

# Turtle Mountain Community College

## Instructional Program Review Guide

Turtle Mountain Community College  
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### **DEVELOPMENT OF THE TMCC PROGRAM REVIEW PROCESS:**

In the fall semester of 2017, the Director of Research, Assessment and Accreditation—with continuous feedback from the faculty-appointed TMCC Student Learning Committee Chair, the Dean of Students, the CTE Director, the Vice President, and the President—reviewed numerous program review documents to determine ways to begin a comprehensive program review process at Turtle Mountain Community College (TMCC). Starting with a single tribal college's documentation, this search quickly expanded into approximately 15 other institutions of various sizes and types, including other TCUs, community colleges, and universities. After collating relevant information from other institutional reviews, TMCC administrators met twice, in late summer and early fall 2018, to further hone the draft, identify areas that were missing, and eliminate irrelevant areas. Prior to finalizing this document, external input on this process will occur and then faculty will have final consideration to ensure that the process is reasonable for all internal constituents.

This process yielded a wide number of considerations that are reflected in this documentation. This process is intended to be functional and complementary to already existing internal systems on the TMCC campus. Program review is intended to be a capacity-building, collegial process that facilitates comprehensive programmatic success while also preparing programs for other forms of accountability. Furthermore, the program review process is driven by the mission, goals, and philosophy of TMCC as a tribally controlled college by promoting, evaluating, and recognizing contributions at the program level. This document is meant to avoid undue burden to program leaders and faculty/staff and to facilitate demonstration that each program exhibits and maintains overall alignment to the core direction of the college and continuous quality service to the students attending.

## **BENEFITS OF PROGRAM REVIEW**

### Benefits to Students

- Improve the quality of education, scholarship, and service from the program
  - Enhances post-graduation skill sets, knowledge, etc.
- Encourages increased student achievement and success rates
- Opens additional forms of engagement through collaboration with other programs, support services, and community organizations
- Assures relevance for all programs of study

### Benefits to Programs

- Increases level of academic quality by encouraging faculty peer and program-level discussion
- Allows conversations about the status, effectiveness, and progress of the program
- Explores future direction, needs, and priorities of the program
- Minimizes silos by encouraging collaboration with other programs
- Promotes a culture of assessment and planning within the program
- Celebrates program strengths and identifies areas for improvement
- For future planning, the program can work from intentional and strategic rather than ad hoc, unplanned decisions (proactive not reactive)

### Benefits to TMCC as an institution

- Promotes culture of assessment and planning
- Encourages critical reflection and positive change
- Establishes an ethical, transparent, and informed process of resource allocation
- Formalizes an additional mechanism to assure alignment to mission, vision, values, and philosophy
- Assesses “centrality” and demand of a program
- Encourages emphasis on institutional and community needs
- Encourages constant program alignment to the strategic plan
- Aligns with needs for accreditation related to self-assessment
- When necessary, provides informed, ethical, data-driven rationale for program closure in the event that no alternative option remains

### Benefits to the local community

- Facilitates broader impact to and engagement with community programs, services, systems, and individuals
- Encourages increased service and development within the local community
- Promotes cohesion of institutional community engagement to maximize impact
- Establishes a form of accountability that impacts the students, college, and the surrounding community as a whole

## **INSTITUTIONAL PHILOSOPHY**

Turtle Mountain Community College is a tribal community college with obligations of direct community service to the Turtle Mountain Chippewa Tribe. Under this unifying principle, the college seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

## **MISSION**

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, staff, faculty, and student body exerting leadership in the community and providing service to it.

## **INSTITUTIONAL GOALS**

Turtle Mountain Community College hereby establishes the following goals:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs, and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership

## **INTRODUCTION**

The program review process focuses on program evaluation, planning, improvement, and alignment to accreditation—all pointed at serving students better. The Program Review process at Turtle Mountain Community College is overseen by the Program Review Committee and provides a framework within which to review, evaluate, and formulate goals for each program, in accordance with core institutional values, mission, and goals and in accordance with accreditation needs. 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 in a collegial manner to better serve students, rather than a mechanism for punitive scrutiny. Program review also provides a means for examining new programs for possible adoption.

## **PURPOSE**

Program review is meant to standardize assessment for all campus programs. Such uniformity will support coordination of institutional decisions meant to facilitate student success. Additionally, strategic, data-informed institutional growth is at the core of this vital campus process.

