

FLORIDA GULF COAST UNIVERSITY

Response to the
Governor's Request of
October 13, 2011

2011



10501 FGCU BLVD. SOUTH, FT MYERS, FL 33965

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- A) FGCU has conducted a number of studies/reviews over the last few years to determine if graduates are meeting or will meet the needs of employers. No one single variable is used to determine the efficacy of our efforts, but rather a variety of measures, each telling a different story, are used. These take several forms including student preparation (e.g., as determined by cumulative licensing exam pass rates for specific professional fields [1] and specialized program accreditation often necessary for eligibility to sit for a license exam) [2], environmental scans (e.g., examining occupational demand data) [3]; needs analysis (e.g., what higher education employers in specific fields tell us is needed) [4]; alumni surveys (i.e., what former students say about their professional preparation at FGCU) [5]; employment data (i.e., how many FGCU graduates are working in Florida six months after graduation) [6]; advisory board feedback (for specific programs) that influence the direction of the curriculum to suit employer needs [7]; and in certain instances employer surveys (although response rates to these surveys can be low) [8].
- B) Yes, the FGCU Board of Trustees has declared a goal in its first three-year Board of Governors work plan [1] of annually exhibiting Florida post-graduation employment rates above the SUS average at both baccalaureate and master's levels [2]. FETPIP post-graduation employment data have been used to confirm the efficacy of a number of our academic programs. In fact, as an institution, FGCU consistently places in the SUS top quartile for Florida post-graduation employment rates as reported annually by FETPIP [3]. The fact that our graduates are employed at higher rates than most of our SUS peers (in a region with stubbornly high unemployment) in Florida is a very strong indicator that we are meeting state employment needs as well as student demand.

Another indicator of meeting employer needs is reflected in the low default rate our students exhibit on federal loans. FGCU student loan default rates at less than 5% are well below national and state averages and also below the average for public institutions. The low rates shown by our graduates suggest that our students have been employed for the long-term and therefore have been satisfying employer needs. This conclusion is supported by FETPIP data from our graduating class of 2000-2001 that showed roughly 80% of FGCU baccalaureate recipients and 85% of FGCU master's recipients were still gainfully employed in Florida in fall 2009 (the most recent FETPIP data available) [4].

- C) Yes, all students graduating with a bachelor's degree are expected to achieve writing proficiency (i.e., demonstrated communication skills) and employ critical thinking skills. Since 2005, the Board of Governors require universities to establish for each undergraduate degree program an Academic Learning Compact (ALC) [1]. The ALC is intended to provide students, parents, and employers with a clearly identified description of the skills (including communication and critical thinking) and discipline-based knowledge students will be exposed to in a given academic program. At FGCU such assessments typically occur in a final capstone course (but may occur elsewhere in the curriculum as well). However, the manner in which this is assessed varies from program to program in keeping with the unique character of each discrete course of study and is usually done on a sampling basis. Some student assessment examples recorded over the last few years are included to

illustrate this point [2]. Student results are then used by the faculty to strengthen the program's curriculum with a goal of enhancing future student performance.

- D) Board of Governors regulation 6.017 "Criteria for Awarding the Baccalaureate Degree" includes the requirement that students complete six semester credit hours of English coursework and six semester credit hours of additional coursework in which students are required to demonstrate college-level writing skills through multiple assignments. The requirement to demonstrate effective communication is also a part of the ALC mentioned in the previous response. English Composition I and II are required for students completing their general education program at FGCU and are used to develop and assess writing proficiency. HUM 2510- Understanding Visual and Performing Arts is used to develop critical thinking. Results of recent student assessments are presented below:

Writing Proficiency

Using a rubric-based assessment examining the components demonstrating writing proficiency (see headings of table below), the faculty determined that at the end of first year Composition classes (Composition I and II), students should have achieved at an average level of Benchmark score of 2 (on a scale of 4 with 3 and 4 expected of upper level students rather than first-year students). The following were the average scores that were obtained from the assessment:

	Context and Purpose of Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics	Average
Spring 2010	1.95	1.95	1.86	1.69	1.96	1.88
Spring 2011	2.07	1.82	1.97	1.93	1.94	1.94

Average scores across the board indicate an improvement from last year, with one area receiving comparable scores ("Control of Syntax and Mechanics") and one area receiving lower scores ("Content Development"). Average scores were derived from the compiled list of final scores from all students successfully completing the assessment

Critical Thinking

The goal of the assessment process was to determine if student scores improved between Critical Analysis Essay I and Critical Analysis Essay II. Students received feedback on their writing and critical thinking after they completed the first essay.

