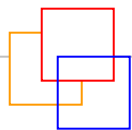




LSC Annual Program Review

Academic Programs Reviewed in FY07



*From the Office of the
Vice President of Academic Affairs*

Lake Superior College
2101 Trinity Road
Duluth, MN 55811



FY 08 Program Review Report

Introduction

Each year, 100% of the programs/departments at Lake Superior College are reviewed using data elements. The Balanced Scorecard (see Appendix C) shows how the academic programs/departments at Lake Superior College rate in our student/faculty ratios. Our target benchmark is a 18:1 ratio, other targets include cost per student and perceived demand. The ratio is the primary trigger that moves a program into either “Meets Expectations” (blue) or “Exceeds Expectations” (green) area. The results of this data is a strong contributor to the identification of specific programs/departments that will be selected to conduct a thorough review.

Lake Superior College conducts an annual Program Review of at least one-third of all programs/departments. With this schedule, it is anticipated that every three years, each program/department will go through the review process. This process consists of three phases: Phase 1) Program Review document is completed to assess the program/department; Phase 2) Further research will focus on specific elements such as recruitment, retention, assessment of student learning and industry partnerships; 3) A plan of action is developed to implement findings of research completed in Phase 2.

Programs/departments selected for review are decided by the Academic Dean in concert with the program/department faculty. In FY07, a form was developed to assist the program/department with the review process (see Appendix A). In FY08, a rubric was developed to assist the Dean in evaluating the Program Review documents that were submitted by programs/departments (see Appendix B). We are currently, in concert with the Office of the Chancellor staff members Lynette Olson and Paul Wasko, in the process of establishing an online system by which Program/Department faculty will be able to complete the Program Review document through the use of eFolio.

Programs Reviewed in FY 07

In FY07, the following programs/departments completed a program review:

Division: Business and Industry

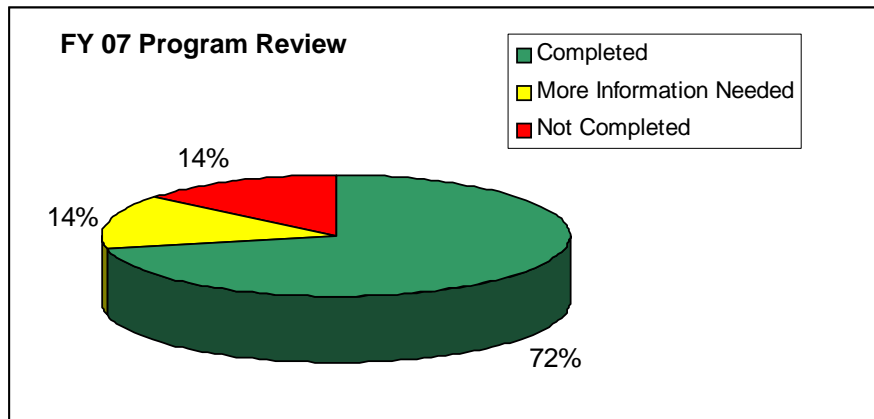
- Supervisory Management
- Professional Pilot
- Civil Technology
- Architectural Technology*
- Automotive Services Technology*

Division: Allied Health and Nursing

- Radiologic Tech
- Physical Therapy Assistant
- Medical Assisting
- Medical Laboratory Technician
- Respiratory Care
- AD Nursing
- Dental Hygiene

Division: Liberal Arts and Sciences

- Psychology*
- Physical Education*



Of these 14 programs, 10 completed the review process. The remaining four programs will be concluding their review in FY08.

*These programs/departments are still in process of completing a thorough Program Review.

Findings:

The charts in Appendix D demonstrate how each of the programs/departments were rated. The programs that did not complete the review process in FY07 will be asked to complete it this year. Additionally, the programs/departments that were asked for more information will be in consult with their Dean as to how their programs can improve by paying attention to the analysis of those elements the Dean cited in their review.

