College of Menominee Nation
Program Review

The Assessment of Student Learning Committee with representation from Letters and Science, Technical Education, and Nursing faculties as well as Institutional Research and Student Services oversees program review. Academic and technical programs are evaluated every three years. The review is intended to enhance the quality of a program and to assist in determining a program's ability to respond to future challenges and opportunities; to evaluate strengths and weaknesses, and thus, determine future priorities; and to aid in shaping the program's development plan. Department faculty respond to several components embedded in program review as described in the table below.

Program Review Components

Component	Description
Program Overview	Mission, Vision, and Core Values; Program Governance; Overview of the Program of Study; Program Outcomes; and Alignment of Program of Study with CMN's Mission
Faculty Members	Name; Educational Credentials; Publications; and Community Work
Data Gathering	Degrees Offered; Audit Sheet; Program Outcome Matrix; Courses Offered; Course Cancellations; Enrollment; Degrees/Certificates Conferred; Graduates; CAAP Scores; GPI Scores; Grades; Anticipated Changes in Credit hours; Enrollment, Curriculum Changes, Articulation Agreements; and Alumni
Data-driven Conclusions	Summary of Data Analysis; Strengths and Weaknesses; and Suggestions for Improvement
Strategic Plan	Long-range Directions and Objectives
Recommendations	ASL Committee Response to Program Review
Action Plan	Description of Action Items, Person Responsible; Date of Completion
Follow-up to Action Plan	Description of Progress Made Toward ASL Recommendations

Since the initial pilot in AY10-11 and full implementation during AY11-12, ASL reviewed a total of 13 programs across Letters and Science, Nursing, and Technical Education. While program improvements were identified, too often the process has not worked as well as originally hoped. Given the pace of changes in higher education, the current three-year cycle is simply too long, making many of the ASL recommendations quickly irrelevant or obsolete. In addition, the current process requires departments to gather and submit information tangential to program improvements. Given these concerns, the ASL Coordinator reported to ASL about two program review sessions featured at the Higher Learning Commission annual conference. As a result, ASL is considering shifting to an annual program review using key quality indicators developed by each department with a focus on improving retention, persistence, and completion across programs of study. This approach also fits well with Institutional Research implementation of the SAS dashboard, which will allow faculty real-time access to data and reports. During August 2013 in-service, ASL will sponsor a data retreat and hold preliminary discussions with all faculty regarding key quality indicators and program review adjustments.