



Academic Management Manual

Section K

Program Review

Academic
Affairs
2009-10

Table of Contents

Introduction.....	K-1
Program Review at the State Level	K-1
Components of the PBCC Program/Discipline Review Process.....	K-2
Program/Discipline Health Indicators	K-2
PHI Models by Curriculum Areas.....	K-3
Learning Outcomes	K-3
Levels of Learning Outcomes	K-3
Curriculum Review Process	K-4
Program Review Process: What, When, Who and How.....	K-5
Web Tool for Entering Program Reviews	K-6
Discussion and Conclusion	K-9

Introduction

Through the institutional effectiveness assessment cycle, each area of Palm Beach Community College (PBCC) must use 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 programs and disciplines to ensure that the curriculum (courses and programs) supports student success.

Program/discipline 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. The model presented in this document takes elements from the current program review process and adds additional components to improve assessment, effectiveness and ultimately student success.

Program Review at the State Level

Program review is an integral part of the Florida community college system. Florida Statutes require the review of every major program in the State Community College system "every five years or whenever effectiveness or efficiency of a program is jeopardized." Statutes also require the Division of Community Colleges to "conduct periodic reviews of existing programs." Rule 6A-10.039(1), Florida Administrative Code, requires the Division of Community 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 community college and the Division of Community 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 community 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 community 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. Courses in the AA degree program are divided into academic disciplines for purposes of Level II review.

Level III program review is the community college system-wide review of selected programs by the Division of Community 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 Community College fulfills the requirements of Level II program review and for the college's commitment to institutional effectiveness.

Components of the PBCC Program Review Process

The model for program review at PBCC is based on three major components: 1) Program/Discipline Health Indicators; 2) Student Learning Outcomes and 3) Curriculum Review Process. Program/Discipline Health Indicators are primarily quantitative measures of discipline and program performance; student learning outcomes seek to provide qualitative measures of student learning; and finally the Curriculum Review process ensures that the program content in career programs is current and in demand by local business and industry.

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

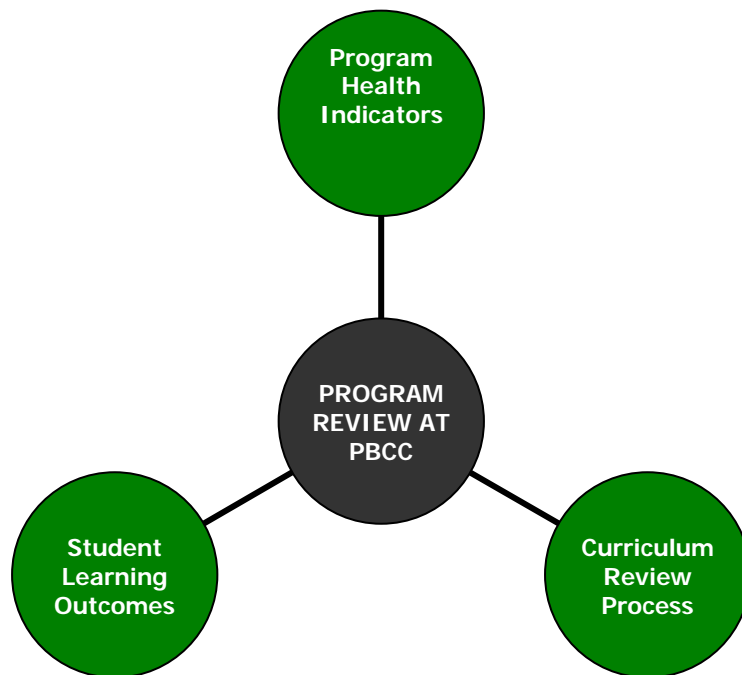


Figure 1 – Components of Program Review at PBCC

Program Health Indicators

The Program/Discipline Health Indicators (PHI) report constitutes the major quantitative portion of program review at PBCC. This yearly report reviews each major division of the PBCC curriculum, including degrees, certificates and continuing education. Each area of the curriculum includes data that is germane to the particular area of study.

The three major ways in which curriculum can be divided at PBCC 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, which includes areas such as mathematics, humanities and science. 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. Courses are defined as continuing education courses that are designed to provide additional training or skills to a person employed in a particular vocation.

