

Comprehensive Academic Program Review

Program Review Process

The program review process at St. Petersburg College (SPC) is a collaborative effort to continuously measure and improve the quality of educational services provided to the community. The procedures described below go far beyond the “periodic review of existing programs” required by the State Board of Community Colleges; and exceed the necessary guidelines within the Southern Association of Community Colleges and Schools (SACS) review procedures. State guidelines require institutions to conduct program reviews every five years as mandated in chapter 1001.02(6) of the Florida Statutes.

Comprehensive Academic Program Review

The Comprehensive Academic Program Review (CAPR) was developed by the Department of Institutional Research and Effectiveness at SPC and is specifically designed to be a summative evaluation of the various lower division technical programs at the College.

The CAPR was developed to meet three objectives within the academic assessment process; specifically,

- To provide a comprehensive report that summaries all elements of the program’s viability and productivity from a 360-degree perspective,
- To provide comprehensive and relevant program-specific information to key College stakeholders, such as the President’s Cabinet members, in order to make critical decisions regarding the continued sustainability of a program, and
- To provide program leadership a vehicle to support and document actionable change for the purposes of performance improvement.

The development of the CAPR was a multi-departmental effort and involved numerous academic programs as well as all administrative offices in the area of institutional effectiveness. The evolution of the CAPR process has intentionally

remained dynamic allowing for changes and adjustments to measures, definitions, and types of attachments with each new program review. New revisions to the document are weighted between the best measures to describe and evaluate an individual program and the global impact of the revisions on future program reviews.

SPC reduced the recommended program review timeline to three years to coincide with the long-standing, three-year academic program assessment cycle, producing a more coherent and integrated review process. Figure 1 represents the new integrated three-year assessment cycle.

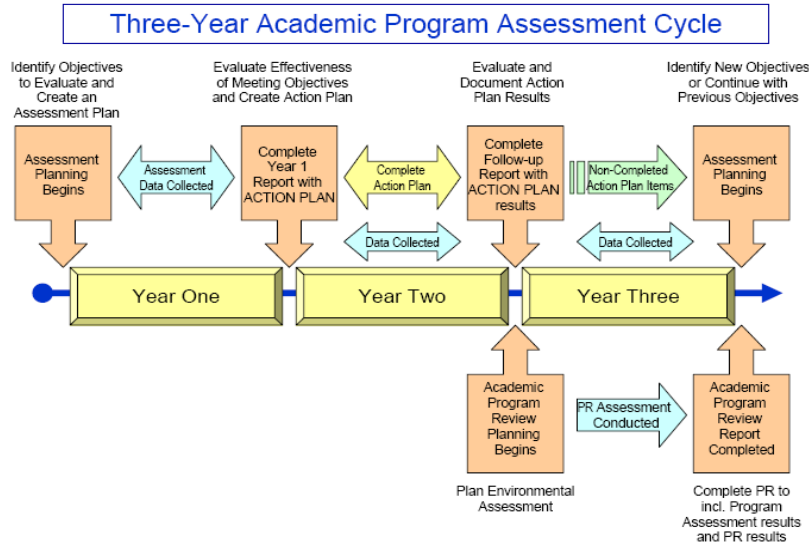


Figure 1. The Three-Year Academic Program Assessment Cycle.

Traditionally, program reviews at SPC consisted primarily of a community focus group and a few occupational growth measures. This information was presented to the President’s Cabinet for evaluation. The CAPR was designed to be more representative of a program’s quality and as such, contains measures involving a number of stakeholder perspectives. These measures include the program description, program performance measures, program profitability measures, academic outcomes, stakeholder perceptions, occupation trends and information,

state graduate-outcomes information, and the program director's description of program issues, trends, and recent success.

To encourage the use of results, the program director and provost are required to provide an action plan for improving the performance of the program. A follow-up report on these results is required the following year. The CAPR process also includes a review of the CAPR documentation by the technical advisory committee and the President's Cabinet.

Dissemination of Information

SPC developed an Educational Assessment Website (<https://it.spcollege.edu/edoutcomes/>) to provide a medium for completing the educational assessment reports as well as establishing a repository for program specific information. College administration and instructional staff are provided access to "completed" assessment reports including the CAPR. This online access further encourages the use of assessment data as well as highlighting "best practices" across the College.

Sections within the CAPR

The first section of the CAPR document is the **Executive Summary** which summarizes the relevant program specific information that is contained within the document.

