Academic Program Assessment Committee

Policies and Procedures

I. Mission, Vision and Goal Statements

- **Mission**

The Academic Program Assessment Committee (APAC) is composed of representatives from academic colleges, online learning, and academic support services who oversee and assist academic units within the institution of Florida Institute of Technology with assessment pertaining to student learning and development. It serves to define and implement policies and procedures to maintain a robust academic assessment process, to review the quality of assessment plans submitted by units within academic colleges, and to report annually to the Vice President of Academic Affairs (VPAA) the status of the academic assessment process within the institution.

- **Vision Statement**

The APAC's vision is to foster and sustain a productive academic-oriented culture of assessment at Florida Institute of Technology by emphasizing the positive outcomes of the assessment process on the betterment of academic programs and student development.

- **Goal Statements**

1. To define, review, and implement policies and procedures that help maintain an academic assessment process at Florida Tech.
2. To assist academic units with assessment of student learning and development by reviewing the quality of, and providing feedback on, their assessment plans.
3. To advocate the assignment and placement of qualified personnel in the areas of assessment and institutional effectiveness.
4. To recommend appropriate actions to the Offices of the VPAA and the Chief Operating Officer (COO) that are critical for sustaining the assessment process and promoting the culture of assessment at Florida Tech.

II. Membership and Responsibilities

A. Academic Program Assessment Committee (APAC)

i. Membership

APAC is composed of representatives from academic colleges, online learning, and academic support services. Each college will be represented by two members. The chair of the APAC will be from the Office of Institutional Effectiveness (IE) and will serve as a non-voting member. Academic deans, the VPAA, and the COO are *ex officio* members. All representatives are appointed by the COO.

ii. Responsibilities

The duties of APAC members are

- to serve as chair or co-chair of a Divisional Review Committee (DRC); organizes the DRC reviews of assessment results and assessment plans;
- to apprise the college dean or appropriate vice president of issues and updates related to the continuous quality improvement process;
- to provide assistance and guidance to the unit and department heads on the academic assessment policies and procedures;
- to provide timely communication of all APAC mandates, instructions, and deadlines to Assessment Coordinators (ACs) and others as appropriate;
- to maintain a current list of DRC members in the colleges and divisions and updates this with APAC chair each fall or whenever changes are made;
- to serve as the liaison for any unit or program in his or her college or division that requires assistance in the development of plans, analysis of collected data, documentation of assessment results, and navigation of the web-based assessment management system;
- to work with the Assistant Vice President of Assessment and the IE Assessment Analyst to coordinate training for ACs and other appropriate groups.

B. Assessment Coordinator (AC)

i. Membership

ACs for an academic unit or degree program will be appointed by the dean of the college where the unit or program resides. In addition, the number of ACs per academic unit or degree program will be decided by the college deans. At the recommendation of the members of the APAC, at least one AC should be a 12-month faculty member or a staff member, such as a department head or an academic chair, who is very familiar with the academic unit or degree program to which he or she is assigned.

ii. Responsibilities

The duties of an AC are

- to enter assessment plans in the web-based assessment management program;

- to collect and coordinate assessment data from faculty and/or staff responsible for implementing assessment measures;
- to enter all assessment data, action plans, and answers to analysis questions in the web-based assessment management program, WEAVE, for review by departmental/academic unit faculty, including program chairs and department heads. ACs should work with the Assistant VP of Assessment to ensure all is entered into WEAVE;
- to lead an annual departmental/academic unit discussion about all program-level student learning assessment data and results, comparing the results to those of the previous year. The discussion should result in the development of Action Plans that lead to improvements to student learning;
- to lead a departmental/academic unit five-year review of the program assessment outcomes and measures, comparing them to those of the previous years, and to make appropriate changes as necessary;
- to attend an annual meeting with the Assistant VP of Assessment to review new policies, procedures, and reporting criteria and to refresh training on WEAVE.

C. Divisional Review Committee (DRC)

i. Membership

Within the academic sector of the university, a DRC is composed of all ACs from the departments, degree programs, or academic units that make up a particular division. The co-chairs of the DRCs are two of their corresponding APAC representatives. A division can be an entire academic college, group of colleges, and/or academic units within the institution of Florida Tech. There are five academic DRCs. These are as follows:

CoB/ESD Divisional Review Committee (includes online programs)
CoE/CoA Divisional Review Committee (includes online/off-site programs)
CoPLA Divisional Review Committee (includes online programs)
CoS Divisional Review Committee (includes off-site programs)
GenEd Divisional Review Committee (includes University Experience)

ii. Responsibilities

The DRC is responsible for the following:

- to establish internal submission deadlines for initial and final submissions of assessment results, reports and plans.
- to review and evaluate, every five years, the quality of assessment plans for each department, degree program, and academic unit within its division. The review criteria are outlined in the Assessment Review Rubric and can be found on the APAC website (www.fit.edu/apac). The procedural flowchart for Changes to Assessment Items that define the roles for DRC co-chairs and

members can be found in this document and, separately, on the APAC website (www.fit.edu/apac).

