

1 **FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES**

2
3 **WORKSHOP ON FGCU FOUR-YEAR GRADUATION**
4 **IMPROVEMENT PLAN**

5
6 **Monday, September 10, 2018**

7
8 **COHEN CENTER, ROOM # 213**
9 **Florida Gulf Coast University**

10
11

12 Meeting Minutes
13

14 **The workshop was a voluntary attendance opportunity for Trustees.**

15
16 **Members:**

17 *Present:* Trustee Blake Gable – Chair; Trustee Robbie Roepstorff – Vice Chair; Trustee
18 Darleen Cors; Trustee Richard Eide, Jr.; Trustee Joseph Fogg III; Trustee Mike
19 McDonald; Trustee Stephen Smith; Trustee Christian Spilker; and Trustee Jalisa White.
20

21 **Others:**

22 *Staff:* President Mike Martin; Provost and Vice President for Academic Affairs James
23 Llorens; Vice President for Administrative Services and Finance, and Executive Director
24 of FGCU Financing Corporation Steve Magiera; Vice President for University
25 Advancement, and Executive Director of FGCU Foundation Chris Simoneau; Vice
26 President and Chief of Staff Susan Evans; Vice President and General Counsel Vee
27 Leonard; Vice President for Student Success and Enrollment Management Mitchell
28 Cordova; Director of Internal Audit Bill Foster; Director of Equity, Ethics and
29 Compliance, and Title IX Coordinator Precious Gunter; Director of Operations Tiffany
30 Reynolds; Assistant Director of Board Operations Tiffany Jackson; Project Manager
31 Melissa Pind; and Executive Assistant to the Vice President and Chief of Staff Bruna
32 Ugolotti.
33
34

35 **Item 1: Welcome, and Opening Remarks**

36 Chair Blake Gable called to order the September 10, 2018 FGCU Board of Trustees
37 Workshop on the Four-Year Graduation Improvement Plan at 9 a.m. Chair Gable
38 stated attendance at the workshop was voluntary; therefore, roll call would not be taken,
39 and no action would be taken by the Board. He stated that the workshop had been
40 noticed as a public meeting. Chair Gable asked President Martin to make some
41 introductory comments.
42

43 President Martin thanked everyone for participating in the workshop and stated that it
44 was an important milestone along the journey to significantly improving student
45 outcomes. He reminded the Board of the chronology of events leading up to the

46 workshop. He said last fall a group put together the FGCU Strategic Plan which was
47 approved in December 2017 by the FGCU Board of Trustees (BOT), and by the Board
48 of Governors (BOG) in January 2018. The first of the five pillars of the Plan called for
49 launching an initiative to improve student outcomes, which led to the selection of Vice
50 President for Student Success and Enrollment Management Mitch Cordova who,
51 through campus and outside involvement and a review of best practices literature,
52 devised a plan for the Student Success Initiative. President Martin stated the FGCU
53 Board of Trustees approved a budget that was aligned with the student success plan,
54 and that the University was now about six months into the implementation of the plan.
55 He said although it was still very early in the process, some of the indicators of success
56 were already visible. He said it was important to note this was an ongoing work in
57 progress involving significant reorganization both within the institution and ultimately,
58 geographically on the campus in order to create not only the right kinds of
59 organizational responses to students' needs, but a one-stop shop.

60

61 President Martin asked Dr. Cordova to begin his presentation.

62

63

64 **Item 2: FGCU Four-Year Graduation Improvement Plan (TAB #1)**

65 Vice President for Student Success and Enrollment Management Mitchell Cordova said
66 the campus had mobilized extensively over the last months to rally around the Student
67 Success Initiative. He said it started with a task force which got the team members
68 thinking about the goals for student success and enrollment management, which led to
69 a report and establishing design teams. He said what had evolved from this was the
70 Four-Year Graduation Improvement Plan. Dr. Cordova said the Plan was really an
71 evolving document that would be used as a roadmap and would be updated along the
72 way as progress was made.

73

74 Dr. Cordova gave an overview of the workshop timeline. He said his goal was to get
75 through the comprehensive Plan in a way that best explains what is being done, what it
76 means, updates that have been made, updates that have not yet been made, and future
77 plans for student success and enrollment management. He said a review of the
78 comprehensive Plan would be first, followed by an update of the 2018 Accountability
79 Plan and select Board of Governors performance metrics. He said the specific metrics
80 being addressed are Metric 4: Six-Year First-Time-In-College (FTIC) Graduation Rate,
81 and Metric 5: Academic Progress Rate. He said there would be time allotted for
82 additional comments, questions, and open dialogue and discussion.

83

84 Dr. Cordova stated that a big part of what the Board would be discussing was the Four-
85 Year Graduation Improvement Plan approved by the Board on May 1, 2018. He said
86 since it had been approved, his team had been working hard to address specific
87 objectives to action items under each area. He said that the specific areas that they
88 needed to address were: academic, curricular, financial and policy. He explained that
89 his team identified a series of objectives and specific action items under each of those
90 areas.

91

92 Dr. Cordova explained he was looking at student success in a completely holistic
93 manner; everything which impacted a student's life experiences on campus, living in
94 housing, their classes, their health, and everything critical to the holistic perspective of
95 the student was examined. He said a focus on the number one Pillar (Student
96 Success) from the FGCU Strategic Plan would not be lost.

97
98 Dr. Cordova said what he wanted to discuss first was the academic focus. He said
99 academic focus meant augmenting and enriching the student learning experiences both
100 within and outside the classroom. This could be done through high impact practices,
101 experiential learning opportunities, internships, peer mentoring, and supplemental
102 instruction; all are critical to transforming student learning.

103
104 Trustee Richard Eide said it would be helpful if Dr. Cordova would explain the
105 terminology in more detail during the presentation. Trustee Eide said that when Dr.
106 Cordova uses an expression such as "high impact," it seemed to be a judgement about
107 the practice rather than a characteristic of the practice. Trustee Eide also said that as
108 he read the materials in preparation for the workshop, he sometimes had trouble
109 distinguishing which pieces were really important versus pieces that might work.

110
111 Dr. Cordova explained further that high impact practices were practices which, based on
112 literature and experience, were known to make an impact on retention, keeping
113 students at FGCU from freshman year to sophomore year and sophomore year to junior
114 year. These are practices which keep students engaged and connected to campus. Dr.
115 Cordova said these are things that we know based on literature and practices that have
116 been done institutionally that are making a positive impact on FGCU students in all
117 aspects of retention, graduation rate, engagement, and connectedness. He said that he
118 will identify the action items that we know are more critical than others and will provide
119 an update on the status and the impact those items are or could be making once fully
120 implemented.

121
122 Trustee Joseph Fogg asked if Dr. Cordova could define transformational learning.

123
124 Dr. Cordova said this type of learning involved students not only learning in the
125 classroom, but using that learning outside of the classroom to transform themselves into
126 young professional adults. It was a holistic approach, taking the student above and
127 beyond what they were learning in the classroom.

