

# **Lac Courte Oreilles Ojibwe College Academic Program Review Manual**



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Academic Program Review Manual**

**Purpose:**

Academic Program Review examine and assess the quality and effectiveness of Academic Programs, and ensure the programs fully support both the mission of the college and the institution’s strategic plan.

Academic Program Reviews are intended to:

- Assess Program Outcomes (Program Outcomes are the skills, abilities, knowledge, behaviors or values that students will have learned upon successful completion of a Program)
- Determine program effectiveness
- Result in improvements to student learning and program effectiveness
- Help programs respond to future challenges and opportunities
- Strengthen the academic standards and activities of programs
- Aid in the allocation of academic resources

Because only a few programs are examined each year, Academic Program Review is usually not an effective vehicle for making rapid decisions about program or institutional priorities. However, information gathered during program review can support other planning and evaluation activities and provide guidance for strategic planning.

On a regular cycle determined by the Academic Dean and Division Chairs, each division conducts an Academic Program Review. Academic Divisions are made up of program subsets.

BSMAT	HUMNAS	ADN & Allied Health	Extension
Accounting Ag & Natural Resources Small Business Administration Small Business Administration (B.S.) Science  Certificates: Tribal Court Lay Advocate Culinary Arts	Early Childhood Human Services Human Services (B.S.) Liberal Arts Native American Studies Native American Studies-Language  Certificates: Ojibwe Language Native American Art	Nursing (ADN) Pre-Nursing  Certificates: Personal Care Worker CNA	TRANS

Standards for Academic Program Review include:

1. Program Profile
2. Program Content
3. Program Data
4. Program Outcomes – Indirect & Direct
5. Needs Analysis – Future Direction

## The Academic Program Review Process:

The Academic Program Review process will extend over one academic year, with some programs beginning in the fall semester, and others in the spring semester.

### *Step One: Notification*

Division Chairs will inform their division of upcoming program reviews within their division, and determine who will lead the review. Program lead instructors must be part of the team to lead the process.

### *Step Two: Planning and Process*

The Assessment Committee will meet with the review lead to establish a timeline, review the guidelines, and decide on a plan to complete the work. Responsibility for conducting the Academic Program Review lies primarily with the Academic Divisions with oversight from the Academic Dean & Assessment Committee. The Division Chair should oversee the process, ensure that all tasks are effectively being carried out, and communicate with the Academic Dean/Assessment Committee as necessary.

### *Step Three: The Summary Report*

The Summary Report should be a brief internal assessment that describes the program's activities, analyzes and assesses program strengths and weaknesses, and makes recommendations for improvement. Academic Program Reviews should provide:

1. A descriptive rather than analytical accounting of the Academic Program, including the mission, goals, and outcomes that shape the program, as well as the scope of the program's activities, including research and community service. Include also resources, budget, special equipment, etc.
2. An analysis and assessment of the effectiveness of the Academic Program based on direct and indirect methods of assessment.
3. Specific recommendations to improve student learning, increase program strengths and decrease weaknesses, strategic planning about program goals, and recommendations to discontinue or add programs.

## Program Review Template for Programs Leading to a Specific Degree or Credential

### 1. The Program Profile

Mission/Purpose	Centrality of the Program to the Institute's Mission Statement	Department
Faculty/Staff	Faculty/Staff Credentials (full-time and adjunct)	H.R./Academic Dean

	Accomplishments of Faculty and Staff	H.R./Academic Dean
	Total # Full-time, Total # adjunct	Academic Dean
The Students	Breakdown of students by type (FT/PT), Demographic info on students	Institutional Research/Program Stats dataset/Other

## 2. Program Content

Admission to Program	Criteria for Admission to Program (if any) Admission procedural changes (if any)	Lead Faculty & Division
Curriculum	<p>Curricular History</p> <ol style="list-style-type: none"> <li>1. First Program Review – curricular history should encompass past 4 years prior to current year Successive Program Review – curricular history should encompass time since last review.</li> <li>2. Curricular history includes: <ol style="list-style-type: none"> <li>A. new courses</li> <li>B. changes to courses or program (see assessment)</li> <li>C. the closure of any of the above</li> <li>D. any partnership, grant or other that impacted curriculum and how.</li> </ol> </li> <li>3. Advisory committee recommendations in the last four years (summary of PAC involvement. One PAC per program)</li> </ol>	Lead Faculty & Division
External Accreditation	Name/Address of Accrediting Agency Date of most recent site visit Date of Re-accreditation Number of years of Re-accreditation Anticipated Date of next accreditation visit	Division and/or Program Director
Distance Education offerings	Courses delivered online/ITV/hybrid Extent of DL offerings Success of DL courses	Division
Experiential Learning	Internships/Practica/Clinicals offered	Division/Program Director/Internship Coordinator

## 3. Program Data

<p>Program/Student Indicators</p>	<p>Enrollment Retention rate Number of Graduates Graduation rate Placement rate Employment rate Number of students served who matriculate Success of student placed in employment</p>	<p>IR/Program Stats dataset/Employer surveys/Other</p>
<p>Financial Indicators</p>	<p>Revenue generated by program Program expenses History/summary of grants awarded to program faculty</p>	<p>Office of Sponsored Programs/Business</p>
<p>Measures as applicable to departments</p>	<p>Employer satisfaction</p>	<p>IR</p>

**4. Program Learning Outcomes - Assessment of Learning**

Definition of Program Outcomes (Program Outcomes are the skills, abilities, knowledge, behaviors or values that students will have learned upon successful completion of a Program)	Description of Program Outcomes established by department	Division
Program Outcomes Assessed	Delineate the Program Outcomes that were assessed	Division
Description of Assessment of Program Outcomes – Indirect and Direct Assessment	What was assessed, by whom, when, how, etc. Include the following: 1. What Outcomes were assessed? 2. What method of assessment was used? 3. What were the results of the assessment? (To whom were the results communicated?)	Division
Results of Assessment	Results of Program Outcome Assessment What changes were made as a result of the assessment? What was the result of the changes?	Division

