APPENDIX E. PROGRAM REVIEW EVALUATION CRITERIA

Criteria	Exemplary/Excellent	Adequate	Needs Improvement	Reduce or Phase-Out
Ability to benefit and positively impact KBOCC and the wider community (1.A.4)	Mission is widely published, directly aligned to College mission and goals, and guides planning. Relationships, partnerships, and/or alliances are strong.	Mission is articulated and aligned to College mission. Relationships, partnerships, and/or alliances exist but could be strengthened.	Mission is incomplete or not aligned to College mission. Relationships, partnerships, and/or alliances need to be reconfigured in order to positively impact the College.	Mission is missing or negatively impacting the College. Relationships, partnerships, and/or alliances do not exist.
Academic Rigor (3.A.)	Rigor is appropriate, mapped to TCU and/or national standards, and is consistent across offerings. Curriculum is relevant and aligned to PLOs.	Rigor is appropriate to higher education and student body. Relevancy could be strengthened through curricular and/or other program enhancements.	Substantial modification of the curriculum or reorganization of faculty is needed to strengthen rigor and/or relevancy.	Not substantial enough to justify the program's continuance.
Student and Alumni Success (4.C., 4.B., 4.A.)	Goals for student success are articulated and measured. Program outcomes are assessed using multiple aligned measures and information is discussed and used to improve. Placement of graduates is formally tracked and informs program planning.	Student success is tracked but measurable goals are not articulated. Program outcomes are assessed with some evidence of using information to improve. Placement of graduates is tracked.	Student success is not tracked nor measured. Program outcomes are not systematically assessed or used to inform decisions. Placement of graduates is tracked sporadically or inconsistently and is not used to guide decisions or planning.	No systematic process to measure persistence, retention and completion, or achievement of program outcomes and no evidence of using information to improve. Placement of graduates is not tracked.
Faculty (3.C.)	Number of faculty exceeds needs and composition reflects diversity of constituents. All faculty meet or exceed minimum qualifications and are active in continued development and/or professional organizations.	Number of faculty is minimally sufficient. All faculty meet minimum qualifications (credentials or tested experience) and participate in continued development.	Insufficient number/expertise of faculty to meet needs. Most faculty meet minimum qualifications or tested experience and inconsistently participate in continued development.	Faculty do not meet minimum qualifications and have not engaged in continued development.
Effective Instruction (3.C.4)	Clearly defined process is systematically followed for formal review of instructional effectiveness and reviews are integrated in professional plans.	Clearly defined process for evaluation of teaching is followed but little evidence of integration in professional plans.	Review of instructional quality is erratic, incomplete, or informal.	Review of instructional quality is haphazard or non-existent.
Facilities, Resources and Institutional Support (3.D, 3.C.7)	Resources and facilities are accessible and fully support the program. The program sustains itself and is a financial asset to the College.	Resources and facilities are available, but could be improved. Financial opportunities exist to sustain the program.	Resources and facilities are inadequate or difficult to access. The program's financial expenditures need to be reconfigured to be sustainable.	Resources or facilities are nonexistent. The program is not sustainable and could not be made so as currently constituted.
Anishinaabe Culture	There is evidence of Anishinaabe culture throughout the entire curriculum	There is evidence of Anishinaabe culture embedded in at least half of the curriculum.	There is evidence of Anishinaabe culture through less than half of the curriculum.	Anishinaabe culture is absent from or present in less than one quarter of the curriculum