



Academic Program Review Plan

August 17, 2009

Gulf Coast Community College Academic Program Review Plan

Introduction

Academic program review is a periodic process that evaluates the currency, effectiveness and viability of programs at Gulf Coast Community College. It evaluates programs using four related criteria:

- Program Profile
- Analysis of Strengths and Weaknesses
- Recommendations for Improvement, and
- Forecast of Future Issues

The areas covered by the program review process are the General Education program, all Associate of Science (AS) programs, all Associate in Applied Science (AAS) programs, all certificate programs, and the Developmental Studies program.

General Education student learning outcomes are reviewed separately for the Associate of Arts (AA) programs on a five-year cycle. General education assessment documents how well students are performing within the context of the institution's mission. The results of general education assessment inform strategic planning, program development, and budgeting decisions. Level I Program Review data results are analyzed annually to compare the performance of community college transfer students in upper-division programs to the performance of students in the State University System in those same upper-division programs (GPA, graduation rates, average course loads, credits earned for degree, etc. The current report is included as Attachment 1 to this plan.)

When new AS, AAS or certificate programs are developed, those programs should be added to the schedule and initially be reviewed five years after they are first offered.

If an accreditation agency requires reviews at more frequent intervals, the program reviews conducted for those programs will be required to do only the Strengths and Weaknesses and Recommendations portion of this program review process. Program review teams are encouraged to utilize findings and data generated by accreditation review processes whenever possible, so as to avoid duplication of effort in this review.

The program review will be accomplished by a team appointed by the Vice President of Academic Affairs and Learning Support and Faculty Council, and consist of faculty, program coordinators, division chairs, and the Office of Institutional Effectiveness. As well, external evaluators with expertise in the discipline or program will review the recommendations resulting from the internal review, and make their own, further recommendations. The review team should whenever possible include students in or

recent graduates of the programs and individuals from the community who are involved in associated career areas.

Timeline

Academic program review will be accomplished on a five-year cycle unless required at lesser intervals by a program's accreditation agency, or necessitated by concerns regarding viability of current programs. The program review schedule will be maintained by the Vice President of Academic Affairs and Learning Support. The schedule of programs slated for program review and the cycle years in which these will be completed are found in Attachment 2.

Each program review will be accomplished on a one-year timetable. The programs to be reviewed will be identified by August 1 of the calendar year. The data for the Program Profile will be requested from Institutional Effectiveness by the chair of the academic division in which the program is located (a template Data Request form is found in Attachment 3 below.) The program review team will be identified by August 1, and will begin its meetings and analysis of the data in August. By December 15, program strengths and weaknesses will be identified. An analysis of program efficiency should be completed by that date. Recommendations for correcting weaknesses will be completed by the date of the external team's visit, and in no case later than April 15.

The completed report will be reviewed by Academic Council, forwarded to the Vice President of Academic Affairs and Learning Support, the President and the Board of Trustees. The Board should have the program review available for their July meeting. Copies of the program review, after final approval, will be retained by the division/department and Faculty Council. Action plans on review recommendations will be incorporated into program / divisional strategic planning initiatives for the following year. A copy of the approving document will be retained in the offices of Academic Affairs and Institutional Effectiveness.

Program Profile

The program review process begins with the Program Profile, which provides a collection and analysis of data for the previous five years that will allow the team to see trends that have developed during that period. Common data sets to be employed in this profile include but are not limited to the following: student enrollment trends, student demographic information, completion/success rates, attrition rates, graduate placement data, student/faculty ratios, and full-time/part-time faculty ratios.

Common reporting formats will be available from the Office of institutional Effectiveness. Program review teams can expect to analyze the last five years of available data, with special concentration on the last three years.

