



**FLORIDA GATEWAY
COLLEGE**

Institutional Effectiveness Handbook

Prepared by the Department of Institutional Effectiveness and Assessment

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Institutional effectiveness at Florida Gateway College

What is institutional effectiveness?

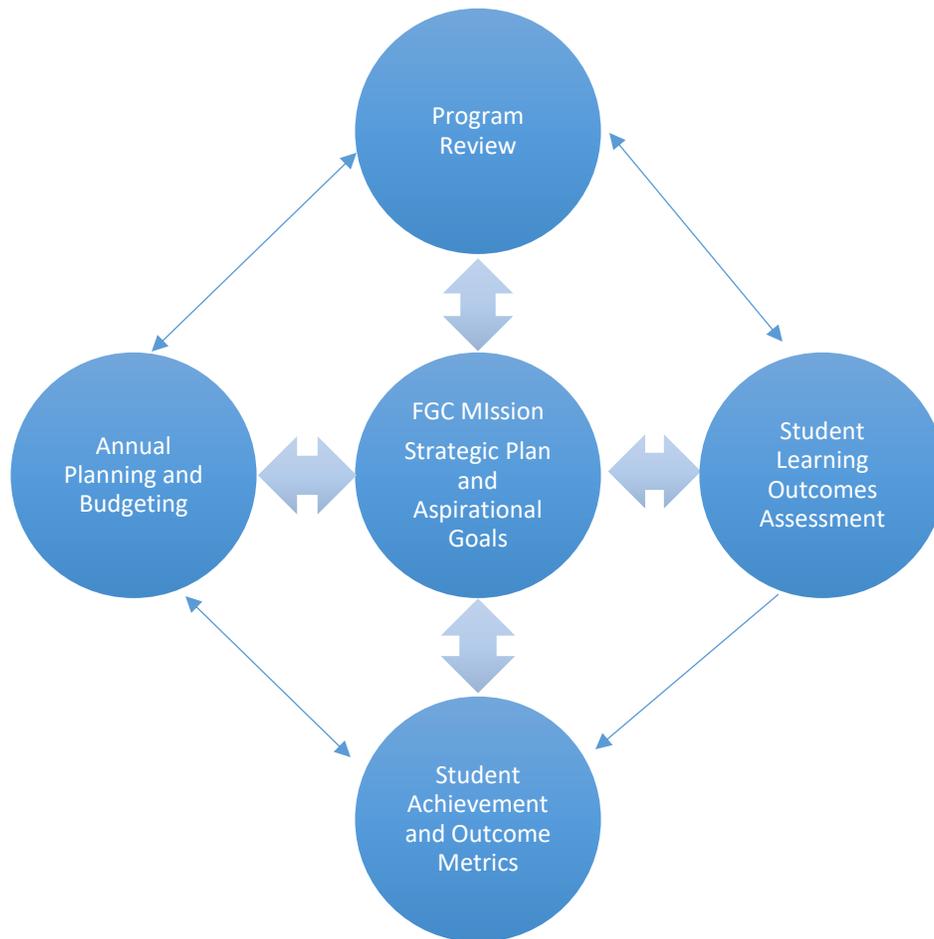
The mission of Florida Gateway College (FGC) is to provide superior instruction, nurture individual development, and enrich the community through affordable, quality higher education programs and lifelong learning opportunities. Institutional effectiveness, or IE, is comprised of a set of interrelated processes through which FGC collects data and then uses the evaluation of this data to drive decision-making and institutional improvement. Through IE, FGC can ensure that it is meeting its mission and can monitor its progress toward the goals outlined in the Strategic Plan. FGC is accountable to students, faculty and staff, the community, the state, accrediting agencies, and other stakeholders. By monitoring and evaluating processes and activities at all levels of the institution and engaging in data-driven decision-making, FGC ensures that it is effectively meeting the needs of these stakeholders.

IE includes several interrelated components: planning, budgeting, assessment, and evaluation. Through participation in these processes, all faculty and staff at FGC are responsible for IE. While the Department of Institutional Effectiveness and Assessment coordinates IE data collection activities and assists stakeholders in making sense of this data, every employee of FGC is involved in IE.

This manual outlines IE processes at FGC. Its purpose is to clarify IE processes and serve as a resource for FGC faculty and staff as they seek to better understand how they contribute to IE.

FGC's IE processes are driven by the mission, strategic plan, and aspirational goals. Key pieces of the process include program review, annual planning and budgeting, student achievement and outcome metrics, and student learning outcomes assessment. Figure 1 below illustrates how these processes relate to one another.

Figure 1. IE components



IE and accreditation

IE and accreditation

FGC is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Demonstrating IE processes and how these results are used to drive institutional improvement is fundamental to maintaining accreditation through SACSCOC. Several principles of accreditation relate to IE. More information related to these principles can be found [here](#).

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. Student learning outcomes for each of its educational programs.
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate programs.
- c. Academic and student services that support student success.

Several programs at FGC also maintain programmatic accreditation. These include:

- Early Childhood Education, A.S.: National Association for the Education of Young Children (NAEYC); <https://www.naeyc.org/>
- Health Information Technology, A.S.: Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); <http://www.cahiim.org/>
- Nursing, B.S.: Commission on Collegiate Nursing Education (CCNE); <https://www.aacnnursing.org/CCNE>
- Registered Nursing, A.S.: Accreditation Commission for Education in Nursing (ACEN); <http://www.acenursing.org/>
- Paramedic, C.C.C.: Commission on Accreditation of Allied Health Education Programs (CAAHEP); <https://www.caahep.org/>
- Physical Therapist Assistant, A.S.: Commission on Accreditation in Physical Therapy Education (CAPTE); <http://www.capteonline.org/home.aspx>

Each of these programmatic accreditors requires that accredited programs assess student learning and student achievement and use the results of these assessment activities to improve the program.

