

	<b>Florida Gulf Coast University</b> <b>Policy Manual</b>	<b>Policy:</b> 2.010
	<b>Program Evaluation and Institutional Effectiveness</b>	<b>Responsible Office:</b> Planning and Institutional Performance

## A. 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.

## B. 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. This Policy provides a framework necessary for compliance with Core Requirements 7.1, 8.1 and Comprehensive Standard 8.2 of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University's regional accreditation body. This Policy also addresses requirements of Board of Governors (BOG) Regulations 8.015 Academic Program Review and 8.016 Student Learning Outcomes Assessment.

## C. APPLICABILITY AND/OR ACCOUNTABILITY

This Policy is applicable to all functional units of the University appearing on the University's Summary of Organization.

## D. DEFINITION OF KEY TERMS

1. *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.
2. *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 SACSCOC requirements, including student learning outcomes, academic program review, institutional effectiveness, and strategic planning at the program level.

3. *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 Regulation 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, service, and other program 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).
4. *Board of Governors (BOG)*: The governing body of the state university system of Florida.
5. *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.
6. *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.
7. *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)*: The regional accrediting organization for the University.

## **E. PROCEDURE**

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.

### **1. 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 assessment plan and 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 and 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.

## 2. Organizational Unit Annual Reports

- a) Each major Organizational Unit of the University will prepare an annual report. The unit annual report addresses specific guidelines and expresses goals of the University strategic plan in terms of unit goals. The report documents past efforts at continuous improvement and guides future initiatives directed toward this end. The report includes goals for the coming year that may be considered as priorities for funding. The report will be submitted online 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.

## 3. Academic Program Review and Self-Study

Academic program review occurs on a seven-year cycle in accordance with BOG Regulation 8.015, following a schedule maintained by the Office of Planning and Institutional Performance. Each review includes the development of a self-study that addresses key elements contained in the BOG regulation. A minimum of one (1) 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 examine 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.

#### 4. 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, the Associate Dean of Undergraduate Studies, the Director of the Quality Enhancement Plan, the Director of General Education, 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.

#### 5. 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.

*Related Information*

SACSCOC Core Requirements 7.1 and 8.1

SACSCOC Comprehensive Standard 8.2

*Specific Authority*

BOG Regulation 8.015, Academic Program Review

BOG Regulation 8.016, Student Learning Outcomes Assessment

*History of Policy*

New 06/18/2013; Amended 09/21/18

**APPROVED**

\*s/Michael V. Martin  
Michael V. Martin, President

September 21, 2018  
Date

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