#### 5. Needs Analysis/Future Direction

Strengths and weaknesses identified by external sources and surveys, including Perkins data	IR/Partnership Surveys/ Student surveys/Department
Recommendations to improve the program based on Assessment data and external source data: 1. Continue/Discontinue Program 2. Revise program curriculum 3. Revise instructional techniques 4. Add or remove faculty 5. Request additional resources 6. Changes in the marketing of the program	1 <sup>st</sup> to Division 2 <sup>nd</sup> to Curriculum & Assessment 3 <sup>rd</sup> to Academic Department 4 <sup>th</sup> to Executive Council (if applicable) 5 <sup>th</sup> to Board of Regents (if applicable)
7. Student support recommendations	

#### Definitions:

#### Enrollment:

- Headcount: unduplicated count of number of enrolled students
  - ISC: Indian Student Count
  - FTE: full-time equivalency. Calculate: (number of full time students) + ( number of part time credits/12)
- Retention Rate:**

The persistence of students in a program from one fall term to the next fall term, expressed as a percentage. IPEDS (Integrated Postsecondary Education Data System) only utilizes first time, full time students for this calculation, but for Academic Program Review purposes all students will be utilized. It is the percentage of students (majors) from the previous fall who either enrolled in the subsequent fall or graduated. As such, a retention rate is calculated annually using fall enrollment data only.

**Graduates:**

Number of degrees/certificates awarded in each of the previous 3 academic years.

**Graduation Rate:**

- IPEDS: The percent of full-time, first-time degree/certificate seeking students who graduate within 150% of the normative time for completion (i.e., 3 yr. for associate degree, 3 semesters for a certificate).
- CollegeBoard.org: Utilizes a normative time of 6 years for both degrees and certificates in recognition of the reality of many community college students being part-time and/or not enrolled continuously.

**Placement Rate:**

Percent of graduates who are employed full-time in a field related to their degree/certificate, within one year or less of graduation. (There is no IPEDS definition for this criterion.) This is self-reported data. A survey would be mailed in late spring/summer/early fall to all students who had graduated the previous year (12 months previous) and enquire as to their employment status (full-time? field/related to degree? salary? etc.,)

**Employment Rate:**

Percent of graduates who are employed full-time within one year or less of graduation. Employment is defined as graduate holding a full-time position at the time of the survey (12 months after graduation). (There is no IPEDS definition for this criterion.) Data compiled from the same survey described above.

**Number of Students Matriculating from LCOOCC:**

Number of program completers who enroll in another post-secondary institution for an advanced degree (at least one level beyond what they received from LCOOCC) within 12 months of graduation from LCOOCC.

**Employer Satisfaction:**

Narrative summary of feedback from Employer Satisfaction surveys.

**Guiding Questions for the Assessment of Academic Programs:**

**Objectives:**

1. How does the program’s curriculum support the mission of the college?
2. What changes have been made to the program’s curriculum in the past 4 years? Why did the program make these changes – on the basis of what evidence?

3. How does the program assess student learning outcomes? Assessment of student learning involves: making the program's outcomes available to the public; setting academically rigorous benchmarks by which to assess achievement of outcomes; gathering, analyzing, and interpreting assessment data (student products); using the results to improve the program.
4. How are the student learning outcomes communicated to faculty, staff, students, and the public?
5. On the basis of student surveys what are judged to be the main successes and shortcomings of the program?
6. On the basis of assessment data what does the program judge to be the main successes and shortcomings?
7. How does the program educate new faculty about curriculum, assessment, and the mission of the college?
8. What does the program do to increase its visibility and attract students?

**Needs:**

1. How strong is the occupational demand for the program?
2. How has demand changed in the past five years and what is the outlook for the next five years?

**Enrollment/Retention/Placement:**

1. What are the trends in student enrollment, retention, and placement?
2. Is there an increase or decline in the last four years?
3. What are the placement rates with employers?

**Teaching, advising, and mentoring:**

1. How is the teaching of each faculty member in the program evaluated?
2. How have student course evaluations been used to improve teaching? What specific changes have been made of the basis of course evaluations?
3. Are professional development funds for the improvement of teaching available to faculty? If yes, what was the result of the use of these funds?
4. How does the program stay current with best practices or changes in the discipline?
5. What are the goals of student advising in the program?
6. How does the program train faculty for advising?
7. How is faculty advising evaluated?

**Cost-effectiveness and resources:**

1. What is the cost-effectiveness of the program compared to other programs at the college?
2. Is the equipment for the program adequate, and does it have the necessary operating support?
3. Are appropriate library materials available for the program?
4. Is the space currently available to the program sufficient?



Academic Program Review Timeline							
2019-2020	Outcome	2020-2021	Outcome	2021-2022	Outcome	2022-2023	Outcome
Small Business Admin (A.S.)	Bachelors in Business Developed	Accounting		Ag & Natural Resources		Science	
Academic Process Reviewed by Assessment Committee	Revision of Program Review Manual	Liberal Arts		Human Services (A.A. & B.S.)		Native American Studies/ Language	
Timeline is subject to change based		Nursing		Pre-Nursing ADN/Allied Health		Small Business Admin (B.S.)	
		Early Childhood Certificate		AODA Certificate		Ojibwe Language Certificate	
		Tribal Court Lay Advocate Certificate		Culinary Art Certificate		Native American Art Certificate	