Programs Scheduled for Review in FY 08

Division: *Liberal Arts and Sciences*

Out of 25 departments, 7 departments have been asked to complete a program review in FY08, followed by 9 departments in FY09 and 9 departments in FY10. The criteria for choosing this year's departments for review include: incomplete review from FY07, reduction or minus zero % increase in student/faculty ratio from FY06, and faculty availability. The following departments are scheduled for review in FY08:

- Art
- Economics
- Environmental Science
- Philosophy
- Physical Education/Health
- Psychology
- Spanish

Division: *Allied Health and Nursing*

In FY07, 7 out of 12 programs completed the program review process. Due to the number of Health programs reviewed in FY07, only 2 programs have been asked to complete a program review in FY08:

- Massage Therapy
- Surgical Technology

Division: *Business and Industry*

Based on student/ratio data, potential additional staffing, or industry needs, the following programs have been requested to complete a program review in FY08:

- Administrative Support Careers – General
- Architectural Technology
- Auto Body Technology
- Automotive Services Technology
- Computer Careers (CIS)
- Fire Technology
- Media Studies and Production

In addition, programs that completed the review process in FY07 will be entering “phase two” of the program review process where they will focus on specific elements such as recruitment, retention, assessment of student learning and industry partnerships. The element(s) that programs/departments will report on in “phase two” shall be identified by the Dean in concert with program/department faculty.



APPENDIX A
PROGRAM/DEPARTMENT REVIEW
SELF STUDY DOCUMENT

Lake Superior College Program/Department Review Self-Study

The information requested on this form is essential for effective program review. In some cases, you may provide information directly on this form; in other cases, it may be easier to attach the information to this form. When attaching information, please number and title each attachment and provide a statement in the appropriate place on this form that refers the reader to the attached information.

Program/Department _____

Review Year _____

Section A: Program/Department Description

1. List the program/department goals and/or objectives. Identify what assessment methods were previously used to measure effectiveness. Discuss the effectiveness of the program/department based on the results.

Goals/Objectives

Outcomes

-
-
-
-
-

2. List each of the program/department awards, titles, and their corresponding CIP codes.

Program	Awards (Degrees, Diplomas, and Certificates)	CIP Codes (Classification of Instructional Programs)

3. List all program/department requirements for each award and discuss the effectiveness of the program/department based on the results. In the Liberal Arts and Sciences division, please indicate how your department fulfills the Minnesota Transfer goal areas.

Section B: Program/Department Efficiencies

4. Indicate the number of students (unduplicated headcount) over the last three years that have participated in the awards or courses in the program/department.

Year	Award/Courses	Headcount	Number of Sections	Average Headcount

5. Indicate the number of graduates (unduplicated headcount) over the last three years in each of the program/department awards.

Year	Award or Pre-Major	Headcount

6. Describe the program/department retention rates for the last three years. Include information on semester-to-semester retention as well as year-to-year retention. Describe the activities used in the program/department that have impacted the retention and completion. Include new activities that may impact retention and completion.

Year	Course Completion Rates	Fall to Fall	Retention Activities

Section C: Program/Department Planning

7. Indicate the labor market projections for the program/department for the next three years. Include information learned from college advisory committees and local industry. Describe how labor market information has impacted program/department planning and success.

Labor Market Projections:

Local Industry Information:

Trends (List the trends that are pertinent to the program/department planning process.)

Strengths (List the strengths of the program/department.)

Challenges (List the challenges the program/department may face in the future.)

Summary of Impact on Planning:

Section D: Program/Department Budget Process:

8. List the program/department’s instructional cost over the last three years.

Year	Instructional Cost Per Student	MnSCU Cost Per Student	Lake Superior College Cost Per Student

9. List the program/department budget over the last three years. Discuss its impact on student success.

Year	Budget	Impacts

10. List the grants received in the program/department in the last three years. Explain the impact the grants have had on the program/department. Describe the process used and future grant opportunities.

Grants:

Impact on Learning:

Section F: Program/Department Assessment of Student Learning:

16. List the program/department outcomes and the date of the last review.

List the Minnesota Transfer Curriculum Outcomes your course(s) or programs address.

