### POLICY STATEMENT
This policy allows the University to gauge how well it is accomplishing its mission and provides a sound foundation for informed decision-making. It also allows the University to share its performance story with its accrediting bodies, regulators, and its constituents to assure them it is effectively accomplishing its purposes.

### REASON FOR POLICY
This policy is necessary to define the means by which the University will assess the effectiveness of its programs and services in the accomplishment of its mission and to demonstrate continuous improvement in their delivery and efficacy. The policy provides a framework necessary for compliance with Core Requirement 2.5 and Comprehensive Standard 3.3.1 of the Commission on Colleges of the Southern Association of Colleges and Schools, FGCU’s regional accreditation body. The policy also addresses requirements of Board of Governors Regulation 8.016 Student Learning Outcomes Assessment.

### APPLICABILITY AND/OR ACCOUNTABILITY
This policy is applicable to all functional units of the University appearing on the “Summary of Organization” Organizational Chart. The policy can be found at [http://www.fgcu.edu/Info/files/summaryorganization10.pdf](http://www.fgcu.edu/Info/files/summaryorganization10.pdf).
DEFINITION OF TERMS

A. Academic Learning Compact (ALC) - The Academic Learning Compact is a statement developed for each baccalaureate program that a graduate of that program has completed a course of study with clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills. A student-friendly, jargon-free document describing expected core student learning outcomes for a baccalaureate program. Each baccalaureate program will have an ALC that is available on the University’s website to current and prospective students. At a minimum, each ALC contains the following: (a) a paragraph that describes the program’s mission or purpose; (b) statements that describe expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; and (c) statements that describe possible assessments that students may encounter in the program.

B. Academic Program Review - is a process for the periodic assessment of the status of academic programs leading to a degree.

C. Annual Report - a document that sets forth the mission and annual goals of an organizational unit in relationship to the goals of the University strategic plan, describes how the goals are to be achieved, how success will be determined and how results of the assessment of the goals will be translated into the improvement of programs and services delivered by the unit.

D. Assessment Plan - a document which sets forth the mission and overarching, long-term goals of an organizational unit in relationship to the goals of the University strategic plan, indicates how those unit goals will be assessed and how the results of the assessments will be used to improve the programs and services provided by the organizational unit.

E. General Education Director - The individual who coordinates the University’s general education curriculum with the General Education Council of the Faculty Senate and the University’s colleges.

F. Goals - a desired set of outcomes achieved through actions intended to lead to improvements in the delivery of programs and services to further fulfillment of the University’s mission and vision.

G. Organizational Unit - a functional unit (e.g., office, division, college) below the level of Vice President identified on the most recent “Summary of Organization” organizational chart maintained on the University’s website.

H. Program Assessment Plan - a document which sets forth the outcomes of an academic program (e.g., teaching, research, and scholarship) that leads to the award of a degree or certificate in relationship to University student learning outcomes. The document also includes program-specific student-learning
outcomes and describes how all these outcomes will be assessed and how the results will be used to improve the program and student learning.

**PROCEDURES**

The University will establish goals for all its organizational units and each of its academic programs. These goals will be derived from and be consistent with the stated mission and purpose of the University and responsive to the University strategic plan.

**Annual Reports**

A. Annual reports will be prepared by all major organizational units of the University. The reports will address specific guidelines supported by the Planning and Budget Council and will express goals of the University strategic plan in terms of unit goals. The reports will document past efforts at continuous improvement and guide future initiatives directed toward this end. The reports will also include goals for the coming year that may be considered as priorities for funding.

B. Information derived from the annual reports, along with data and information drawn from other sources, will be used to inform funding allocations and planning decisions of the President’s Cabinet and the University Board of Trustees.

**Program Assessment Plans**

Each academic program will create a program assessment plan that states program goals, including expected outcomes, particularly in the area of student learning.

**Student Learning Outcomes Assessment**

Each academic degree and certificate program will address the following components related to assessment of student learning outcomes. In accordance with BOG Policy 8.016, the University’s website will include an ALC for each baccalaureate program that describes core student learning outcomes and possible assessment strategies.

A. Core Student Learning Outcomes – Each academic degree and certificate program will identify core student learning outcomes in the following categories:

   a. Content/discipline knowledge and skills
b. Communication skills

c. Critical thinking skills

Core student learning outcomes are concise statements that describe what each active and successful graduate, who has participated in the joint teaching-learning-assessment process as part of a given degree or certificate program, will know and be able to do (competencies). Programs may have additional categories or subcategories of expected student learning outcomes to address professional accreditation requirements. Learning outcomes take into consideration perspectives of appropriate constituencies (including but not limited to potential employers and advanced degree programs) regarding the knowledge and skills graduates need in the global marketplace and society.

