Institutional Effectiveness Handbook

Prepared by the Department of Institutional Effectiveness and Assessment

December 2018

Updated July 2020

Table of Contents

Institutional effectiveness at Florida Gateway College 5
What is institutional effectiveness? 5
Academic student learning outcomes assessment 6
General learning outcomes (GLOs) 7
Program learning outcomes (PLOs) 8
Assessment planning 8
Assessment reporting 10
Nonacademic outcomes assessment 11
Nonacademic program outcomes 11
Assessment planning 12
Assessment reporting 15
Program review 16
Academic program review 16
Mission 16
Degrees and/or Certificates Awarded 17
Program Description 17
Industry Certifications or Licensures graduates are prepared for 17
Members of Advisory Committee 17
Marketing and recruitment strategies 17
Role of the program in meeting community educational needs 17
Program metrics 17
Course success rates 18
Success of graduates on industry licensure or certification exams 18
Summary of program learning outcome assessment results for past 3 years 18
Additional student outcome data 18
Faculty responsibility for program 18
Faculty 19
Faculty Professional Development 19
Institutional Resources 19
Internal and external events that could affect the program 19
Program Strengths 19
Program Weaknesses 20

Future goals and action plan 20
Completing the review 20
Nonacademic program review 21
Mission statement 21
Program functions 21
Staff 21
Staff professional development 22
Institutional Resources 22
Assessments, goals, and objectives 22
Internal and external events that could affect the program 22
Program strengths 22
Program weaknesses 23
Future goals and action plan 23
Completing the review 23
State and federal reporting 24
State databases 24
Student database 24
Personnel database 24
Facilities database 24
Admission database 24
Integrated database 24
Annual financial aid 25
APR (Annual Personnel Report) 25
Annual calendar year personnel 25
Annual salary & benefits 25
IPEDS 25
Institutional characteristics 25
Enrollment 26
Completions 26
Student financial aid 26
Graduation rate 26
Outcome measures 26
Human resources 27

Fall enrollment 27
Academic libraries 27
Finance 27
FTE 27
FLVC 28
NC-SARA 28
Surveys and other reporting 28
Equity Report 28
Results of reporting 28
Student achievement metrics and key performance indicators 29
Student achievement metrics 29
Retention and completion reports 30
Enrollment reports 30
Course success rates 30
Other metrics 30
College Fact Book 31
Survey-based data collection 31
Course evaluations 31
Program-specific surveys 32
Facilities survey 32
Glossary .... **Error! Bookmark not defined.**
References 35

Institutional effectiveness at Florida Gateway College

What is institutional effectiveness?

The mission of Florida Gateway College (FGC or the College) is to provide superior instruction, nurture individual development, and enrich the diverse communities it serves 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 involves every employee at the College. The Department of Institutional Effectiveness and Assessment (IEA) works with College personnel to manage and improve IE processes. This handbook is designed to provide College employees, particularly those involved in assessment, with an overview of the College's IE processes.

This handbook focuses on the College's core IE processes, including:

- Academic student learning outcomes assessment
- Nonacademic outcomes assessment
- Program review
- Reporting for state, federal, programmatic, and other regulatory bodies
- Student achievement metrics and other key performance indicators
- Survey-based data collection

The purpose of the College's IE processes is to help the College meet its mission and pursue the goals outlined in the Strategic Plan. Because high-quality IE processes are essential to institutional performance, accreditation agencies require the College to demonstrate that its IE processes are sufficient for the continued evaluation and improvement of its operations and programs.

FGC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC Resource Manual outlines expectations for IE processes at accredited institutions. Further information about SACSCOC and the accreditation process can be found on the SACSCOC website.

Several programs at the College maintain programmatic accreditation. These include:

- The Nursing, B.S. program is accredited by the Commission on Collegiate Nursing Education (CCNE), http://ccneaccreditation.org.
- The Registered Nursing, A.S. program is accredited by the Accreditation Commission for Education in Nursing (ACEN), www.acenursing.org
- The Physical Therapist Assistant, A.S. program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), www.capteonline.org
- The Paramedic, C.C.C. program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP), www.caahep.org

- The Health Information Technology, A.S. program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), www.cahiim.org
- The Early Childhood Education, A.S. program is accredited by the National Association for the Education of Young Children (NAEYC), www.naeyc.org

IEA works with College personnel to ensure that the IE processes at FGC exceed the requirements of these accreditation bodies. IEA also collaborates with the campus community to prepare required documents and reports for these accreditation bodies.

The IEA website provides information about IE processes at FGC. Links to the College's student achievement metrics and various IE-related handbooks are also available on the website.

Two committees at FGC are tasked with monitoring and improving FGC's IE processes. The first, the Institutional Effectiveness Committee (IEC), initiates and oversees the activities needed to increase the effectiveness of all areas of the College and move the institution toward optimal performance. Specific areas of responsibility include college-wide planning, resource management, and accreditation compliance. The second, the Assessment Committee, oversees academic and non-academic assessment processes and advocates for a culture of assessment in all areas of Florida Gateway College.

Academic student learning outcomes assessment

Assessing student learning outcomes is necessary to improve educational programs and serves as a key input to educational planning processes. If students consistently fail to attain a learning outcome in a particular program, that indicates that programmatic changes are needed. Perhaps additional courses should be added to the program that stress this particular learning outcome, or one or more courses should be revised to better teach the knowledge and/or skills associated with the outcome. Without assessment data, program changes would be made blindly and might not target the areas in which improvement was most needed.

Student learning outcomes (SLOs) "clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education" (National Institute for Learning Outcomes Assessment, 2020). They capture what students should know or be able to do upon completion of their educational program. SLOs are articulated at multiple levels of FGC, as illustrated in Figure 1.

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 1. Learning outcomes at FGC

Student learning outcomes assessment is facilitated through Xitracs, the College's assessment, planning, credentialing, and accreditation software. College employees with assessment responsibilities can access a Xitracs training course within Canvas that includes useful resources for Xitracs.

General learning outcomes (GLOs)

General learning outcomes, or GLOs, are the learning outcomes that all students completing an associate in arts (A.A.), an associate in science (A.S.), or an associate of applied science (A.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 (for A.S. and A.A.S. degrees) and 36 hours of general education (for A.A. degrees) 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 build on these requirements to ensure that students 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 how aspects of culture relate to the human experience.
- **Information literacy:** Students will use information effectively and ethically.
- **Quantitative reasoning**: Students will apply mathematical concepts and reasoning to draw valid conclusions.
- **Scientific reasoning**: Students will apply empirical evidence to evaluate natural phenomena.

Every year, multidisciplinary teams of instructors collaborate to assess each GLO within their respective courses. Each GLO assessment team is led by an instructor with experience and interest in student learning outcomes assessment.

Program learning outcomes (PLOs)

Each academic program at FGC has defined program learning outcomes, or PLOs. These are things that a student should know or be able to do by the end of the program. Faculty within each program are responsible for determining PLOs, although PLOs must be aligned with Florida CTE Curriculum Frameworks as well as any state or programmatic accreditor requirements.