By engaging in critical IE processes, FGC ensures the continued accreditation of both the institution and individual programs.

College-level IE

FGC engages in strategic planning to guide the College and ensure continued achievement of the mission. A new strategic plan is created every five years. The generation of this plan involves the entire College, including senior leadership, faculty, staff, students, and the community. The strategic plan must be presented to and approved by the Board of Trustees prior to implementation. All units are expected to pursue goals that align with the strategic plan. The strategic plan for 2017-2022 includes the following goals. Additional details can be found on FGC's [website](#).

1. Success: Improve student persistence, retention, and learning through instructional excellence and exceptional support services.
 - a. Implement proactive advising strategies throughout all college units.
 - b. Use innovation, technology, and best practices in instruction to provide rigorous and engaging learning experiences.
 - c. Expand transfer pathways by increasing program articulation agreements with higher education institutions.

- d. Establish a comprehensive Career Center that helps students align educational and career goals and promotes job exploration and planning to prepare them for success in their chosen career.
2. Engagement: Promote economic development and community enrichment through business partnerships, service, and engagement.
 - a. Engage students, faculty and staff in community service and service learning activities.
 - b. Promote client-focused, customized corporate training to enhance continuous employee growth and development.
 - c. Culturally and intellectually enrich the community through diverse entertainment and cultural activities.
 - d. Promote student engagement by providing opportunities to participate in student organizations, competitions, and campus life activities.
3. Academics and lifelong learning: Foster a culture of cradle to grave learning through formal, non-formal and informal education offerings that provide the foundation for lifelong learning.
 - a. Offer learning experiences that inspire students to obtain knowledge outside of the educational system and the motivation to continue learning throughout their lifespan.
 - b. Provide a general education core that gives students a broad, common foundation of knowledge, skills, and abilities to succeed within personal, social, and career goals.
 - c. Provide instruction in a variety of delivery methods and flexible course schedules.
4. Assessment, accountability, and improvement: Ensure college vitality and enhance college services through a culture of accountability and continuous improvement.
 - a. Institutionalize a system for planning, budgeting, and assessment to ensure decisions are data driven and lead to improvement.
 - b. Promote fiscal stability and efficiency of college operations through effective allocation and use of resources.
 - c. Evaluate the viability and relevance of current programs and perform community and regional studies to find opportunities for new program development.
5. Institutional resource development: Ensure institutional resources are adequate to enhance student learning, instructional quality, and support educational programs.
 - a. Increase revenue by aligning resource development activities, cultivating new sources of funding, and pursuing opportunities to enhance existing resources.
 - b. Build and maintain accessible facilities, infrastructure, and grounds that functionally and aesthetically meet institutional needs.
 - c. Incorporate emerging technologies that enhance student learning, support faculty/staff productivity, and ensure organizational effectiveness.
 - d. Provide learning/information resources that are appropriate to support instruction and enhance program quality through foundation endowments.
 - e. Provide comprehensive professional development opportunities that improve teaching and learning, develop leadership, and strengthen employee skills.
6. Access: Develop multiple pathways for equal and equitable access to the college's programs and services by reducing barriers to enrollment and progression and improve student academic achievement and goal attainment.
 - a. Develop and implement a Strategic Enrollment Management Plan that will increase enrollment.

- b. Implement a marketing plan that will promote the activities of the college and increase awareness of the role it plays in the lives of the community.
- c. Provide a college website and information technology systems that is well organized and easy to use for seamless access to college enrollment and progression processes and information pertinent to students, faculty, staff, and community.
- d. Establish an Access/Diversity Committee to review, assess and recommend potential additional opportunities to increase diversity in both our student body and for new faculty and staff.
- e. Create scheduling options to meet the needs across diverse student populations.

To coincide with its strategic plan, FGC has articulated aspirational goals. For 2017-2022, these include:

1. Increase retention rate for first-time full-time students to 69%.
2. Increase overall fall-to-fall retention rates to 60%.
3. Increase student success rates as defined by the Florida College System to 65%.
4. Increase unduplicated headcount enrollment to 6,500 per year.
5. Increase FTE enrollment to 2,500 annualized.
6. Increase the number of full-time faculty by 15%.
7. Increase assets of the Foundation for Florida Gateway College to over \$18 million.
8. Expand the number of bachelor degree programs offered to five.
9. Expand the number of academic programs offered entirely through distance learning to eight.
10. Florida Gateway College will be nationally recognized as a premier learning institute that nurtures a high level of student success and instructional quality.

Progress towards the goals outlined in the strategic plan, as well as the aspirational goals, are tracked by the Department of Institutional Effectiveness and Assessment (IEA). These performance indicators are discussed in more detail later in this section.

Oversight of IE processes

Institutional effectiveness processes are overseen at several levels at FGC.

The District Board of Trustees (DBOT) consists of nine members appointed by the Governor of the State of Florida and approved by the Senate, per Florida Statute 1001.61 and Rule 6A-14.024. These board members represent the five counties of FGC's service area: Baker, Columbia, Dixie, Gilchrist, and Union. The DBOT, through Florida Statute 1001.63, is given the power and duties of a corporate body, including entering into financial and legal agreements. Per FGC Board Policy 6Hx12:2-02, the DBOT makes decisions on behalf of FGC. The DBOT meets monthly and reviews proposals generated by the Educational Affairs Committee (EAC) and the Institutional Effectiveness Committee (IEC).

The Executive Council (EC) includes the President, all Vice Presidents, the Executive Director of Resource Development, the Executive Director of Human Resources, the Executive Director of Media and Public Information, and the Assistant to the President. The EC, amongst its other duties, is responsible for discussing recommendations and proposals initiated by the IEC and EAC. The EC meets twice per month and presents its recommendations to the DBOT.

