



# Sitting Bull College

## Program Review Guide

Sitting Bull College  
1341 92<sup>nd</sup> St.  
Fort Yates, ND 58538  
701.854.8000  
[www.sittingbull.edu](http://www.sittingbull.edu)

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## **VISION**

Catching the spirit to fulfill a dream through culture, academics, technical training, and responsible behavior for now and the future.

## **MISSION**

Sitting Bull College is an academic and technical institution committed to improving the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota/Dakota culture and language.

## **PHILOSOPHY**

All people grow to their full potential by knowing and understanding their beautiful and profound cultural heritage; therefore, Dakota/Lakota culture will permeate a holistic educational process, which will permit all people to develop in balance from the elders' teachings to live in the present world.

## **STUDENT OUTCOMES (GOALS)**

1. Students will be able to communicate effectively, both orally and in writing, synthesizing critical thinking skills.
2. Students will develop their own leadership and community building skills.
3. Students will value and develop a balanced physical (body), intellectual (mind), social (heart), and spiritual (soul) lifestyle.
4. Students will be able to work effectively with others in a cooperative manner.
5. Students will study Native American Indian culture.
6. Students will be able to function in a technological world.
7. Students will become respectful citizens of the Earth.

## **PROLOGUE**

Sitting Bull College (SBC) Curriculum Committee decided in spring 2008 to implement an ongoing process of integrated planning and program review processes with linkages to resource allocation. This effort is a collaboration with the Assessment Committee, Institutional Research Office, administration, faculty, and staff.

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## INTRODUCTION

The program review process focuses on evaluation, planning and improvement to help serve students better. The Program Review process at Sitting Bull College is supervised by the Vice-President of Academics and provides a framework within which to review, evaluate, and formulate goals for each program. This process is an important component of institutional evaluation, planning, and resource allocation; therefore, the dialogue, constructive participation and cooperation of all members of the faculty, staff, and administration are encouraged.

Program Review is, by intent, an opportunity for members of the faculty, staff, and administration to review and strengthen their own programs to better serve students, rather than a mechanism for punitive scrutiny. Program review also provides a means for examining new programs for possible adoption.

### Objectives

Program Evaluation, the first objective of Program Review at Sitting Bull College, is accomplished through a comprehensive, structured, documented, and periodic self-study of each program's performance. Self-study is an opportunity to demonstrate good performance, to identify areas in need of development or revision, and to maintain and improve the quality and scope of instruction and services.

Program Planning is the second objective of Program Review at Sitting Bull College. It is accomplished through the development of a program plan, including both short-term and long-term goals. It includes evaluation of potential programs.

### Linkages and Integration

Program Review is coordinated with the following processes:

1. Accreditation: The Program Review process addresses requirements included in the Higher Learning Commission standards for the systematic evaluation by the institution of the effectiveness of courses, programs, services, leadership, and use of resources.
2. Educational Planning: Planning documents that are prepared by each program through the Program Review process are integrated into the plan.
3. Assessment Analysis: Program review is supported by the documents prepared annually and submitted to the Assessment Committee. This facilitates utilization of assessment results.
4. Budget Development: Resource needs identified through the Program Review process are the basis for individual program budgets, facilities, and staffing proposals and guide the allocation of financial resources to these programs.
5. Institutional Research: Program Review is supported by research and integrates planning, evaluation, and resource allocation.

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## Responsibilities

Responsibilities are distributed as follows for the Program Review process:

1. Curriculum Committee: Creates the master Program Review Schedule, assigns programs to particular years in the Program Review cycle, coordinates annual Program Review training, and provides institutional support for Program Review. Evaluates and revises as necessary Program Review documents and requirements. Evaluates and reviews potential programs.
2. Division Head or Faculty of Record for the Program: Participates in Program Review, conducts program review meetings, drafts and edits Program Review Report, meets deadlines for submission of Program Review Report and Board Presentation.
3. Program Review Participants - (Program staff, faculty, and involved adjunct faculty): Attend program review meetings, review and provide research data, review assessment and planning recommendations, review/revise and approve/reject Program Review Report.
4. Institutional Research Office: Provides summary of satisfaction information collected by a variety of entities, provides enrollment data for all instructional divisions, receives, duplicates, and distributes to the Vice-President of Academics and the President the completed Program Review Reports.
5. Assessment Committee: Advises and assists programs in the completion of self-study and drafting of reports.

## Annual Program Review Calendar for Existing Programs

Program Reviews are examined on a 5-year cycle\* with one year reserved for the accreditation self-study. Programs subject to more frequent external reviews that include both self-evaluation and forecasting should notify the Curriculum Committee so that adjustments can be made to the requirements.