When writing PLOs, faculty are encouraged to use measurable action verbs (for example, *analyze, create, evaluate, write, compare*) and avoid non-measurable verbs such as *appreciate, comprehend,* and *know*. Faculty are also encouraged to be as specific as possible with their PLOs, as specific PLOs are easier to measure and also serve as a useful framework for structuring the program curriculum.

The following are examples of well-structured PLOs:

- Students will produce digital illustrations using industry standard graphics software. (Digital Media and Design, A.S.)
- Students will use screening and assessment data to identify appropriate intervention, remediation, enrichment, or need for further evaluation. (Early Childhood Education, B.S.)
- Graduates will be able to apply diagnostic and procedure codes according to current guidelines. (Health Information Technology, A.S.)
- Students will demonstrate the ability to make groove welds with FCAW on plate in the vertical (3G) and overhead (4G) positions that can pass a specified standard or destructive test to determine soundness of weld. (Welding Technology, O.C.)

Assessment planning

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* (or *emphasized*). Learning outcome assessment should focus on courses in which the learning outcome is *mastered.* An example curriculum map can be found in Table 1 below. Note that curriculum maps are housed in Xitracs, the College's assessment, planning, and accreditation software. PLOs should be assessed in the course(s) in which they are mastered.

Table 1. 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

GLO and PLO assessment processes at FGC utilize signature assessments. A signature assessment:

- Is intentionally designed to measure one or more learning outcomes (a good signature assessment can measure multiple PLOs)
- Is realistic and applicable to real-world situations
- Requires students to use higher-order thinking skills (application, analysis, synthesis, evaluation)
- Is something that a student could show to a potential employer to demonstrate their knowledge and skills
- Makes up at least 10% of the final course grade
- Has an associated scoring guide (rubric, checklist, or similar)
- Is used in all sections of a course

Some examples of signature assessments in use at FGC include:

- A case project in which students are given a criminal complaint and go through the states of the investigative process. Students collaborate in pairs to decide the appropriate steps needed to effectively prepare the case to be prosecuted. (Criminal Justice Technology, A.S.)
- An evaluation of students' performance in a clinical setting. The evaluation uses PLOs as a framework for evaluating students' knowledge and skills. (Registered Nursing, A.S.)
- A driving test in which students must demonstrate proficiency in various driving scenarios, including evasive maneuvering, emergency braking, and slide recovery. (Law Enforcement, O.C.)
- An essay in which students relate their personal values to specific works of art using various types of criticism. (HUM 2020 for cultural awareness GLO)

Once faculty have determined how learning outcomes will be assessed, they must determine what the performance goals are for these outcomes. Setting performance goals helps faculty identify areas in which students are struggling. There are several ways to identify appropriate performance goals (Suskie, 2018):

- Create a local standard based on faculty consensus regarding what "acceptable" performance on the assessment looks like.
- Use external standards to determine what level of competency students should demonstrate.
- Use internal or external peer groups to identify appropriate levels of performance.
- Look at historical trends to evaluate how students performed in the past, and use this to set standards for student performance.

Examples of performance standards include:

- 80% of students will obtain at least an 85% on the laboratory evaluation tool…since more than 70% of the students scored above average in this PLO in 2018-2019, we increased the benchmark. (Nursing, B.S.)
- 75% of the students will score in the “Meets Expectations” level, or higher, on all five categories of the rubric being used to score the assessment. The expectation of 75% is based upon the previous four years of experience and the average of the pass/fail rate of students in those four years. (Video Game Design, C.C.C.)
- 85% of students will score at least 80% on the end-of-course multiple choice exam. A score of 80% is the chosen passing score, pursuant to subsection 11B-35.001(9), F.A.C. for all Criminal Justice Standards and Training Commission approved Basic Recruit Training Program end-of-course examinations. (Corrections, O.C.)

Once program faculty have determined where and how each PLO will be assessed and have set performance goals for each assessment, they complete an assessment plan in Xitracs. The assessment plan is the first part of the assessment report and requires faculty to describe how each PLO will be assessed and define the performance goal for each assessment. Each PLO is assessed annually. Assessment plans must be completed for the upcoming year by October 15.

Assessment reporting

At the end of each year, GLO assessment teams and program faculty report on the results of the student learning outcomes assessment outlined in the assessment plan. This reporting is also completed within Xitracs, and the final report is due on September 30.

For each assessment, faculty must indicate what percentage of students met the performance goal, and whether the performance goal was achieved. For the purposes of program improvement, faculty are encouraged, but not required, to go beyond this and break down results in more detail (for example, by student groups, by course modality, by rubric category, etc.). All instructors teaching a course involved in GLO or PLO assessment are required to provide their assessment results to the GLO team leader (GLO assessment) or program coordinator (PLO assessment).

Faculty within each area (program or GLO) should review assessment results as a group. This collaborative review is critical for determining needed actions and completing the analysis and reflection section of the report, both of which are discussed below. The assessment report should *not* reflect the thoughts of only one faculty member. Part-time faculty should be included in this review, particularly in areas with a large number of part-time faculty relative to the number of full-time faculty.

Based on assessment results, faculty explain what actions will be taken to improve student performance. A specific action must be identified, along with the person(s) responsible for completing the action, a timeline for the action, and a plan for re-assessing the effect of the change. A planned action is required if a performance goal is not met. Potential changes include:

- Changes to curriculum
    - Changes in teaching practices
    - Revision of prerequisite courses
    - Changes to program course sequences
    - Changes to course content

    - Addition of course(s)
    - Removal of course(s)
- Changes to academic processes
    - Changes to course scheduling/frequency with which course is offered
    - Changes to course technology
    - Personnel changes
    - Additional training for instructors
- Changes to assessment plan
    - Revise learning outcome statements
    - Revise assessment(s)
    - Collect additional data

Program faculty are required to estimate the cost of each planned action and specify the budget(s) that will be used to fund each action.

The assessment report concludes with an analysis and reflection. In this section, faculty explain what assessment results mean for the program. All PLOs (or courses for GLOs) should be addressed. Faculty should discuss results in light of program strengths and weaknesses, as well as any other information that is relevant to the interpretation of assessment results.

After completing the assessment report, faculty submit their report for approval. Their program's supervisor, along with the Director of Institutional Effectiveness and Assessment, review it using a rubric in Xitracs (note that faculty have access to this rubric as well). Once it has been approved, faculty print a pdf copy and send it to the Director of Institutional Effectiveness and Assessment. A final meta-assessment summarizing assessment results across programs is compiled by IEA in November each year and shared with the College's academic leaders, as well as the Assessment Committee. The Assessment Committee will prepare a list of their concerns following this review and share this list with academic leadership. Academic leaders will determine if any action (for example, further actions to improve poor student learning outcomes, revision of program assessment processes, etc.) is needed.

