

Degree Works Update - Student Educational Planner
Students Enrolled Spring 2017
As of April 7, 2017

Priority	Student Type	# Enrolled	# with Plan	% with Plan	# w/out Plan*	% w/out Plan*
1	FTIC Students Admitted Summer or Fall 2016 Metric 4: 2016-22	2,428	2,428	100%	0	0%
2	FTIC Students Admitted Summer or Fall 2015 Metric 4: 2015-21	2,002	2,002	100%	0	0%
3	FTIC Students Admitted Summer or Fall 2014 Metric 4: 2014-20	1,674	1,162	69%	512	31%
4	FTIC Students Admitted Summer or Fall 2013 Metric 4: 2013-19	1,352	836	62%	516	38%
5	FTIC Students Admitted Summer or Fall 2012 Metric 4: 2012-18	579	245	42%	334	58%
6	FTIC Students Admitted Summer or Fall 2011 or Earlier or Any Spring Semester	495	258	52%	237	48%
7	Transfer Students Lower Level, <60 credits	1,258	786	62%	472	38%
8	Transfer Students Upper Level, => 60 credits	2,443	1,442	59%	1,001	41%
	Undergraduate Degree-Seeking Students Enrolled Spring 2017	12,231	9,159	75%	3,072	25%

*Includes some of the 1,367 undergraduate students who have applied to graduate Spring 2017 and students with College of Engineering Smart Plans.

REGULATION FGCU-PR4.002

STUDENT CODE OF CONDUCT AND STUDENT CONDUCT REVIEW PROCESS

The following amendments are requested to the draft Regulation FGCU-PR4.002.

Section D.1.(d) currently reads: (Page 13 of 57)

“Standard of Proof – The standard of proof necessary for a determination that a Violation of any provision of this Code has occurred is a preponderance of the evidence. This means the information presented supports the finding that the Violation more likely than not occurred.”

Section D.1.(d) is proposed to be amended as follows:

“Standard of Proof – The standard of proof necessary for a determination that a Violation of any provision of this Code has occurred is a preponderance of the evidence. This means the information presented supports the finding that the Violation more likely than not occurred. All hearings shall be conducted on the basis that the Respondent Student or Organization is not in violation. The burden of proof shall not be upon the Respondent Student or Organization who is subject to the hearing.”

Section D.3.c.(1) currently reads:

“All Administrative Hearings will be digitally recorded by the Hearing Officer. This will serve as the sole official verbatim record of the Disciplinary Proceeding. Any other recordings, including videotaping, of any Hearing is prohibited except to the extent necessary to facilitate witness statements or the remote participation of one or more parties through technological means.”

Section D.3.c.(1) is proposed to be amended as follows: (Page 18 of 57)

“All Administrative Hearings will be digitally recorded by the Hearing Officer where the Respondent Student or Organization has the potential for receiving a sanction of suspension or expulsion from the University and will serve as the official verbatim record of the proceeding. Any other recordings, including videotaping, of any Hearing is prohibited except to the extent necessary to facilitate witness statements or the remote participation of one or more parties through technological means.”

Section D.4.c.(1) is proposed to be amended as follows: (Page 22 of 57)

“All Administrative Hearings will be digitally recorded by the Hearing Officer where the Respondent Student or Organization has the potential for receiving a sanction of suspension or expulsion from the University and will serve as the official verbatim record of the proceeding. Any other recordings, including videotaping, of any Hearing is prohibited except to the extent necessary to facilitate witness statements or the remote participation of one or more parties through technological means.”

Student Success and Performance Funding Metrics Work Shop

Tentative Agenda

1. Introduction (5 minutes) President Bradshaw
2. Overview of College Performance Funding Metrics (30 minutes)
Provost Toll/College Deans
3. Overview of Students who Finish in 4 (10 minutes) Provost Toll
4. Preliminary Recommendations of Task Force on Student Success
(10 minutes) President Bradshaw
5. Review of Focus 2016-2021 and Alignment with Student Success
Performance Funding Metrics (10 minutes) Provost Toll
6. Feedback for Development of 2017 Work Plan (20 minutes)
President Bradshaw
7. Next Steps (5 minutes) President Bradshaw

Time allocated for each agenda item is merely a suggestion



STUDENT SUCCESS AND PERFORMANCE FUNDING METRICS: WORK SHOP MATERIALS

April 11, 2017 Meeting



Overview of Performance Funding Metrics at College Level (estimated time 30 minutes)

- 7 of 10 Metrics were found suitable to drill down to the College level (see spreadsheet)
- A detailed methodology paper follows the spreadsheet discussing data sources, scoring, data limitations, and modifications to individual performance metrics needed to create college-level profiles.
- The deans and provost will be prepared to discuss plans for improvements.

	Total College Headcount (excludes 695 non-degree and undeclared students)	CAS 5,612	LCOB 4,080	MCHHS 2,524	COE 971	UAWCE 942	FGCU 14,824
	Percent of Total University Headcount	38%	28%	17%	7%	6%	
Metric	Percent of Bachelor's Graduates Employed and/or Continuing their Education (1 yr after graduation)	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
1**	Excellence %	55%	70%	71%	85%	50%	75.00%
	Excellence Score	0	6	6	10	0	8
	Improvement %	-9%	-5%	-16%	-3%	-25%	-0.70%
	Improvement Score	0	0	0	0	0	0
	Higher Score	0	6	6	10	0	8
2**	Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence Wage	\$34,843	\$40,706	\$45,018	\$41,373	\$49,864	\$36,300
	Excellence Score	7	10	10	10	10	8
	Improvement %	9%	7.70%	8%	2.75%	9.90%	1.03%
	Improvement Score	10	10	10	5	10	2
	Higher Score	10	10	10	10	10	8
4a*	2010 Cohort Six Year Graduation Rate (start and end in same FGCU college)	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence %	36%	42%	25%	39%	21%	46%
	Excellence Score	0	0	0	0	0	0
	Improvement %	-2%	7%	2%	1%	-2%	3%
	Improvement Score	0	10	4	2	0	6
	Higher Score	0	10	4	2	0	6
4b*	2010 Cohort Six Year Graduation Rate (transfer to another FGCU college)	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence %	45%	54%	39%	56%	36%	46%
	Excellence Score	0	0	0	0	0	0
	Improvement %	-1%	9%	5%	-4%	6%	3%
	Improvement Score	0	10	10	0	10	6
	Higher Score	0	10	10	0	10	6
6*	Bachelor's Degrees Awarded in Areas of Strategic Emphasis	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence %	35%	25%	88%	100%	100%	47.91%
	Excellence Score	4	0	10	10	10	9
	Improvement %	9%	-5%	0%	0%	0%	3.91%
	Improvement Score	10	0	0	0	0	7
	Higher Score	10	0	10	10	10	9
8*	Graduate Degrees Awarded in Areas of Strategic Emphasis	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence %	41%	35%	87%	73%		65.30%
	Excellence Score	2	0	10	10	Not applicable	10
	Improvement %	15%	2%	1%	4%		5.00%
	Improvement Score	10	4	2	8		10
	Higher Score	10	4	10	10		10
9*	Percent of Bachelor's Degrees Without Excess Credit Hours	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence %	75%	72%	85%	84%	62%	75.60%
	Excellence Score	8	6	10	10	2	8
	Improvement %	-1%	1%	1%	-1%	10%	-0.40%
	Improvement Score	0	2	2	0	10	0
	Higher Score	8	6	10	10	10	8
10*	Bachelor's Degrees Awarded to Minorities	CAS	LCOB	MCHHS	COE	UAWCE	FGCU
	Excellence figure (predicted vs. actual awards)	21	-34	14	-14	5	543
	Excellence Score	10	0	9	4	8	10
	Improvement %	1%	-2%	0%	-2%	3%	11.50%
	Improvement Score	2	0	0	0	6	10
	Higher Score	10	0	9	4	8	10
	Scores in green are based on excellence						
	Scores in orange are based on improvements						
	*scores determined using 2017-2018 PFM benchmarks						
	**scores determined using 2016-2017 PFM benchmarks; 2014-2015 FETPIP data						
	CAS: College of Arts and Sciences						
	LCOB: Lutgert College of Buisness						
	MCHHS: Marieb College of Health and Human Services						
	COE: College of Education						
	UAWCE: Whitaker College of Engineering						

Metric 1: Percent of Bachelor's Graduates Employed and/or Continuing Education

Data Source: Florida Education & Training Placement Information Program (FETPIP), State University Reports by Program, Years: 2013-14, and 2014-15

Methodology: The data for Metric 1 is provided by FETPIP. Data points of consideration include the following:

- Graduate counts include individuals with valid Social Security numbers
- Counts are provided when there are 10 or more degrees in a program
- Full time is defined as earning at least minimum wage for 13 weeks
- The data is already averaged by program
- A student may be working full-time and continuing education, this is not an unduplicated headcount
- FGCU percentages are based on FETPIP data only. The BOG metric is based on Wage Record Interchange System (WRIS2), FETPIP, Federal Employment Data Exchange (FEDES), and National Student Data Clearinghouse (NSC) data which is not included on scoreboard scoring

The data is already sorted by program. College codes are added based on the CIP code. Degrees other than bachelors are removed from the counts. The average is calculated by adding the Employed Full-time and Continuing Education counts together for each program. The sum for all the programs is then divided by the total number of graduates within their respective college.