The Director of Institutional Effectiveness and Assessment heads the Institutional Effectiveness Committee (IEC). The IEC, composed of representatives from all areas of the institution, is responsible for evaluating College-level IE processes and data and making recommendations for improvement. The IEC also reviews FGC's efforts to comply with SACSCOC accreditation requirements. The IEC meets approximately once each quarter. Recommendations generated by the IEC are reviewed by the EC.

The Director of Institutional Effectiveness and Assessment chairs the Assessment Committee (AC). The AC oversees academic and non-academic assessment processes and advocates for a culture of assessment in all areas of FGC. Responsibilities include recommending policies, procedures, and initiatives; evaluating assessment reports and program reviews; monitoring the use of assessment data and metrics to make improvements at all levels of the College; and supporting assessment-related professional development efforts. Although it exists as a separate committee, the AC provides updates to the IEC as well as the Vice President of Academic Affairs (VPAA).

If an evaluation of assessment data indicates a need for a major change to a course or program, the matter is put forward to the Educational Affairs Committee (EAC). The EAC includes the VPAA, the Dean, faculty members representing the A.A. and A.S. programs, the executive directors of each academic area, the registrar, the Director of IEA, the Student Government Association (SGA) President, and another SGA representative. This committee meets monthly. Matters required to come before the EAC committee include:

- New programs
- New courses
- Deletion of programs
- Deletion of courses
- Modification of courses
- Modification of programs
- Program/course prerequisites
- Program/course co-requisites

- Testing policies
- Awarding of college credit
- Course continuation
- Course or program fee changes
- General education determination
- Determining substantive changes requiring SACSCOC notification and/or approval

Proposals for curriculum changes must be prepared by the initiator of the change by preparing the EAC action form and all supporting documentation. All proposal documentation is reviewed by the executive director overseeing the program, and after their approval it is submitted to the VPAA. The VPAA reviews the document and sends it to the registrar for further correction and changes. Once all necessary changes have been made, all documents are submitted to the EAC and the proposal is added to the EAC agenda. A proposal must be approved by a majority vote of the EAC in order to be put before the President and the EC. The President is responsible for approving the proposal and submitting the proposal to the DBOT. Once DBOT members have approved the proposal, the change can be initiated. If the change is substantial enough to warrant a SACSCOC substantive change notification form (i.e., a significant change to an existing program or the addition of a new program), the initiator is responsible for determining what forms and documentation are needed and working with the Director of IEA and the SACSCOC liaison to prepare all necessary submissions post-approval. Detailed information about the EAC, including the full EAC proposal process and required forms, can be found in the EAC Handbook.

IEA monitors unit-level planning processes and compiles this data to be used in decision-making. IEA also deploys and reports information from institutional surveys and gathers and reports data for college-level performance indicators. The Department of IEA consists of three staff members: the Director of Institutional Research and Effectiveness, the Coordinator of Institutional Research and Data Analysis, and the Director of Institutional Effectiveness and Assessment.

Institutional surveys

Community College Survey of Student Engagement (CCSSE)

FGC administers the Community College Survey of Student Engagement (CCSSE) approximately every three years. Items on CCSSE ask students to rate various aspects of their college experience, including their time use, their courses, programs in which they participated, interactions with faculty and staff, college services, and other important aspects of their educational journey. Evaluating the results helps FGC identify areas in which improvements are needed. CCSSE randomly samples courses across the college, and the CCSSE is administered to students in the randomly chosen courses. The CCSSE is administered to community colleges around the country, making it possible to compare FGC's results to national averages. The CCSSE campus coordinator is responsible for overseeing the CCSSE administration process. This coordinator is responsible for ensuring that important information, such as the data verification form, is submitted to CCSSE and that completed surveys are collected and returned to CCSSE for analysis. Additionally, the coordinator chooses survey administrators, sends CCSSE-relevant memos to faculty, staff, and administrators, and works with the Department of IEA to ensure that survey administration letters are sent to all instructors teaching the sampled courses. Results are analyzed by CCSSE, and a report is sent to the President in the summer after the survey's administration. IEA further analyzes results and produces customized reports for FGC leadership.

Facilities survey

IEA administers a facilities survey as needed (approximately every two years) to faculty, students, and staff to evaluate satisfaction with FGC's facilities. This survey is used by facilities staff to determine facilities priorities and make timely updates to the Master Plan.

Student course evaluations

Student course evaluations are sent out to students at the end of each term through Blue; this process is coordinated by IEA. Results are compiled by the IEA and made available to each individual instructor, as well as the Dean. These evaluations are one source of evidence in the annual faculty evaluation process.

Student achievement metrics

A number of student achievement metrics are evaluated annually to determine the extent to which FGC is serving its students' needs. These indicators are explained below.

1. Traditional IPEDS graduation rate, calculated based on the number of first time in college students attending the College full-time who graduate within 150% of normal degree completion time. Because IPEDS considers Florida Gateway College to be a four-year institution, 150% normal degree completion time represents six years.
2. Florida College System graduation rates. The Florida College System graduation rates show the percentage of first time in college students, both full-time and part-time, who graduated within 200% of normal time to degree. This metric is presented for associates degree programs, certificate programs, and baccalaureate programs.
3. Florida College System retention rates. The Florida College System considers students in a cohort to be retained if they enrolled in two consecutive fall terms. Retention calculations include both part-time and full-time first time in college students. This metric is presented for associates degree programs, certificate programs, and baccalaureate programs.
4. Associate of Arts Transfer rates, calculated as the percentage of A.A. graduates who transfer to a four-year institution. A.A. graduates enrolled at another Florida College System institution or a district postsecondary institution are not included in these percentages.
5. Placement rates, defined by the Florida College System as being employed in work related to the educational program, being enrolled in an educational program, or being in military service.