Nonacademic outcomes assessment

Each non-academic program at FGC seeks to provide the best services possible to its clients. Clients can be students, other FGC units, or members of the community. All employees at FGC are probably engaging in assessment, albeit informally, on a daily basis when they question whether there is anything that could be done to improve the services that they provide. Assessment is simply a formalization of this process so that inquiry, data collection, analysis, and action are systematic and documented. These ongoing assessment processes ensure that each program at FGC is continuously improving. This assessment and continuous improvement process is the core of institutional effectiveness and helps ensure that FGC is accomplishing its mission and meeting the needs of its stakeholders.

Nonacademic program outcomes

There are three types of outcomes that non-academic programs can use. The first is a *learning outcome.* Many student-facing programs seek to help students learn useful skills and/or information. For example, the Department of Financial Aid helps students learn how to fund their education while minimizing debt. Through programs and activities offered through the Department of Student Life, students learn leadership and other important life skills. Faculty and staff-facing programs may also have learning outcomes. For example, the Department of e-Learning helps faculty create online courses that optimize student learning. The second type of outcome is an *operational outcome.* Operational outcomes focus on the key functions of the program and should be tied to the program's mission. They should relate to essential services that you provide to students, faculty, staff, and community members. For example, the Department of Institutional Effectiveness and Assessment provides accurate and actionable data to support College decision makers. The Department of Business Services ensures the College's compliance with state and federal financial requirements. The third type of outcome, a *strategic outcome,* relates to efforts to make significant changes to a program. These types of outcomes often relate to the College's strategic plan or other College-wide strategic initiatives. For example, a program-level initiative to increase engagement with community leaders would be considered a strategic outcome.

Good outcomes are:

Specific: Explain what a program contributes to the College. "Help students learn study skills" doesn't tell anyone what a program does. However, "provide workshops, study groups, and tutors to improve students' academic performance" does.

Focused on things that matter: It's unlikely that one of a program's roles at the College is to hold monthly staff meetings. Outcomes should center on the things a program does that are vital to the College's continued operation.

Relevant to the entire program: While leaders play a key role in determining program direction, program-level outcomes should be relevant to all staff in the area, not just the program's leader. If an outcome applies only to the director, the outcome should be revised so that it's relevant to all staff in the program.

Outcomes should be reviewed and approved by the Executive Director or Vice President overseeing each program. They should then be sent to the Director of Institutional Effectiveness and Assessment, who will add them to Xitracs. Nonacademic outcomes assessment, like student learning outcomes assessment, is managed through Xitracs.

Assessment planning

An objective is a specific action that a program plans on undertaking to help the program achieve an outcome. Objectives are specific (describe in detail what the program is going to do), measurable (easy to determine if the objective has been achieved), realistic (the objective requires resources, skills, and other inputs that a program has), and important (the objective is something that will improve a program's ability to serve the College). Multi-year objectives are fine, as big projects and initiatives take time to complete. However, the same objective should not be listed year after year if it is not related to a large project or initiative. Additionally, objectives should be focused on program improvement, or evaluating how the program is doing to better identify what needs to be improved. Routine operations should not be listed as objectives

Assessment methods help a program determine whether an objective has been met. What kind of evidence will the program gather to support this? The chosen assessment method should provide accurate, reliable information.

The specific assessment method used depends on the outcome and the objective. However, the following are assessment suggestions, organized by area:

Finance:

- Financial ratios (such as operating margin)
- Contribution ratios (such as tuition income as a percentage of revenue)
- Financial trends (such as maintenance and operations costs)
- Business plan surplus/deficit
- Financial responsibility standards (such as equity ratio)

Enrollment and recruitment

- Number of applications by program
- Yield rates by program
- Student diversity
- Admissions costs
- Applicant satisfaction survey

Registrar

- Time to complete the registration process
- Time to issuance of academic status letters
- Incidents of FERPA noncompliance
- Incidents of incorrect status reporting
- Student satisfaction with registration process survey

Financial Aid

- Number of financial aid applications processes
- Student loan default rates
- Time from application receipt to disbursement
- Scholarship dollars awarded
- Number of work study students on campus
- Annual median student debt
- A-133 audit results
- Student satisfaction with financial aid services survey

Bursar

- Receipts per academic term
- Percentage of errors on bills per academic term
- Outstanding student receivables by term
- Amount of student receivables written down/off

Library

- Collection size

- Collection use
- Gate count
- Services delivered
- Staff to student ratio
- Student satisfaction with library services survey

Information technology

- Number of security breaches
- Percentage of up time for each critical system
- Number of help desk calls
- Response to help desk calls
- Percentage of bandwidth utilized during peak periods
- Number and severity of audit findings
- Cost of operations by year
- Satisfaction with technology services survey

Student affairs

- Ratio of students to advisors
- Number of students advised per term
- Average wait time for advising appointment
- Student satisfaction with advising services survey
- Number of students contacting Disability Services per term
- Number of Student Success Center staff
- Number of students utilizing Student Success Center
- Number of employers at career fair(s)
- Number of on-campus residence applications
- Number of students utilizing Career Services each term
- Student satisfaction with Student Success Center survey
- Student participation in student activities
- Student participation in athletics
- Student attendance at athletic events
- Student participation in student organizations
- Student satisfaction with student activities survey
- Student satisfaction with student organizations survey
- Student participation in special program
- Student satisfaction with special program survey
- Student satisfaction with residence life survey
- Student satisfaction with food services
- Student satisfaction with Career Services survey
- Student satisfaction with overall student experience

Human Resources

- Cost of benefits by benefit type
- Median time to fill open positions by job category and in total
- Number of grievances and complaints filed
- Median salary for each job category compared to peer group
- Number of employee outreach sessions (training, benefit fairs, wellness events, etc.)
- Number of performance management evaluations in which employees met expectations across all categories
- Percent employee turnover by year
- Employee satisfaction with HR services survey

Public Safety

- U.S. Department of Education crime statistics as listed in CLERY report
- Safety-related activities (such as fire drills and active shooter training)
- Expenditures for security-related agendas
- Satisfaction with campus security survey

Facilities

- Size of capital budget
- Percentage of capital projects completed on time and on budget
- Cost of deferred maintenance projects
- Average days to completion of maintenance requests
- Comparison of electricity usage and cost per year
- Satisfaction with buildings and grounds survey

Assessment strategies should be reasonable. If there are specific data that will be examined, program coordinators/directors are urged to contact IEA to determine the feasibility of gathering the needed data.

Assessment plans, which include an objective for each outcome and an assessment strategy for each objective, must be entered into Xitracs by October 15.

Assessment reporting

Prior to completing the assessment report, program personnel should collectively review the assessment results and discuss them to determine their implications for the program. The report should be a collaborative effort and should not reflect the viewpoints of only one person in the program.

After reviewing the assessment results, program staff will determine whether each objective was met. Results should then be explained in greater detail. Supporting documentation, such as survey results, can be attached to this section of the report.

