



Montana State University-Great Falls College of Technology

INTERNAL PROGRAM REVIEW PROCESS

Updated 2011

INTRODUCTION AND OVERVIEW

In accordance with The Montana Board of Regents of Higher Education Policy 303.3 – Program Review, these procedures are provided for the internal review of Certificate of Applied Science, Associate of Applied Science, Associate of Arts, and Associate of Science degrees at Montana State University-Great Falls College of Technology (MSU-Great Falls).

The internal program review primary goals are to enhance the alignment of the College's academic programs and their quality with community and state needs. To achieve this purpose, these internal program review procedures encourage self-study and planning within programs and strengthen connections among the strategic plan and mission of MSU-Great Falls. In addition, the essential element of the internal program review is the identification and evaluation of student learning outcomes as a key indicator of program effectiveness. Further, internal program reviews provide information for curricular and budgetary planning decisions for the Division and the College.

Benberg (T. Benberg, December 7, 2003) says, "Outcomes-based academic program review is a thinking person's process." In essence, it requires faculty and co-curricular professionals to purposefully plan the delivery of the intended student learning as well as systematically evaluate the extent to which that learning has been met and to propose recommendations for improving delivery of the learning. "

The internal program review process at MSU-Great Falls is based on a cycle of self-inquiry, review, and improvement. The basic components of internal program review include the following:

- a self-study, recommendations, and preliminary implementation plan completed by the faculty associated with the program;
- review and recommendations by the College's Internal Program Review Committee;
- revision of the preliminary implementation plan in response to recommendations by the Internal Program Review Committee;
- final approval by the Internal Program Review Committee and Associate Dean all elements of the internal program review documents; and
- implementation of actions to improve program effectiveness and quality.

I. ROLES AND RESPONSIBILITIES

The Associate Dean/Chief Academic Officer, on behalf of the Dean/CEO, manages the internal program review process and works closely with the College's Internal Program Review Committee, division directors, department chairs, and faculty senate to ensure that (a) a meaningful and thorough review is conducted for each degree program; (b) self-study reports, recommendations, and implementation plans are completed in a timely manner; (c) outcomes of the review are communicated to the campus community and the Board of Regents; and (d) outcomes of the review are linked to decision making processes for academic program development and strategic planning.

The College's Internal Program Review Committee is the faculty-led committee responsible for managing the internal program review process on an annual basis. It is chaired by a faculty member, who is generally charged with coordinating the review process, supporting faculty and staff involved in internal program review, and initially discussing and reviewing implementation plans. The Internal Program Review Committee advances a final implementation plan with recommendations through the Faculty Senate to the Associate Dean/CAO. Internal Program Review reports will also be shared with the Curriculum Committee in their late November meeting.

Each academic program has an identified program director and division director who are responsible for overseeing the academic program. It is expected that all full-time faculty participate in the preparation and review of the program's internal program review. Where possible and as appropriate to each program, it is desirable to involve adjunct faculty as well. Program directors are responsible for developing expected student learning outcomes for each of the programs listed and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning outcomes. The assessment of these outcomes forms the core of the internal program review.

II. TIMEFRAME FOR REVIEW

The Montana Board of Regents of Higher Education requires that each campus review all of its programs at least once every seven (7) years. At MSU-Great Falls, programs are internally reviewed on a five-year cycle. This schedule may be accelerated in individual cases either at the discretion of the Associate Dean/CAO, division director, or in compliance with recommendations from the Internal Program Review Committee. Programs accredited by a disciplinary accrediting agency are reviewed in accordance with the review cycle established by the agency, not to exceed seven years.

Requests for delaying a review are initiated by the program director to the division director, who determines whether to advance the recommendation to the Associate Dean/CAO. The decision to delay a review rests with the Associate Dean/CAO and normally is granted only in rare circumstances (e.g., normally to coordinate with a professional accreditation review process or to allow a new program sufficient time to conduct a review). Delays are granted normally for one year only.

III. SELF-STUDY OVERVIEW

The internal program review process provides a comprehensive, candid, and reflective self-study that focuses on future planning to enhance student learning and program quality. Programs with multi-level credentials (e.g. CAS and AAS in Medical Transcription) provide either a separate or integrated review for each degree level, including comprehensive assessments of student learning and program functioning at both levels. Programs with an application process for admission should include both pre- and admitted students in data provided for the self-study.