September	Notification of programs scheduled for review during the coming year
October-November	Program self-study, data analysis, planning, drafting of the report, consultation as needed with the Curriculum Committee
December 15	Program Review Report due to Curriculum Committee
January 30	Feedback on the Program Review Report is returned to the Program by Curriculum Committee
March 1	Recommendation of Curriculum Committee to the Program, Vice-President of Academics, and Faculty
March-April	Program Review Report goes to the President and SBC Board of Trustees

## New (Potential) Program Review Calendar

New (potential) programs will be examined as they are proposed. Deadlines for the program reports will be arranged with the Curriculum Committee through the committee chair.

---

\* Curriculum Committee can change the sequence of program review based on time and program needs.

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

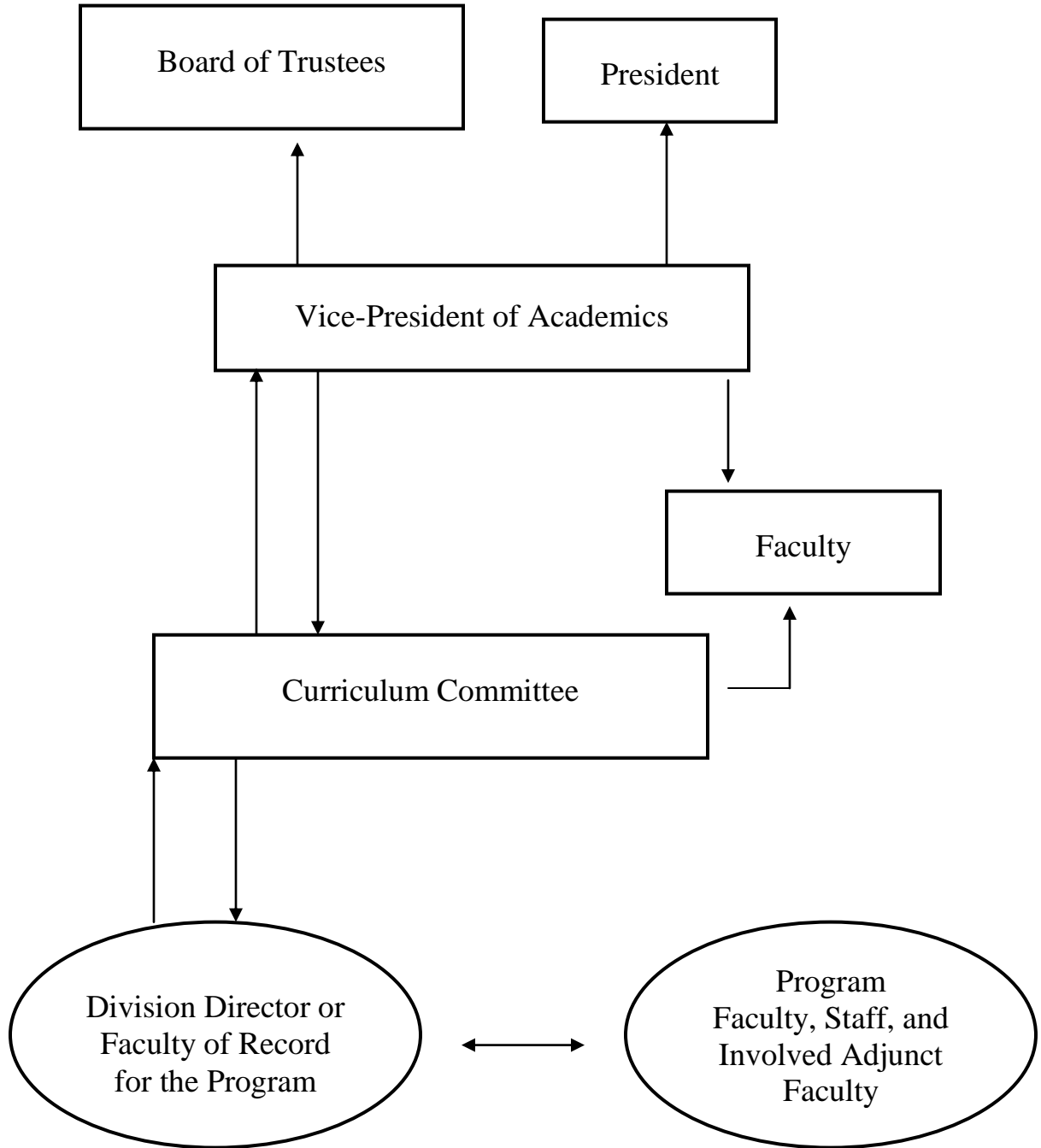
*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

PROGRAM REVIEW  
PREPARATION AND PROCESS FLOW CHART



*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## RECOMMENDATIONS RESULTING FROM THE REVIEW PROCESS

### Existing Program Review:

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

- Maintain the Program
- Enhance the Program
- Reconfigure the Program
- Reduce or Phase-Out the Program

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 Sitting Bull College's attainment of its goals.

