



# Academic Management Manual

## Section K

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Program Review

Academic  
Affairs  
2015-16

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## **Introduction**

Through the institutional effectiveness assessment cycle, every area of Palm Beach State College uses data, information and analysis to assess and improve all aspects of the College's operations. For Academic Affairs, this means developing, implementing and refining a process to review academic programs to ensure that the curriculum (courses and programs) supports student success.

Program review is the means by which each program and discipline is reviewed by the College from both a quantitative and qualitative standpoint. This comprehensive approach allows the College to not only look at the actual "numbers" that a program is producing, but also at the quality of learning that is occurring in each program or discipline.

### **Program Review at the State Level**

Program review is an integral part of the Florida College System. Florida Statutes require the review of every major program in the State College System "every five years or whenever effectiveness or efficiency of a program is jeopardized." Statutes also require the Division of Colleges to "conduct periodic reviews of existing programs." Rule 6A-10.039(1), Florida Administrative Code, requires the Division of Colleges to annually submit to the Department of Education "a five-year review plan or annual update of the current five-year plan."

The state program review plan consists of three levels. Level I includes the annual production of a data display for each certificate and degree program. The data displays are used by each college and the Division of Colleges to review programs to determine which programs and elements within the programs need additional review. The data display for the Associate in Arts degree program shows the performance of students in the State University System (SUS) upper division programs, and compares SUS native students with transfer students from Florida colleges and with other transfer students. The performance measures are grade point averages, suspensions, graduations, average course loads, and credits earned for a degree.

Level II program review is the review of certificate and degree programs by the individual colleges, either independently or in cooperation with independent and outside groups. It is this level of program review that the College designs to meet its needs for program review and assessment.

Level III program review is the college system-wide review of selected programs by the Division of Colleges to address any concerns regarding these programs. The programs and issues for such reviews are determined by the Department of Education based on Level I and Level II information, Department of Education priorities, legislative and other interested parties or emerging issues.

The focus of the model presented in this program review document is how Palm Beach State College fulfills the requirements of Level II program review and for the College's commitment to institutional effectiveness.

The three major ways in which curriculum can be divided at Palm Beach State is in terms of disciplines, programs and courses. Disciplines are defined as major areas of emphasis in the Associate in Arts degree and in general education; disciplines include areas such as mathematics, humanities and science. The General Education program and Associate in Arts degree are reviewed by the General Education Committee in an institutional effectiveness process that is described elsewhere. Programs are defined as career credit and noncredit programs of study that result in an award that does not necessarily transfer to another college or university. In addition to the courses embedded in disciplines and programs, there are also continuing education courses that are designed to provide additional training or skills to a person

employed in a particular vocation. Continuing education courses are reviewed in the context of a separate institutional effectiveness process that focuses on the community and public services provided by the College.

### Components of the Palm Beach State Program Review Process

Program review at Palm Beach State is a process in which every career-oriented program is reviewed annually. Five different types of information are reviewed: 1) Program Health Indicators; 2) Perkins Performance Measures; 3) Student Learning Outcomes; 4) Occupational Projections and 5) “Other” relevant information when applicable. Program Health Indicators and the Perkins Performance Measures are primarily quantitative measures of program performance such as enrollment and completion data. Student Learning Outcomes, Occupational Projections (employment outlook) and the “Other” category of information tend to assess the quality of the program in that they address student learning and whether the program’s curriculum is current and in demand by local business and industry. Following a review of all of the available data, a recommendation is made regarding program viability and action plans for improvement are designed and implemented.

The following section of this document provides a detailed explanation of each of these three components.