Describe how the course outcomes align with the program outcomes, College-Wide Outcomes, and/or Minnesota Transfer Curriculum Outcomes.

Describe which college wide outcomes are taught and assessed in the program/department.

Report on the results of students achieving the program/department outcomes, the College-Wide Outcomes, and or Minnesota Transfer Curriculum Outcomes.

Describe changes necessary to ensure students are achieving program/department outcomes, College-Wide Outcomes, and the Minnesota Transfer Curriculum Outcomes.

17. Describe how the program/department aggregates and analyzes assessment data.

18. List additional student assessment data including pass rates on external licensure or certification exams, progression from developmental coursework to college level coursework, progression of students through sequential courses (e.g., ENGL 1106 to ENGL 1109), employer feedback, placement data, aggregate grade distribution data, internship evaluation data, external accreditation findings, student course evaluations, etc.

19. Indicate the last date of review of courses in program/department. Explain the process used to determine course changes.

Section G: Program/Department Staffing:

20. List the faculty and staff in the program/department including their employment status and faculty credentials.

Indicate the percentage of courses taught by unlimited full-time faculty.

Indicate the college activity participation and special events, service learning, community boards, and activities for each faculty member.

Discuss any future staffing needs or changes and succession planning.

Faculty/Staff	FT/PT	Credentials	Participation	Service Learning Activities	Community Board Participation

Section H: Program/Department Facilities and Equipment:

21. Describe the adequacy of facilities in program/department including equipment, furnishings, and technology. Explain the needs based on program/department mission and outcomes.

Section I: Program/Department Executive Summary

22. Based on the information shared, discuss areas needing improvement and develop an action plan to address the improvements.

External Evaluation Ideas: Identification of external evaluators will be decided in collaboration between the dean and the faculty.

External evaluators will participate in the LSC program/department review process. Using the program/department portfolio, evaluators will:

- Assess the program/department goals and requirements.
- Examine the plans and expectations for continuing program development and self-assessment.
- Evaluate faculty and staff in regard to their training, experience, participation, etc.
- Examine the adequacy of physical resources and facilities.
- Evaluate the assessment of student learning practices to ensure skills, knowledge, and abilities are evaluated.
- Summarize the major strengths and weaknesses of the program/department. Include observations important to the evaluation of the program and provide recommendations.
- Interview a random sampling of students in the program/department.

Ask the Advisory Committee to complete the Following Questions:

- What are the goals of the advisory committee for the next year?
- Describe how faculty and advisory committee members have worked together to accomplish goals and the program/department review process.
- Describe the effectiveness of the staffing, equipment, budget, and facilities to program/department effectiveness.
- What are the future employment opportunities for students in the program/department?
- How does the advisory committee determine the program's/department's effectiveness in meeting business and industry needs?
- What is your perception of the effectiveness of the program/department?
- What strengths do you see the program/department as having? The weaknesses?
- Discuss the quality of the graduates of the program/department.
- Describe the effectiveness of preparing the graduates for transfer.

- Describe graduates' success at the next institution.
- How is the program/department engaged in meeting the changing needs of industry?
- What recommendations, if any, do you have for improving the program/department?

Proposed Draft Timeline:

September	Program Review Policy is approved through the formal college processes.
October	A three or four year cycle is determined and shared with the college community
October	25% to 33% of LSC programs/departments attend a program review orientation session and begin the program review process.
February	Programs/departments submit a mid-session report indicating progress, issues, etc.
April	Programs/departments submit Program Review Portfolios to the LSC Steering Committee
April	External evaluator(s) and Advisory Committee members review the Program Review Portfolios and submit a report to the LSC Steering Committee
April	Program Review Portfolios are reviewed by the LSC AASC and final reports are returned to programs/departments
May	Programs/departments return a response to the final report and plan for meeting program review recommendations
1-2 years	Programs implement recommendations from program review process and file an update report annually.



