Program Review Guide

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*LLTC offers its sincere thanks to **Sitting Bull College** in Ft. Yates, ND for acting as a role model in so many areas for other Tribal Colleges and being so generous in their sharing of information. This guide and its procedures and forms is modeled closely after SBC's program review guide. We sincerely appreciate being allowed to use the words and procedures from SBC's guide, modified to meet our needs, to create this essential document. Miigwech!*

About Us

Mission

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

Vision

To be recognized as a center of academic excellence that advances Anishinaabe worldviews and empowers lifelong learners to be fully-engaged citizens, stewards, and leaders.

Motto

The path to knowledge is eternal.

Seven Grandfather Teachings/Values

Inendizowin (Humility)

- Recognize oneself as an equal part of creation
- Be careful what one says around others
- Demonstrate empathy to others
- Be respectful of the thoughts and ideas of others
- Recognize one's weaknesses and acknowledge the capacity for self-growth
- Develop and practice good listening and observation skills

Debwewin (Truth)

- Speak as honestly as one can according to one's perception
- Be loyal in all relationships
- Avoid hypocrisy

Zoongide'ewin (Courage)

- Face difficult situations with bravery
- Acknowledge one's personal weaknesses and develop strength to combat them
- Demonstrate the ability to take initiative and speak when asked

Gwayakwaadiziwin (Honesty)

- Maintain truthfulness, sincerity, and fairness in all one's actions
- Possess the ability to manage confidential information
- Communicate with others fairly and truthfully

Manaaji'idiwin (Respect)

- Accept cultural, religious, and gender differences
- Maintain high standards of conduct at all times
- Safeguard the dignity, individuality, and rights of others
- Pra ctice ethical behavior at all times

Zaagi'idiwin (Love)

- Work cooperatively and harmoniously with others
- Show kindness and compassion

- Demonstrate a acceptance and the empowerment of others
- Offer hope, encouragement, and inspiration

Nibwaakaawin (Wisdom)

- Seek guidance from elders and advisors
- Take time to reflect upon experiences
- Acknowledge the opportunity to learn from others
- Persist in acquiring knowledge and improving skills
- Strive to aaccomplish goals and dreams

Expected Student Learning Outcomes

LLTC has articulated six competencies, which function as our institutional learning outcomes:

- **Cultural** – Students will demonstrate an understanding of:
  - Sense of place.
  - What it is to be Anishinaabe.
  - How to evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.

- **Communication** – Students will be able to present effectively information and ideas, both oral and written, by:
  - Writing in Standard English.
  - Writing in a variety of formats, using credible sources and citations.
  - Using effective speaking skills in public presentations.
  - Demonstrate interpersonal communication skills.

- **Critical Thinking** – Students will be able to:
  - Use scientific methods and other modes of inquiry to define problems:
  - Access, evaluate, integrate, and document information.
  - Develop logical arguments with evidence.

- **Computer Skills** – Students will be able to:
  - Use word processing for essays and other communication.
  - Use spreadsheet software for communication, computation, and graphic data representation.
  - Use presentation software for communication.
  - Use internet and electronic resources for research and email for communication.

- **Quantitative Skills** – Students will be able to:
  - Propose solutions to and solve real -world problems by applying the correct scientific and numerical data.
  - Use analytical and critical thinking skills to draw and interpret conclusions.

- **Reading Skills** – Students will be able to:
  - Demonstrate comprehension of college -level readings.
  - Extend vocabulary through reading.

Introduction

Purpose

Leech Lake Tribal College (LLTC) has created this guide for r program review in an effort to make the ongoing process of program evaluation as easy to understand and carry out as possible. With all the varied tasks that staff and faculty do on a regular basis, having published information in the form of a guide both cements the practice of program review in our continuous improvement process and facilitates the work for all involved.

Participants

While program review is largely carried out by fa culty in the evaluation, planning, and improvement of their programs, other staff members are involved in the process. The Curriculum and Assessment Committee, the Dean of Academics, the F finance department and a few other key people all play roles in the successful program review implementation.