The Program Profile should include a consideration of the program's alignment with the college's mission, and its contribution to the goals and objectives of the current institutional Strategic Plan. As well, analysis of the assessment of Student Learning Outcomes (SLOs) for courses in the program should be included in the Program Profile to verify that the learning outcomes support the mission of the college and are

measured to insure student learning. An analysis of resources needed for the program--including faculty, facilities, library resources, equipment, technology, administration and training--must be conducted to insure that these are adequate. The student population for each program and the faculty teaching in each program must be analyzed by campus location and method of delivery to insure a quality program in these areas and to determine the need for modifications to the program. The program profile also addresses the advertising and recruiting efforts for the program.

Strengths and Weaknesses

Strengths and Weaknesses of the program may become apparent from the data analyzed in the Program Profile. Identifying program strengths provides positive feedback for the program and may be easy to identify. Identifying weaknesses indicates that the purpose of the program is not being accomplished and that changes need to be made. Identifying weaknesses, however, is necessary to correct sub-par performance and to insure that the program is meeting the needs of the students and the community. Weaknesses must not be seen as a failure on the part of individuals, departments or divisions, but as opportunities to improve the program.

Recommendations for Improvement

Recommendations for improvement must address any weaknesses that are identified. These recommendations should establish an action plan to resolve the weaknesses, and should include a specific timeline for completion and identify the individual(s) responsible for taking corrective action. If necessary, the action plan should require a review of the corrective action in order to insure that the modification was effective and corrected the weakness.

Future Issues

While the program review may determine that a program is currently viable, future issues affecting the program must be explored and identified. The program may require curriculum changes or elimination in the future based on what items are identified in this portion of the review. The changes may be identified as weaknesses that may occur in the future and an action plan should be developed to address these issues, so that when the change is needed, it will have been addressed and changes prepared in advance.

Finally, the efficiency of the program should also be evaluated. While some programs may not be required by many students, if the program is cost effective and meets the needs of students, it may be necessary to retain the program. The college needs to remain fiscally responsible with its programs but the needs of the community must also be met. It is anticipated that an institutional program costing model will be developed during the 2009-10 academic year, for use in subsequent program reviews.

Template forms for use in conducting the review are found below, in Attachment 4.

Approval Process: When the program review is completed, the team leader will write a summary of the results of the review. The summary will include the dates of the review, the team members who conducted the review, the strengths and weaknesses as noted by the team, a summary of the action plans to resolve weaknesses and future issues that may impact the program. A template review summary form appears below in Attachment 3.

The program review and summary report will be forwarded to the Vice President for Academic Affairs and Learning Support and to Academic Council for their review and recommendation to the President, with a copy forwarded to the Faculty Council Curriculum Review Committee for informational purposes. The program reviews for the year will be presented to the District Board of Trustees at their July meeting. Action plans regarding review recommendations will be incorporated into subsequent program and divisional strategic planning efforts.

A copy of the program review summary and the approval documentation will be retained by the offices of Institutional Effectiveness and Academic Affairs for ten years. The complete program review will be retained for ten years by the division in which the program is located and by Faculty Council. The completed Program Review will be available for use by subsequent program review teams. When a decision is made to discontinue a program, the program review will be stored in a program archive in Faculty Council. If the need for the program or a similar program arises in the future, the information should be available for developers of the new or revitalized program to review.

Program review allows the faculty and administration of Gulf Coast Community College to assess the value of programs to the institution's mission and establish strategic and short term plans to enhance the college's support to the students and the community.

Attachment 1

SUS Data For Program Review

Associate In Arts Graduates
 Performance In SUS
 2007-08
 (Summer, Fall, Winter)

Florida College System
 Management Information Systems
 Community College Program Review
 Level I Data Display