FGCU Scorecard Interpretation:

- Improvement scores were based on most recent data to the year before. The year 2014-15 was compared to 2013-14, the two most recent years for which data were available
- Scoring is based on 2016-17 BOG Funding benchmarks, not 2017-18 which was recentered to accommodate earning \$25,000 or more
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 2: Average Full-time Wages of Bachelor's Graduates Employed Full-time in Florida One Year after Graduation

Data Source: Florida Education & Training Placement Information Program (FETPIP), State University Reports by Program, Years: 2013-14, and 2014-15

Methodology: The data for Metric 2 is provided by FETPIP in an accessible format in order to break down the data by college. Data points of consideration include the following:

- The data provided is averaged by program, therefore, we cannot use median
- FGCU percentages are based on FETPIP data, Florida only data
 - The BOG metric is based on national data with only 60% of our students found

Metric 2 cont.

- The BOG metric is based on FETPIP, and National Student Data Clearinghouse (NSC) data which is not included on scoreboard scoring
- Many degree recipients are not on this list for various reasons
 - Graduate counts include individuals with valid Social Security numbers
 - Counts are provided when there are **10 or more** degrees in a program
 - Full time is defined as earning at least minimum wage for 13 weeks
 - Self-employed

The data is received already averaged by program. College codes are added based on the CIP codes. Degrees other than bachelors are removed from the counts as well as other extraneous data. Each program's annual wage average is calculated by multiplying the Full-time average quarterly earning by 4. The annual wages are then multiplied by the total students employed full-time within each program. The average salary per program is then totaled by college and divided by the total employed full-time college count. Only those employed with a salary are used. The following calculation is by college:

$$\frac{\text{Sum all programs } ((\text{full-time average quarterly earnings} \times 4) \times (\text{employed full-time}))}{\text{Sum(employed full-time)}}$$

FGCU Scorecard Interpretation:

- Improvement scores were based on most recent data to the year before. The year 2014-15 was compared to 2013-14
- Scoring used the 2016-17 benchmarks
- See Table 1 for Excellence scores
- Improvement calculation is:

$$\frac{(\text{Year 2 average wage} - \text{Year 1 average wage})}{\text{Year 1 average wage}}$$

This figure is multiplied by 100.

Metric 4a: Six Year Graduation Rate (Started and received degree from same college)

Data Source: FGCU state archive tables, cohorts include 2009 and 2010

Methodology: Each state defined cohort is identified and tracked through the term of completion. The total cohort for each college is identified. Students who did not declare a major in the fall term of their first year were excluded from the cohort. Students are counted upon completion of their first degree, multiple degrees for a single student will count as one completion. If two degrees have been awarded to a student in the same term to two different programs, the point will be given to the first program listed in Banner. The six year degree completion is summed by college and then divided by the number of their respective cohort to yield the six year graduation rate.

Metric 4a cont.

FGCU Scorecard Interpretation:

- The data from cohort 2010 were compared to the 2009 cohort
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 4b: Six Year Graduation Rate (Degree Split)

Data Source: FGCU state archive tables, cohorts include 2009 and 2010.

Methodology: Each state defined cohort is identified and tracked through the term of completion. The total cohort for each college is identified. Students who did not declare a major in the fall term of their first year were excluded from the cohort.

A college will receive 1 point per student for students who started in a college and finished in the same college. A college will receive .5 points for a student degree if the college was either the starting college or the awarding college, the other .5 will be awarded to the college who shared in the effort. The six year degree completion total is summed by college and then divided by the number of their respective cohort to reveal the six year graduation rate. The data is grouped by starting program to degree program in the metric detail report.

FGCU Scorecard Interpretation:

- The data from cohort 2010 were compared to the 2009 cohort
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 6: Bachelor's Degrees Awarded in Areas of Strategic Emphasis

Data Source: FGCU state archive tables, degrees awarded by academic year.

Methodology: Programs of in areas of strategic emphasis are identified by the BOG. Degrees are recorded by CIP code and assigned to the colleges.

FGCU Scorecard Interpretation:

- The data from students who were awarded degrees in 2015-16 were compared to degrees awarded in 2014-15
- The scoring benchmarks used were those being used by the BOG for 2017-18 Performance Funding
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 8: Graduate Degrees Awarded in Areas of Strategic Emphasis

Data Source: FGCU state archive tables, degrees awarded by academic year.

Methodology: Programs of in areas of strategic emphasis are identified by the BOG. Degrees are recorded by CIP code and assigned to the colleges.

FGCU Scorecard Interpretation:

- The data from students who were awarded degrees in 2015-16 were compared to degrees awarded in 2014-15
- The scoring benchmarks used were those being used by the BOG for 2017-18 Performance Funding
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 9: Percent of Bachelor's Degrees without Excess Credit Hours

Data Source: FGCU tables loaded with a detail report from the Hours To Degree file, provided by the BOG.

Methodology: Degrees are listed by program, the total hours in the program, and the total students who graduated from the program. Any number over 0 is considered excess. To determine the percentage, the total degrees turned in for the Hours To Degree state file are broken down by college. The total college hours in excess are divided by the total graduates turned in for a particular college.

FGCU Scorecard Interpretation:

- The data from students who were awarded degrees in 2015-16 were compared to degrees awarded in 2014-15
- The scoring benchmarks used were those being used by the BOG for 2017-18 Performance Funding
- See Table 1 for Excellence scores
- See Table 2 for Improvement scores

Metric 10: Bachelor's Degrees Awarded to Minorities

Data Source: FGCU state archive tables, degrees awarded by academic year.

Methodology: Specifics on this metric include:

- Hispanic and Non-Hispanic Black only
- Double degrees are counted twice, multiple majors are counted once

The percentage is based on the college sum of minority degrees divided by the total number of University-wide minority degrees awarded per year.

Metric 10 cont.

FGCU Scorecard Interpretation:

- Because the benchmarks for the institutional scoring were set at intervals well above the total degrees awarded to these two groups for any individual college, an alternative scoring methodology was developed to calculate an excellence score

Step 1: The total number of 2015-2016 FGCU undergraduate degrees awarded was **2,393**. The total number of undergraduate degrees awarded to minority students was **543**. This represents **23%** of undergraduate degrees awarded.

Step 2: To determine a predicted number of undergraduate degrees awarded to minorities, by college, the total number of degrees awarded by the college was multiplied by **23%**.

Step 3: The *actual* number of degrees awarded to minorities was compared to the *predicted* number of degrees to determine the difference.

- Improvement scores were calculated slightly different. This was done by looking at the % of the university's total degrees awarded to minorities (AA and Hispanic only) in 15-16 vs the same percentage calculated for 14-15. Each positive percentage point increment difference equates to 2 points (i.e., .5%=1 improvement point)

The scale below was applied to each college to determine excellence points.

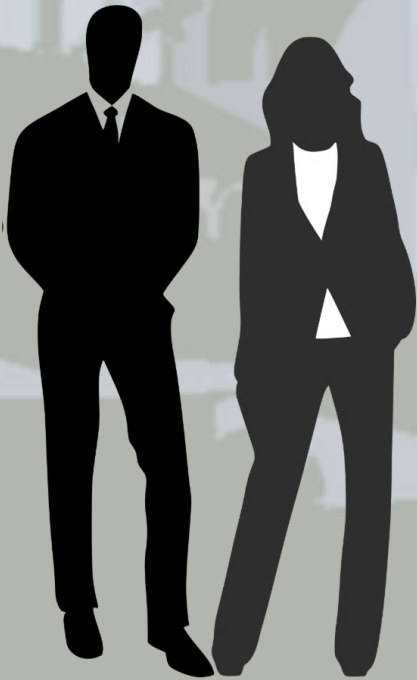
Score	Excellence Points
15 and higher	10
10-14	9
5-9	8
0-4	7
-1 to -5	6
-6 to -10	5
-11 to -15	4
-16 to -20	3
-21 to -25	2
-26 to -30	1

Overview of Students who Graduate in 4-years or Less (estimated time 10 Minutes)

- Who are the students that graduate in 4-years or less?
- Where do they come from?
- What academic profile do they bring with them to FGCU?
- What programs are they drawn to at FGCU?
- What strategies can we pursue to recruit, enroll, and graduate more of them?

