Name of Program Reviewed:

_____

Program Director or Faculty Representative:

_____

Dean of Academics:

_____

Vice President:

_____

President:

_____

Date of Final Review:

_____

Next Review Year:

_____

TMCC Program Review Process Flow Chart
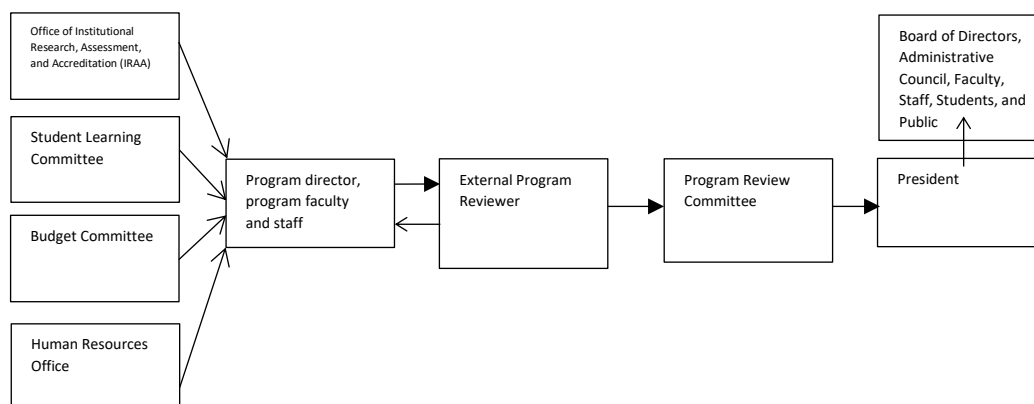
Overview of Program Review Process and Responsibilities:

1. A program is identified for review by the Program Review Committee for <u>at least one</u> of the following reasons:
   a. It is scheduled according to a 5-year plan
   b. It is scheduled one year prior to an external accreditation cycle
   c. It is one year prior to the end of grant funding
   d. It is flagged based on funding, enrollment, performance, or other indicators
   e. It is a proposed program (See separate flow chart (in progress) for proposed programs process)
2. Program Director notifies staff of need for program review and facilitates meeting and completion of documentation. Program staff and faculty are notified of program review and tasked with populating program-level information.
3. Office of Research, Assessment and Accreditation (RAA) provides notification of annual program review timeline for those scheduled within the calendar year according to the approved 5-year timeline; RAA supports data collection (enrollment trends, survey data, etc.) for the program.
4. The Student Learning Committee provides assessment data for student learning outcomes to show evidence of quality education and learning engagement.
5. The Human Resources office provides data on faculty and staff resources and capacity.
6. An external evaluator reviews the program's Comprehensive Program Review Report (once completed) and provides a recommendation and rationale.
7. Program Review Committee reviews all information including the external evaluator's report and provides the official institutional recommendation.
8. Vice President, CTE Director, and Academic Dean review the finalized Comprehensive Program Review Report and provide any additional information if necessary for final consideration. Additionally, documentation review at this stage may yield alterations in recommendations to the president, and the rationale for such alterations must be clearly documented.
9. The President has final authority to decide on the status of a program review recommendation or decision. The President will share the final determination with the program review committee, via attendance at an official meeting or via documented communication wherein a basic rationale for decision is provided.
10. The president reports to the Board of Directors based on documentation from each stage in the process.

EXISTING PROGRAM REVIEW RUBRIC

The review should result in a recommendation from the Program Review Committee for appropriate action to be taken. Program reviews will include one of the following program recommendations:

- Mature
  This condition means that a program has generally shown evidence of satisfactory dynamics. There may be room for improvement, but such areas of growth are not anticipated to substantially change the program.
- Developing
  A designation in this column indicates that some aspect of a program has significant room for improvement; as a result, additional institutional support and/or basic program modification may occur.
- Emerging
  This designation indicates that substantial challenges exist in conducting ideal program outcomes; such challenges may be external (lack of needed institutional supports, funding, broad student enrollment trends, etc.) or internal to the program itself. Designation in this column may result in broad program modification, change, furlough status, or in rare cases program phase-out.

