



[Banner below indicates who needs to review policy. Most common example: University Community (faculty, staff and students)]

University Community (faculty, staff and students)

Table with 3 columns: SUBJECT (R*), EFFECTIVE DATE (R*), POLICY NUMBER (O*). Row 1: PROGRAM REVIEW POLICY, July 1, 2014, TBD

POLICY STATEMENT (R*)

Quality assurance is a hallmark of higher education. A systematic review of degree programs should provide evidence that a degree program is educationally sound and economically viable. Program reviews assist the university, in the discharge of its statutory obligations, to be accountable to the public through summary reports to the Florida Board of Governors. In addition, a program review and its self-study provide input to the Office of the Provost to determine the following:

- Document how individual academic programs are achieving stated student learning and program outcomes within the context of the university's mission and the Florida Board of Governors' Strategic Plan.
Monitor the academic programs' performance vis-à-vis national trends.
Make necessary resource (re-) allocations.
Inform strategic planning, program development, and budgeting decisions.

The systematic program review also provides the vehicle for the following:

- A periodic analysis of the extent to which degree programs provide students with a high quality education and preparation to participate in the global economy.
For baccalaureate programs, a review of lower-level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and, if appropriate, a review of the limited-access status of the program to determine if such a status is still warranted.
A focus on the assessment of student learning outcomes and continuous program improvement.
A review of the mission(s) and purpose(s) of academic programs within the context of the institutional mission and the Board of Governors' Strategic Plan.
The establishment of teaching, research, service, and other programs goals and objectives, including expected outputs and outcomes, especially in the area of student learning.
An assessment of:
Resources and support services.
How well program goals are being met.
How well students are achieving expected student learning outcomes.
How the results of these assessments are used for continuous program improvement.

REASON FOR POLICY (O*)

This policy sets forth the requirements of the systematic review of degree programs at Florida International University as mandated by the Florida Board of Governors. The Florida Board of Governors requires the cyclical review, at least every seven years, of all academic degree programs in the State University System. Aligned with regional and discipline-specific accreditation expectations, the program review processes emphasize the assessment of student learning outcomes and continuous program improvement. As such, the program review process culminates in the development of an improvement action plan. Such a plan reflects the consensus of various stakeholders (e.g., department faculty and college) regarding enhancing student learning and strategic improvement action

items; furthermore, the plan establishes goals. A program review summary report must be completed for every program review that is conducted and submitted to the Florida Board of Governors.

RELATED INFORMATION (O*)

Florida Board of Governors Regulation 8.015, Academic Program Review 2007-2014.

DEFINITIONS (R*)

Student Learning Outcomes:

Each degree program develops and assesses student learning outcomes (SLOs) related to the major knowledge, skills, and behaviors taught in the discipline. These outcomes direct the efforts of faculty and program leaders for teaching, services and assessment. The main purpose of SLOs is to directly measure foundational competencies that enhance the quality of education for students and ensure completion of courses/program. The results of these measures provide faculty insights on what they can focus on for continuous improvement within their programs and to help their students excel.

Program Outcomes:

Each degree program is required to submit program outcomes (POs) for their majors. POs focus on assessing efficiency outcomes that do not directly pertain to student learning for each degree program. Much like the student learning outcomes, the purpose of these outcomes is to measure major components of each degree in order to continuously improve the quality of the program. They serve to meet institutional, regional, and accreditation assessment expectations.

PROCEDURES (O*)

At Florida International University, the program review process is mainly composed of four elements:

1. **A Self-Study developed by the Department:** The self-study is a comprehensive report about the degree programs offered. The self-study contains the departmental vision, mission, goals, and recommendations based on an analysis of the program and measurable performance indicators. The findings confirm the program's relevance and viability within the context of the university, the discipline, and the Florida Board of Governors' Strategic Plan. The document focuses on program performance based on an analysis of Strengths, Weaknesses, Opportunities and Challenges (SWOC) and charts a course of continuous program improvement. The academic unit has the responsibility to develop the self-study. The departmental self-study team should include the department chair or designee, one or more senior faculty members of the department, and staff, as assigned. The college dean or designee needs to approve the self-study, as well as Florida International University's Academic Planning and Accountability (APA).
2. **External Consultant:** An external consultant visit provides an objective outsider's assessment on the quality of the program.
3. **Improvement Action Plan:** The findings of the self-study and the recommendations of the external consultant will guide the development, by the academic unit, of an improvement action plan. The plan would reflect the consensus of the unit and college in areas related to enhancing student learning and continuous quality improvement.
4. **The Recommendations of the Units/Colleges to the Provost:** In close collaboration with the unit, the dean of the college would submit written recommendations to the Office of the Provost to improve the academic program under review. The recommendations would reflect the collective thinking of the college in regards to charting the most optimal improvement course of the program. These recommendations would be based on the findings of the self-study, consultant recommendations, the college's strategic goals and priorities, and available resources. A written response from the Provost or the Provost's designee, would confirm the alignment of the recommendations of the college with the university's mission and strategic plan, and the Florida Board of Governors' Strategic Plan.

RESPONSIBILITIES (O*)

Academic Unit: The unit drafts the self-study, revising it as necessary to address feedback of college dean and APA. The unit recommends consultants to the Provost and, upon the Provost's approval, schedules consultant's visit. The unit handles all travel logistics of the consultant(s) and the preparation of consultant(s) agreement(s) for services, ensuring the correct implementation of university protocols and requirements. Additionally, the unit develops the improvement action plan based on consultant(s) recommendations and the findings of the self-study. Lastly, the unit prepares a draft program review summary for uploading on the Florida Board of Governors program review site.

College Dean: The dean or the dean's designee approves the self-study, improvement action plan, and program review summary report. Additionally the dean submits to the Office of the Provost written recommendations.

Academic Planning and Accountability: APA provides guidance throughout the entire process and is responsible for the day-to-day program review implementation. Additionally, APA provides access to the last three-four years of student learning and program outcome data and results.

Division of Research (DOR): DOR provides data on academic unit's contracts and grants.

Undergraduate Education (UE): UE conducts research of the pre-requisites of undergraduate programs to ensure compliance with State-mandated pre-requisites. In case of misalignment, UE works directly with the unit to align the pre-requisites.

University Graduate School (UGS): UGS collaborates with the unit to implement a Carnegie-style doctoral review in the case of a doctoral program undergoing review. In addition, UGS handles all the logistics and agreement for services for the doctoral reviewer.

Office of Planning and Institutional Research (OPIR): OPIR provides student enrollment, graduation and retention data, including, but not limited to, metrics related to the BOG's Performance Funding Model. OPIR also prepares trend analyses on data. Additionally, OPIR meets with representatives of academic units to review the data and trend analyses. For doctoral programs undergoing review, OPIR provides Academic Analytics data.

Provost: The Provost or the Provost's designee oversees the program review process.

HISTORY (R*)

Specific Authority: Section 7(d), Art. IX, Fla. Const., 1001.705(1)(b)8, F.S., History: New 3-29-07.

Florida Board of Governors Regulation 8.015, Academic Program Review 2007-2014.

Updated on April 7, 2014, by Florida International University's Academic Planning and Accountability.

RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT (R*)

Florida International University
Division of Academic Affairs

RESPONSIBLE ADMINISTRATIVE OVERSIGHT (R*)

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For any questions or comments, the "Document Details" view for this policy online provides complete contact information.

FORMS/ONLINE PROCESSES (O*)

<http://apa.fiu.edu>

Links to the above referenced Form(s) available in the "Document Details" Section of the online version of this policy document.

***R = Required *O = Optional**