Description

Program review consists of a comprehensive self-study of each academic program offered at LLTC on a five -year schedule. The results of the self -study show program strengths, weaknesses, opportunities, and threats. Faculty members can build upon program strengths, analyze weaknesses and develop and plan to improve them, highlight opportunities for growth, and discuss threats to the program.

The self-study is detailed in a report, which is presented orally and in writing at the end of the academic year in the spring to the Curriculum Committee. After review of this report, the committee will decide on the status of the program: maintain, enhance, reconfigure, reduce, or phase out the program . Program faculty will then create a Program Plan with short - and long -term goals to continue the successes and to meet the identified needs of the program or to carry out reduction/phase -out activities.

Connections

Program review is connected to the following essential processes at LLTC:

1. **Accreditation** – The Higher Learning Commission (HLC) is LLTC's accrediting body. HLC requires evidence of regular program review to meet the goals of accreditation, one of which is the evaluation and improvement of teaching and learning.

2. **Academic Planning** – Within each academic department, faculty members annually complete work plans, professional development goals, assessment worksheets, etc. These documents may be used in the Program Plan .
3. **Assessment Data Analysis** – A key part of the Program Plan is data analysis, which is provided to the Assessment Committee from the Director of Assessment and the Director of Enrollment Services (Registrar).
4. **Budget Development** – Academic department and program budgets are informed by the program review. For example, the Program Plan may include future staffing proposals, facility needs, and other resources.
5. **Institutional Research** – Program review is supported by research on internal and external influences on the college.

Responsibilities

Each of the participants listed above has responsibilities in the program review process, as described below.

1. **Curriculum Committee**
   a. Creates the master Program Review Schedule
   b. Assigns programs to particular years in the program review cycle
   c. Coordinates annual program review training
   d. Provides institutional support for program review
   e. Evaluates and revises program review documents, as needed
   f. Evaluates and reviews potential new programs
   g. Evaluates and makes recommendations on program status
   h. Reviews, revises, and approves Program Plans
2. **Department Chair and Program Faculty**
   a. Conduct program review meetings
   b. Obtain an external program evaluator
   c. Collect data
   d. Draft, edit, and write the Program Review Report
   e. Present the Report to the Curriculum Committee
   f. Draft, edit, and write the Program Plan
3. **Director of Assessment and Institutional Research**
   a. Provides summaries of surveys (graduate, community, etc.)
   b. Provides data analysis reports
   c. Provides other requested data, where possible
   d. Uploads final revised Program Review Report to the appropriate repositories (intranet, website, etc.)
4. **Registrar**
   a. Provides enrollment and graduation data
5. **Finance Department**

a. Provides financial information as appropriate

b. Advises and assists with budget information

6. **Student Services**

   a. Provides graduate survey information

   b. Provides alumni employment and/or continued schooling information

7. **Assessment Committee**

   a. Advises and assists in the completion of Program Review Report through the provision of data and explanation of analysis