APPENDIX B

DRAFT RUBRIC

Lake Superior College Program/Department Review

Draft Rubrics (8/29/07)

Program/Department Description

4 The program/department description is clear and thorough in all significant respects.

3 The program/department description is mostly clear and thorough in all significant respects.

2 The program/department description lacks clarity or is incomplete in significant respects.

1 The program/department description lacks clarity or is incomplete in all significant respects.

Program/Department Efficiencies

4 The program/department is exceeding LSC's expectations for efficiency

3 The program/department is meeting LSC's expectations for efficiency

2 The program/department is close to meeting LSC's expectations for efficiency

1 The program/department is failing to meet LSC's expectations for efficiency

Program/Department Planning

4 The program/department has a well considered plan that adequately considers labor market projections, local industry information, trends in the field, and the program/department's strengths and challenges.

3 The program/department has a plan that considers labor market projections, local industry information, trends in the field, and the program/department's strengths and challenges.

2 The program/department has a plan, but the plan fails to adequately consider labor market projections, local industry information, trends in the field, and the program/department's strengths and challenges.

1 The program/department has no plan, or the plan fails to consider labor market projections, local industry information, trends in the field, and the program/department's strengths and challenges.

Program/Department Budget Process

MnSCU Cost Per Student

3 The program/department's instructional cost per student is less than the MnSCU cost per student.

2 The program/department's instructional cost per student is approximately the same as the MnSCU cost per student.

1 The program/department's instructional cost per student exceeds the MnSCU cost per student.

LSC Cost Per Student

3 The program/department's instructional cost per student is less than the LSC cost per student.

2 The program/department's instructional cost per student is approximately the same as the LSC cost per student.

1 The program/department's instructional cost per student exceeds the LSC cost per student

Budget Adequacy

4 The program/department's budget appears to be more than adequate to accomplish its goals and objectives.

3 The program/department's budget appears to be adequate to accomplish its goals and objectives.

2 The program/department's budget appears to be inadequate to accomplish its goals and objectives.

1 The program/department's budget appears to be grossly inadequate to accomplish its goals and objectives.

Program/Department Partnerships

Support Services

3 The program/department makes extensive use of support services.

2 The program/department makes some use of support services.

1 The program/department makes little or no use of support services.

Advisory Committee

4 The program/department has a functioning advisory committee that substantially contributes to its success.

3 The program/department has a functioning advisory committee that contributes to its success.

2 The program/department has a functioning advisory committee, but the committee makes little or no contribution to its success.

1 The program/department lacks a functioning advisory committee.

Accreditation/Certification

4 The program/department is accredited or certified by a state or national organization.

3 The program/department is actively seeking accreditation or certification by a state or national organization.

2 The program/department is not accredited or certified by a state or national organization and is not required to be accredited or certified.

1 The program/department is required to be accredited or certified by a state or national organization and is not or its continued accreditation or certification is in question.

Articulation Agreements

- 4 The program/department has multiple articulation agreements.
- 3 The program/department has at least one articulation agreement and is actively working to develop additional agreements.
- 2 The program/department has no articulation agreements but is actively working to develop one or more agreements.
- 1 The program/department has no articulation agreements.

Collaboration

- 4 The program/department collaborates regularly and extensively with others on campus.
- 3 The program/department regularly collaborates with others on campus.
- 2 The program/department seldom collaborates with others on campus.
- 1 The program/department does not collaborate with others on campus.

Program/Department Assessment of Student Learning

Outcomes

- 4 Specific and measurable student learning outcomes are in place
- 3 Student learning outcomes are in place, but some are not specific or measurable
- 2 Student learning outcomes are being developed or revised
- 1 Student learning outcomes are not defined

Implementation

- 4 The program/department has intentionally implemented a variety of ongoing assessment methods and activities.
- 3 The program/department has implemented assessment methods and activities, but they lack intentionality, variety, or are not ongoing.
- 2 The program/department has attempted to undertake and implement assessment methods and activities, but with limited success.
- 1 The program/department has not attempted to undertake and implement assessment methods and activities.