A major component of all degree and discipline area PHI reports is the concept of success rate, which is defined as the percentage of students who earn A's, B's and C's.

PHI Models by Curriculum Area

For the transfer curriculum (Associate in Arts degree), general education and college preparatory disciplines, the PHI model presents data on such measures as student headcounts, full time equivalents (FTE), success rate and other program related data.

For career credit programs and clock hour programs (Associate in Science/Applied Science degrees, College Credit Certificates, vocational certificates, Applied Technical Diplomas and Advanced Technical Certificates) the PHI model presents a more comprehensive data review. Here, the PHI model presents data on program completers, FTE, headcount, success rate in core curriculum, and other program measures. See <http://www.pbcc.edu/x4248.xml> for links to PHI reports.

The PHI report will be prepared yearly at the conclusion of the state reporting year (summer, fall and spring terms). During the fall of the next academic year, program and discipline faculty and staff will be asked to (a) review the report, (b) indicate whether or not the program/discipline needs improvement, (c) indicate if the program/discipline is targeted for improvement in the upcoming year and, if so, (d) provide an improvement goal for one or more of the performance indicator(s) listed in the report and develop strategies to help realize the desired performance gain. In the subsequent year, improvement in the data indicator is measured to see if the goal was attained.

Learning Outcomes

PBCC has instituted a major change in its curriculum focus towards the concept of learning outcomes. Defined, 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.

Levels of Learning Outcomes

Learning outcomes were developed at several curriculum levels. First, general education learning outcomes were developed (see <http://www.pbcc.edu/GeneralEducation.xml>). The second phase of learning outcomes development was at the program level, where faculty and staff developed learning outcomes for their areas. Program-level learning outcomes and general education learning outcomes are available at: <http://www.pbcc.edu/x10271.xml>. All course outlines have been to reflect the general education and course-level student learning outcomes, and have course level learning outcomes in lieu of objectives.

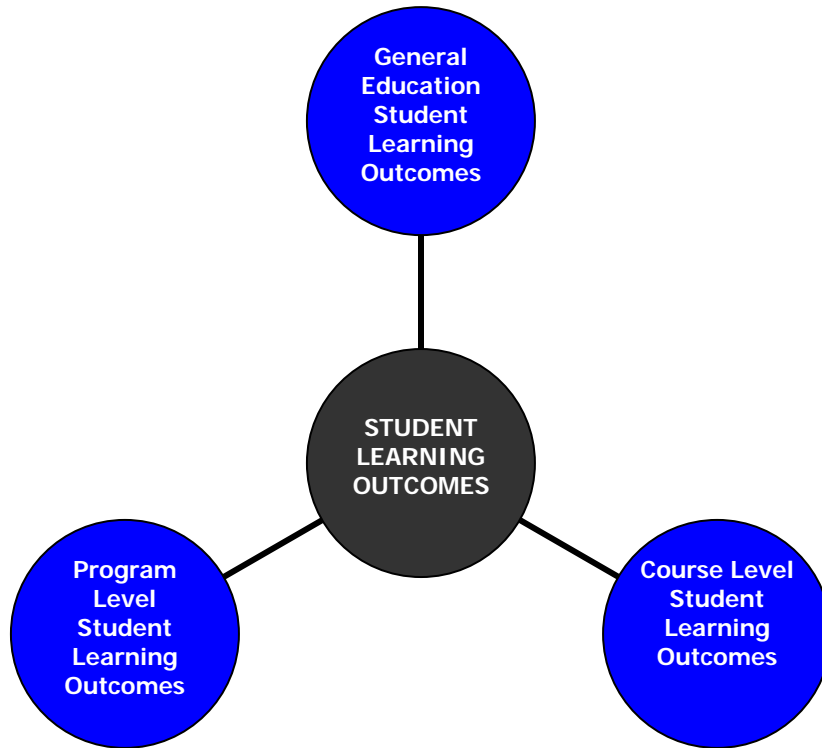


Figure 2 – Student Learning Outcomes at PBCC

The concept of this 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 being measured by faculty and staff through an assessment process. This process allows PBCC to continually assess the learning outcomes of courses and more importantly allow faculty to adjust teaching methods and classroom activities to improve learning outcomes. Section L of this manual provides a more complete description of the development and assessment of Learning Outcomes at PBCC: http://www.pbcc.edu/documents/academic_services/sectionl.pdf

Curriculum Review Process

For career programs, a third element of review may be added. When the college is developing new programs, a curriculum review process is conducted. For existing programs, a curriculum review process is only undertaken when needed (e.g. new technology).

