Florida Gulf Coast University
Policy Manual

Title
Program Evaluation and Institutional Effectiveness

Policy: 2.010
Approved: 06/18/13

Responsible Executive:
Provost and Vice President of Academic Affairs

Responsible Office:
Planning and Institutional Performance

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 at the program and institutional levels. 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, the University’s regional accreditation body. The policy also addresses requirements of Board of Governors Regulations 8.015 Academic Program Review and 8.016 Student Learning Outcomes Assessment. This policy combines three previous University policies: 2.004, 2.005, and 2.009.

APPLICABILITY AND/OR ACCOUNTABILITY
This policy is applicable to all functional units of the University appearing on the “Summary of Organization” Organizational Chart which can be found at:
DEFINITION OF KEY TERMS

A. Academic Learning Compact (ALC) - A student-friendly, document describing expected core student learning outcomes for a baccalaureate program. Each baccalaureate program will have an ALC that is available to current and prospective students on the University's website. 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 evaluative exercises that students may encounter in the program.

B. Academic Program Assessment Plan and Report – A document produced and updated by program faculty on a periodic basis. All goals and reports related to the faculty role in assessment are merged into this integrated planning and reporting process. It is divided into two parts, the plan and the report. Both of these are further subdivided into three parts – one each for teaching, scholarship, and service. All elements are designed to meet both BOG and SACS requirements, including student learning outcomes, academic program review, institutional effectiveness, and strategic planning at the program level.

C. Academic Program Review and Self-study - A process for the periodic assessment of the status of academic programs leading to a degree. It occurs on a seven year cycle and incorporates an external review of a program-faculty-generated self-study regarding the requirements identified in BOG Policy 8.015. Elements include (1) a review of the mission(s) and purpose(s) of the program within the context of the university mission and BOG Strategic Plan; (2) teaching, research, and service goals and objectives, including student learning outcomes; (3) an assessment of how well the goals, objectives, and learning outcomes are being met; how the assessment results are used in continuous program improvement; and the sufficiency of resources and support services to achieve goals/objectives; and (4) a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and a review of the limited access status of the program (for baccalaureate programs).
D. BOG – means the Florida Board of Governors, the governing body of the state university system.

E. Organizational Unit Annual Report – A document that sets forth the mission and 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.

F. 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.

G. SACS – means the Southern Association of Colleges and Schools, the regional accrediting organization for the University.

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**PROCEDURES**

The University will establish goals for all its organizational units and goals and outcomes for 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. The establishment, implementation, assessment, and analysis of academic program goals and outcomes are the joint responsibility of faculty and administration.

**Assessment Plans**

Each organizational unit will create an assessment plan to document attainment of its goals and Reports.

A. Academic Program Assessment Plans and Reports will be prepared for all degree majors and certificate programs of the University and updated on a periodic basis. The content and implementation process for these plans and reports is the joint responsibility of the faculty and the Administration. The process will be designed in consultation with Faculty Senate, the Strategic Planning and Institutional Effectiveness Committee, the Assessment Council, and the Office of Planning and Institutional Performance. A template guiding the process is appended to this policy and can be changed based on
consultation among the aforementioned. The assessment plan and/or report may be updated annually, as needed.

B. Information derived from the reports will reflect improvements made or to be made to the program, and along with data drawn from other sources, be used to inform funding allocations made by the Provost/Vice President for Academic Affairs and the College deans.

C. Information from these periodic reports will be included in the Academic Program Review and Self-Study.

Organizational Unit Annual Reports

A. Each major organizational unit of the University will prepare an annual report. The unit annual report 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 report will document past efforts at continuous improvement and guide future initiatives directed toward this end. The report will also include goals for the coming year that may be considered as priorities for funding. The report will be submitted to the Office of Planning and Institutional Performance according to established timelines.

B. Information derived from the unit 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.

Academic Program Review and Self-Study

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 contained in the BOG regulation. An external consultant will be selected to assist in the review from a list approved by the Program Review Team of the Faculty Senate, which is based on referrals from the program and in collaboration with the Office of Planning and Institutional Performance. The consultant’s report will include an analysis of the Program Assessment Plans and Reports with recommendations for improvement. The Program Review Team will comment on the documents and provide comments which will be shared with the program and college leadership for response. 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.

**Policy Implementation Roles**

Policy Implementation Roles within Academic Affairs: Assessment Council, General Education Director, Council of Deans, Provost, Office of Planning and Institutional Performance, and Faculty Senate.

A. The Assessment Council, a committee comprised of Associate Deans from each of the colleges and a representative of the Dean of Library Services, along with in-unit faculty representation from academic program leadership (the latter working in coordination with Faculty Senate Leadership), is responsible, with the deans, for ensuring that these institutional effectiveness directives are fully implemented within these academic organizational units. The Assessment Council will meet periodically with the Council of Deans to discuss progress and issues.