## **OBJECTIVES**

Program evaluation, the primary objective of Program Review at Turtle Mountain Community College, is accomplished through a comprehensive, structured, documented, and periodic self-study of each program's performance, as indicated by alignment to institutional mission, goals, and philosophy; furthermore, this process is enhanced by consideration of accreditation needs at the program level and across campus. Self-study is an opportunity to demonstrate and celebrate 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 Turtle Mountain Community College. It is accomplished through the development of a program plan, including both short-term and long-term goals and 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. Additionally, this process incorporates accreditation needs of the program (particularly for those under specialized forms of accreditation) and of the institution to ensure program compliance, longevity, and sustained quality of education.
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 Program Review Committee. This facilitates utilization of assessment results. These assessment results can prepare programs for accreditation cycles by generating empirical evidence of success and impact; such data can be particularly useful in preparation for institutional or external accreditation site visits and/or review cycles.
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. The office of Institutional Research, Assessment, and Accreditation (IRAA) supports program review through broad institutional data on student trends, engagement, or other relevant and supportive information. This office will also house data for all program reviews, serving in a capacity for long-term data analysis.
6. **Student Learning Outcomes:** Quality educational outcomes are central to the student experience at TMCC; therefore, the Student Learning Committee's program assessments will be utilized to determine impacts and to promote development.

## **RESPONSIBILITIES**

Responsibilities are distributed as follows for the Program Review process:

1. **Office of Institutional Research, Assessment, and Accreditation:** Provides data necessary to produce a summary of information, including collection of enrollment data for all instructional divisions. Provides summary information of priority institutional accreditation needs for all programs to address.
2. **Student Learning Committee (SLC):** Provide the last Student Learning Committee assessment process and committee feedback/findings. The SLC Chair is present for the program review process to ensure accurate understanding and representation of student learning data.
3. **Department Chair, Program Director, or Faculty of Record for the Program:**
  - a. Participates in Program Review
  - b. Conducts program review meetings
  - c. Drafts and edits Program Review Report
  - d. Meets deadlines for submission of Program Review Report
  - e. Describes how the program systematically collects, analyzes, and reviews student learning outcome data for courses and programs, and takes active steps to improve achievement.
  - f. Addresses any program developments in alignment with accreditation, whether in accordance with program-specific accreditation needs or institutional needs for development.
4. **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 institutional accreditation needs, review program-level accreditation needs, review and complete Program Review Report prior to submission to the Program Review Committee.
5. **Program Review Committee:** Creates and approves the master Program Review Schedule; assigns programs to particular years in the Program Review cycle, depending on timing of external review (as applicable); coordinates annual Program Review training, and provides institutional support for Program

Review. Evaluates and revises Program Review and accreditation documents and requirements. Advises and assists programs in the completion of Program Review. Evaluates and reviews potential programs.

6. TMCC Vice President, Academic Dean, CTE Director: Evaluates all aspects of the program review decision from the Program Review Committee. If additional consideration is needed for the Program Review Committee's decision, these individuals will include this consideration in addition to the information generated by the Program Review Committee; all information will be included in submission to the TMCC president.
7. TMCC President: Reviews all information generated from previous steps in the program review process to establish concurrence or dissent. In the case of presidential dissent with the Program Review Committee, a rationale will be provided to the Program Review Committee;
8. The president is responsible for communicating annual program review findings to relevant program staff, faculty, and the TMCC Board of Directors.

### **TMCC PROGRAM REVIEW ANNUAL CALENDAR**

Program Reviews are aligned to programs' need for accreditation evaluation, particularly by an external accrediting entity; programs that are not subject to external accreditation evaluation or site visits are examined on a 5-year cycle. Grant-funded programs must be reviewed one year prior to the end of grant funding. Programs subject to frequent external reviews that include both self-evaluation and forecasting should notify the Program Review Committee so that appropriate timing of program reviews can be devised.

#### **Basic Annual Program Review Calendar**

September	Notification of programs scheduled for review during the coming year
October-November	Program Review, data analysis, planning, drafting of the report, consultation as needed with campus personnel and committees
January 16	Program Review Report due to External Reviewer
January 30	Feedback on the Program Review Report is returned to the Program by External Reviewer
March 1	Submit Completed Program Review as an electronic file to Program Review Committee Chair & Dean of Academics/CTE Director
March 9	Recommendation of Program Review Committee to the Program, Academic Dean, and Faculty
March-April	Program Review Report goes to the TMCC President (for concurrence) and TMCC Board of Directors

#### **Proposed Program Review Calendar**

Potential programs will be examined as they are proposed. Deadlines for the program reports will be arranged with the Program Review Committee through the committee chair.