The curriculum review occupational analysis 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

The table below illustrates the components of the review process for vocational programs and disciplines and how frequently they are assessed.

Review Component	Review Cycle	Applicability
Program/Discipline Health Indicators	Annual	Vocational Programs & AA Disciplines
Learning Outcomes	Annual	Vocational Programs
Curriculum Review Process	As needed	Vocational Programs

Program/Discipline Health Indicators Process and Timeline

Process. The Associate Dean responsible for each program and discipline will submit a review form via a web tool every year. For AA disciplines, this review only considers the Program Health Indicators-- Learning Outcomes and the Curriculum Review Process are not applicable to AA disciplines (Learning Outcomes for academic disciplines are assessed as a component of the General Education Learning Outcomes assessment). For Vocational Programs, the review considers all relevant information available from the prior reporting year (at a minimum, Program Health Indicators, but may also include Learning Outcomes, Curriculum Review Process, results of an accreditation review).

Although all programs/disciplines are reviewed every year, only a subset will be targeted for improvement. Each campus determines a process for deciding which of the campus programs/disciplines will be targeted for improvement.

If a program/discipline is targeted for improvement, the additional fields must be completed on the review form indicating which performance measure is targeted, what is the improvement goal, and strategies to achieve that goal. Two years later, that performance measure will be re-assessed to determine if the goal was achieved.

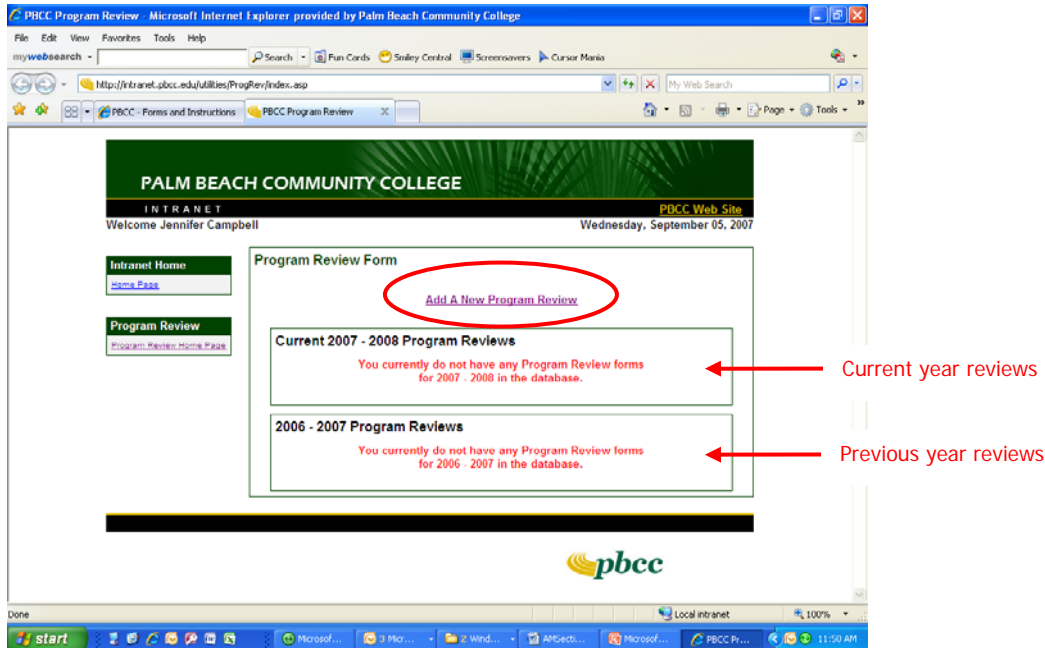
Timeline. The PHI report is produced by the IRE office and published in August of every year. Between September and November, Associate Deans should consult with faculty and submit initial reviews to Deans/Provost on their campus. During December and January, campus administrators meet to select programs targeted for improvement and devise improvement strategies. Final review forms are due to VPAA via the web tool on February 1

Web Tool for Entering Program Reviews

The web tool is located at: <http://intranet.pbcc.edu/utilities/ProgRev/index.asp>. Associate Deans have permission to access the reporting tool.

