

Appendices for supporting documents and

The The Program Name Self-Study was prepared during the 2024-2025 academic year. The Self-Study contains an analysis of program curriculum, faculty, students, and resources and includes a review of the mission statement and strategic vision of the program, plus Appendices for supporting documents and assessment data. Upon completion of the External Review, the program will implement changes based on internal and external recommendations to foster continuous improvements.

\*Appendices included with supporting documents. and

B.A./S./M.S./A.

Program Name Self-Study

Submitted by Faculty in the Program Name, Year Completed

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# Introduction Overview

## FGCU Description

*Florida Gulf Coast University (FGCU), a member of the State University System of Florida, is a comprehensive public university located in Southwest Florida, awarding associate degrees, bachelor's degrees, master's degrees, and doctoral degrees. In addition, the University offers several post- baccalaureate certificates. Academic program information is published annually in the Catalog online. The University’s main functions are to educate students,* *perform scholarship and research and render service to the community.*

*FGCU engages with current students, faculty, staff, administration, prospective students, alumni, residents of the Southwest Florida region, employers and leaders within the local community and constituents at the regional and State level to fulfill its mission. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge, resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of these constituents.*

*Florida Gulf Coast University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctoral degrees, at Level V status. FGCU is one of twelve institutions within the State University System of Florida that is governed by the Florida Board of Governors. At the local level, the FGCU Board of Trustees governs the University based upon powers delegated to it by the Florida Board of Governors. Florida Constitution, Article IX, sec. 7(c).*

*The history of FGCU is a visionary one built on support for providing higher education opportunities in Southwest Florida. Area citizens began the initiative to bring a state university to this part of Florida, and their early requests were quickly supported by elected officials at the local and state levels. In 1991, a formal recommendation was made and authorized to establish the 10th state university in Southwest Florida, what is now known as FGCU.*

*Updated Spring 2023*

## Program Review Process at FGCU

The Seven-Year Program Review cycle provides an important dimension to program assessment at Florida Gulf Coast University (FGCU). Every program is scheduled to go through this formal review process at least once every seven years. It is carried out over a two-year period. The first year consists of a period of internal review. This self-study process provides for thoughtful reflection by program faculty regarding the program, taking into consideration key program elements such as student learning outcomes assessment, faculty resources, space, instructional/research equipment, and their impact upon the delivery of the program curriculum.

In the second year, the use of external peer reviewers provides for an independent validation of the program self-study analysis and recommendations for program improvement to meet program goals. Improvements made to foster student success and ensure academic quality include the addition of full- time faculty to enhance the depth and breadth of curriculum offerings; the addition of lab technicians; new, expanded, or renovated specialized program space (e.g., marine laboratory, botanical laboratory, etc.); and instructional equipment (e.g., MAC computers, gene sequencers, a trinocular inverted microscope, etc.) to promote student learning. The program review and consultant recommendations are the basis of response by the program leadership to address perceived weaknesses that can lead to program improvements. During this phase of the review process, any additional program resources needed to further improve program outcomes are identified in consultation with the program leadership, the college dean, and the provost. (If assessment results indicate a need for resources before the program review, it can be accommodated through the Institution’s annual planning and budgeting cycle or through discretionary resources.)

At the end of the second year of the process, a consultation with the Provost and program leadership occurs to assess progress toward meeting the recommendations for improvement.

The FGCU Faculty Senate, through its Program Review Team, is actively involved in the program review process through the selection of the external reviewer, the inspection of the consultant’s report, and the provision of its analysis of program recommendations. The Program Review Team’s input is important since it provides an institutional context that the external reviewer cannot possess.

Thank you for serving in the role of external reviewer for the [enter program name here] at FGCU. Your contributions to this vital process will help identify and prioritize program improvement strategies as FGCU continues to foster improvement of student learning and overall student success.

## Florida Gulf Coast University Vision and Mission

**Vision**

Florida Gulf Coast University (FGCU) aspires for national prominence and global recognition as a community-focused, comprehensive institution driving positive change and shaping the future of higher education. Our graduates will be exemplars in an ever-changing world, known for their individual successes, dedication to sustainability, ethical leadership, and transformative global impact.

Approved by the FGCU Board of Trustees December 7, 2023.

**Mission**

Florida Gulf Coast University (FGCU) is a transformative, learner-centered institution dedicated to student success that strategically serves Southwest Florida and beyond. FGCU, as a regional comprehensive institution, provides academic, economic, and cultural enrichment for our community through impactful partnerships and excellent teaching, learning, scholarship, and public service. We create pathways for our students to thrive as engaged, responsible, global citizens. Through undergraduate and graduate programs, FGCU students receive a distinctive education with experiential learning, community service, and participation in a living laboratory of sustainability practices.