8. **External Evaluator**

   a. Reads Program Review Report and makes recommendations

Calendar

Annual Program Review Cycle

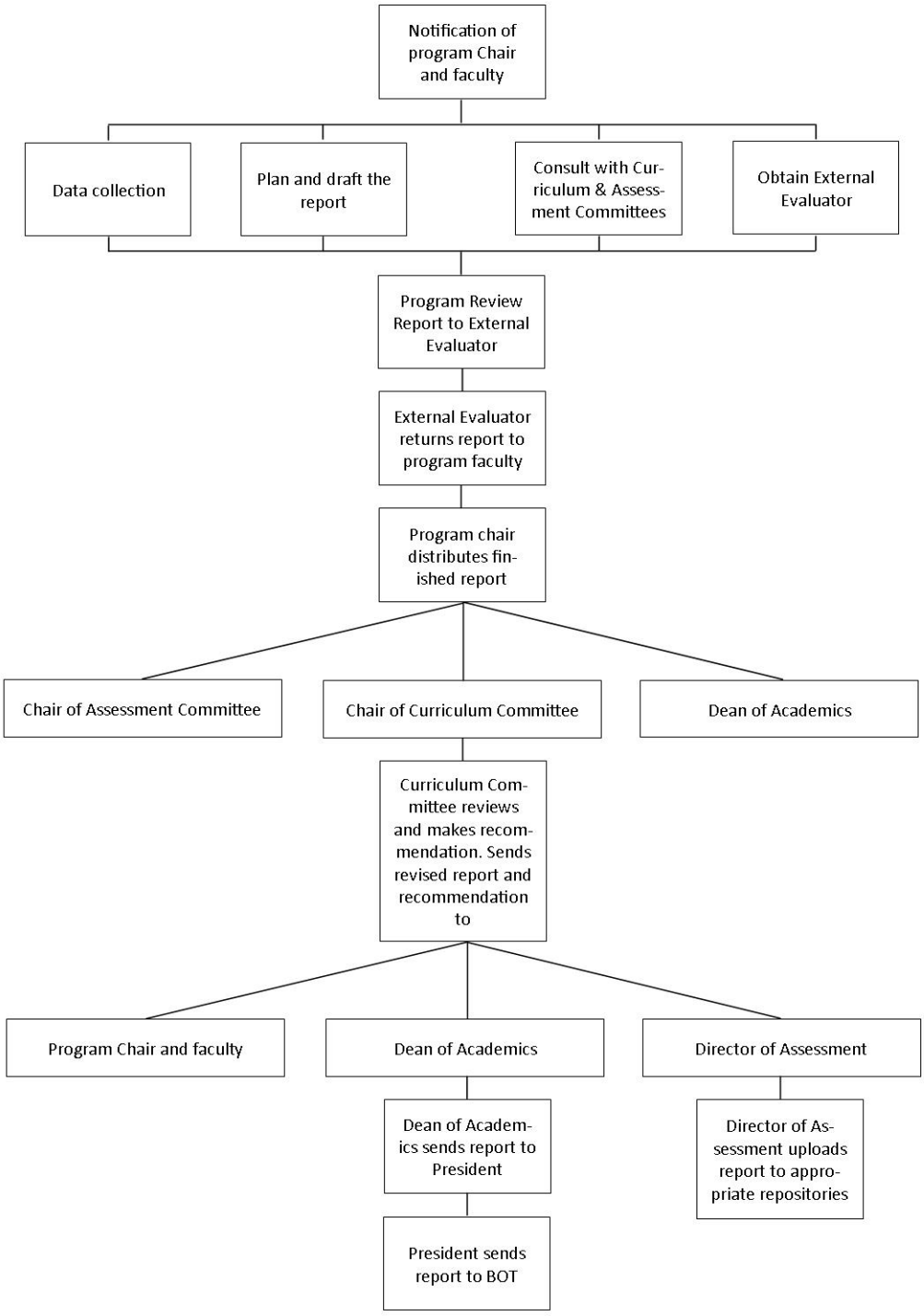
This is the annual program review calendar for *existing* programs. Program reviews are examined on a five -year cycle.

September	Notification of programs scheduled for review during the current school year
October – November	Program Review takes place: data collection, planning and drafting of the report, consultation as needed with Curriculum and/or Assessment Committees , obtaining an External E valuator
January 15	Program Review Report due to External Evaluator
January 30	Feedback on the Program Review Report is returned to the program faculty by the External Evaluator
March 1	Submit completed Program Review Report as an electronic file to the e Chairs of the Curriculum and Assessment Committees and to the Dean of Academics
March 21	Recommendation of Curriculum Committee to the program Chair and fa culty, the Dean of Academics, and the Director of Assessment along with a corrected final electronic copy of the report.
March 31	Program Review Report and Curriculum Committee recommendation to the President and LLTC Board of Trustees

Other Program Reviews

Programs, such as Law Enforcement, that are subject to external review on a different schedule should notify the Curriculum Committee upon immediate notification of such review so that adjustments can be made to the schedule. Potential new programs should work out a schedule of review with the Curriculum Committee.

Program Review Flow Chart



Recommendations from the Review Process

Existing Programs

The Curriculum Committee review of the Program Review Report for each program will result in one of five recommendations for appropriate action:

1. Maintain the program
2. Enhance the program
3. Reconfigure the program
4. Reduce the program
5. Phase out the program

All existing program reviews except those resulting in a recommendation to phase out a program should result in specific recommendations that can enhance a program and ensure that it more effectively and efficiently meets the needs of the students and LLTC's goals.

The Existing Program Review Rubric will be used by the Curriculum Committee in determining their recommendation.

Potential New Programs

The Curriculum Committee review of New Program Proposals will result in one of four recommendations for appropriate action:

1. Adopt the program
2. Enhance the program
3. Reconfigure the program
4. Program not recommended for adoption

All new program reviews except those resulting in a recommendation not to adopt a program should result in specific recommendations that can enhance a program and ensure that it more effectively and efficiently meets the needs of the students and LLTC's goals.

The New Program Review Rubric will be used by the Curriculum Committee in determining their recommendation.

Existing Program ReviewRubric

Criteria	Maintain a Program	Enhance a Program	Reconfigure a Program	Reduce or Phase Out a Program
Quality and strength of the program as determined from assessment information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance.
Enrollment data	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to benefit and positively impact LLTC	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than ¼ of the curriculum.

New Program Review Rubric

Criteria	Adopt a Program	Enhance a Program	Reconfigure a Program	Program Not Recommended
Quality and strength of the program as determined from feasibility information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution is not substantial enough to justify its continuance.
Expected enrollment	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to benefit and positively impact LLTC	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than ¼ of the curriculum.

Program / Discipline Review Report Formats

Existing Program Report Format

The program Review Report includes two documents: an executive summary which highlights the major aspects of the program's review and a more comprehensive analysis. Appendices and supporting documentation may be asked for by the committee. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an accurate picture of the program.

ABSTRACT (EXECUTIVE SUMMARY)

Summarize each section of the Program Review Report. Following the summary, list the names and titles/positions of all program members who participated in the program review and contributed to the report.

Part I. Program Description Summary
Part II. Program Self -Evaluation Summary
Part III. Program Planning Summary

COMPREHENSIVE ANALYSIS

Discuss program review information in detail as outlined on the following pages.

Part I. Program Description

1. **Describe the Role of the Program within LLTC.**
    a. Program's Mission Statement : must include a description of the Program's function that relates to the LLTC Mission Statement and to the goal of achieving student learning outcomes.
    b. Courses offered
    c. Degrees and/or certificates offered

2. **Describe the current program staff/faculty, as follows:**
    a. Name
    b. Title/Position
    c. Classification: Full -time, Part-time, Adjunct, Temporary, etc.
    d. Number of credits taught each semester by each instructor and number of average number of students per semester in each class since last program review
    e. Summarize changes in staffing (Past Five Years)

3. **Program Productivity Summary:** (Past Five Years; see Required Minimum Data for Program Review)
    a. Enrollment, success (graduation) data
    b. Employment data (including student's continuing education) (See Student Services)

c. Number of students transitioning from a lower degree to a more advanced degree, if applicable (i.e. continuing from a certificate program to an AAS or an AA/AS program to a BS program)

d. Competition rates, retention, age, male/female

e. Enrollment trends in program/courses – consistent with college? What factors are influencing course enrollments?

4. **Program Revenue:** (Past Five Years or data that is available; see Finance Department)
   a. Tuition and ISC (Indian Student Count) Revenue
   b. Summarize Revenue Trends for the Past Five Years
   c. List program partners and donations

5. **Program Budget:** (Past Five Years; see Dean of Academics and Finance Department)
   a. List annual expenditures by the program in the following categories: salaries and fringe (use 35% of the salary)
   b. If grant funded, include travel, supplies, equipment, and other (as applicable).
   c. Specify grants, additional funding, fundraising, etc.
   d. Cost per students FTE.
   e. Estimate college capacity.

6. **Career and Technical Programs (only)**

   a. **Evaluate** the impact of your advisory committee on program content, instruction and outcomes. How active is the committee? What is the composition of the committee? Does it represent a cross-section of the industry? Does it include high school faculty? Does it include practitioners and management? How often does it meet?
   b. List program partners and donations.
   c. What is the outlook for the field and demand for your graduates? Review DEED data for the occupation. Is this a high-skill, high-wage field? Does it meet the needs of the reservation?
   d. Describe condition of program equipment. Does it reflect industry? How does the advisory committee rate the equipment?
   e. Review placement and employer satisfaction data. What conclusions do you draw?
   f. How are safety and work ethics incorporated into the curriculum?

Part II. Program Self-Evaluation

1. **Faculty** (include results from Appendix B– Faculty Satisfaction Survey)
    a. Describe the program's ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as assessment, curriculum design and review, state-of-the- art content, professional development activities, and program delivery.

    b. Describe the program's defined schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.

2. **Describe the use of Course Evaluations.**
    a. Do they reflect the Seven Grandfather Teachings / Values? How are they used?

3. **Student Relations**
    a. Describe faculty accessibility to students (for example, through office hours, voicemail, email, and other forms of social media) appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.
    b. Describe how the program employs methods and systems of instructional delivery that is appropriate to the discipline and to the educational needs of students.
    c. Describe evidence that the program courses successfully meet the learning or employment needs of students.

4. **Curriculum Content, Design, Delivery**
    a. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee (where applicable), and when all course outlines / syllabi have been updated (at least once since the last program review).
    b. Describe how the program's academic courses conform in content, textbooks, and instructional methods to current disciplinary standards and are designed to meet the degree and/or general education needs of students.
    c. Describe how the program systematically collects and reviews student learning outcome data for courses and programs, takes active steps to improve achievement, and reports the results to the Assessment Committee.
    d. Describe how the program incorporates Indigenous American cultures into the curriculum content, design, and delivery.

5. Institutional Support

a. Describe how space, classroom design, technology, and equipment impact student learning. What needs to be improved?

b. Does the institution provide adequate student service (library services? and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs. Academic advising? Do the students use these services? Why / Why not?

c. Does the institution support professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline? Please explain.

6. Obstacles/Previous Findings

a. Describe any particularly difficult obstacles, either internal or external to the institution, which influence the effectiveness of the program's courses and programs (include response to problems identified in previous program reviews or other relevant assessments, internal or external).

b. Describe any ways these could be improved to make your program be more effective.

c. Identify any changes within the organizational structure or direction of the institution that may affect program goals.

d. Articulation issues with other institutions.

7. Other

a. Describe the program's contribution to other LLTC programs through its significant involvement in the general education program, its support to other college programs through service learning or community engagement course offerings, or in other ways.

b. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its faculty and students.

c. Describe co-curricular activities and involvement of program faculty and students.

d. Review grades awarded for program courses. What patterns or trends do you see? What are the issues? What action needs to be taken?

e. What strategies are used within the program to assist students with disabilities to be successful?

f. Online learning. What are the strategies and the challenges?

Part III. Program Planning

1. Based on findings in Parts I & II, conduct a SWOT (Strengths- Weaknesses-Opportunities & Threats) analysis to develop an action plan.

2. Describe any new and revised goals and objectives for program improvement that were identified through the Program Review. Include both short -term (1 year) and long -term (5 years) objectives.

3. Identify additional resources needed to maintain and improve program quality and to reach the goals and objectives (for example: hours for part-time employees, cost of remodeling, adjunct faculty hours, software, equipment, faculty development, etc.

Potential New Program Proposal Format

The Potential New Program Proposal is done in two steps. The first step is a feasibility study. After approval of the feasibility study, the developed program proposal is submitted. See New Program Implementation Flow Chart (Appendix A) for a full breakdown of step involved in starting a new program at LLTC.

The feasibility study includes four documents: an executive summary which highlights the major aspects of the proposed program and the feasibility study itself (a comprehensive analysis). The developed program includes all course syllabi and degree plans. Appendices and supporting documentation may be included. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an a accurate picture of the program.

ABSTRACT (EXECUTIVE SUMMARY)

Summarize each sect ion of the Feasibility Report. Following the summary, list the names and titles/positions of all program members who participated in the program proposal and contributed to the report.

FEASIBILITY STUDY

Discuss program feasibility information as outlined below.

1. Rationale
    a. Describe the program that is being proposed
    b. Why? Include any important trends which affect this proposed program
    c. Include benefits and limitations of implementing the program
    d. Summarize any surveys, community listening sessions, etc. that have informed this proposal.