Based on the assessment results, program personnel should explain what will be done based on the results of the objective's assessment. Planned actions are required if an objective is not met. Planned actions must be specific and should include the responsible person(s), what they will do, when they will do it, and how the program will determine whether this action was effective. Costs must be estimated for each planned action, and programs must indicate which budget(s) will be used to fund each action.

For each outcome, program staff should reflect on the program's progress toward the outcome, as suggested by the program's achievement (or non-achievement) of objectives associated with the outcome. Staff should consider what assessment results indicate about the program's strengths and weaknesses, and explain how planned actions will help the program better serve the College and the community.

Assessment reports are due on September 30. Once a report is completed, it is submitted for review to the program's supervisor and the Director of Institutional Effectiveness and Assessment. They will review it using a rubric stored in Xitracs, which can be viewed by program personnel as they prepare the report. Once the report has been approved, program staff will save it as a pdf and send it to the Director of Institutional Effectiveness and Assessment. IEA will compile a meta-assessment report summarizing all non-academic assessment and present it to College leadership by November 15. The Assessment Committee will also review this meta-assessment report.

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 critical component of the College's IE processes, as they integrate program-level assessment, planning, and improvement efforts. Information from academic program reviews is also required by the State of Florida in its Level II program review reports.

Program reviews are completed through the planning module in Xitracs. Program reviews are due on April 1 of the academic year in which they are scheduled.

Academic program review

Academic program reviews include the following sections:

Mission

Each program should have a mission statement. The mission statement explains in one or two sentences why the program exists, what it does, and the principles guiding its operations. Examples of academic program missions include:

- The Environmental Science Technology program serves to implement and maintain a high-quality instructional program, cultivate the development of the student, and enhance the community by providing knowledgeable and skilled graduates into the workforces of which we serve. We do this by imparting knowledge in the subject areas of water/wastewater treatment, environmental sampling and analysis, hydrology, pollution control, and many more.
- The mission of the Associate in Science in Criminal Justice Technology degree program is to prepare students for employment in the criminal justice profession, including careers in law enforcement, corrections, private security, juvenile justice, and probation and parole.
- The mission of the Digital Media and Design A.S. program, and its associated certificates, is to prepare students to become digital content creators in a world that is constantly being shaped by technology. Our project-based curriculum allows students to master current digital media software, study design trends, and apply their knowledge to real-world situations. Our students

emerge from our program with the ability to apply their knowledge to the most current media needs in the workplace.

Degrees and/or Certificates Awarded

List the highest degree or certificate awarded for the program, along with any other certificates that students may earn on their way to this final credential. For example, on their way to completing the Emergency Medical Services, A.S. degree students can earn an Emergency Medical Technician certificate and a Paramedic certificate.

Program Description

Describe the program. What are the overall goals of the program? What is the philosophy of the program? How does it prepare students for future educational or career opportunities? What makes the program special?

Industry Certifications or Licensures graduates are prepared for

If the program prepares students to complete any licensure or certification examinations, list them here and provide a brief description of what the certification or licensure enables students to do.

Members of Advisory Committee

If the program has an advisory committee, list its members and their affiliations.

Marketing and recruitment strategies

How are students recruited for the program? Explain any marketing and recruitment materials used, events attended, schools visited, community organizations contacted, etc. If there are any strategies designed to recruit students that are traditionally underrepresented in the program, be sure to describe them.

Role of the program in meeting community educational needs

How does the program meet the educational needs of the community? Be sure to include information about needs such as community skill shortages and regional job growth in jobs for which program graduates will be qualified.

Program metrics

For the past three years (excluding the current year), list the following information:

- Number of declared majors (program headcount)
- Persistence rate
- Number of graduates
- Number of full-time faculty
- Number of part-time faculty
- Employment and continuing education rate for program graduates

This information is provided by the Department of Institutional Effectiveness and Assessment early in the spring term.

Course success rates

Evaluate course success rates for the past 3 years (excluding the current year). These will be provided by the Department of Institutional Effectiveness and Assessment. Pay particular attention to courses with high W or DF rates. Discuss any areas of potential concern. Attach all course success rates to the program review document.

Success of graduates on industry licensure or certification exams

If the program prepares graduates for industry licensure or certification exams, list the name of the exam, the pass rate for each of the past 3 years for which results are available, and the state and national pass rate (if available) for each of these years.

Summary of program learning outcome assessment results for past 3 years

This information can be obtained from the program's annual program learning outcome (PLO) assessment reports. The current year's information should not be included. Each of the program learning outcomes should be listed. A short description of the assessments used for each PLO should be included, along with a summary of results (broken down by year) and actions taken based on results (also broken down by year). Aim to provide enough information for the reader to determine how well students are achieving the program's learning outcomes. It is not necessary to provide detailed descriptions of the assessments or thorough accounts of the results, as this information is available in the PLO assessment reports. Instead, aim for a high-level summary. The Department of Institutional Effectiveness and Assessment maintains all submitted assessment reports, so archival reports are available upon request.

Additional student outcome data

Summarize the results of any other assessments or metrics that are important for evaluating the overall health of the program. These include, but are not limited to, graduate satisfaction, employer satisfaction, transfer rates, and transfer GPA. If available, summarize the past 3 years of results. If a survey, such as a graduate satisfaction survey, was administered, summarize the key findings; it is not necessary to include item-by-item results.

Faculty responsibility for program

Explain how faculty take responsibility for maintaining and improving the quality of the program. Questions to consider include:

- How is the curriculum reviewed to ensure that it is current and relevant?
- How do faculty align the program with industry and employer needs?
- How do faculty use student learning outcome assessment results and other student outcome metrics to improve the program?
- What is the process for making significant changes to the program?

Faculty

List all of the faculty that teach in the program, their status (full-time or part-time), the courses that they teach, and their relevant qualifications. Relevant qualifications include their degree, their work and teaching experience, and any significant accomplishments relevant to the courses that they teach.

Based on this list, evaluate whether there are enough faculty to support the program, and provide evidence for the conclusion. If there are determined to be an insufficient number of faculty, explain why. What aspects of the program are neglected because of insufficient faculty? What could the program do with more faculty?

Faculty Professional Development

List the professional development opportunities in which faculty have participated over the past 3 years. Consider courses, conferences, workshops, and other formal professional development. Do not include anything not directly applicable to teaching or scholarship, such as new employee orientation.

Institutional Resources

Evaluate the physical resources (office space, meeting space, and such), equipment, technology, student support services, academic and administrative support services, and any other non-budgetary resources that are used by the program. Are these adequate to support the program's needs? Similarly, evaluate the program's budget to determine whether it is adequate. If any resources are judged to be inadequate, clearly explain why they are not adequate and what else is needed.

Internal and external events that could affect the program

Identify events that are happening outside the College that could affect the program in the future. These can be things expected to have either a negative effect, a positive effect, or the potential for both. Be sure to clearly link external changes to the program's future operations. For example, if there is a projected shortage of qualified HVAC technicians in the state of Florida, this could help the HVAC program recruit students while also making it difficult to find qualified faculty to teach classes. Provide evidence to support your claims.