The self-study is comprised of multiple parts. These include the appropriate cover pages, the self-study narrative, program data forms, and other materials as deemed appropriate by the program or division. The Internal Program Review Committee or Associate Dean/CAO may also request specific information or materials not explicitly identified in the self-study criteria section below. Such requests will be made well in advance of the self-study deadline as to not burden the faculty completing the document.

IV. SELF-STUDY CRITERIA

For programs subject to professional, disciplinary, or specialized accreditation, internal program review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews normally provides the essential requirements of internal program review; however, the MSU-Great Falls protocol must be used.

A. Introduction and Major Program Changes Since the Last Internal Program Review

Before beginning the narrative, the program director should complete the data sheet questions and email it to the Executive Director of Institutional Research & Planning and the Registrar. They will provide much of the data needed on the Program Data Form. That process will aid in the compilation of the final report to the Committee. Provide an overall description of the program. This can be a copy of the appropriate MSU-Great Falls Catalog page with comments as appropriate. Where suitable, include program mission statements, application/admission processes and criteria, design of program, accreditation oversight, and other pertinent information. In addition, describe actions taken in response to the recommendations made in the previous internal program review. Briefly describe program and field changes over the past five years and how the curriculum was revised to address these changes.

B. Alignment with Community Needs (Applied programs only)

Using the program data form, provide the job placement statistics for all graduates. In addition, provide labor market statistics showing a need for workers in occupations related to this program. Also provide average wages of those occupations for either the community or state. Within the self-study narrative, describe the types and number of partnerships the program has with business and industry. Finally, provide a listing of the program's advisory board members and the minutes from advisory board meetings occurring since the last program review where the curriculum was discussed.

C. Student Participation and Success

On the program data form provide the program's enrollment trends, demographic data, retention and graduation rates, degree production rate, and if applicable, pass rates on licensure and certification exams.

D. Student Learning Outcomes

List the student learning outcomes/goals for the program. Other than grades, describe how achievement of each of these learning outcomes on a program and institutional level (the 8 Abilities) are evaluated and documented through both indirect and direct methods. Summarize, with adequate evidence, the program's effectiveness with achievement of learning outcomes for students over the past five years.

E. Curriculum and Instruction

Provide the current curriculum for the program, including suggested program sequence, course numbers, titles, credits and descriptions. Describe the program's primary modes of instructional delivery (e.g., face-to-face, cohort, etc) and why that mode is the proper fit to facilitate student learning outcomes. Describe innovations in program delivery, such as; if the program is offered online or in mixed-mode format, has evening, weekend or compressed courses/schedules to accommodate student needs, uses web supported tools as resources, etc. Describe the number of dual credit, tech prep, or other early college opportunities exist in the program for high school students. Describe future curricular plans and their alignment with the College's mission and strategic plan.

F. Faculty

Provide a list of all faculty teaching in the program. Include title, credentials, certifications, and status. (e.g., Jane Doe, MA, RHIA, Program Director, Full-time.) Describe and evaluate faculty expertise for covering the breadth of the program's curriculum. Summarize and evaluate data regarding faculty and their development -- sufficiency of full and part-time faculty, release time, anticipated retirements, and other faculty issues important to the program. Describe how faculty members are engaged in college and community/civic activities. Describe program support for and involvement in faculty development, especially new and non-tenured faculty.

G. Fiscal and Physical Resources

In the narrative portion of the self-study, describe the adequacy of both fiscal and physical resources, highlighting those areas of the program well supported and explain any areas of resource needs. Using the program data form, provide the program's five-year average annual cost per student FTE, calculated from dividing the program's total annual budget by the average annual student FTE of the program. Also calculate the program's five-year average annual cost per graduate using the same calculation approach as cost per FTE.

V. OUTCOMES OF THE SELF-STUDY AND PROGRAM REVIEW

Internal Program Review Recommendations for Program Continuance/Discontinuance

Upon completion of all reviews, the Internal Program Review Committee recommends to the Associate Dean/CAO one of the following actions as a result of the internal program review:

1. Program approved for continuance with expectation for sustained performance;
2. Program approved for continuance with specified modifications recommended by the Committee, including progress reports and possible review in less than five years; or
3. Program recommended for discontinuance.

