Assessment and Institutional Effectiveness Plan

FGCU

[2010]
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Assessment and Institutional Effectiveness Plan

Executive Summary

FGCU has had in place for many years a system of institutional effectiveness (I.E.) that has been tied to its strategic plan and university mission. With the creation of the Planning and Budget Council and the updating of the university’s strategic plan through 2015, it is necessary to revisit the existing institutional system of assessment and institutional effectiveness to strengthen and enhance its efficacy and to ensure its alignment with the new planning structure.

The Strategic Planning and Institutional Effectiveness Committee (SPIEC) of the Planning and Budgeting Council had been charged to develop an assessment and I.E. plan to support the implementation of the updated strategic plan and the new structure. SPIEC reviewed and revised as necessary key elements of the existing I.E. system:

- Institutional Effectiveness Directives
- State regulations and Institutional Policies re Academic Program Review and Academic Learning Compacts
- Organizational Framework for Institutional Effectiveness at FGCU
- Annual Planning, Assessment, and Budgeting Cycle
- Annual Report Template (a)
- Unit Assessment Plan Template (b)
- Program Assessment Plan (Integrative Program Matrix) (c)
- Institutional Effectiveness FAQ

The institutional effectiveness directives provide the framework for assessment and continuous improvement at FGCU. It details what is done and by whom. The IE Directives are supplemented by an FAQ that provides detailed information of the structure of IE at FGCU, the timeline of annual events and the roles of various participants in the process.

The PBC is asked to approve the IE Directives and the procedures described in the FAQ as a statement of policy and recommend its adoption by the President and his Cabinet.
Institutional Effectiveness Directives:

The university will establish goals for all its academic programs and each of its organizational units. These goals will be derived from and consistent with the stated mission and purpose of the university and responsive to the university strategic plan.

Each organizational unit will create an assessment plan to document attainment of its goals and to use the results of the assessment to effect continuous improvement.

Assessment plans should address goals of the university strategic plan. Progress on assessment plans will be reported yearly in unit annual reports, following guidelines developed by SPIEC of the PBC.

Each academic program will create a program assessment plan. The program assessment plan will address university learning goals, program-specific student learning goals; requirements of Board of Governor’s Regulation 8.016 concerning Academic Learning Compacts* (baccalaureate programs only) and professional accreditation learning goals (if applicable). The assessment plan will indicate where in the curriculum learning goals are encountered and by what means it will be determined whether or not learning is occurring. Learning goals should be both measurable and expressed in behavioral terms. Multiple assessment strategies will be used whenever possible and include at least one direct measure of student learning for each discrete academic program. The plans will show when each outcome will be assessed and how often the assessment will occur. The results of assessment activity will be well-documented and used to improve the respective programs and enhance student learning. They will be incorporated as part of each academic program review.

Academic program review will occur on a seven-year cycle (see Board of Governor’s Reg. 8.015) established in consultation with staff of the Florida Board of Governors. It will include the development of a self-study that addresses key elements of program effectiveness. An external consultant will be engaged to assist in the review that will also involve participation by the Faculty Senate’s Program Review Team. The consultant’s report with recommendations for improvement along with comments from the Program Review Team will be shared with the program and college leadership and lead to a response meeting with the Provost and a subsequent one-year follow-up. Results from the program review as well as progress made toward fulfillment of recommendations for improvement will be described in the college’s annual report.

Within the colleges and Library Services, the Blue Star Group (BSG), an Assessment Council comprised of leadership from each of these units, will be responsible for ensuring that these institutional effectiveness directives are fully implemented. The Blue Star Group will also be responsible for the assessment of core competencies defined for students completing FGCU’s general education program. This will be accomplished by the General Education Assessment Task Force (comprised of faculty and administration involved with general education) that will coordinate with the Blue Star Group.
Star Group will meet periodically with the Council of Deans that is chaired by the Provost to discuss progress and issues. The Office of Planning and Institutional Performance, which reports to the Provost, will support the BSG and be responsible for evaluating the success of these efforts.

Annual reports will be prepared by all major organizational units of the university. The reports will address specific guidelines developed by SPIEC of the PBC and will express goals of the university strategic plan in terms of unit goals. The reports will document past efforts at continuous improvement and guide future initiatives directed toward this end. The reports will also include goals for the coming year that may be considered as priorities for funding.

Information derived from the annual reports, along with data and information drawn from other sources, will be used to inform funding allocations and planning decisions of the President’s Cabinet and the University Board of Trustees.

Progress on the attainment of strategic planning goals intended to fulfill the university’s mission will be monitored by the university’s Board of Trustees through its annual performance review of the President and in its setting of annual presidential performance goals. The Planning and Budget Council will use the results of this process in the modification of the strategic plan as it deems necessary.

*The Academic Learning Compact is a statement developed for each baccalaureate program that a graduate of that program has completed a course of study with clearly articulated core student learning expectations in content/discipline knowledge and skills, communication skills, and critical thinking skills. The procedures for implementing the Academic Learning Compacts at FGCU are described in FGCU policy 2.005.
Institutional Effectiveness (IE) FAQ

**Why is IE important?**

Because it allows the university to gauge how well it is accomplishing its mission and provides a sound foundation for informed decision-making. It also allows the university to share its performance story with its accreditors, regulators, and its constituents to assure them it is effectively accomplishing its purposes.

**How is IE being carried out at FGCU?**

FGCU recently has revised its organizational framework (1) for IE. The new organizational framework includes its Board of Trustees, the President and his Cabinet, the colleges and other academic units (e.g., Library Services, Curriculum and Instruction), the administrative units (e.g., admissions, human resources, computing services) athletics, student affairs, university advancement, the Council of Deans, the Faculty Senate, the Staff Advisory Council, and Student Government.

IE work is carried out through the Planning and Budget Council (PBC) (2) that is chaired by the Provost and VP for Academic Affairs. It includes broad representation from across the university that directly involves most of the aforementioned entities/individuals (3). The PBC meets regularly throughout the year as a committee of the whole and comprises six committees focusing on key aspects of the university that contribute to fulfillment of its mission, including: Budget, Enrollment/Retention Management, Environmental Sustainability, Information Resources, Safety and Facilities, and Strategic Planning and Institutional Effectiveness (4). It has established a series of Institutional Effectiveness Directives that guide institutional performance and continuous improvement (5). The institutional effectiveness directives drive an annual cycle of planning, assessment, and budgeting that uses assessment data to effect institutional improvement (6).

**What does PBC do exactly?**

The PBC is responsible for linking planning, assessment, and budgeting to foster continuous improvement that leads to goal attainment. This is accomplished through its work and that of its six committees. Upon completion of the university’s strategic plan for 2010-2015, the PBC also will be responsible for overseeing the implementation of the university strategic plan and reporting on its progress. Through its Strategic Planning and Institutional Effectiveness Committee (SPIEC) (7), the PBC creates guidelines/templates for the establishment of assessment plans and guidelines/templates for annual reports. The annual reports are used to inform planning priorities. The PBC updates the strategic plan based upon the review of the annual reports and feedback derived from the Board of Trustees through its annual performance review of the president and its annual presidential goal setting (8a)(8b).
How does this work in practice?

Assessment Plans
The university adopted a revised model of IE recently that is based on its strategic plan (9). There are 7 key goals of the strategic plan covering the following: academic excellence; student life, growth and development; strategic growth; provide an enhanced campus climate; environmental sustainability and innovation; community engagement; and the discovery and application of knowledge. The assessment plan sets longer-term overarching goals for each major organizational unit both academic and administrative within the university in line with that unit’s purpose. Every major organizational unit within the university has an assessment plan that ties its mission and overarching goals to the university’s strategic plan goals. The assessment plan includes assessment methods and indicates when assessments should occur and how the results of the assessment will be used to effect continuous improvement.

Who is responsible for developing the assessment plans at the organizational unit level?

Ultimately reporting to one of the vice presidents, each college dean or administrative unit supervisor is responsible for the creation and implementation of unit assessment plans. Each of the colleges has an associate dean/dean appointed for the purpose of coordinating the assessment activities of that unit who collectively constitute an Assessment Council referred to as the Blue Star Group. Each college Blue Star Group (BSG) representative is responsible for coordinating implementation of both the unit-level assessment plan and program-specific assessment plans and working with the college dean and program faculty to accomplish these purposes. The General Education Assessment Task Force works with the Blue Star Group and is charged with the assessment of the university’s general education program. The administrative units’ directors or senior supervisors (i.e., the person the director reports to) are responsible for the creation and implementation of their respective unit’s assessment plan.

The Office of Planning and Institutional Performance provides support and guidance to the BSG (and units) and monitors compliance with the institutional effectiveness directives.

Unit-level Assessment Plans

Each major organizational unit has an assessment plan. That assessment plan has been reviewed by the Office of Planning and Institutional Performance. Comments have been shared with the units and revisions submitted as necessary. Each year in October, the Office of Planning and Institutional Performance asks each unit to review its assessment plan and update it as necessary (e.g., a unit’s responsibilities may change, a new strategy wishes to be pursued, etc.). When units are reorganized or newly established, the Office
of Planning and Institutional Performance works with them to create an appropriate assessment plan.

**What about academic degree programs are they included in the unit level assessment plans?**

No, each academic program produces a program assessment plan which includes program goals and an Integrative Program Matrix (IPM) that relates university student learning goals to specific academic program goals with associated student learning outcomes and assessment methods. The IPM then describes how and when assessment of those student outcomes will be used to improve the program overall.