Explain how events occurring at the College could affect the program. Again, these can be things expected to have either a positive or a negative effect (or both!). For example, an internal push for increasing online course availability could present a program with the opportunity to reach more students while also requiring additional resources to be diverted to online course development and professional development for faculty who need to learn best practices for online teaching. Provide evidence to support your claims.

Program Strengths

Based on the information provided in the preceding sections of the review, evaluate the program's strengths. Be as specific as possible, and don't make vague statements. For example, if faculty expertise is a strength, explain what the instructors' knowledge and skills contribute to the program. Are they considered experts in their field who regularly present at conferences? Are they dynamic instructors who use instructional technology in creative ways?

Program Weaknesses

Based on the information provided in the preceding sections of the review, evaluate the program's weaknesses. Avoid vague comments such as "attracting students is challenging." Why is this challenging? Are there few jobs available in the area? Is pay low? Are students unaware of the program?

Future goals and action plan

This is the most important part of the program review. Based on all of the information gathered as part of the program review, determine what needs to be done to improve the program. The action plan should seek to build on program strengths and improve program weaknesses. First, determine 3-5 goals for the program over the next 3 years. Goals are a way for the program to map where it wants to be in five years. For example, "Increase program enrollment by creating an online-only program track" defines where the program would like to be in 3 years. Then, determine what actions are needed to make these goals a reality. Indicate what will be done, who will do it, and when they will do it. Be as specific as possible with this action plan. Vague actions such as "improve online courses" are not useful, as their generality makes it difficult to know where to start. Something more specific, such as "The coordinator will work with program faculty and the Director of e-Learning to implement online course proctoring in all online courses in the program by fall 2021" makes the action more manageable and is more likely to lead to progress. Indicating who is responsible for each action and a timeline for the action creates accountability.

Estimate the cost of each action. If the cost is greater than $0, indicate which budget(s), including index and GL code, will be used to fund these actions. This should be considered in the program's next budget request.

Explain how the program will evaluate whether each goal has been met. For example, "the annual number of students enrolling in the online-only track after its creation will be compared to enrollment prior to the online track to determine whether the online-only track has increased student enrollment."

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.

Completing the review

Completed program reviews should be emailed to the Director of Institutional Effectiveness and Assessment by April 1 of the year they are due. The Director will review the program information to determine that the program review includes all necessary information.

After the Director's review, completed program reviews will be reviewed using a rubric by members of the Assessment Committee. The program review and the associated rubric will them be sent to the program Director, the program's Executive Director or Associate Dean, the Dean, and the Vice President of Academic Affairs. Meetings to evaluate the program reviews will take place by October 30 and will include the program's coordinator or responsible full-time faculty member, the program area's Director, and at least one member of academic leadership.

In November of each year, program reviews and the Assessment Committee's evaluations for the previous year will be compiled and presented to the Executive Council by the Vice President of Academic Affairs, along with the Assessment Committee's evaluations. 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).

The academic leader overseeing the program will be responsible for monitoring the changes outlined in the action plan and requesting updates as needed.

Nonacademic program review

Mission statement

Each program should have a mission statement. The mission statement explains in one or two sentences why the program exists, what it does, and the principles guiding its operations.

Examples of mission statements include:

- The mission of the Office of Enrollment Services is to support the instructional and student success endeavors of the institution, relating to admission, registration, enrollment, and security and maintenance of student records. The office strives to provide quality service and convenient access to future, current, and former students, faculty, staff, and the public.
- The mission of Florida Gateway College Athletic Department is to provide student-athletes with the highest quality educational opportunities, resources, services and facilities needed to achieve academic and athletic excellence while adhering to both NJCAA and FCSAA guidelines.
- The mission of Media & Public Information is to present a proactive, positive, and accurate public image of the college, to assist and support college programs and services, and to provide cultural enrichment services and opportunities to the community.

Program functions

Identify the key functions of the program. This will involve looking at the key functions of each unit embedded within the program. What are program staff expected to do regularly? Do personnel collaborate with any other programs to perform these functions?

For example, one function of Institutional Effectiveness and Assessment is to provide student outcome metrics to internal stakeholders. This involves collaborating with Information Technology to ensure that the reports generated through the APEX system are accurate.

Staff

List all of the employees in the program (including part time and student workers), their employment status (full-time or part-time), their position, and their relevant qualifications. Individuals' resumes do not need to be reproduced in the qualifications section; simply highlight a few things that support their qualification for their position (i.e., degrees, certifications, and years of experience). The member of senior leadership responsible for the oversight of the program should be included in this section. Be sure to explain the evaluation of whether there are enough staff to support the program.

Staff professional development

List the professional development opportunities available to program staff. These opportunities should be specific to the program, not non-specific opportunities such as New Employee Orientation. Evaluate whether these are sufficient to support program staff.

Institutional Resources

Evaluate the physical resources (office space, meeting space, and such), equipment, technology, administrative support services, and any other non-budgetary resources that are used by the program. Are these adequate to support the program's needs? If not, clearly explain why they are not adequate and what is needed. For example, if the program has more personnel than available office space, provide the number of personnel relative to available offices to highlight the need. If the program needs a particular piece of software to automate a time-consuming process, explain what this software does and how it could help the program operate more efficiently. Similarly, evaluate the program's budget to determine whether it is adequate. If not, explain why.

Assessments, goals, and objectives

Summarize the program's efforts to meet its student learning, strategic, and/or operational outcomes over the past 3 years (not including the present year). Include a list of the outcomes, how they were assessed each year, and what the assessment results indicated. Programs may find that tables are useful for organizing the information in this section.

Programs are encouraged to report this information in the way that they think best organizes and explains their assessments, their results, and how these results were used to make improvements.

Internal and external events that could affect the program

Identify events that are happening outside the College that could affect the program in the future. These can be things expected to have either a negative effect, a positive effect, or the potential for both. Be sure to clearly link external changes to the program's future operations. For example, if there is a projected shortage of students with a high school education in the state of Florida, explain how this will affect your program.

Explain how events occurring at the College could affect the program. Again, these can be things expected to have either a positive or a negative effect (or both!). For example, an internal push for increasing online course availability could present opportunities for recruiting additional students while potentially reducing the availability of face-to-face classes. Provide evidence to support your claims.

Program strengths

Based on the information provided in the preceding sections of the review form, evaluate the program's strengths. Be as specific as possible, and don't make vague statements. For example, if staff expertise is a strength, what knowledge and skills do program staff contribute?

Program weaknesses

Based on the information provided in the preceding sections of the review form, evaluate the program's weaknesses. Avoid vague comments such as "attracting qualified staff members is challenging." Why is it challenging?

