



Academic Program Review Plan

2026-27

Gulf Coast State 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 State College. It evaluates programs using related criteria:

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

The areas covered by the program review process are the Bachelor of Science (BS) and Bachelor of Applied Science (BAS) programs, associate in science (AS) programs, and all college credit certificate programs.

General Education student learning outcomes are reviewed separately for the associate in 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 state 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.)

When new BAS, AS or certificate programs are developed, those programs are added to the schedule and 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 are 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 to avoid duplication of effort in this review.

The program review is accomplished by a team appointed by the Vice President of Academic Affairs and the Executive Vice President and consist of faculty, program coordinators, and division chairs. The review team utilizes feedback from students in or recent graduates of the programs as well as individuals from the community who are involved in associated career areas.

Timeline

Academic program review is 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 is maintained by the Executive Vice President. The schedule of programs slated for program review and the cycle years in which these will be completed are found in Attachment 1.

Each program review is accomplished on a one-year timetable. The programs to be reviewed are identified by May 1 of the calendar year. The data for the *Program Profile* is provided to the instructional coordinator by the director of Institutional Research. The program review team begins its analysis of the data in early June. By October 1, program strengths and weaknesses are identified. An analysis of program efficiency is also completed by that date. Recommendations to improve learning are finalized by the end of the fall term to coincide with substantive change policy deadlines.

Recommendations stemming from the program review process are reviewed by the President, Executive Vice President, Vice President of Academic Affairs and the District Board of Trustees. Copies of the program review, after final approval, are retained by the division/department and the office of Institutional Effectiveness. Action plans on review recommendations are incorporated into program / divisional strategic planning initiatives for the following year.

Program Profile

The program review process begins with the *Program Profile*, which compiles and analyzes five years of data to identify trends, with particular emphasis on the most recent three years. Key data include enrollment, student demographics, completion and attrition rates, graduate placement, and faculty ratios.

The Program Profile also assesses alignment with the college's mission and its contribution to the institutional Strategic Plan. Central to the review is the evaluation of Program Learning Outcomes (PLOs), which reflects a synthesis, or holistic picture, of what is expected of students completing a defined program or course of study. PLOs must be clearly defined, measurable, and aligned with the curriculum through mapping to program courses.

The review also includes an analysis of resources to ensure adequacy in faculty, facilities, library holdings, equipment, technology, marketing, and training. PLOs should be further evaluated by campus location and method of delivery to ensure consistency and effectiveness across modalities.

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 areas needing improvement and leads to a discussion on the changes that need to be made. Weaknesses are viewed 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. The action plan requires a re-assessment of the corrective action to ensure that the modification was effective.

Future Issues

Program review should assess not only current viability but also identify and evaluate potential future challenges. These may necessitate curriculum revisions or, if warranted, program discontinuation. Anticipated issues should be clearly defined, and a proactive action plan developed to ensure timely and effective implementation of necessary changes.

Program efficiency must also be evaluated. Even programs with lower enrollment may remain viable if they are cost-effective and meet student and community needs. The college must balance fiscal responsibility with its commitment to serving the community.

Template forms for conducting the review are provided in the appendices below.

Approval Process

When the program review is completed, the program coordinator 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 improve the PLOs and future issues that may impact the program. A template review summary form appears below in the appendices.

The program review and summary report will be forwarded to the Vice Presidents for Academic Affairs and to the Executive Vice President for their review and recommendation to the President. The program reviews for the year will be presented to the District Board of Trustees at their February 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 academic division, and Institutional Effectiveness and Academic Affairs for ten years. 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 Institutional Effectiveness. If the need for the program or a similar program arises in the future, the information will be available for developers of the new or revitalized program to review.

Program review is conducted to systematically analyze data to improve student learning, evaluate each program's alignment with the college's mission, and establish

strategic goals that strengthen institutional effectiveness and support for students and the community.

PROGRAM REVIEW TEMPLATE

Program Profile

College Mission

Gulf Coast State 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, 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.

Assessment of program goals (i.e., enrollment, retention, completion, placement)

<The Office of Institutional Effectiveness will provide a dashboard to be inserted here.>

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.

Program Learning Outcomes

Program level outcomes are not just an accumulation of course objectives. Rather, they reflect a synthesis, or a holistic picture, of what is expected of students completing a defined program or course of study.

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 use of results.

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

PROGRAM LEVEL OUTCOMES	COURSE(S) Where Outcomes are demonstrated	CRITERIA FOR SUCCESS (Benchmark) and METHOD OF ASSESSMENT (tools)	RESULTS OF DATA COLLECTION	ANALYSIS AND EVALUATION OF RESULTS	ACTION PLAN (USE OF RESULTS)	ONE-YEAR FOLLOW UP

Workforce Needs

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 will be provided by Institutional Research. Data should be disaggregated by campus location and modality (GCSC, 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

The number of classes taught by full time versus adjunct faculty needs to 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. 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.

