

	Florida Gulf Coast University Policy Manual	Policy: 2.009 Approved: 12/15/2010
	Title Institutional Effectiveness Directives	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. 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.

APPLICABILITY AND/OR ACCOUNTABILITY

This policy is applicable to all functional units of the University appearing on the "Summary of Organization" Organizational Chart.

<http://www.fgcu.edu/Info/files/summaryorganization10.pdf>

DEFINITION OF TERMS

- A. Academic Learning Compact - 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.
- 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 the 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.

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.

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

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