#### **Completed Program Reviews**

Upon final recommendation from the program review report at a Program Review Committee meeting, a final electronic copy of the report will be sent to the Vice President; Academic Dean; CTE Director; and Director of Research, Assessment, and Accreditation. This report will be submitted within one (1) week of Program Review Committee approval of the final report.

## TMCC PROGRAM REVIEW FIVE-YEAR SCHEDULE

### 2021-2022

- Ogimaawiwin (Leadership) and Business Management (BA)
- Commercial Vehicle Operations
- Heavy Equipment Operator
- Electrical Technician

### 2022-2023

- Building Construction Technology
- Accounting Technician
- Small Business Development
- Business Administration
- Cyber Security
- Web Design
- Network Administrator

### 2023-2024

- Anishinaabe Language (AA)
- Engineering (AS)
- Welding
- Ojibwe Language, Culture and History (BA)
- Pharmacy Technician

### 2024-2025—

- Elementary Education (AA) and the Elementary Education (BS) programs will occur here due to specialized accreditation preparation.
- Secondary English Education (BS)
- Secondary Science Education (BS)
- HVAC Plumbing
- Natural Resource Management (AS)
- Dual Credit

### 2025-2026

- Ogimaawi Leadership (AA)
- General Education (AA)
- General Education (AS)
- Health Fitness Technician
  - Coaching/Prevention & Care of Athletic Injuries
  - Fitness & Wellness
  - Personal Trainer
- Medical Administrative Assistant
- Patient Access Specialist
- Phlebotomy Technician
- Medical Lab Technician
- Biology (BS)
- Concrete Technology
- Basic Public Health Certification

**Note:** The president or vice president may alter this review schedule as needed.

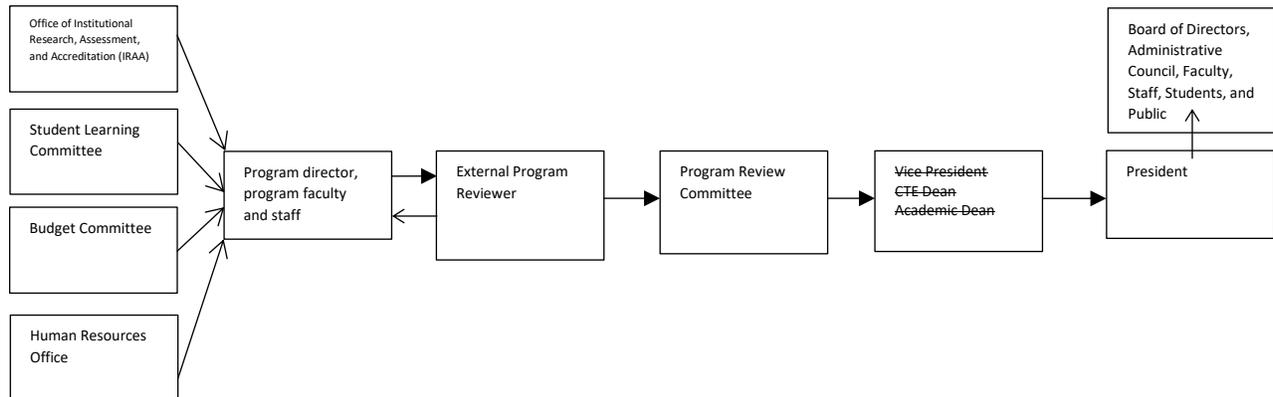
### COMPOSITION OF THE PROGRAM REVIEW COMMITTEE

The structure of the program review committee is of high importance for this campus process. Ensuring a balance of relevant perspectives ensures that any decisions made are conducted with all proper institutional perspectives informing dialogue and consideration. Below are the names and position titles of the current committee.

- Ace Charette—Chair—Director of Research, Assessment, and Accreditation
- Dr. Alex Chirila—Academic faculty member
- Alixena Patnaude —Language and culture committee chair
- Dr. Donna Brown—President
- Dr. Terri Martin Parisien—Dean of Academics
- Dr. Wanda Laducer—Dean of Students
- Sheila Trottier—CTE Director
- Holly Cahill—HR Manager
- Tracy Azure—Comptroller
- Diane Bercier—Business Accounting Instructor

Note: The TMCC accreditation liaison officer (ALO) was also selected as a committee member; currently, this title is held by the chair of the committee. In the future, this title may shift to a person not currently on the committee, adding an 11<sup>th</sup> member.