- to assist faculty and staff in adhering to specific review criteria.
- to review all new degree programs before sending to APAC. The procedural flowchart for New Programs that define the roles for DRC co-chairs and members can be found in this document and, separately, on the APAC website (www.fit.edu/apac).

III. Policies

A. APAC Voting Policy

Two-thirds of the APAC members, not counting the chair and *ex officio* members, represent a quorum. A majority vote of a present quorum of members constitutes approval or passing of an item.

B. Assessment Policies

1. Policy on PLOs and Number and Types of Measures

The minimum number of Program-level Student Learning Outcome (PLOs) statements per academic degree program and the number and type of measures for each is outlined below. These were decided by a majority vote by the members of the Academic Program Assessment Committee in the summer of 2010.

"Academic programs" for Florida Institute of Technology will be defined as any degree-granting program. These include PhD/PsyD/EdS/EdD/MS/MSA/MBA/MAT/MEd/ BS/BA/AS/AA programs. Although degree-programs may have several options, they will be treated as one entity (with special requirements that will be detailed below) in the assessment process.

1) For all bachelor's degree programs, a minimum of six Program-Level Student Learning Outcomes (PLOs) will be used for assessment purposes with two in each area of Discipline Specific Knowledge, Communication, and Critical Thinking. The exceptions to this plan are for degree programs with multiple options, specifically in the area of Discipline Specific Knowledge. These programs will have one PLO statement that reflects general knowledge of the degree program and one PLO statement for each option in that program that reflects the specific emphasis in that degree program. Lastly, the number of measures used for assessing each PLO will be a minimum of two, and at least one will be a direct measure.
2) For all associate's degree programs, a minimum of three PLOs will be used for assessment purposes, one in each area of Discipline Specific Knowledge, Communication, and Critical Thinking. The number of measures for assessing each PLO will be two, and at least one will be a direct measure.
3) For all graduate programs, a minimum of three PLOs will be used for assessment purposes, one in each area of Discipline Specific Knowledge, Communication, and Critical Thinking. The number of measures for assessing each PLO will be a minimum of one direct measure.
4) For all credit-bearing certificate programs, a minimum of one PLO will be used for assessment purposes, in the area of Discipline Specific Knowledge. The number of measures for assessing the PLO will be two, and at least one will be a direct measure.

2. Policy on Assessment Items (Mission, Vision statements, Course Mapping, Curriculum Mapping, Measurement Statements that include Achievement Targets)

Mission statements at the university level, the college levels, and the academic unit levels are required and should align with each other (i.e. unit to college, college to

university). The term "unit" is defined as a department or an academic program within a school or college. Although the committee does not require that every degree program offered at Florida Tech has a mission statement, it may be necessary for some.

Vision statements are optional.

Goals are optional.

Course mapping, which requires **course level student learning outcomes (SLOs),** is strongly recommended as part of "best practices". The process of course mapping can be determined by each academic college.

Curriculum/Assessment mapping, which requires **program level learning outcomes (PLOs),** is required for all bachelor degree programs and is highly recommended for all others. These are used for both internal and external purposes (ex. for reporting to accrediting institutions). PLOs must be reported in WEAVE, the university's commercial, web-based assessment software, in the Outcomes/Objectives section of the Assessment Summary page.

Measurement statements that include Achievement Targets are required for each PLO and must be reported in WEAVE in the Measures & Findings section of the Assessment Summary page.

Rubrics, when used to determine level of achievement, must be uploaded into WEAVE and linked to all relevant Measures.

IV. Assessment and Evaluation Procedures and Timelines

A. Collection and Recording of Assessment Data

PLOs for each academic program will be measured each time their corresponding assessment course is offered. All data and results (i.e. Findings and Target statuses) for each Measure must be recorded in WEAVE annually. However, to ensure data integrity, it is strongly recommended that data be recorded as soon as they are collected. Target statuses found to be "Partially Met" must have justification.

B. Development of Action Plans

Action Plans must be created for all Targets that are found to be "Partially Met" or "Not Met". Action Plans need to be implemented by the beginning of the next assessment year in order to be part of the next annual cycle. Entry Statuses (i.e. In-Progress, Ongoing, Terminated, or Finished) for all Action Plans from the previous cycle need to be updated annually in accordance with the PLO assessment schedule.

C. Analysis Questions

Analysis Questions found on the Achievement Summary/Analysis page in WEAVE require individual program responses annually.