**How are academic programs assessed then?**

Academic programs are assessed through the university’s program review process that is mandated by the state’s Board of Governors. The program review is intended to look at program goals and student outcomes and how data concerning student attainment of those outcomes are used to improve the program itself, either through changes in curriculum or delivery method, additional faculty, upgraded facilities, etc. An outside peer reviewer is chosen to conduct the review of the program’s self-study and to write a report addressing criteria established by the university. When applicable, the results of professional program accreditation can be used to address the university’s academic program review process. The academic program review process is coordinated by a Faculty Senate committee, the Program Review Team and supported by the Office of Planning and Institutional Performance.

**How do the results of program review get addressed?**

The results of the reviews are formally discussed by the program and college leadership with the Provost and the Associate Provost for Planning and Institutional Performance. The college is asked to develop a response to the program review report. The PRT of the Faculty Senate may comment on the response. Actions for program improvement are an outcome of the meeting and a one-year follow-up meeting is convened with the Provost to review progress. Results of program reviews are shared with the state and reported on in college annual reports (see Annual Reports below).

**What about Academic Learning Compacts (ALC)?**

ALCs are now being required by the Florida Board of Governors (the State University System’s coordinating board) for each baccalaureate degree program only. Each ALC describes student outcomes in three domains: effective communication, critical thinking, and content knowledge. The Compacts are available to students and the public to inform them of expectations and assessment methods to be used in each baccalaureate program. The ALCs are largely derived from the aforementioned IPMs. Revisions to the
ALCs are overseen by the PRT and progress is reported to the state Board of Governor’s annually.

**What information are contained in the unit-based Annual Reports?**

Progress on the implementation of the assessment plans is reported through annual reports. While the assessment plans are long-term in nature, the annual reports are focused on operational or short-term objectives to attain the larger overarching goals of the organizational unit. These annual reports are both retrospective and prospective in nature. They look at goals from the previous year and the strategies used for their attainment, then focus on an assessment of whether or not the goal was achieved and/or led to improvement. At the same time, this analysis of the assessment results informs the establishment of operational goals/priorities for the coming year and associated measures of performance (14).

The PBC, through the SPIEC, reviews the annual reports and makes recommendations on strategic plan funding priorities to the President’s Cabinet. The Cabinet and the President in turn make budget and planning recommendations to the Board of Trustees (15), and progress toward goals of the university strategic plan are tracked through the Trustees annual review of the President (16).

SPIEC has developed a template (17) for completion of annual reports that identifies objectives, action plans, assessment methods, results, and associated improvements. The template annually becomes available in late January, with training sessions for completion of the reports provided in February. Annual reports are normally first submitted for review by the end of March each year, but are worked on throughout the year as outcomes become available. The Office of Planning and Institutional Performance oversees the annual reporting process and records go back to 2004-2005.

**Where can I access more information on Institutional Effectiveness at FGCU?**

There are several websites that provide a wealth of information on IE. These can be easily reached and include the Office of Planning and Institutional Performance web pages: http://www.fgcu.edu/planning/
The PBC Website: http://www.fgcu.edu/Provost/pbc.html has information on the Council, its purposes, and the strategic planning process http://www.fgcu.edu/Provost/SP2010/2643.asp at FGCU.
The Assessment Website: http://www.fgcu.edu/planning/Assessment/index.asp contains information on assessment at FGCU, including links to assessment plans and IPMs, and resources to assist in the assessment process.
Organizational Framework for IE

- Board of Trustees
- President & Cabinet
- PBC
- Budget
- SPIEC
- SFC
- ERMC
- Info Resources
- ESC

INPUTS
- Membership
- Advice
- Products (Action Plans)

- Faculty Senate
- SAC
- Administration
- Student Government
- Student Affairs
- Colleges
FLORIDA GULF COAST UNIVERSITY
University Planning and Budget Council
By-Laws

ARTICLE I: NAME AND AFFILIATION

Section 1. Name.
The name of this body shall be the University Planning and Budget Council.

Section 2. Affiliation.
The University Planning and Budget Council (the “Council”) advises the President of Florida Gulf Coast University. It is appointed and charged by the President of the university. Applicable regulations, policies and procedures of the university and the Florida Gulf Coast University Board of Trustees take precedence over the By-Laws of this Council.

ARTICLE II: PURPOSE & FUNCTION

Section 1. Purpose.
The purposes of the Planning and Budget Council are: (a) to provide a broadly representative forum for sustained and informed deliberation about strategic opportunities facing Florida Gulf University; (b) to reflect and comment on strategic planning and continuous improvement questions referred to it by the President's Cabinet; (c) to reflect and comment on the university's annual budget-planning process, and (d) to advise the President’s Cabinet, through the Provost and Vice President for Academic Affairs (“Provost”) who serves as the Chair of the Council.

Section 2. Function.
The Planning and Budget Council shall serve as the university’s coordinating body for organized efforts, including Continuous Improvement teams, to implement the Florida Gulf Coast University’s Strategic Plan. The President’s Cabinet shall forward to the Planning and Budget Council proposals for team projects to address university activities needing improvement. The University Planning and Budget Council shall evaluate improvement proposals and make recommendations to the President’s Cabinet about commissioning projects and, as appropriate, about providing funding to support improvement projects. Project teams shall report to the University Planning and Budget Council about the outcomes of their work after the conclusion of their efforts.
ARTICLE III: MEMBERSHIP

Section 1. Members.
The membership of the Council shall include the following officers of the university and representatives of the following employee and student groups, in the numbers indicated:

- **Chair** – Provost (*Permanent Member*)
- **Vice Chair** – Vice President for Administrative Services and Finance (*Permanent Member*)
- Vice President for Student Affairs (*Permanent Member*)
- Vice President for University Advancement (*Permanent Member*)
- Associate Provost for Planning and Institutional Performance (*Permanent Member*)
- Associate Vice President for Research and Sponsored Programs (*Permanent Member*)
- Executive Director of FGCU Financing Corporation (*Permanent Member*)
- Director of Intercollegiate Athletics (*Permanent Member*)
- University Ombudsperson (*Permanent Member*)
- Division of Student Affairs – 1 representative (*Appointed Member/1-Year Term*)
- Dean’s Council Academic Dean – 1 representative (*Appointed Member/1-Year Term*)
- Faculty Senate – 4 in-unit representatives (*Appointed Members/1-Year Terms*)
- Staff Advisory Council – 2 representatives (*Appointed Members/1-Year Terms*)
- Student Government – 1 representative (*Appointed Member/1-Year Term*)

In addition to the membership above, the Chair in consultation with the Vice Chair of the PBC will designate one of each of the PBC committees’ co-chairs as a voting member of the Council to represent and report on the work of the committee at Council meetings (unless that committee is already represented on the Council through one of the permanent Council members who also happens to be one of the committee co-chairs).

Section 2. Appointments and Terms.
In April, the President shall announce his appointments to the Council for the upcoming academic year. Permanent members serve by virtue of their FGCU position. Appointed members shall be named under the following guidelines:

- The Vice President for Student Affairs shall recommend three nominees to the President for his appointment of one Division of Student Affairs representative on the Council.
- The Provost and Vice President for Academic Affairs shall recommend three nominees to the President for his appointment of one Dean’s Council Academic Dean representative on the Council.
- The Faculty Senate shall recommend eight in-unit faculty nominees to the President for his appointment of four Faculty Senate representatives on the Council.
- The Staff Advisory Council shall recommend four nominees to the President for his appointment of two Staff Advisory Council representatives on the Council.
- The Student Government shall recommend three nominees to the President for his appointment of one Student Government representative on the Council.

The Provost, in consultation with the Vice Chair, shall appoint co-chairs and members of the six
standing committees. The Chair, in consultation with the President, can alter the Council composition as needed to fulfill its mission.

Section 3. Resignation, Termination, Absences.
Members who intend to resign from the Council or one of its committees should notify the Council Chair in writing. Council and committee members' terms shall be terminated for excess absences if they have three unexcused absences from Council or committee meetings in one academic year.

Section 4. Ex officio appointments.
The Council Chair, in consultation with the Vice Chair, shall appoint such ex officio members to the Standing Committees as he determines will increase its effectiveness. Ex officio members shall serve on the Standing Committees at the pleasure of the Council Chair, and shall exercise all the privileges that other members exercise, including voting on matters before the Committee.

ARTICLE IV: OFFICERS

Section 1. Council Chair and Vice Chair.
The Provost shall be the Council Chair and the Vice President for Administrative Services and Finance shall serve as Vice Chair. In the absence of the Provost, the Vice President for Administrative Services and Finance shall serve as acting chair for meetings of the Council.

Section 2. Committee Co-chairs.
The Council Chair, in consultation with the Vice Chair, shall appoint co-chairs and members of the Council's Standing Committees (see Article VII.).

ARTICLE V: MEETINGS

Section 1. Meeting schedule.
The Council shall meet periodically as necessary to conduct its work as determined by the Council Chair in consultation with the Vice Chair and the Council membership.

Section 2. Open meetings.
All meetings of the Council are open to the public.

Section 3. Quorum.
When the Council meets, a quorum shall be half the number of members listed in Article III., providing the Chair or acting chair and at least one co-chair from each Committee are in attendance.

Section 4. Agendas.
The agendas for scheduled meetings of the Council shall include as standing agenda items a
report from the Council Chair and a report from a co-chair of each of the five Standing Committees.