In addition, all program reviews except those resulting in a recommendation to phase out a program should result in specific recommendations that can improve a program and ensure that it more effectively and efficiently meets the needs of the students and Turtle Mountain Community College's attainment of its goals. This is meant to increase awareness of areas for institutional development, to stimulate data-informed decision making, and to encourage awareness of program-specific and institutional accreditation needs.

Existing Program Review Rubric

Criteria	Mature	Developing	Emerging	Not Applicable
1. Strategic Programmatic Impacts				
A. Alignment to Institutional Mission, Goals, and Strategic Plan	Alignment to institutional priorities is clear.	Alignment to institutional priorities can be improved.	Program is significantly misaligned with institutional priorities.	No rating is possible.
B. Advancement of Turtle Mountain Band of Chippewa Indians and/or Native American Culture	Incorporation of Native American cultures is clear and clearly contribute to institutional mission and goals.	Development can occur to better engage program students in Native American culture within the discipline. Alignment to institutional mission and goals can be improved.	Incorporation of Native American cultures is critically lacking to the detriment of the students, the campus, and/or the community. There is little or no evidence of mission/goal alignment.	No rating is possible.
C. Obstacles and Previous Findings	Obstacles and goals are data informed, and program proposes reasonable solutions and plans.	Obstacles and/or goals are not fully informed by data trends. Areas of improvement since	Obstacles and/or goals are disjointed from data trends. Progress since last	No rating is possible.

		Improvement or stability since previous program review is significant.	last program review remain in progress.	program review is critically lacking.	
D.	Community Impact/Community Service and Leadership	Program demonstrates clear impact to intended community stakeholders and shows evidence of service and/or leadership to the community.	Though some community impact, service, and/or leadership is seen, additional work can be done to improve.	No community impact is evident.	No rating is possible.
2. Data and Finances					
A.	Institutional Data	Key indicators of success show trends of a healthy, established program.	Program is generally healthy, but some indicators require program attention.	The data shows concerning trends that require institutional and/or program action.	No rating is possible.
B.	Resources and Cost Effectiveness	Financial data trends indicate that the program sustains itself and is a financial asset to the college. Revenue and expenditures indicate predictable stability. All expenditures are within federal compliance and/or financial policies.	Financial data trends indicate that the program is generally self-sustaining. Revenue and expenditures could achieve better balance, but are currently stable. All expenditures are within federal compliance and/or financial policies.	Financial data trends highlighted indicators of serious concern. Revenue and expenditures are not predictably stable. Expenditures violate federal compliance and/or institutional financial policies.	No rating is possible.
C.	Grants Funding	Grant-funded aspects of the program demonstrate needed student engagement and compliance with funding entity. Rationale for institutionalization at TMCC is sound.	Areas in need of program action exist for alignment to student need, compliance with funding entity, and/or rationale for institutionalization at TMCC.	There is critical misalignment to student need, compliance with funding entity, and/or an indication that institutionalization at TMCC is not appropriate.	No rating is possible.

3. Academic Dynamics				
A.	**Student Learning Outcomes Data**	Program effectively assesses and applies student learning outcomes.	Program attempts to use student learning outcomes data, but closer alignment is needed.	Program does not use student learning outcomes data effectively.	No rating is possible.
B.	**Instructional Delivery and Curriculum****	Materials are appropriate for the discipline, and educational delivery is reviewed appropriately.	Materials and/or curriculum are generally acceptable, but require attention in some areas.	Materials and/or curriculum are not appropriate for program's stated goals and desired outcomes.	No rating is possible.
C.	**Faculty Dynamics**	All areas show exemplary forms of faculty engagement, support, and development.	One or more areas of faculty engagement, support, or development are in need of program's attention.	Critical areas of support, engagement, or development are demonstrably lacking for faculty in the program.	No rating is possible.