The following table summarizes the scores for the two essays:

Critical Analysis Essay 1	N = 100 essays	
Score	Number	Percentage
0	28	28%
1 (33)	45	45%
2 (67)	20	20%
3 (100)	7	7%
Critical Analysis Essay 2	N = 93 essays	
Score	Number	Percentage
0	18	19%
1 (33)	38	41%
2 (67)	27	29%
3 (100)	10	11%

Students were expected to score primarily at a level 1 with many students achieving at level 2. Level 3 is high performing and would generally be above the level of student achievement for a General Education class. More importantly, we tracked student scores from Essay I to Essay II, expecting to see an improvement in overall scores.

For Essay I, 72% of students scored at the level of a 1 or higher, with 7% scoring at the highest level. On Essay II, 81% of students scored at the level of a 1 or higher, with 10% scoring at the highest level. The percentage of students scoring at the level of a 0 decreased almost 10%, and at the level of a 1 decreased 4%. The increase at levels 2 and 3 were very high, 9% and 4% respectively. The goal was met, with overall student scores improving between Critical Analysis Essay I and Critical Analysis Essay II.

In the next round of assessment (Fall 2011), we will not only compare scores between Critical Analysis Essays I and II but also between this round of assessment (Fall 2010) and the next round (Fall 2011).

- E) Faculty are not required to integrate writing proficiency and critical thinking into all courses, but all students will be exposed to classes where these are learning outcomes through their chosen course of study (e.g., see response to question “C” above). The content of a particular class including its learning outcomes are the conception of the faculty and are reviewed by faculty in the curriculum development/approval process. The faculty determine learning outcomes for each academic program and indicate how those assessments will occur and where in the curriculum they will occur. See response to question “C” above for some examples of these assessments.
- F) As stated in response to question “B”, the FGCU Board of Trustees has declared a goal (2010 Work Plan approved by the university’s Board of Trustees in June 2010) of annually exhibiting post-graduation employment rates above the SUS average at both baccalaureate

and master's levels [1]. The most recent five years of data available for FGCU from FETPIP [2] show FGCU post-graduation employment rates within the top quartile for the SUS. This is a significant achievement for an institution that is only in its fifteenth year of operation. Also, the long-term viability of FGCU graduates in the Florida market place is borne out by the 2000-2001 graduating class gainful employment data from fall 2009 cited in response to question "B". But FGCU graduates are more than just solid taxpayers, they are good citizens too. According to available FETPIP data, the percentage of FGCU students in each graduating class either receiving public assistance or incarcerated is negligible.

- G) Since FGCU's trustees have declared an annual goal of average FGCU post-graduation employment rates above those for the SUS and the only available data are those kept by FETPIP for graduates employed in Florida, the answer is "yes" and the metrics are the same as those described in the response to the preceding question.
- H) In consultation with the Board of Governors, the FGCU Board of Trustees has established goals to *increase* the number of bachelors and master's degrees to be awarded annually through 2012-2013 from an established 2008-2009 baseline. In the last five years alone STEM baccalaureate and master's degree production combined has risen by 3.5 times (from 58 in AY2006-2007 to 264 in AY2010-2011). Looking further back in time the rate of increase is staggering but again reflects the evolution of the start-up university and its programs from a smaller initial base. Still the growth in STEM degree production at FGCU warrants attention as a recent US News reference suggests [1]. More broadly, among all the areas targeted by the BOG (STEM, health professions, education, security, and globalization) bachelor and master's degree production combined has risen by 95% over the last five years (357 in AY2006-07 to 697 in AY2010-2011).
- I) In accordance with Florida statutes, FGCU students complete 36 credit hours of General Education Program coursework within the subject areas of communication, mathematics, humanities, social sciences, and natural sciences. Approved courses for each area are listed in the current FGCU Catalog. Core subjects every undergraduate must complete prior to graduation are contained in Board of Governors Regulation 6.017 "Criteria for Awarding the Baccalaureate Degree". This Regulation reflects statutory language (1007.25 F.S.) as well as language within the Statewide Articulation Agreement. Students receiving a baccalaureate degree within the State University System must complete thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. These must include 6 semester hours of English coursework and 6 semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments, and 6 semester hours of mathematics coursework at the level of college algebra or higher. In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

Where applicable, courses taken to meet state common prerequisites for a program may also be used to fulfill general education requirements. All first-time-in-college students are

expected to take ENC 1101 (Composition I) during their first semester at FGCU unless exempted through prior demonstrated proficiency through accelerated mechanisms. In compliance with State Board of Education Rule 6A-10.024, a transfer student who has successfully completed the general education requirements for any public university or community college in Florida prior to enrolling as a degree-seeking student at FGCU, and has this completion noted on his/her official transcript, shall be considered to have satisfied the general education requirements at FGCU. All other transfer students are expected to complete the FGCU General Education Program. Transfer students' transcripts will be evaluated to determine course equivalencies and fulfillment of FGCU general education requirements.