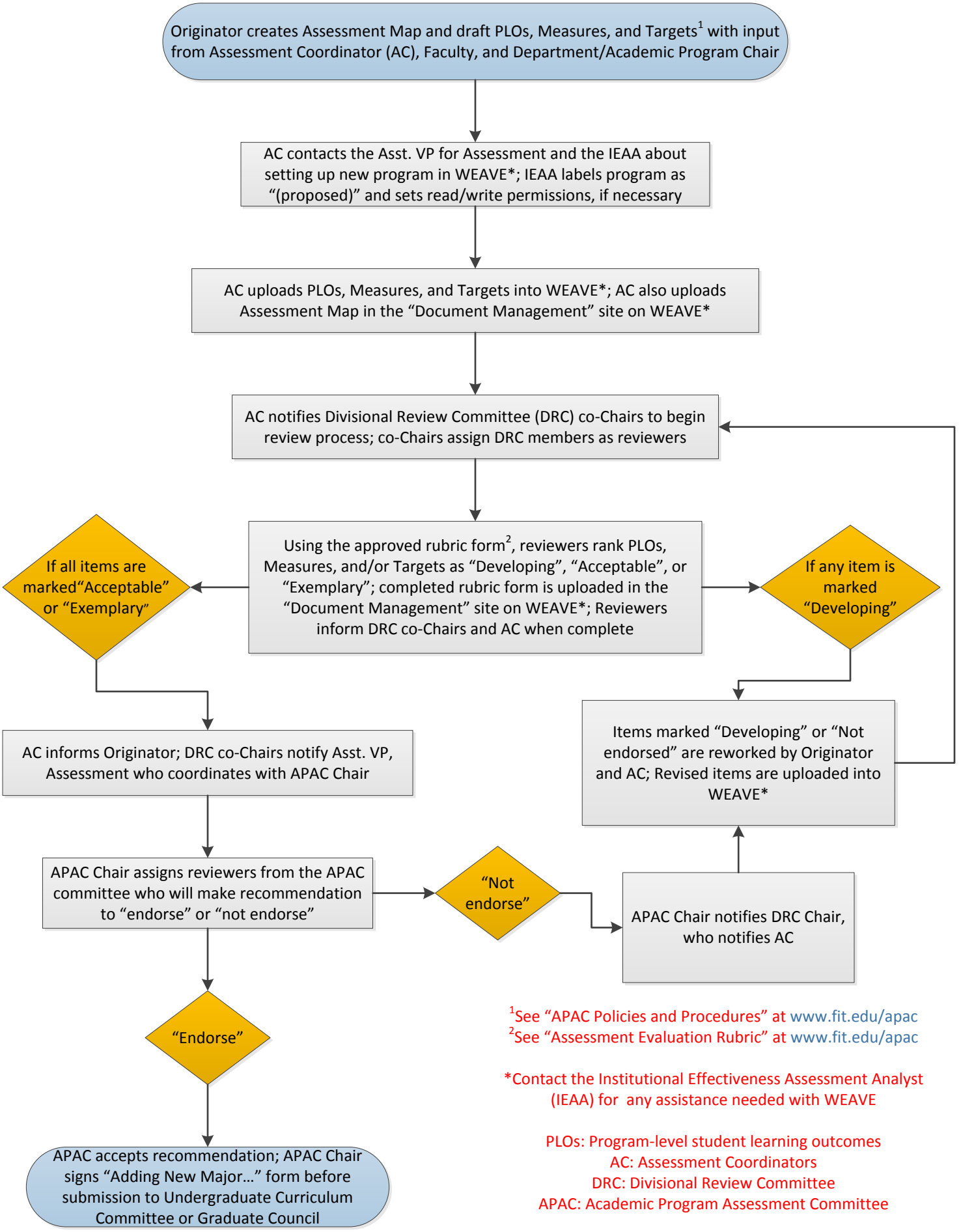
D. Annual Assessment Reporting

Program-level assessment data are collected annually over a calendar (vs. academic) year. Action Plan reporting and Analysis Questions responses for the prior calendar year must be completed in WEAVE by June 1 of the current calendar year.

E. Academic Program Review (APR)

Every five years, a full academic program review, which includes a cumulative evaluation of PLO assessment undertaken since the last review, is required for all academic degree programs and their respective units. Additional components of the APR will be determined by SACSCOC- and university-level requirements.

Flowchart for Approval Procedure of Assessment Items: New Undergraduate Majors and Graduate Programs

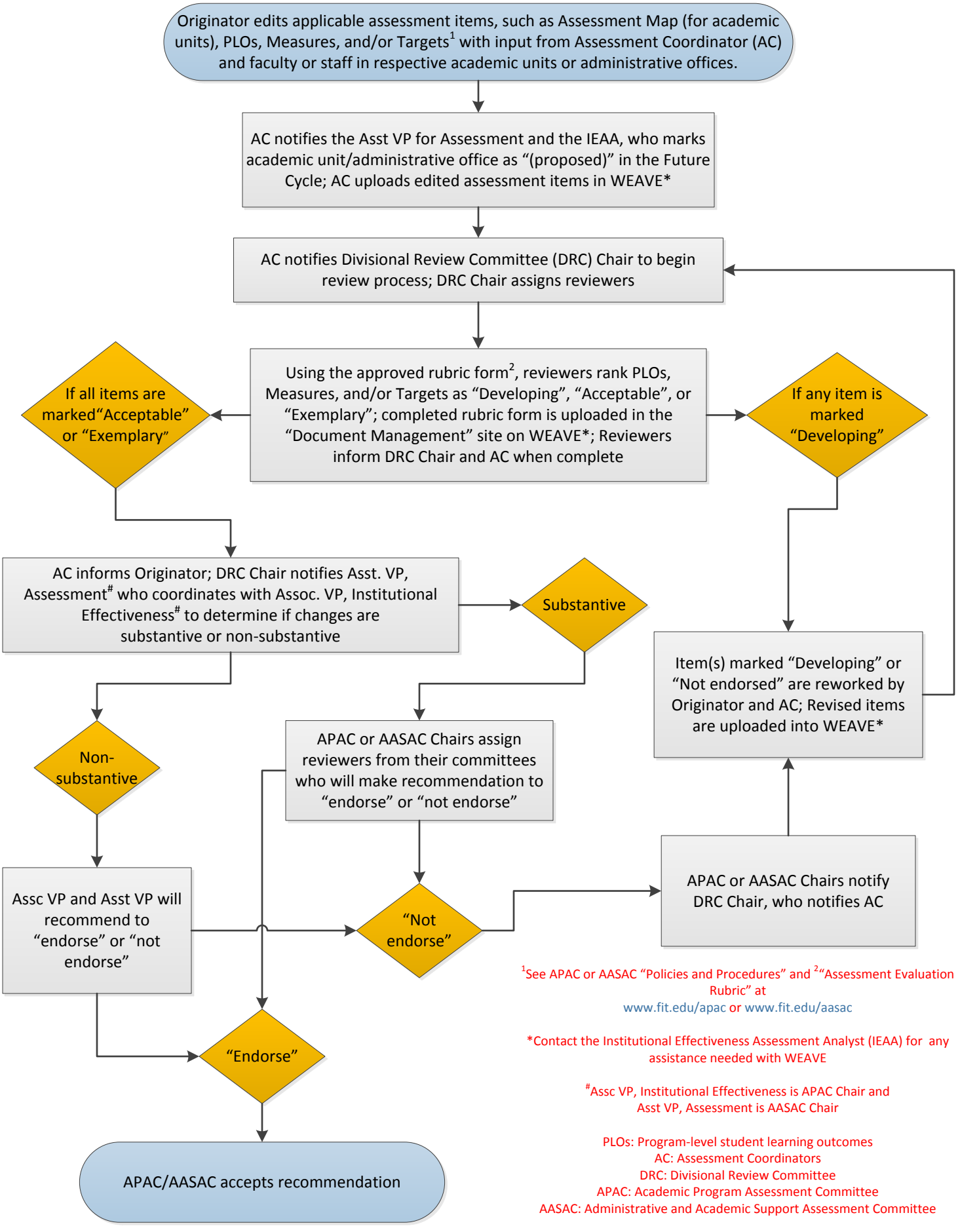


[1]See "APAC Policies and Procedures" at www.fit.edu/apac
[2]See "Assessment Evaluation Rubric" at www.fit.edu/apac

*Contact the Institutional Effectiveness Assessment Analyst (IEAA) for any assistance needed with WEAVE

PLOs: Program-level student learning outcomes
AC: Assessment Coordinators
DRC: Divisional Review Committee
APAC: Academic Program Assessment Committee

Flowchart for Approval Procedure of Assessment Items: Changes to Assessment Items (for units reporting to APAC and AASAC)



[1]See APAC or AASAC "Policies and Procedures" and [2]"Assessment Evaluation Rubric" at
www.fit.edu/apac or www.fit.edu/aasac

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#Assc VP, Institutional Effectiveness is APAC Chair and Asst VP, Assessment is AASAC Chair

PLOs: Program-level student learning outcomes
AC: Assessment Coordinators
DRC: Divisional Review Committee
APAC: Academic Program Assessment Committee
AASAC: Administrative and Academic Support Assessment Committee