ARTICLE VI: AUTHORITY AND CHARGE

Section 1. Council's Authority.
The University Planning and Budget Council is appointed by the President of the university to provide a public and broadly representative forum for consideration of budgetary, strategic, capital, and space-related issues referred to it by the President's Cabinet. The Council functions in an advisory capacity, advising the President's Cabinet. Through its public meetings and through dissemination of information by its members, the Council also serves as a vehicle to make the university community aware of the strategic issues before the institution and of the processes by which strategic issues are being discussed and Cabinet decisions are being made.

ARTICLE VII: COMMITTEES

Section 1. Function.
The Council shall rely on five standing committees for detailed analysis and recommendations of issues referred to it by the President's Cabinet.

Section 2. Budget Committee.
The Council Chair, in consultation with the Vice Chair, shall appoint a Budget Committee. The Budget Committee shall inform the PBC on the status of the current university budget; engage in budgeting forecasting, development, and review; and, ensure that university resources are available to support recommended plans for continuous improvement. It shall support the work of the PBC as directed by the Chair of the PBC. The Budget Committee shall have two co-chairs: the Vice President for Administrative Services and Finance and another member of the Council. Other members of the Committee shall include the Director of University Budgets, the Associate Provost for Academic Affairs, a representative of the Student Government, a representative of the Dean’s Council, two Faculty Senate representatives, and a Staff Advisory Council representative.

Section 3. Safety and Facilities Committee.
The Chair, in consultation with the Vice Chair, shall appoint a Safety and Facilities Committee. The Safety and Facilities Committee (SFC) shall inform the PBC on the status of the health and security of the campus community and its physical infrastructure. It will monitor master plan activities and environmental issues for their impact upon FGCU and review plans for continuous improvement of university security and the safety of its facilities. The SFC will also develop space plans that will accommodate the growth of the university and respond to demonstrated needs. It shall support the work of the PBC as directed by the
Chair of the PBC. The Safety and Facilities Committee shall have two co-chairs: the Chief of University Police and the Director of Facilities Planning. Other members of the Committee shall include an appointed member of the Council, the Director of Environmental Health and Safety, a representative of the Student Government, an out-of-unit director/dean, two Faculty Senate representatives, a Staff Advisory Council representative, and a representative from Campus Reservations.

Section 4. Enrollment/Retention Management Committee.
The Chair, in consultation with the Vice Chair, shall appoint an Enrollment/Retention Management Committee. The Committee will be responsible for monitoring the effective management of the university’s enrollment (both undergraduate and graduate) including practices and procedures necessary to ensure student diversity and persistence to graduation in addition to forecasting future student enrollments. The Committee will make recommendations for continuous improvement in the practices and procedures that affect student recruitment, enrollment and persistence until graduation so that diversity and degree production goals will be attained. It shall support the work of the PBC as directed by the Chair of the PBC. The Committee shall have two co-chairs: the Deans Council representative* serving on the Planning and Budget Council and the Director of Admissions. Other members of the Committee shall include: one Faculty Senate representative*, the Registrar, the Director of Financial Services, the Associate Vice President for Community Relations and Marketing, the Director of Graduate Studies, the Dean of Students, the Director of the Center for Academic Achievement, the Director of Institutional Equity and Compliance, the Director of Institutional Research and Analysis, one academic advisor* representing the Academic Advising Council, one First-Year Advisor*, one Staff Advisory Council member*, and a representative* of the Student Government.

*Indicates individuals who will hold a one-year appointment.

Section 5. Strategic Planning and Institutional Effectiveness Committee.
The Chair, in consultation with the Vice Chair, shall appoint a Strategic Planning and Institutional Effectiveness Committee. The Committee shall be responsible for developing a university-wide strategic planning process that is transparent, inclusive, (both internally and externally), and that meets BOG, BOT, and SACS expectations. It shall also be responsible for coordinating the creation of new strategic plans as necessary, including: timelines, goals, metrics, responsibilities, and resource needs; monitoring progress once the plan is approved and implemented; and ensuring that institutional effectiveness is ongoing, well-executed, and documented to meet the needs of the BOT, BOG, and SACS. It shall support the work of the PBC as directed by the Chair of the PBC. The Strategic Planning and Institutional Effectiveness Committee shall have two co-chairs, the Associate Provost for Planning and Institutional Performance and the Associate Vice President for Curriculum and Instruction. Other members of the Committee shall include a representative of Student Government, two Faculty Senate representatives (one of whom is the Senate President), a Staff Advisory Council representative, an academic Dean, and one non-academic member from each of the Council’s other standing committees.
Section 6. Information Resources Committee.
The Council Chair, in consultation with the Vice Chair, shall appoint an Information Resources Committee. The Committee shall be responsible for assessing the effective use of current information technology and information systems in support of the university’s mission and strategic plan. It shall review the current status of existing technologies, systems, and networks and prepare recommendations for their continuous improvement. The Committee shall support the work of the PBC as directed by the Chair of the PBC. The Information Resources Committee shall have two co-chairs: the Associate Vice President for Administrative Services and Finance and another appointed member of the Council. Other members of the Committee shall include the Director of Information Systems, the Director of Computing Services, the Director of Technology Support Services, the Director of Telecommunications, the Director of Instructional Services, the Director of Institutional Research and Analysis, a representative of Library Computing Services, a Student Government representative, a Deans’ Council representative, a Faculty Senate representative, and a Staff Advisory Council representative.

Section 7. Environmental Sustainability Committee.
The Council Chair, in consultation with the Vice Chair, shall appoint an Environmental Sustainability Committee. The Committee shall be responsible for ensuring that the university has a goal (with associated action plans) for promoting environmental sustainability that is included in the university strategic plan. The action plans will have clear objectives and identified resources and offices responsible for their attainment. The committee will monitor the implementation of approved action plans on an ongoing basis and it will make its recommendations to and receive directions from the PBC. The committee will also ensure coordination of the activities of all campus units engaged in activities designed to achieve environmental sustainability. The Environmental Sustainability Committee shall have two co-chairs: the Director of Environmental Health and Safety and the Director of the University Quality Enhancement Plan. Other members of the Committee shall include the Director of physical Plant, the Whitaker School of Engineering Director of the Environmental Engineering program, the College of Arts and Sciences Chairperson of the Department of Marine and Ecological Sciences, either the director or the associate director of the Center on Environmental and Sustainability Education, a Student Government representative, a Deans’ Council representative, two Faculty Senate representatives, and a Staff Advisory Council representative.

Section 8. Quorums.
For any meeting of a committee of the Council, a quorum shall be the number of members attending, provided at least one co-chair is in attendance.
ARTICLE VIII: COMMITTEE PROCEDURES

Section 1. Committee Procedures.
The Council shall develop and adopt procedural guidelines for each of the standing committees and attach them to the By-Laws, as follows:

- Budget Committee – Appendix I.
- Safety and Facilities Committee – Appendix II.
- Enrollment/Retention Management Committee – Appendix III.
- Strategic Planning and Institutional Effectiveness Committee – Appendix IV.
- Information Resources Committee – Appendix V.

ARTICLE IX: AMENDMENTS

Section 1. Amendments.
These By-Laws may be amended as necessary by a simple majority of the appointed members of the Council and the approval of the President’s Cabinet. Proposed amendments must be submitted to the Council Chair, to be distributed with regular Council announcements and agendas.

Section 2. Approval.
These By-Laws were approved at a meeting of the Council on March 3, 2009, for recommendation to the President’s Cabinet, and were approved by the President’s Cabinet on March 10, 2009.
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<td>1</td>
<td>Barrett Genson</td>
<td>Director, Facilities Planning</td>
<td>Permanent</td>
</tr>
<tr>
<td>Environmental Sustainability Committee</td>
<td>1</td>
<td>Lewis Johnson</td>
<td>Director, Environmental Health and Safety</td>
<td>Permanent</td>
</tr>
<tr>
<td>Student Government</td>
<td>1</td>
<td>Isaac Roman</td>
<td>Student Government President</td>
<td>Appointed</td>
</tr>
</tbody>
</table>

* Administrative liaison to the PBC
http://www.fgcu.edu/Provost/pbc.html
Planning and Budget Council (PBC)

By-Laws
- Amended University Planning and Budget Council By-Laws [pdf - 162]

Meeting Information
Spring 2010 Meeting Schedule
- Tuesday, January 12 - 1:30 p.m. - 2:30 p.m., ABS 309
- Tuesday, January 26 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday, February 9 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday February 23 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday, March 9 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday, March 23 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday April 9 - 9:00 a.m. - 10:30 a.m., ABS 210
- Tuesday, April 20 - 1:30 p.m. - 3:00 p.m., ABS 309
- Tuesday, May 4 - 2:00 p.m. - 3:30 p.m., ABS 309
- Tuesday, May 18 - 1:30 p.m. - 3:00 p.m., ABS 309

Meeting Agendas
- PBC Agenda, August 4 [pdf - 127kb]
- PBC Agenda, September 8 [pdf - 125kb]
- PBC Agenda, September 22 [pdf - 124kb]
- PBC Agenda, October 14 [pdf - 128kb]
- PBC Agenda, October 22 [pdf - 126kb]
- PBC Agenda, November 5 [pdf - 125kb]
- PBC Agenda, November 18 [pdf - 130kb]
- PBC Agenda, December 3 [pdf - 125kb]
- PBC Agenda, January 12 [pdf - 124kb]
- PBC Agenda, January 26 [pdf - 127kb]
- PBC Agenda, February 9 [pdf - 122kb]

Meeting Materials
- August 4 Materials - Student Technology Fee with New Initiatives Identified
- November 18 Materials - Strategic Directives
- December 3 Materials - Report to PBC on Enrollment Growth Impact
- January 12 Materials - Proposed Workplan for Winter-Spring 2010

