

Northwest Technical College Program Vitality and Effectiveness Review Form

"Assessing the effectiveness and efficiency of our efforts to achieve educational success and meet college goals."

Guiding Principles of Program Improvement and Review:

As professional educators our ***primary goal is to facilitate learning***. We must have relevant, current programs and must establish program goals designed to prepare learners to achieve their educational goals. Northwest Technical College recognizes that, as an institution, we need to be accountable—to our learners, our employees, and to the broader community. Program review provides a structured, scheduled opportunity for a program to develop a strategy for improvement.

The Review:

1. shows the relationship between the NTC Mission Statement and program;
2. identifies the need for and value of each instructional program as well as the program’s effectiveness;
3. defines the needs of the program so that the resources of the institution may be appropriately applied;
4. points to areas where curriculum and staff development are necessary;
5. provides the data and information for use in institutional planning, resource allocation, and reporting on specific achievements for AQIP, MnSCU, and progress on institutional goals.

Information for the process:

I: Program Overview. Purpose is to give a description of the program(s) being reviewed. The basic information on this form is provided by faculty, with assistance as needed from the Office of Institutional Effectiveness. This is compiled annually as a cover document for the annual Program Vitality Review.

II: Program Vitality Analysis will be compiled on each program on a yearly basis. The information on this form is gathered by the Office of Institutional Effectiveness. Information is provided from ISRS, from the Dean of Academic Affairs/HR and from the Business Office.

- a) The Office of Institutional Effectiveness will compile data needed by each program for the Program Vitality Review. This section will be distributed through the division chairs to program faculty for review and input.
- b) Program Vitality Indicators include:
 - enrollment
 - total credits generated by program majors for entire academic year
 - FTE/FYE ratio
 - similar program information
 - comparison of program state average
 - facility cost
 - program retention rate
 - graduation rate
 - placement

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- credential pass rates (if applicable)
- revenue

III. Program Effectiveness Analysis will be compiled on a three-year cycle.

a) The cycle will be determined and posted at least one academic year in advance.

Exception:

- The Academic Affairs and Standards Council recognizes that NTC programs may be routinely reviewed for accreditation or certification. It is not the expectation of the AASC that these programs duplicate efforts by submitting yet another set of documents to be reviewed. In the event a program has been reviewed within a year of the scheduled NTC review using an accreditation or certification process, the only submission required is to identify page numbers using the Criteria Table of Contents as to where information can be found. In the event accreditation or certification did not require input to one of AASC established criteria, that information should be submitted as an addendum to the accreditation or certification documentation.
- If it is determined by the Dean and Provost, that program probation is appropriate; a program improvement plan will be collaboratively developed by the program faculty and Dean. Targets and timelines will be established.

b) Program Effectiveness Indicators include:

- Curriculum Review
- Learner Review
- Resource Review
- Program Effectiveness Review (include Academic Program Improvement Report as Appendix)
- Achievements (Toot your own Horn)
- Plan for the Future

c) College staff, with the assistance of program faculty, will complete the **Part I: General Information** and **Part II: Program Vitality** summary of the previous three years' data, and program faculty will write a narrative **Reflective Analysis** which will be submitted to the Academic Dean and Division Chair one month before the scheduled review.

d) Program faculty will present their report to the AASC for review at the scheduled time. Division Chair and Dean may provide additional information.

e) The AASC will make observations and/or recommendations based on the analysis and presentation of the data presented in the review process. The AASC Chair will send a letter summarizing findings and providing recommendations to the program faculty, Dean, and Provost. The Dean and Provost will utilize this information as input to program decisions.

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PART I: General Program Information

Note: This portion shall be completed by program faculty. This will be available for review and update as needed.