B. The General Education Council of the Faculty Senate, the Assessment Council, and the deans, are responsible for coordinating and managing the assessment of the General Education program.

C. The Office of Planning and Institutional Performance will support the Assessment Council and be responsible for evaluating the success of these efforts.

D. Faculty are responsible for the development of goals, outcomes, objectives, and assessments associated with their affiliated academic programs; implementing the assessments; analyzing assessment data; and then identifying, implementing, and reporting data-based improvements related to their programs based upon the availability of institutional resources and support provided by the administration or Faculty Senate.

E. The Provost will provide resources within his/her discretion and institutional availability to ensure this policy is successfully implemented.

F. The Faculty Senate will select academic program leaders from each of the colleges to serve on the Assessment Council and will work with those representatives to represent faculty views.
Role of Florida Gulf Coast University Board of Trustees

Progress on the attainment of strategic planning goals supporting the University’s mission is monitored by the Florida Gulf Coast University’s Board of Trustees as part of its annual performance review of the President. The Planning and Budget Council will use the results of this process when revising the strategic plan as necessary.

RELATED INFORMATION

BOG Regulations 8.015 and 8.016

HISTORY

New 06/18/13

APPENDICES

Templates for Development of Academic Program Plans and Report and Organizational Unit Annual Report.

APPROVED

President

June 18, 2013

Date
Academic Program Assessment Plan and Report

Program Descriptive Information

- Name of the Program: Choose an item.
- Name of Program Leader: [filled in based on Program Name]
- Revision Date: Click here to enter a date.
- Mission Statement: [filled in based on Program Name]

Section 1 – Teaching Assessment Plan
Ensure Student Learning Outcomes are Met
Assessment of Student Learning Outcomes

- SLO Area 1 Content, Knowledge, and Skills (CKS)
  - Objective 1 [number] (a subset of the CKS above -)
    Click here to enter text.
  - Assessed in the following course(s):
    Click here to enter text.
  - How often assessed (e.g., each semester, every year, every two years)
    Click here to enter text.
  - How assessed (Quiz, paper, research project, comprehensive exam, case study, etc.)
    Click here to enter text.
  - When assessed (beginning of course, mid-term, end of course)
    Click here to enter text.
  - Who is assessed (each student major, sample of students in a given section, sample of students in multiple sections of same course)
    Click here to enter text.
  - Who conducts the assessment
    Click here to enter text.

Repeat sequence for all objectives under this SLO.
<table>
<thead>
<tr>
<th>SLO Area 2 Communication Skills (CS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 [number] (a subset of the CS above)</td>
</tr>
<tr>
<td>Assessed in the following course(s):</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>How often assessed (e.g., each semester, every year, every two years)</td>
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<td>How assessed (Quiz, paper, research project, comprehensive exam, case study, etc.)</td>
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<tr>
<td>When assessed (beginning of course, mid-term, end of course)</td>
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<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Who is assessed (each student major, sample of students in a given section, sample of students in multiple sections of same course)</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Who conducts the assessment</td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Repeat sequence for all objectives under this SLO.
**SLO 3 Critical Thinking Skills (CTS)**

**Objective 1 [number](a subset of the CTS above)**

- **Assessed in the following course(s):**
  - Click here to enter text.
- **How often assessed (e.g., each semester, every year, every two years):**
  - Click here to enter text.
- **How assessed (Quiz, paper, research project, comprehensive exam, case study, etc.):**
  - Click here to enter text.
- **When assessed (beginning of course, mid-term, end of course):**
  - Click here to enter text.
- **Who is assessed (each student major, sample of students in a given section, sample of students in multiple sections of same course):**
  - Click here to enter text.
- **Who conducts the assessment**
  - Click here to enter text.

Repeat sequence for all objectives under this SLO.

- **Other goals as appropriate in areas of teaching (e.g., breadth and depth of coverage, modes of instruction, space, post-graduation outcomes, program accreditation.):**

  - **Name goal (quantify as appropriate):**
    - Click here to enter text.
  - **How to be assessed**
    - Click here to enter text.
  - **When to be assessed**
    - Click here to enter text.
### Section 2 - Teaching Assessment Report

**Ensure Student Learning Outcomes are Met**

[To be imported from Student Learning Outcomes Assessment Report]

<table>
<thead>
<tr>
<th>Other goals as appropriate in areas of teaching (e.g., breadth and depth of coverage, modes of instruction, space, post-graduation outcomes, program accreditation.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name goal (quantify as appropriate)</strong></td>
</tr>
<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Result of Assessment</strong></td>
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<tr>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Improvement made or to be made</strong></td>
</tr>
<tr>
<td>Click here to enter text.</td>
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</tbody>
</table>
Scholarship Assessment Plan

Describe goal as you deem appropriate to the purpose of the program e.g. student involvement with scholarly activities within the context of the program and/or alternatively in terms of faculty productivity in the program discipline, or some other measure which the program faculty deem appropriate (these are suggestive of suitable categories of goals related to scholarship, but are not meant to be either mandatory or comprehensive):

If in terms of student involvement, is it done through independent study, class project, group project, with faculty? E.g., all students will conduct independent study, will participate in a group project, etc.