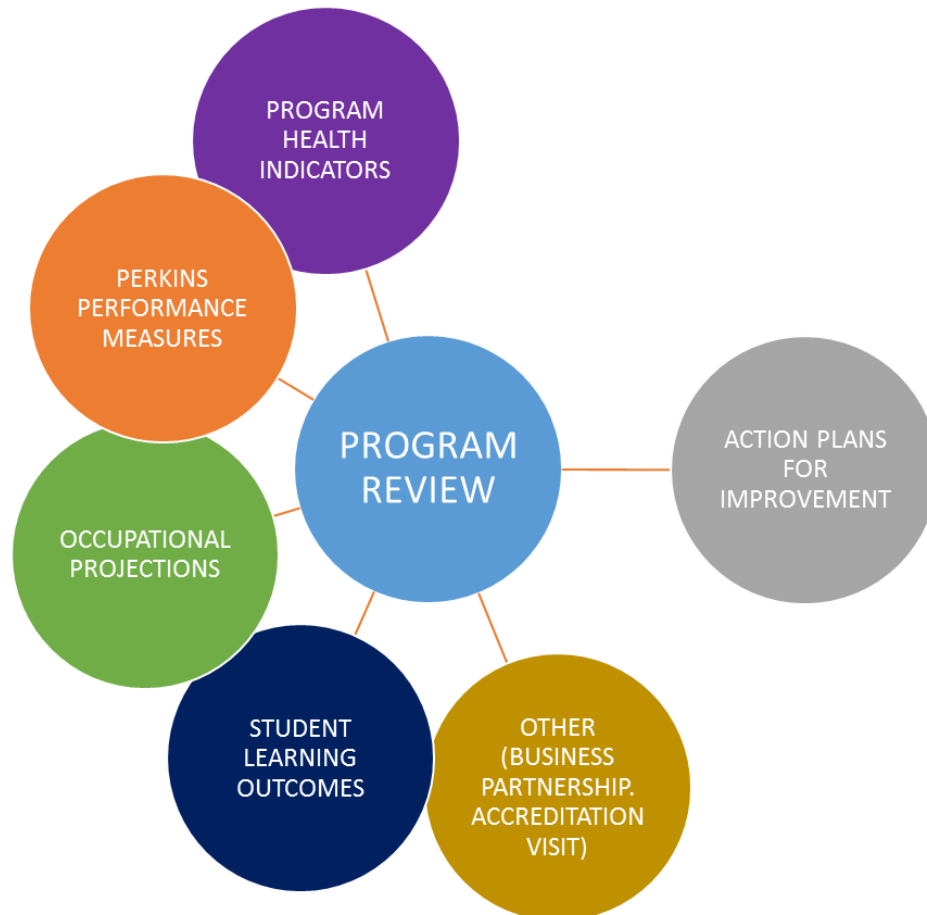


Figure 1 – Components of Program Review at Palm Beach State

### **Program Health Indicators**

The Program Health Indicators (PHI) report constitutes the major quantitative portion of program review at Palm Beach State. For every career-oriented credit and clock-hour program (Associate in Science degrees, College Credit Certificates, vocational certificates, Applied Technical Diplomas, Advanced Technical Certificates and Bachelor's degrees), the PHI report presents a comprehensive data review. The report contains five-year trend data on program completers (broken out by degrees and certificates nested within the program, if applicable), FTE, headcount, number of sections offered, success and withdrawal rates in core curriculum, average student ratings of the instructors in the core curriculum and other program measures, if applicable. See [Assessment Resources](#) for a link to the most recent PHI report.

### **Perkins Performance Measures**

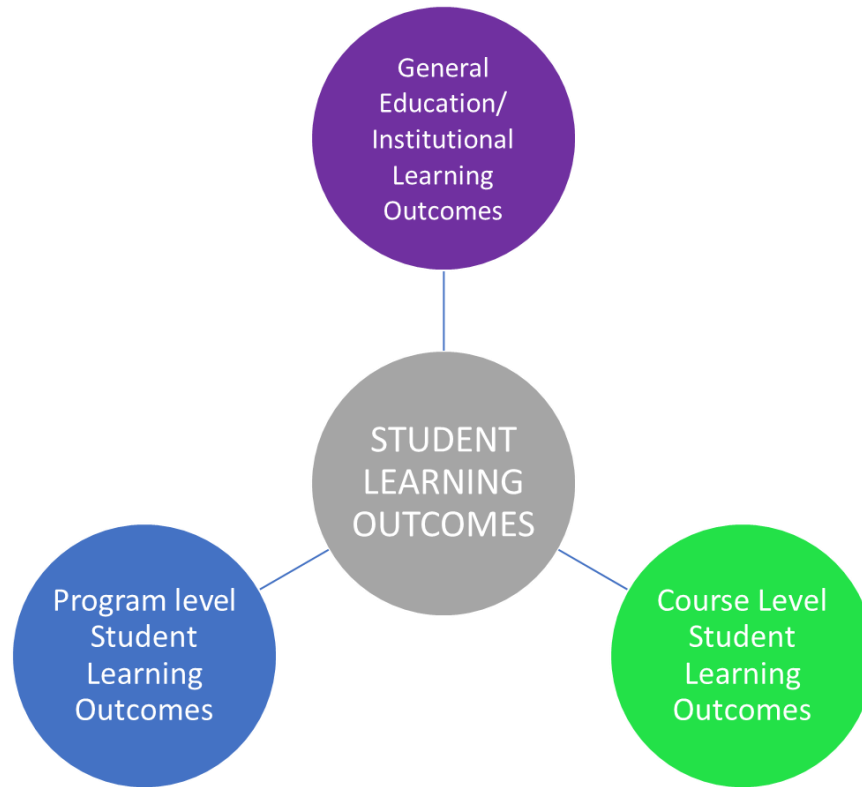
For the career/technical programs, the state of Florida provides the College with a set of performance measures used by the federal Perkins grant for accountability purposes. Every career-oriented program reviews three of these measures, Technical Skill Attainment, Completion, and Student Retention and Transfer. The program is required to write an improvement plan or provide an explanation if it falls below the state benchmark on more than one of the three measures. See [Assessment Resources](#) for a link to the most recent Perkins Performance report.

### **Student Learning Outcomes**

Learning outcomes can be thought of as the knowledge, skills, and abilities students have attained as a result of their involvement in a particular set of educational experiences. The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective for both students and faculty. Making education more meaningful for students requires that they gain a view of education that education can enable them to enrich their lives by learning. This is in contrast to the viewpoint that education is a task primarily done to satisfy the demands of others, such as faculty or the institution.

By developing educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps faculty, staff and students understand the point of the educational activity, be it a program or course.

Learning outcomes are defined at several curriculum levels: general education and institutional learning outcomes, program-level learning outcomes and course-level student learning outcomes. All of the program outcomes are posted on the College website [Program Learning Outcomes](#). Outcomes are nested such that every program-level learning outcome indicates the general education and institutional learning outcome(s) supported (if any) and every course outline indicates which general education and institutional learning outcomes are supported by that course.



*Figure 2 – Student Learning Outcomes at Palm Beach State*

The student learning outcomes model has at its center the idea that each part is interacting with the rest of the parts, not on how each part is performing individually. The knowledge, skills, and abilities that students achieve at the end of their programs and courses are affected by how well courses and other experiences in the curriculum fit together and build on each other.

Learning outcomes are measured by faculty and staff through an assessment process. Section L of this manual provides a more complete description of the development and assessment of Learning Outcomes at Palm Beach State. See [Assessment Resources](#) for a link to Section L of the Academic Management Manual.

**Occupational Projections**

The Office of Institutional Research and Effectiveness publishes the projected number of annual openings over the next six years for every career and workforce degree and certificate. The data are based on a list of Standard Occupational Classification (SOC) codes relevant to the training provided by each degree and certificate within the career-oriented programs; the codes are reviewed every three years by program personnel to ensure that the list of occupations for which the programs are providing training is accurate and current. Based on the program-specific SOC codes, a software package, Economic Modelling Specialist, Inc. (EMSI) derives the employment outlook in Palm Beach County for completers/graduates with that specific degree or certificate.

**Other Relevant Information**

The other types of information available to programs for purposes of program review vary by program and by assessment cycle. All of the College’s career-oriented programs have a Business Partnership

Council. The Councils provide qualitative feedback to the programs regarding the performance of program graduates in the workplace and the currency or relevancy of the program curriculum. They may also provide informal feedback as to the current local job market for graduates of the program.

Many of the College's career-oriented programs also have a program-specific accreditation agency. When a program has just completed a reaffirmation or new accreditation process, the feedback from the accreditors is also included in the program review.

### **Action Plans for Improvement**

In every cycle, the program is required to select at least one learning outcome that is targeted for improvement, even if the program met benchmarks on every outcome. As noted earlier, if the program falls below benchmark on more than one of the Perkins Performance measures, it is also required to develop an improvement plan (or provide an explanation). The PHI measures are judged as a whole as being acceptable or not acceptable. If judged to be not acceptable, the program will write an improvement plan for one or more of the PHI measures. Similarly, occupational projections are reviewed for every degree and/or certificate awarded by the program and judgments are made regarding the future viability of the program as a whole or specific certificates embedded within the program..

The content of improvement plans varies considerably. They might involve changes that are enacted internal to the program such as requiring more practice on a particular skill or altering the manner in which a topic is taught. Other changes, however, may involve the need for additional equipment, a request for additional a staffing or changes in the program curriculum. If the improvements involve financial resources, the improvements must be approved by the supervising dean and campus provost who then submits the financial request via the College budget process. If the change involves program curriculum, it is submitted to the Curriculum Review Process described below.

## **Curriculum Review Process**

When faculty members, with input from program managers, administrators, or business partnership councils, create or update a course or a program, the first step of a continuous flow of information and quality control is initiated. Because all changes, deletions and new creations to curriculum have the potential to affect more than just the discipline proposing the change, a carefully constructed process ensures that any changes implemented will benefit the institution and will limit potential unintended negative consequences.

Any curriculum action to courses or programs must be voted upon by the faculty cluster for that group. After faculty cluster approval is received, the proposed action is sent to the Associate Dean liaison, the Academic Dean, the Cluster Chair, and the Director of Computing Services. This level of review evaluates the content, impact on the overall discipline and identifies concerns with software or computer resources.

If the proposed curriculum action is a new course or program or a significant change to an existing program, it must then go to the Academic Dean's Council for a vote. This group will determine what the impact of this curriculum action will have on the College as a whole, such as budget, facilities or need for additional faculty.

The curriculum committee, comprised of faculty and administrators, then votes on the action and, if approved, makes a recommendation for acceptance to the Vice President of Academic Affairs. Program additions, deletions and extensive revisions must be also approved by the Palm Beach State Board of Trustees and new programs not currently offered in the State of Florida must be reviewed and approved by the Division of Workforce Education, in addition to adhering to the substantive change process with the Southern Association of Colleges and Schools.

For new career programs and when needed for existing programs, an additional process called a DACUM may be required. This process utilizes a focus group of experts in a storyboarding workshop where the end product is a comprehensive job analysis. This job analysis identifies the duties, tasks, knowledge, skills and traits related to a specific job or occupation in a chart format which provides input for needed curriculum revision or development.

**Program Review Process: What, When, Who and How**

**Career-Oriented Programs**

Table 1 shows the annual program review process and timeline for career-oriented programs. Links to this table and the Program Review Summary form are published on the [Assessment Resources](#) webpage.

**Table 1: Palm Beach State College: Program Review Process and Timeline**

Data collection period for Program Learning Outcome (PLO) data	June-May
Programs complete all assessments for PLOs in Compliance Assist	May
<p>Program Meeting: Associate Dean meets with all available program staff:</p> <ul style="list-style-type: none"> <li>Review all assessment data (PLO, PHI, Perkins, FETPIP, Occupational Projections, Cost/Revenue, Other if available)</li> <li>Determine which outcomes or measures need improvement and draft improvement plans</li> <li>Review prior-year action plans and draft progress report</li> <li>Draft Program Review Summary Form</li> </ul>	Early September to End of September
<p>Campus Meeting(s): Provost, Academic Deans, Associate Deans</p> <ul style="list-style-type: none"> <li>Associate Deans present summary for each program</li> <li>Campus administrators make overall recommendation</li> <li>Campus administrators adjudicate resource needs for additional faculty, equipment, funds, etc.</li> </ul>	October 1- October 31
College-wide Provost meeting to make recommendations regarding program termination. Recommendations forwarded to the President’s Cabinet.	November 1- November 15
Associate Deans ensure that all PLO data (including final action plans) are entered into Compliance Assist	No later than November 15
Academic Dean sends final copy of Program Review Summary Forms to IRE. IRE uploads Forms into Compliance Assist and compiles College-Wide Program Review reports for SACS documentation	No later than November 15
<p>Associate Deans prepare with the approval of their Deans and submit to their Provost (if needed):</p> <ul style="list-style-type: none"> <li>Curriculum &amp; Instructional Revisions (Curriculum Committee)</li> <li>Facility additions or renovations (Campus Facility Committee)</li> <li>Improved instructional procedures (Program Faculty)</li> <li>Equipment replacement or additions (Campus Budget Process)</li> <li>Faculty/program instructor development (PTLC and/or SPD)</li> <li>Additional faculty (Budget Process – New Position)</li> <li>Reduction of faculty (Campus/HR)</li> <li>Additional support staff (Campus Budget process)</li> <li>Eliminate program (Program Termination Form and Program Closeout Procedure)</li> <li>Other (Cost/Revenue Analyses)</li> </ul>	Variable Dates

**Associate in Arts (A.A.) degree**

The five general education learning outcomes and the four College-wide institutional outcomes constitute the student learning outcomes for the A.A. degree. The student learning outcomes are assessed annually using a multi-measure approach and the results, along with a set of indirect measures such as average grades in general education courses, are reviewed early in spring term by the General Education Assessment Committee. This committee recommends improvement strategies that are forwarded to Dean's Council, Academic Leadership Council and President's Cabinet for implementation. This process is described in more detail in Section L of this manual which is also linked on the [Assessment Resources](#) webpage.

**Assessment Management System**

All of the assessment data and improvement plans are entered into Compliance Assist, an online product that systematically documents all of the College's assessment activities. Further information about Compliance Assist and the link to the software can be found on the [Assessment Resources](#) webpage.