The final program continuance recommendations will be based on the following criteria:

Criteria	Maintain a Program	Enhance a Program	Reconfigure a Program	Reduce or Phase-out a Program
<b>Quality and Strength of the Program as Determined from Assessment Information</b>	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.
<b>Enrollment</b>	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.
<b>Ability to Benefit and Positively Impact Sitting Bull College</b>	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.
<b>Cost Effectiveness</b>	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.

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

**New (Potential) Program Review:**

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

- Adopt the Program
- Enhance the Program
- Reconfigure the Program
- Program not recommended for adoption

The final program recommendations will be based on the following criteria:

<b>Criteria</b>	<b>Adopt a Program</b>	<b>Enhance a Program</b>	<b>Reconfigure a Program</b>	<b>Program not recommended</b>
<b>Quality and Strength of the Program as Determined from Feasibility Information</b>	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	The program's quality and/or contribution to the institution is not substantial enough to justify its implementation.
<b>Expected Enrollment</b>	The program's expected enrollment is strong.	The program's expected enrollment is adequate but could be strengthened.	The program's expected enrollment needs to be strengthened.	The program's expected enrollment does not meet the expectations for implementation.
<b>Ability to Benefit and Positively Impact Sitting Bull College</b>	Relationships, partnerships, and/or alliances are strong. This Program will benefit the overall mission of the college. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances could be developed to strengthen the potential program. The program's development would positively impact other programs.	Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the college.	Relationships, partnerships, and/or alliances will not positively impact the college.
<b>Cost Effectiveness</b>	The program could sustain itself and be 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.



## **EXISTING PROGRAM REVIEW REPORT**

The program Review Report includes three documents: a one to two page executive summary which highlights the major aspects of the program's review, a more comprehensive analysis of no more than 10 numbered pages, and the signature page (Appendix C). Appendices and supporting documentation may be included if absolutely necessary. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an accurate picture of the program.

### **ABSTRACT (EXECUTIVE SUMMARY)**

In two pages or less, 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 (Appendix C).

Part I: Program Description Summary

Part II. Program Self-Evaluation Summary

Part III. Program Planning Summary

### **COMPREHENSIVE ANALYSIS**

In 10 numbered pages, discuss program review information as outlined on the following pages.

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## Part I. Program Description

NOTE: The Sitting Bull College Shared Files contain much of the information you will need.

1. Describe the Role of the Program within Sitting Bull College.

- Program's Mission Statement : must include a description of the Program's function that relates to the SBC Mission Statement and to the goal of achieving student learning outcomes.
- Courses Offered
- Degrees and/or Certificates Offered

2. Describe the current Staff of the Program, as follows:

- Name
- Title/Position
- Classification: Full-time, Part-time, Temporary, etc.
- Number of credits taught each semester by each adjunct instructor
- Summarize Changes in Staffing (Past Five Years)

3. Program Productivity Summary: (Past Five Years) (See Shared Files)  
(See Appendix A)

- Enrollment, retention, success (graduation) data from Director of Institutional Research
- Employment data (including students continuing education)
- Map of student progress from two year program to 4 year program, if applicable

4. Program Revenue: (Past Five Years) (See VP of Academics)

- Tuition and ISC (Indian Student Count) Revenue
- Summarize Revenue Trends for the Past Five Years

5. Program Budget: (Past Five Years) (See VP of Academics)

- List annual expenditures by the program in the following categories: salaries and fringe
- Include mileage, supplies & equipment, technology, remodeling, memberships and travel if the data is available (i.e. grants will have this data)
- Specify Grants, Additional Funding, Fundraising, etc.

6. Does the program have an advisory committee? \_\_\_\_Yes \_\_\_\_No

- If yes, describe the role, and list the members of the advisory committee. Attach the highlights of the advisory committee meetings for the past five years.

## Part II. Program Self-Evaluation

### A. Faculty (include results from Appendix B)

1. Describe the program's ability to communicate and collaborate among all program faculty (including adjunct and pertinent faculty) and staff with such issues as curriculum design and review, state-of-the-art content, professional development activities, and program delivery.
2. 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.