The **Introduction** section begins with the SPC mission statement and includes a description of the institutional effectiveness process at the College as well as an overview of educational assessment and the program review process.

The **Program Description** section contains a program description (*Source: 2007-08 SPC Course Catalog*) and recent program accreditation information (*Source: Personal correspondence with the program director*).

The [Program Performance](#) section begins the program specific measures within the document. These measures include actual course enrollment (*Source: PeopleSoft Course Management Summary, Report ID: S_CMSUMM*), SSH productivity (*Source: PeopleSoft Student Administration System, report ID: S_CMSUMM*), program graduates (*Source: SPC 2007-08 Factbook, Table 31*), grade distributions (*Source: Collegewide grade distribution report generated at the end of the session*), and fulltime/adjunct faculty ratio (*Source: PeopleSoft Student Administration System, report ID: S_FACRAT*).

The [Program Profitability](#) section includes the relative profitability index [RPI-T] (*Source: PeopleSoft Financial Production database, report ID: ORGBUDSI*) and the [Program Improvement](#) section includes the capital expenditure measures (*Source: PeopleSoft Financial Production System: Summary of Monthly Organization Budget & Actuals Status Report ORGBUDA1 from End of Fiscal Year*).

The [Academic Outcomes](#) section contains the program's major learning outcomes as well as a summary of the results of the most recent Academic Program Assessment Report [APAR] (*Source: Academic Outcomes 2006-07 Assessment Report*).

The [Stakeholder Perceptions](#) section contains program level Student Survey of Instruction (SSI) data including lecture, non-lecture, clinical, and eCampus survey data (*Source: PeopleSoft Query S_SSI_CHRT_QRY_CAMPUS*), a summary of the most recent technical advisory committee meeting minutes, and survey results from the Recent Graduate Survey (*Source: 2005-06 Graduate Survey Results*), and Employer Surveys (*Source: 2005-06 Employer Survey Results*).

The [Occupation Profile](#) section contains the occupation description and economic data such as the US, state, and area wage information (*Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey; Florida Agency for Workforce Innovation*) and employment trends (*Source: Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; Florida Employment*

Projections and Source: FL Labor Market Statistics, Occupational Employment Statistics & Wages Program). This section also contains information on state graduate outcomes (*Source: Florida Education and Training Placement Information Program FETPIP: Community College Vocational Reports: <http://www.fldoe.org/fetpip/pdf/0304pdf/cc0304asc.pdf>*)

In addition to the various sections listed above, the CAPR also includes

- program director's perspective of program trends, issues, and recent success (*Source: Personal correspondence with the program director*),
- President's Cabinet's review and comments,
- Recommendations/action plan created by the program director and the provost (*Source: Personal correspondence with the program director*),
- action plan follow-up (to be completed one year later),
- assessment personnel contact information, and
- appendix containing the C&I program plan overview as well as the Technical Advisory Committee minutes and Recommendations from the last three years.

CAPR Assessment Process

CAPRs are created according to a three-year schedule. Program Directors are notified that a CAPR is being developed and are requested to provide initial information such as program accreditation, any outstanding Technical Advisory Minutes, and capital expenditure purchases information. The Assessment Coordinators begin the process of collecting the relevant program information from the sources mentioned above and creating appropriate charts and graphs of the trend information. The next step in the process is the formatting of the document such as updating the relevant program descriptions and adding the necessary appendix information.

Once the draft document containing the updated measures has been compiled, the program director is again contacted to review the draft document and create the program trends, issues, and recent success sections as well as the action plan for

the upcoming year. Once these sections have been drafted and sent to the Assessment Coordinators, the sections are formatted and inserted into the CAPR document.

The final draft is then disseminated by the Program Director to the members of the advisory committee and faculty members for review and discussion. Relevant comments are included within the document. The updated document is then approved and signed by the Program Director and the Provost. This version is presented to the President's Cabinet by the Program Director and the Provost in a brief 5 - 8 minute presentation. Any comments from the President's Cabinet can then be inserted into the final document. The first stage of the process is concluded with the President's signature.

The approved document is subsequently uploaded to the Ed Outcomes website for dissemination. The Program Director and faculty will then begin the process of implementing the action plan items. The second phase of the process occurs one year later when the action plan follow-up section is completed by the Program Director and the Provost with assistance from the Assessment Coordinators and the final document is uploaded into the Ed Outcomes website.