Approved by the FGCU Board of Trustees December 7, 2023.

# Program Vision & Mission

**Please state the Strategic Vision of [Program Name] for the next seven years:**

Click or tap here to enter text.

**Insert the current program mission here and discuss any changes made to it since the last seven-year assessment/review.**

Click or tap here to enter text.

**Components of the FGCU Mission Statement that align with the program mission statement.**

**Please discuss the relationship between the FGCU and the program mission statements:**

Click or tap here to enter text.

**Please** **briefly discuss the ways your program supports the Board of Governors’ Strategic Plan**:

[**https://www.flbog.edu/wp-content/uploads/2022/11/2025\_System\_Strategic\_Plan\_Amended\_Nov\_2022.pdf**](https://www.flbog.edu/wp-content/uploads/2022/11/2025_System_Strategic_Plan_Amended_Nov_2022.pdf)

Click or tap here to enter text.

# Academic Program Overview

### Introduction and Program Overview

**Please provide a brief description of the program's history and include the reporting structure within the larger department and college.**

Click or tap here to enter text.

## Curriculum Narrative

**Discuss changes made to the curriculum since the last seven-year assessment/review. If applicable, discuss the current curriculum and if it is undergoing any revisions or needs revision.**

Click or tap here to enter text.

**Describe the modalities by which the program is offered, including the proportion of the program available through online learning.**

Click or tap here to enter text.

**Discuss the Leadership and Faculty Role(s) in curriculum management for the program.** For example, do faculty maintain primary responsibility for developing and evaluating curriculum? Does the Program Coordinator for the program hold regular meetings with the faculty teaching in the program (sample minutes should be in Appendix)?

Click or tap here to enter text.

**Describe the structure for student advising for the academic program(s) including who is responsible for providing advising.**

Click or tap here to enter text.

## Common Prerequisite Narrative (Undergraduate programs only)

**Common Prerequisite Narrative (Applies to undergraduate programs only)** If your program is required to accept lower-level prerequisite courses as part of the Florida articulation agreement between State colleges & universities, please provide comment on current status or recommended changes.

Click or tap here to enter text.

Student Learning Outcomes (SLO)

Outcomes assessment at FGCU

Academic programs at FGCU establish and maintain assessment plans and reports that relate University learning goals to program-specific/student learning outcomes, assessment strategies, and intended use of results to lead to improvements in student learning. Additionally, if a baccalaureate program, the program establishes an academic learning compact.

Additionally, some programs (as appropriate) utilize professional (accreditation) standards and evaluate student learning, in-part, based upon the results of national licensing and certification examinations.

Direct assessment methods include embedded assignments and exams while indirect assessments include surveys, peer review, feedback from advisory boards and professional bodies, and post- graduation employment data. These activities are carried out on an ongoing basis; often in a cyclical manner. Based on the results of these assessment cycles, improvements are made to the programs to enhance student learning either through additional physical (e.g., laboratories, instructional equipment, buildings, etc.) and/or human resources (i.e., additional full-time faculty or technical staff) or through changes to the curriculum or its delivery. Measures such as licensing exam passing rates, post- graduation employment data, and student/employer feedback are used to confirm the efficacy of the improvements and student performance.

## Outcomes Assessment within College

The College of Arts and Sciences has developed an assessment plan that involves faculty and administrators in the planning and assessment process and that is in line with the university institutional effectiveness plan. The Dean works collaboratively with chairs, program coordinators, and faculty to ensure a commitment to continuous improvement in the college; the assessment process is also a part of the development of the college budget. The Associate Dean in the college is responsible for overseeing the process.

At the program level, faculty in each program completes an assessment of student learning outcomes on a biennial basis, including both direct and indirect assessment strategies. The iterative nature of the assessments allows program coordinators to demonstrate continuous improvement in student learning.

The College of Arts and Sciences has developed an assessment schedule and process for all academic programs involving faculty, curriculum teams, and administrators that leads to continuous improvement of programs to include student learning outcomes. A program coordinator or department chair provides oversight within each academic program and works with the faculty in the program to complete the assessments, analyze the data, and generate recommendations for change(s) to the program. All final changes to programs are determined by the program faculty and, when necessary, taken through the University curriculum process.

## Outcomes Assessment Program

**Discuss the last two cycles of program assessment/review. What were findings, faculty-decided programmatic changes identified and implemented in order to improve student learning, etc.?**

Click or tap here to enter text.

## Faculty Narrative

**Identify the credentials required to teach in the program** **major, and list the terminal degree(s) in the field of study.**

Click or tap here to enter text.