Future goals and action plan

This is the most important part of the program review. Based on all of the information gathered as part of the program review, determine what needs to be done to improve the program. The action plan should seek to build on program strengths and improve program weaknesses. First, determine 3-5 goals for the program over the next 3 years. Goals are a way for the program to map where it wants to be in five years. For example, "Increase student enrollment by creating strong connections with youth organizations in the community" defines where the program would like to be in 3 years. Each goal should be aligned with one of the program's outcomes. Then, determine what actions are needed to make these goals a reality. Indicate what will be done, who will do it, and when they will do it. Be as specific as possible with this action plan. Vague actions such as "reach out to community organizations" are not useful, as their generality makes it difficult to know where to start. Something more specific, such as "The director will reach out to 4-H groups in the five-county service area and give presentations these groups by fall 2022" makes the action more manageable and is more likely to lead to progress. Indicating who is responsible for each action and a timeline for the action creates accountability.

Estimate the cost of each action. If the cost is greater than $0, indicate which budget accounts (identified by index and GL code) will be used to fund the action. The program should consider this when making its next budget request.

Determine how the program will assess whether each goal has been met. For example, "an item will be added to the College's application to determine how applicants heard about the College and its programs. Answers to this item will be analyzed annually to evaluate the effectiveness of the local youth organization recruitment initiative."

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.

Completing the review

Completed program reviews should be emailed to the Director of Institutional Effectiveness and Assessment by April 1 of the year they are due. The Director will review the program information to determine that the program review includes all necessary information.

After the Director's review, completed program reviews will be reviewed using a rubric by members of the Assessment Committee. The program review and the associated rubric will them be sent to the College leader(s) overseeing the program. Meetings to evaluate the program reviews will take place by October 30 and will include the individual overseeing the program, their direct supervisor, and any other relevant program personnel.

In November of each year, program reviews and the Assessment Committee's evaluations for the previous year will be compiled and presented to the Executive Council by the Vice President of Academic Affairs, along with the Assessment Committee's evaluations. The Executive Council will have the opportunity to review the program reviews and discuss any concerns.

The College leader overseeing the program will be responsible for monitoring the changes outlined in the action plan and requesting updates as needed.

Additionally, the actions identified in the action plan should be included as objectives in the outcomes assessment process over the next 3 years.

State and federal reporting

State databases

Database submissions are completed by the Coordinator of Research and Data Analysis, who serves as FGC's state Reports Coordinator.

Student database

The student database (SDB) is submitted to the state twice each term: once at the beginning of the term, and once at the end of the term. This database includes all students who were enrolled for the term or who had either a completion or an acceleration record (credit earned from testing or experience) for the term. Information submitted includes students' program(s) of study, demographics, courses in which they are enrolled, completion records, and industry certifications earned. The information included in the SDB is used to create a number of reports twice each term, including headcount and enrollment reports. The SDB is also the primary source of information used by the state to calculate FGC's retention and completion metrics for annual accountability reports, Perkins, IPEDS, as well as FTE and current performance funding.

Personnel database

The personnel database (PDB) is submitted once each term. It includes information about faculty and staff positions, contract status, courses taught, demographics, and other employee information.

Facilities database

The facilities database (FDB) is submitted once each term. It includes information about the College's facilities, including campus sites, building usage, rooms and use, construction, and other facilities and site information.

Admission database

The admission database (ADB) is submitted once each term. The database provides information about admission to the College's baccalaureate programs, including program-level admission counts and demographic information about students.

Integrated database

The integrated database (IDB) is generated at the state level once each term. This is done by pulling data from the Student, Personnel, Facilities, and Admissions databases. It provides information about admissions, developmental education, distance learning, and room utilization.

Annual financial aid

The annual financial aid database is submitted once each year, at the end of the financial aid year. The database includes demographic information for each student who was awarded financial aid, as well as the type and amount of that aid.

APR (Annual Personnel Report)

The APR (Annual Personnel Report) includes all college employees on the payroll of the institution as of November 1st – that is the last bi-weekly payroll period that ends prior to November 1st. One record is reported for each employee that contains demographic information, position information, and salary information. Only the employees' primary occupational activity will be reported. This data is used for the IPEDS Human Resources survey.

Annual calendar year personnel

The annual calendar year personnel database is submitted at the end of each calendar year. It includes all employees who worked during the specified timeframe. Demographic information, aggregate salary information, and aggregate fringe benefits information must be reported. This data is used to report information to the Florida Has A Right To Know site per Florida statute. While all employees must be reported to the state, those whose 'exempt from public records' flag is set to and reported as 'Y' will not be sent to Florida Has a Right to Know.

Annual salary & benefits

The annual salary & benefits database is submitted once per year, at the end of the fiscal year. The database includes demographic records for each employee who worked during the specified timeframe, as well as aggregate salary and aggregate fringe benefits records. This data is sent to Florida Has a Right to Know, except for those employees whose 'exempt from public records' flag is set to and reported as 'Y'. Salary and benefits records are reported by Org/GL code.

IPEDS

Institutional characteristics

Data for this survey must be input at the college level. There are two parts to the IPEDS institutional characteristics survey, the institutional characteristics header and the institutional characteristics survey. The institutional characteristics header is a very high level overview of the educational offerings and calendar system for the college. This must be completed and locked before any other IPEDS survey can be started.

The institutional characteristics survey collects information about the college's mission, student services, and student charges. Most of these data appear on College Navigator. The cost of attendance reported in this survey is used to calculate the net price of attendance in the IPEDS financial aid survey as well as College Affordability and Transparency Center's lists.12-month enrollment.

Enrollment

The IPEDS 12-month enrollment survey collects unduplicated student enrollment counts and instructional activity data for a full 12-month period. While the IPEDS site states this timeframe must be July 1 – June 30, Florida state officials have explained to IPEDS that state colleges report data for the year from August – July (terms Fall, Spring, Summer). Florida state colleges report data based on this timeframe.

Data for this survey is pulled by the state IPEDS coordinator from individual state colleges' student databases and personnel databases. The data is uploaded to IPEDS by the state. The college IPEDS Keyholder is then responsible for verifying the data and locking the survey.

Completions

The IPEDS Completions survey collects the number of degrees and certificates awarded by field of study, level of award, race/ethnicity, and gender. This data is for a 12-month period. While the IPEDS site states this timeframe must be July 1 – June 30, Florida state officials have explained to IPEDS that state colleges report data for the year from August – July (terms Fall, Spring, Summer). Florida state colleges report data based on this timeframe.

Data for this survey is pulled from the student database by the state IPEDS coordinator and uploaded to IPEDS. The college IPEDS Keyholder is then responsible for verifying the data and locking the survey. Some data from this survey appear in College Navigator.

Student financial aid

The purpose of the Student Financial Aid IPEDS survey is to collect information about financial aid provided to various groups of students as well as military/veteran educational benefits. Revisions to the cost of attendance reported in the Institutional Characteristics survey can be made in this survey. Also, the net price of attendance is calculated in the student financial aid survey and is used to populate the U.S. Department of Education's College Affordability and Transparency lists.

Data for this survey must be generated at the college level and keyed into the IPEDS survey screens.

Graduation rate

The IPEDS Graduation Rate survey gathers data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study.