Program Overview**

In the highlighted box below, please respond to the following prompts internally with appropriate program staff and faculty.

- Please write a concise overview of the program, including any features that especially support context for this program review form.
- Please provide the list of courses offered from the TMCC catalog
- Please provide the list of degrees and/or certificates offered for this program.

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Program Overview:



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I. Alignment to Institutional Mission, Goals, and Strategic Plan

Please complete the following section internally with appropriate program staff and faculty.

- Please describe how the program aligns to the institutional mission and goals, and/or the strategic plan (if applicable). See these weblinks for reference: https://www.tm.edu/about_us/mission/ and https://www.tm.edu/about_us/strategic-plan-and-goals/.
- Please describe the long-term goals for the program, including any near-future steps that may help achieve that goal.
- Based on broad occupational and discipline-related trends, describe program plans for development, improvement, advancement, and/or growth.
- Provide a response to obstacles identified in the previous program review.
- Describe any ways to enhance program quality or outcomes.

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Section I:



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Committee Feedback:



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Administrative Feedback:



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II. Advancement of Turtle Mountain Band of Chippewa Indians and/or Native American Culture

Please complete the following section internally with appropriate program staff and faculty.

Please describe how the program advances, engages, teaches, or develops Native American and/or Turtle Mountain Band of Chippewa history, language, and culture through program instruction, design, delivery, or impact in alignment with the institutional mission and/or goals. **Please provide specific examples and/or evidence of how these are integrated into classroom/instructional engagement**.

Section II:

Committee Feedback:

Administrative Feedback:

III.   Institutional Data

The Office of Institutional Research, Assessment, and Accreditation (IRAA) will provide the following data:

Key Indicators:

- Number of students enrolled in the program (five years), including
  - The number of online students
  - The number of total unduplicated students in the program
  - Gender breakdown of students
  - Non-beneficiary student count
  - Non-reimbursed student count
- National, regional, state, and tribal job market data, if relevant
- Persistence rates (five years) if possible
- Retention rates (five years) if possible
- Graduation rates (five years)
- The ISC count (five years)

The Human Resources Office will provide the following data:

Faculty data:

- Number of full-time faculty
- Number of adjunct faculty
- Sections taught by full-time faculty
- Sections taught by adjunct faculty
- Total sections taught by all faculty
- Credits taught by full-time faculty
- Credits taught by adjunct faculty
- Total credits taught in program

- Average years of full-time faculty experience at TMCC
- Average years of adjunct faculty experience at TMCC
- Average of all faculty experience at TMCC

Please complete the following section internally with appropriate program staff and faculty.

Current staff and faculty:

Describe the current staff and faculty of the program, as follows:

- Name
- Title/position
- Credentials and highlights of how instructor is qualified
- Classification: Full-time, Part-time, Temporary, etc.
- Number of credits taught each semester by each full-time and adjunct instructor
- Summarize Changes in Staffing (Past Five Years)

Internal Program Data:

- Content area test score pass rates, if applicable. (Example, ASCP, AMT, PRAXIS II, etc.)
- Industry certifications or licensures attained
- Career placement rate (in relevant field to degree)

Section III:

Committee Feedback:

Administrative Feedback:

IV. Student Learning Outcomes Data

Please meet with the Student Learning Committee Chair to obtain and/or validate all information from this section. Files may also be found here.

Documents needed from this section include

- The most recent year-end annual assessment plan with all relevant sections complete
- The most recent Program Assessment Review rubric of the program, completed by the Student Learning Committee with section scores, composite average, and comments fields completed.

Section IV:

Committee Feedback:

Administrative Feedback:

V.   Instructional Delivery and Curriculum**

Please complete the following section internally with appropriate program staff and faculty.

- Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course syllabi/descriptions have been updated (at least once since the last program review).
- Describe the instructional impacts observed by faculty and/or program staff. How has the program benefited students?
- Demonstrate how program courses are aligned to established general education outcomes.
- Articulation Issues: describe any challenges that students may face when transferring credits to study at in-state universities.