- Name goal (quantify as appropriate)
  - Click here to enter text.
- How to be assessed
  - Click here to enter text.
- When to be assessed
  - Click here to enter text.

If in terms of faculty productivity in the program discipline you might consider: publications counts, exhibits, performances, etc.

- Name goal (quantify as appropriate)
  - Click here to enter text.
- How to be assessed
  - Click here to enter text.
- When to be assessed
  - Click here to enter text.

Other

- Name goal (quantify as appropriate)
  - Click here to enter text.
- How to be assessed
  - Click here to enter text.
- When to be assessed
  - Click here to enter text.
Scholarship Assessment Report

Describe goal as you deem appropriate to the purpose of the program e.g. student involvement with scholarly activities within the context of the program and/or alternatively in terms of faculty productivity in the program discipline, or some other measure which the program faculty deem appropriate (these are suggestive of suitable categories of goals related to scholarship, but are not meant to be either mandatory or comprehensive):

If in terms of student involvement (e.g., all students will conduct independent study, will participate in a group project, etc.):

Name goal (quantify as appropriate)
Click here to enter text.
Result of Assessment
Click here to enter text.
Improvement made or to be made
Click here to enter text.

If in terms of faculty productivity in the program discipline (publications counts, exhibits, performances, etc.):

Name goal (quantify as appropriate)
Click here to enter text.
Result of Assessment
Click here to enter text.
Improvement made or to be made
Click here to enter text.

Other

Name goal (quantify as appropriate)
Click here to enter text.
Result of Assessment
Click here to enter text.
Improvement made or to be made
Click here to enter text.
Service Assessment Plan

Describe goal as you deem appropriate to the purpose of the program e.g. student involvement with service activities within the context of the program and/or alternatively in terms of faculty service to the program discipline, or some other measure which the program faculty deem appropriate (these are suggestive of suitable categories of goals related to service, but are not meant to be either mandatory or comprehensive):

If in terms of student involvement (e.g. done through program-related internships, cooperative education, clinical placements, etc.)?

Name goal (quantify as appropriate)
Click here to enter text.
How to be assessed
Click here to enter text.
When to be assessed
Click here to enter text.

If in terms of faculty service to the program discipline (e.g. service to editorial boards, professional associations, specialized accreditors, etc.)

Name goal (quantify as appropriate)
Click here to enter text.
How to be assessed
Click here to enter text.
When to be assessed
Click here to enter text.

Other
Name goal (quantify as appropriate)
Click here to enter text.
How to be assessed
Click here to enter text.
When to be assessed
Click here to enter text.
Service Assessment Report

Describe goal as you deem appropriate to the purpose of the program e.g. student involvement with service activities within the context of the program and/or alternatively in terms of faculty productivity in the program discipline, or some other measure which the program faculty deem appropriate (these are suggestive of suitable categories of goals related to service[ but are not meant to be either mandatory or comprehensive]):

If in terms of student involvement (e.g. done through program-related internships, cooperative education, clinical placements, etc.)

Name goal (quantify as appropriate)
Click here to enter text.

Result of Assessment
Click here to enter text.
Improvement made or to be made
Click here to enter text.

If in terms of faculty service to the program discipline (e.g. service to editorial boards, professional associations, specialized accreditors, etc.)

Name goal (quantify as appropriate)
Click here to enter text.
Result of Assessment
Click here to enter text.
Improvement made or to be made
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Other