The Associate Dean/CAO, with delegated authority from the Dean/CEO, makes the final determination for program continuance.

Preliminary Implementation Plan

As a result of the self-study, the program director develops a preliminary implementation plan that reflects the view of the program faculty and addresses areas identified for quality improvement or innovation. This preliminary implementation plan is discussed with the Division Director and Associate Dean/CAO prior to submission and discussion with the Internal Program Review Committee during the internal program review meeting.

The implementation plan includes (but is not limited to) the following elements:

1. Key recommendations of the program faculty resulting from the self-study;
2. Anticipated student profile in terms of number and type of students over the next five years;
3. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next five years; and
4. Types of human, fiscal, and physical resources needed to implement recommendations.

Final Implementation Plan

The final implementation plan results from discussion and consultation among the program director, the program faculty, the Internal Program Review Committee, the Division Director, and the Associate Dean/CAO. The final implementation plan is to be submitted electronically to the Associate Dean/CAO no later than three weeks after that process.

VI. PROCESS OVERVIEW AND CHRONOLOGY

The process follows the chronology and timeline established by the Internal Program Review Committee to ensure a meaningful review. The timeline also allows for feedback and timely submission of internal program review reports to the Associate Dean/CAO, then Faculty Senate, and the Dean’s Cabinet. In general, that time line will be as follows with specific annual dates assigned as per the calendar of the review year – dependent on the Committee meeting schedule for the review year:

Subsequent Program Review Schedule

<i>Notification of Internal Program Review</i>	<i>January (reminder mid-March)</i>
<i>Program Review Drafts Submitted to Committee</i>	<i>September</i>
<i>Review Meetings for Programs in Review Process</i>	<i>October-November</i>
<i>Final Drafts of Program Recommendations to Associate Dean</i>	<i>November</i>
<i>Annual Summary Report Submitted to Board of Regents</i>	<i>November Meeting</i>

Program directors submit a draft to the Committee and present that draft as per the schedule identified in their notification letter and outlined above. They then present their self-study in a 20 minute presentation to the full Internal Program Review Committee during a review meeting. The time-limit will be strictly enforced, so program directors should come prepared with an overview that will fit into 20 minute time allotment. Typically, the Division Director accompanies the Program Director to this meeting.

Following the presentation of the self-study, the Committee will have 20 minutes to ask questions and seek clarification. The review meeting will then be concluded and the committee will deliberate and formalize recommendations to be moved forward to the program director for inclusion in the final report. The Program Director will then return for a final meeting with the Committee for their recommendation.

Internal Program Review reports are always presented to the Board of Regents at the November meeting.

VII. ACCREDITED PROGRAMS

For programs subject to professional, disciplinary, or specialized accreditation, internal program review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews normally provides the essential requirements of internal program review; however, the MSU-Great Falls protocol must be used.

VIII. EXTERNAL PROGRAM REVIEW FOR NON-ACCREDITED PROGRAMS (during the self-study phase)

For non-accredited programs, a program may request, or the Associate Dean/CAO may determine, that the program be subject to an external independent evaluation as part of the self-study phase of the internal program review. An external reviewer may be approved to review the self-study, conduct interviews, and employ other strategies to evaluate program effectiveness. The external reviewers’ summary of findings and recommendations becomes part of the materials submitted to subsequent levels for review. Funds for the external review are provided by the Associate Dean/CAO.

VIII. EXTERNAL PROGRAM REVIEW (following completion of the internal program review)

In addition to the normal internal program review procedures, programs may be subject to an independent evaluation by at least two external evaluators. External program review occurs only in those instances where a thorough review of a program’s self-study has been completed and the division or Associate Dean/CAO indicates the efficacy of an external review.

The external evaluators will be individuals of significant professional reputation in the field who will report their findings to the appropriate department and College. One of the evaluators will be from a Montana University System (MUS) campus, while the other evaluator may be from a non-MUS institution, preferably within the region. The external evaluators' report becomes part of the permanent internal program review file. The Associate Dean/CAO is responsible for the overall coordination of the external review. Nominations for evaluators are solicited from the director of the division of the program being reviewed and from other institutions, higher education associations, and professional organizations. These nominees are reviewed by the departmental faculty, who may reject any of the nominees for cause. The evaluators are selected from the remaining nominees by the division director and Associate Dean/CAO. Funds in support of the expenses of the external reviews are provided by the Associate Dean/CAO.