Two goals are created for each metric. The minimum goal is the five-year average of the metric, while the challenge goal is the five-year average of the metric plus an additional 5%.

Additionally, IEA compiles an annual Factbook that is made available on FGC's [website](#). This Factbook includes performance indicator metrics, along with basic information about FGC and its students.

Unit-level IE

Annual planning

There are two handbooks detailing annual planning and program review processes: the Program Review Handbook for Academic Units



Program Review
Handbook for Acad.

and the Program Review Handbook for Nonacademic Units.



Program Review
Handbook for Nona

An overview of the processes is provided here. The annual planning process is facilitated through the use of the Strategic Planning Online ([SPOL](#)) software.

Annual planning takes place at the *unit*, not the program, level. Note that “units” refer to planning units in SPOL. Planning units are generally (although not always) assigned to individuals at the coordinator level or above and are usually associated with a budget.

Annual planning is the process of identifying what a unit needs to accomplish in a given year and setting objectives accordingly, assessing the degree to which these objectives are met, and using these assessment results for continuous improvement. The annual planning process assures that units are engaging in continuous and systematic assessment and improvement processes. It also helps bring program review action plans (discussed later) to life.

The due dates for each portion of the annual planning process can be found in Table 1.

Table 1. Annual planning timeline

Step	Due Date
Enter objectives for upcoming fiscal year	February 15
Enter budget requests for upcoming fiscal year	March 30
Enter intended results and assessment measures for objectives	April 30
Close out previous year's objectives by entering actual results and use of results	June 30
IEA check-in on previous and current year planning information	August 31
Unit mid-year SPOL update	January 15

The steps in the annual planning process are as follows:

Step 1: Identify unit mission

The first step in the program review and planning process is to ensure that the unit has an appropriate and useful mission. The mission is a unit’s “reason for being.” It explains what the unit does, and why, and the principles that guide its activities. Mission statements should be short and written for the long-

term; they should change only if there is a significant change in the unit's operations or goals. Having a good mission statement is important, as all parts of the assessment process should be tied directly to the unit's mission.

Step 2: Identify unit goals

Goals are aspirational, and are things that a unit hopes to achieve in the near future (3-5 years). Goals should also be tied directly to the unit's mission. For units that have completed a program review, these goals should come from the action plan identified by the unit in the program review. Goals should be SMART: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-bound.

Step 3: Create annual objectives for the unit

Objectives are the things that a unit needs to accomplish to meet its goals and, for units that have completed a program review, the things that the unit needs to do to make the action plan a reality. Objectives focus on a shorter time frame (about a year), so they are intermediary steps on the way to achieving unit goals and realizing the action plan identified in the program review. Like goals, objectives should be SMART: specific, measurable, attainable, relevant, and time-bound.

To tie in objectives with FGC's strategic plan, units should review the *institutional goals* identified in SPOL. Unit objectives can be linked to the strategic plan or the strategic enrollment management plan. Not all unit objectives will be related to one of these plans, but each unit should try to have at least one objective related to either the strategic plan or the strategic enrollment management plan. Objectives can (and should!) also be linked to the planning unit goals.

Tasks outlining the intermediate steps needed to accomplish the objective should also be included. There's no need to enter every little thing that needs to be done to accomplish the objective; only crucial tasks should be entered.

Step 4: Determine intended results

The intended results capture the "end state" of the objective-what will happen if it is met?

Step 5: Determine how each objective will be assessed

To determine whether an objective has been met, it is necessary to have one or more assessment measures. Assessments provide a way to monitor progress towards meeting the objective.

Assessment measures can be either **direct** or **indirect**. Direct assessments are specific measurements of the objective. For example, a direct assessment of recruitment effectiveness is the number of new students enrolled in a program. Indirect assessments don't measure the objective directly; rather, they can be used to gather information about attitudes and perceptions relevant to an objective. Direct assessments provide the best, most accurate assessment of whether an objective has been met. Indirect assessments can provide useful insight and context (particularly if an objective has not been met), but since they are not measuring the objective directly they should always be paired with a direct assessment.

Assessment measures should have targets aligned with their respective objective.

Assessment measures, including assessment targets, should be entered in SPOL in the annual planning module. They should also be cited as evidence of objective achievement in the three-year program review.

Once an objective, along with intended results and assessment measures, is entered, it is approved by the planning unit leader. The objective then goes through an approval queue, which ends with the Vice President of Business Services.

Step 6: Gather assessment data and record results

At the end of the academic year, units must provide assessment results for each assessment measure and explain what these results mean. Results need to be explained in enough detail to determine whether the objective has been met.

Step 7: Explain how results will be used

It is important to make use of assessment results; assessment for the sake of assessment is pointless. Units should explain how assessment results will be used to make improvements in the future.

Budgeting

Budgeting is an integral part of the planning process. Budget requests are entered annually through SPOL. Budgets can be accessed through the main planning unit page in SPOL.

Budget requests are entered through each individual budget account in SPOL. Some units have multiple budgets, so budget requests should be entered for the appropriate budget. Previous years' expenditures are uploaded by the Vice President of Business Services. The SPOL budget worksheet includes a note function, and this should be used to explain each item in the budget request. **Budget requests should align with the unit's planning objectives for the year.**

Submitted budget requests are approved through an administrative approval queue. At each stage in the approval process, FGC leadership will examine the budget request and its rationale. Each planning unit's goals and objectives will also be reviewed to determine if the budget requested aligns with the unit's activities.

After all budgets have been reviewed and approved by the Executive Council and the Vice President of Business Services, a draft institutional budget is presented to the DBOT. Following DBOT approval, the budget is forwarded to the Division of Florida Colleges for final approval. Final approved budgets are then uploaded to Banner and to SPOL.