Name of Program/Award (Indicate each award offered in the program area, e.g. AAS, Diploma, Certificate)	Campus/Site (Bemidji, Red Lake, or Distance)	Indicate program Accreditation or Certification status, if any
1	1	1
2	2	2
3	3	3
4	4	4
Program Descriptors		
✓ Program Description		
✓ Program Outcomes		
✓ Program Accreditations		
Program Articulation Agreements/Career Pathways		
Program Uniqueness (How unique is this program? i.e., number of similar options for potential learners?)		
Mission Analysis and Interrelationships		
Describe the relationship (congruency/ discrepancy/ rationale) between the program's mission/purpose and those of MnSCU and the College:		
✓ MNSCU Mission (http://www.mnscu.edu/Board/Summaries/FY96/MISSION.HTM)		
College Mission (http://www.ntcmn.edu/about/mission.php)		

PART II: Program Vitality Report for:

Program CIP(s):

Year of Report:

PROGRAM TITLE	AWARD	PROG Code (B=Bemidji, R=Red Lake, I=Internet)				Credits
AGGREGATE PROGRAM STATISTICS						
1) Enrollment (Fall semester)	Detail	FY05	FY06	FY07	FY08	FY09
	Campus					
	Online					
	Enrollment Total					
1a) Ethnic enrollment (other than White)	number/total=%					
1b) Non-traditional enrollment (if applicable)	number/total=%					
2) Total credits sold by all Program CIP(s) (full year)	Campus					
	Online					
	Credits Total					
3) FTE/FYE (campus and online)	FYE (learners)campus / online					
3a) FYE (learners)	FYE (learners) Total					
	FTE (faculty) campus / online					
3b) FTE (faculty)	FTE (faculty) Total					
4. FYE/FTE Ratio	(FYE divided by FTE):1					
5. Program Retention: (Fall to Fall for programs ≥ 48 credits)	Fall to Spring campus					
	Fall to Spring online					
	2-yr Fall to Fall campus					
	2 yr Fall to Fall online					
6. Graduation # (Sept 1-Aug 31)	AAS					
	Dipl					
	Cert					
7. Placement Rates (2-yr lag; e.g., placement rates reported for FY07 are from 2005-06)	AAS					
	Dipl					
	Cert					
8. Credentialing pass rates (if applicable)	For FY Noted					

Program Vitality Report for:

Program CIP(s):

Year of Report:

REVENUE/COST ANALYSIS

9. COST STUDY AND ALLOCATION FRAMEWORK: Comparison of program costs to state average and competitor: _____	Two Years Prior to Most Recent Fiscal Year: _____ (used for current year's allocation --e.g., FY05 data for FY07 allocation)		One Year Prior to Most Recent Fiscal Year: _____ (will be used for allocation for year following most recent year)		Most Recent Complete Fiscal Year: _____	
	NTC Program (/MnSCU ave)	Competitor	NTC Program (/MnSCU ave)	Competitor	NTC Program (/MnSCU ave)	Competitor
a. FYE (from cost study and framework)						
b. Direct Expenditures (total) (from cost study)						
c. Direct instructional costs per FYE (from cost study)						
d. Indirect costs per FYE (same for all) (from cost study)						
e. Indirect costs (total) (from cost study)						
f. Total Appropriation expended (from framework)						
g. Appropriation expended per FYE (from framework) (red=above band*; black-within band ; green=below band)						
h. Allocation \$ per FYE (from framework) Based on band. If within band, # is actual \$ per FYE amount(see g above). If above band, # is ceiling ; if below, # is floor.						
10. REVENUE: Data in this section are for prior fiscal year: _____	On-Campus Credits (at differentiated or regular tuition)	Distance Credits (same as regular tuition rate)	Total Revenue			
10a) Immediate Revenue Sources: Total Credits Sold (2 above) x Tuition (reg = \$.) (diff = \$.)	#NAME?	#NAME?	#NAME?			
10b) Appropriation (2 yrs prior): 2-YR prior FYE (9a, column B) x Allocation per FYE (9h, column B)*			\$0.00			
TOTAL REVENUES			\$0.00			
11. FISCAL SUMMARY						
11a) Total Revenues (From Section 10)	\$0.00					
11b) Total Direct Expenditures (From Section 9b, Most Recent yr)	\$0.00					
11c) Total Indirect Expenditures From Section 9e Most Recent Year)	\$0.00					
11d) Total Direct and Indirect Expenditures	\$0.00					
11e) Revenue - Expenses (Direct and Indirect)	\$0.00					
11f) Revenue - Direct Expenses	\$0.00					
11g) Revenue/Direct Expense Ratio (??)	#DIV/0!					

