

**Program:**

**Date:**

3075-4-02



# Northwest Technical College

## PROGRAM VITALITY AND EFFECTIVENESS ANALYSIS REVIEW

### SUMMARY SHEET

<b>PROGRAM:</b>	
<b>DATE:</b>	

	Outstanding	Commendable	Up to Standard	Watch	Concern
<b>VITALITY ANALYSIS</b>					
<b>EFFECTIVENESS ANALYSIS</b>					
<b>OVERALL PROGRAM ANALYSIS</b>					

### Administrative Review of Vitality Measures

Comments	Rate each of the following based on their impact on the viability of the program.	<b>+2 Very Positive</b>	<b>+1 Positive</b>	<b>0 Neutral</b>	<b>-1 Negative</b>	<b>-2 Very Negative</b>
	1. enrollment	20% increase	10% increase	(stay even)	5% decrease	10% decrease
	1.a ethnicity	20%	15%	10%	5%	Less than 5%
	1.b. non-traditional	20%	15%	10%	5%	Less than 5%
	2. Total credits sold by program (fiscal yr)	20% inc	10% inc	Stay even	5% dec	10% dec
	4. FTE/FYE ratio	---	Even or increase	---	decline	-----
	5. program retention rate					
	6. graduation	2% inc	1% inc	(even)	5% dec	10% dec
	7. placement	100%	95%	(90%)	80%	70%
COVER IN EFFECTIVENESS REPORT	8. credential pass rates <small>(Only applies to nursing and dental—delete from this list?)</small>			(90%)		
	9g. comparison of costs to state average in allocation band	(20% below band)	(10% below band)	(within band)	(10% over band)	(20% over band)
	11f. Total Revenue – Direct Expenses	+200,000	+100,000	Break Even	-\$50,000	-\$100,000
	11h. Total Revenue/ Total Cost Ratio	2:1	1.5:1	1:1	.75:1	.5:1
<b>RATING SUMMARY</b> Total Points: (-1 to +1 = up to standard; +2 to +5 = commendable; +6 and above is outstanding; -2 to -5 = watch; -6 and above is concern)	<b>Observations and Recommendations:</b>					

## Academic Affairs and Standards Council Review of Effectiveness Measures

Strategic Priority	Critical Program Review Questions	Response (3 = the norm, minimum expectation for all programs)				
		5 Substantial evidence	4 Strong evidence	3 Satisfactory evidence	2 Somewhat evident	1 Slim evidence
1. The College is a learner-centered organization. a. Service delivery is consistent with assessed learner needs/wants b. Instructional delivery is assessment/outcome based c. Instruction is focused on activity-based learning <i>(Chan's goals 1,2; AQIP categories 1, 3)</i>	1). What evidence exists that the program is learner centered? <i>(Consider knowledge of learner needs, focus on outcomes, and active learning)</i> <ul style="list-style-type: none"> <li>Labs and other active learning</li> <li>Retention rate</li> <li>Opportunities for interaction with business/industry</li> <li>Placement rate</li> </ul>					
1) Comments:		•				
2. The College responds to constituent needs by offering quality occupationally valid learning opportunities and educational support services that are: a. Accessible      c. Timely b. Flexible         d. Outcome-based <i>(Chan's goal 2; AQIP 1,6)</i>	2). What evidence exists that the program is responsive to constituent needs by offering quality occupationally valid learning opportunities? <i>(Consider these characteristics: accessible, flexible, timely, outcome-based)</i> <ul style="list-style-type: none"> <li>Scheduling alternatives</li> <li>Delivery mode options</li> <li>Validated outcomes</li> <li>Advisory committees</li> <li>Accreditation/certification option</li> </ul>					
2) Comments:		•				
3. The College engages in continuous improvement by using assessment and data to make decisions that a. anticipate and respond to the needs of our constituents b. result in the efficient and effective use of resources <i>(Chan's goals 2,3 4; AQIP 3,6,7,8)</i>	3. What evidence exists that the program engages in continuous improvement, using assessments and data to make decisions? ⇒ Anticipates and responds to constituent needs (3a) <i>(Consider actions to improve the program in response to data, including the actions reported in program Academic Improvement Plan.)</i> <ul style="list-style-type: none"> <li>Assessment results and actions</li> <li>Course evaluations</li> </ul>					
3a) Comments:		•				
⇒ Uses resources efficiently and effectively (3b): ⇒ EFFICIENT <ul style="list-style-type: none"> <li>Instructional costs vs MnSCU av. Cost</li> </ul>	⇒ EFFECTIVE <ul style="list-style-type: none"> <li>Equipment donations</li> <li>Grants, other revenue</li> <li>Effective scheduling to maximize FYE</li> <li>Use of space</li> </ul>					
3b) Comments:						