Overview of Students Who Graduated from FGCU in 4 Years

Ronald B. Toll, Provost and Vice President for Academic Affairs



We Examined Data From First Time In College Students Who Entered AND Graduated in 4 Years

Year Entered	Graduated in 4 Years (N)
2008-2009	415
2009-2010	417
2010-2011	441
2011-2012	534
2012-2013	579



Students Who Graduated from FGCU in 4 Years Frequently:

Graduated from these:

10 High Schools (Account for 14%)

1. Gulf Coast – Lee County
2. Bishop Verot – Lee County
3. Fort Myers – Lee County
4. Barron Collier - Collier County
5. Estero – Lee County
6. Cooper City - Broward County
7. Ida S Baker – Lee County
8. Mariner – Lee County
9. Cape Coral – Lee County
10. Lely – Collier County

Are/Have:



Admitted with a HS GPA >3.5



Female



Admitted with >5 Advanced Credits



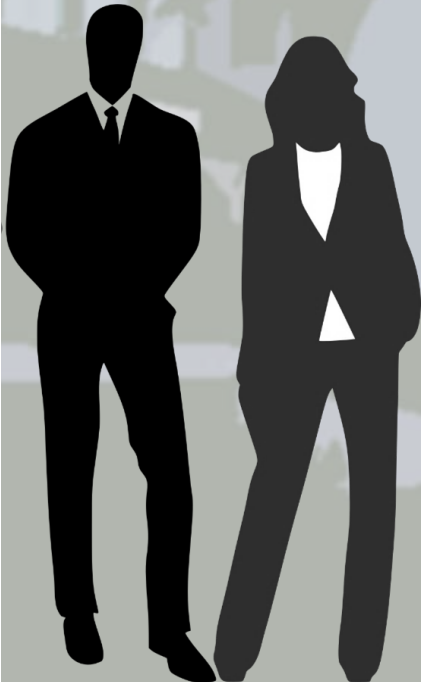
Graduated with < 5 withdrawals

Graduated with one of these :

10

Majors
(Account for 59%)

1. Communication
2. Elementary Education
3. Psychology
4. Resort Management
5. Criminal Justice
6. Business Admin
7. Biology
8. Nursing
9. Community Health
10. Marketing



Students Who Graduated from FGCU in 4 Years

Frequently Are/Were:



Admitted with a HS GPA >3.5



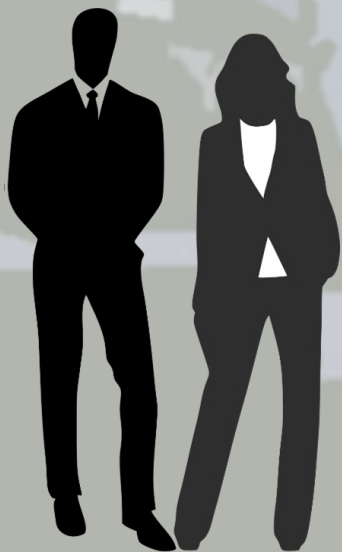
Female



Admitted with >5 Advanced Credits



Graduated with < 5 withdrawals



Students Who Graduated from FGCU in 4 Years

Frequently graduated from one of these **10** High Schools

High School Name	Enrolled from High School	Degree In 4 Years	Rate of Students with Degree in 4 Years
Gulf Coast - Lee County	338	46	13.6%
Bishop Verot – Lee County	161	43	26.7%
Fort Myers – Lee County	213	37	17.4%
Barron Collier – Collier County	254	36	14.2%
Estero – Lee County	214	34	15.9%
Cooper City – Broward County	118	32	27.1%
Ida S Baker – Lee County	184	30	16.3%
Mariner – Lee County	170	29	17.1%
Cape Coral - Lee County	159	28	17.6%
Lely - Collier County	114	28	24.6%

Sorted by greatest number who graduated in 4 years
(14% of all 4-yr grads)

Students Who Graduated from FGCU in 4 Years

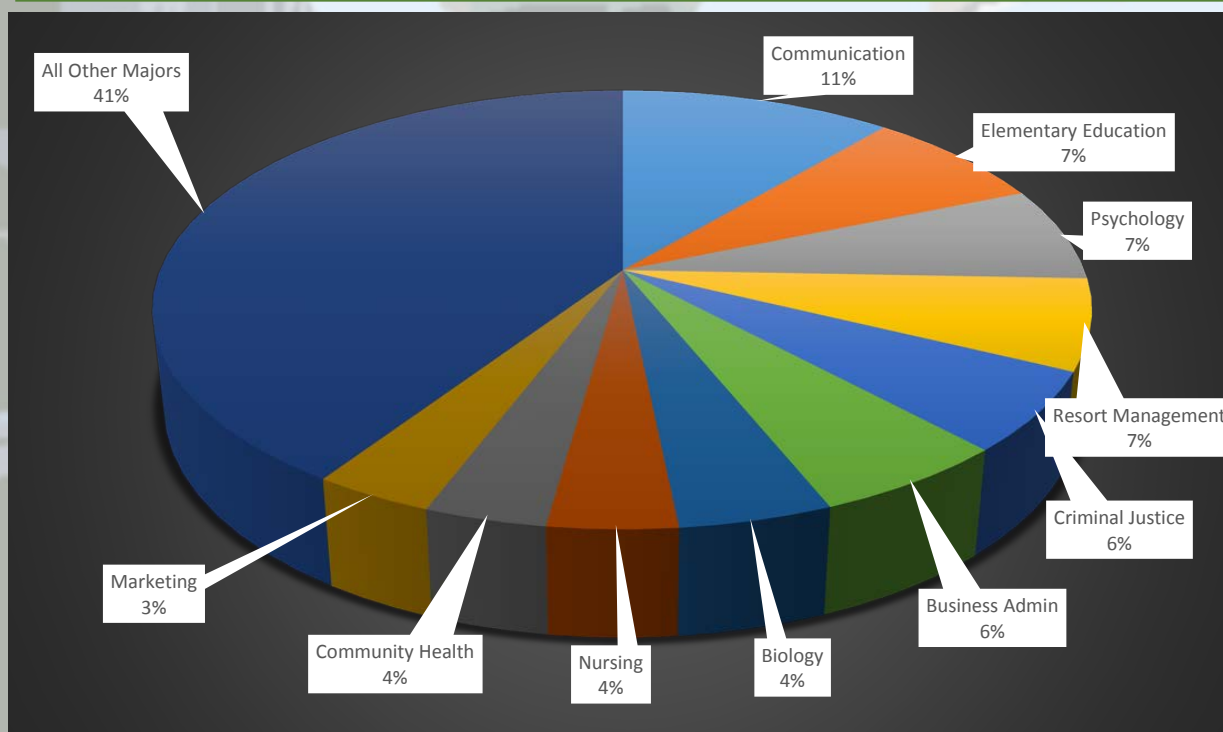
Graduated from one of these **10** High Schools

High School Name	Enrolled from High School	Degree In 4 Years	Rate of Students with Degree in 4 Years
William R Boone- Orange County	22	13	59.1%
Southwest FL Christian Academy – Lee County	30	12	40.0%
Dunedin – Pinellas County	28	10	35.7%
Charles W Flanagan – Broward County	35	12	34.3%
South Plantation – Broward County	53	18	34.0%
Wellington– Palm Beach County	65	21	32.3%
River Ridge – Cherokee County	39	12	30.8%
East Lake – Pinellas County	82	25	30.5%
Jupiter Community – Palm Beach County	79	24	30.4%
Venice - Sarasota County	84	25	29.8%