2. Describe the Role of the Program within LLTC
    a. Program's Mission Statement : must include a description of the program's function that relates to the LLTC Mission Statement and to the goal of achieving student learning outcomes.
    b. Proposed courses
    c. Proposed degrees and/or certificates

3. Target Audience
    a. Who is the program for?
    b. Where would these graduates be employed (job opportunities)?
    c. What job opportunities are available on or near the reservation for these students after graduation? Document need for program graduates
    d. Recruitment plan

4. Describe the staff needed for the program, as follows
    a. Title/Position
    b. Classification: Full -time, Part-time, Temporary, etc.
    c. Summarize projected changes in staffing (Next Five Years)

5. Program Budget (Next Five Years)
    a. List a proposed annual budget for the program including the following categories: salaries (based upon the LLTC Faculty Scale), fringe (use 35% of the salary), supplies and equipment, technology, memberships, Travel

6. Identify non -financial resources needed to develop and maintain the program (for example: space, equipment, technology, reference resources, and practice sites if applicable.)

PROGRAM DEVELOPMENT

Once the feasibility study has been reviewed and approved by the Curriculum Committee this portion of the program review is done.

1. Development Timeline
    a. Outline a proposed schedule for implementation of the program

2. Degree Plan

3. Curriculum Outline
    a. This is an outline of the program showing when the courses would be offered
    b. Include all course requirements both general education and core courses
    c. Include a suggested sequence for student progression through the program

4. Course Syllabi
    a. Utilizing the approved syllabus format submit completed syllabi for every course proposed for the program, include proposed textbooks

PROGRAM PLANNING SUMMARY

1. Student learning outcomes for the program
    a. Draft measurable student outcomes for the program
    b. If approved, the Assessment Committee will work with the program to develop an assessment plan.

Required Minimum Data for Program Review

A. Program Demographics:

a. Program Faculty – Full Time and Part Time
b. Program Staff – Full Time and Part Time
c. Total Program Student Enrollment per Semester (5 years) (See Website)
d. Total Number of Courses and Sections Offered per Semester (data available, up to 5 years)
e. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institution (5 years)
f. Optional: Enrollment by days, weeks, time of day, gender, age group, ethnicity, payment, instruction method, credits students take in General Education classes, transferability (5 years)

B. Success:

a. Total Program Graduates (Degree, Certificate) per Semester (5 years).
b. License/Board exam/Certification Exam Pass/Fail Rates (if applicable).
c. Total Successful Program Placements, if available (transfers, employment) per Semester (5 years) (See Student Services)