Community College Gulf Coast
 University ALL Page No. 1

Discipline	Unduplicated Upper		Mean Cumulative		% 3.0 & Above		% Below 2.0		% Suspended		% Graduated		AVG. SSH Per Term		AVG. TOT. SSH TO Degree		Avg. SSH AT UNIV TO Degree
	Division	Headcount	CC-AA	Native	CC-AA	Native	CC-AA	Native	CC-AA	Native	CC-AA	Native	CC-AA	Native	CC-AA	Native	CC-AA
Agriculture	7	888	3.34	3.25	85.7	73.5	0.0	1.1	0.0	0.1	0.0	38.3	10.9	10.7	0.0	138.0	0.0
Architecture	8	464	3.47	3.20	100.0	68.8	0.0	1.7	0.0	0.0	62.5	31.5	13.4	10.3	137.0	144.3	64.2
Business-Mgmt	212	12735	2.96	3.09	47.6	59.5	5.2	1.5	0.5	0.4	27.4	30.8	9.2	10.0	128.4	131.5	62.1
Cmputr-Info/Sci	24	1008	2.98	2.87	54.2	43.5	8.3	4.5	4.2	0.7	25.0	25.5	7.1	8.9	143.7	136.1	66.7
Communication	80	4075	3.14	3.21	71.3	70.2	6.3	0.5	0.0	0.1	35.0	33.0	9.5	10.3	131.4	129.4	61.9
Crim Justice	84	1725	2.93	2.88	50.0	40.5	4.8	2.2	1.2	0.3	36.9	37.4	9.6	10.0	124.9	126.6	62.3
Education	168	3685	3.46	3.20	87.5	69.7	3.6	1.2	0.6	0.2	33.9	29.2	10.6	10.7	138.6	141.4	69.2
Eng. Technology	5	661	2.74	2.98	60.0	50.8	20.0	1.8	0.0	0.9	0.0	26.0	10.5	10.8	0.0	151.1	0.0
Engineering	65	5122	2.86	3.16	44.6	61.1	7.7	1.8	4.6	0.6	27.7	24.3	9.8	10.4	138.7	154.3	73.4
Envir. Sciences	2	305	2.52	3.14	0.0	63.3	0.0	1.6	0.0	1.0	0.0	25.9	7.8	9.9	0.0	143.6	0.0
Ethnic/Cult Std	3	119	2.81	2.96	33.3	47.9	0.0	0.8	0.0	0.0	33.3	31.1	10.6	9.7	128.0	134.6	101.0
Foreign Lang.	4	527	3.44	3.20	75.0	65.7	0.0	1.5	0.0	0.9	50.0	35.9	11.9	10.3	127.0	136.0	67.0
Health Sci.	44	4732	3.61	3.20	90.9	69.0	2.3	0.9	0.0	0.1	40.9	28.7	10.4	10.9	133.3	139.2	64.7
History	7	1016	2.47	3.07	42.9	58.2	42.9	3.1	28.6	1.2	0.0	34.0	8.4	10.0	0.0	129.4	0.0
Home Ec.	4	829	3.13	3.04	75.0	53.3	0.0	1.4	0.0	0.7	0.0	38.5	9.3	10.8	0.0	131.7	0.0
Law/Legal Std	1	250	2.81	3.12	0.0	62.4	0.0	0.8	0.0	0.8	0.0	36.4	12.5	10.3	0.0	125.6	0.0
Letters	18	2214	2.91	3.07	50.0	55.8	11.1	2.0	5.6	1.4	33.3	34.0	9.7	10.0	140.8	128.3	74.2
Lib Stu/Phl/Rlg	2	409	2.81	3.02	50.0	55.5	50.0	3.9	0.0	2.2	0.0	27.6	4.5	9.8	0.0	131.7	0.0
Liberal Arts	4	1793	2.81	2.87	25.0	41.9	25.0	4.7	0.0	0.4	25.0	22.1	7.6	9.0	122.0	129.5	62.0
Life Science	23	4048	3.15	3.13	65.2	62.2	0.0	2.2	0.0	0.4	13.0	21.4	11.0	10.2	156.7	140.9	82.7
Mathematics	3	372	2.59	3.17	33.3	65.3	33.3	4.6	0.0	1.6	0.0	26.6	8.3	9.6	0.0	134.9	0.0
Parks & Rec.	11	1454	2.82	3.13	45.5	61.8	0.0	0.6	0.0	0.3	27.3	33.7	9.0	11.0	150.3	140.0	84.3
Physical Sci.	7	1079	2.77	3.21	57.1	67.4	14.3	2.4	0.0	0.7	14.3	24.9	9.6	10.2	131.0	143.7	71.0
Psychology	61	3632	3.31	3.18	78.7	66.4	4.9	1.3	1.6	0.5	37.7	34.2	9.3	10.4	136.3	130.1	63.8
Public Affairs	35	355	3.36	3.03	85.7	51.0	0.0	1.1	0.0	0.6	45.7	38.3	9.5	10.3	133.6	131.8	59.0
Social Sci.	82	6343	3.02	3.01	53.7	52.3	4.9	3.2	2.4	1.0	29.3	33.9	9.3	10.2	129.3	130.0	60.2
Unclas-Area Std	2	222	2.34	2.77	50.0	38.3	50.0	11.3	0.0	0.9	0.0	4.5	5.5	8.5	0.0	142.2	0.0
Vis/Perf Arts	22	2654	3.13	3.22	63.6	70.5	9.1	0.8	0.0	0.6	27.3	29.2	9.2	10.3	152.7	138.1	74.5
TOTALS ##	988	63349	3.13	3.11	63.7	60.9	5.5	1.8	1.3	0.5	31.1	30.1	9.7	10.3	133.7	135.1	65.3