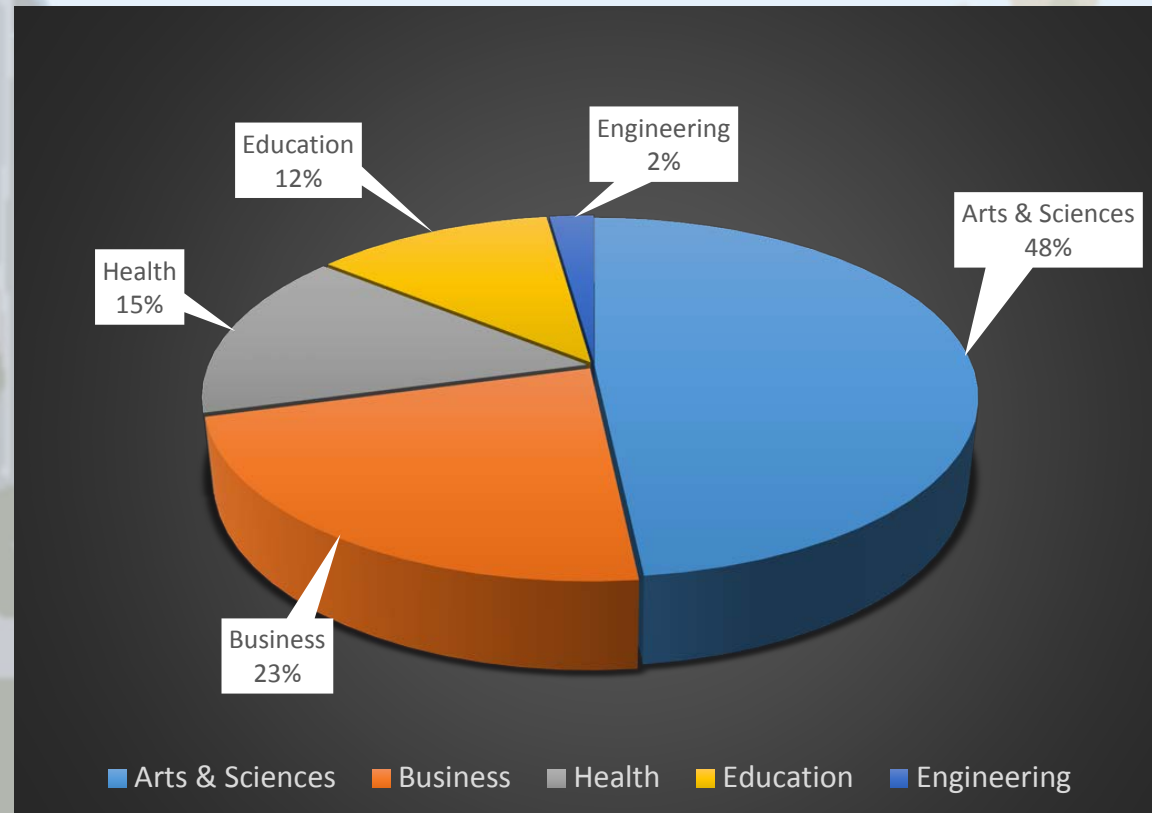
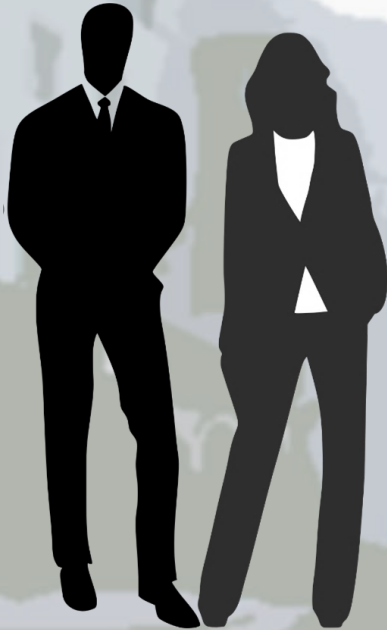
Sorted by Rate of Students
With Degree in 4 Years

Students Who Graduated from FGCU in 4 Years

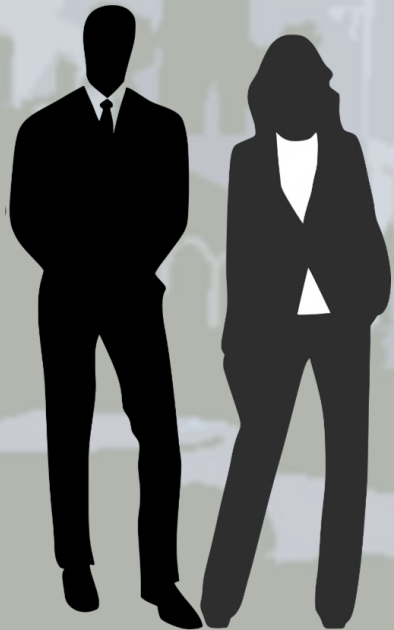
Top **10** Majors that graduated students in **4** years



Students Who Graduated from FGCU in 4 Years



Students Who Graduated from FGCU in 4 Years



Next Steps

Preliminary Recommendations of the Presidentially Appointed Work Groups Reporting to the Task Force on Student Success (estimated time 10 minutes)

- President appointed task force in fall 2016 to provide new administration with recommendations to enhance student success.
- 3 work groups comprising faculty, staff, and students working on overlapping issues of student success focused upon advising, student progress, and faculty involvement in student success.
- Preliminary recommendations fall into a number of categories: organizational structure (e.g., creation of an enrollment management unit, advising), IT (student tracking and data analytics), student retention, student engagement, faculty and staff professional development.
- Cabinet as Steering Committee, with your input will review these recs and create a consolidated report and action plan for consideration by the next administration.

FLORIDA GULF COAST UNIVERSITY

**REPORT TO THE
STEERING COMMITTEE OF THE TASK FORCE ON STUDENT SUCCESS
APRIL 4, 2017**

Background and Process

The Task Force on Student Success is intended to promote student success through a focus on issues of enrollment management. The Steering Committee, comprising the President's Cabinet, will oversee and facilitate the progress of the three work groups. The efforts of the work groups will be directed towards enhancing student success by focusing on comprehensive enrollment management (including advising, course scheduling, financial aid, marketing and recruiting) data analytics, and relevant policies and practices. The steering committee will produce a set of recommendations for consideration by the next President. Work groups have been appointed to address the following three areas: Student Progress, Faculty Involvement and Advising.

The work groups met periodically from November 2016 to March 2017. Other individuals who could provide context and relevant information were invited to attend work group meetings.

Student Progress Work Group Charge and Membership

Charge: The Student Progress Work Group (SPG) will focus on policies and practices affecting behaviors that impact student academic progress (e.g., change in majors; student holds on registration and impediments to graduation such as service-learning hours; withdrawals, transfer out, etc.). This work group will carefully consider what changes need to be instituted to promote student progression to timely graduation. This work group will also be charged with the oversight of the "Soar in 4" and the "Soaring Higher" programs. The "Soaring Higher" program will allow all FGCU undergraduate students, who graduate within four years and are admitted to an FGCU graduate degree program, to receive a tuition waiver for the second year of graduate school providing they are studying full-time and making satisfactory academic progress.

Chair: Dawn Kirby, Dean of Undergraduate Studies
 Allison Bacigalupi, Director, Undergraduate Studies Advising
 Lisa Banks, Assistant Director, Planning and Institutional Performance
 Susan Byars, University Registrar
 Andrew Cinoman, Director of New Student Programs
 Cathy Duff, Associate Vice President, Academic and Curriculum Support
 Rose Fuller, Director of Career Services
 Chris Geiger, Associate Professor and Chair, Department of Bioengineering, Whitaker College of Engineering
 Francisco Marquez, Director, Graduate Studies
 Dominique Mobley, Student
 Marisa Ouverson, Director, Enrollment Management, Lutgert College of Business

John Reilly, Associate Professor and Chair Department of Chemistry and Physics, College of Arts and Sciences
 Greg Tolley, Professor of Marine Science and Chair Department of Marine and Ecological Studies, College of Arts and Sciences
 Chad Trisler, Assistant Dean, Student Affairs
 Michele Yovanovich, Dean, Student Affairs
 Mary Ann Zager, Associate Professor and Associate Dean, College of Arts and Sciences

Faculty Involvement Work Group Charge and Membership

Charge: The Faculty Involvement Work Group will focus on how faculty can be more engaged in student success (e.g., enhanced use of Canvas features to track student participation; implementing a mid-term grading policy; looking at incentives based on program or departmental student outcomes; e.g., enrollment in major, time to degree, academic progress, degree production, post-graduation employment and wages, etc.).

Chair: Sandra Pavelka, Faculty Senate Vice President and Associate Professor, College of Arts and Sciences
 Anne-Marie Bouche, Associate Professor, Department of Visual and Performing Arts, College of Arts and Sciences
 Hunter Fowler, Student
 Dave Jaeger, Director, e-Learning and Academic Web
 P. Brandon Johnson, Director, Center for Academic Achievement
 Locksley Knibbs, Academic Advisor I, College of Arts and Sciences
 Tanya Kunberger, Associate Professor, Department of Civil Engineering, U.A. Whitaker College of Engineering
 Eric Otto, Director, General Education, Undergraduate Studies
 Bill Reynolds, Director of Lucas Center Director
 Eric Shamus, Associate Professor and Chair, Department of Rehabilitation Sciences, College of Health and Human Services
 Barbara Stites, Associate Library Dean
 Lauren Strunk, Case Manager, Office of Student Affairs

Advising Work Group Charge and Membership

Charge: The Advising Work Group will focus on the role each college can play in student success with regard to student advising (Degree Works and Student Education Planner; mandatory/intrusive advising, student progression and tracking) and course scheduling. This work group will also focus on the administrative enhancements needed to improve student success (e.g., the choice of a data analytics solution, data reports to inform decision-making; Canvas and Degree Works reports; the marketing and recruiting of targeted students; the strategic use of financial aid to promote student success; and a communication plan to inform the university community of the recommendations of the Task Force on Student Success).