**Describe the faculty. Include ranks, years of service, and areas of expertise in a table format. (All faculty CVs are to be included in the Appendix.)**

Click or tap here to enter text.

**Discuss the level of full-time, part-time, ranked, and instructor** **faculty. Is it abundant, adequate, or inadequate in light of larger program needs? Are the current faculty levels sufficient for the program needs?**

Click or tap here to enter text.

**Discuss the program full-time and part-time faculty credentials. Are at least 25% of course hours in the major taught by faculty holding a terminal degree in the field?**

Click or tap here to enter text.

**Provide a statement of program goals and objectives related to teaching, service and scholarly activities:**

Click or tap here to enter text.

## Student Narrative

**Describe your program students. Their backgrounds, preparedness, their enrollment in on-campus vs. online or hybrid courses, the number of majors, minors (if applicable), transfer students, etc.**

Click or tap here to enter text.

## Student Success Initiatives

**List the student learning outcomes for the program, including the process for their development as well as continuous improvement. Where relevant, discuss if/how employer-driven or industry-driven competencies were identified and subsequently incorporated into the curriculum, as well as employability and professional skills and competencies.**

Click or tap here to enter text.

**Summarize the results of the previous three years of student learning outcomes assessments, focusing on how well students are achieving the defined learning outcomes in your program. (Information is on your Annual/Biennial Reports and will be included in the appendix.)**

Click or tap here to enter text.

**Describe the process used by the program to review courses with high drop, fail or withdrawal rates. Discuss the department and program’s action plan for improvement in these areas to help students succeed.**

Click or tap here to enter text.

**Describe additional student retention efforts (events, programs, outreach, orientations, etc.).**

Click or tap here to enter text.

**Discuss additional student mentoring in the program. Do students meet with faculty mentors; are they encouraged to go to career counseling, fairs, internship, or service-learning opportunities; are there career services programs designed for them; are there media sites on which they can access program-specific job materials, etc.?**

Click or tap here to enter text.

**Discuss any internal faculty led efforts to enhance student extramural activities hosted, facilitated, or otherwise linked to the program. E.g. Student clubs/organizations, programs, workshops, Canvas/other media resources, independent studies, undergraduate research, community-engaged learning courses, etc.**

Click or tap here to enter text.

## 30 20 10 Graduation and Enrollment Report

**If your program confers fewer than the following number of degrees within a five-year period, please offer a summary of your degree production, enrollment, and an action plan to increase your majors: 30 (baccalaureate), 20 (masters), or 10 (doctoral) degrees conferred within a five-year time period are required to undergo a Statewide Program Review.**

Click or tap here to enter text.

## Program Productivity

**Responses to the following items must be based on data provided by Planning & Institutional Performance. Please embed data tables below and note the data sources for the convenience of the external reviewer.**

Discuss the productivity of your program(s) in terms of the following:

* Student credit hours generated
* Student FTE
* Degrees awarded
* Time-to-degree

Click or tap here to enter text.

**Describe any significant student accomplishments such as awards, publications, performances, etc.**

Click or tap here to enter text.

**Provide information on program graduates which can include job placement rates, employer satisfaction, graduate school placement, etc.**

Click or tap here to enter text.

# Demand for the Program

## Industry Demand

**Briefly summarize the current state of the discipline nationally and emerging trends in undergraduate education. Describe efforts within the department to stay ahead of trends in the field and changes made to the program in response to these trends.**

Click or tap here to enter text.

**Provide national, state and/or local data that supports the continuing need for individuals to be prepared in this program at this level. (Please use data from reliable sources, e.g. U.S. Department of Labor** **Statistics or** <https://www.floridajobs.org/workforce-statistics/data-center/statistical-programs/employment-projections> )

Click or tap here to enter text.

**Indicate whether an industry or employer advisory council is in place to provide input for curriculum development, student assessment, and academic-workforce alignment. If an advisory council is not in place, describe plans to develop one or other plans to ensure academic workforce alignment.**

Click or tap here to enter text.

## Student Demand

**Based on data provided by the Office of Planning & Institutional Performance, discuss the characteristics of the students enrolled in the program over time. If applicable, comment on significant changes during the review period and/or areas in need of improvement.**

* Number of majors
* Combination of full-time and part-time students
* Combination of FTIC, transfer, and international students
* Combination of gender and ethnicity among enrolled students
* Number of students participating in education abroad experiences
* Number of students participating in undergraduate research experiences

Click or tap here to enter text.

## **Share the growth or decline in student enrollment for your program and comment on the future potential demand and the ability the program has to meet this demand.**

Click or tap here to enter text.

