<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
<th>Data &amp; Sources</th>
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</thead>
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| 1. Impact, justification, and overall essentiality of the program | • Is this program mandated by Federal, State, or Idaho State Board of Education policy?  
• Is the program part of the college’s mission? What is the connecting relationship between this program and achievement of the institution’s mission?  
• Does the program enhance the college’s reputation and benefit the institution?  
• Does the program respond to a unique societal need that the institution values; to what extent does this program help the institution differentiate itself from other colleges and universities?  
• In the last 2 years, has the context changed in which the program is expected to operate? | • Mission statement  
• Strategic plan  
• Potential to be state or regional leader  
• Political influence  
• Long-term need vs. short-term demand |
| 2. Quality of program outcomes | • What are the program’s indicators of success/benchmarks and to what degree are they met?  
• What other examples of exemplary performance do program students/graduates demonstrate?  
• How successful are program graduates in attaining graduate and professional school admission?  
• What are the degrees of student, alumni, employer, and advisory board satisfaction?  
• For two year and transfer programs, did students articulate well into upper-division success at LCSC or the receiving institutions?  
• How successful are program graduates in finding employment in the area in which they studied? | • Pass rates, graduation rates, employment rates  
• Measures of grad satisfaction  
• Transfer/acceptance rates to grad/prof pg  
• Recognition/Awards  
• Employer satisfaction  
• Alumni support  
• Faculty Awards |
| 3. External demand for the program | • Define the program’s external (primary) customers/stakeholders. To what degree are they served by the program?  
• What is the likely potential for future enrollment and/or demand for the program (Department of Labor projections; regional/national projections)?  
• What other forces are at work in the surrounding environment that affect this program? Include any state/federal demands/requirements  
• Do external demands suggest that the institution continue this program?  
• Has the enrollment in the program remained steady, declined, or grown over the last five years; are there more students interested in the program than can be served? | • U.S. and Idaho DOL projections  
• Enrollments  
• IPEDS reports  
• College Board data  
• Employer feedback  
• Student application info  
• Offer to acceptance rate |
| 4. Internal demand for the program | • Define the program's internal (secondary) customers/ stakeholders. To what degree are they served by the program?  
• What is the relationship of this program to the success of other programs?  
• In what ways would other programs suffer, or possibly fail, without the service courses offered by this program?  
• What proportion of enrollments are for major, minor, general studies, or service purposes?  
• What role does this program play in student retention? | • Enrollments  
• Programs that support majors, minors of other programs  
• SCH generated by major, minor, gen ed and service courses  
• Projections of future demand |
|---|---|---|
| 5. Net Revenue | • Number of personnel directly supporting program.  
• Budget allocated for the program.  
• How many students (clients, customers, patrons) are being served? Attendance at performances?  
• Degrees or certificates awarded?  
• What is the number of student credit hours generated?  
• Number of students managed under program/ projects overseen by program?  
• Ratios: certificates or degrees/ faculty or personnel; credit hrs/budget; personnel/ students.  
• What are the programs funding sources?  
• Does the program generate income to assist with any of the costs of operation? Does the program provide services to another program that does generate revenue?  
• Does the program receive outside funding (grants; state agencies)?  
• Are any funds the institution receives specifically tied to the success of the program? | • IPRA data sets  
• IPEDS reports  
• Performance Measures report  
• Grants  
• Budget reports  
• Costs per FTE student  
• Special program fee income |