### B. Student Relations

1. Describe faculty accessibility to students (for example, through office hours, voice mail and email), appropriateness of class schedule designs that meet the needs of its student populations, availability, and demand.
2. Describe how the program employs methods and systems of instructional delivery that are appropriate to the discipline and to the educational needs of students.
3. Describe the evidence that the program's courses and programs successfully meet the learning and/or employment needs of students.

### C. Curriculum Content, Design, Delivery

1. Describe how the curriculum and course content, design, and delivery are reviewed regularly by the program and its advisory committee, and when all course outlines have been updated (at least once since the last program review).
2. 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.
3. 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. Institutional Support

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

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

2. Does 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.
3. 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.

E. Other

1. Describe the program's contribution to other SBC programs through its significant involvement in the general education program, its support to other college programs through service course offerings, or in other ways.
2. Describe any particularly successful aspects of the program as well as any honors, awards, or achievements earned by the program and/or its members.
3. 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).

**Part III. Program Planning**

A. 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.

B. 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.

C. 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).

## **NEW (POTENTIAL) PROGRAM REVIEW REPORT**

The proposed (New) Program Review Report is done in two steps. The first step is a feasibility study. The second step is the program itself including the degree plan and course syllabi.

The completed report includes four documents: a one to two page executive summary which highlights the major aspects of the program's review, the feasibility study (a comprehensive analysis of no more than 10 numbered pages), the developed program including all course syllabi and degree plans, and the signature page (Appendix C). Appendices and supporting documentation may be included. An ideal report is usually sufficient enough in scope to give the Curriculum Committee an accurate picture of the program.

### **ABSTRACT (EXECUTIVE SUMMARY)**

In two pages or less, summarize each section of the Feasibility 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 (Appendix C).

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## FEASIBILITY STUDY

In 10 numbered pages, discuss program feasibility information as outlined on this page.

1. Rationale
  - Describe the program that is being proposed
  - Why? Include any important trends which affect this proposed program
  - Include benefits and limitations of implementing the program
2. Describe the Role of the Program within Sitting Bull College
  - Program's Mission Statement : must include a description of the Program's function that relates to the SBC Mission Statement and to the goal of achieving student learning outcomes.
  - Proposed Courses
  - Proposed Degrees and/or Certificates (include continuing education )
3. Target Audience
  - Who is the program for?
  - Where would these graduates be employed (job opportunities)?
  - What job opportunities are available on or near the reservation for these students after graduation? Document need for program graduates
  - Recruitment Plan
4. Program Revenue
  - Non-General Fund Revenue: Specify Grant, Additional Funding, Fundraising, etc.
  - Address sustainability for funding the program
5. Describe the staff needed for the Program, as follows
  - Name
  - Title/Position
  - Classification: Full-time, Part-time, Temporary, etc.
  - Summarize projected changes in Staffing (Next Five Years)
6. Identify resources needed to develop and maintain the program (for example: software, equipment, and training) Include educational, social and environmental needs.
7. Program Budget (Next Five Years)
  - List a proposed annual budget for the program in the following categories: salaries, mileage, supplies & equipment, technology, remodeling, memberships, travel

## **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

- Outline a proposed schedule for implementation of the program

### 2. Degree Plan

### 3. Curriculum Outline

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

### 4. Course Syllabi

- 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

- Draft measurable student outcomes for the program

### 2. Describe how the program will assess the program effectiveness and student outcomes

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## Appendix A

### Required Minimum Data for Instructional Program Review (Data Provided by Office of Institutional Research)

#### A. Program Demographics:

1. Program Faculty – Full Time and Part Time
2. Program Staff – Full Time and Part Time
3. Total Program Student Enrollment per Semester (5 years)
4. Ratio of graduates to majors (5 years)
5. Total Number of Courses and Sections Offered per Semester (5 years)
6. Course enrollment, average class size, and grade distributions (5 years) - (In CAMS)
7. Comparative Total Enrollment Rate of Growth/Decline: Program vs. Institution (5 years)  
Optional: Enrollment by days, weeks, time of day, gender, age or age group, ethnicity, payment, instruction method, credits students take in General Education classes, transferability (5 years)

#### B. Success:

1. Comparative Overall Persistence and Retention Rates per (5 years): Program and Institution
2. Comparative Course Success Rate per Semester (5 years): Program and Institution
3. Total Program Graduates (Degree, Certificate) per Semester (5 years).
4. License/Board exam/Certification Exam Scores (if applicable).
5. Total Successful Program Placements, if available (transfers, employment) per Semester (5 years)