Meeting Summaries
- PBC Meeting, August 4, 2009, 11:00 a.m. - 12:30 p.m., ABS 309 [pdf - 203kb]
- PBC Meeting, September 8, 2009, 1:30 p.m. - 3:00 p.m., ABS 309 [pdf - 219kb]
- PBC Meeting, September 22, 2009, 1:30 p.m. - 3:00 p.m., ABS 309 [pdf - 211kb]
- PBC Meeting, October 14, 2009, 3:00 p.m. - 4:30 p.m., ABS 309 [pdf - 285kb]
- PBC Meeting, October 22, 2009, 3:00 p.m. - 4:30 p.m., ABS 309 [pdf - 295kb]
- PBC Meeting, November 5, 2009, 3:00 p.m. - 4:30 p.m., ABS 309 [pdf - 218kb]
- PBC Meeting, November 18, 2009, 4:00 p.m. - 5:00 p.m., ABS 309 [pdf - 206kb]
- PBC Meeting, December 3, 2009, 3:00 p.m. - 4:30 p.m., ABS 210 [pdf - 222kb]
- PBC Meeting, January 12, 2010, 1:30 p.m. - 3:00 p.m., ABS 309 [pdf - 219kb]
- PBC Meeting, January 26, 2010, 1:30 p.m. - 3:00 p.m., ABS 309 [pdf - 212kb]
- PBC Meeting, February 9, 2010, 1:30 p.m. - 3:00 p.m., ABS 309 [pdf - 202kb]

Membership

<table>
<thead>
<tr>
<th>Division</th>
<th># of Reps</th>
<th>Assigned Rep</th>
<th>Title</th>
<th>Term</th>
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</table>

http://www.fgcu.edu/Provost/pbc.html

2/12/2010
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<tr>
<th>Committee</th>
<th>Chair</th>
<th>Permanent</th>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td>Ronald Toll</td>
<td>Provost</td>
</tr>
<tr>
<td>Administrative Services</td>
<td>Joe Shepard</td>
<td>Vice President for Administrative Services</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Mike Rollo</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>University Advancement</td>
<td>Steve Magiera</td>
<td>Vice President for University Advancement</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Paul Snyder</td>
<td>Associate Provost for Planning and Institutional Performance</td>
</tr>
<tr>
<td>FGCU Financing Corporation</td>
<td>Curtis Bullock</td>
<td>Executive Director for FGCU Financing Corporation</td>
</tr>
<tr>
<td>Athletics</td>
<td>Ken Kavanagh</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>IEC</td>
<td>Issac Brundage</td>
<td>Interim Assistant to the President &amp; University Ombudsman</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Tom Roberts</td>
<td>Associate Vice President of Research &amp; Sponsored Programs</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Reid Lennertz</td>
<td>Director of the Career Development Center</td>
</tr>
<tr>
<td>Dean's Council</td>
<td>Donna Henry</td>
<td>Dean, College of Arts and Sciences</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>Shawn Felton, Kay Olstad, Shirley Ruder, Shelton Weeks</td>
<td>In Unit Faculty</td>
</tr>
<tr>
<td>Staff Advisory Council</td>
<td>Lisa Banks, Kathleen Crawford</td>
<td>Assistant Director, PIP Coordinator, Environmental health</td>
</tr>
<tr>
<td>Safety &amp; Facilities Committee</td>
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* Administrative liaison to the PBC

2008-2009 Archive
Annual Planning, Assessment, and Budgeting Cycle 2011-2015

January
Annual Report Template updated and disseminated to units using goals of 2010-2015 SP. PBC Committees working on updating reports and recs.

Feb/Mar
Completion of unit goals/action plans for coming year (Pt. 2 annual reports) and updating of PBC Committee Reports/Recs. for coming year.

July/Aug
Completion of Pt. 1 of unit annual reports on goal fulfillment and programs/services improvements in the year just ended.

June
BOT approvals: Budget for coming year, President’s Performance Eval. Current year President’s goals for coming year.

April/May
SPIEC/PBC SP action plan and KPI recs. Cabinet review and approval of SP action plans and budget for the coming year.

Sept - December
Unit-based assessment plans updated. PBC considers possible changes to the SP. PBC Committees review SP plan implementation progress.
Florida Gulf Coast University Board of Trustees  
June 16, 2009

SUBJECT:  FGCU President’s Annual Performance Evaluation for 2008-09

PROPOSED BOARD ACTION

Conduct the annual performance evaluation for 2008-09 of FGCU President Wilson G. Bradshaw.

BACKGROUND INFORMATION

Florida’s state university boards of trustees are authorized to evaluate and compensate their respective institutions’ presidents, who serve as chief executive officers. The FGCU Board of Trustees is scheduled to conduct the 2008-09 performance evaluation of President Wilson G. Bradshaw during the Board’s June 16 meeting. President Bradshaw is providing a self-evaluative report that addresses outcomes for each of the 2008-09 President’s performance measures adopted last year by the FGCU Board.


Prepared by:  Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by:  N/A

Submitted by:  President Wilson G. Bradshaw
MEMORANDUM

TO: Florida Gulf Coast University Board of Trustees
FROM: Wilson G. Bradshaw, Ph.D., President
DATE: June 1, 2009

SUBJECT: Results on Performance Goals for 2008-09

Florida’s system of state university governance has among its many merits the responsibility for university boards of trustees to evaluate and hold accountable their respective university presidents. This responsibility is carried out by the Florida Gulf Coast University (FGCU) Board of Trustees’ annual performance evaluations that employ the president’s self-evaluative report as it relates to the annual performance measures as adopted by the Board and which are aligned with the goals of the University’s strategic plan. The annual performance goals are institutional in nature, with the premise that the University’s degree of success is in large part attributable to the degree of leadership success of the president.

I will have the opportunity during the upcoming June 16 Board meeting to review with you the results – and the University’s continued high degree of success – with respect to the 2008-09 goals. Also, during the June meeting, I will present for your consideration proposed performance goals for 2009-10.

Aligning the annual goals with the University’s strategic plan provides an excellent foundation from which to measure performance, even in a year of significant and increasing budget pressures as FGCU has experienced. The 2008-09 year has been marked by the third consecutive year of State budget cuts, and the challenges have been great to lead FGCU in a context of budget retrenchment yet continued high quality and development. I am pleased with what the FGCU team has been able to accomplish, especially under these very serious budget constraints, and would be remiss if I did not recognize the fine efforts our faculty, staff and administrators. Our conservative budget and cost-cutting approaches greatly contributed to our ability to avoid employee layoffs and furloughs, and I am appreciative of a shared FGCU philosophy that places students and high quality education at the center of all we do.

I look forward on June 16 to discussing with you the results for the 2008-09 performance goals, and I believe you will agree the University has made great strides, even in light of the grim budget realities. As you know, my FGCU employment contract includes provisions for an annual salary increase of 5% and an annual performance bonus of up to $60,000 upon a satisfactory performance evaluation. However, given FGCU’s current budget challenges and the ensuing inability to provide salary increases
and bonuses for our deserving employees, I would respectfully decline a salary increase and performance bonus for my 2008-09 evaluation, should the Board wish to make these awards.

In closing, let me thank you for your collective and individual support during this past year. It is an honor to serve an institution that meets serious fiscal and other challenges in a manner that belies its relative youth. Together we are continuing to build an important foundation that is FGCU and that will serve generations of students to come through access to high quality higher education in Southwest Florida. This does not happen accidentally or easily, but rather by true and abiding commitment, vision and hard work on the part of many. Thank you.
SUBJECT: President’s Performance Measures for July 1, 2009 – June 30, 2010

PROPOSED BOARD ACTION

Approve proposed measures.

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees is required by law to annually evaluate the performance of the FGCU president. Historically, the board of trustees first conducted such a review at its June 2002 meeting, followed by the fall 2002 negotiation and approval of an employment contract for then President Bill Merwin. President’s performance measures for 2002-03 were subsequently adopted by the FGCU Board of Trustees, and were used as the basis for the Board’s annual evaluation of the president during its May 29, 2003 meeting. Each year thereafter the board has conducted such a cycle of goal-setting tied to the university’s strategic plan followed by a review of performance one year later. President Bradshaw’s first review was conducted last year and his first full-year review will occur at this meeting.

The last few years have seen significant declines in state support for the State University System and FGCU. The economic situation remains volatile and unpredictable. To the extent changes in the university’s revenue picture in the coming fiscal year may affect attainment of some of the proposed goals, these measures will serve as the basis for the president’s June 2010 evaluation.


Prepared by: Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by: N/A

Submitted by: President Wilson G. Bradshaw
FGCU Performance Goals for President Wilson G. Bradshaw
For July 1, 2009 – June 30, 2010

I. GOAL: High Quality Education.
FGCU’s Vision: Pursue academic excellence to achieve national prominence in undergraduate education and expanding recognition for selected graduate programs.

- Add 15 new faculty positions across the university to keep pace with enrollment growth.
- Complete construction on the Laboratory Sciences Building (AB7) to provide expanded laboratories and classrooms serving the College of Arts and Sciences (CAS) and begin occupancy in January 2010.
- Enroll students in new programs including the M.A. in Environmental Studies, B.S. in Economics, and B.S. in Marine Science.
- Achieve initial accreditation of the U.A. Whitaker School of Engineering and the Bachelor of Social Work program. Achieve reaccreditation for the School of Nursing and the Professional Golf Management program.
- Seek final approval of the Doctorate in Education (Ed.D.) by the Board of Governors and begin to seek initial approval by the Southern Association of Colleges and Schools.

