

**PROGRAM REVIEW MODEL**  
**For Academic (Credit/Non-Credit), Academic Support and Administrative Areas**  
**Hillsborough Community College, Tampa, Florida**

*The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission.*

- SACS Core Requirement 2.5

The demonstration of institutional and instructional effectiveness includes the evaluation of all academic, academic support, and administrative units within the college. Therefore, a formal, on-going process of review will be implemented to assess each unit's contribution to institutional effectiveness, while generating useful information for unit improvement.

**Purposes**

Hillsborough Community College engages in a review of academic, academic support, and administrative areas for the following purposes:

1. To complement the institution's strategic planning process requiring the internal development of unit plans with an external perspective in the review of those plans and the quality of programs and services.
2. To respond to intrinsic motivations for continuous improvement with a focus on the enhancement of institutional effectiveness and efficiency; student learning outcomes; and client satisfaction.
3. To respond to state mandates and accreditation requirements of the Southern Association of Colleges and Schools calling for a systematic review of all programs and services.

**Implementation**

All reviews will be completed in a five-year cycle. A review will be conducted by a Task Force composed primarily of individuals outside the unit under review. The Chair will be a full-time employee of the unit under review.

The charge to the Task Force is to identify strengths and weaknesses of the unit as guided by empirical evidence. From the list of strengths and weaknesses, the Task Force is to develop recommendations for improvement to capitalize on strengths and redress weaknesses.

For academic areas, a judgment should also be rendered regarding the continued viability of the program in context of service area demand, enrollment, and critical workforce needs.

The work of the Task Force will be completed within a fall or spring semester. The Chair may opt to use a suggested model of implementation included at the conclusion of this document.

### Data

Central to the review is an examination of data, including measures of stakeholder satisfaction, to support empirically-derived lists of programmatic strengths and weaknesses. These lists form the basis upon which recommendations for improvement are developed.

To an extent, the model does not prescribe a complete list of quantitative measures that should be collected. For the review process to be most beneficial, it must be flexible enough to encompass whatever aspects of the unit the Task Force views as relevant. Attention should be given to those outcomes and measures the college has recognized as indicators of institutional effectiveness including those identified in the Critical Success Factor document.

Nonetheless, each review will include an examination of Institutional Effectiveness Survey results as prepared by the Department of Institutional Research. These results will reflect levels of client satisfaction, and in some instances, results of self-assessment. The annual college Fact Book is also an important data reference that provides data on many of the programs and services rendered by the College.

For academic programs, data must focus on measurable learning outcomes (e.g. licensure pass rates, CLAST pass rates, competency check-off lists, capstone courses) consistent with student competencies to be attained upon successful completion of the program.

*Direct evidence* of student learning demonstrates the degree to which a student has attained mastery of knowledge, skills, and abilities as a result of their engagement in a collective set of instructional experiences at the college. It is fundamental that results of learning outcome measures be used to develop recommendations to improve academic programs and overcome barriers to learning.

Task force Chairs will have chief responsibility for providing data to the Task Force. Based upon the available data and the needs of the review, the Task Force will determine if additional information is needed still. The Task Force will be responsible for collecting additional information. If requested, consultative assistance can be provided by the Office of the Executive Director of Strategic Planning & Analysis.

### Task Force Composition

A Cabinet-level official will identify the names of individuals to serve on the Task Force. **This will include securing agreement to serve by those individuals identified and identifying a first meeting date/time/place.** The Cabinet officer will forward this information to the Executive Director of Strategic Planning & Analysis. The College President will issue a letter of appointment including the charge to the Task Force.

The composition of the task force must include the following:

1. A full-time employee of the unit under review to serve as Chair;
2. Supervisor/administrator of another unit;
3. One full-time and/or continuing part-time faculty outside the unit; and
4. One full-time staff outside the unit.

If the unit is academic or academic support, it must also include:

5. One currently enrolled student or graduate; and
6. A member of the program's advisory committee.

Other potential members include individuals drawn from the local school system, local senior institutions, experts in the field, divisional administrators, peer colleagues from another community college, etc. In all instances it is recommended that the Task Force be kept to at least five but no more than eight to facilitate completion of the task.

## **Reporting**

### Task Force Report

A report of Task Force findings will be drafted by the Chair and approved by the Task Force. The report must include, but is not limited to, the following components:

1. An introduction to include the purpose and scope of the review and a description of the review process;
2. Description of the unit – its functions and whom it serves;
3. Strategic planning objectives of the unit including progress toward achievement and identification of the college goal each supports;
4. Strengths of the unit as informed by evidence;
5. Weaknesses of the unit as informed by evidence;
6. Recommendations for improvement and identification of the college goal each supports;
7. Distribution list of the final report;
8. List of appendices; and
9. Appendices to nominally include results of Institutional Effectiveness surveys.

### Follow-up Reports

Two brief follow-up reports will be drafted by the designee(s) of a Cabinet-level officer(s). Each report will include a listing of the final recommendations with a few statements indicating the status of their achievement.

The first follow-up report is due in the semester following the review. A draft of the first follow-up will be presented to Cabinet at that time. Subsequent to the presentation, an electronic copy is forwarded to the Executive Director of Strategic Planning & Analysis for electronic posting. The second follow-up is due one year later to the Executive Director of Strategic Planning & Analysis.