Chair: Robert Gregerson, Professor and Dean, College of Arts and Sciences

Dan Bacalzo, Assistant Professor, Department of Visual and Performing Arts, College of Arts and Sciences
 Allison Bacigalupi, Director, Undergraduate Studies Advising
 Diane Bova, Staff Advisory Council and Administrative Assistant, Undergraduate Studies
 Kelly Brock, Director, Student Athlete Learning
 Lucero Carvajal, Assistant Director, Academic and Curriculum Support
 Brian Casey, Associate Director of Student Financial Services
 Cynthia Cutler, Specialist, Reporting Systems, Computing Services
 Nicola Foote, Professor and Chair, Department of Social Sciences, College of Arts and Sciences
 Jelene Grace, Assistant Director, New Student Programs
 Rosa Gomez-Camacho, Associate Director of Institutional Research and Analysis
 Emmalyn Green, Student Government Vice President
 Marc Laviolette, Director of Admissions
 Sue Snauwaert, Assistant Registrar of Scheduling, Catalog, and Space
 Shane Talbott, Director of Advising, College of Arts and Sciences
 Deborah Wiltrout, Associate Vice President, University Marketing and Communications
 Judy Wynekoop, Associate Dean of Graduate Programs and Accreditation, Lutgert College of Business

Preliminary Summary of Recommendations and Comments from the Work Groups

- Create an enrollment management unit that has oversight of and resources devoted to university-wide issues related student recruitment, enrollment, retention, and graduation; course offerings; student readiness and placement in classes; performance based funding metrics associated with student success.
 - Provide leadership in developing and implementing consistent policies and procedures that promote progress toward timely graduation.
 - Develop a shared flow chart depicting the life cycle of an undergraduate student, thus highlighting gaps and bottlenecks in the system.
 - Examine course scheduling processes (especially summer) to ensure that courses are offered to promote student success and timely graduation.
 - Develop a common template or guidelines for a department or major/program handbook so that students, advisors, and faculty have consistent information regarding expectations.
- Implement automated tracking of students to support four-year graduation or appropriate timeframe for programs greater than 120 credits.
 - Develop and implement milestones for each major that clearly articulate course grades, GPAs, and other criteria needed for success in the major.
 - Develop and implement automated reports based on milestones to identify students who are not on track at the end of the term or reporting period.
 - Implement mandatory advising appointments under specific criteria beyond the student's first year.
 - Apply mandatory registration and advising holds for students who are off-track based on the milestones.
 - Explore mandatory graduation checks prior to registering for the senior year of classes.
 Note: Effective Fall 2017, students will apply at the beginning of the semester prior to the semester they plan to graduate.
 - Develop additional processes and procedures to address the needs of students who fail to meet transition criteria (from First Year Advising to college majors).















- Develop processes and procedures to address the needs of students who fail to meet academic milestones, thus needing support to select an alternate major.
- Provide data analytics on student engagement and progress to faculty, administration, and staff.
 - Employ additional highly qualified technology (programming) personnel who are assigned to student success and related performance based funding metric initiatives; who have direct access to Banner tables; and who will become familiar with student system software capabilities, student data, and unit processes, thus improving overall efficiency and data accuracy.
 - In collaboration with Business Technology Services, provide leadership for an initiative to examine existing reports and create new reports that identify students who are not making adequate progress to graduation; the purpose is to ensure accurate data and reduce reporting overlap.
 - Maximize the use of Canvas to provide data analytics regarding student engagement and success.
 - Explore utility and cost of analytics software packages such as GradesFirst, Skyfactor/MAP Works, Aspiredu, Civitas.
 - Develop analytics in-house as appropriate to focus on student success.
 - Create a university-wide representative committee to improve data analytics at all levels.
 - Continue implementation of the Student Education Planner for all undergraduate students and optimize data in terms of student advising and course scheduling.
 - Create a data dictionary of terms so that data users and data owners have a shared understanding of the meanings and descriptive characteristics of common terms.
 - Create a notification protocol to identify students who request an official transcript to be sent to another institution (a measure to identify potential stop outs).
- Implement early alert and retention solutions.
 - Implement automated mechanisms to alert appropriate individuals regarding students who exhibit behaviors that may impede student success.
 - Create a position of Intervention Specialist to receive referrals and provide case management.
 - Provide email or text notifications to students when a hold is placed on the student's account.
 - Utilize Canvas Learning Management System feedback and early alert features in specified general education courses that have high attrition rates and large numbers of students who earn grades that do not satisfy program requirements.
 - Provide multiple mechanisms that students can use to monitor their own progress.
 - Work with students so that they know how to use Degree Works Audits and Plans and grade book features in Canvas.
 - Explore using Canvas to export grades into Banner Student Information System and the feasibility of mid-session grades.
 - Examine utilization and mix of programming offered through the Center for Academic Achievement (CAA) and refine or expand services if warranted.
 - Encourage faculty assist with increasing student awareness of CAA services by adding statements in syllabi.
 - Mandate participation in CAA services for students in specified situations.
 - Evaluate and revise Academic Standing Policy with intention of eliminating Academic Warning, thus preventing continued unsuccessful attempts prior to Academic Suspension.
 - Design and implement a program that represents best practices in the field of academic support.






















- Engage with students early and often to provide a sense of community and an atmosphere of success.
 - Create Eagle Mail addresses at point of admission to facilitate earlier and uniform communications between admitted students and faculty or staff.
 - Examine the viability and benefits of pre-registering students prior to orientation.
 - Create and revise existing online resources to inform incoming transfer students of institutional expectations (prior to enrolling).
 - Create multiple opportunities for faculty and other personnel to meet and mentor students.
 - Where appropriate, provide opportunities for faculty to interact with prospective and enrolled students outside of traditional settings.
 - Communicate expectations in majors and professional fields.
 - Promote class identity and cohesiveness at all levels.
 - Provide career information to prospective and enrolled students and fully utilize (expand if appropriate) services offered through Career Development Services.
 - Explore incentive opportunities to encourage timely graduation and student success (bonuses, financial assistance).
 - Provide resources to colleges to engage in individualized outreach activities (pre-enrollment, first-year, and progression to and through major).
 - Develop recognition and service mechanisms that increase faculty participation in recruitment and major exploration events.
 - Examine Eagle View Orientation to ensure that the academic component is appropriate to promote student success.
 - Increase interactions with high school and state college students through programs such as dual enrollment in order to build commitment to matriculation and decrease time to degree.
- Enhance professional development of faculty and staff to promote student success.
 - Examine utilization and mix of programming offered through the Lucas Center and adjust as appropriate.
 - Explore grant funding through the Lucas Center or Quality Enhancement Plan as incentive for faculty to improve techniques and pedagogical concepts.
 - Centralize advisor training and professional development while maintaining unique features of each college and major.
 - Provide training to advisors and individuals who have contact with students so that these individuals have knowledge about when to refer students to other units such as Financial Aid, Adaptive Services, etc.
- Examine organizational structure of advising to ensure that it maximizes student success.
 - Ensure that overall and unit student-advisor ratios are adequate.
 - Examine compensation for advisors to ensure competitiveness with regional institutions.
 - Explore merits of reclassifying advisors (currently non-teaching faculty).
 - Streamline the duties of advisors so that they can focus on student interactions.
 - Utilize the services of the National Academic Advising Association (NACADA) to review existing services and make recommendations.
 - Explore the merits of having all advising report to the same organizational unit.
 - Explore the merits of creating a central advising center to address the needs of who are undecided or need support to select an alternate major. Create documented protocols for these activities.
 - Explore the merits of creating a student success center that would physically house all student support functions (advising, CAA, adaptive services, financial aid, registrar).

- Continue the work of the Student Success Work Groups.













Review of Focus 2016-2021: Progress on Objectives and Actions Aligned with Student Success (estimated time 10 minutes)

- The attached tables provide, for each of the 4 pillars of our strategic plan, an assessment of current progress on each of the objectives and actions; and,
- Alignment with the 10 Performance Funding Metrics by metric (related to student success) is also provided.














Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
Academic Excellence: Objective 1: FOCUS on the creation of Honors College	#1: Utilize existing information from the completed Feasibility Study to launch the FGCU Honors College, identify costs associated with the Honors College, identify state and national benchmarks for the Honors College, and determine future curricular enhancements.		80%	4, 5, 9a
	#2: Collaborate with FGCU Undergraduate Admissions and recruiters, the academic colleges, and FGCU's University Marketing and Communication office to recruit National Merit Finalists and students eligible for the Benacquisto Scholarship.		75%	3, 4, 10
Academic Excellence: Objective 2: FOCUS on expanding Internship opportunities and doubling the number of co-op educational and practicum experiences.	#1: The colleges will work with the FGCU Foundation to solicit funds to support undergraduate internships and graduate research assistantships that align with emergent technologies, STEM, and entrepreneurship.		45%	6
	#2: The colleges will collaborate to increase the number of student experiential learning opportunities in public and private sectors		90%	1, 2
	#3: The Office of Undergraduate Scholarship will partner with the colleges to create and increase the number of undergraduate research-oriented internship experiences.		25%	1, 2
Academic Excellence: Objective 3: FOCUS on creating new and/or refine existing programs that lead to high-wage-high demand jobs.	#1: Develop new academic programs of strategic emphasis and collaborative programs that lead to high-wage-high-demand jobs (programs defined in FOCUS)		30%	1, 2, 6, 8
	#2: Create programs such as these that address the mission of the university and contribute to performance metrics (programs defined in FOCUS)		25%	6, 8
	#3: Collaborate across colleges with the Office of Internships and Cooperative Learning, the Center for Academic Achievement, the Writing Center, and the Quality Enhancement Plan (QEP); and with regional employers and community partners to create student-focused workshops and success programs that will enhance academic progress rates among participating students		20%	5
	#4: Establish FGCU as one of the most respected Hospitality and Golf Management Programs both nationally and globally through the creation of the FGCU Resort and Golf Center. This new facility will be comprised of a lodging and conference center co-located next to a state-of-the-art golf instructional facility.		1%	n/a
Academic Excellence: Objective 4: FOCUS on increased accountability on the BOG Performance Metrics.	#1: Establish a college-centric system of accountability that mirrors the performance-based funding metrics employed by the Board of Governors		90%	1, 2, 4, 6, 8, 9, 10
	#2: Institute Presidential Task Force on Student Success that focuses on issues of enrollment management, including: advising, course scheduling, marketing and recruiting, data analytics, use of financial aid, and policies and practices to promote student success.		85%	3, 4, 5, 6, 9, 10
	#3: Monitor implementation of Soar in 4 to ensure eligible students are enrolled and making progress.		80%	4, 5
	#4: Implement new incentive program for all undergraduates (FGCU First Time in College and transfer students from SUS and Florida College System) whereby successful completion of a bachelor's degree within 4 years of matriculation will entitle them to pursue a master's program at FGCU that they can be admitted to and upon successful full-time completion of the first year of the program, receive a tuition waiver to complete their final year of full-time masters study at FGCU.		85%	4, 5
	#5: Create dashboard of BOG-performance funding metrics that features each of the metrics and illustrates by student cohort (when applicable) progress on the metrics to monitor student success.		80%	n/a
	#6: Demonstrate improved performance in metrics across the university.		40%	n/a
	#7: Develop and implement strategies promoting a favorable environment for the delivery and strategic expansion of online education.		25%	4, 5













Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
Entrepreneurship: Objective 1: FOCUS on creating an Institute of Entrepreneurship that would serve as the nucleus of all campus-wide entrepreneurial initiatives, which will be further expanded into a College.	#1: The ETI/I-HUB Taskforce will create an action plan/methodology for use of the ETI/I-HUB to support entrepreneurial activities in multiple disciplines.		100%	n/a
	#2: Launch an innovative interdisciplinary university-wide degree program that combines the core entrepreneurship framework within the Lutgert College of Business (LCOB) with distinct entrepreneurship concentration options in different programs, schools, and colleges.		10%	1, 2
	#3: Propose a business B.S. in Entrepreneurship that leverages existing courses in all business programs and existing Entrepreneurship courses.		1%	1, 2
	#4: Create a graduate certificate program for Entrepreneurship within the Lutgert College of Business.		20%	n/a
	#5: Launch a partnership between the Institute for Entrepreneurship and the College of Education to offer a core concentration in entrepreneurship within the Education Technology graduate program.		100%	8
	#6: Increase the number of Entrepreneurship Internships in the Institute for Entrepreneurship(IE).		100%	1, 2
	#7: Create and maintain a marketing plan for internal and external promotion to support growth of entrepreneurial activities.		50%	n/a
	#8: Create an App Center within the FGCU IE Incubator as an outlet where students will work only on App development, partnering with faculty fellows in Computer Information Systems and other technology programs.		20%	1, 2, 6, 8
	#9: Construct Entrepreneurship Building to hold Entrepreneurship courses, the Institute for Entrepreneurship, FGCU's Incubator featuring the IE, FSDBC, and the School of Entrepreneurship.		1%	n/a
	#10: Establish a university-wide program to provide experienced and talented individuals in the community with an opportunity to share their knowledge and experience to enhance the quality of education provided to FGCU students.		15%	n/a
Entrepreneurship: Objective 2: FOCUS on creating Entrepreneurial mindset throughout the University Community.	#1: Develop a Faculty Fellows Program with Representatives from all Colleges.		15%	n/a
	#2: Collaborate with Undergraduate Studies to establish an Entrepreneurship Living-Learning Community.		40%	1, 2
	#3: Increase the number of FGCU students & classes involved in entrepreneurship across the university.		45%	1, 2
	#4: Increase opportunities for FGCU student involvement with entrepreneurship through the following: o Expanding the Runway Program, offered through the FGCU's Entrepreneurship Incubator to include App Development and Hospitality Specialty programs.		25%	1, 2
	#5: Increase opportunities for FGCU student involvement with entrepreneurship through the following: o Increase the number of FGCU students joining and attending the Business and Entrepreneurship Club meetings from the existing 50-60 students.		30%	1, 2
	#6: Increase opportunities for FGCU student involvement with entrepreneurship through the following: o Increase campus-wide entrepreneurship events and competitions to increase the number of students participating in student venture competitions and to stimulate entrepreneurship.		20%	1, 2
Entrepreneurship: Objective 3: FOCUS on FGCU becoming the catalyst of Entrepreneurship within Southwest Florida and the State.	#1: Grow the Veterans Entrepreneurship Program.		100%	n/a
	#2: Maintain a database of the alumni or students who have started businesses.		10%	n/a
	#3: Increase the number of student and non-student entrepreneurship ventures in SWFL that receive planning and development support from the Florida Small Business Development Center (FSBDC) and the Institute for Entrepreneurship (IE).		30%	1, 2
	#4: Provide programs for community individuals, K-12 students and high school teachers in the 5-county region of SWFL.		70%	n/a
	#5: Formalize an Entrepreneurship Community Mentorship Program.		70%	n/a






Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
Entrepreneurship: Objective 4: FOCUS on International development of faculty, staff, students, colleges, centers and programs to leverage business opportunities.	#1: Establish and maintain educational partnerships and collaborations with universities and businesses outside the U.S. to increase student participation in study abroad programs and exchange experiences.		10%	n/a
	#2: The College of Education will create the Center for Research Evaluation, Assessment, and Measurement (CREAM) to provide comprehensive research and evaluation services to public and private schools, human service agencies, community organizations, and other individuals.		25%	n/a
	#3: Create Global Studies/Global Competiveness major.		35%	n/a
	#4: Establish a FGCU International Faculty Development and Research Initiative that would provide faculty members from across the university with an opportunity to either teach or perform research at another well-respected global college or university.		0%	n/a

Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
Health Sciences: Objective 1: FOCUS on all clinically-oriented disciplines within healthcare and further establish the CHPSW in the region, state, and beyond as the state of Florida's University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.	#1: Fully implement the Doctor of Nursing Practice–Nurse Practitioner Program graduating the first cohort of students.		95%	8
	#2: Fully implement the Masters of Physician Assistant Studies (M.P.A.S.) program graduating the first cohort of students.		75%	8
	#3: Fully implement the Bachelor of Science in Public Health (B.S.P.H.) program graduating the first cohort of students.		90%	6
	#4: Expand capacity of existing B.S.N – RN Nursing Program to prepare more nurses in Florida.	→	0%	6
	#5: M.H.A. in Health Administration degree: Refine existing M.S. in Health Science degree program	→	0%	8
	#6: Develop post-professional transitional Occupational Therapy doctoral degree (t-OTD) program.	→	0%	8
	#7: Develop clinical doctoral degree program in Nurse Anesthesia (from existing Nurse Anesthesia M.S.N. program) within current Doctor of Nursing Practice degree (D.N.P.- Nurse Anesthesia).		45%	8
	#8: Create Masters in Athletic Training (M.S.A.T.) degree program from existing B.S.A.T. degree.		25%	6
	#9: Plan for post-Masters certificate in Marriage & Family Therapy.		90%	n/a
	#10: Explore creating the following inter-disciplinary Ph.D. programs in Rehabilitation Sciences and Behavioral Health.	→	0%	8
Health Sciences: Objective 2: FOCUS on developing health focus areas in other degree programs external to College of Health Professions and Social Work (CHPSW) (i.e. Medical Humanities, Medical Sales Force), and expanding Inter-professional education inte;	#1: Explore creating B.A. or minor in Medical Humanities program.		35%	n/a
	#2: Explore creating a Medical Sales Force track within the Professional Sales program.		1%	1, 2
Health Sciences: Objective 3: FOCUS on establishing on-campus and off-campus faculty-led practice clinics in health professions (e.g., primary care, rehabilitation, and wellness) generating alternative revenue streams to support student and faculty success;	#1: Develop on-campus faculty practice clinic in Behavioral Health.		25%	n/a
	#2: Develop on-campus faculty practice clinic in Rehabilitation Sciences (Physical Therapy, Occupational Therapy, Athletic Training), and Primary Care (Nurse Practitioner, Physician Assistant).		25%	n/a
	#3: Develop off-campus integrated care clinic faculty practice clinic led by FGCU in (Physical Therapy, Occupational Therapy, Exercise Science), and Primary Care (Nurse Practitioner, Physician Assistant) at Babcock Ranch.		40%	n/a
Health Sciences: Objective 4: FOCUS on creating School of Dental Medicine and a School of Pharmacy that seamlessly integrates with the existing CHPSW.	#1: Creation of a School of Dental Medicine. #2: Creation of a School of Pharmacy.		0%	8

→ designates future year goal

Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
Emerging Pre-eminence: Objective 1: FOCUS on metrics (e.g. 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.	#1: Achieve improvement on the 4-year and 6-year graduation rates through improved advising, student tracking, and incentive programs such as Soar in 4.		50%	3, 4, 5, 9
	#2: Increase freshman retention rate of Full-time First-time in College students by recruiting better qualified students, enhanced advising, and early warning systems.		50%	3, 4, 5, 9
	#3: Improve the average GPA and SAT scores for incoming freshmen in the fall semester through implementation of an honors college and significantly enhanced institutionally and state-based grant/scholarship support.		75%	3, 4, 5, 9
	#4: Increase the FGCU Foundation's endowment to \$100 million in the next five years through ever greater annual giving and more successful portfolio management to provide greater scholarship and academic support.		88%	3
	#5: COE will increase degree awards in Special Education, Early Childhood Education, Elementary Teacher Education, and STEM related Secondary Teacher Education.		10%	6
Emerging Pre-eminence: Objective 2: FOCUS on expanding enrollments and number of degrees awarded in selected Graduate (Master) Programs.	#1: Increase graduate degrees awarded within programs of strategic emphasis, especially those in STEM.		70%	8
	#2: Engage in promoting graduate degree programs and recruiting graduate students.		70%	4
	#3: Develop new graduate Master and Doctoral degree programs in the BOG strategic areas of emphasis.		25%	8
	#4: Develop plans for a Science Library to support expansion of graduate and professional programs that includes space for students, faculty and researchers to access scholarly information resources and interact with subject specialist librarians.		25%	6, 8
	#5: Explore creating an interdisciplinary M.S. in Applied Analytics.		50%	8
Emerging Pre-eminence: Objective 3: FOCUS on recruitment and retention of high quality faculty.	#1 : Expand upon current professional development and training opportunities through the Lucas Center for Faculty Development to help faculty members become more successful at FGCU.		75%	n/a
	#2: Define programs of distinction in strategic emphasis areas where a deliberate and focused faculty recruitment plan to attract eminent scholars in their discipline(s) can be established.		15%	6, 8
	#3: Develop long-term plan to establish the E&G funded Research Foundation Fund (RFF) a Direct Support Organization (DSO) in support of research activities and administrative costs. The RFF exists in other SUS campuses which is additional to the Sponsored Research Trust Fund (SRTF) established by the revenues generated by the Facilities & Administrative (F&A) costs (a.k.a. Indirect costs).		0%	n/a

Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
	#4: Provide start-up funds, course release, research lab space, support for graduate and undergraduate student research and teaching assistants, etc. to both newly recruited research professors and current FGCU in-unit faculty active in research.		35%	6, 8
	#5: Provide E&G funds for patent/IP application fees, annual patent/IP maintenance fees, fees for research compliance training and certification (e.g., membership, certificate, training modules, etc.).		0%	n/a
	#6: Support faculty-mentored undergraduate research across all colleges and the library.		35%	n/a
Emerging Pre-eminence: Objective 4: FOCUS on increasing Research Expenditures by 100% in next 5 years.	#1: Act on strategic hiring of faculty in BOG identified strategic areas of emphasis as well as to strengthen current research areas at FGCU. It is anticipated that the research faculty will be recruited at the Full Professor or Associate Professor levels with outstanding track records of securing extramurally funded research grants as well as publishing in high impact journals.		75%	6, 8
	#2: The ETI will support emergent technologies research in areas such as sustainable energy, sustainable waste and water treatment, other emergent technologies, entrepreneurship, and STEM education.		30%	n/a
	#3: Create inter-disciplinary research focus area among faculty in bioengineering and rehabilitation sciences that leads to the dissemination of research and collaborative grant submissions and extramural funding.		50%	n/a
	#4: Increase the number of doctoral degree programs in both basic and applied/ interdisciplinary areas, mainly programs of Doctor of Philosophy.		5%	n/a
	#5: Establish biotechnology ventures and research partnerships at the Emergent Technologies Institute that lead to the discovery of new knowledge and technologies that can be commercialized.		45%	n/a
Emerging Pre-eminence: Objective 5: FOCUS on resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.	#1: Create School of Integrated Coastal and Watershed Studies.		10%	n/a
	#2: Develop Ph.D. program in environmental sciences.		5%	8
	#3: Increase the depth and breadth of the Library's collections to support greater emphasis on research. Subject specialist librarians will work with program faculty to assess collections and identify gaps.		55%	n/a
	#4: The U.A. Whitaker College of Engineering, in collaboration with the ETI, will support emergent technologies research and development in areas such as sustainable energy, sustainable waste and water treatment, entrepreneurship, and sustainability/STEM education.		25%	n/a

Objective	Action	Progress	Overall Completion Percentage	Performance Funding Metric Alignment
	#5: Allocate funds and faculty and students' time to support undergraduate student research publications.		30%	n/a
	#6: Support multiple symposiums for students to present results of their scholarly activities.		60%	n/a
	#7: Increase the number of opportunities for authentic class-based research experiences in traditional classrooms.		10%	n/a
	#8: Create The Journal of Formative Design in Learning in collaboration with the College of Education(COE), Springer Publication and Association for Educational Communications and Technology (AECT).		100%	n/a
	#9: Create an interdisciplinary Center for Consumer Analytics, initially a collaboration between the LCOB (marketing, ISOM & RHM programs) and CHPSW, adding relevant disciplines over time.		5%	n/a

Feedback to Inform Work Plan Development (estimated time 10 minutes)

- Current Work Plan Tables updated to reflect actual results on goals for this year.
 - *What adjustments to these metrics will we need to make?*
- Current narrative sections that will need to be edited for the coming year.
 - *What do we want to see included or emphasized based on today's work shop?*

PERFORMANCE BASED FUNDING METRICS

	2016 ACTUAL	2017 GOALS	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>within the U.S. One Year After Graduation</i>	64.2% 2013-14	66% 2014-15	66% 2014-15	67% 2015-16	68% 2016-17	69% 2017-18	xx%
Median Wages of Bachelor's Graduates Employed Full-time <i>in Florida One-Year After Graduation</i>	\$35,200 2013-14	\$37,000 2014-15	\$36,300 2014-15	\$37,500 2015-16	\$38,200 2016-17	\$39,000 2017-18	\$xx,xxx
** Cost to the student: Net Tuition & fees per 120 credit Hours	\$18,690 2014-2015		\$18,790 2015-16	\$xx,xxx	\$xx,xxx	\$xx,xxx	\$xx,xxx
FTIC 6 Year Graduation Rate <i>for full- and part-time students</i>	43.0% 2009-15	45% 2010-16	46% 2010-16	47% 2011-17	50% 2012-18	53% 2013-19	xx%
Academic Progress Rate <i>FTIC 2 year Retention Rate with GPA>2</i>	73.5% 2014-15	74% 2015-16	73% 2015-16	75% 2016-17	76% 2017-18	77% 2018-19	xx%
Bachelor's Degrees Awarded Within Programs of Strategic Emphasis	44.7% 2014-15	47% 2015-16	48% 2015-16	48% 2016-17	49% 2017-18	50% 2018-19	xx%
University Access Rate <i>Percent of Fall Undergraduates with a Pell grant</i>	33.8% Fall 2014	36% Fall 2015	32% Fall 2015	37% Fall 2016	38% Fall 2017	39% Fall 2018	xx%
Graduate Degrees Awarded Within Programs of Strategic Emphasis	60.2% 2014-15	62% 2015-16	65% 2015-16	64% 2016-17	66% 2017-18	68% 2018-19	xx%
BOG METRIC: Percent of Bachelor's Degrees Without Excess Hours	75.9% 2014-15	76% 2015-16	76% 2015-16	77% 2016-17	78% 2017-18	79% 2018-19	xx%
UBOT METRIC: Bachelor's Degrees Awarded to Minorities	504 2014-15	524 2015-16	549 2015-16	544 2016-17	564 2017-18	584 2018-19	xxx