All courses listed are approved for meeting general education requirements at FGCU. Courses marked with (W) can be used to satisfy a portion of the Florida college-level writing requirement, and the mathematics courses can be used to satisfy a portion of the computation requirement (State Board of Education Rule 6A-10.030). A grade of C or higher is required for all coursework meeting the state writing and computation requirements.

Communication (6 semester hours)

Each student must complete a two-semester sequence (ENC 1101-1102) in English composition. The sequence develops students' communication skills in written formats; this includes reading critically as well as writing clearly in a variety of styles. Students may satisfy all or part of this requirement with approved IB, ACIE, CLEP or AP English credit scores.

Mathematics (6 semester hours)

Mathematics and statistics courses give students competence in quantitative methods and an understanding of how those methods are used to describe and analyze the natural world. These courses also give students exposure to the theories and practice of mathematics, and to the unique nature of mathematical knowledge. They will have a practical component, giving students the opportunity to apply mathematical and statistical methods to "real-world" problems. All students must successfully complete either STA 2023 (Statistical Methods) or STA 2037 (Statistics with Calculus), and an additional 3 credit hours of approved coursework at the level of college algebra or higher from the list below:

- MAC 1105 College Algebra (3)
- MAC 1147 Precalculus (4)
- MAC 2157 Analytic Geometry with Trigonometry (3)
- MAC 2233 Elementary Calculus (3)
- MAC 2311 Calculus I (4)
- MAC 2312 Calculus II (4)
- MAC 2313 Calculus III (4)
- MGF 1106 Finite Mathematics (3)
- MGF 1107 General Mathematics (3)
- STA 2122 Social Science Statistics (3)

Humanities (9 semester hours)

Students are required to complete HUM 2510 (Understanding Visual & Performing Arts), plus 6 additional semester hours of humanities coursework, which may include literature, philosophy, religion, and the fine arts (see list below). Humanities courses provide students the opportunity to develop an aesthetic appreciation of the human experience and to learn how people have given creative interpretations to events from differing perspectives. Students will learn the methods, suppositions, and theories of the chosen areas of study.

- AML 2010 Literature & Culture of the US I (3)
- AML 2020 Literature & Culture of the US II (3)
- ARH 2050 History of the Visual Arts I (3)
- ARH 2051 History of the Visual Arts II (3)
- ARH 2500 Survey of Non-Western Art (3)
- CRW 2001 Intro to Creative Writing (W) (3)
- CRW 2732 Intro to Nature Writing (W) (3)
- ENL 2012 British Literature & Culture I (3)
- ENL 2022 British Literature & Culture II (3)
- HUM 1931 First Year Humanities Seminar (3)
- HUM 2395 Environmental Humanities (3)
- HUM 2930 Intro to Humanities (3)
- IDH 2931 Honors Humanities Seminar (W) (3)
- IDH 2933 Honors Great Books: Humanities (W) (3)
- LIT 2000 Intro to Literature (W) (3)
- LIT 2110 World Literature & Culture I (3)
- LIT 2120 World Literature & Culture II (3)
- MMC 2604 Journalism & Society (3)
- MUH 2110 Masterworks of Music (3)
- MUL 2110 Intro to Music Literature (3)
- PHI 2000 Intro to Philosophy (W) (3)
- PHI 2016 Philosophy through Film (3)
- REL 2306 Contemporary World Religions (3)
- SPC 1017 Fundamentals of Communication (3)
- SPT 2721 Latino Culture & Society (3)
- THE 2020 Intro to Theatre (3)
- THE 2300 Survey of Dramatic Literature (3)

Social Sciences (6 to 9 semester hours)

Students must successfully complete 6 to 9 semester hours of approved coursework in the social science disciplines (see list below). Social sciences courses include the disciplines of history, economics, anthropology, sociology, area studies, geography, political science, and psychology. Students will gain an understanding of historical and socio-cultural perspectives and a sense of the evolution of societies and the various modes of interaction among peoples of the world. Coursework completed in the Social Sciences and Natural Sciences areas must total 15 semester hours.