Name goal (quantify as appropriate)
Click here to enter text.
Result of Assessment
Click here to enter text.
Improvement made or to be made
Click here to enter text.
<table>
<thead>
<tr>
<th>Seven Year Program Review Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
</tr>
<tr>
<td>Curriculum narrative</td>
</tr>
<tr>
<td>Course list</td>
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<tr>
<td><strong>Faculty</strong></td>
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<tr>
<td>Faculty narrative</td>
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<tr>
<td>Faculty list</td>
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<tr>
<td><strong>Students</strong></td>
</tr>
<tr>
<td>Student narrative</td>
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<tr>
<td>Students list</td>
</tr>
<tr>
<td><strong>Resources library, physical, and staff support, and student support services.</strong></td>
</tr>
<tr>
<td>Recourses narrative</td>
</tr>
<tr>
<td><strong>Prerequisites and limited access (bachelor's level only)</strong></td>
</tr>
<tr>
<td>Prerequisite compliance narrative</td>
</tr>
<tr>
<td><strong>Determination of need for continuation of limited access status (if appropriate)</strong></td>
</tr>
<tr>
<td>Limited Access Narrative</td>
</tr>
<tr>
<td>Program Changes</td>
</tr>
<tr>
<td>Program Strengths</td>
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<tr>
<td>Program Weaknesses</td>
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<tr>
<td>Program Opportunities</td>
</tr>
<tr>
<td>Program Threats</td>
</tr>
<tr>
<td>List of Recommendations</td>
</tr>
<tr>
<td>Action Plan</td>
</tr>
</tbody>
</table>
FGCU Unit Annual Report

Department Name: Choose an item.

Mission Statement: Click here to enter text.

Unit Goals for the Upcoming Year – Add a minimum of 4 Goals

(Add new goals or copy and modify existing goals)

Department Name: Choose an item.

Annual Report Year: Choose an item.

Academic Year for this Goal: Choose an item.

Strategic Plan Goal(s):

- GOAL 1: Academic Excellence
- GOAL 2: Student Life, Growth, and Development
- GOAL 3: Strategic Growth
- GOAL 4: Provide an Enhanced Campus Climate
- GOAL 5: Environmental Sustainability and Innovation
- GOAL 6: Community Engagement
- GOAL 7: Discovery and Application of Knowledge

Unit Goal: Click here to enter text.

Actions Taken: What action(s) will you undertake to achieve the goal?
Click here to enter text.

Assigned Leader: Within your unit's leadership team, who will be responsible for completion of the action?
Click here to enter text.

Resource Needs: What resources are involved to fulfill the objective (e.g., technology, new faculty/staff, etc) and define existing as well as new resources that will be required.
Click here to enter text.

Assessment: By what means will you assess goal achievement?
Click here to enter text.

Measurements: How will you know if you have successfully attained each goal? (e.g., a set of criteria, benchmark, survey... benchmarks should include current status and goal to be achieved.
Click here to enter text.
Improvements: How will the results of the above assessments be used to improve fulfillment of the university’s mission (e.g., student learning, faculty research/scholarship, university services, etc.)? Click here to enter text.

Resources

**Department Name**: Choose an item.

**Annual Report Year**: Choose an item.

**Resources**: Given the current fiscal situation facing the university and based on the analysis of data included in this report, please indicate your highest priority for funding (related to your analysis) if additional resources were to become available either this coming year or the following year. Click here to enter text.

Unit Goals for the Current Academic Year
(Included in Last Year’s Report)

(This form is preloaded with Department, Annual Report Year, Strategic Plan Goal and Unit Goal – complete this form for all goals listed)

<table>
<thead>
<tr>
<th>Department: Preloaded Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Report Year: Preloaded Field</td>
</tr>
<tr>
<td>Strategic Plan Goal: Preloaded Field</td>
</tr>
<tr>
<td>Unit Goal: Preloaded Field</td>
</tr>
</tbody>
</table>

**Actions Taken**: What action(s) have you taken to achieve the goal? Click here to enter text.

**Assessment**: What measures have been taken toward assessment of this goal? Click here to enter text.

**Progress**: Describe the progress you have made toward attaining this goal including anticipated date. Click here to enter text.

**Improvements**: Describe how the results of assessments have been used to improve student learning or department’s activities. Click here to enter text.
### Program or Service specific Assessments

**Department Name:** Choose an item.

**Annual Report Year:** Choose an item.

**Specific Assessment:** What program or service specific assessment occurred in the current academic year?  
Click here to enter text.

**Assessment Results:** How were the results of the assessment used to improve programs or services?  
Click here to enter text.

**Seven Year Program Review:**  
(Academic Programs) Report on any 7-Year Program Review that your college/school completed in the past year and describe any improvements made as a result of the review.  
Click here to enter text.

**Attachments:** Click here to attach a file

### Unit Contribution to President’s Performance Measures

**Department Name:** Choose an item.

**Annual Report Year:** Choose an item.

**Unit Contributions to President’s Performance Measures:** Please review the President’s Performance Measures for the current year. Did your unit contribute to any specific performance goals for the President? (If so, please indicate whether the measure set was attained and to what degree.)  
Click here to enter text.

**President’s Performance Measures for the Current Annual Report Year**

[Print or View Version of President’s Performance Measures for the Current Annual Report Year]