FLORIDA ATLANTIC UNIVERSITY

Program Assessment - Guidelines and Procedures
(Approved by the Committee on Academic and Student Affairs, 7/24/02)
(Approved by FAU Board of Trustees, 10/16/02)

PURPOSE

Under policies adopted by the Board of Trustees, each academic department within the university shall participate in an ongoing program assessment process. The purpose of this process is to ascertain that the department's programs of teaching, research, and service are performing at a satisfactory level, and through the process of self-examination, to assist the department in continuing improvement. The process is intended to avoid requiring extensive preparation of material by the department, being based instead on the department's assessment goals and outcomes and quantitative data that are readily available in the university's data systems.

PROCESS

Annually, a Departmental Assessment Report shall be prepared by the Office of IEA providing, for each department, the data shown in Appendix A for the past three years. The dean of the college shall review this report with the department and submit to the provost an overall assessment of the department's performance, including an evaluation of whether the department has performed at an acceptable level in instruction, research (which includes creative and scholarly activities as appropriate to each department), and service.

If the provost determines that a department's performance falls below an acceptable level in any of the three areas, the dean shall be required to recommend immediate steps for improvement to the department and to the provost. If a department's performance falls below an acceptable level for two years out of any three-year period, the department shall be required to develop an action plan for improvement during the following year and submit it for approval by the dean and provost.

The action plan shall identify the shortcomings to be addressed and propose concrete measures to be taken over the next three years to remedy them. In preparing the action plan, the department may be required by the provost to involve external consultants if necessary and appropriate. The action plan shall take account of the department's strengths and weaknesses, the university's long-range plan, the current national status of the discipline, enrollment trends in the discipline, and the budgetary constraints faced by the college and university.

A summary report of the assessments of all programs shall be provided to the Board annually, with detailed information regarding any programs that have been found to be performing below acceptable levels.
Appendix A. Departmental Assessment Report Data
(Note: Data may be modified or refined, depending on developments in university data systems)

I. Instruction
   A. Assessment goals and outcomes for each degree program
   B. Input data
      1. Faculty headcount and FTE devoted to instruction
      2. TA headcount and FTE
      3. Adjunct headcount and FTE
      4. Percent of courses taught by faculty
      4. Number of majors in each degree program
   C. Productivity data
      1. FTE produced at each level
      2. Undergraduate FTE produced by majors and by service courses
         a. FTE produced in undergraduate majors courses (courses in which 50% or more of enrolled students are program majors)
         b. FTE produced in undergraduate service courses (courses in which less than 50% of enrolled students are program majors)
      2. Degrees awarded by each degree program
   D. Efficiency data
      1. FTE produced at each level, per total FTE (faculty, TA, and adjunct)
      2. Degrees awarded at each level, per FTE faculty
      3. Ratio of degrees awarded to number of majors, for each degree program
   E. Effectiveness data (for each degree program)
      1. Average rating by students on SPOT overall effectiveness question
      2. Students' overall satisfaction with instruction in Student Satisfaction Survey
      3. Students' overall satisfaction with advising in Student Satisfaction Survey

II. Research, Creative and Scholarly Activities
   A. Assessment goals and outcomes for research (to be developed, per SACS recommendation)
   B. Input data
      1. Faculty FTE devoted to research
   C. Productivity data
      1. Publications in refereed journals
      2. Grant proposals submitted
      3. Total grant expenditures
   D. Efficiency data
      1. Publications per faculty member and per research FTE
      2. Proposals submitted per faculty member and per research FTE
      3. Total grant expenditures per faculty member and per research FTE
III. Service

A. Assessment goals and outcomes for service (to be developed, per SACS recommendation)

B. Input data
   1. Faculty FTE devoted to service

C. Productivity data
   1. Number of faculty memberships on college and university committees
   2. Number of faculty memberships on professional committees
   3. Number of faculty serving as editors or referees for professional journals

D. Efficiency data
   1. Number of faculty memberships on college and university committees per service FTE
   2. Number of faculty memberships on professional committees per service FTE
   3. Number of faculty serving as editors or referees for professional journals per service FTE