Action

- 4 The program/department has documented improvements to teaching and learning in response to information obtained from its assessment activities.
- 3 The program/department is making or has plans to make improvements to teaching and learning in response to information obtained from its assessment activities.
- 2 The program/department is considering ways to use information obtained from its assessment activities.
- 1 The program/department has no information obtained from assessment activities.

eLumen

- 3 The program/department has made extensive and effective use of eLumen.
- 2 The program/department has made limited use of eLumen.
- 1 The program/department has not used eLumen.

Program/Department Staffing

- 3 The program/department is staffed with highly qualified (credentials and experience) faculty.

2 The program/department is staffed with qualified (credentials and experience) faculty.

1 The program/department lacks adequate qualified (credentials and experience) faculty.

Program/Department Facilities and Equipment

3 The program/department has more than adequate facilities and equipment.

2 The program/department has adequate facilities and equipment.

1 The program/department lacks adequate facilities and equipment.

Program/Department Action Plan

4 There is an ambitious, detailed, and workable action plan for making improvements to the program/department.

3 There is a workable action plan for making improvements to the program/department.

2 There is an action plan for making improvements to the program/department.

1 There is no plan for making improvements to the program/department.

Consistency of Perceptions

4 There is strong consistency between how the responsible academic administrators view the program/department and the evidence presented in the review.

3 There is general consistency between how the responsible academic administrators view the program/department and the evidence presented in the review.

2 There is some inconsistency between how the responsible academic administrators view the program/department and the evidence presented in the review.

1 There is strong inconsistency between how the responsible academic administrators view the program/department and the evidence presented in the review.

External Evaluation

In the judgment of the external evaluator:

Labor Market

4 The demand in this area for graduates in this field should increase for the foreseeable future.

3 The demand in this area for graduates in this field should remain stable for the foreseeable future.

2 The demand in this area for graduates in this field should increase for the foreseeable future.

Resources

4 The total resources devoted by the College to this department/program are more than adequate.

3 The total resources devoted by the College to this department/program are adequate.

2 The total resources devoted by the College to this department/program are inadequate.

1 The total resources devoted by the College to this department/program are grossly inadequate.

Facilities

4 The facilities used by this department/program are more than adequate.

3 The facilities used by this department/program are adequate.

2 The facilities used by this department/program are inadequate.

1 The facilities used by this department/program are grossly adequate.

Program Breadth

3 The breadth of study in this department/program is more than adequate to prepare students for the field.

2 The breadth of study in this department/program is adequate to prepare students for the field.

1 The breadth of study in this department/program is inadequate to prepare students for the field.

Program Depth

3 The depth of study in this department/program is more than adequate to prepare students for the field.

2 The depth of study in this department/program is adequate to prepare students for the field.

1 The depth of study in this department/program is inadequate to prepare students for the field.

Currency

4 This department/program is current in the field at this time and should remain current for the foreseeable future.

3 This department/program is current in the field at this time but will need to work hard to remain current in the foreseeable future.

2 This department/program is not keeping pace with changes in the field and is no longer current or will no longer be current in the near future.

1 This department/program is not current in the field at this time.

Self-Study

3 The self-study is exceptionally well-done. It has met or exceeded expectations and provides a clear picture of the department/program's status, quality, and plans for improvement.

2 The self-study is well-done. It has met expectations and provides a clear picture of the department/program's status, quality, and plans for improvement.

1 The self-study needs improvement. It has not met expectations and/or fails to provide a clear picture of the department/program's status, quality, and plans for improvement.