Appendices

A – New Program Implementation Flow Chart

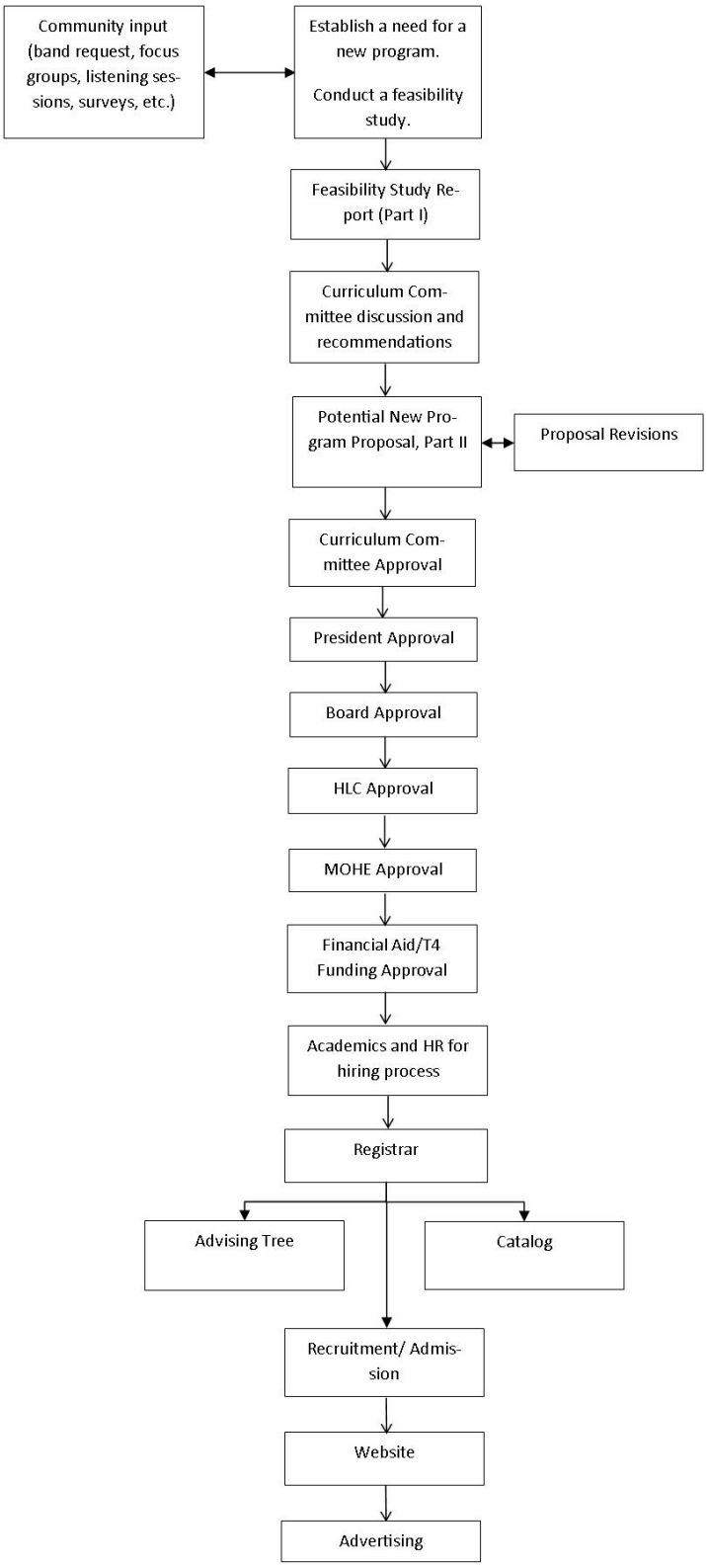
B – Faculty Satisfaction Survey

C – Checklist for Program Reports

D – Signature Pages for Completed Program Reviews

E – Signature Pages for Completed Potential New Program Proposal Review

Appendix A - New Program Implementation Flow Chart



Appendix B - Faculty Satisfaction Survey

Faculty Program Satisfaction Survey	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty members have the opportunity to participate in curriculum development and revision for this program.						
2. All faculty members have the opportunity to participate in program planning.						
3. Faculty members in this program are concerned about student success.						
4. The variety of faculty expertise is sufficient to provide effective instruction within this program.						
5. Faculty members in this program are given the opportunity to participate in the program review process.						
6. The program review process is effective in evaluation of the strengths and weaknesses of this program.						
7. Information gathered during program review is integrated into the program's planning process.						
8. Communication among faculty in the program is frequent, interactive, and effective.						
9. I am satisfied with the quality of educational planning in this program.						
10. The required textbook(s) are selected by all faculty members teaching a particular course in this program.						
11. The program's courses conform in content, textbooks, and instruction methods to current disciplinary standards.						
12. Adjunct faculty members communicate with the program full-time faculty regarding grading policies.						
13. Faculty members in this program both assess and base grades and course credit on student achievement of learning outcomes.						
14. The faculty members in this program are sufficient in number to provide effective instruction within the discipline.						
15. The courses I teach are required courses, not electives.						
16. Faculty members in this program stay current in their area of expertise.						
17. The faculty members in this program are actively involved in staff development activities.						
18. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.						

19. Class schedules for this program conform to student's demand and educational needs.						
20. Faculty members in this program distinguish between personal conviction and professionally accepted views in the discipline.						
21. Faculty members in this program are committed to high standards of teaching.						
22. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.						
23. Library services and collections are adequate to maintain the effectiveness of this program's courses.						
24. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.						
25. Clerical support is available and adequate to maintain the effectiveness of this program's courses.						
26. I have been provided a copy of the LLTC Policies and Procedures and the LLTC Faculty Handbook.						