Data for this survey is pulled from the student database by the state IPEDS coordinator and uploaded to IPEDS. The college IPEDS Keyholder is then responsible for verifying the data and locking the survey. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

Outcome measures

The IPEDS Outcome Measures survey includes award and enrollment data from degree-granting institutions on four cohorts and eight subcohorts at three status points: four-years, six-years, and eight-years after entry. While the IPEDS site states this timeframe must be July 1 – June 30, Florida state officials have explained to IPEDS that state colleges report data for the year from August – July (terms Fall, Spring, Summer). Florida state colleges report data based on this timeframe.

Data for this survey are pulled by the state IPEDS coordinator and uploaded to IPEDS. The college IPEDS Keyholder is then responsible for verifying the data and locking the survey.

Human resources

The IPEDS Human Resources survey collects information about each college's staff, including full-time/part-time status, occupational category, gender, race/ethnicity, and salary range. This information is reported for all employees on the college payroll as of November 1st.

Data for this survey is pulled from the APR (Annual Personnel Report) by the state IPEDS coordinator and uploaded to IPEDS. The college IPEDS Keyholder is then responsible for verifying the data and locking the survey.

Fall enrollment

The IPEDS Fall Enrollment survey collects student enrollment counts by level of student, enrollment status, gender, and race/ethnicity. First-time student retention rates and the student-to-faculty ratio are also collected. Enrollment by age is required in odd-numbered years, and enrollment by residence of first-time students is required in even-numbered years.

Data for this survey are pulled from the Student Database by the state IPEDS coordinator and uploaded to IPEDS. The college IPEDS keyholder is then responsible for verifying the data and locking the survey.

Academic libraries

The IPEDS Academic Libraries Survey collects information on library collections, library expenses, and library services for libraries in degree-granting postsecondary institutions.

Colleges are responsible for pulling needed data and keying into the IPEDS survey. Once all data has been keyed and verified, the IPEDS keyholder must lock the survey.

Finance

The IPEDS Finance survey collects basic financial information from items associated with the institution's General Purpose Financial Statements.

Colleges are responsible for pulling needed information and keying into the IPEDS survey. Once all necessary data has been keyed in and verified, the IPEDS keyholder must lock the survey.

FTE

Full-time equivalent (FTE) reporting is done three times per academic year. The submissions are called FTE1, FTE2 and FTE Enrollment and Capital Outlay (COFTE). One FTE is equivalent to one student completing 30 credit hours of coursework within an academic year.

FTE1 is generated from the Student Database summer end-of-term and fall beginning-of-term data with estimates of enrollment for the remainder of the year.

FTE2 is generated from the Student Database summer and fall end-of-term and spring beginning-of-term data with estimates of enrollment for the rest of the spring term.

FTE Enrollment and Capital Outlay (COFTE) is generated using actual enrollment data from the Student Database for the full state reporting year (summer, fall, spring).

For each submission, the state generates estimates that the college can either accept or adjust based on local knowledge of the college. A justification must be written in either case and must be detailed in its explanation of why the college chose to either accept or adjust the states estimates.

FLVC

Florida Virtual Campus (FLVC) requires the college to submit course data each term. It also requires that a program file listing all programs offered by the college be submitted once per year. The college is also required to update its institutional profile on the FLVC site each year. These data include a wide array of data that will assist potential students with determining if the college is a good fit for them overall. Students can access the College's information through the FLVC Florida Shines portal.

NC-SARA

The State of Florida is a participating state in the National Council for State Authorization Reciprocity Agreements (NC-SARA). This allows colleges in Florida to offer distance education to students in other participating NC-SARA states. FGC also participates in NC-SARA. Each spring, the Director of e-Learning coordinates the submission of the College's annual renewal application. IEA provides institutional data about distance education programs and students to facilitate this process.

Surveys and other reporting

The College reports institutional and programmatic data routinely to several organizations for the purposes of widely sharing important information about the College to prospective students. At the end of each calendar year, IEA coordinates the completion of the annual College Board survey. An additional College Board cost survey is completed by IEA during the summer. Each spring, IEA coordinates the completion of several US News & World Report Best Colleges surveys. IEA coordinates the completion of other surveys upon direction and approval of the President.

Equity Report

Each spring, IEA and Human Resources personnel collaborate with staff across the College to complete the state-mandated Equity Report. This report requires the College to use state-provided data about gender and racial equity in employment, student athletics, and student enrollment and completion. The Equity Report provides an opportunity for the College to evaluate the success of its current equity-related initiatives and plan new equity initiatives based on areas of identified need.

The Equity Report is reviewed by the District Board of Trustees prior to its submission to the State.

Results of reporting

The State of Florida uses information submitted via the state databases and other state-level reporting to calculate metrics considered in funding decisions. While the specific metrics considered are subject to change, enrollment, retention, and completion generally play a role in the State's funding decisions. Information submitted to the state is also used for other state-level decisions, including financial and program audits.

Information submitted to the state is used to generate the reports used by the College to obtain data for key performance indicators. Annual accountability reports that include enrollment, retention, and completion information are generated based on data submitted to the state, as are reports such as AA1A, which provides enrollment counts by program and student type.

IPEDS data are publicly searchable on the IPEDS website. IPEDS enrollment information is used to classify the College's size and is often a consideration for software and service pricing. Various award agencies, such as the Aspen Institute, use IPEDS data to identify candidates for performance-based awards.

Student achievement metrics and key performance indicators

The College collects and disseminates information on metrics used to evaluate progress towards goals outlined in the Strategic Plan, as well as other College goals and initiatives.

Student achievement metrics

Several achievement metrics are evaluated annually to determine the extent to which FGC is serving its students' needs. These indicators are explained below. Metrics are updated each summer and are available on the IEA website. Per SACSCOC requirements, metrics are publicly available and disaggregated when possible by demographic groups of interest to the College.

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 (FTIC) 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%.

Updated student achievement metrics are reviewed by the Executive Council prior to being placed on the College's website.

Retention and completion reports

Each year, IEA compiles a Retention Report and a Completion Report. Multiple sources of data are used for these reports, including internal data available through Apex, state data provided in annual accountability reports and the Florida College System Factbook, IPEDS data, and National Student Clearinghouse data. These reports provide College leaders with a deep dive into these crucial metrics and help identify groups of students who are at risk of not continuing their coursework and earning their degree or certificate through FGC. These reports are reviewed by the Executive Council.

Enrollment reports

Weekly headcount and credit hour enrollment reports are prepared by IEA and sent to the Vice President of Enrollment Services and Student Affairs, the Vice President of Academic Affairs, and the Associate Dean of Enrollment Services. These reports, generated through a report in Apex, compare enrollment in the term of interest (current, upcoming, or both) to enrollment in the term at the same time the previous year. This information gives College leaders the opportunity to react quickly to lower-than-expected enrollments.