X. UPDATE OF INTERNAL PROGRAM REVIEW PROCEDURES

The internal program review procedures are updated as necessary for currency and consistency with institutional changes in structure, institutional data, and academic programs. Draft changes are submitted by the Associate Dean/CAO to the Division Directors, Faculty Senate, and Dean's Cabinet for review and action, as necessary.



Montana State University-Great Falls College of Technology

INTERNAL PROGRAM REVIEW

Self-Study Report

Program Name

<enter program name here>

Degree Level and Credits

Please list all levels (i.e., Medical Transcription AAS - 60 credits, CAS - 38 credits)

<enter degree level and credits here>

Self-study completed by

<enter submitter name here>

For Academic Year

<enter year of review here>

Program Review Data Sheet Questionnaire

In order to provide you with the most accurate data possible, the Director of Institutional Research and Planning and the Registrar need a few items from you before they provide the data on the "Program Data Form."

Please answer the questions below, and indicate if any of your responses have changed over the last five years (i.e. cohorts used to start in summer, now start in fall)

When completed, please email to Wendy Dove and Dena Wagner-Fossen.

Once responses to these questions are received, they will provide much of the data needed on the "Program Data Form" tab and return this workbook to you.

Question	Response
1. What is the definition of a cohort for your program? <i>This information is needed in order to calculate retention, and graduation rates accurately for your program.</i>	
2. What is the best measure of retention for your program? Fall-to-fall or fall-to-spring or something else? <i>This information is need to calculate retention rates.</i>	
3. What is the normal time to graduation for a full-time student in your program? <i>This is needed to determine 150% of normal completion time for graduation rates.</i>	
4. What is the normal time to graduation for a part-time student in your program?	
5. What is the headcount capacity of your program? <i>This is needed to calculate student participation rates.</i>	
6. List the main subject areas of your program (i.e. AHMS, WRIT, BUS) - up to 3 areas. <i>This is needed to determine the student success rates in your program.</i>	
7. Is there any other data that would be helpful to you as you start the program review process?	

Academic Program Review – Program Data Form								
ALIGNMENT WITH COMMUNITY NEEDS (Applied Programs Only)								
Data Definition	Current MT	Projected MT	Current U.S.	Projected U.S.			Program Director Notes	Data Source
b. Provide the total number of projected job openings from related occupations for Montana and nationally using the state’s Research and Analysis Bureau data located at www.ourfactyourfuture.org and the Bureau of Labor Statistics database (http://data.bls.gov/oep/nioem?Action=empios&Type=Occupation).								Research & Analysis Bureau/Bureau of Labor Statistics
b. Provide the percent change in job openings for related occupations for Montana and nationally using the state’s Research and Analysis Bureau data located at www.ourfactyourfuture.org and the Bureau of Labor Statistics database (http://data.bls.gov/oep/nioem?Action=empios&Type=Occupation).	#DIV/0!		#DIV/0!					Research & Analysis Bureau/Bureau of Labor Statistics
c. Provide the average or median hourly wage or annual salary for related occupations using the state’s Research and Analysis Bureau data located at www.ourfactyourfuture.org and the Bureau of Labor Statistics database (http://data.bls.gov/oep/nioem?Action=empios&Type=Occupation).								Research & Analysis Bureau/Bureau of Labor Statistics Median hourly wage = median annual salary/2008
	Year 1 Data	Year 2 Data	Year 3 Data	Year 4 Data	Year 5 Data	5-Year Average/	Program Director Notes	Data Source
a. Provide five years of in-field job placement rate for all program graduates as reported on the College’s annual graduate survey and/or OCHE data.								MSUGF Graduate Survey
For applied programs with intake - Provide five years of applicant numbers.								Admission/IR
For applied programs with intake - Provide five years of accepted numbers.								Admission/IR
STUDENT PARTICIPATION AND SUCCESS								
Data Definition	Year 1 Data	Year 2 Data	Year 3 Data	Year 4 Data	Year 5 Data	5-Year Average/ Median	Program Director Notes	Data Source
a. Provide five years of transfer rates to four-year colleges. (AA/AS only)								IR/Registrar/Program Director
a. Provide program capacity (headcount).								IR/Registrar/Program Director
a. Provide five years of annual enrollment (unduplicated headcount) for the program.								IR/Registrar/Program Director
a. Provide five years of annual enrollment (FTE) for the program.								IR/Registrar/Program Director
a. Percentage of program capacity.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
a. Provide five years of enrollment (unduplicated headcount) for the pre-program students (if applicable).								IR/Registrar/Program Director
a. Provide five years of enrollment (FTE) for the pre-program students (if applicable).								IR/Registrar/Program Director
b. Provide five years of retention rates for full-time program students.								IR/Registrar/Program Director
c. Provide five years of retention rates for part-time program students.								IR/Registrar/Program Director
d. Provide five years of student success rates for program students.								IR/Registrar/Program Director
e. Provide five years of graduation rates for full-time program students who graduate within 150% of normal completion time.								IR/Registrar/Program Director
f. Provide five years of graduation rate for part-time program students who graduate within 150% of normal completion time.								IR/Registrar/Program Director
g. Provide five years of the number of degrees and certificates granted annually.								IR/Registrar/Program Director
g. Provide five years of the program’s degree production rate calculated as the proportion of degrees and certificates granted annually as a percentage of annual program student headcount.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
h. If applicable, provide five years of the program’s pass rate of students on occupation/industry specific licensing or certification exams .								Program Director
FISCAL AND PHYSICAL RESOURCES								
Data Definition	Year 1 Data	Year 2 Data	Year 3 Data	Year 4 Data	Year 5 Data	5-Year Average/ Median	Program Director Notes	Data Source
Provide five years of total program cost, to include salaries, all institutional costs, grant monies and gifts/donations from partners (e.g., Benefis), etc.								Finance
a. Provide five years of annual cost per student FTE.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
a. Provide five years of institutional cost per FTE.								Finance
a. Compare program cost to institutional cost per FTE	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
b. Provide five years of annual cost per graduate.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
b. Provide five years of institutional cost per graduate.								Finance
b. Compare program cost to institutional cost per graduate.	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			Calculated
Provide five years of student program fees - fund balances.								Finance/Program Director
Provide five years of student program fees - student costs.								Finance/Program Director
Provide five years of tuition revenue generated by program students.								Finance/Program Director