### 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 at least one 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)

Note: Any program that undergoes external program review will have fewer sections for internal review so as not to duplicate assessment responsibilities unnecessarily.
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. 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:

- **Criteria Met**  
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.
- **Criteria Met with Concerns**  
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.
- **Criteria Is Not Met**  
Not meeting criteria indicates that substantial challenges exist in conducting program 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
<b>1. Strategic Programmatic Impacts</b>				
<b>A. Alignment to Institutional Mission, Goals, and Strategic Plan</b>	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>B. Advancement of Turtle Mountain Band of Chippewa Indians and/or Native American Culture</b>	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.
<b>C. Obstacles and Previous Findings</b>	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.	
<b>D. Community Impact/Community Service and Leadership</b>	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.
<b>2. Data and Finances</b>				
<b>A. Institutional Data</b>	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>B. Resources and Cost Effectiveness</b>	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.
<b>C. Grants Funding</b>	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.

<b>3. Academic Dynamics</b>				
<b>A. Student Learning Outcomes Data</b>	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>B. Instructional Delivery and Curriculum**</b>	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.
<b>C. Faculty Dynamics</b>	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.

## COMPREHENSIVE PROGRAM REVIEW REPORT

The program Review Report all of the following components, as outlined in the rubric. Appendices and supporting documentation may be asked for by the committee. An ideal report is usually sufficient enough in scope to give the Program Review Committee an accurate picture of the program.

### Comprehensive Analysis

Discuss program review information in detail as outlined in the following sections. Please use this page as a checklist for each section. See detailed requirements for each section on the pages that follow.

- **Checklist for the Program:**

- Completed Program Overview
- Completed section I internally with program faculty and staff.
- Completed section II internally with program faculty and staff.
- Completed section III internally with program faculty and staff.
- Completed section V internally with program faculty and staff AND provided relevant documentation from program's advisory committee (if one exists).
- Completed section VI internally with program faculty and staff AND included results of faculty survey.
- Completed section VII internally with program faculty and staff.
- Completed section X internally with program faculty and staff.
- Completed section XI only if program is under specialized accreditation (e.g., ESPB, NAACLS).
- Completed Program Highlights section

- **Checklist for the Institutional Research, Assessment, and Accreditation Office:**

- Provided all required section III data to program contact.
- Provided all required data in section VIII to program contact.
- Provided all required documentation from section XI, if program is under specialized accreditation and documents are housed in the IRAA office.

- **Checklist for the Business Office:**

- Completed all information from section VIII.
- Provided section IX documentation and/or information (if program is grant funded).

- **Checklist for the Human Resources Office:**

- Provided all required section II data to program contact.

- **Checklist for the Student Learning Committee Chair:**

- Provided all required documentation from section IV to program contact.

## Program Overview\*\*

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

Please describe the following:

- 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.

### 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/](https://www.tm.edu/about_us/mission/) and [https://www.tm.edu/about\\_us/strategic-plan-and-goals/](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.

### 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. When possible, please provide evidence for this section.

### 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)

## IV. Student Learning Outcomes Data

*Please meet with the Student Learning Committee Chair to obtain and/or validate all information from this section.*

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.

## 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.

## 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 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.

## VII. Obstacles and Previous Findings

- 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.

## 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)
- Capital equipment infrastructure currently used by the program. Please list if any update or upgrades are needed in the next five years. If improvements are needed, please provide the rationale, especially if data informs this need.
- Tuition, ISC revenue, and non-Native state reimbursement revenue (Business Office); if applicable, any additional revenue generated from the program
  - Additional fees per program
  - Total Revenue
- Cost per program/course/student (measured against demand/attendance rates) (Business Office)
  - Textbooks
  - Classroom and lab supplies
  - Travel (for students and/or for faculty)
  - Membership fees/expenses
  - Maintenance agreements
  - Software expenses
  - Testing fees (industry credentialing/certification)
  - Drug testing fees
  - Salary
  - Fringe
  - Professional Development
  - Capital equipment (typically one-time expenses)
  - Total Program Cost

## 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
  - 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
  - Please note institutional challenges that TMCC needs to address in order to improve grant compliance or quality of program?
  - Please provide any documented or measurable evidence to demonstrate any such need.

## 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 to the degree possible how the program contributes to the advancement of tribal self-determination and decolonization of the Turtle Mountain community or other Native American communities.

## 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.

## 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.*