Source: Board of Governors Student Course File.

Attachment 2

Five-Year Schedule for Academic Program Review

Year 1 – 2008-09

- Culinary Management (CHEF-AAS)
- Physical Therapist Assistant (PTA-AS)
- Respiratory Therapist (RT-AAS)
- Surgical Technology (SURG-VC)
- Building Construction Technology (BUILD-AS)
- Drafting and Design Technology (DRFT-AAS)
- Crime Scene Technician (CST-CCC)
- Correctional Officer Certificate (COROR-VC)

Year 2 – 2009-10

- Business Administration and Management (BUS-AS)
- Business Administration and Management (BUS-AAS)
- Accounting Technology (ACTG-AAS)
- Accounting Applications Certificate (ACTG-CT)
- Emergency Medical Services (EMS-AS)
- Educator Preparation Institute (EPI)
- Paramedic Certificate (PARAM-CT)
- Electronics Engineering Technology (ELEC-AS)
- Law Enforcement Officer Certificate (LEOF-VC)
- Law Enforcement Auxiliary Officer Certificate (LEAUX-VC)

Year 3 – 2010-11

- Computer Integrated Manufacturing Technology (CIM-AAS)
- Computer Programming and Analysis (COMP-AS)
- Business Data Processing Certificate (DP-CT)
- Radiology (RAD-AAS)
- Practical Nurse (GFC) (PN-VC)
- Firefighting (FIRE-VC)

Year 4 – 2011-2012

- Digital Media/Multimedia Technology (DIG-AAS)
- Digital media/Multimedia Production Certificate (DIG-CCC)
- e-Business Technology (EBT-AAS)
- Internet Services Technology (INT-AAS)
- Fire Science Technology (FIRE-AS)
- Dental Assisting Certificate (DENTA-VC)
- Dental Hygiene (DENTH-AS), Early Childhood Education (CHLD-AAS)

Year 5 – 2012-13

- Music Production Technology (MPT-AS)
- Audio Technology Certificate (AT-CCC)
- Hospitality Management (HOSP-AAS)
- Office Administration (OFFS-AAS)
- Office Management Technical Certificate (CLERK-CT)
- Criminal Justice Technology (CST-AAS)
- Network Services (AAS)

Attachment 3

Program Review Forms

PROGRAM REVIEW DATA REPORT REQUEST FORM

Areas/Programs Reviewed: [Click here to enter text.](#)

Cost Center: [Click here to enter text.](#) **Type of Program:** [Choose an item.](#)

Start (year/term): [Click here to enter text.](#) **End (year term):** [Click here to enter text.](#)