Advisory Committee:

- Provide recommendations of the program's advisory committee and program responses to these recommendations
- If no advisory committee exists, please describe how the program representatives know that they are teaching according to disciplinary standards and meeting community needs/interests.

Section V:

Committee Feedback:

Administrative Feedback:

VI.   Faculty Dynamics

Please complete the following section internally with appropriate program staff and faculty.

Faculty

- Describe the program's defined schedule of observation and evaluation of faculty and adjunct faculty, assurance that instructors are in line with professionally accepted practice within the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction.
- Include a description of faculty and staff professional development, including on-campus engagement or attendance at external conferences or site visits.
- Please list all professional development activities for the past five years.

Section VI:

Committee Feedback:

Administrative Feedback:

VII.   Obstacles and Previous Findings

Please complete the following section internally with appropriate program staff and faculty.

- Describe any obstacles the program is facing, particularly if these obstacles are generated from data. Include suggestions for how any obstacles may be resolved, either from within the program or with possible additional support from the institution.
- Note any findings from the previous program review or specialized accreditation that the program has responded to.

Section VII:

Committee Feedback:

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VIII.   Resources and Cost Effectiveness

Please complete this section with support from program faculty, the Business Office and from the Office of Institutional Research, Assessment, and Accreditation (IRAA).

Institutional Support and Program Cost Effectiveness

- List of funding sources (titles of funding sources and percentage of total program they cover
- Provide a description of classrooms, teaching facilities, equipment, IT resources/technology, and campus space utilized by this program. (Program faculty)
- Tuition, ISC revenue, and non-Native state reimbursement revenue (Business Office)
- Any additional forms of revenue generated from the program (Business Office & Program Director)
- Cost per program/course (measured against demand/attendance rates) (Business Office)
- Revenue generated per program/course (Business Office)
- Cost per student (Business Office)
- Personnel expenses (Business Office)
- A report detailing counts of Indian and non-Indian students for the past five years. (IRAA Office)
- National, regional, state, and tribal job market data (IRAA Office)

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IX. Grants Funding

Please complete this section with support from the Business Office only if program is funded by one or more grants (even if partially funded).

Grant reporting:

- Most recent grant report
  - o Highlight program successes and strengths
    - ▪ Please note beneficial impacts provided to TMCC students, staff, faculty, and/or administration
- Identify any challenges and opportunities for growth
  - o Please note institutional challenges that TMCC needs to address in order to improve grant compliance or quality of program.
  - o Please provide any documented or measurable evidence to demonstrate any such need.

Section IX:

Committee Feedback:

Administrative Feedback:

X. Community Impact/Community Service and Leadership

Please complete the following section internally with appropriate program staff and faculty.

- Describe any noteworthy, broad program impacts on the Turtle Mountain Band of Chippewa Indians community. (Note that this is a part of TMCC's institutional mission statement.)
- Describe how the program contributes to the advancement of tribal self-determination and decolonization of the Turtle Mountain community or other Native American communities.

Section X:

Committee Feedback:

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XI.   Specialized Accreditation

For the following items, please work with the Office of Institutional Research, Assessment, and Accreditation (IRAA).

- For programs with specialized accreditation programs, such as MLT, Phlebotomy, Teacher Education, and other CTE programs:
    - Please provide the most recent accreditation report from the specialized accrediting entity. (E.g., ESPB, NAACLS, etc.). Please highlight any needs for development addressed by the accrediting entity.
        - Describe any progress made since this report.
        - Describe challenges that prevent development as advised by accrediting entity.
        - Describe institutional support that may be needed in order to meet development needs identified by accrediting entity.

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Program Highlights

Please complete the following section internally with appropriate program staff and faculty.

- Describe any noteworthy impacts on the campus, students, faculty, and/or other TMCC programs

- 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.

**Any programs with external accreditation review cycles need not fill out this section.*

Unnumbered sections are not rated by the committee, but allow for important information to be conveyed.

Program Highlights: