

ACADEMIC PROGRAM REVIEW GUIDE



APPROVED: DECEMBER 13, 2017

UPDATED: JUNE 5, 2018

REVISED APPROVED: JUNE 14, 2021

UPDATED: JUNE 13, 2022

REVISED APPROVED: OCTOBER 31, 2022

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PROLOGUE

In order to determine that the College's mission, vision, and objectives are being met to the best of the College's ability, the KBOCC Assessment Committee has devised this process of program review in order to hold faculty, administration, and staff responsible as we serve our students and local community in the spirit of **zaagidiwin (love)** as well as quality education.

"We smudge our head to clear our minds of negative thoughts; our eyes, ears, and mouth to see, hear, and say only good things; and the rest of our body to keep it in good health and so that our hands, arms, and legs will work towards the benefit of our fellow Anishinaabe and the community we serve."

Keweenaw Bay Ojibwa Community College (KBOCC) was chartered by Ordinance No. 75-1 of the Keweenaw Bay Indian Community as a non-profit educational corporation, allowing the College to establish and operate institutions granting post-secondary degrees and certificates, and to coordinate and regulate higher education on the L'Anse Indian Reservation. The College was developed upon the principle that American Indian students deserve an educational system that is responsive to their needs and concerns. Its basic purpose is to provide an educational program in which students experience success and enhance their self-image, dignity, and independence while preparing for their chosen career paths.

VISION

Keweenaw Bay Ojibwa Community College will serve as the principal higher educational institution for the L'Anse Indian Reservation and surrounding communities by providing quality academic programs rich in Ojibwa culture that empower students to fulfill their dreams of a superior education.

MISSION

Formed out of our American Indian identity, the mission of Keweenaw Bay Ojibwa Community College is to provide post-secondary education rich in Ojibwa culture, tradition and beliefs that support life-long learning.

BELIEFS

The administration and Board of Regents have set forth these beliefs and are accountable to them:

- Education is a worthwhile endeavor and is the foundation for success.
- Everyone has the right to an accessible and affordable education.
- Everyone can learn.
- Everyone deserves a safe environment for learning.
- Education is a shared responsibility.
- Learning is a lifelong process.
- Those who teach must never cease to learn.
- Everyone is unique and has value.
- Everyone needs to maintain a sense of dignity.
- Strength comes from diversity.
- The earth is our community.

PROGRAM DIRECTION

Consistent with the mission and beliefs, Keweenaw Bay Ojibwa Community College sets forth these purposes:

- Promote and preserve the Ojibwa culture by offering courses in Ojibwa language, history, and culture and an array of cultural activities.
- Provide educational opportunities leading to certificates and associate degrees.
- Encourage and prepare students to pursue advanced degrees.
- Offer assistance for transfer to four-year colleges or universities.
- Provide occupational/career programs for employment opportunities in tribal organizations, governmental agencies, and the private sector.
- Provide instruction for students who desire to upgrade or enhance their skills.
- Provide community educational programs that meet the changing needs of the Keweenaw Bay Indian Community and surrounding area.
- Prepare and encourage students through guidance, advising, and counseling to meet their personal, academic, and career aspirations.
- Offer students job placement assistance.

INTRODUCTION

What is academic program review? Academic program review is a process that evaluates the health, effectiveness, and growth of academic programs with the intent of guiding future direction towards continuous improvement. KBOCC engages in academic program review because we recognize our responsibility toward our students and our community to ensure that the education students receive aligns with the promises inherent in our vision, mission, and learning outcomes. Academic program review allows all involved to review, evaluate, and formulate goals for each academic program in order to look toward future evaluation, planning, and resource allocation. The dialogue, constructive participation, and cooperation of all members of the faculty, staff, and administration are encouraged.



*We are reminded of the Seven Sacred Teachings (Appendix A), including **dbaadendiziwin (humility)** and **gwekwaadziwin (honesty)**. The College holds a specific place in relation to knowledge-seekers and other stakeholders and we must constantly examine our practices in order to ensure that we are offering students a timely, relevant, and foundational education that will prepare them for their future in the workforce or continuing education.*

Academic program review is intended as a means by which faculty, staff, and administration collaboratively evaluate and strengthen their own academic programs to better serve students. It is a continual cyclical process meant to examine functioning at the program level and is not a means of evaluating individuals.

Just as the Anishinaabe medicine wheel teaches us to think in cycles, academic program review is a cycle in which the end is a new beginning. It is not a straight line but a continual process of reflection and adjustment. The Anishinaabe medicine wheel can be thought of as a mirror that can be used to see things that are not normally seen - the non-physical objects that include such notions as knowledge, ability, and success. We can map the process of assessment to the medicine wheel.

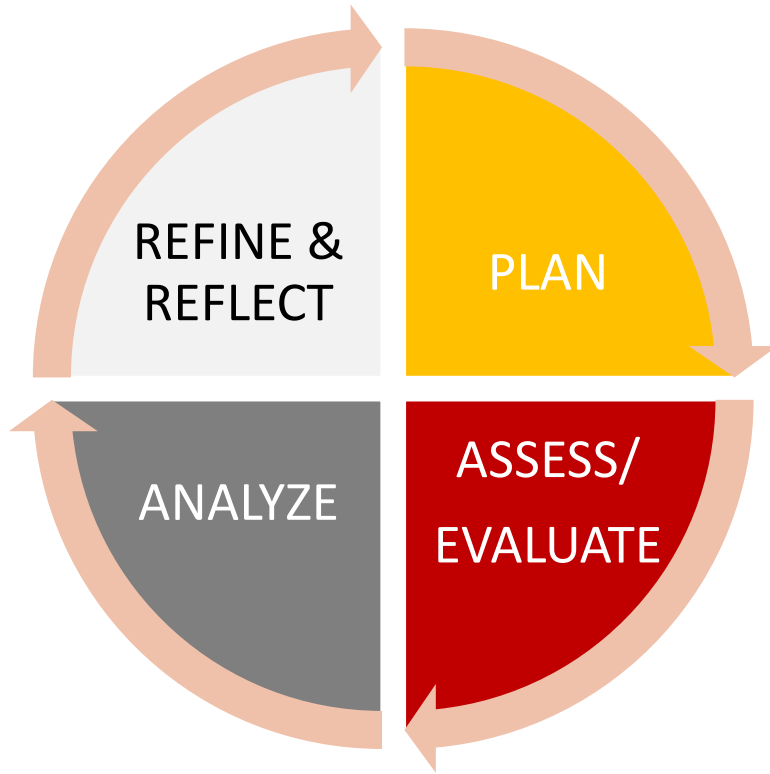


FIGURE 1. ASSESSMENT & EVALUATION WHEEL



WABANUNG (EAST)

ALL THINGS BEGIN IN THE WABANUNG (EAST), THE DIRECTION OF THE RISING SUN, BIRTH, AND REBIRTH. ALL LIGHT COMES INTO THE WORLD FROM THIS DIRECTION, GIVING US THE ILLUMINATION NECESSARY TO HELP US SEE THROUGH COMPLEX SITUATIONS.

WE PRAY TO THE EASTERN SPIRITUAL GRANDFATHERS, WHO INTERCEDE TO THE CREATOR, FOR DIRECTION OF GUIDANCE AND LEADERSHIP AND THAT THEY MAY HELP US SEE SITUATIONS IN PERSPECTIVE AS WE PREPARE TO BEGIN THE PROCESS OF ACADEMIC PROGRAM REVIEW.

PURPOSE: GOALS & OBJECTIVES

The goal of academic program review is to maintain and improve the quality and effectiveness of academic programs the College provides. Program review does not exist in isolation and has connections with accreditation, educational planning, assessment analysis, and budget development.



*In order to continue to serve our students and keep improving as an institution, we must approach program review with the idea of seeking **debwewin (truth)** and recognize both the areas in which already excel and those in which we could work toward improvement.*

To meet this goal, academic program review has three main objectives:



Self-Study

Academic program review is accomplished through a comprehensive, structured, documented, and periodic self-study of individual programs by department faculty. This self-study is to be conducted with **mnaadendimowin (respect)** for all involved and will indicate areas of good performance as well as areas that might benefit from development or revision.



External Review

An evaluation by an external review panel of the department's strengths and weaknesses to serve as a constructive base for improvement.



Action Plan

Academic program review is program planning for growth and improvement. Based on the findings of the program evaluation, the academic Program Review recommends a program action plan of both short- and long-term goals meant to strengthen the given program.



ZHAAWNONG (SOUTH)

AS WE PLAN FOR PROGRAM REVIEW WE LOOK ZHAAWNONG (SOUTH) IN ORDER TO PROPERLY PREPARE FOR THE FUTURE. THIS IS THE DIRECTION OF GOAL SETTING AND DETERMINATION, AS WELL AS PASSIONATE INVOLVEMENT IN THE WORLD.

WE PRAY TO THE CREATOR FOR ALL OF THESE GIFTS, AS WELL AS THE MOST VALUABLE – THE CAPACITY TO EXPRESS FEELINGS OPENLY AND FREELY IN WAYS THAT DO NOT HURT OTHERS – AS WE WORK TOGETHER IN THIS PROCESS.

RESPONSIBILITIES



Program review is not an individual undertaking, and thus we turn to the **nbwakaawin (wisdom)** of our colleagues.

The main roles and responsibilities for Program Review are:

Assessment Committee:

- ✓ Provides institutional support for program review
- ✓ Establishes, maintains, and oversees the academic program review process, and makes modifications as necessary to improve the process.
- ✓ Establishes and maintains master program review schedule, assigning academic departments to particular years in the program review cycle

Assessment/Accreditation Coordinator:

- ✓ Advises and assists Department Chairs in the completion of program reviews
- ✓ Facilitates the program review process, including data gathering and report distribution
- ✓ Provides logistical support for external review panel meetings
- ✓ Provides feedback on report drafts

Faculty Council:

- ✓ Reviews and evaluates Program Review Final Reports and makes recommendation to the Board of Regents
- ✓ Approves recommended program Action Plan with planned programmatic improvements and implementation schedule
- ✓ Evaluates progress on improvements made to program by conducting a follow-up meeting

Department Chair:

- ✓ Identifies potential external reviewers
- ✓ Organizes departmental program review meetings
- ✓ Initiates and prepares departmental self-study report
- ✓ Compiles Program Review Report from external review feedback and department self-study report
- ✓ Prepares program review summary memo and presents to Board of Regents
- ✓ Implements specific actions to improve and strengthen program
- ✓ Provides report on progress made towards program improvements at follow-up meeting

Program Faculty & Staff:

- ✓ Attend program review meetings organized by Department Chair
- ✓ Provide and review program data
- ✓ Provide recommendations for program planning and improvement
- ✓ Review and assist Department Chair with preparing the departmental self-study report

External Reviewers:

- ✓ Reviews departmental self-study report
- ✓ Attends external review panel meeting
- ✓ Provides feedback and recommendations for program improvement

Registrar:

- ✓ Provides enrollment and other program-level data to Department Chair
- ✓ Provides summary of information collected by a variety of entities

Board of Regents:

- ✓ Reviews and approves Program Review Report
- ✓ Uses findings from program review to inform strategic planning and resource allocation at the institutional level



EPNGISHMOK (WEST)

WE PRAY TO THE MISHOOMSAG (TEACHERS) OF THE EPNGISHMOK (WEST) FOR PERSEVERANCE AS WE MOVE FORWARD IN THE PROGRAM REVIEW PROCESS.

IN THIS DIRECTION WE FIND CONTEMPLATION AND REFLECTION AS WELL AS VISION: THE SENSE OF POSSIBILITIES AND POTENTIALITIES. MAY WE HAVE THE DETERMINATION TO CONTINUE WORKING THROUGH THE PROGRAM REVIEW PROCESS AND THE CHANCE TO RETURN TO THE TRUE PATH IF WE SHOULD STUMBLE.

PROGRAM REVIEW PROCESS & SCHEDULE

Program Reviews are completed on a five-year cycle according to the Master Program Review Schedule as dictated by the Assessment Committee.

MASTER ACADEMIC PROGRAM REVIEW SCHEDULE (revised June 2022)

Dept	2022-23	2023-24	2024-25	2025-26	2026-27
Anishinaabe Studies	A.A. degree, Tribal Management Certificate	12-month Follow-up			
Business	12-month Follow-Up				A.S. degree, BA Cert, Office Services Cert, Culinary Arts Cert, Small Business Startup Cert
Early Childhood Education					A.S. degree, CDA
Environmental Science		A.S. degree, Env. Science Cert, Env. Science & Sustainability Cert	12-month Follow-up		
Health Science				A.S. degree, CNA	12-month Follow-up
Liberal Studies	A.A. degree, A.A. – Art emphasis, A.A. – Criminal Justice emphasis	12-month Follow-up			
General Education			General Education	12-month Follow-up	

PROCESS OVERVIEW

Each academic program review cycle begins with a departmental self-study. The self-study is a comprehensive analysis of program quality, utilizing a wide variety of data about the program, and results in a self-study report. The self-study is followed by an external review by outside peer reviewers who review the departmental self-study report and related documents, attend an external review panel evaluation meeting, and provide recommendations for improvement. Following feedback from external reviewers, the department prepares the Program Review Report with an action plan, which includes responses to recommendations and specific actions to be taken.



FIGURE 2. PROGRAM REVIEW PROCESS OVERVIEW

The Program Review Report is then evaluated against the program review criteria (see [Appendix E](#)) by the Faculty Council, charged with making decisions regarding academic programs and curricula, who makes a recommendation to the Board of Regents. Finally, the Board of Regents reviews the Program Review Report and takes action on the program.

A detailed timeline and checklist of program review activities is included in [Appendix B](#).

SELF STUDY



Collaborative

- Organized by Department Chair
- Prepared by all program staff and faculty



Relevant

- Relevant info for quality review
- ~15-20 pages long
- Appendices & supporting information as necessary



Data-driven

- Address Program Review Criteria
- Support with data & analysis

The Self-Study Report is made up of a single document prepared by department faculty that includes the highlights of the program’s self-evaluation, supported by data and analysis, and should address each of the program review criteria ([Appendix E](#)). A general framework for the self-study document is included in [Appendix C](#); however, the questions within each section are only suggestive and do not need to be answered in the order presented. Programs should feel free to consider other questions or highlight other areas of strengths and/or weaknesses that best guide their strategic thinking and planning.

While there is no strict page limit for the self-study, programs should aim for approximately 15-20 pages, not including appendices. Appendices and supporting documents may be appended as necessary. **The bulk of the program’s effort should be put toward creating opportunities for all faculty, staff, and students to deeply engage in conversations about the program’s direction and what opportunities and challenges the program faces.** The self-study report should provide the information relevant for the review team to conduct a quality review. List the names and titles/positions of all program members who participated in the self-study and contributed to the report.

EXTERNAL REVIEWER EVALUATION

Evaluative feedback including recommendations for program enhancement and improvement is collected from external reviewers based upon their review of the self-study report and attendance at the external review panel meeting. To guide feedback, Department Chairs may wish to provide external reviewers with a focused set of evaluation questions to answer about program quality. External review guidelines are included in [Appendix D](#).

PROGRAM REVIEW REPORT

The Program Review Report is a compilation of the self-study report and the external reviewer feedback, together with an action plan to address recommendations and areas for improvement.

- Self-study Report
- Report on external review
- Plans for improvement/action plan
- Reflection on the program review process

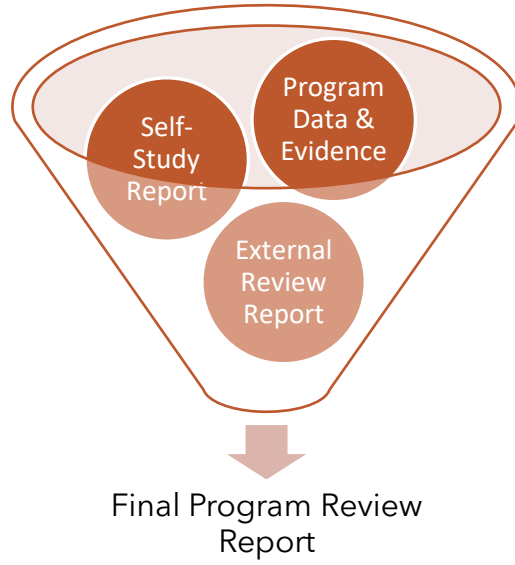


FIGURE 3. PROGRAM REVIEW REPORT COMPONENTS



GIIWEDONG (NORTH)

GIIWEDONG (THE NORTH) IS THE DIRECTION OF TRUE WISDOM AND OF SURVIVAL. WE PRAY THAT THIS SURVIVAL LEADS TO THE GIFTS OF WISDOM, UNDERSTANDING, ANALYZING, AND PROBLEM SOLVING. THIS IS NOT THE END OF THE JOURNEY, EVEN IF THE NORTH PROVIDES US WITH THE CAPACITY TO FINISH WHAT WE BEGIN, BUT THE PLACE TO PREPARE FOR THE NEXT CYCLE. GIIWEDONG (THE GIFTS OF THE NORTH) ALLOW US TO SEE HOW ALL THINGS FIT TOGETHER AND TO SEE AND TAKE THE MIDDLE WAY AS WE MOVE FORWARD IN OUR JOURNEY, APPLYING THE KNOWLEDGE OF THE PATH WE HAVE ALREADY WALKED.

IMPROVEMENT: RECOMMENDATIONS & REFLECTION

The review should result in an evaluation from the Faculty Council for approval by the KBOCC Board of Regents. The resulting action plan should include recommendations for continuous improvement based upon the review findings and include timelines for implementation.



*All action plans should include specific recommendations for continuous improvement in order to ensure that the program continues with a sense of **aakwa'ode'ewin (bravery)** to align itself with the vision, missions, and learning outcomes of Keweenaw Bay Ojibwa Community College.*

The final program evaluation will be based on the criteria found in [Appendix D](#) and will be documented through the Program Review Signature Page template found in [Appendix E](#). Faculty Council will also endorse the resulting Action Plan with planned programmatic improvements and implementation schedule.

At this time, the Assessment Committee also reflects on the program review process and identifies any opportunities to refine, streamline, and improve the review process.

APPENDIX A. SEVEN GRANDFATHER TEACHINGS

Seven Sacred Teachings

Humility - Dbaadendiziwin

Humility is typically represented by the wolf. Life is lived for the pack and the ultimate shame is to be an outcast. Humility is to know that you're a sacred part of creation and accepting yourself as a sacred part of creation. Live life selflessly and not selfishly. Respect your place, carry your pride with your people and praise the accomplishments of all. Do not become arrogant and self-important. Find balance within yourself and all living things. Reflect on how you present yourself.

Bravery - Aakwa'ode'ewin

Bravery is typically represented by the bear. The bear shows us how to live a balanced life with rest, survival and play. To face life with courage is to know bravery. Find your inner strength to face the difficulties of life and the courage to be yourself. Defend what you believe in, what is right for your community, family and self. Make positive choices and have conviction in your decisions. Face your fears to allow yourself to live your life.

Honesty - Gwekwaadziwin

Honesty is typically represented by the Sabe. The Sabe understands who they are and how to walk in life. Sabe reminds us to be ourselves and not someone we are not. To walk through life with integrity is to know honesty. Be honest with yourself. Recognize and accept who you are and use the gifts you have been given. Do not seek to deceive yourself or others. Be truthful and trustworthy. Accept and act on truths through straightforward and appropriate communication.

Wisdom - Nbwaakaawin

The beaver typically represents wisdom because the beaver uses their natural gift wisely for survival in an environmentally friendly and sustainable way for the benefit of family. To cherish knowledge is to know wisdom. Recognize your differences and those of others in a kind and respectful way. Listen with clarity and a sound mind. Respect your own limitations, allow yourself to learn and live by your wisdom. Use good sense, form a good attitude and course of action. Listen and use the wisdom of elders, tribal leadership and spiritual leaders.

Truth - Debwewin

Truth is typically represented by the turtle as the turtle was here during creation of Earth and carries the teachings of life on their back. The turtle lives life in a slow and meticulous manner and understands the importance of both the journey and the destination. Show honor and sincerity in all that you say and do. Understand your place in this life and apply that understanding in the way that you walk. Be true to yourself and all other things. Trust in the Creator. Be sincere in action, of character and in utterance.

Respect - Mnaadendimowin

Respect is typically represented by the buffalo. The buffalo gives every part of his being to sustain the human way living, not because he is of less value, but because he respects the balance and needs of others. To honor all creation is to have respect. Live honorably in your actions, do not waste and be mindful of the

balance of all living things. Share and give away what you do not need. Treat others the way you would like to be treated. Do not be hurtful to yourself or others.

Love - Zaagidwin

The eagle typically represents *love* because the eagle has the strength to carry all the teachings. The eagle has the ability to fly highest and closest to the creator and the sight to see all the ways of being from great distances. The Eagle's teaching of love can be found in the core of all teachings, therefore an eagle feather is considered the highest honor and a sacred gift. To know love is to know peace. View your inner-self from the perspective of all teachings. To know love and to love yourself truly allows you to be at peace with yourself, all things and also with the creator. Love is the balance of life.

APPENDIX B. PROGRAM REVIEW TIMELINE CHECKLIST

Approximate Timeframe		Responsibilities
5 months prior to external review panel	August	<input type="checkbox"/> Assessment Coordinator creates SharePoint site for program review
4 months prior to external review panel	September	<input type="checkbox"/> Department Chair meets with Bursar/Registrar, Accounting Supervisor, and Assessment Coordinator to identify and discuss institutional/assessment data needs for the self-study <input type="checkbox"/> As needed, data is gathered and submitted to SharePoint site <input type="checkbox"/> Department Chair meets/consults with program faculty to identify additional data and information needs
3 months prior to external review panel	October	<input type="checkbox"/> Department Chair provides list of potential external reviewers (5-7) from peer (i.e. tribal college, 2-year colleges) and transfer programs to Assessment Committee <input type="checkbox"/> In consultation with program faculty and staff, Department Chair organizes and initiates self-study <input type="checkbox"/> As needed, Department Chair meets with Bursar/Registrar and/or Assessment Coordinator to follow-up on any questions, inconsistencies, and/or further needs for data
2 months prior to external review panel	November	<input type="checkbox"/> Assessment Committee confirms external reviewers <input type="checkbox"/> Assessment Coordinator notifies external reviewers and in consultation with Department Chair, schedules external review meeting(s) and develops draft meeting agenda
2 weeks prior to external review panel	January	<input type="checkbox"/> Department Chair submits final self-study report to SharePoint site <input type="checkbox"/> Assessment Coordinator notifies external reviewers the self-study report is available for review (invite reviewers to SharePoint)
1 week prior to external review panel	January	<input type="checkbox"/> Assessment Coordinator finalizes review panel meeting agenda and distributes to external reviewers
	Mid-February	External Review Meeting
Within 2 weeks of external review meeting	March	<input type="checkbox"/> External reviewer feedback is obtained and provided to Department Chair

<i>Within 6 weeks of external review meeting</i>	April	<ul style="list-style-type: none"> <input type="checkbox"/> Department Chair prepares/compiles Program Review Report from self-study report together with external reviewer feedback and submits to SharePoint <input type="checkbox"/> Assessment Coordinator distributes Program Review Report to external and internal reviewers for final review
<i>Within 8 weeks of external review meeting</i>	April	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty council meets to discuss and evaluate final Program Review Report. <input type="checkbox"/> If complete, Faculty Council makes recommendation for action. <input type="checkbox"/> Assessment Coordinator prepares recommendation and submits to SharePoint <input type="checkbox"/> Assessment Coordinator distributes Program Review Report and signature page to signatories for approval <input type="checkbox"/> Assessment Committee reflects on program review process and identifies any appropriate modifications that would improve the effectiveness of the review
<i>4 weeks prior to Board of Regents approval</i>	May	<ul style="list-style-type: none"> <input type="checkbox"/> Department Chair prepares summary memo and submits to SharePoint <input type="checkbox"/> Assessment Coordinator requests Program Review Report be placed on upcoming Board of Regents meeting agenda
<i>2 - 3 weeks prior to Board of Regents approval</i>	May	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment Coordinator assembles program review package for Board of Regents presentation (summary memo, Program Review Report, Recommendation and signature page)
	May	Board of Regents meets to approve Program Review Report and make any further recommendations for action/improvement
<i>Within 1 week of BOR approval</i>	May	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment Coordinator saves approved final Program Review Report with signature page to SharePoint.
<i>Within 1 year of completed Program Review</i>	April/May	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment Committee conducts follow-up meeting to review the findings and recommendations from the Program Review Report; Department Chair reports on status of progress towards identified action items/areas for improvement <input type="checkbox"/> Progress reported in next department evaluation report

APPENDIX C. SELF-STUDY REPORT FRAMEWORK

Self-Study Section	Questions for Reflection
Overview	
<i>Describe the academic programs and offerings and the program's goals.</i>	<ul style="list-style-type: none"> ? <i>What program(s) of study are offered within the Department and what are the goals of each program?</i>
KBOCC & Community Impacts	
<i>Describe the program's mission, strategic position and contributions to the vision, mission, and beliefs of the College.</i>	<ul style="list-style-type: none"> ? <i>What is the purpose of the program and does it clearly align with the College's mission and strategic priorities?</i> ? <i>What makes the program distinctive, in the discipline and/or on campus?</i> ? <i>Is there demand for the program and does it benefit the wider community through affiliations and partnerships?</i> ? <i>What partnerships do program faculty, staff, and students have with other similar programs? Other national programs?</i> ? <i>How does the program engage with the community? How are students involved in that engagement?</i> ? <i>What impact have these collaborations had on the program?</i>
Academic Rigor	
<i>Describe the program's efforts to ensure quality and viability for each of the certificate and degree offerings.</i>	<ul style="list-style-type: none"> ? <i>How is educational quality defined and assessed?</i> ? <i>Does the program reflect 'best practices' and compare well to relevant performance standards from comparable institutions and/or accrediting agencies?</i> ? <i>Do the program's courses conform in content, textbooks, and instructional methods to current disciplinary/TCU standards and are they designed to meet the degree and/or general education needs (learning outcomes) of students?</i> ? <i>Are there emerging areas of scholarship that the program should be focusing on? Are there areas that are no longer relevant and should be phased out?</i>

Student & Alumni Success	
Describe the student learning goals and outcomes for each of its certificate and degree offerings.	<ul style="list-style-type: none"> ? What are the objectives of study? Does the program assess student mastery of learning outcomes by direct and indirect assessment, performance in the field, and professional achievements? Are learning outcomes appropriate and supported by curriculum? How are the assessment results used to make programmatic decisions? ? What percentage of students complete their degrees and how long do these students typically take? What internal or external factors are influencing degree completion? ? Do program graduates succeed in finding jobs and progress in their chosen careers? ? Are alumni satisfied with the program?
Describe the program's academic and career advising efforts.	<ul style="list-style-type: none"> ? What has been done to support and enhance the quality of student advising? ? What opportunities are students given to learn about options after graduation?
Describe the quality and diversity of the program's students.	<ul style="list-style-type: none"> ? Have there been changes in the quality of the student body? ? How prepared are students when they begin the program? ? What significant awards or recognition have students received? Do students produce creative works, publications and receive grant awards?
Describe the student experience.	<ul style="list-style-type: none"> ? What processes exist to ensure the right fit of student and program? ? What financial support is available to students? ? What efforts are made to integrate underrepresented students into the program?
Faculty	
Describe the quality and diversity of the program's faculty and staff.	<ul style="list-style-type: none"> ? Is there a sufficient number, mix, and quality of faculty to meet program goals? ? Are program faculty qualified to teach the curriculum as indicated by earned academic degrees and professional certifications? ? Describe the professional development and working climate for faculty and staff. ? Does the program and/or College invest in the professional development of its faculty, including mentoring and guidance?

Effective Instruction	
<i>Describe how the program ensures instructional effectiveness.</i>	<ul style="list-style-type: none"> ? <i>What is the program's philosophy for who teaches which courses? How is teaching load determined and distributed? Are all instructors offered training opportunities to support teaching improvement?</i> ? <i>Has the program utilized new teaching strategies (online and/or flipped classes)?</i> ? <i>Do faculty demonstrate effectiveness in teaching as evidenced by evaluations, awards, honors, grants, research contributions, publications, citations, and service endeavors?</i> ? <i>How well do faculty respond to identified areas of needed improvement through student course evaluations and peer observations?</i>
Facilities, Resources, and Institutional Support	
<i>Summarize the program's facilities and resources.</i>	<ul style="list-style-type: none"> ? <i>Does the program have adequate facilities, equipment, and technology to maintain the effectiveness of its courses and programs?</i> ? <i>What are the program's specialized space needs (i.e., active learning classrooms, labs, etc.)?</i> ? <i>Does the institution provide adequate student services (library services & collections, tutoring, counseling, etc.) to maintain the effectiveness of the program's courses and programs?</i> ? <i>What is the program's funding mix (i.e., tuition, grants, philanthropic, etc.)?</i> ? <i>How do the program's sources of support compare to those of its peers? Are there funding agencies that could be pursued?</i> ? <i>Is there success in attracting external funding that contributes to the program's long-term stability?</i>
Anishinaabe Culture & Community	
<i>Describe how the program curricula is grounded in Anishinaabe culture.</i>	<ul style="list-style-type: none"> ? <i>To what extent does the program embed Anishinaabe culture throughout the curriculum and course design?</i> ? <i>How well does the program utilize cultural support resources such as the Anishinaabe Advisory Committee and/or Cultural and Wellness Coordinator?</i>
Analysis and Action	
<i>Describe the future directions of the program to address challenges and how it plans to maintain or enhance its strengths.</i>	<ul style="list-style-type: none"> ? <i>What are the program's challenges and opportunities?</i> ? <i>How well is the program currently positioned to reach its academic goals?</i> ? <i>Assuming persistent budget constraints, how can excellence be maintained or enhanced without additional resources?</i> ? <i>Conversely, how would the program capitalize on a strategic reallocation of resources from the College?</i>

APPENDIX D. EXTERNAL REVIEW GUIDELINES

EXTERNAL REVIEW GUIDELINES

PURPOSE

Academic program review is a process that evaluates the health, effectiveness, and progress of academic programs with the intent of guiding future direction towards continuous improvement. Each academic program review includes external review, which helps facilitate comparison with similar programs at other institutions and evaluation by relevant external stakeholders, providing faculty, staff, and administrators with a wider perspective of the academic program's strengths and weaknesses and recommendations for improvement.

ROLES & RESPONSIBILITIES

External reviewers provide critical assessment, ensure objectivity of the program review process, as well as how the program compares to other programs in the region and nation. External reviewers are asked to:

1. Review the self-study documents and bring an informed and unbiased view to the evaluation of the academic program.
2. Evaluate whether the plans of the department are appropriate, considering factors such as condition of the program, trends in the discipline, nature of the faculty, and the characteristics of the students and the community the program serves; and
3. Within two weeks of the external review, submit a written report with recommendations using the findings of the Self-Study Report as a guide.

CREDENTIALS

External reviewers are expected to:

1. Have knowledge and expertise in a complimentary field/discipline.
2. Have experience at an institution with the same/similar programs as those being evaluated. Professional programs may wish to include 1 -2 local practitioners in the field.
3. Have a knowledge and awareness of Anishinaabe culture.
4. Have no existing conflicts of interest.

REVIEWER SELECTION

1. The Department Chair should identify 3-5 potential reviewers from: peer institutions such as tribal colleges and two-year community colleges; four-year transfer institutions; and relevant stakeholders such as local practitioners.
2. The Department Chair should provide the names of these potential external reviewers to the Assessment Committee along with links to website bios or CVs if available.

- 3.** In consultation with the academic department, the Assessment Committee will select/confirm the external reviewers.

EXTERNAL REVIEW PROCESS

- 1.** Once the Assessment Committee confirms the external reviewers, the Assessment Coordinator will notify the reviewers and schedule the external review (to include a virtual meeting and/or on-site visit) for mid-February.
- 2.** The Assessment Coordinator will release the self-study materials to the external reviewer at least two weeks in advance of the external review.
- 3.** The external review meeting will be a preliminary assessment of the academic program and will be attended by the Dean of Instruction, Assessment Coordinator, and Department Chair from KBOCC. There will be opportunity for the reviewers to ask any questions, request additional information, and provide feedback.
- 4.** The external reviewer will be asked to submit a written report within two weeks after the external review meeting that is in alignment with the self-study report. The reviewer will be asked to offer an assessment of each item and may offer recommendations for improvement.

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

APPENDIX F. SIGNATURE PAGE FOR COMPLETED PROGRAM REVIEW

Department Chair

Dean of Academic Affairs

President

Department:

Program(s) of Study:

Date of Review: _____

Faculty Council Evaluation:

Criteria	Rating				Comments/Recommendations
	Exemplary/ Excellent	Adequate	Needs Improvement	Reduce or Phase-Out Program	
Academic Rigor					
Student and alumni success					
Faculty					
Effective Instruction					
Facilities, Resources and Institutional Support					
Anishinaabe Culture					
Ability to benefit and positively impact KBOCC and the wider community					

APPENDIX G. FACULTY CREDENTIALS GUIDELINES

These guidelines are in accordance with the Higher Learning Commission's expectations for Accreditation and Assumed Practices.

Qualified faculty are defined not only through their areas of expertise but also in their ability to help position students for success. As such, it is important that faculty are able to understand and convey the specifics of their disciplines within the college environment. Faculty must therefore continually assess student learning and adapt teaching methods in order to ensure that students are learning at an appropriate level that conforms to Course and Program Learning Outcomes.

Faculty members' qualifications are shown primarily through their credentials, although other factors, such as equivalent experience, may be considered. The majority of faculty are expected to possess a degree in the field in which they are teaching, with a minimum of a Bachelor's degree in the field. Completion of a Bachelor's degree or higher in the field of teaching enhances an instructor's depth of knowledge and is an easily identifiable marker of competence.

Career and technical education faculty are the most likely to have obtained positions through education, training, and tested experience and not necessarily through degrees. The College should be able to explain and justify the hiring of faculty who do not meet the degree qualifications specified above. Faculty member who do not have a Bachelor's degree or hire in their area of instruction should be shown to have a depth and breadth of experience outside of the classroom in real-world situations relevant to the discipline in which they are instructing.

All faculty are expected to maintain currency in their fields in order to continue offering students the best, most up-to-date education.

Faculty are also expected to continually engage in teaching observations each academic year in order to remain aware of and improve their own best instructional practices.