<p>4. The college effectively uses technology to enhance teaching, learning, and organizational efficiency and effectiveness. <i>(Chan's goals 2,3; AQIP 1,6,7,8)</i></p>	<p>4. What evidence exists that the program effectively uses technology to enhance teaching?</p> <ul style="list-style-type: none"> <li>• <i>Teaching/Learning technology</i></li> <li>• <i>Occupational technology—equipment and processes</i></li> <li>• <i>Innovation</i></li> </ul>	<b>5</b> Substantial evidence	<b>4</b> Strong evidence	<b>3</b> Satisfactory evidence	<b>2</b> Somewhat evident	<b>1</b> Slim evidence
		<b>4) Comments:</b>				
<p>5. The College supports, develops, and recognizes the accomplishments of its personnel, focusing on learning as an ongoing process. <i>(Chan's goals 2,4; AQIP 1,4,5)</i></p>	<p>5. What evidence exists that the program supports the development of its faculty?</p> <ul style="list-style-type: none"> <li>• <i>Training</i></li> <li>• <i>Faculty credentials</i></li> <li>• <i>Workshops, conferences, trade shows</i></li> <li>• <i>Continuing education</i></li> <li>• <i>Business/industry internships</i></li> <li>• <i>Leadership opportunities</i></li> </ul>	<b>5</b> Substantial evidence	<b>4</b> Strong evidence	<b>3</b> Satisfactory evidence	<b>2</b> Somewhat evident	<b>1</b> Slim evidence
		<b>5) Comments:</b> •				
<p>6. The College forms internal and external partnerships to strengthen its ability to carry out its mission. <i>Chan's goals 1, 2,3,4; AQIP 2,8,9)</i></p>	<p>6. What evidence exists that the program forms internal and external partnerships?</p> <ul style="list-style-type: none"> <li>• <i>Advisory committees</i></li> <li>• <i>Career pathways, advanced standing opportunities with high schools</i></li> <li>• <i>Articulation agreements</i></li> <li>• <i>Business partnerships</i></li> <li>• <i>Service learning opportunities with community expected of program majors</i></li> <li>• <i>Systematic community involvement/ civic engagement</i></li> <li>• <i>Volunteerism opportunities</i></li> </ul>	<b>5</b> Substantial evidence	<b>4</b> Strong evidence	<b>3</b> Satisfactory evidence	<b>2</b> Somewhat evident	<b>1</b> Slim evidence
		<b>6) Comments:</b> •				
<p>7. The college continuously strengthens its competitive position. <i>Chan's goals 1,2,3,4; AQIP 1,2,3,4,5,6,7,8,9)</i></p>	<p>7a. What evidence exists that the program strengthens the college's competitive position?</p> <ul style="list-style-type: none"> <li>• <i>Regional/national reputation</i></li> <li>• <i>Faculty presentations</i></li> <li>• <i>Participation in expos, career fairs, local shows</i></li> <li>• <i>Alternative revenue streams, e.g., grants, donations</i></li> <li>• <i>Faculty provide continuing ed for industry</i></li> </ul>	<b>5</b> Substantial evidence	<b>4</b> Strong evidence	<b>3</b> Satisfactory evidence	<b>2</b> Somewhat evident	<b>1</b> Slim evidence
		<b>7a) Comments:</b> •				
<p>7b. What evidence exists that graduates met the critical outcomes? Technical outcomes:</p> <ul style="list-style-type: none"> <li>• <i>Retention, graduation, and placement rates</i></li> <li>• <i>Assessment results on technical outcomes</i></li> <li>• <i>Skills competitions</i></li> </ul> <p>General Outcomes</p> <ul style="list-style-type: none"> <li>• <i>Assessment results on general outcomes:</i> <ul style="list-style-type: none"> <li>○ <i>Communication Skills</i></li> <li>○ <i>Computation/Career Skills</i></li> <li>○ <i>Critical Thinking Skills</i></li> <li>○ <i>Technology Skills</i></li> <li>○ <i>Global Perspective</i></li> <li>○ <i>Self-Development Skills</i></li> </ul> </li> </ul>		<b>5</b> Substantial evidence	<b>4</b> Strong evidence	<b>3</b> Satisfactory evidence	<b>2</b> Somewhat evident	<b>1</b> Slim evidence
		<b>7b) Comments:</b>				