<enter program name here>
<enter degree level and credits here>

Introduction and Major Program Changes since the Last Internal Program Review

Alignment with Community Needs

Student Participation and Success

Student Learning Outcomes

Achievement of the Eight Abilities

Curriculum and Instruction

Faculty

Fiscal and Physical Resources

FOR COMMITTEE USE ONLY

1. ALIGNMENT WITH COMMUNITY NEEDS (applied programs only)

Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Item	Score
a Strong in-field job placement for program graduates.	90%-100% placement	80%-89% placement	70%-79% placement	60%-69% placement	50%-59% placement	less than 50%		

Comments:

b Labor Market statistics showing a need for workers in related occupations through % change in jobs 2008-2018.	16% or higher	12% - 15.9%	10% - 11.9% (11% median for MT)	6% - 9.9%	0% - 5.9%	Less than 0%		
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Comments:

c Occupational median wages/salary at or above living wage needs.	\$17 per hour or higher	\$15-\$16.99 per hour	\$13-\$14.99 per hour (\$13.95 median for MT)	\$11 - \$12.99 per hour	\$9 - \$10.99 per hour	Less than \$9 per hour		
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Comments:

d Employer satisfaction with graduates is high.	Coming Soon							
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Comments:

1. Alignment with Community Needs

<p>e</p> <p>Has active partnerships with business, industry as defined in the following ways: (1) demonstrable value to/and effect on the program, (2) active and regular interaction with the partners, and (3) resource investment.</p>	5 or more active partnerships	4 active partnerships	3 active partnerships	2 active partnerships	1 active partnership	No active partnerships	
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Comments:

Total

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FOR COMMITTEE USE ONLY

2. STUDENT PARTICIPATION AND SUCCESS								
Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Source	Score
a Program has consistently strong student participation.	At 95-100% of capacity or greater	Program at 85%-94% of capacity	Program at 75%-84% of capacity	Program at 65%-74% of capacity	Program at 55%-64% of capacity	Less than 55% of capacity		
Comments:								
b Program has strong retention rates for full-time students.	70% retention rate or greater	60-69% retention rate	50-59% retention rate	40-49% retention rate	30-39% retention rate	Less than 30% retention rate		
Comments:								
c Program has strong retention rates for part-time students.	65% retention rate or greater	55-64% retention rate	45-54% retention rate	35-44% retention rate	25-34% retention rate	Less than 25% retention rate		
Comments:								
d Program has strong student success rates.	90% or greater	85-89%	80-84%	75-79%	70-74%	Less than 70%		
Comments:								

e	Full-time student graduation rates within 150% of normal completion time are good.	60% or greater	40-59%	20-39%	15-19%	10-14%	Less than 10%		
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Comments: [Redacted]

f	Part-time student graduation rates within 150% of normal completion time are good.	40% or greater	20-39%	15-19%	10-14%	5-9%	Less than 5%		
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Comments: [Redacted]

g	Consistently produces good numbers of degrees compared to students enrolled in the program.	40% or higher	30-39%	20-29%	10-19%	1-9%	Less than 1%		
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Comments: [Redacted]

g	Where applicable, programs with aligned industry certification or licensure have a record of strong student pass rates.	90-100% pass rates	80-89% pass rates	70-79% pass rates	60-69% pass rates	50% or lower	No data submitted		
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Comments: [Redacted]

Total

0

FOR COMMITTEE USE ONLY**3. STUDENT LEARNING OUTCOMES**

Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Source	Score
a Program has clearly defined and communicated student learning outcomes and goals.	Program outcomes articulate curricular student learning outcomes and can clearly demonstrate the use of those outcomes in making decisions for continuous improvement in program	Program outcomes articulate curricular student learning outcomes and a plan is in place to use outcomes in making decisions for continuous improvement in program	Program outcomes articulate curricular student learning outcomes but have not been used in making decisions for continuous improvement in program	Program outcomes are not up to date but are under review. Outcomes have not been used in making decisions for continuous improvement in program	Program outcomes are not up to date and are not measurable in terms of utility in making decisions for continuous improvement in program	Program Outcomes have not been articulated for program	Program Student Learning Outcomes as Articulated in College Catalog	

Comments:

b Program has sound methodology and procedures for assessing student achievement of the learning outcomes/goals	Program Director can clearly describe the methods used to evaluate specific student learning outcomes and has clearly detailed the criteria that will illustrate how the faculty and administrator know that the outcomes have been reached	Program Director can clearly describe where he or she is in the development of the methods used to evaluate specific student learning outcomes and can articulate how he or she will continue progress toward the articulation of how the faculty and administrator know that the outcomes have been reached	Program Director can clearly describe how he or she is investigating the development of the methods used to evaluate specific student learning outcomes and can articulate how he or she will work toward the articulation of how the faculty and administrator know that the outcomes have been reached	Program Director has specific student learning outcomes; however, has not clearly articulated a plan to begin a process that will move the program toward an identification of the development of methods used to evaluate specific student learning outcomes	Program Director does not have specific student learning outcomes that are up-to-date and has not clearly articulated a plan to begin a process that will move the program toward an identification of the development of methods used to evaluate specific student learning outcomes	There is no description of methods used to evaluate specific student learning outcomes	Program Student Learning Outcomes as Articulated in College Catalog	
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Comments:

c	Program has clearly defined and communicated student learning outcomes and goals.	Program outcomes articulate curricular student learning outcomes and can clearly demonstrate the use of those outcomes in making decisions for continuous improvement in program	Program outcomes articulate curricular student learning outcomes and a plan is in place to use outcomes in making decisions for continuous improvement in program	Program outcomes articulate curricular student learning outcomes but have not been used in making decisions for continuous improvement in program	Program outcomes are not up to date but are under review. Outcomes have not been used in making decisions for continuous improvement in program	Program outcomes are not up to date and are not measurable in terms of utility in making decisions for continuous improvement in program	Program Outcomes have not been articulated for program	Program Student Learning Outcomes as Articulated in College Catalog	
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Comments: [Redacted]

