

**MIAMI DADE COLLEGE
PROGRAM REVIEW QUESTIONNAIRE
FOR A.S. and associated C.C.C. AND A.A.S. PROGRAMS**

Program: _____

Person completing questionnaire: _____

This questionnaire is to be completed by the program chair in consultation with the program faculty, school/discipline committee, and advisory committee. This questionnaire has five sections:

- I. Program goals and rationale
- II. Program outcomes assessment
- III. Program resources and support
- IV. Program strengths and opportunities for improvement
- V. Program viability

I. Program Goals and Rationale

A. Goals and rationale

1. Is the program aligned with the College's mission, vision, and strategic plan?

____Yes ____No

Please explain:

2. Check which of the goals below apply to the program.

- ☐ Preparation for employment (in high skill/high wage jobs).
- ☐ Upgrade of skills/Continuing workforce education.
- ☐ Support for specific economic or social development initiatives in the Miami-Dade County area.
- ☐ Other (Please explain)

B. Check which of the needs below apply to the program.

- ☐ Student demand
- ☐ Community needs
- ☐ Employment opportunities in high skill/high wage jobs
- ☐ Other (Please explain)

The sources of information and evaluation strategies may include:

- * The College mission and vision statements
- * The College Strategic Plan
- * Stated positions or policies established by the President or Board
- * Faculty recommendations
- * Community initiatives in which the College has a potential role
- * State and local data, especially employment trends and needs
- * Regional planning data
- * National reports and trend analyses
- * Review and recommendations by advisory committees, focus groups, chambers of commerce, planning commission or other relevant groups
- * Institutional data and research

II. Assessment of Program Outcomes

A. Intended program outcomes

1. List the intended student learning outcomes of the program.
2. Describe how these outcomes are assessed. (e.g. tests, clinicals/internships, service-learning, written/oral presentations, group projects, etc.)

3. Complete the matrix below as to where in the program's curriculum the outcomes are expected to be achieved. (See attached example)

[illegible]

B. Outcomes assessment results

1. What are the results of the assessment of student learning in your program?
2. What actions have been taken in response to the assessment results to improve student learning?

C. Employer Satisfaction

1. How is employer satisfaction with recent program graduates assessed?
2. What are the assessment results?
3. What is the outlook for this program with regard to high skill/high wage jobs?
4. How well-aligned is the program's curriculum with the area's changing industry demand?

Sources of information for this section may include:

For Section B

- * Individual course competencies
- * Measurement of program outcomes or competencies (indirect and direct)
- * Test or performance assessment results
- * Licensing/certification pass rates
- * Surveys or focus groups of program graduates

For Section C

- * Employer focus groups and/or surveys
- * Community focus groups and/or surveys
- * Advisory committee input

III. Program Resources and Support

A. Student data (Please refer to the Institutional Research website for data)

1. Indicate the number of program majors for the past five years.

Year	Number of Majors

2. What has been the progression of majors through the program for the past five years?

Year	# at 25% completion	# at 50% completion	# at 75% completion	Number of Graduates

3. What actions have been taken regarding:

a. student enrollment

b. retention

c. graduation rates

Additional sources of data for this section may include:

- * Institutional Research Website
- * Survey data for program leavers to identify reasons, satisfaction, etc.
- * Placement and transfer data for graduates for five years
- * Placement and transfer data for leavers for five years
- * Research and analysis of reasons for failures at the individual course or course sequence level
- * Analysis and recommendations relating to low-enrollment courses or programs

B. Faculty data

1. Indicate the number of full-time/part-time faculty and points assigned to the program during the past five years?

A	B	C	D	E=C+D	F	G	H=E+G	I=E÷H
Year	# Full-time Faculty	In-load Points	Overload Points	Total Full-time Faculty Points	# Part-time Faculty	Total Part-time Faculty Points	Total Points	Percent Full-time

2. What are the current faculty professional development needs and how are they being met?

3. What is the student/faculty ratio for the past five years?

Year	FTE Students*	FTE Faculty**	Ratio***

**Student FTE = # credits for program majors ÷ 30*

***Faculty FTE = # points paid in program ÷ 144*

****Student/Faculty Ratio = # Student FTE ÷ # Faculty FTE*

4. What succession plans and faculty recruitment strategies have been developed for faculty who are retiring or intending to leave the institution?