Recommendations not achieved within a year may become unit planning objectives to ensure a continued focus on their attainment. Objectives that stem from review recommendations should be indicated as such in the Strategic Planning System.

### Report Distribution

The Task Force report will be distributed in print format to the Cabinet, appropriate deans/directors, unit head, task force members, advisory committee members as applicable, and all campus libraries. An electronic version of the task force report and both follow-ups will be forwarded to the Executive Director of Strategic Planning & Analysis for archiving to the website of the Department of Institutional Research and notification to the college community.

### **Administration**

All reviews will be conducted within a five year cycle. The President's Cabinet provides leadership and oversight to the review process. Specific duties include:

- Approving the program review model and any revisions;
- Approving the schedule of reviews;
- Identifying task force membership, scheduling their first meeting to include date/time/place, and relaying this information to the Executive Director of Strategic Planning & Analysis;
- Ensuring the completion of reviews;
- Designating those to compose the follow-up reports and relaying the appointments to the Executive Director of Strategic Planning & Analysis; and
- Supporting the implementation of appropriate recommendations.

A presentation of Task Force recommendations and a draft of the first follow-up report will be presented to Cabinet in the semester it is due.

Note that although Cabinet recommends task force membership, the President has final approval via a letter of appointment.

The Office of the Executive Director of Strategic Planning & Analysis has managerial oversight of the process to ensure its implementation. Specific duties of the Office of the Executive Director include:

- Drafting letters of appointment to the Task Force on behalf of the College President;
- As needed preparing administrators, Task Force Chairs and members to fulfill their responsibilities;
- Providing select data support to the review including summaries of Institutional Effectiveness Surveys, the annual Fact Book, and indicators of institutional effectiveness included in the Critical Success Factor document;
- Ensuring that all reporting requirements are completed in a timely fashion; and
- Proposing to Cabinet, revisions to the model or any other aspect of the process as warranted.

Responsibilities of the Task Force Chair include:

- Committing the time, energy, preparation, and forethought toward preparation for each meeting of the Task Force;
- Channeling to the Task Force all data needed to support development of strengths, weaknesses, and recommendations;
- Ensuring that the review is conducted in an objective and constructive fashion with a focus on developing empirically derived lists of strengths, weaknesses and recommendations for improvement; and
- Completing all writing assignments in a timely fashion as prescribed.

Responsibilities of the Task Force include:

- Devoting the necessary time, energy, preparation, and forethought to the evaluation;
- Commitment to conducting a constructive review that will lead to the improvement of the unit;
- Punctual arrival for all meetings and completing assignments by agreed upon deadlines; and
- Collectively developing a list of strengths, weaknesses, and recommendations for improvement within the semester designated.
- **To the greatest extent possible, examining data as the basis for the identification of strengths and weaknesses;** and
- Developing recommendations for improvement that capitalize on strengths and redress weaknesses.

*Approved by President's Cabinet 1/18/05. Revisions approved provisionally 7/5/05 subject to the outcome of the program review schedule.*

## **Program Review: A Model for Implementation**

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**Purpose:** The Implementation Model proposes a means of fulfilling the requirements of a program review within four meetings of a Task Force. The review is to be completed within a fall or spring semester. The first three meetings will last approximately two hours each. The meeting agendas will contribute directly toward completion of the final report. All members should bring their calendars to the first meeting.

### **Meetings:**

<b>Meeting</b>	<b>Agenda</b>	<b>Comments</b>
<i>First</i>	1. Review model of program review.	PowerPoint prepared by Strategic Planning.
	2. Describe the unit, its functions, its clients; progress toward planning objectives; and implementation of recommendations from the last review.	Presented by Chair.
	3. Data examination. Distribution to include I.E. Survey results, unit measures of effectiveness or student learning outcomes, Fact Book, etc.	Prepared by Chair and data prepared by the Dept. of IR.
	4. Identify scope & area of focus of the review.	Proposal by Chair
	5. Determine if additional data are needed.	Task Force
	6. Schedule all remaining meetings within the semester.	Chair & Task Force
	<b>Homework:</b> A. Chair and/or Task Force gather additional information if needed. B. Examine data and draft independent lists of unit strengths & weaknesses.	
<i>Second</i>	Identify strengths and weaknesses/areas for improvement	Flip-chart activity: Modified Nominal Group Technique
	<b>Homework:</b> draft independently recommendations for improvement.	
<i>Third</i>	Identify recommendations/suggestions	Flip-chart activity: Nominal Group Technique
	<b>Homework:</b> A. Chair drafts report & distributes. B. Task Force reviews report.	
<i>Fourth</i>	Review & approve draft report	May be done electronically

**Final Report Content:**

1. An introduction to include the purpose and scope of the review and a description of the review process;
2. Description of the unit – its functions and whom it serves;
3. Strategic planning objectives of the unit including progress toward achievement and identification of the college goal each supports;
4. Strengths of the unit as informed by evidence;
5. Weaknesses of the unit as informed by evidence;
6. Recommendations for improvement and identification of the college goal each supports;
7. Distribution list of the final report;
8. List of appendices; and
9. Appendices to nominally include results of Institutional Effectiveness surveys.