- **Full time faculty by name, race, sex, highest degree, year employed, courses taught**
- **Adjunct faculty by name, race, sex, highest degree, year employed, courses taught**

Courses included: [Click here to enter text.](#)

- **Number of sections of courses taught by full time versus adjunct faculty by year/term and location**
- **Number of students taught by full time versus adjunct faculty by year/term and location**
- **Number of dual enrolled sections taught by full time versus adjunct faculty by year/term and location.**
- **Number of dual enrolled students taught by full time versus adjunct faculty by year/term and location**
- **Total student letter grades by course by term with success rate:** [Choose an item.](#)

Academic majors included: [Click here to enter text.](#)

- **Number of students by academic majors by sex, race, age, full time versus part time by year/term and location**

Bullet items are reports requested from Computer Services

**Program Review
Summary Form
for**

Click here to enter text.

Program Type: Certificate

Date Completed: January 1, 2008

Review Team Leader: Click here to enter text.

Attached is a summary of the program review for Click here to enter text.

Faculty Council Chair:

Signature

Date

Vice President, Academic Affairs:

Signature

Date

President:

Signature

Date

Chair, District Board of Trustees:

Signature

Date

Attachment 4

Program Review Format Guidelines

Program Profile

College Mission

Gulf Coast Community College holds students and community of central importance. The college provides many opportunities for learning and offers a range of programs and services to help students become well-educated, productive citizens. The college is equally dedicated to collaborating with the community to help create or improve economic well-being and to offer the space of the college for social dialog, events of art and culture, and other moments that enhance our quality of life.

Program Mission, Goals and Objectives

This block would include the catalog description of the program, explain how that program supports the mission of the college and give the expected outcome of the program (AS, AAS, certificate, etc.). In addition, this section should examine the current mission, goals and objectives of the program, and discuss their relation to the current institutional Strategic Plan.

Curriculum

This block will include the curriculum (from the catalog). Program prerequisites should be compared to the FLDOE Common Prerequisite Manual or certifying agency requirements to be sure those requirements are met. A notation that the review was completed and the document or agency that established the requirements must be included. The review should be compared with the previous program review and any changes in the curriculum explained. The program accrediting agency and frequency of accreditation should be listed.

Learning Outcomes

The Program Learning Outcomes should be identified and the rubric or other evaluation system used for assessing the outcomes should be detailed in this section.

The results of any assessments conducted on the program since the last program review should be included in this section of the review. If no assessment has been conducted, an assessment should be scheduled and the results should be analyzed before the review is considered complete.

Analysis of the assessment results must be included. Weaknesses and strengths identified as a result of the assessment should be included in the appropriate portion of the review and corrections to the weaknesses must be addressed.

The following table may prove useful in reporting the assessment of learning outcomes.

Assessment of program goals and objectives and student learning outcomes.

PROGRAM GOALS AND OBJECTIVES	CRITERIA (kinds of evidence collected as markers of quality)	STANDARD (benchmarks against which the evidence is compared)	MEASURE (methods used to collect the evidence)	OUTCOME	OUTCOMES THAT FALL BELOW ACCEPTABLE STANDARDS MUST HAVE A PLAN FOR IMPROVEMENT

STUDENT LEARNING OUTCOMES	PROGRAM ACTIVITIES THAT FACILITATE ACCOMPLISHMENT OF LEARNING OUTCOMES	MEASUREMENT	STANDARD FOR INDIVIDUAL STUDENT PERFORMANCE	STANDARD FOR OVERALL STUDENT PERFORMANCE	OUTCOMES THAT FALL BELOW ACCEPTABLE STANDARDS MUST HAVE A PLAN FOR IMPROVEMENT

Workforce Needs

For AS, AAS and certificate programs that have advisory boards, the names and positions of the board members should be listed. Minutes of the advisory board should be included in the program review as attachments. The minutes should reflect curriculum review of the program by the board. Program reviews should explain how the program is meeting the needs of the community. Any analysis of employment trends in the area for the program should be addressed in this section.