Total

0

4. ACHIEVEMENT OF THE EIGHT ABILITIES

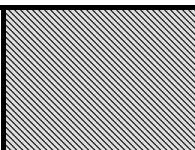
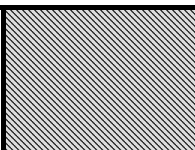
Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Source	Score
a Program has clearly identified that the program outcomes are linked to each of the abilities and can articulate that the program has moved through that process.	Evidence Notebook up to date, submitted and on file with Outcomes Assessment Team (OAT). All Phases of process completed (as per OAT Phase II schedule)	Program Director participating in Abilities Committees, OAT training, and has documented progress toward implementation all abilities as per the Phase II schedule	Program Director participated in Abilities Committees during the academic year and has entered and can demonstrate can verify completion of Phase I.	Program Director participated in Abilities Committees during the academic year and has entered and can demonstrate progress in Phase I	Program Director participated in Abilities Committees during the academic year and can verify participation. But, Phase I not implemented	Process has not been attempted	OAT Evidence Notebook/Verification from OAT member of participation in 4-phase process	


Comments:

Total

0

5. CURRICULUM AND INSTRUCTION								
Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Source	Score
a Uses innovative approaches to offering program like evening/weekend classes, compressed/accelerated classes, online or mixed-mode delivery, etc.	Offers multiple approaches		Offers 2 approaches		Offers 1 approach	No innovative approaches	Banner – Course Schedule	
Comments:								
b Default format of instructional delivery fit the learning outcomes of the program.	Uses best format to teach program		Format meets some learning outcomes		Format meets minimal learning outcomes	Format meets NO learning outcomes	Banner – Course Schedule SLO – College Catalog	
Comments:								
c Uses Dual Credit or Tech Prep classes to help students gain advanced standing upon enrolling at the College.	Offers 5 or more Dual Credit and/or Tech Prep courses	Offers 4 Dual Credit and/or Tech Prep courses	Offers 3 Dual Credit and/or Tech Prep courses	Offers 2 Dual Credit and/or Tech Prep courses	Offers 1 Dual Credit and/or Tech Prep courses	Offers 0 Dual Credit and/or Tech Prep courses	Banner – Course Schedule College Catalog	
Comments:								

d	Meets program-specific accreditations standards and/or industry standards.	Meets all standards		Meets at least 75% of standards		Meets less than 75% of standards	Meets no standards	Accreditation Self-Study Notification Letter	
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Comments: 

Total

0

6. FACULTY

Criteria Definitions	5 points	4 points	3 points	2 points	1 points	0 points	Data Source	Score
a Program faculty are appropriately credentialed and engaged in professional development activities necessary to be expert facilitators of learning in the programs field of study.	Program Director can demonstrate that faculty members have participated in five or more (any combination of internal and/or external) faculty development programs.	Program Director can demonstrate that faculty members have participated in at least 3 (any combination of internal and/or external) faculty development programs	Program Director can demonstrate that the faculty members have participated in at least 2 internal and one external faculty development programs.	Program Director can demonstrate that the faculty members have participated in at least one internal and one external faculty development program.	Program Director can demonstrate that a professional development plan is in place for the program faculty	There is no evidence of professional development or advancement.	Human Resources Faculty Professional Development Records	

Comments:

Total 0

7. FISCAL AND PHYSICAL RESOURCES

Criteria Definitions		5 points	4 points	3 points	2 points	1 points	0 points	Data Item	Score
a	Program cost per student FTE compared to College average costs per FTE.	Program cost is 60% or less of College cost	Program cost is 61-80% of College cost	Program cost is 81-100% of College cost	Program cost is 101-120% of College cost	Program cost is 121-140% of College cost	Program cost is greater than 140% of College cost		

Comments:

b	Program cost per graduate compared to College average costs per graduate.	Program cost is 60% or less of College cost	Program cost is 61-80% of College cost	Program cost is 81-100% of College cost	Program cost is 101-120% of College cost	Program cost is 121-140% of College cost	Program cost is greater than 140% of College cost		
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Comments:

Total 0

MSU-Great Falls College of Technology
Academic Program Review Scoring Rubric
FOR COMMITTEE USE ONLY

Summary

Criteria	Score
1. ALIGNMENT WITH COMMUNITY NEEDS (applied programs only)	0
2. STUDENT PARTICIPATION AND SUCCESS	0
3. STUDENT LEARNING OUTCOMES	0
4. ACHIEVEMENT OF THE EIGHT ABILITIES	0
5. CURRICULUM AND INSTRUCTION	0
6. FACULTY	0
7. FISCAL AND PHYSICAL RESOURCES	0
Total	0

Other Comments: