SOUTH FLORIDA STATE COLLEGE
ADMINISTRATIVE PROCEDURES

PROCEDURE NO. 3030

TITLE: ACADEMIC PROGRAM REVIEW PROCEDURES

BASED ON POLICY: 3.03 EVALUATION OF INSTRUCTIONAL PROGRAMS

OFFICE OF PRIMARY RESPONSIBILITY: VICE PRESIDENT FOR ACADEMIC
AFFAIRS AND STUDENT SERVICES

I. Purpose:

To verify that academic programs of the College are effective in achieving student learning outcomes, maintaining integrity, serving community needs, and using College resources efficiently

II. Overview:

The Florida Department of Education, State Board of Education Administrative Rules specify that each Florida College System (FCS) institution shall develop a comprehensive, long-range program plan, including program and service priorities (Rule 6A-14.060). Academic Program Review (APR) is a component of determining program priorities, viability, community needs, and planning for the future.

Program review at South Florida State College is conducted on three levels. The first level is the annual generation of descriptive data about each program and its students. Level I program reviews satisfy the five-year cyclical requirement in the Florida statutes and provide the data used for the selection of programs requiring additional review.

Level II program reviews provide further evaluation of designated programs by the College and may require the assistance of outside agencies. Whenever Level I program review data indicates low performance and/or demand, a Level II program review will be conducted. In the case of transfer programs, a major component of the Level II review is a joint meeting between discipline faculties of the College and the neighboring universities.

Level III program reviews are FCS-wide reviews of selected programs or disciplines by the Division of Florida Colleges and the Division of Career and Technical Education.

III. Procedure:

A. Level I program review

An APR is conducted annually for each degree, diploma, certificate, and adult education program. The program review process has two major components. The first component, Educational Program Assessment (EPA), is designed to evaluate the achievement of student learning outcomes in each academic program. This component of the APR is completed by the program faculty and staff.

The second component of APR is a program profile review that is integrated into EPA and completed annually by the designated academic dean and instructional supervisor of the program. The program profile focuses upon determining the efficiency and effectiveness of programs in meeting community need and use of College resources.

1. Educational Program Assessment (EPA)

The EPA is a systematic process of collective inquiry which focuses upon achievement of student learning at the academic program level. The EPA process is faculty driven and coordinated. Program faculty identify the mission of the designated program or discipline, student learning outcomes to be achieved, and performance measures used to evaluate student outcomes. Performance measures are further classified into data sources, acceptable standards of performance, and defined data collection periods. A more detailed description of the EPA process is available in the Educational Program Assessment Handbook.

Strategic Planning Online (SPOL) is an online database that documents all components of the EPA; moreover, SPOL facilitates alignment of the EPA to the College's operational strategic planning and budgeting. EPA reports and findings are readily available for review by faculty/staff, program managers, division deans, and administration. Each academic dean is responsible for monitoring EPA outcomes, performance measures, results, and resulting improvement activities. The executive director, institutional effectiveness, planning, and technology ensures program compliance with the EPA process and provides training/support for EPA development. Additionally, the Academic Quality Committee (AQC) annually reviews EPA findings and makes recommendations as appropriate.

Findings from the annual EPA review are used to improve program performance by identifying areas for classroom improvement or program/discipline modification. These results may require curricular improvements, changes in pedagogical practice, development of new strategies, or new initiatives requiring additional resources. The improvement activities may carry over into the annual Unit Action Plan (UAP) or Capital Outlay requests depending upon the scope and type of

activities recommended. Findings are also analyzed by the Strategic Planning Review Committee to determine how educational programs support the institution in achieving its strategic plan.

2. Program profile

The program profile is an ongoing review process of monitoring and assessing the administrative variables that influence program performance and efficiency. Academic deans and instructional supervisors are responsible for maintaining the program profile; data are furnished by the Office of Institutional Effectiveness, as available. Findings are shared with faculty within each discipline to help establish a more comprehensive picture of each academic program.

The five major components of the program profile include enrollment management, quality, viability, student success, and demand indicators. Each of these five components attempts to use objective, quantifiable data that can be readily determined. The demand indicator is only required for career and technical education (CTE) programs. The academic dean and instructional supervisor will identify the viability of indicators to be assessed and evaluated annually in the program's EPA. The vice president for academic affairs and student services will approve these identified components and indicators.

a. Enrollment management indicators

1) Number of sections per discipline

2) Number of distance learning courses

3) Number of independent studies

4) Number of day course offerings (monitored by term)

5) Number of evening course offerings (monitored by term)

b. Quality indicators

1) Full-time to part-time faculty ratios

2) Student-to-faculty ratios

3) Advisory board recommendations

4) Employer satisfaction surveys

5) Student evaluation of instruction (SEI)

6) Literacy Completion Points (LCP), Occupational Completion Points (OCP), Educational Functional Levels (EFL)

7) State or national examination scores (if applicable)

8) Nationally recognized certification achievement (if applicable)

9) Review of curriculum for currency, coherence, and sequence

c. Viability indicators
   1) Community need
      a) Workforce projections
      b) Advisory board recommendations
   2) Student enrollments
      a) Headcount trend for past five years
      b) FTE for past five years
      c) Dual enrollment headcount
   3) Number of graduates (past five years)
   4) Costs per FTE
      a) Recurring and nonrecurring funding
      b) Grants
      c) Special allocations
   5) Job Placement rates
   6) Average annual salary

d. Student success indicators

   1) Retention and/or persistence rate

   2) Success in transfer to State University System

   3) Program/Degree completion rate

   4) Credentials of value (OCPs, industry certification, certificate, degree)

   5) Capstone learning opportunities/work-based learning opportunities

   6) Job placement or continuing education (second quarter after graduation)

   7) Earning average wages for Florida

e. Demand indicators (for all CTE programs)

    1) Listed on Statewide Demand Occupation List (DOL)

    2) Listed on any regional DOL

    3) Expected to grow in the next eight years

    4) Mid-to-High wages (HS/HW designation)

Upon completion and review of Level I program review data, programs should be listed on the following graph based on their performance and demand. The quadrant on the graph that each program is assessed will determine if a Level II program review is warranted and the extent of that review based on the criteria listed.
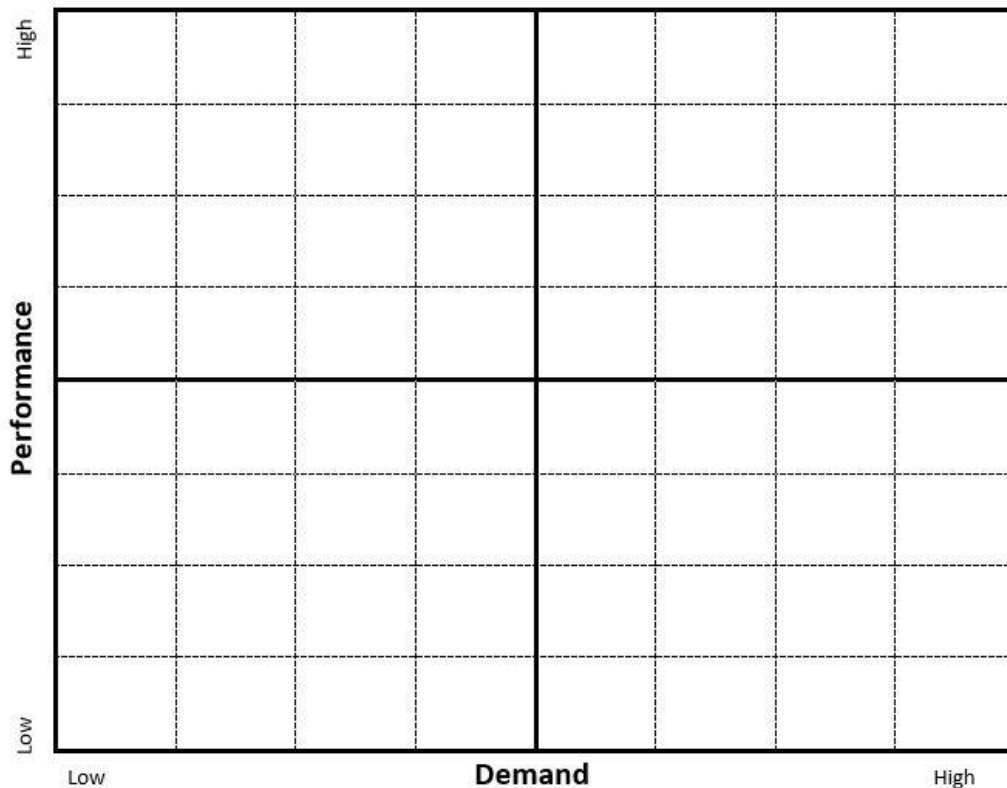
Quadrant I	High performance/high demand – no further action required
Quadrant II	High performance/low demand – modified Level II review focused on program demand
Quadrant III	Low performance/high demand – modified Level II review focused on program performances
Quadrant IV	Low performance/low demand – conduct a full Level II review

B. Level II program review

The AQC, faculty, and staff of the College will perform a Level II program review whenever a Level I program review indicates low performance and/or demand (i.e., when a program is plotted in Quadrants II, III, or IV above). Programs may be reviewed more frequently, or out of cycle, if there are significant areas of concern relating to program quality, viability, or during times of financial exigency.

