Academic Program Assessment Committee
Policies & Procedures

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 Provost that are critical for sustaining the assessment process and promoting the culture of assessment at Florida Tech.

Assessment Policies

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.

Finally, the number of measures used for assessing each PLO will be a minimum of two, and both will be direct measures.

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 Master’s level 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. However, it is expected that as a process of continuous improvement, all programs will have two direct measures by 2025.

4) For all Doctoral level 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. However, it is expected that as a process of continuous improvement, all programs will have two direct measures by 2025.

5) 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.

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 will be determined by each academic college.

• Curriculum/Assessment mapping, which requires program level learning outcomes (PLOs), is required for all bachelors 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.

• Measurement statements that include Achievement Targets are required for each PLO and must be reported in WEAVE in the Measures & Findings section. Please refer to the document, “Considerations for Writing the Annual Assessment Report,” (www/fit.edu/apac) for assistance in writing measures and targets.

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

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. Ideally to ensure data integrity, it is strongly recommended that data be recorded and entered into WEAVE as soon as they are collected. All summer assessment is to be reported in WEAVE by 15 September and all fall assessment data is to be reported no later than 15 January. All spring data is to be reported by 15 May, and all annual assessment and analysis should be completed no later than the 1 June deadline.

Target statuses found to be “Partially Met” must have justification. Any result can be reported as “Partially Met” instead of “Not Met” if at least 75% of the students achieve the target result.

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 1 June 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.
Analysis Questions

Analysis Questions can be found on the Florida Tech website (www.fit.edu/apac) and need to be entered in WEAVE annually in the appropriate section.

Annual Assessment Reporting

Program-level assessment data are collected annually over an academic (vs. a calendar) year. Assessment results, Action Plan reporting and Analysis Questions responses must be completed in WEAVE by June 1.

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. The five-year assessment cycle adopted in 2019 established the timeline to be followed (www.fit.edu/apac). Additional components of the APR may be determined by SACSCOC and university-level requirements.