Opening Page

When you click on the above link, the page pictured below is displayed.



If a program/discipline has not been reviewed previously, you will want to click the link to “Add a New Program Review”.

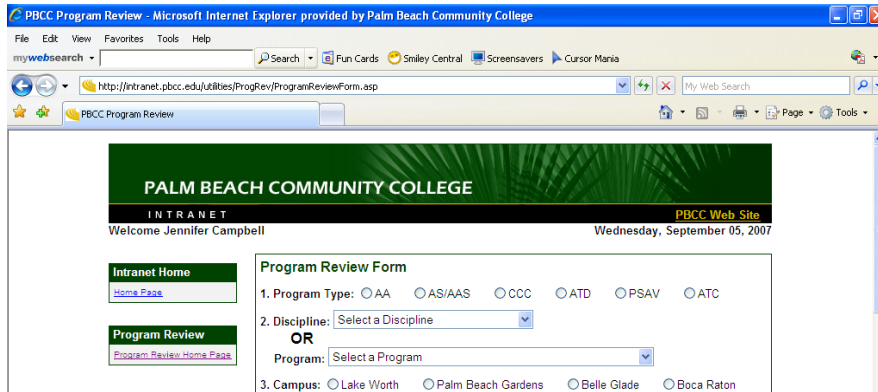
If you have already completed/submitted a review for the current year and now wish to edit/alter or print the review, select it from the list of current reviews submitted (the list will be displayed in the top box).

Reviews submitted from the prior year will be listed in the next box. You can click on any program/discipline listed in this box and the web tool will give you the option of copying the identifying information from the previous review into this year’s review form (Questions 1, 2, 3, and 12 are copied into the current form).

The last box lists programs/disciplines targeted for improvement two years earlier. For these reviews, you need to complete a progress report. To do so, click on the program/discipline title to open the review and complete the two questions assessing whether or not the improvement goal was achieved and what you plan to do with the results

You will not be able to edit or alter reviews submitted from prior years, except to complete the two progress report questions.

Reporting Page



At the top of this page, indicate the program type (Q1) and select the discipline OR program from one of the two drop-down boxes (Q2). Then indicate a campus (Q3). Information for Q1 – Q3 must be entered the first year the program/discipline is reviewed, but thereafter can be ‘recycled’ from a previous year’s review by selecting the earlier review on the Opening Page.

4. Data Sources reviewed:

- Program Health Indicators
- Other

If you selected "Other", what is the data source?

5. Does this discipline/program need improvement: No Yes
If "No", skip to question 11.

6. Review identified the following needs or problems: Process to follow is in parentheses.

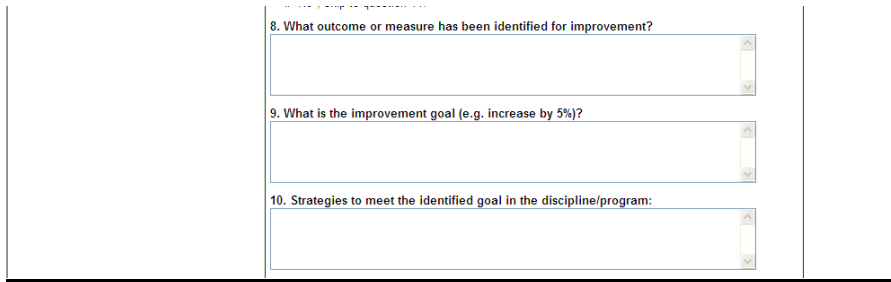
- Curriculum and Instructional Revisions (Curriculum Committee)
- Facility Additions or Renovations (Campus Facility Committee)
- Needs analysis indicates program not in demand (Program Closeout Procedure)
- Improved Instructional Procedures (Faculty Program)
- Equipment Replacement or Additions (Campus Budget Process)
- Faculty/Program Instructor Development (PTLC and/or SPD)
- Additional Faculty (Budget Process – New Position)
- Reduction of Faculty (Campus / HR)
- Additional Support Staff (Campus Budget Process)
- Other

If you selected "Other", what is the other need or problem?