<b>Program:</b>	<b>Date:</b>
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**RATING SUMMARY:**

(5s = +2, 4s = +1, 3s = 0; 2s = -1; 1s = -2—same scale as vitality)

**AASC SUMMARY**

**Commend:**

**Recommend:**

**DEAN'S SUMMARY**

**Commend:**

**Recommend:**

<b>Program:</b>	<b>Date:</b>
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### ACADEMIC PROGRAM ACTION PLAN

This 3-year plan is developed by the program faculty and the program advisory committee and will be reviewed annually with the dean.

**GOAL-SETTING and ACTION PLANNING:** Set goals and action strategies to meet or exceed constituent needs and address the College's Strategic Goals.

College Strategic Priorities:	Program Objectives (please number these using the pattern indicated)	Action Strategy	Strategy Champion	Performance Measure	Outcome expected (target)	Time-line
<p>1. The program is learner-centered.</p> <p>a. Service delivery is consistent with assessed learner needs/wants</p> <p>b. Instructional delivery is assessment/outcome based</p> <p>c. Instruction is focused on activity-based learning</p> <p><i>(Chan's goals 1,2; AQIP categories 1, 3)</i></p> <p><i>Include assessment results</i></p> <p><i>Technical outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>Retention, graduation, and placement rates</i></li> <li>• <i>Assessment results on technical outcomes</i></li> <li>• <i>Skills competitions</i></li> </ul> <p><i>General outcomes:</i></p> <ul style="list-style-type: none"> <li>• <i>Communication Skills</i></li> <li>• <i>Computation/Career Skills</i></li> <li>• <i>Critical Thinking Skills</i></li> <li>• <i>Technology Skills</i></li> <li>• <i>Global Perspective</i></li> <li>• <i>Self-development Skills</i></li> </ul>						
<p>2. The program responds to constituent needs by offering quality industry-validated learning opportunities and educational support services that are:</p> <p>a. Accessible</p> <p>b. flexible</p> <p>c. timely</p> <p>d. Outcome- based</p> <p><i>(Chan's goal 2; AQIP 1,6)</i></p>						

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<p>3. The program engages in continuous improvement by using assessment and data to make decisions that</p> <ul style="list-style-type: none"><li>a. anticipate and respond to the needs of our constituents</li><li>b. result in the efficient and effective use of resources</li></ul> <p><i>(Chan's goals 2,3 4; AQIP 3,6,7,8)</i></p>						
<p>4. The program effectively uses technology to enhance teaching, learning, and organizational efficiency and effectiveness.</p> <p><i>(Chan's goals 2,3; AQIP 1,6,7,8)</i></p>						
<p>5. The program supports, develops, and recognizes the accomplishments of its personnel, focusing on learning as an ongoing process.</p> <p><i>(Chan's goals 2,4; AQIP 1,4,5)</i></p>						
<p>6. The program forms internal and external partnerships to strengthen its ability to carry out its mission.</p> <p><i>Chan's goals 1, 2,3,4; AQIP 2,8,9)</i></p>						
<p>7. The program continuously strengthens its competitive position.</p> <p><i>Chan's goals 1,2,3,4; AQIP 1,2,3,4,5,6,7,8,9)</i></p>						