Student | Employer Feedback

In order to recognize strengths and weaknesses, input is needed from internal and external sources. Past and present students serve as internal sources and employer of graduates serve as external sources. Please provide input from surveys, focus groups, advisory committees and interviews.

Responses to Previous Program Review Recommendations

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.

Program Summary
Strengths:
Areas for Improvement:
Opportunities:
Threats:
Future issues:

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>RECOMMENDATIONS FROM PROGRAM REVIEW</u>	<u>PROGRAM 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.

**Program Review
Timeline
and
Checklists**

Timeline for Academic Program Review

2026-27 Review Cycle

- By April 15: Organizational meeting to review process
- By May 29: Director of Institutional Research sends program data to division chairs/program coordinators. Division chairs identify team composition and issue invitations.
- By August 28: Program review teams begin analysis for program profile and SWOT analysis. Team finishes data/artifacts analysis and strengths and weaknesses assessment.
- By October 30: Program advisory board meets to discuss strengths and weaknesses, research future issues, make recommendations and confirm exit interview scheduling. Program review team conducts presentation with President, Vice President of Academic Affairs and Executive Vice President. Recommendations are incorporated into final report.
- *Important deadline for substantive change
- November 1: Program review team sends two completed copies, along with an electronic copy, to Academic Affairs and Institutional Effectiveness.
- February 15: Vice President of Academic Affairs presents an executive summary of program review recommendations to the District Board of Trustees.
- April 30: Division chairs and program coordinators incorporate program review recommendations into action plans as part of the strategic planning process.

Checklist for

PROGRAM PROFILE

<input type="checkbox"/>	Catalog description of the program, how it supports the college mission, expected outcome
<input type="checkbox"/>	Program Curriculum, statement that it agrees with the prerequisite manual or state framework
<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"/>	Report should include minutes from the advisory board. Explanation of how the program meets the needs of the community. Any analysis of employment trends should be included.
<input type="checkbox"/>	Library resources to support the program
<input type="checkbox"/>	Adequate classrooms, technology in classrooms, 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 ¹
<input type="checkbox"/>	Faculty professional development opportunities
<input type="checkbox"/>	Adequate support facilities
<input type="checkbox"/>	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.} 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

Attachment 1

Schedule for Academic Program Review

Year 1 – 2024-25

- Criminal Justice Technology (CST-AS); Correctional Officer (CORO-VC); Law Enforcement Officer (LEOF-VC); Crossover from Correctional Officer to Law Enforcement Officer (COR1-VC)
- Dental Assisting Certificate (DENTA-VC)
- Dental Hygiene (DENTH-AS)
- Nursing (RN-AS); Certified Nursing Assistant (CNA-VC)
- Registered Nurse First Assistant (RNFA-ATC)

Year 2 – 2025-26

- Culinary Management (CLNY-AS); Chef's Apprentice (CAPP-CCC); Culinary Arts (CLNA-CCC)
- Digital Media/Multimedia Technology (DIG2-AS); Digital Media/Multimedia Production (DIG-CCC); Digital Media/Multimedia Video Production (MVP-CCC); Digital Media (DIMA-BAS/DGIM-BAS); Web Design and Production (WDP-CCC)
- Fire Science Technology (FIRE-AS); Firefighting (FIR1-VC)
- Nursing (RNBA-BSN)
- Respiratory Therapist (RESP-AS)

Year 3 – 2026-27

- Accounting Technology (ACTG-AS); Accounting Applications (ACTG-CT)
- Hospitality and Tourism Management (HOSP-AS)
- Practical Nurse (PN-VC)
- Surgical First Assisting (SFA2-AS); Surgical First Assistant (SFA-CCC)
- Surgical Services (HS1-AS)
- Technology Management (TM-BAS)

Year 4 – 2027-28

- Architectural Design & Construction Technology (ADCT-AS)
- Business Administration and Management (BUS-AS);
- Early Childhood Education (EEC-AS); Florida Child Care Professional Credential (FCCP-CT)
- Organizational Management (ORGA-BAS/ORG-M-BAS)
- Software and Database Developer (SDD-AS)
- Sonography, Diagnostic Medical (DMST-AS)
- Radiography (RAD-AS)

Year 5 – 2028-29

- Emergency Medical Services (EMS-AS); Emergency Medical Technician (EMT-ATD); Paramedic (PARM-CT)
- Network Systems Technology (NET-AS); Network Server Administration (NESA-CCC)
- Cybersecurity (CYSE-AS)
- Engineering Technology (ENGT-AS) (Options: Alt Energy/Automation/Digital Manufacturing); CNC Machinist (CNC-CCC); Engineering Technology Support Specialist (ETSS-CCC); Rapid Prototyping Specialist (RAPD-CCC); Composite Fabrication & Testing (CFT-CCC); Alternative Energy Systems Specialist (AESS-CCC)
- Physical Therapist Assistant (PTA-AS)
- Theatre and Entertainment Technology (ENTR-AS); Audio Technology Certificate (AT-CCC); Multimedia Video Production (MVP-CCC); Stage Technology (STGE-CCC)
- Unmanned Vehicle Systems (UVS-AS)