II. GOAL: The Student Community.
Provide quality educational opportunities serving the region, under-represented populations, the State of Florida and beyond.

- Increase Enrollment

  Fall Term Headcount:

  Actual Fall 2006
  8316 (15% Increase)

  Actual Fall 2007
  9388 (13% Increase)

  Actual Fall 2008
  10238 (9% Increase)
Projected Fall 2009  
11000 (7% Increase)

-----

**Full-Time Equivalent (Fundable):**

*Actual 2006-07*  
5018 (16% Increase)

*Actual 2007-08*  
5731 (14% Increase)

*Actual 2008-09*  
6439 (12% Increase)

*Projected 2009-10*  
6900 (7% Increase)

*As of 5/21/09

- **Diversify Student Body:**

  **Students of Color:**

  *Actual Fall 2006*  
  1431 (18% Increase)

  *Actual Fall 2007*  
  1662 (16% Increase)

  *Actual Fall 2008*  
  1867 (12% Increase)

  *Projected Fall 2009*  
  2100 (12% Increase)

-----

**International Students:**

*Actual Fall 2006*  
508 (18% Increase)

*Actual Fall 2007*  
584 (15% Increase)
Actual Fall 2008  
620 (6% Increase)

Projected Fall 2009  
650 (5% Increase)

-----

- Retention and Degree Production

First-Year Student Retention:

Actual Fall 2006  
73.1%

Actual Fall 2007  
75.8%

Actual Fall 2008  
74.5%

Projected Fall 2009  
75%

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Degree Production:

<table>
<thead>
<tr>
<th></th>
<th>Actual 2008-09*</th>
<th>Projected 2009-10</th>
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<tbody>
<tr>
<td>Bachelor:</td>
<td>1400</td>
<td>1500 (7% Increase)</td>
</tr>
<tr>
<td>Master:</td>
<td>250</td>
<td>260 (4% Increase)</td>
</tr>
<tr>
<td>Total:</td>
<td>1650</td>
<td>1760 (7% Increase)</td>
</tr>
</tbody>
</table>

*Estimated

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Increase Academic Outreach:

- Update current strategic plan for the next five years.
- Add new undergraduate degree programs resources permitting.
III. GOAL: Co-curricular and Athletic Programming.

*Offer quality co-curricular and athletic programming that promotes and enhances student development and community engagement.*

- Counseling and Health Services will purchase an electronic medical record system, supporting hardware and establish a staff training program to provide a paperless confidential service with electronic student records for students using health related services on campus. The process will be implemented and functioning for Counseling Services by June 30, 2010.

- Assess the campus’ student leadership development opportunities and develop a coordinated programmatic effort across the Divisions designed to meet the needs of the Florida Gulf Coast University community by June 30, 2010.

- Complete the accreditation process through the International Association of Counseling Services (IACS) for the Center for Counseling and Psychological Services (CAPS).

- Extend the successful impact on First Time in College Students participating in the First Year Residence Experience (FYRE) program in Everglades Hall to the new Biscayne Hall in fall 2009 and assess the continued progress of FYRE by May 1, 2010.

- Student-athletes’ average GPA will be comparable to or better than that for the student body as a whole (roughly 3.0).

- Increase community service hours by 25% from 2600 to 3250 for student-athletes.

- Continue transition to full NCAA Division I membership.

- Finish in the top half of the regular season Atlantic Sun Conference/Coastal Collegiate Swimming Association results in half of the sports that are eligible to compete.

- Have 75 Academic All-Conference student-athletes.

- Have 20 All-Conference first-team student-athletes.
IV. GOAL: Talented and Dedicated Faculty.  
*Build a diverse team of exceptional faculty and staff who support the mission and guiding principles of the university.*

Equity Accountability Program (EAP) for Recruitment and Promotion of Women and Minority Professionals. Hold FGCU deans, directors and division heads accountable for developing and maintaining institutional practices that encourage the achievement of equity goals for faculty and staff.

The goals for 2009-10 are as follows:

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level Administrator</td>
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</table>
| Hispanic        | 1  
| African American | 1  
| Faculty         | 
| Hispanic        | 7  
| African American | 8  
| Asian American/Pacific Islander | 5  
| Or Native American Indian |  

**Faculty and Staff Development:**
- Maintain employee programs and services, including tuition waivers, Winter Break, and Wellness Center membership.
- Increase available training to faculty and staff in the areas of supervision and performance evaluation.

**Growth:** Full-time faculty and staff will grow from 945 to 960.
V. GOAL: State of the Art Infrastructure.

Maintain a state-of-the-art campus that harmonizes with the environment and includes high quality facilities, furnishings, technology, equipment and support services.

Buildings and Infrastructure:

- Complete construction of the Laboratory Sciences Building (College of Arts and Sciences-AB7), Parking Garage III, the Solar Field, the Naples Botanical Garden Center, Phase II of Sugden Hall, and Biscayne Residence Hall.
- Complete renovation of the Network Operations Center (NOC).
- Complete designs of the Health Professions Building (AB8), Fine Arts II, and the Student Union additions.

Technology:

- Implement participation in the LambdaRail Consortium to provide expanded bandwidth for the university.
- Implement student technology fee to maintain state-of-the-art information technology serving FGCU students.

VI. GOAL: Research and Sponsored Programs.

Foster research and sponsored programs that engage faculty, challenge students, and promote public/private academic collaboration.

- Sponsored Research Funds:
  2006-07 Actual: $13.6 Million
  2007-08 Actual: $13.7 Million
  2008-09 Projected: $13.0 Million
  2009-10 Goal: $13.5 Million
VII. GOAL: Community Leadership.
*Position FGCU in a leadership role to address the educational, cultural, social, and economic interests of Southwest Florida.*

Private Contributions & Gifts:
- 2006-07 Actual: $30 Million
- 2007-08 Actual: $21 Million
- 2008-09 Projected: $11 Million
- 2009-10 Goal: $11 Million

- Continue to seek donors for the Music Education Building and Naples Center.
- Increase the Endowment by 10%.
- Increase giving to the President’s Society by 10%.
- Develop a program to increase alumni giving by 15%.
- Increase Renaissance Academy programs further in Charlotte County and develop a presence in Hendry and Glades Counties as well.

VIII. GOAL: Ongoing Quality Improvement.
*Implement and sustain an institutional effectiveness model or the University that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission.*

- The Southern Association of Colleges and Schools (Regional Accreditation) will continue the university’s accreditation at the doctoral level. Continue assessment of the Quality Enhancement Plan.
- End with a balanced FGCU budget June 30, 2010.
The Health Professions Building (AB8) will be programmed and an architect selected to begin design.

RESULTS:
1) Holmes, Lutgert, and Sugden Halls were all completed and inaugurated during the 08-09 academic year. Phase VIII of Student Housing (i.e., South Village Dining Facility/Everglades Residence Hall) was also completed and occupied.
2) Phase IX of Student Housing (Biscayne Hall) is under construction and will be open in fall 2009.
3) The following buildings are under design: Sugden Hall Phase II, the Student Union additions, Fine Arts II (Music Education Building), and the Health Professions Building (AB8).
4) The Laboratory Sciences Building (AB7) is under construction as is the Naples Botanical Garden Center Building.

Technology:
- Continue development of the one-card system, including the deployment of card readers to streamline business processes and increase security, and utilization of the ‘store of value’ feature of the card in more locations, both on and off campus. Use of the ‘store of value’ feature will go hand-in-hand with efforts to expand the ability of students to handle funds, transactions, and payments online.
- Continue to anticipate and meet the university’s continuously growing need for reliable, high-speed internet connectivity.

RESULTS:
1. FGCU has increased its ability to offer online solutions to streamline business processes. We have upgraded the payment gateway, which is the underlying software application that enables electronic commerce, and FGCU has achieved compliance with the Payment Card Industry standards for security. We have implemented Touchnet Marketplace, which will enable the sale of goods and services online. The one card system has been extended and additional activity readers are in use across the campus to authenticate students for entrance to events and access to services. A new web application allows students (and their parents) to add Eagle Dollars to their one card using a credit card.

2. In the past year we have doubled our internet bandwidth, and before the start of the fall 2009 semester, we will quadruple it. FGCU has
also been accepted as an equity member in the Florida LambdaRail (FLR). The Florida LambdaRail, LLC is a complementary initiative to the National LambdaRail (NLR), a national research and experimentation optical-based network infrastructure. The first of its kind in Florida, the FLR is a high-performance experimental, research and production networking and support infrastructure that enables participants and their partners to take part in advanced research, education, and economic development activities. It will also allow FGCU to significantly increase our commodity Internet bandwidth capacity, provide failover connectivity, and eliminate more costly circuits. FGCU’s investment in FLR will give us the opportunity to meet our long term network connectivity needs, and redefine what our campus community can accomplish.

VI. GOAL: Research and Sponsored Programs.
*Foster research and sponsored programs that engage faculty, challenge students, and promote public/private academic collaboration.*

- **Sponsored Research Funds:**
  - 2006-07 Actual: $13.6 Million
  - 2007-08 Actual: $13.7 Million
  - 2008-09 Goal: $13.6 Million

**RESULTS:**
$13 million is projected by the end of the current fiscal year.

VII. GOAL: Community Leadership.
*Position FGCU in a leadership role to address the educational, cultural, social, and economic interests of Southwest Florida.*

**Private Contributions & Gifts:**
- 2006-07 Actual: $30 Million
- 2007-08 Actual: $21 Million
- 2008-09 Goal: $17 Million

- Continue to seek donors for the Music Education Building and Naples Center. Assess Academic needs and prioritize same for future capital campaign. Increase the Endowment by 10%.
• Secure private funding to complement $7.5M in state funding (reduced by the state from the original $8.5M) for the development of a solar field to make FGCU self-sufficient in energy generation.
• Expand Renaissance Academy programs further into Lee and Charlotte Counties.