Course success rates

IEA generates course success rates for all faculty members at the end of each term. These reports are generated using an Apex report and an Access database. Reports provided to faculty members and the Dean of Academic Affairs include the number of students enrolled in each course, the percentage who earned incompletes, the percentage who withdrew, the percentage who succeeded (i.e., earned an A, B, C, or S), and the percentage who failed (i.e., earned a D, F, or U). Course success rates are used in the annual faculty evaluation process, as well as in the academic program review process.

Other metrics

Through internal Apex reports, state and federal reports, and the National Student Clearinghouse, IEA can access data needed by College personnel to evaluate areas, programs, initiatives, and overall institutional functioning. Data available on-demand includes the following. Note that some types of data can be disaggregated by demographic variables (such as gender and race) and program characteristics (such as degree or certificate type). Data for the past 5 years is available for most metrics.

- College enrollment and FTE
- Program enrollment
- College retention rate (limited to FTIC students)
- College completion rate (limited to FTIC students)
- Program placement rate
- Program persistence rate
- Program retention rate (limited to FTIC students)
- Program completion rate (limited to FTIC students)

- Post-FGC enrollment in higher education institutions (requires list of students for submission to National Student Clearinghouse)

College Fact Book

Each year, IEA generates a Fact Book that provides internal and external audiences with information about the College. The Fact Book includes:

- Basic information about the College, including its history, mission, leadership and organization, strategic plan, and accreditation status
- Service area information and demographics
- Overall student enrollment and FTE by demographic group and student type
- Program enrollment
- Classroom and instruction statistics
- Retention metrics
- Completion metrics
- Graduate outcomes
- Faculty and staff statistics
- Information about campus facilities
- Athletics information
- Financial aid statistics
- College cost information
- College audited financial information

The Fact Book is available on the College's IEA website. A limited number of copies are printed each year upon request.

Survey-based data collection

The College uses a variety of surveys to obtain information about current and former students, College employees, and community members. For the sake of brevity, only surveys managed by IEA are included in this handbook.

Course evaluations

At the end of each term, students are sent a course evaluation, which asks them to provide feedback about the course, the instructor(s), and their own effort in the course. Course evaluations are administered via Explorance Blue. Students can access evaluations through an emailed link, as well as through Canvas. Evaluations are confidential, and instructors cannot tie responses to any individual student. To reduce biases in evaluation responses and grading, the evaluation period ends before final exams begin, and instructors are not provided with evaluation reports until after grades have been submitted. At the end of each evaluation period, instructors are given a report that includes descriptive statistics for all evaluation items, as well as the text of students' comments.

Course evaluations are used by instructors to improve their courses, including instructional strategies and materials. Course evaluations are also included in each faculty member's annual evaluation, and course evaluation results are one source of information used for making administrative decisions about faculty members.

Program-specific surveys

IEA administers surveys via Explorance Blue to program students, program graduates and employers of program graduates for several programs in the Department of Teacher Preparation Programs and the Department of Nursing and Health Sciences, including Nursing, B.S.; Registered Nursing, A.S.; Practical Nursing, O.C.; Early Childhood Education, A.S.; Early Childhood Education, B.S.; and Educator Preparation Institute, C.C.C. Results from these surveys are used by these programs to identify areas in need of improvement, as well as to meet accreditation and regulatory requirements.

Facilities survey

IEA administers a facilities survey via Explorance Blue 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. IEA collaborates with the Director of Facilities to determine the timeline and the content of the survey.

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

Definitions

Clock hour

A clock hour is equivalent to the total number of hours per week that a student completes activities related to their program in study. The occupational certificate programs at FGC calculate credit in clock rather than credit hours. Clock hours can be converted to credit hours by dividing the clock hours by 30.

Credit hour

Each credit hour is equivalent to one hour of class instruction (which includes online instructional activities) and two hours of work which the student completes outside of the classroom per week.

Completion

Three definitions of completion are used at FGC:

IPEDS completion: The percentage of full-time first time in college students who begin in a fall term and complete their program of study within 150% of normal time-to-degree.

FCS completion: The percent of first time in college students who begin in a fall term and complete their program of study within 200% of normal time-to-degree.

Modified Aspen Institute completion (used for internal calculations): The percentage of first time in college students who begin in a fall term and complete their program of study within 150% of normal time-to-degree **or** transfer to another institution within 150% of normal time-to-degree.

Note that completion rates **cannot** be calculated individual programs that do not utilize cohorts and a predetermined course sequence. They also **cannot** be calculated for all students at the College.

Course success

Course success is the percentage of students who earn an A, B, C, or S in a course at FGC.

Enrolled

A student is considered to be enrolled in a particular term if he or she has registered for at least one course in that term.

First time in college (FTIC)

A student is considered to be FTIC if he or she has not previously attended an institution of higher education. However, former dual enrollment students are considered to be FTIC when they first matriculate at a higher education institution after graduating from high school.

Full time student

A student is considered to be full-time if he or she is enrolled in at least 12 credit hours of coursework in a term. For clock hour programs, a student is considered full time if he or she is enrolled in at least 24 hours of scheduled instruction per week.

Full-time equivalent (FTE)

FTE is based on the number of credit hours generated by a program, or the College as a whole. It is assumed that a full-time student will complete 30 credit hours in one year, so FTE is calculated by dividing the total number of credit hours generated by 30.

Persistence

Persistence is the percentage of students enrolled in one term who are still enrolled or have graduated one year later.

Placement

Placement includes only students who graduate from FGC within a given academic year. A student is considered to be placed if he or she is completing higher education coursework, employed, or has enlisted in the military by the end of the calendar year following the academic year of their graduation (for example, a graduate in the 2017-2018 academic year would need to meet placement criteria by December 2018 to be considered placed).

Retention

Retention is the percentage of first time in college (FTIC) students who begin in a fall term and are still enrolled or have graduated one year later. The FCS Accountability Report calculation of retention limits this calculation further to students who achieved 9 (for certificate students) or 18 (for degree-seeking students) credit hours by the summer following their first fall enrollment.

Note that retention rates **cannot** be calculated individual programs that do not utilize cohorts and a predetermined course sequence. They also **cannot** be calculated for all students at the College. However, persistence rates can be calculated for both of these situations and can help identify groups of students at risk of attrition.

Transfer

A student is considered to have transferred if he or she leaves at FGC and begins a program of study at another institute of higher education within 150% of normal time-to-degree for the student’s program.

Transfer can also refer to the percentage of a program’s graduates that continue their education post-graduation. This metric is commonly evaluated for the College’s Associate in Arts (A.A.) program.

References

National Institute for Learning Outcomes Assessment (2020). *Transparency Framework.* Retrieved from https://www.learningoutcomesassessment.org/ourwork/transparency-framework/components/student-learning-outcomes-statements/

SACSCOC (2018). *The Principles of Accreditation: Foundations for quality enhancement.* Southern Association of Colleges and Schools Commission on Colleges. Retrieved from http://www.sacscoc.org/pdf/2018PrinciplesOfAcreditation.pdf

Suskie, L. (2018). *Assessing student learning: A common sense guide* (3rd edition). San Francisco: Jossey-Bass.