128
129 Trustee Fogg asked if as a result of the transformational learning, would the student
130 then be more likely to graduate in four years. Dr. Cordova responded that was the goal.

131
132 Dr. Cordova said part of the academic focus was developing stronger partnerships with
133 academic faculty and programs, and that the first academic objective was to promote
134 and increase timely graduation and persistence by focusing on well-established, high
135 impact and related practices. He wanted to remind the Board that on the presentation
136 slides, the green dots are the activities that currently are being done; the yellow dots
137 reflect what they are planning to do; and the teal dots represent what was in progress to

138 do. He said increasing the number and scope of Living Learning Communities (LLC)
139 programs was highlighted green and something that was in progress. He explained that
140 there were four Living Learning Communities at FGCU: Honors, Leadership through
141 Service, Women in Science, Technology, Engineering, and Math (WiSTEM), and
142 Entrepreneurship that had 140 first-time-in-college (FTIC) students in them. He said the
143 goal was to double this number because of the positive impact of students living
144 together, sharing common majors, and taking classes together.

145
146 Dr. Cordova said it was also necessary to increase the number of internships and co-
147 ops and align them better with employment gaps. He said they were redefining the
148 position that was previously the Director of Internships and Co-operative Programs and
149 are looking to better align that under the Career Development Services area. A task
150 force would be created to see how the office could best serve the academic programs
151 on campus. He said increasing the number and impact of academic peer mentoring
152 programs was needed and they were looking to develop synergies across existing
153 programs. The task force also would be engaging faculty and alumni in this initiative.
154 He said also increasing the number and type of study abroad/away, diversity, and global
155 learning programs was recommended. This item was something they were planning to
156 do. Dr. Cordova said that study abroad was an important area that helped students with
157 their holistic learning.

158
159 Trustee Stephen Smith said there was a percentage of the student body that would
160 graduate in four years no matter what, but there was a group which was at risk. He
161 asked if Dr. Cordova had considered how well these programs aligned themselves with
162 this at-risk group.

163
164 Dr. Cordova responded that there was a summer bridge program, called the *Step*
165 *Ahead* program, designed for lower academically qualified students. He said good
166 outcomes were seen with this program, and ways to expand to include more students
167 admitted in the lower quartile were being considered.

168
169 Dr. Cordova said his team was planning to create non-residential learning communities
170 to strengthen academic engagement, which were not centered on a living environment
171 but on a focused area of an academic major. Lastly, he said the transfer-out rate could
172 be decreased by expanding the Honors College, intentional financial aid, and enrolling
173 students who selected FGCU as their first choice.

174
175 Dr. Cordova described the second objective, which was to refine existing programs and
176 implement new innovative programs through the Center for Academic Achievement
177 (CAA). This would assist students with adjusting to college and with the rigors of
178 college coursework. He said the first action in this objective was critical and was to
179 expand resources to increase supplemental instruction and tutoring for courses with
180 high D, F, W (drop, fail, withdraw) rates. He explained his team was looking at
181 freshman classes like ENC 1101 (Composition I) and MAT 1033 (Intermediate Algebra)
182 that students were taking and not doing well in, and looking for ways to improve
183 students' success in them. He said that if they could improve the likelihood of a student

184 receiving an A, B, or C, grade in these courses, it would impact retention and would
185 reduce the need to offer those courses over and over to the same students who needed
186 to pass them.

187
188 Trustee Eide asked if the expansion of resources would include getting to the student
189 who was in the process of making a D, F, or W before the grade was actually posted.

190
191 Dr. Cordova responded it was putting supplemental instruction in the classes before the
192 semester even started, and before any quizzes or assignments to ensure the resources
193 were there for students to be successful in a class that historically has had high D,F,W
194 rates.

195
196 Trustee Eide asked if advisors were a part of the expanded resources. Dr. Cordova
197 stated that they were not, but expanding resources would mean hiring more student
198 peer mentors and supplemental instructors.

199
200 Trustee Eide asked if technology was a part of the expanded resources and if students
201 were notified if they were failing. Dr. Cordova responded that he would talk more later
202 about the technology in place and in creating an alert system. He said right now there
203 was discussion about putting in supplemental instruction in the areas that are known to
204 be helpful for students to be successful in their class before the semester starts.

205
206 Trustee Eide said that Dr. Cordova's response was a little different from what he was
207 asking. He said after the class began and the student was not doing well, would the
208 student have an opportunity to improve. Dr. Cordova responded he was trying to
209 prevent the "D" from ever being posted.

210
211 Provost and Vice President for Academic Affairs James Llorens added he and Dr.
212 Cordova had been working closely with faculty on using Canvas, a learning
213 management system, to identify those students needing early intervention. Provost
214 Llorens said the Faculty Senate had been helpful with this and understood that it
215 becomes the true role of the professor for the particular class to help identify students
216 that needed early intervention.

217
218 Trustee Fogg asked if in a class which historically was difficult for students, if faculty
219 would be consulted about teaching the class differently, or would students who were
220 having difficulty be given supplementary help.

221
222 Dr. Cordova responded the plan was to do both. He said faculty would be looking
223 differently at pedagogy and would be asking how they could teach these classes
224 differently to improve student learning.

225
226 Dr. Cordova said a "drop-back" program was being planned for students which would
227 allow them to come back to FGCU without penalty, and also some section sizes in
228 courses with high D, F, W rates would be decreased.

229

230 Trustee Mike McDonald asked for further explanation of the “drop-back” program.

231

232 Dr. Cordova responded he did not have details because it had not been developed yet,
233 but his understanding was students who were successful but had dropped out after a
234 semester or two would be given an opportunity to come back without barriers.

235

236 Dr. Cordova said the revamping of existing Effective Learning and University Transition
237 courses to focus more on academic skill development also was being accomplished.

238

239 Chair Gable asked what the timing was for the items highlighted in yellow.

240

241 Dr. Cordova responded some things would take more time than others. He said
242 expanding resources effectively could be done by spring, and he would try to point out
243 the time frame of planned action items.

244

245 Dr. Cordova said he would be increasing resources and program capacity for the *Step*
246 *Ahead* summer bridge program. He said this program was very exciting and had
247 produced good outcomes.

248

249 Trustee McDonald asked if the students who were successful in the *Step Ahead*
250 summer bridge program became incorporated into the FTIC cohort in the fall semester.

251

252 Dr. Cordova responded they did.

253

254 Trustee McDonald asked if students who failed or received poor grades were
255 incorporated into the FTIC.

256

257 Dr. Cordova responded they also were in the FTIC cohort and were tracked.

258

259 Trustee McDonald asked if there was a sense of what relative rates of success were of
260 the summer bridge students.

261

262 Dr. Cordova responded he did not have those numbers, but he would get them. He
263 said right now there were 130-140 summer bridge students, and next year the goal was
264 to increase that to 150 students.

265

266 Dr. Cordova stated revitalizing the Common Read Program for all incoming FTIC
267 students was being discussed, and a task force had been created to look at it. He said
268 his team would be examining goals for the program. He explained this program was the
269 reading of a common book by students, faculty and staff, who then engaged in activities
270 centered about the book.

