PROGRAM REVIEW GUIDE

CANKDESKA CIKANA
COMMUNITY COLLEGE

Spirit Lake Tribe

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Program Review

Faculty, staff, and administration are required to participate in the program review process as a means to review and strengthen CCCC programs of study to better serve students. Program review also provides a means for examining new programs for possible adoption. The Program Review Guide is located in the *Employee Resources* on the CCCC website. The Academic Dean and Curriculum Committee provide oversight of and assistance to faculty completing the program review process.

CCCC Program Review Objectives

Primary: Documented, periodic self-study of each program's performance
- Demonstrate areas of satisfactory performance
- Identify areas in need of development or revision
- Maintain and improve the quality and scope of instruction and service

Secondary: Program Planning
- Development of a program plan to include short-term and long-term goals
- Evaluation of potential programs

CCCC Program Review Process Summary:

1. Program Reviews will be completed by program faculty according to the CCCC 3-year Program Review schedule. Program Snapshots (See Program Review Guide) will be completed annually in the spring for every program during years when the program is not scheduled for review.

2. A Program Review Template (See Program Review Guide) containing an outline of the required information is given by the Curriculum Committee and/or Academic Dean to the program faculty writing the review. The program faculty are to follow the template in creating a Program Review document for their program. An example of a finished program review is also given. This information is available to all program faculty at any time.

3. The program faculty obtain the appropriate data for their program from the Registrar/Admissions staff. The data is then placed in its appropriate location in their Program Review document.

4. Once the Program Review document is completed following the format of the template, the document is sent off to a designated curriculum committee mentor for review and evaluation. The program faculty then review the comments from the mentor and make any needed changes. The Program Review document may be sent for review a second time by the mentor and/or Curriculum Committee, or many subsequent times as deemed necessary.

5. After the recommended changes are made by the program faculty, the Program Review document is then given to the Academic Dean and the Curriculum Committee for review.

6. The final step is for the Curriculum Committee to meet as a group and discuss the Program Review document. Additional changes may be required prior to a full review. If no additional changes are needed the Curriculum Committee evaluates the program utilizing a rubric to assess the strengths and weaknesses of the program. A summary narrative of the decisions and future plans for the program are added to the document.

7. The final Program Review document is forwarded by the Curriculum Committee to the Academic Dean for signature/approval, with the Academic Dean forwarding the document to the President/Board as needed when major program changes occur (such as furlough recommendation or new program approval).

Program Review provides linkage and integration with the following processes:
- Accreditation: The Program Review process addresses requirements included in the Higher Learning Commission standards for the systematic evaluation by the institution relating to its Strategic Plan, educational planning, assessment analysis, and budget development.
- Institutional Research: Program Review is supported by research and integrates planning and evaluation aligned with the Strategic Plan.

CANKDESKA CIKANA COMMUNITY COLLEGE
Spirit Lake Tribe

CCCC 3-Year Program Review Schedule
2020 – 2023

2020 – 2021:

Natural Resource Management
Health, Physical Education, and Recreation (HPER)
Liberal Arts
Business Administration
Office Technology (AAS and Certificate)

2021 – 2022:

Early Childhood Education
Pre-Engineering
Fine Arts
Pre-Nursing

2022 – 2023:

Dakota Studies
Social Work
Professional Driving Certificate (CDL)
Carpentry Certificate

All programs will complete and submit the program review using the CCCC Program Review Template and following the CCCC Program Review Process. Program Reviews are due to the Academic Dean and Curriculum Committee prior to November 1st of the designated year.

Program Snapshots using the CCCC Program Snapshot Template are required for all programs during years when they are not scheduled for review. Program Snapshots are due to the Academic Dean and Curriculum Committee prior to April 1st each year.

Program Review Template

(NAME OF PROGRAM) PROGRAM REVIEW

CANKDESKA CIKANA
COMMUNITY COLLEGE

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I. Program description and relationship to the Cankdeska Cikana Community College mission. (See also Appendix A)

- Describe the program of study and the role of the program within Cankdeska Cikana Community College.

   - Include a description of the program's function that relates to the CCCC mission and the achievement of student outcomes.

   - Describe how the program is important to the various aspects of the mission: general education, transfer, career and technical training, workforce training, developmental education, educational outreach opportunities, life-long learning.

Brief Narrative (1 – 3 paragraphs)

Reflection
Strengths

Concerns

Progress on concerns from last previous program review (give date of last review, if applicable)

Recommendations

II. Program background information, enrollment and breadth (See also Appendix B)

- Discuss the current number of program faculty and staff for and describe any changes in staffing that have occurred in the past 5 years.