**RESULTS:** The economic downturn has had a negative impact on our development efforts.

• $11 Million is the projected amount of private contributions and gifts to be raised for 08-09.
• Music education:
  ▪ Drawings and plans for the Music Education Building have been completed.
  ▪ A prospect list of potential donors has been created and cultivation efforts begun.
• Solar Field:
  ▪ A private partnership was created providing the needed $7.5M match.
• Renaissance Academy (RA):
  ▪ Lee County Expansion: Doubled the number of Lee County sites offering RA courses from 4 to 8.
  ▪ Charlotte County Expansion – The spring 2009 Charlotte RA term ended March 30, 2009. Fifteen courses were held at four delivery locations in the county with a total student headcount of 163.

In addition, President Bradshaw was elected to the Campus Compact; became chair of The Alliance of Educational Leaders; is now on the Board of Directors of the Naples Botanical Garden, and is a member of the Founding Board of Directors for “Searching for Solutions.”

**VIII. GOAL: Ongoing Quality Improvement.**

*Implement and sustain an institutional effectiveness model for the University that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission.*

• Southern Association of Colleges and Schools (SACS, Regional Accreditation): Prepare materials for submission on time for part 2 of the university’s level change to offer doctoral degrees and host
SACS site visit in spring 2009. The Quality Enhancement Plan (QEP) will conduct a peer review of its status with the assistance of an external expert as a means of gauging project progress in preparation for the 2010 progress report due to SACS in spring 2011.

- End with a balanced FGCU budget June 30, 2009.

RESULTS:

1. The university submitted necessary documentation by the required deadline. A very successful SACS site visit occurred March 24-26 and the results should be known at the annual SACS meeting in December 2009. The QEP conducted a peer review using an assessment expert from FGCU who is external to the QEP program. The consultant made several recommendations concerning student assessment that are currently being considered by the QEP leadership.

2. Despite state budget reductions, FGCU will end the 2009 fiscal year with a reduced but balanced budget.
Florida Gulf Coast University Board of Trustees  
June 16, 2009

SUBJECT: President’s Performance Measures for July 1, 2009 – June 30, 2010

PROPOSED BOARD ACTION

Approve proposed measures.

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees is required by law to annually evaluate the performance of the FGCU president. Historically, the board of trustees first conducted such a review at its June 2002 meeting, followed by the fall 2002 negotiation and approval of an employment contract for then President Bill Merwin. President’s performance measures for 2002-03 were subsequently adopted by the FGCU Board of Trustees, and were used as the basis for the Board’s annual evaluation of the president during its May 29, 2003 meeting. Each year thereafter the board has conducted such a cycle of goal-setting tied to the university’s strategic plan followed by a review of performance one year later. President Bradshaw’s first review was conducted last year and his first full-year review will occur at this meeting.

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Prepared by: Associate Provost for Planning and Institutional Performance Paul Snyder

Legal Review by: N/A

Submitted by: President Wilson G. Bradshaw
FGCU Performance Goals for President Wilson G. Bradshaw
For July 1, 2009 – June 30, 2010

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  Actual Fall 2008
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*As of 5/21/09

- Diversify Student Body:

Students of Color:

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Actual Fall 2008
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Projected Fall 2009
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International Students:

Actual Fall 2006
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Actual Fall 2007
584 (15% Increase)
Actual Fall 2008
620 (6% Increase)

Projected Fall 2009
650 (5% Increase)

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- Retention and Degree Production

First-Year Student Retention:

Actual Fall 2006
73.1%

Actual Fall 2007
75.8%

Actual Fall 2008
74.5%

Projected Fall 2009
75%

-----

Degree Production:

<table>
<thead>
<tr>
<th></th>
<th>Actual 2008-09*</th>
<th>Projected 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor:</td>
<td>1400</td>
<td>1500 (7% Increase)</td>
</tr>
<tr>
<td>Master:</td>
<td>250</td>
<td>260 (4% Increase)</td>
</tr>
<tr>
<td>Total:</td>
<td>1650</td>
<td>1760 (7% Increase)</td>
</tr>
</tbody>
</table>

*Estimated

-----

Increase Academic Outreach:

- Update current strategic plan for the next five years.
- Add new undergraduate degree programs resources permitting.
III. GOAL: Co-curricular and Athletic Programming.
Offer quality co-curricular and athletic programming that promotes and enhances student development and community engagement.

- Counseling and Health Services will purchase an electronic medical record system, supporting hardware and establish a staff training program to provide a paperless confidential service with electronic student records for students using health related services on campus. The process will be implemented and functioning for Counseling Services by June 30, 2010.

- Assess the campus’ student leadership development opportunities and develop a coordinated programmatic effort across the Divisions designed to meet the needs of the Florida Gulf Coast University community by June 30, 2010.

- Complete the accreditation process through the International Association of Counseling Services (IACS) for the Center for Counseling and Psychological Services (CAPS).

- Extend the successful impact on First Time in College Students participating in the First Year Residence Experience (FYRE) program in Everglades Hall to the new Biscayne Hall in fall 2009 and assess the continued progress of FYRE by May 1, 2010.

- Student-athletes’ average GPA will be comparable to or better than that for the student body as a whole (roughly 3.0).

- Increase community service hours by 25% from 2600 to 3250 for student-athletes.

- Continue transition to full NCAA Division I membership.

- Finish in the top half of the regular season Atlantic Sun Conference/Coastal Collegiate Swimming Association results in half of the sports that are eligible to compete.

- Have 75 Academic All-Conference student-athletes.

- Have 20 All-Conference first-team student-athletes.
IV. GOAL: Talented and Dedicated Faculty.  
*Build a diverse team of exceptional faculty and staff who support the mission and guiding principles of the university.*

Equity Accountability Program (EAP) for Recruitment and Promotion of Women and Minority Professionals. Hold FGCU deans, directors and division heads accountable for developing and maintaining institutional practices that encourage the achievement of equity goals for faculty and staff.

The goals for 2009-10 are as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level Administrator</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
</tr>
<tr>
<td>African American</td>
<td>8</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>5</td>
</tr>
<tr>
<td>Or Native American Indian</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty and Staff Development:**
- Maintain employee programs and services, including tuition waivers, Winter Break, and Wellness Center membership.
- Increase available training to faculty and staff in the areas of supervision and performance evaluation.

**Growth:** Full-time faculty and staff will grow from 945 to 960.
V. GOAL: State of the Art Infrastructure.
Maintain a state-of-the-art campus that harmonizes with the environment and includes high quality facilities, furnishings, technology, equipment and support services.

Buildings and Infrastructure:

- Complete construction of the Laboratory Sciences Building (College of Arts and Sciences-AB7), Parking Garage III, the Solar Field, the Naples Botanical Garden Center, Phase II of Sugden Hall, and Biscayne Residence Hall.
- Complete renovation of the Network Operations Center (NOC).
- Complete designs of the Health Professions Building (AB8), Fine Arts II, and the Student Union additions.

Technology:

- Implement participation in the LambdaRail Consortium to provide expanded bandwidth for the university.
- Implement student technology fee to maintain state-of-the-art information technology serving FGCU students.

VI. GOAL: Research and Sponsored Programs.
Foster research and sponsored programs that engage faculty, challenge students, and promote public/private academic collaboration.

- Sponsored Research Funds:
  2006-07 Actual: $13.6 Million
  2007-08 Actual: $13.7 Million
  2008-09 Projected: $13.0 Million
  2009-10 Goal: $13.5 Million
VII. GOAL: Community Leadership.

*Position FGCU in a leadership role to address the educational, cultural, social, and economic interests of Southwest Florida.*

Private Contributions & Gifts:

- **2006-07 Actual:** $30 Million
- **2007-08 Actual:** $21 Million
- **2008-09 Projected:** $11 Million
- **2009-10 Goal:** $11 Million

- Continue to seek donors for the Music Education Building and Naples Center.
- Increase the Endowment by 10%.
- Increase giving to the President’s Society by 10%.
- Develop a program to increase alumni giving by 15%.
- Increase Renaissance Academy programs further in Charlotte County and develop a presence in Hendry and Glades Counties as well.

VIII. GOAL: Ongoing Quality Improvement.

*Implement and sustain an institutional effectiveness model or the University that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission.*

- The Southern Association of Colleges and Schools (Regional Accreditation) will continue the university’s accreditation at the doctoral level. Continue assessment of the Quality Enhancement Plan.
- End with a balanced FGCU budget June 30, 2010.