- AFA 2000 Intro to African & Diaspora Studies (W) (3)
- AFS 2250 Culture & Society in Africa (3)
- AMH 2010 US History to 1877 (W) (3)
- AMH 2020 US History since 1877 (W) (3)
- ANT 2000 Intro to Anthropology (3)
- ANT 2100 Intro to Archaeology (3)
- ANT 2211 Peoples of the World (W) (3)
- ANT 2410 Cultural Anthropology (3)
- ASN 2005 Intro to Asian Studies (3)
- ASN 2010 Civ of Asia: China & Japan (3)
- ASN 2011 Civ of Asia: South Asia (3)
- CPO 2001 Intro to Comparative Politics (3)
- DEP 2004 Principles of Development (3)
- ECO 1000 Survey of Economics (3)
- ECO 2013 Principles of Macro Economics (3)
- ECO 2023 Principles of Micro Economics (3)
- EUH 1000 The Western Tradition, Part I (3)
- EUH 1001 The Western Tradition, Part II (3)
- EUH 2011 Ancient European History (3)
- EUH 2012 Roman Republic and Empire (3)
- EUH 2015 Classical Greece (3)
- EUH 2021 Medieval European History (3)
- EUH 2031 Modern European History (3)
- GEA 2000 Intro to Geography (3)
- HSC 2106 Choosing Wellness (3)
- HSC 2130 Holistic Health: Self Care (3)
- IDH 2932 Honors Great Books: Social Sciences (W) (3)
- IDS 1356 Applied Critical Thinking (3)
- INR 2005 Peace & Conflict in the Public Sphere (3)
- INR 2015 Global Studies (3)
- ISS 2011 Interdisciplinary Social Sciences (3)
- ISS 2200 Intro to International Studies (3)
- LAH 2020 Intro to Latin American History (3)
- LAS 2000 Intro to Latin American Studies (W) (3)

- MAN 2062 Ethical Issues (3)
- POS 2041 American National Government (3)
- POS 2112 State & Local Government & Politics (3)
- PSY 2012 General Psychology (3)
- SOP 2770 Introduction to Human Sexuality (3)
- SYG 2000 Introduction to Sociology (3)
- SYG 2010 Social Problems (3)
- SYG 2012 Comp Sociology-Global Issues (3)
- SYG 2220 Intro to Gender Studies (3)
- SYG 2231 Intro to African-American Studies (3)
- SYG 2250 Multicultural Issues (3)
- SYG 2442 Sociology of Sport (3)
- WOH 1023 World Civ 1500 -1815 (W) (3)
- WOH 1030 World Civ since 1815 (W) (3)

Natural Sciences (6 to 9 semester hours)

Students must successfully complete a minimum of two courses, totaling 6 to 9 semester hours, of approved coursework in the natural sciences that include biology, chemistry, geology, environmental studies, marine science, and physics (see list below). At least one course must include a laboratory or field component; courses meeting this requirement contain "C" or "L" in their course numbers. A maximum of 1 credit hour may be applied for each lab section accompanying a corresponding lecture. Courses will give students experience in the theories, principles, and practices of the natural sciences and will address the relationship of science with the modern world. Coursework completed in the Social Sciences and Natural Sciences areas must total 15 semester hours.

- ANT 2511C Intro to Physical Anthropology (3)
- AST 2002C Intro to Space Science (3)
- AST 2004C Stellar Astronomy (4)
- AST 2005C Intro to Astrobiology (3)
- AST 2100C Solar System Astronomy (4)
- BOT 2800 Plants and Society (3)
- BSC 1005 Biological Science (3)
- BSC 1005L Biological Science Lab (1)
- BSC 1010 General Biology I (3)
- BSC 1010L General Biology I Lab (1)
- BSC 1010C General Biology w/Lab I (4)
- BSC 1011 General Biology II (3)
- BSC 1011L General Biology II Lab (1)
- BSC 1011C General Biology w/Lab II (4)
- BSC 1020C Human Systems (3)
- BSC 1051C Environmental Biology-SW Florida (3)
- BSC 1085C Human Anatomy & Physiology w/Lab I (4)