27. At LLTC, are you: Δfull-time faculty Δpart-time faculty Δadjunct

28. How many years have you taught at least one course in this program?
ΔLess than 1 Δ1-3 years Δ4-6 years Δmore than 6 years

29. How many different courses per semester are you teaching in this program?
Δ1 course Δ2 courses Δ3 courses Δ4 courses Δ5 courses

30. How many credits do you teach in this program (per semester)?
Δ5 or less Δ6-12 credits Δ12-15 credits Δmore than 15 credits

Please provide any additional comments (greatly encouraged):

Appendix C – Checklists for Program Reports

Checklist for Existing Program Review Report

Executive Summary

_____ Program Description Summary
_____ Program Self-Evaluation Summary
_____ Program Planning Summary

Comprehensive Analysis

Part I. Program Description

_____ Role of the Program
_____ Staff
_____ Productivity Summary (Appendix A) for past 5 years
_____ Program Revenue (Past 5 years)
_____ Program Budget (Past 5 years)
_____ Advisory Committee

Part II. Program Self- Evaluation

_____ Faculty (include results of Appendix B)
_____ Student Relations
_____ Curriculum Content, Design, Delivery
_____ Institutional Support
_____ Obstacles/Previous Findings
_____ Other

Part III. Program Planning

_____ Trends affecting program goals
_____ Articulation Issues
_____ Goals and objectives for program improvement (1 year and 5 year)
_____ Identify additional resources needed

Checklist for Potential New Program Proposal

Executive Summary

_____ Overview of Proposed Program

Feasibility Report

_____ Rationale
_____ Role of Program
_____ Target Audience
_____ Staff Needed
_____ Resources Needed
_____ Budget

Program Development

_____ Development Time Line
_____ Degree Plan
_____ Curriculum Outline
_____ Completed Syllabi for each course

Program Planning

_____ Student Outcomes

Appendix D – Signature Pages for Completed Program Reviews

Name of Program Reviewed: _____

_____	_____
Department Chair	**Dean of Academics**
_____	_____
Curriculum Committee Chair	**President**

Date of Review: _____

Curriculum Committee Recommendations:

Criteria	Maintain a Program	Enhance a Program	Reconfigure a Program	Reduce or Phase Out a Program
Quality and strength of the program as determined from assessment information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution are not substantial enough to justify its continuance.
Enrollment data	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to benefit and positively impact LLTC	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than ¼ of the curriculum.

COMPLETED ELECTRONIC COPY SUBMITTED:_____(Date)

Appendix E - Signature Pages for Completed Potential New Program Proposal Review

Name of Program Reviewed: _____

_____	_____
Department Chair	**Dean of Academics**
_____	_____
Curriculum Committee Chair	**President**

Date of Review: _____

Curriculum Committee Recommendations:

Criteria	Adopt a Program	Enhance a Program	Reconfigure a Program	Program Not Recommended
Quality and strength of the program as determined from feasibility information	The program's quality is substantial and notable.	The program's quality is substantial but could be strengthened through curricular and/or other program enhancements, e.g. providing additional resources, adding or deleting courses.	The program's quality could be strengthened through reconfiguration, e.g. substantial modification of the curriculum and the reorganization of faculty.	The program's quality and/or contribution to the institution are not substantial enough to justify its continuance.
Expected enrollment	The program's enrollment is strong.	The program's enrollment is adequate but could be strengthened.	The program's enrollment needs to be strengthened.	The program's enrollment does not meet the expectations for continuance.
Ability to benefit and positively impact LLTC	Relationships, partnerships, and/or alliances are strong. This Program benefits the overall mission of the college.	Relationships, partnerships, and/or alliances could be developed to strengthen the program.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances are not positively impacting the college. The program's reduction or phase-out would not adversely impact other programs.
Cost effectiveness	The program sustains itself and is a financial asset to the college.	The program could provide more financial gain with additional efforts.	The program's financial expenditures need to be reconfigured in order to be more cost effective.	The program is not cost-effective.
Cultural component	The program embeds Native culture throughout the entire curriculum.	The program embeds Native culture throughout the majority (greater than half) of the curriculum.	The program embeds Native culture throughout less than half (1/2) of the curriculum.	Evidence that the program embeds Native culture throughout the entire curriculum is absent or less than ¼ of the curriculum.

COMPLETED ELECTRONIC COPY SUBMITTED:_____(Date)