

## 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 calls for the institution "to provide accessible, high-quality education by keeping the learner's needs at the center of decision-making..." while its vision states that:

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

Satisfied, well-prepared students who, through their extraordinarily positive experience at MDC, have acquired the needed knowledge and skills to be successful in their ongoing academic career pursuits;

Empowered employees, working within an environment that encourages creativity, risk-taking and accountability, who apply their individual and collective talents to fulfill the College's mission;

Highly supportive community that recognizes the significant impact of the College's educational and training programs; and

Effective use of adequate resources to enable programs to flourish and the talents of the people to emerge.

MDC also values "a systematic 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. The 2004 Florida Statute (1001.02 [6]) calls for the State Board of Education to:

...coordinate the programs with the Council for Education Policy Research and Improvement, including doctoral programs. 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 place responsibility on an institution for reviewing its programs.

- 3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.
- 3.4.1 The institution demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and administration, and (b) establishes and evaluates program and learning outcomes.
- 3.4.12 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 competencies within the general education core and provides evidence that graduates have attained those competencies.

The MDC program review process described in the following sections 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. and associated College Credit Certificate(s), are to be reviewed on a five year cycle (see Appendix 1). Each program review will address five areas:

1. Program goals and rationale
2. Outcomes assessment
3. Program resources and support
4. Program strengths/opportunities for improvement
5. Program viability

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. and A.S. and associated C.C.C.(s) Program Review Timeline*

The Academic Deans 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>
<b>Year 1</b> March	Dean of Workforce Education and Development and the Associate Provost for Academic Affairs forward the program review schedule to Academic Deans and the College Academic and Support Service Council (CASSC).
April – June	Academic Dean submits Program Review Questionnaire to School Director/Chair/Program Director who assigns to the program chair for completion. Academic Dean and School Director consult on approaches to complete questionnaire.
July – December	Program chair completes questionnaire in collaboration with program faculty, School/Discipline/Program Committee, and Advisory Committee and submits completed questionnaire to School Director. The School Director reviews and forwards completed questionnaire to the Academic Dean.
<b>Year 2</b> January - February	Academic Dean reviews completed questionnaire with School Director/Associate Dean and program chair and makes recommendations concerning program’s strengths, opportunities for improvement, resources, and viability to the Academic Deans. Academic Dean forwards recommendations to respective Campus President.
March - April	Campus President, in consultation with the Academic Dean provides summary of the program’s strengths, opportunities for improvement and viability to the Provost for Academic and Student Affairs who will confer with the Dean of Workforce Education and Development, the Associate Provost for Academic Affairs, and the Associate Provost for Institutional Effectiveness. The Provost for Academic and Student Affairs will also confer with the President and the Provost for Operations regarding strategic planning, program development, and institutional budget and resource implications. Decisions regarding program revisions and viability are made following these discussions and communicated back to the Campus President and Academic Dean who will inform the School Director/Associate Dean and Program Chair.
May - June	Curricular/Program revisions based on feedback from the program review submitted by the program chair are sent to the Academic Dean.

April	Program review information and decisions will be included in the School's annual report submitted by the School Director to the Academic Dean and the respective Campus President. A final approved Annual Report is submitted to the Associate Provost for Institutional Effectiveness.
September – December	Academic Deans provide a report to CASSC on program review results and the use of those results in program improvement.

*Evaluation of A.A.S. and A.S. and associated C.C.C.(s) Program Review Process*

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 (Frequency)</b>
CASSC Institutional Effectiveness Committee/Associate Provost for Institutional Effectiveness	Evaluate effectiveness of program review process and report to CASSC (Every five years)
CASSC	Curricular/Program revisions; Receives program review results report from Academic Dean (Annually)
Program Chair	Completes Program Review Questionnaire (Every five years)
Program Faculty	Contribute to Program Review Questionnaire (Every five years)
Dean of Workforce Education and Development	Forward Program Review Schedule to Academic Deans. Review of Program Review Recommendations (Annually)
Associate Provost for Academic Affairs	Forward Program Review Schedule to Academic Deans. Review of Program Review Recommendations (Annually)
Associate Provost for Institutional Effectiveness	Review of Program Review Recommendations (Annually)
School Directors/ Directors/Associate Deans	Distribute Program Review Questionnaire; Assist with and review questionnaire and recommendations for program's strengths, opportunities for improvement and viability (Annually)
Academic Deans	Distribute Program Review Questionnaire; Review of completed questionnaire and recommendations for program's strengths, opportunities for improvement, and viability; Provide program review report for information to CASSC (Annually)
Campus Presidents	Summary of program's strengths, opportunities for continuous improvement, viability, and the use of

	results for improvement. (Annually)
Provost for Academic and Student Affairs	Review Campus Presidents' summaries of program's strengths, opportunities for continuous improvement, viability, and the use of results for improvement. (Annually)
Provost for Academic and Student Affairs/Provost for Operations	Review of programs' review summaries for strategic planning, program development, budgetary, and resource allocation implications. (Annually)
College President	Considers program review summaries in context of strategic planning, program development and College budget and resource allocations and sets priorities based on these. (Annually)

*Relationship between School Annual Reports and Program Review*

An annual 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 program. Outcome data, program development activities, and other information included in these annual reports will be considered when the program director, in consultation with the program 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 report. The cycle of annual reports and A.A.S. and A.S. and associated C.C.C.(s) program review is shown below.