B. Assessment Strategies

Mechanisms or tools (e.g., capstone projects, juried performances, standardized exams, common embedded exam questions, and portfolio requirements) that may be used to assess individual student attainment of expected student learning outcomes. An ALC lists possible assessment strategies that may be used, including the courses/locations that students might expect to encounter these strategies. The actual assessment strategies to be used by faculty are described in the Program Assessment Plan.

Assessment Plan Process

A description of how every student in a given degree program or certificate is assessed to determine the extent to which the student has met the expected core student learning outcomes and professional accreditation outcomes, if applicable. The process plan must (a) be feasible, (b) identify the specific assessment strategies to be used to assess individual student attainment of every student learning outcome, (c) be of adequate quality to withstand external review, and (d) compare favorably to best practices in the discipline. Data collected for the program assessment plan is stored, analyzed, and summarized in accordance with the Evaluation Plan.

C.

Evaluation Plan

A description of the methodology used to substantiate the assertion that graduates have truly achieved the expected student learning outcomes. The process plan and its components (a) can involve sampling, (b) must be robust with appropriate measures of validity and reliability, and (c) may include comparisons of student performance to the student performance at other institutions or to national norms.
D. Use of Results — A description of how results of student assessment and program evaluation are used to continuously improve program effectiveness and student learning.

Assessment Plans

A. Each organizational unit will create an assessment plan to document attainment of its goals and to use the results of the assessment to effect continuous improvement.

B. Assessment plans address the goals of the University strategic plan. Progress on assessment plans will be reported yearly in unit annual reports, following guidelines developed by Strategic Planning and Institutional Effectiveness Committee (SPIEC) of the Planning and Budget Council (PBC).

C. Each academic program will create a program assessment plan that states program goals (e.g., teaching, scholarship, and service), including expected outcomes, particularly in the area of student learning. The assessment plan will also address University student learning outcomes, program-specific student learning outcomes, requirements of BOG Regulation 8.016 concerning Academic Learning Compacts (baccalaureate programs only) and professional accreditation learning outcomes (if applicable). The assessment plan will indicate where in the curriculum learning outcomes are encountered and by what means the assessment plan will determine whether learning is occurring. Learning outcomes should be both measurable and expressed in behavioral terms. Multiple assessment strategies will be used whenever possible including both direct and indirect measures of student learning for each discrete academic program. The results of assessment activity will be well documented and used to improve the respective programs and enhance student learning. The results will be incorporated as part of each academic program review.

Academic Program Review

A. Academic program review will occur on a seven-year cycle in accordance with BOG Regulation 8.015. The review will include the development of a self-study that addresses key elements of program effectiveness. An external consultant and the Faculty Senate’s Program Review Team will be engaged to assist in the review. The consultant’s report will include recommendations for improvement.
along with comments from the Program Review Team which will be shared with the program and college leadership for response. Along with comments from the Program Review Team, the program and college leadership will meet with the Provost to discuss the review and formulate an institutional response that will be the subject of a subsequent one-year follow-up meeting. Results from the program review as well as progress made toward fulfillment of recommendations for improvement will be described in the college’s annual report.

**Annual Reports**

A. Annual reports will be prepared by all major organizational units of the University. The reports will address specific guidelines developed by SPIEC of the PBC and will express goals of the University strategic plan in terms of unit goals. The reports will document past efforts at continuous improvement and guide future initiatives directed toward this end. The reports will also include goals for the coming year that may be considered as priorities for funding.

B. Information derived from the annual reports, along with data and information drawn from other sources, will be used to inform funding allocations and planning decisions of the President’s Cabinet and the University Board of Trustees.

**Policy Implementation Roles**


B. The Assessment Council, a committee comprised of Associate Deans from each of the colleges and the Dean of Library Services. The Assessment Council is responsible, with the deans, for ensuring that these institutional effectiveness directives are fully implemented within these units. The General Education Director, working with the Assessment Council and the deans, is responsible for coordinating and managing the assessment of the General Education program. The Assessment Council will meet periodically with the Council of Deans to discuss progress and issues. The Office of Planning and Institutional Performance will support the Assessment Council and be responsible for evaluating the success of these efforts.

**Role of University Board of Trustees**

Progress on the attainment of strategic planning goals intended to fulfill the University’s mission will be monitored by the University’s Board of Trustees through its annual performance review of the President. The PBC will use the results of this process in the
modification of the strategic plan as it deems necessary.

RELATED INFORMATION
- BOG Regulations 8.015 and 8.016; FGCU Regulations 2.004 and 2.005

HISTORY
- New 12/15/2010, Amended_____

APPENDICES
- Templates for development of Unit Assessment Plans and Annual Reports.

APPROVED

President ___________________________ Date ___________________________