* Outlier Report included for programs with "Appropriation Expended Per FYE" number that is above band (i.e, shown in red in 9g) for Most Recent Year.

PROGRAM WITH CIP	FYE	Appropriation Expended	NTC Ave/FYE	MnSCU Ceiling/FYE	\$ reduction needed to move to within band	Additional FYE needed to move within band

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Part III. Program Effectiveness Review Qualitative Review Analyzed Every Third Year An Outcomes-Based Approach

Respond to each category below.

Curriculum Review

- ✓ **Curriculum relevancy** (i.e. Job Task Analysis, credentialing body's recommendation, advisory committee, National Skill Standards, accreditation)
 - As changes in technology and equipment take place in industry, how are you staying on the cutting edge?
 - Identify your competition (industry, other colleges, internet, etc.)? When comparing your program's curriculum to your competition:
 - What are the specific differences in content or delivery?
 - What areas of opportunity for change have you identified through the comparison process?
 - What are your advisory committee recommendations? (provide most recent minutes and other input from business/industry)
 - If applicable, what have been your accreditation recommendations?
- ✓ **Curriculum Delivery Mode**
 - Comment on the applicability and feasibility of curriculum delivery in alternative modes (ITV, distance, satellites, evening/weekend, compressed, etc)
- ✓ **Career Pathways and Articulations**
 - Describe any articulation agreements and/or career pathways developed for your program.
- ✓ **Curriculum Coring analysis**
 - Does your program provide instruction for learners in other major program areas (i.e. Blueprint Reading taught by carpentry to both

Curriculum Review

(Use this section to analyze the efficacy of the program's curriculum.)

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- carpentry and electrician learners)?
- Are there courses in your program that contribute to faculty load from other departments (i.e. transferable general education, non-transferable general education, college readiness courses, Intro to Computers, etc)?
 - What entry/exit options are there for the program(s)—e.g. modular, sequenced?
 - What cored courses are included in the program and how is that working?

Learner Review

- ✓ Analyze **enrollment trends** identified in annual viability studies.
 - Enrollment
 - Waiting list use/trends?
 - Recommendation for program expansion based on this data?
- ✓ Analyze the learner **retention trends** identified in annual viability studies
- ✓ **Participation rate** of learners from underserved and special populations, including those with disabilities, with diverse ethnic backgrounds, and those of a gender non-traditional for the program
- ✓ Need for and/or provision **workforce training** (continuing education for individuals in industry/business)
- ✓ Describe how your program provides **academic advising** to individual learners each semester.

Learner Review

(Use this section to analyze how well the program understands and responds to the needs of learners)

Resource Review

- ✓ **Faculty Resources**
 - Number and credential of faculty
 - Full-time
 - Part-time
 - Adjuncts
 - Individual faculty professional development plans will be addressed through the faculty credential process. However, in a broader

Resource Review

(Use this section to analyze the adequacy of resources for program needs and requirements for delivery of quality occupational education)

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programmatic perspective, comment on faculty professional growth with regard to industry and pedagogical advances.

✓ **Business/industry partnerships**

- Identify connections with business and industry.

✓ **Labor Market Trends**

- *May use Dept. of Economic Security information*
<http://www.deed.state.mn.us/lmi/>
- *Employment*
- *Average Salary*
- *Projections*

✓ **Facility**

- Analyze existing facility adequacy to serve instructional needs of the program, including size, scope, configuration, condition, and safety factors.
- Project future needs based on expected program growth, changes, safety.

✓ **Equipment**

- Analyze existing technical and instructional equipment and associated budget available to the program for instructional purposes.
- Project future needs based on expected program growth, changes, safety, and budget.
- Identify training/on-going support/maintenance needs to parallel current and new equipment use.