Instructional Resources

This section should include results of a review of the library resources required to support the program. Adequate classroom technology to support the program should be addressed. Instructors should have adequate technological support to develop materials to be used in delivering the courses in the program. Resources and assistance for faculty and students should be addressed. The methods of delivery of the course over the past five years should be shown and reviewed.

Student Data

The type of student enrolled in the program and trends over five years should be displayed. The data should include race, gender, age and ethnicity. Full-time versus part-time data should be included. Data should be established based on campus location (GCCC, North Bay, GFC, TAFB, e-Learning, dual enrolled). Student success rates in the program courses should be analyzed. A narrative that describes the trends and determines if the program is meeting the needs of the targeted population must be included.

Faculty

A list of the faculty teaching the program, the highest degree achieved by each faculty member and the date of employment must be included. The number of classes taught by full time versus adjunct faculty must be included and the ratio of full-time versus adjunct faculty evaluated. Training for all faculty in support functions and technology should be examined.

Facilities and Equipment

Offices for faculty (including adjuncts) and support staff must be adequate to support the program. If additional testing areas or counseling areas are required, they must be adequate. There must be enough classrooms with any required technology available. Student support facilities such as restroom, drinking fountains, etc must be adequate to support the student population. AS, AAS, certificate and workforce programs must have equipment that meets the current industry standards. Any deficiencies in these areas must be addressed. This section should also include the availability of grants to support program needs.

Marketing and Recruitment

Methods of marketing and recruiting for the program should be identified and discussed. The success of the recruiting effort should be measured.

Labor Market Relevance

Programs must take into consideration the current employment opportunities in the area, the needs of industries and business, current equipment used and the wages. Advisory committees have the knowledge that will make the programs more valuable to them and enable students to be more qualified employees. Recommendations made by these advisory groups must be given much weight in program review.

The composition of the advisory committee should be reviewed on a regular basis to insure that as the employment climate changes or as industries move into or leave the area, the committee reflects the current business community.

Full Time versus Adjunct Faculty by Sections

Course:

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Full Time versus Adjunct Faculty by Students

Course:

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Academic Year:

GCCC		GFC		TAFB		NB		e-Learning	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Full Time versus Adjunct Faculty by Dual Enrolled

Course:

Sections

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Students

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Arnold High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Bay High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Bozeman High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Mosley High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Rutherford High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Franklin High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Port St. Joe High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Wewahitchka High School

(Year)		(Year)		(Year)		(Year)		(Year)	
Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct	Full Time	Adjunct

Student Data

Year

Male	Female

Cauc	Afri/Am	Hispanic	Orient	Native Am	Other

< 18	18-24	25-34	35-44	45-59	60 +

Full Time	Part Time

GCCC	TAFB	GFC	NB	e-Learn	Dual Enroll

Year

Male	Female

Cauc	Afri/Am	Hispanic	Orient	Native Am	Other

< 18	18-24	25-34	35-44	45-59	60 +

Full Time	Part Time

GCCC	TAFB	GFC	NB	e-Learn	Dual Enroll

Year

Male	Female

Cauc	Afri/Am	Hispanic	Orient	Native Am	Other

< 18	18-24	25-34	35-44	45-59	60 +

Full Time	Part Time

GCCC	TAFB	GFC	NB	e-Learn	Dual Enroll

Year

Male	Female

Cauc	Afri/Am	Hispanic	Orient	Native Am	Other

< 18	18-24	25-34	35-44	45-59	60 +

Full Time	Part Time

GCCC	TAFB	GFC	NB	e-Learn	Dual Enroll

Year

Male	Female

Cauc	Afri/Am	Hispanic	Orient	Native Am	Other

< 18	18-24	25-34	35-44	45-59	60 +

Full Time	Part Time

GCCC	TAFB	GFC	NB	e-Learn	Dual Enroll

Course:

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
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Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
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Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Course:

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
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Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
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Term							Percent Successful
Grade	A	B	C	D	F	W	
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Term							Percent Successful
Grade	A	B	C	D	F	W	
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Term							Percent Successful
Grade	A	B	C	D	F	W	
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Term							Percent Successful
Grade	A	B	C	D	F	W	
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Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
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Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Term							Percent Successful
Grade	A	B	C	D	F	W	
Number							
Percent							

Strengths and Weaknesses

Identification

The sources used to identify each of the strengths and weaknesses of the program must be identified. Sources such as minutes of advisory boards, reports of articulation meetings, results of student or employer surveys or results of focus groups should be attached to the program review.

Verification of use

This block should list strengths and weaknesses and the source used to identify them.

Recommendations for Improvement

Action Plan

Recommendations should be based on the strengths and weaknesses identified in the program review and should address areas such as curriculum, support staff, faculty, facilities, equipment or other funding. The recommendations are the vehicle for improving the program.

Each recommendation should have an action plan to address the issues identified. The action plan must include all agencies that have a part in completing the change. The plan must be specific in its goals and required actions should have a specific completion date. One responsible individual should be designated to oversee each of the action plans.

<u>PROGRAM GOALS</u>	<u>RECOMMENDATIONS FROM PROGRAM REVIEW</u>	<u>FACULTY RESPONSE (ACTION PLAN)</u>	<u>TIMELINE for COMPLETION</u>	<u>ADMINISTRATIVE RESPONSE</u>
<u>STUDENT LEARNING OUTCOMES</u>	<u>RECOMMENDATIONS FROM PROGRAM REVIEW</u>	<u>FACULTY RESPONSE (ACTION PLAN)</u>	<u>TIMELINE for COMPLETION</u>	<u>ADMINISTRATIVE RESPONSE</u>

Follow-up and Assessment

Once completed and implemented, each action plan should be assessed to determine if the action taken was adequate. Student surveys, employer surveys, articulation meetings, focus groups, faculty surveys and input from other affected agencies should be used to insure successful implementation.

Future Issues

Curriculum

To insure that the college meets the needs of the future, program curricula must be reviewed to address the impact of changes in technology or information. Future changes in the area employment market must also be taken into consideration.

Market Trends

Advisory groups and other agencies such as the Chamber of Commerce and Economic Development Committees should be consulted to determine whether program changes will be needed.

When examining trends, the program review should also assess the long-term viability of the program. Questions such as whether salaries in the field will be adequate to attract applicants, whether increased costs of the program justify keeping the program, and what can the college do to insure that the program meets the needs of the community in the long term must be addressed.

If a new program is determined to be needed in the course of program review, procedures for new program development should be used in order to expedite approval of the new program.

Facility and Equipment Needs

If changes to the program are necessary, any equipment or facility changes must be addressed. The cost of these changes and the impact on other programs, departments and agencies should be determined and measured. When applicable, the possibility of receiving grants to fund program changes should be a part of this review.

Attachment 5

Program Review Timeline and Checklists

Timeline for Academic Program Review

2009-2010 review cycle

- August 30: Data request forms submitted to Institutional Effectiveness by division chairs/program coordinators.
- September 15: Institutional Effectiveness provides datasets to review teams prior to the first organizational meeting. Teams begin analysis for Program Profile and SWOT analysis.
- October 30: Team leaders identify external review team composition, issue invitations and confirm exit interview scheduling.
- December 15: Data and other artifacts analyzed, and Strengths and Weaknesses analysis completed.
- March 15: Recommendations for addressing weaknesses completed; Future Issues researched and the report completed for external team review.
- March 15-May 1: External review team visits campus, conducts review session. Recommendations are incorporated into final report.
- May 1: Two complete copies of the report and three copies of an executive summary of the report will be forwarded to Faculty Council and Academic Affairs.
- July 1: Executive Summary presented to the District Board of Trustees for approval at their July meeting.
- September 1: Action plans from program reviews incorporated into program / divisional strategic planning