Program review

Each program, both academic and non-academic, is required to complete a comprehensive program review every three (3) years. Program reviews give each program the opportunity to holistically review all aspects of their operations to identify areas for improvement. These reviews are a core component of the College's IE processes, as they integrate program-level assessment, planning, and improvement efforts.

A *program* is not the same as a *planning unit*. Planning units are nested within programs. Table 2 below identifies the academic planning units associated with each program. Note that the planning units for

the Dean of Academic Affairs and the Vice President of Academic Affairs are embedded in each program.

Table 2. Program-planning unit nesting for academic programs

Program	Program Leader	Member Planning Units
Associate of Arts (A.A.)	Associate Dean of Academic Affairs	Communications
		Science
		Mathematics
		Humanities
		Social Sciences
		Associate Dean of Academic Affairs
Agribusiness Management, A.S. and associated certificates	Director of Horticulture and Water Resources Management	Agribusiness Management AS
		Director of Horticulture and Water Resources Management
		Executive Director Public Service and Technology Programs
Automotive Service Management Technology, A.A.S. and associated certificates	Full-time automotive faculty	Automotive Technology programs
		Executive Director Public Service and Technology Programs
Business Administration, A.S. and associated certificate; Accounting Technology, C.C.C.	Full-time business and accounting faculty	Business Programs
		Associate Dean of Academic Affairs
Commercial Heating and Air Conditioning, O.C.	Full-time HVAC faculty	HVAC Program
		Executive Director Public Service and Technology Programs
Computer Information Technology, A.S. and associated certificate	Full-time computer science faculty	Computer Science Programs
		Executive Director Public Service and Technology Programs
Computer Programming and Analysis, A.S. and associated certificates	Full-time computer science faculty	Computer Science Programs
		Executive Director Public Service and Technology Programs
Corrections, O.C.	Coordinator, Law Enforcement/Corrections Training	Corrections
		Director Public Service Programs

		Executive Director Public Service and Technology Programs
Cosmetology, O.C.	Coordinator, Cosmetology	Cosmetology
		Executive Director Public Service and Technology Programs
Criminal Justice, A.S.	Full-time criminal justice faculty	Criminal Justice AS Program
		Director Public Service Programs
		Executive Director Public Service and Technology Programs
Early Childhood Education, A.S.	Coordinator, Early Childhood Education	AS Early Childhood Education
		Executive Director Teacher Preparation Programs
Early Childhood Education, B.S.	Coordinator, Early Childhood Education	BS Early Childhood Education
		Executive Director Teacher Preparation Programs
Educator Preparation Institute, C.C.C.	Coordinator, Educator Preparation Institute	Educator Preparation Institute
		Executive Director Teacher Preparation Programs
Emergency Medical Services, A.S. and associated certificates	Coordinator, EMS Program	Emergency Medical Services
		Director Public Service Programs
		Executive Director Public Service and Technology Programs
Environmental Science Technology, A.S. and associated certificates	Director of Horticulture and Water Resources Management	AS Environmental Science Technology and CCC
		Director of Horticulture and Water Resources Management
		Executive Director Public Service and Technology Programs
Firefighter Minimum Standards, O.C.	Full-time fire science faculty	Fire Science Programs
		Director Public Service Programs
		Executive Director Public Service and Technology Programs
Digital Media and Design, A.S. and associated certificates	Full-time digital media design faculty	Digital Media and Design, A.S.
		Video Game Design
		Associate Dean of Academic Affairs

Health Information Technology, A.S. and associated A.T.D.	Coordinator, Health Information Technology	Health Information Technology
		Executive Director Nursing and Health Sciences
Law Enforcement, O.C.	Coordinator, Law Enforcement/Corrections Training	Law Enforcement
		Director Public Service Programs
		Executive Director Public Service and Technology Programs
Nursing, A.S.	Director of ASDN and Certificate Programs	Nursing AS
		Director of ASDN and Certificate Programs
		Executive Director Nursing and Health Sciences
Nursing, B.S.	Director, BSN Program	Nursing BS
		Director of ASDN and Certificate Programs
		Executive Director Nursing and Health Sciences
Physical Therapist Assistant, A.S.	Coordinator, Physical Therapist Assistant Program	Physical Therapist Assistant
		Executive Director Nursing and Health Sciences
Practical Nursing, O.C.	Coordinator, Nursing Programs	Practical Nursing Program
		Director of ASDN and Certificate Programs
		Executive Director Nursing and Health Sciences
Water Resources Management, B.A.S.	Director of Horticulture and Water Resources Management	BAS Water Resource Management
		Director of Horticulture and Water Resources Management
		Executive Director Public Service and Technology Programs
Welding Technology, O.C. and Advanced Welding Technology, O.C.	Full-time welding faculty	Welding
		Executive Director Public Service and Technology Programs

Table 3 below identifies the non-academic planning units associated with each program. Note that each senior leadership planning unit is embedded within all of the programs in their respective area.