(END)
Draft Strategic Plan Goals 2010-2015

Page 1 Introduction - The PBC considered the following criteria in developing and reviewing the proposed goals

Goal 1 - Academic Excellence
Goal 2 - Student Life, Growth, and Development
Goal 3 - Strategic Growth
Goal 4 - Provide an Enhanced Campus Climate
Goal 5 - Environmental Sustainability and Innovation
Goal 6 - Community Engagement
Goal 7 - Discovery and Application of Knowledge
8.015 Academic Program Review 2007-2014

(1) Statement of Intent
(a) Academic program review has a lengthy history in the State University System of Florida, as efforts have been made to periodically analyze how degree programs provide students with high quality education and preparation for success in our global economy. Well aligned with regional and discipline-specific accreditation expectations, program review processes in the State University System must emphasize the assessment of student learning outcomes and continuous program improvement.
(b) The Board of Governors (BOG) requires the cyclic review of all academic degree programs in State universities at least every seven years. Program reviews must document how individual academic programs are achieving stated student learning and program objectives within the context of the university’s mission, as illustrated in the academic learning compacts. The results of the program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level and, when appropriate, at the state level.
(c) The Board of Governors supports the ongoing devolution of authority, campus-level decision making, and institutional accountability under the constitutional framework established by Floridians for their system of public universities. The Board also expects university and BOG personnel to ensure that program review processes and summary reports are of high quality and that they comply with the expectations outlined in Board of Governors and university regulations.

(2) Program Review Schedule
(a) Each university must establish and maintain a schedule for submission of program review summary reports for every degree program within the 2007-2014 cycle.
(b) The Office of Academic and Student Affairs shall review each university’s program review schedule to ensure that all programs receive sufficient review, with appropriate input from external experts, within the established seven-year cycle. Exceptions to the seven-year cycle may be negotiated to align a review with a specialized accreditation cycle.

(3) Program Review Policies and Procedures
(a) Each university must establish and publish clearly defined policies and procedures for reviewing academic degree programs during the 2007-2014 cycle and for ensuring continuous program improvement.
(b) University policies and procedures must ensure that the program review and continuous improvement processes include the following components:
1. The review of the mission(s) and purpose(s) of the program within the context of the university mission and the Board of Governors’ Strategic Plan;
2. The establishment of teaching, research, service, and other program goals and objectives, including expected outcomes, particularly in the area of student learning;
3. An assessment of:
   a. how well program goals/objectives are being met;
   b. how well students are achieving expected learning outcomes;
   c. how the results of these assessments are used for continuous program improvement; and
   d. the sufficiency of resources and support services to achieve the program goals/objectives.

4. For baccalaureate programs, a review of lower level prerequisite courses to ensure that the program is in compliance with State-approved common prerequisites and (if appropriate) a review of the limited access status of the program to determine if such status is still warranted.
   a. The Office of Academic and Student Affairs shall review all university program review policies and procedures.
   b. Each university must electronically submit its program review policies and procedures for the 2007-2014 program review cycle to the Office of Academic and Student affairs by April 1, 2007. Thereafter, revisions and updates to university procedures must be submitted to the Office for review by December 15 of each year of the cycle.

(4) Program Review Summary Reports
   (a) A program review summary report must be completed for every program review that is conducted during the 2007-2014 cycle. Each summary report must include the following components:
      1. The CIP/degree combinations for the program that is reviewed.
      2. An electronic copy of the current Academic Learning Compact for each reviewed baccalaureate program.
      3. An indicator identifying whether or not the program review was conducted in conjunction with any external reviews (e.g., accreditation reviews).
      4. The date of the last review of this program.
      5. A brief description of major changes made since the previous program review.
      6. A summary of the current strengths of the program.
      7. A summary of the current weaknesses of the program.
      8. A summary of the recommendations and/or proposed action plans made as a result of the review.
      9. An official signature of the university provost that will verify that the program review included all of the processes outlined in this BOG regulation and was conducted according to approved university policies and procedures.
         a. A copy of all full program review reports must be maintained at a campus location specified by the university provost.

(5) Program Review Summary Report Submission
Each university must provide its schedule for submission of 2007-2014 program review summary reports in a prescribed electronic format to the Office of Academic and Student affairs by April 1, 2007. Thereafter, revisions and updates to the university’s schedule should be submitted to the Office for approval by December 15 of each year of the cycle.
   (a) For each program review conducted during the 2007-2014 cycle, a program review summary report must be electronically submitted to the Office of Academic and
(b) The Board of Governors home Web page will have a link to a secure Academic Program Review Web page that will contain a standardized Summary Report template. This form will be accessible by university program review administrators and will allow each university’s program review summary reports to be submitted on-line to the BOG office, according to the timeline expressed in the university’s schedule for the submission of program review summary reports and in this Board of Governors regulation. The template will contain the components of the summary report listed in (4)(a).

(c) The Academic Program Review Website and all submitted university program review summary reports will be maintained by the Office of Academic and Student Affairs.

(d) The program review summary reports will be utilized by the Office of Academic and Student Affairs to gain knowledge of specific discipline or system-wide issues and to review topics or issues that cross over programs within a university or that cross over universities within the State University System.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 3-29-07
Program Review

Procedures

Revised… October 2007
1 Notification of the Review by the Office of Planning and Institutional Performance

Once the Office of Planning and Institutional Performance develops a master schedule for reviews of all FGCU programs, individual programs may request a specific review schedule to precede or coincide with other reviews – for example, from their professional accrediting body, or from the state, based on this overall schedule. The Office of Planning and Institutional Performance will provide notification of program reviews, based upon the master schedule, one year in advance.

2 Appointment of Program Review Committee

Once the review is scheduled, a program should establish a Program Review Committee (PRC) that would be chaired by the Dean or a designated program representative who reports to the Dean. Each college is responsible for ensuring that a PRC have membership that is representative of the program faculty. The committee’s first duty will be to coordinate the schedule for producing the final report with the schedule of any external reviewer. This committee will also liaise with the Program Review Team (PRT), informing them of schedules set for the review, and progress made towards completing it. The PRT will be consulted by the committee when the external reviewer is to be engaged, and will also be informed at that time whether there will be a site visit or a ‘Paper Review’.

3 Selection and briefing of the external reviewer

Through the program review committee, program leadership in consultation with the College dean, will begin the process of engaging a consultant for External Review by nominating candidates and submitting their vitae to the Program Review Team for consideration. They will do this at least twelve months before the final program review report is due.

The PRC will prepare a ‘charge’ for the consultant based on models provided by the Office of Planning and Institutional Performance (OPIP). The Program Review Team, the program review committee and OPIP will then agree upon the consultant to be used, after which OPIP will prepare contracts for the consultant. The program leadership will contact the consultant and after securing an agreement, will provide materials on the program and any other
information needed for the conduct of the external review. If a site visit is planned the
schedule for the site visit will be discussed with the external reviewer, and then finalized.

4 Program Orientation
The Office of Planning and Institutional Performance will arrange an orientation for the
program describing the process, materials, and outputs expected from the review and will
provide program faculty with the latest version of the Guidelines for preparing the final

5 The Internal Self-Study
At FGCU Academic Program Review will take place in two stages: 1) an internal self study
stage; and 2) the external review and reporting stage. The process will begin with the
preparation of an internal self-study. This takes place at the program level, is directed by the
program review committee, and will involve all program faculty. The internal self-study will
be prepared using the outline and suggestions provided in the FGCU Program Review

The self-study and any supporting documentation needed should be completed and
available to the committee and to the external reviewers at least two months before any
scheduled site visit, or at least three months before the final report from an external ‘paper
review’ is due.

6 College Review
Appropriate deans of the colleges (including the graduate dean in the case of graduate
programs) will work with the program leadership in the preparation of the internal self-study.
The appropriate Dean(s) will prepare formal comments and possible recommendations for
revision of the document that will be shared with the program leadership and the PRT prior
to submission of the final version of the self-study report. The PRT will provide oversight of
the report as appropriate. The dean will sign off on the final draft of the self-study before it is
submitted to the Office of Planning and Institutional Performance.
The Council will have primary responsibility for all curricular aspects of the General Education Program and is the unit-level review body for curricular proposals affecting general education and related university requirements.

The Council will collaborate with the Director of General Education on policy matters related to administration of the program.

When the college representative to the General Education Council is not qualified or chooses not to present changes to the curriculum from other disciplines in the college they represent, the team may invite representatives from that discipline to present the changes and answer questions from the General Education Council team.

(i) Program Review Team

(i) Composition

The composition of the PRT shall be as follows: Each academic unit will be represented by one elected faculty member. Elected members from academic units will serve staggered 2-year terms. These members will be nominated and elected by the in-unit faculty members of their respective units. Ex officio members: Associate Vice President of Planning and Institutional Performance and/or designee.

(ii) Responsibilities and Duties

a. Provide recommendations to Faculty Senate for the development, periodic review, and revision of standards, policies, and procedures for university-level management of program review, creation and elimination of all degree and certificate programs and the seven-year University Program Review Plan.

b. Based on information received from the Office of Curriculum and Instruction, the Undergraduate Curriculum Team (UGCT) and the
Graduate Curriculum Team (GCT), provide recommendations to Faculty Senate for the development, periodic review, and revision of standards, policies, and procedures for establishing new degree programs.

c. Review the process of program review of all degree and certificate programs, inform and make recommendations to Faculty Senate regarding the outcomes of that process; specifically:

   i. Review guidelines for the selection of, and charges to external reviewers for each program under review.

   ii. Review self-studies and make recommendations on their suitability for program review.

   iii. Review the reports of the external reviewers and make recommendations on the adequacy of the report for program review.

   iv. Review the response to the report from the program and the college leadership.

   v. Provide comments/recommendations in addition to those of the external reviewer as appropriate.

   vi. Track program review response meetings, their results, and one-year follow-up actions.

d. Create additional working groups as deemed appropriate or necessary by the PRT members. The PRT facilitator can extend invitations for membership on working groups to FGCU faculty members, administrators, and/or staff members otherwise unaffiliated with the PRT.

e. In consultation with the Office of Planning and Institutional Performance (PIP), provide recommendations to Faculty Senate on future needs and directions in program review.

f. Provide information to Faculty Senate on how well FGCU program review procedures and products conform to current and future Florida
Department of Education's Division of Colleges and Universities’ directives (e.g. Academic Learning Compacts).
Academic Learning Compacts

Consistent with its mission and guiding principles, Florida Gulf Coast University is committed to academic excellence and continuous quality improvement, as supported by a sound teaching-learning process. Within this process, students and instructors share responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract, and the dependent to the independent. The Academic Learning Compact (ALC) initiative supports the teaching-learning process by clearly identifying expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; aligning curricula with expectations; and using assessment to guide continuous improvement.