Checklist for

PROGRAM PROFILE

<input type="checkbox"/>	Catalog description of the program, how it supports the college mission, expected outcome (AA, AS, AAS, etc)
<input type="checkbox"/>	Program Curriculum, statement that it agrees with the prerequisite manual or state framework ¹
<input type="checkbox"/>	Accrediting agency and frequency of accreditation
<input type="checkbox"/>	List of PLOs and rubrics used to determine success
<input type="checkbox"/>	Results of assessments and analysis of results
<input type="checkbox"/>	AS, AAS, Certificate Programs only. Names and positions of advisory board members and frequency of advisory board meetings. Report should include minutes of the advisory board. Explanation of how program is meeting needs of the community. Any analysis of employment trends should be included.
<input type="checkbox"/>	Library resources adequate to support the program
<input type="checkbox"/>	Adequate classrooms, adequate technology in classrooms, adequate technical support for faculty and students
<input type="checkbox"/>	Course delivery methods used in program
<input type="checkbox"/>	Student demographics and trends over five years
<input type="checkbox"/>	Classes adequate to meet the needs of students for time and locations
<input type="checkbox"/>	Success rate for students
<input type="checkbox"/>	List of full time and adjunct faculty used in the program and ratio of full time to adjunct faculty ²
<input type="checkbox"/>	Faculty professional development opportunities
<input type="checkbox"/>	Adequate support facilities (faculty offices, counseling areas, testing areas, restrooms, drinking fountains, etc)
<input type="checkbox"/>	For AS, AAS, Certificate programs. Equipment used in training supports current industry standards
<input type="checkbox"/>	Availability of grants to support the program
<input type="checkbox"/>	Marketing and recruiting efforts and success
<input type="checkbox"/>	Current market relevance for the program. Advisory board recommendations should figure heavily in this evaluation
<input type="checkbox"/>	Advisory board composition changes to reflect the current business community. Explain.

1. For AA transfer tracks, "Major Courses" are prerequisites from the prerequisite manual; "Recommended Electives" are suggested courses for elective hours.
2. Overload classes taught by full time faculty are considered taught by full time faculty if the courses are normally taught by that faculty member in the same division as regular load classes. If they are taught in a division other than where the faculty member normally teaches, they are considered taught by an adjunct.

Checklist for

STRENGTHS and WEAKNESSES

<input type="checkbox"/>	Identify the resources used to evaluate the program <ul style="list-style-type: none">• Advisory Board Minutes• Articulation reports• Student surveys• Employer surveys• Focus groups
<input type="checkbox"/>	Identify the strengths of the program and the source(s) that identified those strengths
<input type="checkbox"/>	Identify the weaknesses of the program and the source(s) that identified the weaknesses

Checklist for

RECOMMENDATIONS for IMPROVEMENT

<input type="checkbox"/>	Identify recommendations to address each weakness identified by the program review
<input type="checkbox"/>	Recommendations are specific and address each weakness
<input type="checkbox"/>	Each recommendation identifies an individual responsible for the corrective action
<input type="checkbox"/>	Each recommendation has a specific completion date
<input type="checkbox"/>	A follow up process is included for each recommendation

Checklist for

FUTURE ISSUES

<input type="checkbox"/>	Identify changes in technology that might affect the program
<input type="checkbox"/>	Identify changes in the employment market that might affect the program <ul style="list-style-type: none">• Advisory groups• Chamber of Commerce• Economic Development Committees• State job projections
<input type="checkbox"/>	Evaluate long term viability of programs
<input type="checkbox"/>	Evaluate estimated cost of program changes/development
<input type="checkbox"/>	Evaluate alternate methods of providing training (continuing education, certificate program, etc)
<input type="checkbox"/>	Address changes required to meet future issues <ul style="list-style-type: none">• Faculty• Classrooms• Equipment
<input type="checkbox"/>	Impact of changes on other divisions/departments/agencies
<input type="checkbox"/>	Possible grants to fund changes/new program