. Summary and Future Plans

This section serves as the foundation for your Annual Plans leading up to the next Comprehensive Instructional Program Review. All program improvement and resource (funding) requests (formerly called Initiatives) must be clearly linked to the goals outlined in this Self-Study.

For additional guidance and planning tools, refer to the Planning Support Canvas page.

Note: Using a six-year planning model ensures alignment with the College's Annual Planning process. Once completed, the final Self-Study will be posted on the Program Review Committee webpage, and Section 5 goals will be highlighted at College Council.

1. *Drawing on the analysis provided in Sections 1–4, identify both short-term and long-term goals for the program over the next six years. For each goal, outline strategies to achieve them, including a proposed timeline, estimated budgetary needs, and responsible individuals or roles. (Aligned with ACCJC Eligibility Requirement 19 and Accreditation Standards 1.2, 1.3, 1.4, 3.4, 3.5, 4.3)*

*Short term goals include working out more clearly how to measure PLOs. Also helping more students go from level one certificate to level two certificate. I also believe that we should work on tracking the students to better understand where they are getting employment opportunities and how these experiences are going for them.*

2. *Any other information/reflections from the Self-Study the Gold Team would like to share: I think it was great to look over the data for this self-study. These certificates have not been around for very long but are popular with the students. It is also encouraging that the community still sees a need for students with this degree.*

3. *As a result of this Self-Study, please share what the program is most proud of: I am happy that students are participating in this major and that many of the students are working in this field. I am also proud that students have transferred from this program to Chico State and other universities.*

## ***End of the CIPR. Thank you, Gold Team!***

### **TO BE COMPLETED by PROGRAM REVIEW COMMITTEE**

See Instructional Program Review Bylaws for additional information.

**Green Team Summary:** *Please give an overall summary of the program highlights and CIPR strengths.*

*This is a newer program and the Gold Team recognized the value of the CIPR process in evaluating the program and identifying opportunities. Developing strong strategies and short and long term program goals that include timelines, budgets, responsible parties, and necessary supports will help to ensure that the program's next review will be even more robust.*

Recommendation for program disposition: If disposition is "with qualification" please add rationale and any recommendations for improvement. If disposition is "discontinuance," please provide explanation.

Without qualification

- With qualification
- Discontinuance