271

272 Dr. Cordova stated the last objective was to provide more advising and/or use of online
273 resources to help students better choose a major. He said this would involve revisiting
274 a technology solution called My Majors, which is a self-assessment tool that uses
275 analytics to help students understand what major might be the best fit. This could be

276 implemented institution-wide to help students, along with advisors, make good decisions
277 about the program of study that would best fit.

278
279 Dr. Cordova explained FGCU would be publicizing degree maps more to ensure
280 students knew what they needed to take during their first semester and beyond and to
281 track their progress. He said technology is being looked at to automate curriculum
282 maps and track completion better.

283
284 Trustee Christian Spilker asked for the number of full-time faculty.

285
286 Dr. Cordova responded there were 400 full-time faculty and about 14,000
287 undergraduate students.

288
289 Trustee Spilker remarked that it probably would be overwhelming to try to assign all
290 students to a professor for advisement. He stated at other institutions, every faculty
291 member had 10 or 20 incoming freshmen to advise. Faculty sit down with their
292 students and provide a roadmap one-on-one in addition to the advising software. He
293 said he felt this was critical for success, and it should not be software, but a professor or
294 advisor who engaged with and advised the students.

295
296 Dr. Cordova responded that the First Year Advising and the Exploratory Advising are
297 doing those things at orientation. He said the technology would augment the amount of
298 personnel time. He said the amount of time that the advisors have interacting with
299 students is critical, and that they want to preserve that time.

300
301 Trustee Spilker asked for the number of FGCU advisors and if there were plans to hire
302 additional advisors.

303
304 Dr. Cordova said there now were collectively 47 advisors, which included directors of
305 advising.

306
307 Trustee Spilker commented that he was worried before about 400 professors trying to
308 assist 14,000 students, but that there were only 47 advisors. He estimated that the
309 advisors each were assigned about 700 students.

310
311 Dr. Cordova stated that there also are some faculty who advise students.

312
313 Trustee Spilker asked if the advising ratio was a situation for failure and said it was hard
314 to reach every one of those students every semester.

315
316 Dr. Cordova responded FGCU was ensuring that freshman FTIC students appropriately
317 were advised. He said his team was looking to scale up advisement and create a new
318 university advisement structure. He said that as FGCU centralizes and creates a new
319 university advising structure, what they are looking at addressing is critical gaps with
320 rising enrollments but not in the number of advisors.

321

322 Trustee Robbie Roepstorff commented the primary goal was to be sure an FTIC student
323 was linked to an advisor, and she asked if then he was relying on other freshmen to
324 have the benefit of family members who had been to college.

325
326 Dr. Cordova responded every freshman student was being advised.

327
328 Trustee Roepstorff said that when she talked to students about what made the
329 difference to them graduating in four years, she found that the last year was when they
330 could not get into the classes needed, and what made the difference was proper
331 advisement.

332
333 President Martin stated the attrition among advisors had been an issue, but under the
334 new plan, all advisors have received a significant salary increase and also resources
335 have been committed to add advisors. He said anecdotal evidence suggested certain
336 majors have greater persistence rates because students were more connected to the
337 destination and outcome. Some examples of programs were the PGA Golf Management
338 Program (PGM), Resort and Hospitality Management (RHM), and Nursing. He stated
339 the more the University can connect students early on, the greater the success, and so
340 they are trying to mimic the model with every academic degree. He also commented
341 that shifting to a trimester schedule was being considered so students could intern at
342 the most ideal time of year.

343
344 Trustee Roepstorff suggested utilizing and paying some of the better qualified students
345 to be advisors in their senior year.

346
347 Dr. Cordova responded that a peer mentoring program was being considered along with
348 coupling this with a faculty mentoring program. Students also would work with alumni
349 who might be interested in mentoring.

350
351 Trustee Eide asked if on the topic of technology and degree maps, there had been
352 issues with students who acquired many credit hours which did not result in a degree.

353
354 Dr. Cordova responded it was his understanding FGCU did not have that problem.

355
356 Dr. Cordova explained the degree plan or curriculum defined for the students a
357 sequence or suggested sequence of what courses the student needed to take and
358 when the classes would be offered. He said FGCU wanted to institute a map through
359 existing technology so students could see in real time through an audit check what
360 courses they still needed to take and when those courses would be offered. Dr.
361 Cordova said that this was not going to take the place of an advisor, but was going to
362 streamline the process for the student.

363
364 Trustee Eide agreed with Trustee Roepstorff that upper class students naturally advise
365 younger students at universities historically, and a program of this nature should be
366 developed.

367

368 Dr. Cordova pointed out the next action would be to implement a sophomore-year
369 experience program to increase involvement with the majors and related faculty, service
370 learning, and undergraduate research. He said FGCU did not want to forget about the
371 student after his or her first year. This program would be designed to help the student
372 transition into the major, keep them connected to the institution, and help decrease
373 “washout.” He said this item was still in the planning phase.

374
375 Dr. Cordova stated a compensated, competitive FGCU Student Ambassador program
376 was being created to assist with recruitment and academic engagement activities. He
377 said he believed this program could be online in six months to a year.

378
379 Dr. Cordova stated the next academic objective was to expand degree completion
380 opportunities for students. He explained the actions for this would be to expand the
381 Bachelor of Arts (B.A.) in Integrated Studies degree program to allow greater flexibility
382 for students to complete a major in limited time and to develop competency-based, self-
383 paced online courses to complement high demand face-to-face courses and courses
384 with increased D, F, W rates. He said plans also were being made to bring FGCU out to
385 the community by offering classes off campus. He said another objective was to create
386 a seamless transfer from Florida SouthWestern State College (FSW) to FGCU, and
387 FGCU would be formalizing *Destination FGCU* later this month. Dr. Cordova said these
388 items had made a lot of progress over the last few months.

389
390 Trustee Eide asked if an FSW student came to FGCU after two years and finished in
391 two years, would this student be counted as a four-year graduate at FGCU. Dr.
392 Cordova responded that the student would count toward a degree completed, but would
393 not be counted as an FGCU FTIC student because he is a transfer student.

394
395 Dr. Cordova said in respect to developing competency-based, self-paced online courses
396 to complement high demand face-to-face courses and courses with high D, F, W rates,
397 this was still in the planning phase and was in a twelve-month time frame. He said it
398 would take time to identify the classes and develop identical online courses.

399
400 Dr. Cordova explained there was a specific objective relating to technology, which was
401 to implement, increase, and improve the use of technology/software which would
402 contribute to students’ academic success and degree progression. He explained each
403 program was developing gateway or milestone courses, which were identified as critical
404 for students to progress along the degree pathway and to be successful. He said a
405 system was being created which would automatically alert faculty, advisors, and others
406 that the student was receiving a low grade. He said this technology would allow
407 intervention to begin sooner.

408
409 Dr. Cordova said next the plan was to optimize and maximize existing technologies
410 utilized for advising students, tracking student progression, reporting attendance and
411 grades, and verifying degree completion. He explained “success guidelines” were being
412 created in Canvas for courses with high D, F, W rates, and also a centralized unit was in

413 the plan to coordinate development and delivery of high quality online courses. He said
414 this should not take long to do.

415
416 Trustee Spilker asked how attendance was tracked. Dr. Cordova said some faculty did
417 not track attendance, and some did. He said attendance could be documented through
418 Canvas, recorded through an Excel spreadsheet, or by the use of “clickers” in larger
419 classes.

420
421 Dr. Cordova continued to present plans for implementing technology which
422 automatically triggered early warning communications to students and advisors when
423 academic performance has decreased. He stated his team was borrowing ideas being
424 used at the University of Florida (UF) and Florida State University (FSU), and a plan to
425 develop a real-time intervention strategy using customized messages to effectively and
426 timely notify students of key academic issues was being developed. He said email was
427 not as popular with students, and text messaging was being considered and would take
428 some time to deliver and create. He added plans were continuing to integrate existing
429 systems/software with the University ID card system in order better track students’ co-
430 curricular and academic engagement activities.

431
432 Dr. Cordova moved to advising and the establishment of new comprehensive university-
433 wide academic advising services to improve advising practices for students. He
434 informed the Board this essentially has been achieved. He said FGCU was in the final
435 stages of developing a single, comprehensive plan and philosophy for all advising
436 throughout a student’s academic experiences, of formally creating a hub and spoke
437 advising model with a centralized office for first-year advisors and exploratory
438 studies/alternatives to advising which would collaborate more with content specific
439 advisors in their respective colleges. He stated an executive position was created to
440 oversee all centralized academic advising across campus where all advisors and
441 directors of advising would report. He said this has been done quickly because
442 academic advising was critical for the campus.

443
444 Dr. Cordova reported the establishment of a team of case managers to triage individual
445 student progression issues and track students’ resolution has not moved forward yet but
446 was important and would be acted on in about a year. He said expanding the use of
447 predictive and prescriptive analytics to identify and address issues to reduce attrition
448 (and transfer-out) of first-year students was moving quickly as this was in use each day.
449 He informed the Board that the use of Canvas analytics to identify and work closely with
450 at-risk students to facilitate them graduating in four years was being developed, and he
451 commented Canvas had provided a wealth of information about at-risk students and
452 was critical to student success.

453
454 Trustee Eide asked if Dr. Cordova had said there was a glitch in the way the University
455 communicated in a timely manner with students.

456

457 Dr. Cordova responded it was not a glitch per se, but what was needed was a
458 communication platform which would allow communication to certain students at certain
459 times immediately where students would read the message.

460
461 Trustee Eide suggested blocking students from logging into the FGCU website until the
462 message was retrieved.

463
464 Dr. Cordova stated his team was discussing ways to improve the overall student-to-
465 advisor ratio to make it closer to meeting the standard set by the National Academic
466 Advising Association (NACADA). He said the current recommended ratio was 300-400
467 students per advisor.

468
469 Trustee Roepstorff asked if Trustee Jalisa White had any suggestions as a student of
470 the best way to communicate with students.

471
472 Trustee White stated she agreed students do not read emails, and Canvas messaging
473 was preferable.

474
475 Trustee Stephen Smith asked Trustee White if she felt that students received too many
476 emails.

477
478 Trustee White responded that she did not think they received too many emails. She
479 said that since the students are just coming out of high school, they are still adjusting
480 and not used to checking their emails before college. She said as they become older
481 students, they check more.

482
483 Trustee Roepstorff asked if text messaging to students would work, and Trustee White
484 responded affirmatively. She said but for academics, students were focused more on
485 Canvas.

486
487 Dr. Cordova indicated the last objective under the academic focus area was to formalize
488 and expand faculty engagement in enhancing student success. He said he realized that
489 continued faculty engagement was critical to this initiative, and he appreciated that
490 faculty wanted to be involved in creating a faculty mentoring program to focus on
491 student retention, persistence through the major, and the four-year graduation rate. He
492 said his faculty design team had been discussing the development of incentive
493 programs for faculty to help directly impact improving four-year graduation rates above
494 and beyond what was expected in the classroom. He explained a First Year Residential
495 Experience (FYRE) program already was established, but his team wanted to expand
496 this to involve more faculty and to establish a Faculty-in-Residence program. He
497 informed the Board that increasing professional development opportunities for faculty to
498 help recognize the need to make referrals to Counseling and Psychological Services
499 (CAPS) based on behavioral issues which negatively affect student academic
500 performance was planned and necessary.

501

502 Trustee White commended Provost Llorens for working with Student Government in
503 getting the CAPS information onto class syllabi for students. She also said she was
504 working with the FGCU Bookstore and the Eagle ID Office to get that information onto
505 the back of the Eagle ID so students would know the resources that are available to
506 them.

507
508 Dr. Cordova stated within a curriculum focus extra-curricular and co-curricular activities
509 and programs were being implemented which would complement students' programs of
510 study. He said an emphasis had been placed on deeply connecting our FTIC students
511 to campus upon arrival, expanding and formalizing the first-year experience and
512 retention programs overall, and keeping students engaged as they progress into their
513 major until they graduate.

514
515 Dr. Cordova stated a core objective was to develop a first-year experience program
516 which provided a common set of experiences for all FTIC students, while providing
517 opportunities to form deeper connections to the institution. He said this had been done
518 by creating the Office of First Year Experience and Retention Programs. Dr. Cordova
519 stated that this was a huge success and was created out of the design team that was
520 created for that purpose. He said that the program was starting to create and identify a
521 set of outcomes with the programming that could be followed over time to look at the
522 effectiveness. The Office of First Year Experience and Retention Programs started the
523 *Eagles in 22* program, which began in the fall with the students who came in for
524 orientation. He pointed out that within the first-year experience certain co-curricular
525 activities (e.g. Service Learning, Career Center events, and Civic Literacy) during the
526 students' first two semesters were required. Dr. Cordova stated that of the 2,900
527 students who attended orientation as FTIC students, about 1,000 had signed up and
528 were going through the *Eagles in 22* program. This was about 36 percent of students.

529
530 Trustee Fogg asked Dr. Cordova to briefly explain the *Eagles in 22* program.

531
532 Dr. Cordova responded it was a program where students were required to perform 22
533 activities over the course of six weeks from when they arrived on campus until mid-
534 November. Students pick from a number of activities such as going to career fairs,
535 weeks of welcome events, etc. He said there were more than 80 events over six weeks
536 available. He explained certain activities had been identified as super high-impact
537 practices that were required for students to attend and the rest were elective; and when
538 the students completed the activities, they received a t-shirt and a water bottle.

539
540 Trustee Fogg asked why only 36 percent of students had signed up.

541
542 Dr. Cordova responded he did not know why, but this was the first year it was being
543 implemented and his team would be looking at how to improve that number.
544 Trustee Fogg asked what would be some reasons students would not participate. Dr.
545 Cordova said students just might not be interested.

546

547 Dr. Cordova stated FGCU would be implementing an involvement requirement for all
548 FTIC students (e.g. the *Pick One* program). He said his team was working
549 collaboratively with Academic Engagement in the preparation and delivery of first-year
550 transitional (SLS) courses. He explained his team had not yet implemented a pre-
551 semester “immersion” program for FTIC students, which would further introduce
552 students to the academic, social, and cultural expectations of FGCU, but was working
553 on this. He said starting in 2019, the plan was to maximize the use of classroom space
554 in South Village (SoVi) residence halls (e.g. classes offered, and faculty participation)
555 with the intention of creating experiences beyond the classroom with faculty and staff for
556 every FTIC resident.

557
558 Trustee Roepstorff asked for the male and female breakdown of the 36 percent of
559 students who participated in the *Eagles in 22* program. Dr. Cordova said he did not
560 have that information, but could find out.

561
562 Trustee Roepstorff commented she had noticed the sorority and fraternity presence on
563 campus. She asked if there might be a way to involve these in a competitive way. Dr.
564 Cordova responded this was a good suggestion, and he would look into it.

565
566 Dr. Cordova said the University would be expanding the number of living and learning
567 communities available in SoVi, engaging students in more connected Service Learning
568 by embedding projects and required hours into more courses. He said his team was
569 working on ways of engaging faculty in developing more cross-disciplinary and
570 collaborative assignments and projects in freshman courses. He explained providing
571 academic advisors and appropriate staff with access to data which would provide a
572 holistic view of student activity to include academic, co-curricular, and extra-curricular
573 components was critical and would be accomplished through the launch of a data
574 analytics and reporting group.

575
576 Dr. Cordova moved to financial focus and said expanding and improving persistence to
577 graduation in a timely manner and keeping costs down were important. He informed
578 the Board that an emphasis had been placed on broadening the way aid to students
579 was packaged and awarded, so students could be looked at holistically. He explained
580 this concept. He said the amount of institutional dollars offered students to keep them
581 progressing toward their degree was being increased. He stated part of this focus was
582 decreasing financial barriers which prevented a student from being retained, persisting,
583 and graduating in four years. He said payment plans for students were being
584 considered, which would help students with their finances.

585
586 Dr. Cordova stated the first financial objective was to realign and expand scholarship
587 and financial aid programs to provide a positive impact on recruiting best-fit students, on
588 first-year retention rates, on sophomore persistence, and on four-year graduation rates.
589 He said ways to do this were to continue to emphasize the benefits of *SOAR in 4* to
590 incentivize students to complete their degrees within four years, expand partnerships
591 with collegiate high schools to offer scholarships to Associate of Arts (AA) graduates,
592 provide financial management education to undergraduate students with loans to inform

593 them how to manage loan debt and make progress toward their degree, and implement
594 policy where merit scholarship programs required students to complete 30 credit hours
595 each academic year and maintain a 3.0 GPA. Scholarship funding would end after four
596 years, thereby creating an incentive for students to graduate in four years.

597
598 Trustee Eide asked what percentage of students receiving merit scholarships were not
599 completing 30 credit hours each year prior to the mandate.

600
601 Dr. Cordova responded he did not have the answer to that question.

602
603 Director of Financial Aid and Scholarships Jorge Lopez responded by saying FGCU last
604 year had seen an increase in the number of credit hours students take ,There was a
605 minimal number of students who did not renew their scholarships with FGCU. He
606 added Bright Futures recipients had a similar GPA and credit hour requirement, which
607 was sometimes concurrent and reinforced the requirement overall. He said there had
608 not been a significant issue before, but now students were maintaining their progress.

609
610 Dr. Cordova said the next financial objective was to expand scholarship and financial
611 aid programs to significantly increase students enrolling in summer courses. He said
612 this was an area which was seen as an opportunity to help persistence to graduation.
613 Therefore, he explained starting with 2018, need-based students would be eligible for a
614 second Pell award. He added for 2018 only, Florida Bright Futures Academic recipients
615 would be eligible for funding and must be enrolled in six credit hours, and that the award
616 covered 100 percent of the tuition and fees (funded by the State of Florida), and Florida
617 Bright Futures Medallion recipients would be eligible for this funding. He said the
618 Florida Bright Futures Medallion award covered \$77 per credit hour, which would be
619 funded by FGCU.

620
621 Dr. Cordova continued to the next objective which was the expansion of scholarship and
622 financial aid programs to significantly increase the number of students enrolling in
623 summer courses. He said there was continued funding and awarding of summer term
624 grants for need-based students; and this year for Pell eligible students, \$1.2 million has
625 been awarded in institutional funding. He explained the University would continue to
626 fund six credit hours of tuition and fees scholarships for students enrolled in the summer
627 bridge program, as students in this program demonstrate higher retention rates.

628
629 Dr. Cordova stated FGCU also has a commitment to containing the cost of degree to
630 the student. He said to keep costs down, the establishment of tuition payment plans in
631 order to allow students to pay tuition in installments was being considered. He
632 explained this would reduce large tuition balances, student loan borrowing, the number
633 of students cancelled for non-payment, and the number of financial holds preventing
634 student progression. He said his team was investigating the creation of incentive and
635 retention scholarships for need-based students who complete 30 credit hours and
636 maintain Satisfactory Academic Progress (SAP). He pointed out FGCU offered FTIC
637 students a free three-credit hour class for in-state and out-of-state students who had not
638 registered for fall classes. He said this was to encourage students to return for the

639 sophomore year. He added FGCU continued to promote the *SOAR in 4* tuition rebate
640 program.

641
642 Dr. Cordova further explained the commitment to containing the cost of degree to the
643 student. He said so far progress had not been made in exploring options for multi-year
644 financial aid and scholarship packages, or creation of gap funds to support tuition costs
645 to help prevent students from dropping out between their sophomore and junior year,
646 between their junior and senior year, and from their senior year (before graduation). He
647 said he had been working with the FGCU Foundation about these things and was
648 looking to raise money for student success.

649
650 Dr. Cordova informed the Board that making better use of workforce development grant
651 opportunities for students was being done through Career Source Southwest Florida,
652 which was linked to FGCU's Career Development Services Office. He said expansion
653 of student financial services by increasing the amount of financial counseling, financial
654 knowledge of academic advisors, and the amount of financial aid workshops and
655 materials was being done by the creation of a one-stop-shop which would provide a
656 better customer service experience for students.

657
658 Trustee Fogg asked if it had been determined whether it was an academic or financial
659 issue that prevented students from graduating in four years. And, he asked if the need
660 for students to work to fund their tuition was a factor.

661
662 Dr. Cordova responded it was known that many students work, and his team was trying
663 to mitigate the amount of time students were working to fund their debt. He said he did
664 not know what percentage were dropping out due to strictly financial reasons.

665
666 Trustee Fogg pointed out to solve the four-year graduation rate problem, one of the first
667 things which needed to be done was to determine the reason for the problem.

668
669 Dr. Cordova responded the philosophy was to keep students on track for graduation by
670 offering summer school opportunities, which would allow students to complete 30 credit
671 hours a year.

672
673 Chair Gable pointed out the time of 25 minutes remaining and said the Board was very
674 interested in hearing about the metrics.

675
676 Dr. Cordova responded in that case, if there were any questions about specific action
677 items, he would address those.

678
679 Dr. Cordova said his team was evaluating, refining, and/or creating new policies and
680 procedures which would help keep students on track for getting into their major and
681 graduating in four years. He said there was general University policy guiding all aspects
682 of helping students graduate in a timely manner, and improving operational efficiencies
683 in Admissions, Records & Registration, Financial Aid, Bursar and other areas across
684 campus with the one-stop-shop. He said the goal was to create a "Disney World"

685 experience for students and to work cohesively with the Division of Academic Affairs to
686 ensure demand for courses was met.

687
688 Dr. Cordova stated with the objective of creating an institutional-wide policy focusing on
689 graduating students in a timely manner, this policy will guide students, faculty, and staff
690 to further recognize the importance of all students graduating from respective degree
691 programs in the expected amount of time. Greater emphasis will be placed on
692 undergraduate students completing their degrees in four years.

693
694 Dr. Cordova stated his team was considering how to improve operations involving the
695 application process, document management, file review and course articulation to
696 provide a more student friendly and efficient process for incoming undergraduate
697 students. He asked if there were any questions.

698
699 Trustee Fogg asked if any of the admissions policies were going to change.

700
701 Dr. Cordova said the University would continue to work with a consulting company that
702 helped with recruitment and to be more active in trying to recruit not just higher
703 achieving students, but students who want FGCU as their first choice.

704
705 Trustee Fogg asked if more out-of-state students would be recruited.

706
707 Dr. Cordova responded FGCU would continue to do that, and were looking at the cost
708 benefit to lowering the out-of-state tuition cost.

709
710 Trustee Fogg asked if out-of-state students were part of the figures the Board of
711 Governors (BOG) used for graduation rate. Dr. Cordova responded affirmatively.

712
713 Trustee Roepstorff asked if there was still a 10 percent maximum threshold for out-of-
714 state students.

715
716 Senior Associate Provost and Associate Vice President for Planning and Institutional
717 Performance Paul Snyder responded that the 10 percent pertained to students who did
718 not meet the regular admission standards.

719
720 Trustee Roepstorff said she was quite sure the policy was to accept only 10 percent of
721 students enrolled as out-of-state students.

722 Dr. Snyder replied that he believed that was more flexible now than it used to be.

723
724 Trustee Fogg asked why FGCU would want more out-of-state students and how would
725 this help improve the four-year graduation rate.

726
727 Dr. Snyder responded that those out-of-state students would be making an intentional
728 choice to come to FGCU and would want to be there. He said FGCU would be more
729 likely to be their first choice rather than their second or third choice.

730

731 President Martin said one of the things FGCU was doing was smoothing the relationship
732 with FSW for transitional students who could not get accepted to FGCU and were not
733 traditional students.

734
735 Trustee Fogg commented FGCU did not get credit for those, and so why would the
736 University want those students.

737
738 President Martin stated his larger objective was to improve the workforce and its quality.
739 He said the BOG was emphasizing 2+2 programs which guarantees that students who
740 complete an AA degree at a Florida college have the opportunity to earn a bachelor's
741 degree at a state university or college offering four-year degrees.

742
743 Trustee Roepstorff asked if in some categories the University received credit for the
744 students.

745
746 Dr. Snyder responded affirmatively, and added students who receive AA degrees and
747 then enroll at FGCU were considered FTIC students by the BOG and count in the four-
748 year graduation rate; because they come with 30-60 credit hours, they have an
749 advantage.

750
751 Trustee Roepstorff pointed out these were dual enrollment students.

752
753 Dr. Snyder responded affirmatively, but he noted they were transfer students and could
754 be counted as FTIC students.

755
756 Dr. Cordova said FGCU was continuing to improve and expand the communications
757 and interactions between the enrollment services offices and incoming students by
758 providing a more student-friendly/student-first environment. His team was expanding
759 communication plans with prospective and admitted students to improve enrollment
760 yields, and create better and more efficient physical locations for enrollment
761 management offices.

762
763 Dr. Cordova pointed out his team was enhancing marketing and recruitment plans to
764 attract best-fit students, and students with the highest probability to succeed. He said
765 this included examining policies which were hindering students rather than enticing
766 them to enroll. He stated his team was investigating the cost benefit of lowering the out-
767 of-state tuition rate so FGCU was at least at the State University System (SUS)
768 average, thereby improving the enrollment yield for top out-of-state students. He said
769 FGCU was continuing to expand the use of predictive data analytics to optimize
770 prospective student recruitment, and emphasizing the values of FGCU to attract more
771 students who want to finish at FGCU rather than transfer out. He explained
772 collaborating with the Honors College to optimize methods used to recruit the highest
773 quality students and increasing dual enrollment of outstanding high school students
774 were important action items.

775

776 Dr. Cordova stated the last objective was to re-evaluate the current university-wide
777 course scheduling and course enrollment management process to maximize course
778 offerings which allow for timely graduation. He said his team would be evaluating
779 semester credit hour (SCH) demand in each program through a data-driven analysis of
780 applicants by program, the placement of students into math/science courses, and the
781 academic progress of enrolled students. He said it was the intent to evaluate the
782 financial and human resources needed to meet the SCH demand in each program, and
783 to re-evaluate the planning cycle and the timeline for posting the course schedule for
784 each term.

785
786 Dr. Cordova then moved to the Accountability Plan and BOG Metrics. He said three key
787 initiatives were known to be successful and tied into Metrics 4 and 5, the 4-year
788 Graduation Rate (Metric #4) and Academic Progress Rate (Metric #5). He stated the
789 three initiatives were: the Student Success and Enrollment Management Initiative, the
790 Data Analytics and Informatics Initiative, and the Honors College Initiative.

791
792 Dr. Cordova said the Division of Student Success & Enrollment Management (SS&EM)
793 was formally established on July 2, 2018 through a campus-wide reorganization to
794 achieve these three goals: (1) Align programs, services, and units which directly
795 impact students' experience in a positive manner leading to timely graduation in four
796 years, and employment within their chosen profession with a competitive salary; (2)
797 Identify offices (or establish new ones) that are optimally-aligned based on common
798 functions so opportunities and synergies for collaboration are enhanced in three main
799 areas: Academic Engagement, Student Engagement, and Enrollment Management; and
800 (3) Seamlessly and synergistically integrate the mission, vision, and focus of SS&EM
801 with all of the other FGCU Divisions to confirm that the necessary resources will be
802 efficiently and effectively aligned to ensure student success.

803
804 Dr. Cordova explained Data Analytics & Informatics provided information; information
805 develops knowledge; and knowledge drives decision making. He said the campus as a
806 whole has been supportive of this thought that data needed to be in the hands of the
807 individuals who need it most, and good analytical capabilities had been established thus
808 far to enable description and prediction of certain characteristics and events. He stated
809 the Office of Planning and Institutional Performance (PIP) and Information Technology
810 Services (ITS) would play a key role in student success.

