

## Miami Dade College Program Review Process

### *Preface*

Miami Dade College (MDC) is guided by its mission, vision, and values as well as state statutes and accreditation criteria of the Southern Association of Colleges and Schools (SACS) in its review of academic programs. Specifically, MDC's mission states that MDC "provides high-quality teaching and learning experiences that are accessible and affordable to meet the needs of our diverse students and prepare them to be responsible global citizens and successful lifelong learners" while its vision states that:

Miami Dade College is committed to being a college of excellence renowned for its:

Exceptional learning environment in which students are challenged and empowered through innovation, state-of-the-art technologies, teaching excellence and student support programs that prepare each student with the knowledge, skills and values to succeed in a dynamic world;

A culture of inquiry and evidence that is characterized by the commitment of faculty, staff and students to accountability for learning excellence through the achievement of measurable learning outcomes, innovative assessment methods and data-driven decisions that foster adaptability in programs and services;

Quality community partnerships that serve as the foundation for the development of relevant workforce, cultural and civic programs to foster community service and create a pervasive understanding throughout the greater Miami-Dade County community of the essential importance of education; and

Resource development and operational efficiencies that ensure effective support for the College's long-term efforts to provide an innovative and exemplary learning environment.

MDC also values "a systemic approach to decision making" and "assesses programs' effectiveness."

There are two other entities which also guide MDC's review of programs: state statutes and regional accreditation. Florida Statute (1001.02[6]) provides the following requirements for the State Board of Education:

*The programs shall be reviewed every 5 years or whenever the state board determines that the effectiveness or efficiency of a program is jeopardized. The State Board of Education shall define the indicators of quality and the criteria for program review for every program. Such indicators include need, student demand, industry-driven competencies for advanced technology and related*

*programs, and resources available to support continuation. The results of the program reviews must be tied to the university and community budget requests.*

The 2004 Florida Statute further delineates the specific powers of the State Board of Education (1001.03[13]) that stipulates a “cyclic review of postsecondary academic programs.”

*The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years. Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution’s mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.*

SACS criteria places responsibility on an institution for reviewing its programs.

- 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.
- 3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.
- 3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them.

The MDC program review process described in the following section meets the guidelines outlined in MDC’s mission, vision and values, Florida state statutes, and SACS accreditation criteria.

#### *Program Review Process*

The A.A. degree will be reviewed through a different program review process.

MDC academic programs leading to an A.A.S. or an A.S., associated College Credit Certificate(s) (CCC) and Baccalaureate degrees, are to be reviewed on a five-year cycle (see Appendix 1, Schedule).

A Program Review Questionnaire will be completed by the program chair in consultation with the program’s faculty, school/discipline committee, and advisory committee to determine the program’s effectiveness (see Appendix 2). The Office of Institutional Research will maintain a website with information to be used in the questionnaire and will assist in obtaining other required information.

The Program Review Questionnaire is to be compiled and reviewed in the following timely manner.

*A.A.S./A.S. and Baccalaureate Degree Program Review Timeline*

The Executive Director of Workforce Education & Partnerships along with the Associate Provost for Academic Affairs will develop a five-year program review schedule. The timeline below reflects the program review cycle for an academic year.

<b>Schedule</b>	<b>Program Review Action</b>
September 1st	Academic Leadership Council (ALC) and the Chair of the College Academic and Support Service Council (CASSC) are advised of programs to be reviewed during the current academic year.
September 15th	Academic or Discipline Deans advise appropriate personnel to commence completing the questionnaire.
October 31st	Completed questionnaires are submitted to School Directors or Discipline Deans for review.
November 15 <sup>th</sup>	Discipline or Academic Deans submit with recommendations for Campus Presidents' Review.
December 15 <sup>th</sup>	Campus Presidents in consultation with the Provosts and provides recommendations.
January 31 <sup>st</sup>	Recommendations are forwarded to CASSC Institutional Effectiveness subcommittee and ALC to monitor implementation of recommendations.
February - April	Implementation of recommendations.
April	Program review information and decisions will be included in the School's annual effectiveness report submitted by the School Director to the Academic Dean and the respective Campus President. A final approved Annual Effectiveness Report is submitted to the Associate Provost for Institutional Effectiveness.

*Evaluation of A.A.S./A.S. and Baccalaureate Degree Program Review Process*

Institutional Research shall provide on an annual basis data regarding enrollment, labor market statistics, Perkins measures and industry certifications for review. The program review process will be evaluated every five years by the CASSC Institutional Effectiveness Committee to determine its strengths and opportunities for continuous improvement. The Institutional Effectiveness Committee will also provide a report to CASSC on recommendations to improve the process. The table below outlines responsibilities for various aspects of the program review process.

<b>Committee/Person Responsible</b>	<b>Responsibility</b>
CASSC, Institutional Effectiveness Committee, Vice Provost for Institutional Effectiveness	Evaluate effectiveness of program review process and report to CASSC
CASSC	Curricular/Program revisions: Receives program review results report
Program Chair	Completes Program Review Questionnaire
Program Faculty	Contribute to Program Review Questionnaire
Executive Director of Workforce Education and Partnerships	Forward Program Review Schedule to Academic/Discipline Deans. Review of Program Review Recommendations
Associate Provost for Academic Affairs	Review of Program Review Recommendations
Vice Provost for Institutional Effectiveness	Review of Program Review Recommendations
School Directors/Directors/ Associate Deans	Assist with and review questionnaire and recommendations for program's strengths, opportunities for improvement and viability.
Academic Deans/Discipline Deans	Review of completed questionnaire and make recommendations regarding program's strengths, opportunities for improvement and viability.
Campus Presidents	Review recommendations.
Provost for Academic and Student Affairs and Provost for Operations	Review Campus Presidents' program recommendations and determine impact for college-wide strategic planning, program development, budgetary, and resource allocation and makes recommendations to the College President.
College President	Considers Provosts' recommendations in context of strategic planning, program development and College budget and sets priorities.

### *Relationship between School Annual Effectiveness Reports and Program Review*

An annual effectiveness report is provided by each School to the Academic Deans, the Coordinating Campus President, and the Associate Provost for Institutional Effectiveness, and is a formative assessment of the school/discipline. Outcome data, program development activities, and other information is included in these annual reports will be considered when the School Director, in consultation with the Faculty, School/Discipline Committee, and Advisory Committee, complete the Program Review Questionnaire. During the year of the program review, questionnaire and resulting recommendations will constitute the program's contribution to the School's Annual Effectiveness Report.