APPENDIX C
ANNUAL PROGRAM REVIEW
BALANCED SCORECARD

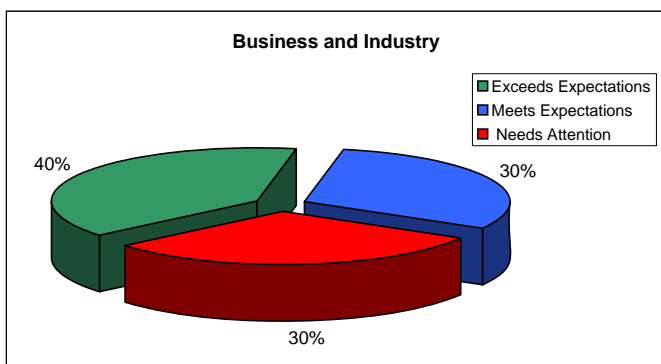
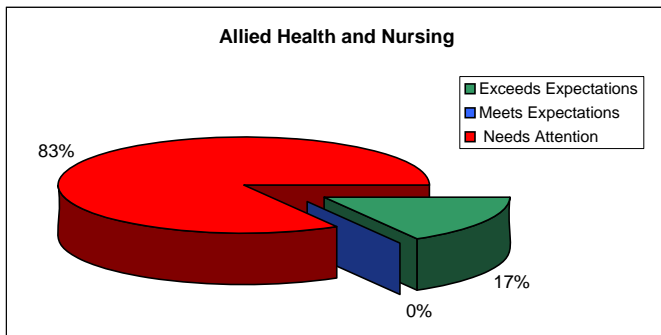
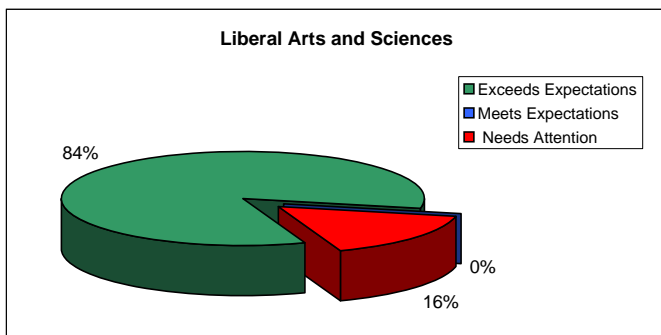
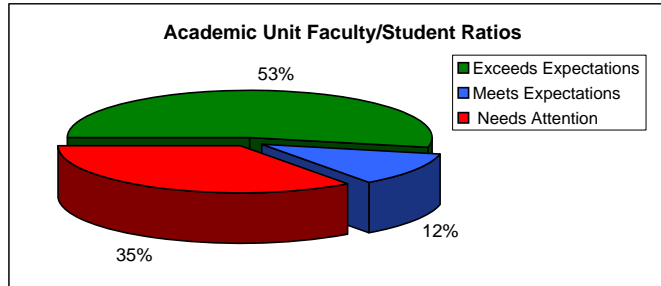
Lake Superior College

Annual Program Review

Balanced Scorecard

Program/Department	Student / Faculty Ratio	Rating	Program Review
Liberal Arts & Sciences			
Anthropology	23.25	◆	
Art	20.19	◆	
Biology	23.03	◆	
Chemistry	22.12	◆	
Communication	26.31	◆	
Economics	28.92	◆	
Education	19.46	◆	
English	22.91	◆	
Env. Science	19.19	◆	
Geology/Geography	22.57	◆	
Health	28.83	◆	
History	28.38	◆	
Humanities	27.43	◆	
Math	22.48	◆	
Music	10.84	●	
Philosophy	33.4	◆	
Phy Ed	11.45	●	MI
Physics	21.15	◆	
Polital Science	22.33	◆	
Psychology	31.36	◆	MI
Reading	18.15	◆	
Sociology	28.23	◆	
Spanish	10.95	●	
Study Skills	29.03	◆	
Theater	6.75	●	
Allied Health and Nursing			
Allied Health	18.38	◆	
Dental Hygiene	9.23	●	C
Massage Therapy	13.85	●	
Medical Assistant	10.04	●	C
Medical Lab. Tech	12.11	●	C
Nursing Assistant	18.25	◆	
Nursing, RN	11.65	●	C
Physical Therapist Asst.	12.33	●	C
Practical Nursing	13.28	●	
Radiology Tech.	13.98	●	C
Respiratory Care	10.25	●	C
Surgical Technology	14.26	●	
Business & Industry			
Accountant	24.35	◆	
Administrative Support	15.71	▲	
Architectural Techology	15.84	▲	N
Auto Body Technology	16.43	▲	
Auto Service Technology	17.13	▲	N
Aviation (Professional Pilot)	7.33	●	C
Building Construction	20.44	◆	
Business	20.68	◆	
CIS	15.37	▲	
Civil Engineering Technology	10.18	●	C
Com. & Res. Wiring	25.6	◆	
Computer Aided Design	8.35	●	
Electronic Technology	18.55	◆	
Emergency Medical TP	10	●	
Fire Tech & Admin	21.49	◆	
Integrated Manufacturing	20.17	◆	
Machine Tool	11.57	●	
Media Studies & Prod.	11.49	●	
Paralegal Studies	20.54	◆	
Sales & Marketing	16.51	▲	
Supervisory Management	20.42	◆	C
Truck Driving	17.18	▲	
Welding	10.83	●	