**Describe current recruitment strategies and plans for increasing enrollment for a diverse body of local, national, and international students.**

Click or tap here to enter text.

## Resources Narrative

**Please identify level of adequacy and briefly describe the resources which support the program.**

**Library Resources:**

Click or tap here to enter text.

**Physical Resources:**

Click or tap here to enter text.

**Student Services:**

Click or tap here to enter text.

**Staff Support:**

Click or tap here to enter text.

**Other: Describe any other resources that strengthen your program.**

Click or tap here to enter text.

# S.W.O.T. Analysis (Strengths, Weaknesses, Opportunities, Threats)

The SWOT analysis is widely used in higher education and provides a sound infrastructure for strategic planning. The analysis identifies and discusses implications of program strengths and weaknesses, both of which are internally derived and therefore within the institution’s control. Opportunities and threats are functions of the external environment and therefore, to varying extents, outside of the institution’s control. In operationalizing the findings from the S.W.O.T. analysis, address the following:

**List program general/administrative strength, goals and objectives, and reflect on whether or not these goals have been met during the last review period.**

Click or tap here to enter text.

**Discuss any areas of weakness and obstacles that the program has experienced.**

Click or tap here to enter text.

**Discuss potential opportunities in the following areas:**

* New ventures to increase program demand or improve program
* Actions to achieve productivity gains, e.g. recruitment efforts, non-traditional instructional delivery systems, etc.
* Actions to improve efficacy and reduce cost
* Other opportunities

Click or tap here to enter text.

**Describe program threats, barriers, and other potential vulnerabilities.**

Click or tap here to enter text.

## Program Improvements

**Based on the S.W.O.T. analysis and current practices, share continuous key improvement action steps the program is taking to ensure the achievement of stated general/administrative goals and objectives. Include a description of the area, the actions planned to make the improvement, and a timeline for completion.**

Click or tap here to enter text.

**Discuss any changes made to the program in the following categories: Curriculum, students, faculty, resources, other.** **Include whether it was the result of the recommendations from prior review.**

Click or tap here to enter text.

**Briefly describe results achieved, positive and/or negative, as well as those pending.**

Click or tap here to enter text.

# Appendix

The Appendix is used to coincide with the content that is cited within the self-study. Please identify supporting documentation throughout the self-study in the following format. E.g. Academic Learning Compact (ALC), 1.

At a minimum, include the following supporting documentation:

* Catalog pages - [https://www.fgcu.edu/catalog/](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.fgcu.edu%2Fcatalog%2F&data=05%7C01%7Caarnow%40fgcu.edu%7C84f9662a9e474b052d2b08dadfa3b0d0%7Cf7a5a4ef4ffa4c80bfb3c12e28872099%7C0%7C0%7C638068191376536430%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pXWsJqvxF9feZMYczSlZccTbJl%2FEaXAkxq4nctc81sw%3D&reserved=0)
* Common Prerequisite Page for the program(s) if applicable ([https://dlss.flvc.org/admin-tools/common-prerequisites-manuals](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdlss.flvc.org%2Fadmin-tools%2Fcommon-prerequisites-manuals&data=05%7C01%7Caarnow%40fgcu.edu%7C84f9662a9e474b052d2b08dadfa3b0d0%7Cf7a5a4ef4ffa4c80bfb3c12e28872099%7C0%7C0%7C638068191376536430%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=vdehwXLX%2Ffx40bPodwzFVWaVzcvlBocEdTcXnjaDJSQ%3D&reserved=0))
* Curriculum Map
* Academic Learning Compact (ALC) – For UG programs, SLOs for Graduate Programs <https://www.fgcu.edu/acs/academiclearningcompacts>
* Assessment Annual/Biennial Reports (most recent three cycles)
* Faculty CVs
* Surveys & Survey Results (Alumni, satisfaction, other surveys?)
* Tables – Examples from Dashboards, the PIP data provided or other data as necessary
* Degrees awarded or time to degree
* Majors as a percent of all majors (Either UG or G)
* Postgraduation data: (#Employed, # continuing education, average salary, etc.)

In addition, consider materials that highlight program strengths: program-related student club event flyers, student awards, other extracurriculars, additional efforts taken up by faculty or students or staff to improve student learning, graduation, job placement, etc.

***Alumni Data (if needed) may be captured from the free and easy LinkedIn search:***

From the Florida Gulf Coast University LinkedIn main page <https://www.linkedin.com/school/florida-gulf-coast-university/mycompany/verification/> ), click on the “alumni” tab on the top. From that Alumni page, type the program name into the search box, hit return, and scroll down.

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