College of Arts & Science

Baccalaureate Degree Programs

Anthropology (B.A.)
Art (B.A.)
Biology (B.A.)
Chemistry (B.A.)
Communication (B.A.)
English (B.A.)
Environmental Studies (B.A.)
History (B.A.)
Marine Science (B.S.)
Mathematics (B.A.)
Mathematics (B.S.)
Music - Education (B.A.)
Music - Performance (B.A.)
Music - Piano Pedagogy (B.A.)
Philosophy (B.A.)
Psychology (B.A.)
Sociology (B.A.)
Spanish (B.A.)
Theatre (B.A.)

College of Education

Baccalaureate Degree Programs

Child Development (B.S.)
Early Childhood Education (B.A.)
Elementary Education (B.A.)
Secondary Biology Education (B.A.)
Secondary Mathematics Education (B.A.)
Secondary Social Science Education (B.A.)
Special Education (B.A.)

College of Health Professions

Baccalaureate Degree Programs

Athletic Training (B.S.)
Clinical Laboratory Science (B.S.)
Community Health (B.S.)
Health Science (B.S.)
Human Performance (B.S.)
Nursing (B.S.N.)

College of Professional Studies

Baccalaureate Degree Programs

Criminal Forensic Studies (B.S.)
Criminal Justice (B.S.)
Legal Studies (B.S.)
Political Science (B.A.)
Professional Golf Management (B.S.)
Resort and Hospitality Management (B.S.)
Social Work (B.S.W.)

http://www.fgcu.edu/OCI/alc.html
Learning Outcomes

Academic Learning Compact

Consistent with its mission and guiding principles, Florida Gulf Coast University is committed to academic excellence and continuous quality improvement, as supported by a sound teaching-learning process. Within this process, students and instructors share responsibility for learning that moves from the simple to the complex, the concrete to the abstract, and the dependent to the independent. The Academic Learning Compact (ALC) initiative supports the teaching-learning process by clearly identifying expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; aligning curricula with expectations; and using assessment to guide continuous improvement.

Content/Discipline Knowledge and Skills

Graduates of this program will be able to:

- Discuss and effectively employ core concepts and terminology of anthropology.
- Describe and compare past and current trends in anthropological thought.
- Competently employ archaeological/ethnographic field methods for collection, management and analysis of data.

Content/discipline knowledge and skills are assessed at the college and departmental levels through:

- Embedded exam questions, papers and other assignments completed in ANT 2511 Intro to Physical Anthropology; ANT 3141 Development of World Civilization; ANT 3640 Language and Culture; and ANT 4034 Anthropological Thought.
- Standardized Field Methods Log in ANT 3495 Research Methods in Anthropology; ANT 3824 Archaeological Field Methods; and ANT 4940 Internship in Anthropology.
- Program Portfolio in ANT 4931 Senior Seminar in Anthropology. Students will assemble an integrated collection of past work that illustrates competency in anthropological outcomes.

Communication Skills

Graduates of this program will be able to:

- Employ the conventions of standard written English.
- Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives.
- Select, organize, and relate ideas and information with coherence, clarity, and unity.
- Effectively communicate a position or judgment informed by the anthropological perspective and subsumed language, methodology and theory.
- Competently use word processing, spread sheets and relational databases in management and analysis of data.

Communication skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510 Understanding the Visual and Performing Arts. Communication skills are also assessed in the ANT 4931 Senior Seminar in Anthropology.

Critical Thinking Skills

Graduates of this program will be able to:

- Select and organize information.
- Identify assumptions and underlying relationships.
- Synthesize information, and draw reasoned inferences.
Formulate an appropriate problem solving strategy.
Evaluate the feasibility of the strategy.
Competently use the internet as a source of information, including the ability to critically evaluate web-based data for meaning and credibility.

Critical thinking skills are assessed as part of the General Education Program through papers, exams, and projects completed ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510 Understanding the Visual and Performing Arts. Critical thinking skills are also assessed in ANT 4931 Senior Seminar in Anthropology.
# Annual Report 2009 - 2010

## Part 1

### Section A

#### Unit Information

**Unit:**

**Mission Statement:**

---

## Section B

### Unit Goals within Last Year's (2008-2009) Report

<table>
<thead>
<tr>
<th>Strategic Plan Goal</th>
<th>Unit Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>With which 1 or 2 goals from the 8 current strategic plan goals does your 2008-2009 goal best align?</td>
<td>Goal for <strong>2009-2010</strong></td>
</tr>
</tbody>
</table>

---

**What actions have you taken to achieve this goal?**

---

**What measures have you taken towards assessment of this goal?**

---

**Describe the progress you have made toward attaining this goal including the anticipated completion date.**

---

**Describe how the results of assessments have been used to improve student learning or your department's activities.**

---
Section C
Program or Service Specific Assessments

What program or service specific assessment occurred in the current academic year?

How were the results of the assessment used to improve programs or services?

Section D
Unit Contribution to President's Performance Measures

Please review the President's Performance Measures for 2009-2010. Did your unit contribute to any specific performance goals for the President? (If so, please indicate whether the measure set was attained and to what degree.)

Part 2
Section A
Unit Goals for Coming Year (2010-2011)

<table>
<thead>
<tr>
<th>Strategic Plan Goals</th>
<th>Unit Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>With which 1 or 2 goals from the strategic plan goals does your 2010-2011 goal best align?</td>
<td>Goal for 2010-2011</td>
</tr>
</tbody>
</table>

What action(s) will you undertake to achieve the goal?
Within your unit’s leadership team, who will be responsible for completion of the action?

What resources are involved to fulfill the objective (e.g., technology, new faculty/staff, etc) and define existing as well as new resources that will be required?

By what means will you assess goal achievement?

How will you know if you have successfully attained each goal? (e.g., a set of criteria, benchmark, survey...benchmarks should include current status and goal to be achieved)

How will the results of the above assessments be used to improve fulfillment of the university’s mission (e.g., student learning, faculty research/scholarship, university services, etc.)?

Section B
Resources

Given the current fiscal situation facing the university and based on the analysis of data included in this report, please indicate your highest priority for funding (related to your analysis) if additional resources were to become available either this coming year (2010-2011) or the following year (2011-2012).

Section C
Assessment Plans
What assessments are you planning to conduct during 2010-2011?

Section D
Coming Year - Strategic Plan Contributions

Save this file before exiting.
# Assessment Plan

## Unit

Enter Unit Name - must not be left blank

## Unit Mission Statement

Enter Unit Mission Statement

## University Strategic Plan Goal

<table>
<thead>
<tr>
<th>University Strategic Plan Goal</th>
<th>Unit Goals, Desired Outcomes</th>
<th>Assessment Criteria and Measures</th>
<th>Process for Using Assessment Results for Continuous Improvement</th>
<th>Timetable for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University Strategic Plan Goal this assessment links to.</td>
<td>Unit Goal measured by this assessment</td>
<td>Specific criteria and measures</td>
<td>Specific process for using these results</td>
<td>Timetable for assessments to occur</td>
</tr>
<tr>
<td>Which University Strategic Plan Goal does this Assessment link?</td>
<td>Enter the Unit Goal this assessment will measure</td>
<td>Enter specific assessment criteria and measures</td>
<td>Enter specific process for using assessment results for continuous improvement</td>
<td>Enter timetable for assessments to occur.</td>
</tr>
</tbody>
</table>

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Form template's location: {{Ruby\WWW\Planning\Assessment\Plans\forms\assessmentPlanTemplate.xsn}}
## Integrative Program Matrix

<table>
<thead>
<tr>
<th>University Student Learning Goals &amp; Outcomes (Abbr.)</th>
<th>College Student Learning Outcomes</th>
<th>Program Student Learning Outcomes</th>
<th>Assessment Criteria and Measures</th>
<th>Use of Assessment Results for Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aesthetic Sensibility:</strong> know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Culturally Diverse Perspective:</strong> know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ecological Perspective:</strong> know issues of ecological/economic sustainability; analyze and evaluate local &amp; global ecological issues; participate in ecological/environmental projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective Communication:</strong> know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethical Responsibility:</strong> know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or discussions.</td>
<td></td>
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</tr>
<tr>
<td><strong>Information Literacy:</strong> identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Problem-Solving Abilities:</strong> Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work individually and collaboratively to recognize and solve problems.</td>
<td></td>
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<tr>
<td><strong>Technological Literacy:</strong> Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Awareness and Involvement:</strong> Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
I. E. AT FGCU

UNIVERSITY MISSION STATEMENT

Strategic Plan

Strategic Plan Goals

Unit Goals

UNIT ASSESSMENT PLANS

UNIT ANNUAL REPORT

Colleges/Units:

UNIT ANNUAL REPORT

COLLEGE ANNUAL REPORT

College Goals

Program Goals

Program Assessment Plans

Program Review

University Learning Goals

Professional Accreditation Learning Goals

BUDGET