◆ = Exceeds Expectations	C = Completed
▲ = Meets Expectations	MI = More Information Needed
● = Needs Attention	N = Not Completed





APPENDIX D

FY 07 PROGRAM REVIEW DATA

**Aggregated Data for All Programs Reviewed
FY 2007**

Elements for Evaluating Program	Not Scored	0		1		2		3		4		Total	Total %
Self-Studies		0		1		2		3		4			
Section A: Description	0 0%	0 0%	0 0%	0 0%	1 8%	3 25%	8 67%	12	100%				
Section B: Efficiencies	0 0%	0 0%	7 58%	4 33%	1 8%	0 0%	12	100%					
Section C: Planning	0 0%	0 0%	1 8%	2 17%	2 17%	7 58%	12	100%					
Section D: Budget Process													
MnSCU Cost Per Student	0 0%	2 17%	2 17%	3 25%	5 42%	0 0%	12	100%					
LSC Cost Per Student	0 0%	5 42%	4 33%	2 17%	1 8%	0 0%	12	100%					
Budget Adequacy	0 0%	0 0%	0 0%	0 0%	10 83%	2 17%	12	100%					
Section E: Partnerships													
Support Services	0 0%	0 0%	0 0%	3 25%	9 75%	0 0%	12	100%					
Advisory Committee	0 0%	0 0%	0 0%	2 17%	4 33%	6 50%	12	100%					
Accreditation/Certification	0 0%	0 0%	0 0%	3 25%	0 0%	9 75%	12	100%					
Articulation Agreement	0 0%	1 8%	2 17%	1 8%	8 67%	0 0%	12	100%					
Collaboration	0 0%	0 0%	0 0%	0 0%	8 67%	4 33%	12	100%					
Section F: Assessment of Student Learning													
Outcomes	0 0%	0 0%	0 0%	0 0%	1 8%	11 92%	12	100%					
Implementation	0 0%	0 0%	0 0%	0 0%	4 33%	3 25%	5 42%	12	100%				
Action	0 0%	0 0%	0 0%	0 0%	4 33%	4 33%	4 33%	12	100%				
eLumen	0 0%	5 42%	3 25%	3 25%	1 8%	0 0%	12	100%					
Section G: Staffing	0 0%	0 0%	0 0%	5 42%	7 58%	0 0%	12	100%					
Section H: Facilities and Equipment	0 0%	0 0%	6 50%	4 33%	2 17%	0 0%	12	100%					
Section I: Action Plan	0 0%	0 0%	0 0%	5 42%	4 33%	3 25%	12	100%					
Consistency of Perceptions	0 0%	0 0%	0 0%	1 8%	9 75%	2 17%	12	100%					
External Evaluation													
Labor Market	0 0%	11 92%	0 0%	0 0%	1 8%	0 0%	12	100%					
Resources	0 0%	11 92%	0 0%	0 0%	1 8%	0 0%	12	100%					
Facilities	0 0%	11 92%	0 0%	0 0%	1 8%	0 0%	12	100%					
Program Breadth	0 0%	11 92%	0 0%	1 8%	0 0%	0 0%	12	100%					
Program Depth	0 0%	11 92%	0 0%	1 8%	0 0%	0 0%	12	100%					
Currency	0 0%	11 92%	0 0%	0 0%	1 8%	0 0%	12	100%					
Self Study	0 0%	0 0%	4 33%	5 42%	3 25%	0 0%	12	100%					