**New Metric 3

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

	2016 ACTUAL	2017 GOALS	2017 ACTUAL	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
2. Freshmen in Top 10% of Graduating High School Class	13% Fall 2015	14% Fall 2016	14% Fall 2016	15% Fall 2017	16% Fall 2018	17% Fall 2019	xx%
3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks	2 of 2 2014-15	2 of 2 2015-16	2 of 2 2015-16	2 of 2 2016-17	2 of 2 2017-18	2 of 2 2018-19	x of x
4. Time to Degree <i>for FTICs in 120hr programs</i>	4.5 2014-15	4.2 2015-16		4.2 2016-17	4.1 2017-18	4.0 2018-19	x.x
5. Four-Year FTIC Graduation Rates <i>full- and part-time students</i>	21% 2011-15	21% 2012-16	22% 2012-16	22% 2013-17	23% 2014-18	30% 2015-19	xx%
8. Bachelor's Degrees Awarded <i>First Majors Only</i>	2,062 2014-15	2,132 2015-16	2,331 2015-16	2,163 2016-17	2,200 2017-18	2,300 2018-19	x,xxx
9. Graduate Degrees Awarded <i>First Majors Only</i>	339 2014-15	350 2015-16	350 2015-16	370 2016-17	375 2017-18	400 2018-19	xxx
11. Adult (Aged 25+) Undergraduates Enrolled	13% 2014-15	13% 2015-16		14 % 2016-17	15 % 2017-18	16 % 2018-19	xx%
12. Percent of Undergraduate FTE in Online Courses	18% 2014-15	19% 2015-16	22% 2015-16	20% 2016-17	25% 2017-18	30% 2017-18	xx%
16. Percent of Bachelor's Degrees in STEM & Health	31% 2014-15	32% 2015-16	34% 2015-16	33% 2016-17	34% 2017-18	35% 2018-19	xx%
18. Percent of Graduate Degrees in STEM & Health	37% 2014-15	38% 2015-16	36% 2015-16	39% 2016-17	40% 2017-18	41% 2018-19	xx%
IMPROVING METRICS	5 of 10	7 of 10	6 of 8	8 of 10	9 of 10	9 of 10	



STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

Florida Gulf Coast University (FGCU) is a public comprehensive university serving Southwest Florida (SWFL) and beyond. FGCU primarily enrolls traditional age undergraduate students and is an institution noted for its excellent career preparation, community engagement/service learning, and has a focus on practicing and promoting environmental sustainability. FGCU provides students comprehensive educational and co-curricular experience that prepares them for successful careers. FGCU will continue to leverage the following strengths: success of our graduates, quality of its programs, focus on teaching and learning, commitment to increase growth in areas of strategic interest, expand community and civic engagement, serve as a major catalyst for economic development in SWFL, and promote critical thinking skills that are grounded in the liberal arts and humanities enhancing career preparation of our students.

We have finalized the 2016-2021 Strategic Plan **FOCUS** and the plan has identified four areas, or “pillars”

1) Academic Excellence, 2) Entrepreneurship, 3) Health Sciences, and 4) Emerging Pre-eminence that will guide us to address the critical needs of our region, the State, nation, and globally.

The new strategic plan focuses on realizing a bright and aspirational future for FGCU, but specifically focuses the institution on **four-year graduation rates** and ensures students achieve a high paying-job or placement into an advanced degree program upon graduation.

The following Pillars will assist FGCU in meeting the benchmarks:

Pillar # 1 – Academic Excellence

1. Expand an already successful Honors Program to a recognized Honors College.
2. Expand the number of internships, co-op educational, and practicum experiences.
3. Create new and or and/or refine existing programs that lead to high-wage-high demand jobs.

Pillar # 2 – Entrepreneurship

1. Expand the existing Institute of Entrepreneurship into a College.
2. Establish entrepreneurial focus throughout all undergraduate degree programs.

Pillar # 3 – Health Sciences

1. Strengthen and develop new clinically-oriented disciplines within healthcare and be known as Florida’s University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.
2. Develop health focus areas in other degree programs external to the College of Health Professions and Social Work (CHPSW) (i.e., Medical Humanities, Medical Sales Force), and expanding inter-professional education interaction and research collaborations.



3. Examine and pursue new possible alternative revenue streams (e.g., faculty practice health clinics) to augment the financial resources available to the university.
4. Investigate feasibility of School of Dental Medicine and School of Pharmacy.

Pillar # 4 – Emerging Pre-eminence

1. Place emphasis on metrics (e.g., 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.
 - a. Provide incentives that encourage students to complete their degrees in four years through programs such as the Soar in Four: The Governor's Challenge for FTIC students. Soar in Four will rebate the first year, out of pocket tuition to these students who graduate in four years and are employed within one year of their graduation. For all undergraduates (i.e., includes AA transfer students) seeking a master's degree if they meet program admissions criteria, a Graduate Tuition Waiver for the last year of full-time study within an eligible master's program at FGCU.
 - b. Implement policies and practices to keep students on a successful pathway to four-year graduation.
 - c. Increase the use of online instruction to provide students with more opportunities to complete their studies in a timely manner, and examine opportunities for competency-based education.
2. Expand enrollments and number of degrees awarded in select graduate (Master's) programs.
3. Improve resources and structures to foster faculty research and scholarship while also expanding opportunities for undergraduate and graduate student research.



STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Among FGCU strengths are our focus on teaching and learning, the quality of its academic programs, the employment rate of our graduates and emphasis on institutional efficiencies. FGCU further defines itself through commitment to sustainable growth; engagement with its community; the quality of its facilities and classrooms; and its location in the heart of Southwest Florida.

FGCU's biggest challenge in the immediate future is improving the four-year graduation rate. To accomplish this we will create an Honors College and recruit and enroll academically better-prepared students. Furthermore, new policies and practices will be employed to further ensure students graduate in four years.

Over the next 5 years, FGCU aims to position itself in the SUS as an aspirational and forward-thinking institution that delivers high quality education with a great return on investment to all stakeholders and is responsive to the needs of Florida. This will be evident in the Pillars detailed in the 2016-2021 strategic plan -- **FOCUS**. FGCU's aspirational goals are outlined in the following Key Initiatives and Investments section.



KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

Foundational to the four key initiatives is student success and career attainment. FGCU will begin to focus on an aspirational pillar of emerging pre-eminence, through major initiatives as well as capitalizing on current areas of strength, FGCU aims to be ambitious in the beginning to make progress in these benchmarks to allow for an opportunity of positioning within the SUS. We recognize we have to start somewhere, and thus will begin to address the criteria that define an institution of emerging pre-eminence, especially the metrics related to student success. This is a long-term objective that will not be met in the period covered by this Work Plan, but the benchmarks of pre-eminence will guide continuing incremental efforts to distinguish FGCU among its peers and guide the institution's future goals and aspirations.

As stated earlier in this document, FGCU will work to meet the criteria necessary to become an SUS Emerging Pre-eminent institution. That will be the over-arching pillar for our strategic initiatives. The other three pillars are described below.

1. **Academic Excellence:** This remains the central focus of teaching, learning, and scholarship as well as the primary impetus for developing new programs and improving existing programs at FGCU. Another goal is to enhance the four-year graduation rate of our students.

FGCU will focus on transitioning the highly successful Honors Program into an Honors College which will provide a significant step towards attracting higher achieving students to FGCU and ultimately improve our four-year graduation rate. Support resources will expand to connect students with clinical, internship, practical, and civic engagement experiences that supplement the curriculum and produce graduates with the skills most desired by future employers and advanced academic programs.

2. **Entrepreneurship:** At FGCU entrepreneurship is identified as a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further combines the skills of creative thinking, thoughtful planning, perseverance, sound communication both orally and in writing, and business acumen that can be applied, not just to business opportunities, but to any challenge. FGCU proposes to expand its Institute of Entrepreneurship that will be further expanded into a college. The Institute will serve as the epicenter of fostering, and establishing all new entrepreneurial efforts on campus as an entrepreneurial dimension will be infused in the undergraduate education experience of all our students. The newly opened Emergent Technologies Institute (ETI) contains an advanced machine shop and two large project studios designed specifically to support enhanced product prototype development activities for FGCU students enrolled in entrepreneurship courses.



3. **Health Sciences:** FGCU will capitalize on its existing strengths in offering undergraduate and graduate degree programs in Nursing and Rehabilitation Sciences within the College of Health Professions and Social Work (CHPSW) and look to expand its portfolio of programs by developing clinically-oriented disciplines within healthcare and become known as Florida's University for preparing students for all careers within healthcare except allopathic and osteopathic medicine. In addition, we will initiate the process and examine the feasibility of establishing a School of Dental Medicine and School of Pharmacy. These areas meet existing significant state and nationwide demands, while also allowing FGCU to further establish itself as the University in the SUS of FL in preparing outstanding clinicians. By integrating with the existing, highly successful CHPSW, the concept to form the College of Dental Medicine and Health can be actualized. FGCU is uniquely positioned to establish an integrated academic medical campus to deliver programs in dental medicine and pharmacy in addition to its current extensive offerings in Nursing, Behavioral Health, Rehabilitation Sciences, and its Physician Assistant Studies program that will begin in summer 2017.