Table 3. Program-planning unit nesting for nonacademic programs

Program	Program Leader	Member planning units
Student Engagement	Director, Student Engagement	Advising Services
		Disability Services
		General-Enrollment Management and Student Affairs
Career Services	Director, Career Services	Career Services
		General-Academic Programs
Enrollment Services/Registrar	Director, Enrollment Services/Registrar	Enrollment Services/Registrar
		General-Enrollment Management and Student Affairs
Financial Aid	Director, Financial Aid	Financial Aid
		General-Enrollment Management and Student Affairs
Recruitment and Communications	Director, Recruitment and Communications	Recruitment and Communications
		Enrollment Marketing
		General-Enrollment Management and Student Affairs
Student Life	Director, Student Life	Student Life
		Student Activities
		Coordinator Campus Life
		Athletic Coordinator
		General-Enrollment Management and Student Affairs
Student Success	Director, Student Success	Director Student Success
		TSIC Foundation-Fund Two
		General-Enrollment Management and Student Affairs
Business Services	Director, Business Services & Director, Procurement & Contracts	Business Office
		Purchasing
		General-Business Services
Facilities	Director, College Facilities	College Facilities
		General-Business Services
Grants and Grant Management	Director, Grants and Grant Management	Grants and Grant Management
		Resource Development
Human Resources	Director, Human Resources	Human Resources

		General-President's Office
Information Technology	Executive Director, Information Technology	Information Services
		Technology
		General-Business Services
Foundation and Resources	Executive Director, Resource Development	Resource Development
		Foundation-Academic Programs
		Foundation-Disability Services
		Foundation-Enrollment Services
		Foundation-Health Sciences
		Foundation-Human Resources
		Foundation-Industrial Programs
		Foundation-Library
		Foundation-Media & Community Information
		Foundation-Occupational Programs
		Foundation-President's Office
		Foundation-Public Safety
		General-President's Office
Media and Public Information	Executive Director, Media and Public Information	Media and Public Information
		General-President's Office
Institutional Effectiveness and Assessment	Director, Institutional Effectiveness and Assessment	Assessment and Planning
		Institutional Effectiveness and Assessment
		Institutional Research
		General-Academic Programs
Library Services	Director, Library	Library
		Coordinator Library Research
		General-Academic Programs
Distance Learning	Director, e-Learning	Distance Learning
		General-Academic Programs
Test Center	Coordinator, Test Center	Test Center
		General-Academic Programs

Programs are reviewed on a 3-year rotating schedule (Tables 4 and 5).

Table 4. Academic program review schedule

Program	2018-2019	2019-2020	2020-2021
A.A.			X
Agribusiness Management, A.S. and associated certificates			X
Automotive Service Management Technology A.A.S. and associated certificates			X
Business Administration, A.S. and associated certificate	X		
Commercial Heating and Air Conditioning, O.C.	X		
Computer Information Technology, A.S. and associated certificate	X		
Computer Programming and Analysis, A.S. and associated certificate	X		
Corrections, O.C.		X	
Cosmetology, O.C.		X	
Criminal Justice, A.S.		X	
Early Childhood Education, A.S. and associated certificates			X
Early Childhood Education, B.S.		X	
Educator Preparation Institute, O.C.	X		
Emergency Medical Services, A.S. and associated certificates			X
Environmental Science Technology, A.S. and associated certificates		X	
Firefighter Minimum Standards, O.C.			X
Digital Media and Design, A.S. and associated certificates			X
Health Information Technology, A.S. and associated ATD		X	
Law Enforcement, O.C.			X
Nursing, A.S.	X		
Nursing, B.S.	X		
Physical Therapist Assistant, A.S.		X	
Practical Nursing, O.C.			X
Water Resources Management, B.A.S.	X		
Welding Technology, O.C. and Advanced Welding Technology, O.C.		X	

Table 5. Non-academic program review schedule

Program	2018-2019	2019-2020	2020-2021
Student Engagement			X
Career Services			X
Enrollment Services/Registrar		X	
Financial Aid		X	
Recruitment and Communications	X		
Student Life		X	
Student Success		X	
Business Services			X
Facilities		X	
Grants and Grant Management	X		
Human Resources			X
Information Technology			X
Foundation and Resource Development	X		
Media and Public Information		X	
Institutional Effectiveness and Assessment	X		

Library Services			X
e-Learning			X
Test Center	X		

Program reviews are due on April 1 of the year in which they are scheduled. For example, if a program was scheduled for review in 2018-2019, its program review would be due on April 30, 2019.

Program review is a collaborative process. While the program review leader is responsible for coordinating the program review process, this individual should *not* be left to compile the entire program review by themselves. Program review is an opportunity for programs to critically evaluate their operations and identify areas for improvement. This critical evaluation cannot happen with the input of only one or two people.

Program reviews are completed using a template to ensure consistency in the kind of information provided across programs. Templates can be found in the Program Review Handbooks.

Academic program review process

In collaboration with program faculty, the program review coordinator identifies the following information for the program:

- Mission
- Degrees and/or Certificates Awarded
- Program Description
- Industry Certifications or Licensures graduates are prepared for
- Members of Advisory Committee
- Marketing and recruitment strategies
- Role of program in meeting community educational needs
- Program metrics
- Course success rates
- Success of graduates on industry licensure or certification exams
- Summary of program learning outcome assessment results for past 3 years
- Additional student outcome data
- Faculty responsibility for program and curriculum
- Faculty and sufficiency of faculty to support program
- Institutional Resources and their adequacy
- Assessments, goals, and objectives
- Major events and accomplishments since last review
- Strengths and weaknesses
- External events that could affect the program
- Internal events that could affect the program
- Future goals and action plan
 - This action plan should be aligned with the three-year program review cycle, so this action plan should include everything that the program would like to do within the next

three years. The actions identified here will become the annual objectives (in SPOL) for the program's component planning units.

- Documentation

Completed program reviews are emailed to the Director of Institutional Effectiveness and Assessment on April 1 of the year in which they are due. The Director will review the program information to determine that the program review includes all necessary information. The program review will then be reviewed by the Assessment Committee using a rubric.

Following the Assessment Committee's review, the review, along with the rubric, will then be sent to the program Director, the program's Executive Director or Associate Dean, the Dean, and the VPAA. Meetings to evaluate the program review will take place by September 30 and will include the program's coordinator or responsible full-time faculty member, the Director of Institutional Effectiveness and Assessment, the program area's Director, and at least one member of academic leadership.