✓ **Supplies**

- Analyze existing technical and instructional supply budgets available to the program for instructional purposes.
- Project future needs based on expected program growth, changes, safety, inflation, and budget.
- Identify alternative means of supply acquisition (donations, learner packets, conservation mechanisms).

✓ **Collaboration/partnerships/internships/co-ops** (maximize existing resources)

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- Service learning/volunteerism opportunities with community agencies/partners
- ✓ **Grants/outside funding/scholarships/donations**
- ✓ **Safety standards and policies**
 - Compliance with safety standards and policies in terms of facilities, equipment, and training
- ✓ **Marketing/recruiting strategies**
 - What are program specific marketing efforts that have occurred with your program?
 - What are your suggestions for future program specific marketing?

Program Effectiveness

- ✓ **Academic achievement:**
 - Describe how your program measures learning (tools used).
 - Describe academic achievement trends.
 - Address the program’s assessment processes and results for technical and general learning outcomes.
- ✓ **Program completion:**
 - Describe program completion trends.
 - Did learners’ achieve their goals?
- ✓ **Placement:**
 - Describe employment/continuing education trends.
 - Identify employment opportunities in your field.
- ✓ **Satisfaction:**
 - Describe how your program measures learner satisfaction, employer satisfaction, and alumni satisfaction.
 - Interpret the data measured and describe how your program has responded to that data.

Program Effectiveness

(Use this section to analyze the assessment results for the program, as reported on the Program Academic Improvement Report, Appendix A.)

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Toot Your Own Horn!

- ✓ What else should the committee know about the program that wasn't reflected in the above information!
- ✓ Address here a critical question: **How have the faculty of this program (personally and professionally) and the program contributed to the reputation of the institution?**

Toot Your Own Horn!

(Use this section to highlight special recognitions, awards, acknowledgments for the program, learners, and faculty.)

Review Your Three-Year Program Action Plan

- ✓ What did you do in response to the recommendations from your previous Program Review?
- ✓ What are the results from your action plan?

Response to previous Program Review and Action Plan

(Use this section to explain what your program has done in the past three years since its last program review and results of action plan.)

Plans for the Future

- ✓ What is your **vision** for the program's future?
- ✓ What is the potential for the development of **new articulations and career pathways?**

Plans for the Future

(Use this section to describe the program's potential development to meet future needs and innovations.)

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APPENDIX A: Comprehensive Program Effectiveness Analysis
Qualitative Data Evaluated Every Three Years
An Outcomes-Based Approach
ACADEMIC PROGRAM IMPROVEMENT REPORT

Program:	Prepared for Academic Years of:
Submitted by:	Date Submitted:
<p>PROCESS: This narrative report is to be prepared with the input and involvement of all program faculty and the division chair. The dean will provide a copy to the AASC.</p> <p>I. Attach the program's <i>Assessment of Learning Outcomes Matrix</i> and the <i>Program Effectiveness Plan and Report</i> documents for the past three academic years.</p> <p>II. Summarize the program improvements made since the last Program Review, or since the implementation of the program's Program Effectiveness Plan. Include in your summary responses to the following:</p> <ul style="list-style-type: none"> ▪ What changes were made in curriculum? Include changes to content, changes to courses, and changes to program requirements. ▪ What changes were made in instructional delivery and/or approach? ▪ What assessment results prompted these changes? What were the problem areas that were revealed by the assessments? ▪ How well did the changes address the problems? <p>III. Analyze the effectiveness of your program's Program Effectiveness Plan and Report. Include in your analysis, responses to the following:</p> <ul style="list-style-type: none"> ▪ How effective were the assessment methods used in identifying problems? ▪ Did learner achievement problems arise that were NOT revealed through your assessment efforts? ▪ What changes, if any, will be made to the Program Effectiveness Plan and why? 	

Attach the following Appendices:

APPENDIX B: Advisory Committee Membership

APPENDIX C: Copy of Current Catalog Program Page(s)

APPENDIX D: Copy of Articulation Agreements/Articulated Career Pathways

APPENDIX E: Three Year Action Plan incorporating the recommended actions from the previous program review

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