**Aggregated Data for Allied Health and Nursing
FY 2007**

Elements for Evaluating Program Self-Studies	AD Nursing	Dental Hygiene	Medical Assistant	Medical Lab Tech	Physical Therapist Asst.	Radiologic Tech	Respiratory Care
Section A: Description	4	4	4	4	4	4	4
Section B: Efficiencies	1	1	2	2	1	2	1
Section C: Planning	4	4	4	4	4	4	4
Section D: Budget Process							
MnSCU Cost Per Student	3	1	3	2	1	3	3
LSC Cost Per Student	1	1	2	1	1	1	1
Budget Adequacy	3	3	3	3	3	3	3
Section E: Partnerships							
Support Services	3	3	2	3	3	3	3
Advisory Committee	4	4	3	4	4	3	4
Accreditation/Certification	4	4	4	4	4	4	4
Articulation Agreement	3	3	0	3	3	1	2
Collaboration	4	4	3	4	3	3	3
Section F: Assessment of Student Learning							
Outcomes	4	4	4	4	4	4	3
Implementation	4	4	4	4	4	3	3
Action	4	4	2	4	4	3	3
eLumen	0	0	0	0	3	2	0
Section G: Staffing	3	3	2	3	3	2	3
Section H: Facilities and Equipment	2	2	1	1	2	2	2
Section I: Action Plan	3	4	3	4	2	3	4
Consistency of Perceptions	3	4	3	4	3	3	3
External Evaluation							
Labor Market	0	0	0	0	0	0	0
Resources	0	0	0	0	0	0	0
Facilities	0	0	0	0	0	0	0
Program Breadth	0	0	0	0	0	0	0
Program Depth	0	0	0	0	0	0	0
Currency	0	0	0	0	0	0	0
Self Study	2	3	2	3	3	2	2

**Aggregated Data for Business and Industry
FY 2007**

Elements for Evaluating Program	Civil Engineering Technology	Supervisory Management	Professional Pilot
Self-Studies			
Section A: Description	3	4	3
Section B: Efficiencies	1	2	1
Section C: Planning	3	2	2
Section D: Budget Process			
MnSCU Cost Per Student	0	0	2
LSC Cost Per Student	0	0	0
Budget Adequacy	3	4	4
Section E: Partnerships			
Support Services	2	3	3
Advisory Committee	4	3	2
Accreditation/Certification	2	2	2
Articulation Agreement	3	3	3
Collaboration	3	3	3
Section F: Assessment of Student Learning			
Outcomes	4	4	4
Implementation	2	2	2
Action	2	3	2
eLumen	1	2	1
Section G: Staffing	2	3	2
Section H: Facilities and Equipment	3	3	2
Section I: Action Plan	2	3	2
Consistency of Perceptions	3	0	0
External Evaluation			
Labor Market	3	0	0
Resources	3	0	0
Facilities	3	0	0
Program Breadth	2	0	0
Program Depth	2	0	0
Currency	3	0	0
Self Study	1	2	1

**Aggregated Data for
Liberal Arts and Sciences
FY 2007**

	Physical Education	Psychology
Elements for Evaluating Program Self-Studies		
Section A: Description	3	2
Section B: Efficiencies	1	3
Section C: Planning	3	1
Section D: Budget Process		
MnSCU Cost Per Student	3	2
LSC Cost Per Student	3	2
Budget Adequacy	3	3
Section E: Partnerships		
Support Services	2	3
Advisory Committee	3	2
Accreditation/Certification	4	4
Articulation Agreement	3	1
Collaboration	4	3
Section F: Assessment of Student Learning		
Outcomes	4	4
Implementation	2	3
Action	3	2
eLumen	1	2
Section G: Staffing	2	3
Section H: Facilities and Equipment	1	2
Section I: Action Plan	2	2
Consistency of Perceptions	3	3
External Evaluation		
Labor Market	0	0
Resources	0	0
Facilities	0	0
Program Breadth	0	0
Program Depth	0	0
Currency	0	0
Self Study	1	1