## Appendix B



# Sitting Bull College Faculty Satisfaction Survey

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. All faculty have the opportunity to participate in curriculum development and revision for this program.						
2. All faculty have the opportunity to participate in program planning.						
3. Faculty 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 in this program are given the opportunity to participate in the program review process.						
6. The program review process is effective in evaluation 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 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 communicate with the program full-time faculty regarding grading policies.						
13. Faculty in this program both assess and base grades and course credit on student achievement of learning outcomes.						
14. The faculty in this program are sufficient in number to provide effective instruction within the discipline.						
15. Faculty in this program stay current in their area of expertise.						
16. The faculty in this program are actively involved in staff development activities.						
17. The availability of classroom supplies is sufficient to maintain the effectiveness of this program's courses.						

Developed: January 2008  
 Revised: April 2008  
 Revised: February 2009  
 Reviewed:

Approved: June 2008  
 Approved: February 2009

Revised: November 2008

Approved: January 2009

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
18. Class schedules for this program conform to student's demand and educational needs.						
19. Faculty in this program distinguish between personal conviction and professionally accepted views in the discipline.						
20. Faculty in this program are committed to high standards of teaching.						
21. Adequate facilities and equipment are available to maintain the effectiveness of this program's courses.						
22. Library services and collections are adequate to maintain the effectiveness of this program's courses.						
23. Tutoring and writing center facilities are adequate to maintain the effectiveness of this program's courses.						
24. Clerical support is available and adequate to maintain the effectiveness of this program's courses.						
25. I have been provided a copy of the SBC Policies and Procedures and the SBC Faculty Handbook.						

## BACKGROUND

26. At SBC, are you:             full-time faculty     part-time faculty     adjunct faculty

27. How many years have you taught at least one course in this program?

- Less than 1                                     4 – 6 years  
 1 – 3 years                                         more than 6 years

28. How many different courses per semester are you teaching in this program?

- 2 courses                                         4 courses  
 3 courses                                         I only teach one course per semester

29. How many credits do you teach in this program (per semester)?

- 5 or less                                          6-12 credits  
 12-15 credits                                    15 or more

**Please provide any additional comments (greatly encouraged):**

## Appendix C

**Name of Program Reviewed:** \_\_\_\_\_

List the names and titles/positions of all program members who participated in the program review and contributed to the report.

_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
	Date
_____	_____
Division Director or Faculty of Record	Date of Submission
_____	_____
Director of Institutional Research	Date of Receipt
_____	_____
Curriculum Committee Chair	Date of Review
_____	_____
Vice President of Academics	Date of Review

Curriculum Committee Recommendations:

*Developed: January 2008*  
*Revised: April 2008*  
*Revised: February 2009*  
*Reviewed:*

*Approved: June 2008*  
*Approved: February 2009*

*Revised: November 2008*    *Approved: January 2009*

## Appendix D

# Checklists for Program Reports

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## Checklist for Existing Program Review Report

### Executive Summary

- \_\_\_\_\_ Program Description Summary
- \_\_\_\_\_ Program Self-Evaluation Summary
- \_\_\_\_\_ Program Planning Summary

### Appendix C

- \_\_\_\_\_ Program members who participated in the program review and contributed to the report

### 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
- \_\_\_\_\_ Other

#### Part III. Program Planning

- \_\_\_\_\_ Trends affecting program goals
- \_\_\_\_\_ Goals and objectives for program improvement (1 year and 5 year)
- \_\_\_\_\_ Identify additional resources needed

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*

## Checklist for New (Potential) Program Review Report

### Executive Summary

\_\_\_\_\_ Overview of Proposed Program

### Feasibility Report

\_\_\_\_\_ Rationale

\_\_\_\_\_ Role of Program

\_\_\_\_\_ Target Audience

\_\_\_\_\_ Program Revenue

\_\_\_\_\_ Staff Needed

\_\_\_\_\_ Resources Needed

\_\_\_\_\_ Budget

### Appendix C

\_\_\_\_\_ Program members who participated in the program review and contributed to the report

### Program Development

\_\_\_\_\_ Development Time Line

\_\_\_\_\_ Degree Plan

\_\_\_\_\_ Curriculum Outline

\_\_\_\_\_ Completed Syllabi for each course

### Program Planning

\_\_\_\_\_ Student Outcomes

\_\_\_\_\_ Overview of Assessment

*Developed: January 2008*

*Revised: April 2008*

*Revised: February 2009*

*Reviewed:*

*Approved: June 2008*

*Approved: February 2009*

*Revised: November 2008*

*Approved: January 2009*