Sources of data for this section may include:

- * Numbers of part-time versus full-time faculty assignments (by head count and by hours of instruction delivered as reflected by points assigned) for fall and winter terms in the previous five years.
- * Analysis of preparation, currency and professional development in the previous five years.

C. Facilities/Technology/Budget data

1. Please list the equipment used in the program.

2. Please list the facilities used in the program. (If applicable, include computer and science labs. Please use science lab guidelines in the review.)

3. Please list library/technology resources used in the program.

4. Please indicate the program's budget for the past five years in the table below.

Year	Total Budget

D. Student support services

1. a. How is student satisfaction of program advisement assessed? (Please explain)

b. What are the assessment results?

2. a. How is the student satisfaction with career or job placement services assessed?

b. What are the assessment results?

3. a. Is tutorial assistance available to students? ____ Yes ____ No

b. If yes, how is student satisfaction of tutorial assistance assessed?

c. What are the assessment results?

4.
 - a. What internship/clinical opportunities are available to students?
 - b. How is the student satisfaction with these internships/clinical opportunities assessed?
 - c. What are the assessment results?
5.
 - a. What is the number of full-time support staff in the program?
 - b. What is the number of part-time support staff in the program?

IV. Program Strengths and Opportunities for Improvement

Please use your responses to the items in sections I-III to respond to the questions below concerning the program's strengths and opportunities for improvement.

A. Strengths (Based on sections I-III)

1. What are the program's strengths?

B. Opportunities for Improvement (Based on sections I-III)

1. What are the program's opportunities for improvement?

2. What action plans are being developed to address these opportunities for improvement?

Additional sources of data for this section may include:

*National consultants and reports

*Best Practices

V. Program Viability

A. Overall assessment of program viability, current and projected for five years

1. Is there a need for a program expansion, consolidation, or deletion? (Please explain)

BUSINESS ADMINISTRATION
COMPETENCIES/EXPECTED OUTCOMES
FOR THE COMMON PROFESSIONAL COMPONENT

Sample Pages from Business Administration Map	Macro-Economics	Micro-Economics	Microcomp App for Bus	Writing for Bus	Pre-Calc (Bus)	Intro to Bus	Bus Statistics	Prin Mgmt	Prin Mktg	International Bus	Prin Acctg I	Prin Acctg II	Bus Law I	Mgt Finance	Bus Policy	Co-curriculum
	Econ 207	Econ 208	CS 214	Eng 200	Math 1165	Busi 201	Busi 203	Busi 211	Busi 231	Busi 241	Busi 251	Busi 252	Busi 281	Busi 371	Busi 411	Residential Life
Writing Competencies																
Identify a subject and formulate a thesis statement						I			R						E	R
Organize ideas to support a position				I		R			R				R		E	R
Write in a unified and coherent manner appropriate to the subject matter				I		R			R				R		E	R
Use appropriate sentence structure and vocabulary				I		R			R				R		E	R
Document references and citations according to an accepted style manual						I			R				R		E	
Critical Thinking Competencies																
Identify business problems and apply creative solutions								I	R	R	R	R	R	R	E	
Translate concepts into current business environments								I	R	R	R	R		R	E	
Analyze complex problems by identifying and evaluating the components of the problem								I			R	R	R	E	E	R
Quantitative Reasoning Competencies																
Apply quantitative methods to solving real-world problems					I		R				R	R		E		R
Perform necessary arithmetic computations to solve quantitative problems					I		R				R	R		E		R
Evaluate information presented in tabular, numerical and graphical form					I		R				R	R		E	E	
Recognize the reasonableness of numeric answers					I		R				R	R		E	E	
Oral Communications Competencies																
Organize an oral argument in logical sequence that will understood by the audience									R	R	R				E	R
Use visual aids effectively to support an oral presentation									R	R	R				E	R
Demonstrate professional demeanor, speak clearly in well-modulated tone, and engage the audience									R	R	R				E	R
Exhibit good listening skills when others are speaking									R	R	R				E	E
Technology and Information Literacy																