The Level II review systematically examines each college credit, technical degree/certificate, and adult education program to determine if the program shall be continued, modified, or terminated.

1. College credit programs

   In the baccalaureate and associate degree programs, the following measures shall be used as criteria for the purpose of the APR:

   a. Student enrollments - Number of advanced and professional students

   b. Transfer student GPAs - Percent of graduates enrolled in Florida public universities who earn a GPA of 2.5 or above

   c. Student performance on the general education competencies – extent to which graduates demonstrate mastery of the general education competencies

   d. Student retention and success rates – Percent of college prep and non-college prep students who are still enrolled in good standing (2.0 GPA or above) or who have graduated after a four-year period.

   e. Degree to which employer and student demand is being met as demonstrated by local, state, and/or national data

2. Technical degree, certificate, and adult education programs:

   In the occupational degree and certificate programs, and the adult education programs, the measures used in this review shall consist of the extent to which the following are relevant to the program being assessed:

   a. Ratio of financial allocations to program costs

   b. Enrollment standard for the degree, certificate, or program (number of students enrolled in program)

   c. Graduation or completer standard for the degree, certificate, or program (percent of students completing the program)

d. Job placement (percent of graduates placed in program-related jobs or the military) and average salary

e. Employer satisfaction (employer feedback through a survey or program advisory committee)

f. External agency accreditation is maintained

g. If applicable, state licensure passing rate (percent of graduates taking the state licensure exam and passing on the first attempt)

h. Degree to which employer and student demand is being met as demonstrated by local, state, and/or national data

C. Review process

1. Program review levels

   a. Reviews for each academic program or discipline shall be conducted on an annual basis. Reporting program faculty, supervisor, director, and or dean will provide a self-assessment as to the viability of the program under review.

   b. The status of the program will be categorized as either:

      1) Satisfactory

      2) Warning or probation, or

      3) Terminated

2. Status review

   a. Satisfactory: no further action required

   b. Warning or probation: If a program is in a warning or probation status, the program faculty, program chair or manager, and/or the dean will submit an action plan to reflect the steps that will be taken during the next academic year to bring the program back to satisfactory status. This will be used to determine if the program has improved to reach satisfactory status, remains at a warning status, or will be dropped to probationary status.

   These actions may include, but are not limited to, such activities as:

   a. Revising the curriculum

   b. Employing new faculty and/or staff

c. Conducting special faculty development activities

d. Moving the program to a new location

e. Purchasing new equipment

f. Developing new recruitment materials and conducting additional activities

g. Revise course scheduling to better meet student needs

h. Developing the new learning strategies

i. Working closely with the businesses/industries served to better meet their needs

j. Adjusting student/teacher ratios

k. Making changes as recommended by the advisory committee or external accrediting agencies

Note: Programs with a warning or probation status will conduct a Level II program review the subsequent year.

If a program has been designated to be on warning status for the second year of Level II review, the program faculty, program chair or manager, and/or the dean will demonstrate to the AQC whether the program should remain at the warning status level or if it should be moved to probation status.

If a program has been designated to be on probation status for the second year of Level II review, the program faculty, program chair or manager, and/or the dean will demonstrate to the AQC the program's viability. For programs determined to be viable, the subcommittee will recommend a status designation for subsequent review.

3. Program closure

Every effort shall be made to restore programs on warning or probation status as long as there is demonstrated student and community need.

Programs that have no strong identified community demand, low enrollment, and/or high program costs may be terminated at any time.

If it is determined that a degree/program is to be terminated, the president shall make the recommendation to the South Florida State College District Board of Trustees. A substantive change prospectus is then submitted to the Southern Association of Colleges and Schools

Commission on Colleges (SACSCOC) following good practice guidelines for Closing a Program, Site, Branch, or Institution. Approval from SACSCOC must be obtained prior to implementation.

Upon SACSCOC approval, the program shall be dropped from the College Catalog and no new students shall be allowed to enroll. Students currently enrolled in the program will be notified in writing and individually advised for program completion or assisted with a change in major.

A timeline for program closure will be developed and distributed to those impacted, including faculty and staff. The phase-out period may last up to two years so that all needed coursework will be offered in sequence one last time. Student progress in these courses will be monitored closely to verify they are fully aware of the program status and their options toward degree completion.

Exceptions to this process may be considered provided there are unforeseen or mitigating circumstances.

4. Reporting

   a. Data collected for both Level I and Level II reviews will be summarized and provided in a report that will be presented to the AQC by the appropriate dean and/or program chair according to the following schedule:

      1) Level I – During fall term

      2) Level II – During the spring term

   b. Level II reports will include a strategy and timeline for taking corrective action. Progress towards resolution will be presented at subsequent AQC meetings.