7. Is this discipline/program being selected for review this year? No Yes
If "No", skip to question 11.

In Q4, please indicate the sources of information used in this review (check all that apply). Program Health Indicators are available every year and should always be used. The category “Other” indicates other available information such as an accreditation review. If you select “Other”, type the source in the text box.

For Q5, indicate whether or not the program/discipline needs improvement, and if so, indicate in Q6 the type of improvement needed. Even if a program/discipline needs improvement, it may not always be possible to immediately address the improvements (perhaps because the resources needed are not available or other programs needing improvement have a higher priority). In targeting disciplines for improvement, priority should be given to math and science curriculum. In Q7, indicate whether or not the program/discipline is being selected as a target for improvement this year.

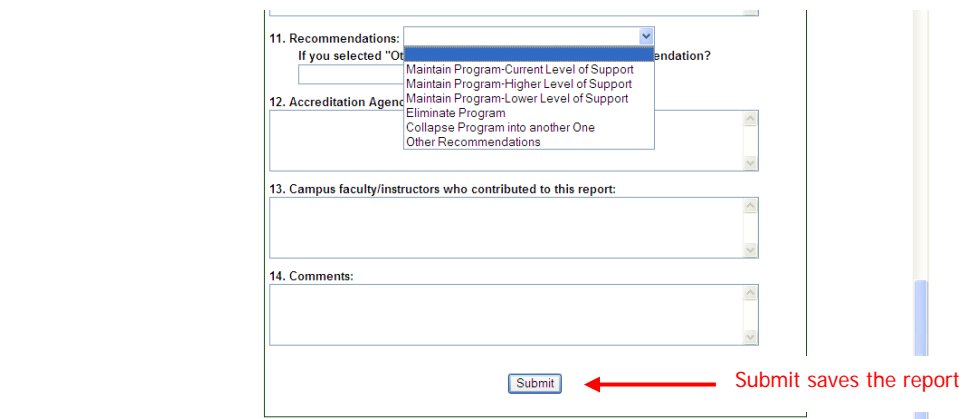


8. What outcome or measure has been identified for improvement?

9. What is the improvement goal (e.g. increase by 5%)?

10. Strategies to meet the identified goal in the discipline/program:

If a program/discipline is being selected for improvement, please complete the information in Q8, Q9 and Q10 indicating the outcome or measure that has been identified for improvement (Q8), the improvement goal (Q9), and strategies to meet that goal (Q10).



11. Recommendations: If you selected "Other Recommendation?"

- Maintain Program-Current Level of Support
- Maintain Program-Higher Level of Support
- Maintain Program-Lower Level of Support
- Eliminate Program
- Collapse Program into another One
- Other Recommendations

12. Accreditation Agency:

13. Campus faculty/instructors who contributed to this report:

14. Comments:

← Submit saves the report

For Q11, select a recommendation regarding the program/discipline from the drop-down list shown above. If you select "Other Recommendation", type the recommendation in the text box.

If the program is accredited by an Accreditation Agency, type the name of the agency in Q12. Information for Q12 must be entered the first year the program/discipline is reviewed, but thereafter can be 'recycled' from a previous year's review by selecting the earlier review on the Opening Page.

In Q13, enter the names of faculty/instructors who were consulted or contributed to the report. Q14 is available for you to enter any comments you feel are appropriate.

Click "Submit" to save your report in the database. As noted earlier, you can edit and/or print your report after it has been submitted.

Discussion and Conclusion

The program review model presented in this document will allow the college to assess programs and disciplines at many different levels of analysis. Each component of the model assesses a unique quality of each program or discipline that might otherwise be lost. For example, a program may have healthy numbers as reflected in the program health indicators report but could possess a curriculum that is not up-to-date. Contrastingly, a program could have well developed and meaningful learning outcomes but suffer from low enrollment or completion.

All of these assessments together will contribute to the overarching college goal of student success and the institutions commitment to institutional effectiveness.

Please see the web page at <http://www.pbcc.edu/x4248.xml> for a detailed schedule as items become due for review.