Following this program review meeting, program reviews will be compiled and presented to the Executive Council by the Vice President of Academic Affairs. The Executive Council will have the opportunity to review the program reviews and discuss any concerns. After this, identified curriculum and other instructional changes will proceed to the Educational Affairs Committee (EAC).

Nonacademic program review process

The program review coordinator, along with program staff, provide the following information:

- Mission statement
- Program functions
- Staff
- Institutional Resources
- Assessments, goals, and objectives
- Major events and accomplishments since last review
- Strengths and weaknesses
- External events that could affect the program
- Internal events that could affect the program
- Future goals and action plan
 - This action plan should be aligned with the three-year program review cycle, so this action plan should include everything that the program would like to do within the next three years. The actions identified here will become the annual objectives (in SPOL) for the program's component planning units.
- Documentation

Completed program reviews should be emailed to the Director of Institutional Effectiveness and Assessment by April 30 of the year in which they are due. The Coordinator will review the program information to determine that the program review includes all necessary information. The Assessment Committee will then review the program review reports using a rubric.

After the Assessment Committee's review, completed program reviews and rubrics will be sent to the program area's Director, Executive Director (if applicable), and Vice President. Meetings to evaluate the

program review will take place by September 30 and will include the program's Director and/or Coordinator, the Director of Institutional Effectiveness and Assessment, the program area's Executive Director (if applicable), and the Vice President responsible for overseeing the program.

Following this program review meeting, program reviews will be compiled and presented to the Executive Council by the program's Vice President. The Executive Council will have the opportunity to review the program reviews and discuss any concerns.

Student learning outcomes assessment

Assessment of student learning outcomes is critical for academic programs. As such, academic programs are required to assess general learning outcomes (GLOs) and program learning outcomes (PLOs). In addition to being mandated by SACSCOC, assessing these outcomes is imperative for data-driven curricular decisions. Following is a brief overview of student learning outcome assessment processes. Detailed information about student learning outcomes assessment at FGC can be found in the Assessment Handbook for Faculty.



Assessment
Handbook for Facul

Student learning outcomes (SLOs) describe the knowledge and skills that students should develop during their time in their program. They capture what students should know or be able to do upon completion of their program. SLOs are articulated at multiple levels of FGC, as illustrated in Figure 2.

At the *institutional level*, FGC's mission is pursued through the 5-year strategic plan. FGC's general learning outcomes (GLOs) are designed to support the mission and strategy of the College by providing students in all associate degree programs with a core foundation of knowledge and skills applicable across a wide variety of topics and careers. The GLOs include communication, critical thinking, cultural awareness, information literacy, quantitative reasoning, and scientific reasoning. Attaining these outcomes helps students to develop in their personal and professional lives and contribute meaningfully to their community, thus supporting the mission of FGC.

At the *program level*, program learning outcomes (PLOs) articulate what program-specific competencies students should demonstrate upon leaving their educational program. Some of these PLOs align with GLOs, while other PLOs indicate which field-specific competencies students should master by the time they finish their educational program.

At the *course level*, course learning outcomes (CLOs) outline what students will know and be able to do at the end of a course. These CLOs align with PLOs and/or GLOs, as all courses in a program of study should contribute to student mastery of higher-level learning outcomes.

Faculty are directly involved in the assessment of CLOs, PLOs, and GLOs, and their work on these three levels of assessment directly contributes to the evaluation of whether FGC is fulfilling its mission.

Figure 2. Learning outcomes at FGC



The learning outcomes assessment process at FGC requires the following:

1. An assessment plan for the upcoming year is submitted at the beginning of each academic year to the Director of Institutional Effectiveness and Assessment.
 - a. The learning outcomes being assessed
 - b. The course(s) in which each learning outcome will be assessed
 - c. A description of the assessment(s) used to evaluate each learning outcome. These assessments must be *direct* (projects, exams, clinical evaluations, performances, portfolios, etc.), not *indirect* (surveys, graduation rates, job placement rates, etc.), measures of student learning. Assessment materials, including rubrics, must be included along with the assessment plan
 - d. A performance goal for each assessment, as well as a rationale for each performance goal
2. An assessment report summarizing the previous year's assessment activities is submitted at the beginning of each academic year to the Director of Institutional Effectiveness and Assessment. This report includes the assessment plan, as well as the following information (a template can be found in the Assessment Handbook):
 - a. A summary of assessment results by learning outcome
 - b. The pedagogical changes that will be made in light of the assessment results, as well as an explanation of how these changes will be evaluated
 - c. A detailed analysis of assessment results
 - d. The effect of actions taken based on previous assessment results
 - e. Plans for future assessment

An integrated assessment report summarizing the results of all assessment activities for the previous year is written by the Director of Institutional Effectiveness and Assessment and submitted to academic leadership each November. Academic leadership will work with faculty to determine the steps that need to be taken to enact the identified pedagogical changes.

General Learning Outcomes (GLOs)

SACSCOC requires that an accredited institution “identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on the analysis of the results...(of) student learning outcomes for collegiate-level general education competencies of its (the institution’s) undergraduate degree programs” (SACSCOC, 2018, p. 20). FGC achieves this through assessment of general learning outcomes, or GLOs. GLOs are the learning outcomes that all students completing an associate in arts (A.A.) or an associate in science (A.S.) degree are expected to achieve prior to earning their degree. The Florida Department of Education requires that students complete 15 hours of general education across five subject areas: communication, mathematics, social sciences, humanities, and natural sciences. Throughout the course of their degree program, students must take at least one course in each of these areas. FGC’s GLOs ensure that students who comply with these requirements will be prepared for their career and/or further education through their achievement of these essential competencies. FGC’s GLOs are defined below:

- **Communication:** Students will effectively communicate through oral or written skills.
- **Critical thinking:** Students will logically evaluate, analyze, and synthesize information.
- **Cultural awareness:** Students will explain cultural characteristics, differences, and interconnections.
- **Information literacy:** Students will locate, evaluate, and use information effectively and ethically.
- **Quantitative reasoning:** Students will demonstrate the ability to use numerical, geometric, and measurement data in computations and reasoning to draw logical conclusions and make well-reasoned decisions.
- **Scientific reasoning:** Students will demonstrate the ability to apply empirical evidence to describe, understand, and predict natural phenomena.