- Describe the courses offered and related faculty credit hour loads.

- Discuss the total program student enrollment per semester over the past 5 years.

- Discuss the total program graduates (degree, certificate) per year over the past 5 years.

- Describe the ratio of graduates to majors over the past 5 years.

- If the program has an advisory board, describe its role and list the members of the advisory board. Discuss any highlights of the advisory board meetings during the past two years.

- Describe how the program provides graduates with necessary preparation for the workplace, success at a four-year institution, or actual entry-level certification.

Brief Narrative (1 – 3 paragraphs)

Reflection
Strengths

Concerns

Progress on concerns from last previous program review (give date of last review, if applicable)

Recommendations

III. Program Quality and Assessment (See also attached assessment template(s) Appendix C)

- Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.

- Describe the evidence that the program's courses and programs successfully meet the learning and/or employment needs of students.

- 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.

- Insert program assessment data that has been collected and analyzed for the last two assessment cycles.

Brief Narrative (1 – 3 paragraphs)

Reflection
Strengths

Concerns

Progress on concerns from last previous program review (give date of last review, if applicable)

Recommendations

IV. Program cost effectiveness and ability to meet occupational needs (See also Appendix D)

- Discuss data to support evidence that program-related occupational opportunities are available in the tribal community, region, and state. Include national trend data from Indian Employment and Training (U.S. Department of Labor).

- Describe program revenue and cost relationships for the past 5 years (or where data is available)
  - Include a summary of current program revenue sources and amounts, describing any changes to revenue sources over the past 5 years
  - Give a summary of program costs and annual expenditures over the past 5 years

Brief Narrative (1 – 3 paragraphs)

Reflection
Strengths

Concerns

Progress on concerns from last previous program review (give date of last review, if applicable)

Recommendations

V. Ability to positively impact CCCC's relationships, partnerships, and alliances

- Discuss whether the program possess adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs (if not, explain).

- Discuss whether the institution provide adequate student services (library services and collections, tutoring, writing lab, counseling, etc.) to maintain the effectiveness of the program's courses and programs. Please explain.

- Discuss whether the institution supports professional development activities that are adequate for faculty members to maintain and upgrade their knowledge and skills in the discipline. Please explain.

- Describe the program's contribution to other CCCC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.

Brief Narrative (1 – 3 paragraphs)

Reflection
Strengths

Concerns

Progress on concerns from last previous program review (give date of last review, if applicable)

Recommendations

VI. Program Analysis and Reflection Narrative

- Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory team, and when all course syllabi have been updated (at least once since the last program review).

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

- 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).

- Identify and describe any important trends in the following areas which have an effect on program goals (see below):

  - Changes within the discipline of the program.
  - Changes within the student population served by the program.
  - Changes within the educational, social, or economic sector served by the program.
  - Changes within the organizational structure and direction of the institution.
  - Changes within tribal colleges.
  - Changes in federal or state laws that have an effect on program functions.

- 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.

- 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.

Narrative:

Appendix A

(Insert the CCCC institutional table for the Program of Study showing courses offered and sequence)

Appendix B – Program Background Information, Enrollment, and Breadth

Faculty Program Staff and Credit Hour Loads (double-click to enter data)

Name	Title/Position	FT/PT/ TEMP	Credit Load/ Semester

Enrollment and Graduation Data (double-click to modify with data applicable for a specific program)

	# Enrolled in Program	Total Enrollment	Program % of Total Enrollment
Fall 2012		247	0.0%
Spring 2013		237	0.0%
Summer 2013		84	0.0%
Fall 2013		251	0.0%
Spring 2014		196	0.0%
Summer 2014		86	0.0%
Fall 2014		189	0.0%
Spring 2015		186	0.0%
Summer 2015		61	0.0%
Fall 2015		212	0.0%
Spring 2016		177	0.0%
Summer 2016		54	0.0%
Fall 2016		180	0.0%
Spring 2017		178	0.0%
Summer 2017		28	0.0%

Program Graduates				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
0	0	0	0	0

Percentage of Program Graduates to CCCC Graduates				
0	0	0	0	0

Appendix C – Program Quality and Assessment

(Insert course program assessment template(s) from program core classes)

Appendix D – Cost Effectiveness and Ability to Meet Occupational Needs

Occupational Needs
(double-click to insert data in table format from national trend data; also insert data in table format from Indian Employment and Training – U.S. Dept. of Labor; cite all source(s) using APA Format)

National Employment Projections, 2014 - 2024 Bureau of Labor Statistics	
Occupational Category	**Projected Increase**
Sample: Biological Science Teachers (Postsecondary)	16.2%