- BSC 1086C Human Anatomy & Physiology w/Lab II (4)
- BSC 2024C Human Species (3)
- BSC 2026 Biology of Human Sexuality (3)
- BSC 2300C Biological Systems I (4)
- CHM 1045 General Chemistry I (3)
- CHM 1045L General Chemistry I Laboratory (1)
- CHM 1045C General Chemistry I w/Lab (4)
- CHM 1046 General Chemistry II (3)
- CHM 1046L General Chemistry II Lab (1)
- CHM 1046C General Chemistry w/Lab II (4)
- CHM 1084C Environmental Chemistry (4)
- CHM 2210 Organic Chemistry I (3)
- CHM 2210L Organic Chemistry I Lab (1)
- CHM 2210C Organic Chemistry w/Lab I (4)
- CHM 2211 Organic Chemistry II (3)
- CHM 2211L Organic Chemistry II Lab (1)
- CHM 2211C Organic Chemistry w/Lab II (4)
- EVR 1001C Intro to Environmental Science (3)
- EVR 2264 Environmental Health (3)
- GLY 1000C Physical & Historical Geology (4)
- GLY 2030C Environmental Geology (3)
- ISC 1002C Systems of Physical Science (3)
- ISC 2930 Selected Topics in Interdisciplinary Science (3)
- MCB 2010C Microbiology w/Lab (4)
- OCE 1001C Marine Systems (3)
- PCB 2336 Human Genetics (3)
- PHY 2020 Conceptual Physics (3)
- PHY 2048C General Physics w/Lab I (4)
- PHY 2049C General Physics w/Lab II (4)
- PHY 2053C College Physics w/Lab I (4)
- PHY 2054C College Physics w/Lab II (4)

J) By clicking on the link provided here [\(1\)](#) you can access a table with a list of the top 50 highest paid employees at FGCU, their associated compensation for each of the last three years, the number of courses instructed by each in each of the last three years, and, by clicking on the links in the table next to an individual's name, you can access their goals as well. The goals for chairs and deans are those for their respective colleges as a whole. For the President and Provost the goals are those approved by the university's board of trustees for the President. Unfortunately, state law (see Title XLVIII, Chapter 1012, S. 119.07 (1)(a)) prohibits state universities from sharing the individual goals of in-unit faculty since these constitute a key component of each faculty member's annual evaluation and consequently are exempt from public records requests.

K) The admission of First-Time-in-College (FTIC) students is regulated by the Board of Governors Regulation 6.002 “Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen.” This regulation outlines minimum eligibility requirements for first-time-in-college students seeking admission to an undergraduate degree program in the State University System. FGCU utilizes these criteria in its determination of student readiness to succeed at FGCU.

FTIC students may be considered for admission based on the following criteria:

- An FTIC student may be admitted if he/she has a high school grade point average (GPA) of 3.00 or higher on a 4.00 scale as calculated by the University, paired with one of the standardized admission tests. A student must achieve the minimum scores for each SAT Reasoning Test or ACT section as outlined below:
 - SAT - Critical Reading \geq 440 or ACT - Reading \geq 18 and ACT - English \geq 17, and
 - SAT - Mathematics \geq 440 or ACT - Mathematics \geq 19, and
 - SAT - Writing \geq 440 or ACT - Combined English/Writing \geq 18 **OR**

- An FTIC student may be admitted if he/she has a high school GPA of 2.50 - 2.99 on a 4.00 scale as calculated by the university. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each SAT Reasoning Test or ACT section as outlined below:
 - SAT - Critical Reading \geq 460 or ACT - Reading \geq 19 and ACT - English \geq 17, and
 - SAT - Mathematics \geq 460 or ACT - Mathematics \geq 19, and
 - SAT - Writing \geq 440 or ACT - Combined English/Writing \geq 18.

Secondary Academic Unit Requirements

A freshman applicant must complete the secondary academic unit requirements as listed in the following table:

Students Entering High School July 1, 2007 or later	Students Entering High School Prior to July 1, 2007
4 credits - English/Language Arts (three of which must have included substantial writing requirements)	4 credits - English/Language Arts (three of which must have included substantial writing requirements)
4 credits - Mathematics (at or above the Algebra I level)	3 credits - Mathematics (at or above the Algebra I level)
3 credits - Natural Science (two of which must have included substantial laboratory requirements)	3 credits - Natural Science (two of which must have included substantial laboratory requirements)