Faculty who teach courses associated with the Associate of Arts (A.A.) program are organized into GLO assessment teams (one team per GLO), with a team leader coordinating efforts across the team. Each team determines what courses will be used to assess their respective GLO and what assessments within these courses provide the best opportunity for GLO measurement.

GLO assessment occurs annually. Table 6 outlines important items, accountabilities, and deadlines. For specific dates, please consult the Assessment Handbook for Faculty. This handbook also includes the templates for GLO assessment plans and reports, as well as the rubric used to review these plans and reports.

Table 6. GLO assessment calendar

Item	Responsibility	Deadline
Assessment training	Director of Institutional Effectiveness and Assessment	Welcome Back Week, year 1
Submit assessment plan to Coordinator of Assessment & Planning & Associate Dean of Academic Affairs	GLO team leader	August, year 1
GLO assessment academic year planning meeting	GLO team leader and associated faculty	August-September, year 1
Midyear GLO assessment check-in with IEA	Director of Institutional Effectiveness and Assessment	January, year 2
End-of-year GLO assessment check-in with IEA	Director of Institutional Effectiveness and Assessment	May, year 2
Submit assessment report to Coordinator of Assessment & Planning & Associate Dean of Academic Affairs	GLO team leader and associated faculty	August, year 2
Integrated LO assessment report submitted to academic leadership	Director of Institutional Effectiveness and Assessment	November, year 2

Program Learning Outcomes (PLOs)

SACSCOC also requires that an accredited institution “identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on the analysis of the results...(of) student learning outcomes for each of its educational programs” (SACSCOC, 2018, p. 20). To this end, FGC requires that each degree and certificate program engages in program learning outcome, or PLO, assessment. Each program has PLOs that were developed by faculty to represent the most important competencies for students completing the program. These PLOs are included in the academic catalog to ensure that students are aware of them. Program faculty are encouraged to review these PLOs on a regular basis to ensure that they are aligned with student and workforce needs.

PLO assessment occurs annually. Table 7 outlines important items, accountabilities, and deadlines. For specific dates, please consult the Assessment Handbook for Faculty. The Assessment Handbook also includes the templates for PLO assessment plans and reports, as well as the rubric used to review these plans and reports.

Table 7. PLO assessment calendar

Item	Responsibility	Deadline
Assessment training	Director of Institutional Effectiveness and Assessment	Welcome Back Week, year 1
Submit assessment plan to Coordinator of Assessment & Planning & program director	Program coordinator	August, year 1
PLO assessment academic year planning meeting	Program coordinator & program faculty	August-September, year 1
Midyear PLO assessment check-in with IEA	Director of Institutional Effectiveness and Assessment	January, year 2
End-of-year PLO assessment check-in with IEA	Director of Institutional Effectiveness and Assessment	May, year 2
Submit assessment report to Coordinator of Assessment & Planning & program director	Program coordinator & program faculty	August, year 2
Integrated LO assessment report submitted to academic leadership	Director of Institutional Effectiveness and Assessment	November, year 2

PLO assessment should be based on each program’s curriculum map. Curriculum maps indicate where each learning outcome is addressed throughout a program of study. They also show whether the learning outcome is *introduced*, *reinforced*, or *mastered*. Learning outcome assessment should focus on courses in which the learning outcome is *mastered*. An example curriculum map can be found in Table 8 below.

Table 8. Curriculum map example

Course	PLO1	PLO2	PLO3	PLO4	PLO5
PSYC 1000	I	I	I	I	I
PSYC 2000	R	R			
PSYC 3000	M	R			R
PSYC 4000			R	R	M
PSYC 4900		M	M	M	

Note. I = introduced, R = reinforced, M = mastered

Course learning outcomes, or CLOs, articulate what students should know or be able to do by the end of a course. Each course at FGC is required to have CLOs. These CLOs should be listed in course syllabi so that students know what to expect in the course. CLOs should relate to course materials, including readings, presentations, exams, assignments, projects, and other learning opportunities.

Courses that are a part of a specific program of study have CLOs that align with PLOs. Similarly, courses that are part of the A.A. program, and thus part of the general education program, have CLOs that align with one or more of the GLOs. This alignment ensures that students receive a coherent learning experience in which courses build program-level competencies.

Faculty are not required to complete any reporting related to CLOs. However, CLOs guide course pedagogy and should each be directly assessed through an activity that students complete during the course.

Academic program metrics

Several metrics are tracked for academic programs to provide information about program viability and student success. These metrics are provided to each academic program each spring by IEA for the previous academic year (fall – summer). With the exception of the employment and continuing education rate (provided by FETPIP), all metrics are gathered using FGC’s student data, which is housed in Banner.

1. Number of declared majors
2. Number of graduates
3. Student to faculty ratio
 - a. Note: For programs with a clinical portion, only non-clinical faculty are included in these calculations.
4. Average student GPA
5. Employment and continuing education rate

Questions and concerns about IE

Questions about any of the IE processes in this document should be directed to the Department of Institutional Effectiveness and Assessment:

Questions about accreditation, assessment, and planning:

Natalie Wright, Director of Institutional Effectiveness and Assessment

natalie.wright@fgc.edu; ext. 4461

Questions about data and metrics:

Laurie Layton, Coordinator of Research and Data Analysis

laurie.layton@fgc.edu; ext. 4365