Source:

Indian Employment Projections, 2014 - 2024 U.S. Dept. of Labor	
Occupational Category	**Projected Increase**
Sample: Biological Science Teachers (Postsecondary)	16.2%

Source:

Annual Revenue and Expenditures (double-click table to modify)

Term	Enrollment	Tuition	ISC per FTE	ISC Revenue	Total Revenue
Fall 2012		$0.00	$5,664.00	$0.00	$0.00
Spring 2013		$0.00	$5,664.00	$0.00	$0.00
Summer 2013		$0.00	$5,664.00	$0.00	$0.00
AY 2012-13		**$0.00**		**$0.00**	**$0.00**
Fall 2013		$0.00	$5,850.00	$0.00	$0.00
Spring 2014		$0.00	$5,850.00	$0.00	$0.00
Summer 2014		$0.00	$5,850.00	$0.00	$0.00
AY 2013-14		**$0.00**		**$0.00**	**$0.00**
Fall 2014		$0.00	$6,344.90	$0.00	$0.00
Spring 2015		$0.00	$6,344.90	$0.00	$0.00
Summer 2015		$0.00	$6,344.90	$0.00	$0.00
AY 2014-15		**$0.00**		**$0.00**	**$0.00**
Fall 2015		$0.00	$6,717.82	$0.00	$0.00
Spring 2016		$0.00	$6,717.82	$0.00	$0.00
Summer 2016		$0.00	$6,717.82	$0.00	$0.00
AY 2015-16		**$0.00**		**$0.00**	**$0.00**
Fall 2016		$0.00	$7,285.28	$0.00	$0.00
Spring 2017		$0.00	$7,285.28	$0.00	$0.00
Summer 2017		$0.00	$7,285.28	$0.00	$0.00

Term	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
Salary	$45,121.00	$42,382.00	$49,920.00	$48,227.00	$47,733.00
Fringe	30%	30%	30%	35%	35%
# of Faculty					
Total Salaries	$0.00	$0.00	$0.00	$0.00	$0.00
Total Fringe	$0.00	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	#REF!	#REF!	#REF!	#REF!	#REF!
Net Gain/Loss	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**

Program Evaluation and Review

Criteria	Program Exceeds Expectations	Program Meets Expectations	Program Needs Improvement	Program Does Not Meet Expectations
Sec II Enrollment	Increasing	Steady	Decreasing	Unsustainably Low
Sec III Quality 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 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
Sec IV Cost Effectiveness	Net Gain	Break Even	Net Loss	Unsustainable Losses
Sec IV Projected Occupational Need (Regional and State Level)	Large Need and Growth in This Area	Moderate Need	Minor or Low Need	No Clear Need for This Degree
Sec V Ability to positively impact CCCC's relationships, partnerships & alliances	Relationships are strong – 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.

The Curriculum Committee makes the following recommendation:

Follow up actions and timeline:

Completed Program Reviews Verification

Name of Program Reviewed: _____

_____   _____
Director or Faculty of Record   Date of Review

_____   _____
Curriculum Committee Chair   Date of Review

_____   _____
Academic Dean   Date of Review

_____   _____
President (as appropriate)   Date of Review

_____   _____
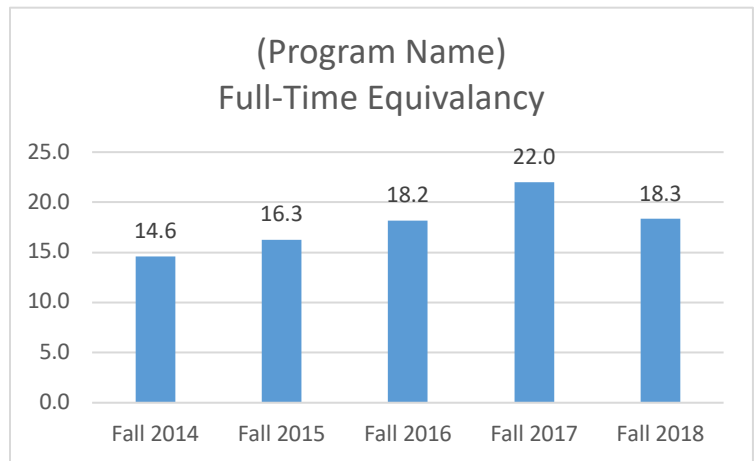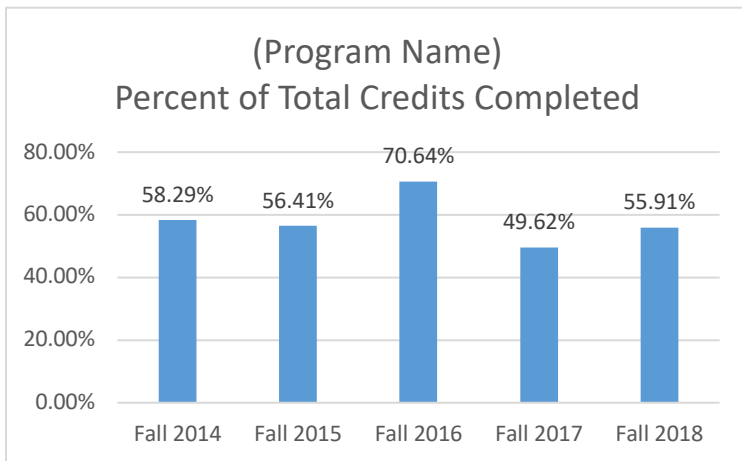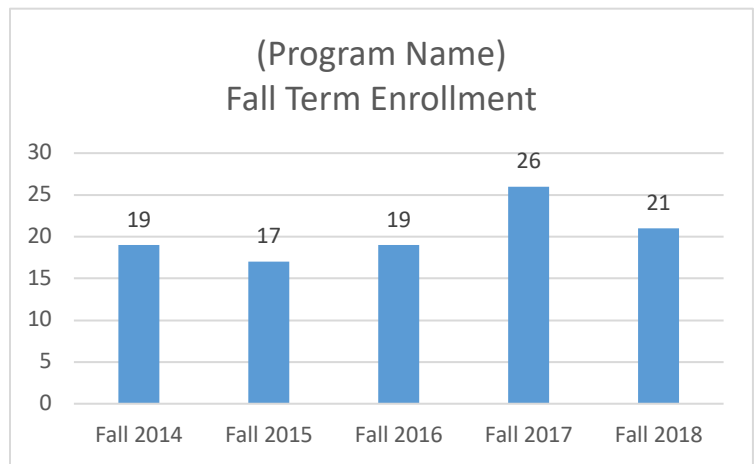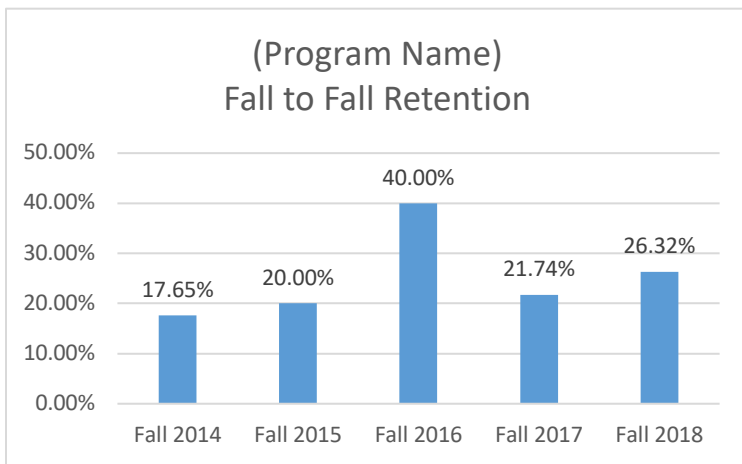Chair CCCC Board of Regents (as appropriate)   Date of Review

Spring 2020 Annual Program Snapshot

Sample – Template (Name of Program Here)

Program Name:

(Ex: AA Business Administration)

Program Faculty:

(Ex: John Doe)

(Program Name) Fall to Fall Retention

Term	Retention
Fall 2014	17.65%
Fall 2015	20.00%
Fall 2016	40.00%
Fall 2017	21.74%
Fall 2018	26.32%

(Program Name) Fall Term Enrollment

Term	Enrollment
Fall 2014	19
Fall 2015	17
Fall 2016	19
Fall 2017	26
Fall 2018	21

(Program Name) Percent of Total Credits Completed

Term	Percent
Fall 2014	58.29%
Fall 2015	56.41%
Fall 2016	70.64%
Fall 2017	49.62%
Fall 2018	55.91%

(Program Name) Full-Time Equivalancy

Term	FTE
Fall 2014	14.6
Fall 2015	16.3
Fall 2016	18.2
Fall 2017	22.0
Fall 2018	18.3

Revised 3/12/20

Spring 2020 Annual Program Snapshot

(Name of Program Here)

Program Highlights 2019-2020

1.

2.

3.

Progress on Current Program Goals 2019-2020

1.

2.

3.

Updated Program Goals for 2020-2021

1.

2.

3.