811
812 Dr. Cordova stated through technology, FGCU was identifying students who have the
813 highest probability of graduating in four years, and students who could be retained. He
814 said some technologies which were implemented included: Course Scheduler Software,
815 Canvas Tracking System, and Milestones/Gateway Course Tracking System. He
816 explained tracking technologies have allowed the University to implement various
817 interventions on target populations: freshman to sophomore retention, sophomore to
818 junior persistence, and seniors graduating. He said further expansion of data analytics
819 capabilities was necessary as well as cross-campus teams specifically focused on
820 student success.

821

822 Dr. Cordova provided information about the Honors College including its history. He
823 presented graphs which showed the continued growth of the Honors College and in
824 Honors FTIC enrollment. He informed the Board that Honors students had significantly
825 higher GPAs and earned more credit hours by the end of the freshman year.

826
827 Trustee Spilker commented the graph indicated the main problem, which was in order to
828 graduate in four years, a student must average 30 credit hours, and the non-Honors
829 student was averaging 25 credit hours.

830
831 Dr. Cordova explained the graph entitled “New FTICs Previously Dual Enrolled High
832 School with 30 or More Transfer Hours.” He said not every dual enrolled student was
833 an Honors student, and this showed that the percentage was on the rise.

834
835 Dr. Cordova then presented information on the Four-Year Graduation Rate, which he
836 explained was the most critical metric being focused on with emphasis on the FTIC
837 student and the first-year experience. He said this would require a campus-wide effort
838 each year to ensure the environment was optimal for students to remain engaged at
839 FGCU. He explained FGCU would continue to rely on technology to better connect with
840 students; track and follow their progression; and efficiently intervene when necessary.
841 He said FGCU must continue to incentivize students to excel while increasing financial
842 support to help those in need; continue to increase admitted Accelerated Collegiate
843 Experience (ACE) and dual enrolled students; and continue to increase FTIC enrollment
844 in the Honors College.

845
846 Dr. Cordova pointed out student interventions had been implemented in spring and
847 summer, and advisors had led a campaign in the spring to reach out to all students who
848 were not performing well in at least one class to see what they needed to help them be
849 successful and to graduate in the spring or summer. He said as a result, the decision
850 was made to expand summer school in 2018 and open up more course availability and
851 summer intervention to help decrease any potential barriers to graduation.

852
853 Trustee Eide asked how much room there was for expansion in the Honors program.

854
855 Dr. Cordova responded the goal was about 1,200 students in the next couple of years
856 and said it would be resource limited.

857
858 Trustee Eide asked if that was about 10 percent more than presently enrolled.

859
860 Dr. Cordova responded the Honors program had about 1,000 students, and so yes, that
861 would be about a 10 percent increase.

862 Trustee S. Smith said the graph of the Four-Year Graduation Rate was demonstrating a
863 decline in graduates of the Honors program except for this year. He asked if there was
864 another message in this conclusion.

865
866 Dr. Snyder commented the denominator for the Honors program was smaller and a
867 change in the numerator had a bigger impact on the figures, so this was why the

868 volatility was seen. He stated the percentage was consistently much higher than the
869 general student population, and that was the take-away message.

870
871 Trustee Spilker stated there were still 45 percent of students who were not graduating in
872 four years, even in the Honors system. He said if this was the highest and best
873 approach, it would be important to analyze what was making up the 45 percent.

874
875 Dr. Snyder responded many things previously discussed dealing with impediments to
876 student progress were the contributors. He said a strategy which continued to focus on
877 Honors, on dual enrolled students, and on merit-based financial awards to students
878 would be effective in helping move up the four-year graduation rate.

879
880 Trustee Fogg asked if the problem with graduation rates was really known. He asked if
881 the problem was students were not graduating in four years because they were gone;
882 or, was it that these students do graduate, but it took five or six years. He said flunking
883 out and taking longer were two different problems.

884
885 Dr. Snyder responded it was a combination of the two for the most part, but there was a
886 significant problem with attrition related to the transfer-out rate which had to do with
887 FGCU being the second or third choice for high-achieving students. He said this would
888 be where the Honors program could help because it recognized students as special and
889 gave a sense of community. He stated there was a great deal of competition within the
890 state.

891
892 Trustee S. Smith asked if a student graduated in four years, were certain costs less to
893 the State than for a student who graduated in five years.

894
895 Dr. Snyder responded taking longer to graduate did increase the cost to the State in the
896 sense that the student was supposed to utilize the resources for only four years and
897 would be occupying the space that could be utilized by another student who would need
898 the same opportunity.

899
900 Dr. Cordova stated retention was a critical metric in many ways. He said it
901 demonstrated a level of connectedness to campus, a level of satisfaction with FGCU,
902 and it painted a picture of what other vital metrics may be (e.g. persistence from
903 sophomore year to junior year, and four-year graduation rate).

904
905 Dr. Cordova said that in 2016, the Cooperative Institutional Research Program (CIRP)
906 survey was implemented and given to freshman students at orientation; it surveyed
907 students' likelihood of staying at FGCU and whether FGCU was their first, second or
908 third choice institution. He showed a graph which illustrated 62 percent indicated FGCU
909 was their first choice, 27 percent indicated it was their second choice, and 8 percent it
910 was the third choice. He said this would be tough for retention. He stated data
911 gathered for students who planned to transfer out after two years showed 58 percent of
912 students planned to stay at FGCU, 12 percent responded they would be transferring
913 out, and 28 percent were not sure. He then presented information which showed that of

914 the students who responded initially to the survey, 72 percent remained after the first
915 year, and 59 percent remained after the second year. He explained the students who
916 said they would not transfer had the highest retention. He explained similar information
917 for years two and three.

918
919 Dr. Cordova informed the Board that during student interventions in spring and summer
920 of 2018, FGCU reached out to over 1,500 freshmen (2017 FTIC) advised by the first
921 year advising office who had not yet registered for fall 2018 classes in late April to early
922 May, and also reached out to all 2017 FTIC who had not yet enrolled in any class for fall
923 2018. These students were offered a retention scholarship which would cover tuition
924 and fees for a three-credit-hour class. He stated this had been done because it was
925 critical to the Academic Progress Rate (APR) metric of students coming back after their
926 freshman year. He said despite these efforts, retention rate remained the same, which
927 right now was about 78 percent, and that the Academic Progress Rate metric is at 71.4
928 percent preliminarily, which meant this rate had gone down 3.4 percent.

929
930 Dr. Cordova explained 38 percent of students leaving FGCU would not share why when
931 asked (usually personal and/or financial matters); 21 percent transferred to another
932 institution (college or university) to be closer to home; 13 percent indicated they were
933 leaving for financial reasons; 11 percent indicated their grades were not as good as they
934 wanted them to be and they were transferring to a state college to improve them; and 4
935 percent indicated they were leaving FGCU because it did not have their major or
936 program of study. He said the conclusion was students were leaving FGCU for many
937 reasons.

938
939 Trustee S. Smith asked how this retention profile matched with similar universities as he
940 felt those figures were very high.

941
942 Dr. Cordova responded similar universities had lower numbers, but FGCU was about in
943 the middle. He explained the plan was to become more aggressive in retention with
944 short-term and longer-term strategies. He said his team would be examining critical
945 gateway courses that had high degrees of predictive success based on grades
946 achieved. He said they knew which gateway courses needed to be refined, or
947 redesigned. He stated the University would continue to advise students to enroll in 15
948 credit hours per term and to satisfactorily complete 30 credit hours a year, which had
949 not been done in the past. He said taking courses in the summer term needed to be
950 emphasized as well as communicating further regarding financial aid and retention
951 scholarship opportunities for students to remain enrolled, especially in the fall semester.
952 He added FGCU must concentrate on admitting students who are more likely to choose
953 FGCU based on a number of factors using predictive analytics

954 Dr. Cordova then shared a graph which showed retention rate of Honors students since
955 2014. He said the Honors program showed a substantially higher rate than non-
956 Honors.

957
958 Dr. Cordova shared a graph entitled "Average Cumulative GPA and Retention Rate for
959 FTIC Students: Honors vs Not Honors." He explained this showed the relationship

960 between Honors and Non-Honors students on GPA and retention rate combined, which
961 shows significantly higher GPAs and retention rates in Honors in the first year. He said
962 this was not surprising.

963
964 Dr. Cordova said FGCU was creating a campus-wide culture where employees
965 understood that they played a role in student success. He stated FGCU was
966 implementing new and refining technologies across campus where a difference will
967 result in optimally tracking the progression of students through their major, optimally
968 communicating to students across all levels, and expanding the use of descriptive,
969 predictive and prescriptive analytics from all data sources. He said some of the
970 challenges facing the University were to continue to optimize admissions strategies to
971 accept students who were more likely to enroll who see FGCU as their first choice
972 school and do not plan on transferring out, to continue to improve the overall academic
973 profile of the FTIC class, and to increase resources to support more scholarships,
974 expansion of successful programs, supplemental instruction, and effective
975 learning/university transition courses.

976
977 Dr. Cordova summarized the SS&EM division was created to achieve success. He said
978 the initiative had begun and given time, everything would become connected. He said
979 this was the right thing to do and everyone should be involved to achieve success.

980
981 President Martin commented a year ago FGCU was ranked in the bottom three of the
982 state universities, had taken an \$8 million budget cut, and did not have an approved
983 strategic plan or the basis for a legislative budget request. So, he stated in 12 months,
984 the initiative had come a long way. He said Dr. Cordova and many others had pulled
985 together to make a difference. He informed the Board that the graduation rate had
986 peaked in 2005 at 26 percent and then had slumped, but now was back up to a
987 projected 26 percent. He pointed there had been a 7 percent increase in summer
988 school, with a 14 percent increase in the number of credit hours taken. He said FGCU
989 was beginning to see the impact of its efforts. He explained the impact of this workshop
990 was incredibly helpful and has given the Board much information to consider. He said
991 that in a couple of weeks FGCU would be breaking ground on a recreation and wellness
992 center, which would make a difference to students. He said the significantly increased
993 commercial development around the campus would make the campus feel more like a
994 university town. He stated he had been meeting with Trustee White about ways to
995 make students feel like this was where they should come and belong. He pointed out
996 the budget just had been settled at the end of June, and so financial matters were still
997 being worked on. He stated more advisors would be hired, more adjuncts will be
998 employed to add necessary courses, and blended online courses would be added for
999 working students to provide maximum flexibility. He said all the indicators have been
1000 positive, and that he wanted to note that Trustee White and her Student Government
1001 group had been proactive in offering the student perspective.

1002
1003 Trustee Fogg complimented Dr. Cordova and his team on the work that was done and
1004 commented this had been one of the best meetings he had attended as a Board
1005 member, and that he was behind Dr. Cordova's efforts.

1006 Trustee Eide said he would second the statements of Trustee Fogg. He stated he
1007 would hope in the future, Dr. Cordova's presentations would include what was working
1008 and what was not. He said he wanted to know which programs needed money, or if
1009 help was needed in Tallahassee or with the BOG in rearranging the metrics. He added
1010 he felt that was where the Board could be most effective.

1011
1012 Dr. Cordova apologized for the length of the presentation but said it was important for
1013 the Board to understand all of the moving parts. He stated moving forward he could drill
1014 down to more specifics and where the challenges existed.

1015
1016 Chair Gable reassured the Board that at every meeting, Dr. Cordova would continue to
1017 provide updates on the Student Success and Enrollment Management Initiative so that
1018 it remained a top priority.

1019
1020 Trustee Roepstorff asked if Dr. Cordova had the technology necessary to get the
1021 analytical data.

1022
1023 Dr. Cordova responded his team did have the data and the access, and the
1024 understanding of the technology improved each day.

1025
1026 Provost Llorens commented that the team was reaching out to the faculty as they were
1027 a critical part of the initiative, and faculty had responded positively. He said this was
1028 truly a University-wide, collaborative effort.

1029
1030 Chair Gable called for further comments. There were none.

1031

1032

1033 **Item 3: Chair's Closing Remarks and Meeting Adjournment**

1034 Chair Gable said the next FGCU Board of Trustees (BOT) meeting would be tomorrow,
1035 September 11, 2018. He stated at 8 a.m., there would be an Audit and Compliance
1036 Committee meeting, followed at 8:30 a.m. by the FGCU Board of Trustees meeting. He
1037 said at approximately 11:15 a.m., there would be an Audit and Compliance Committee
1038 Executive Session on Security of Data Information Technology, and all Trustees were
1039 invited to participate.

1040

1041 Chair Gable adjourned the meeting at 11:31 a.m.

1042

1043

1044

1045 Minutes prepared by Transcription Experts, and reviewed by Tiffany Jackson, FGCU
1046 Assistant Director of Board Operations.

1047

1048

1049

1050

1051

1052 Agenda Items:

1053 A. See Tab #1

- 1054 a. [https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-](https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-2018/FGCUBOTMTG-AGENDAPACKET-WORKSHOP_09-10-18.pdf)
1055 [2018/FGCUBOTMTG-AGENDAPACKET-WORKSHOP_09-10-18.pdf](https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-2018/FGCUBOTMTG-AGENDAPACKET-WORKSHOP_09-10-18.pdf)

1056

1057 B. Handouts

- 1058 a. [https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-](https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-2018/SS%20&%20EM%20Presentation%20-%20BOT%209-10-2018%20FINAL%20VERSION.pdf)
1059 [2018/SS%20&%20EM%20Presentation%20-%20BOT%209-10-](https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-2018/SS%20&%20EM%20Presentation%20-%20BOT%209-10-2018%20FINAL%20VERSION.pdf)
1060 [2018%20FINAL%20VERSION.pdf](https://www2.fgcu.edu/Trustees/AgendaFile/2018/09-10-2018/SS%20&%20EM%20Presentation%20-%20BOT%209-10-2018%20FINAL%20VERSION.pdf)