Students Entering High School July 1, 2007 or later	Students Entering High School Prior to July 1, 2007
<p>3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography)</p>	<p>3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography)</p>
<p>2 credits - Foreign Language (both credits must have been in the same language. For the purposes of this admission requirement, American Sign Language will be accepted in place of a foreign language.)</p>	<p>2 credits - Foreign Language (both credits must have been in the same language. For the purposes of this admission requirement, America Sign Language will be accepted in place of a foreign language.)</p>
<p>2 credits - Additional academic electives (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p>	<p>3 credits - Additional academic credits (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p>
<p>1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic credited discipline; or Dual Enrollment course for which both high school and post-secondary credits are granted; OR</p>	<p>1. Up to three credits in Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and post-secondary credits are granted; OR</p>

Students Entering High School July 1, 2007 or later	Students Entering High School Prior to July 1, 2007
2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee and listed in the Florida Counseling for Future Education Handbook, accessible at www.fldoe.org/articulation/	2. At least one credit from 1. above and up to two credits in courses grade nine or above in ROTC/Military Training, or at least one credit from 1. above and up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee and listed in the Florida Counseling for Future Education Handbook, accessible at www.fldoe.org/articulation/

- Any student applying for admission who completed a non-traditional high school program of study which is not measured in Carnegie Units such as home schooling or a student who presents a General Equivalency Diploma (GED) instead of a standard high school diploma, must present a score of at least 1450 on the SAT (Critical Reading + Math + Writing) or a 21 composite on the ACT. In addition to achieving the minimum total score or composite, a student must achieve the minimum sub-scores for each SAT Reasoning Test or ACT section as outlined below:
 - SAT - Critical Reading ≥ 460 or ACT - Reading ≥ 19 and ACT - English ≥ 17 , and
 - SAT - Mathematics ≥ 460 or ACT - Mathematics ≥ 19 , and
 - SAT - Writing ≥ 440 or ACT - Combined English/Writing ≥ 18 .

In other words, if a transcript is provided without courses or grades where a GPA cannot be calculated, these minimum scores must be presented to be admitted. If the home-school does provide a transcript with courses and grades where a GPA can be calculated, the admission criteria above will be used to determine admissibility.

- This is also true for those applicants who hold a degree, equivalent to a US high school diploma, from an out of country school where the evaluating agency does not provide FGCU with an overall GPA. If the evaluating agency does provide a GPA, the admission criteria above will be used to determine admissibility.

An FTIC applicant who meets the State University System Minimum Freshman Eligibility Index for Admission Consideration is not guaranteed admission to the University, even though everything possible will be done to admit all qualified applicants who apply by posted admission deadlines. However, if the number of qualified FTIC applicants exceeds the number the University is permitted to enroll in a given term, admission will be on a selective basis.

Most students accepted to the University present a 3.3 high school grade point average and test scores of at least 22 on the ACT and 1510 on the three combined components of the SAT I.

Foreign Language Requirement

All students admitted must satisfy or meet exemption qualifications from the state foreign language admission requirement. American Sign Language satisfies the criteria of a foreign language for the purposes of this requirement. Students who do not meet this requirement may be admitted with the condition that they fulfill the requirement by completing a two-semester sequence of a foreign language prior to graduation from FGCU.

Students satisfy the requirement by having completed two (2) years of a foreign language sequence in high school or eight (8) or more semester hours of a foreign language sequence in a previously attended college or university. They can demonstrate equivalent foreign language competence through credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP), which must be equivalent to 8 to 10 semester hours of college-level work. Acceptable scores for awarding CLEP credit can be found in the Transferring Credit section of the catalog.

The table below shows the admission profile of the incoming class of First-Time-In-College (FTIC) students over the last ten years [1]. The averages indicate that the typical FGCU FTIC exceeds the state minimums for admission to the university. FTIC exceptions to general admission requirements or considered to be “at-risk” may be asked to participate in the university’s Step Ahead program the summer before their first fall semester at FGCU to ensure their readiness and/or be required to complete remedial work at the local state college.

- L) FGCU has policies for the initiation and termination of academic programs.

Initiation of New Programs

Standards for the development and review of degree programs within the State University System of Florida are set in state regulation by the Florida Board of Governors. Academic program authorization is regulated by Board of Governors Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings. This regulation establishes specific criteria to ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university strategic plans. These criteria address Institutional and State-Level Accountability and Institutional Readiness to implement a successful program. The regulation also requires that each university board of trustees have a policy and procedures for new degree program planning and approval that are consistent with the Board

regulation. The university policies shall include at a minimum: “A formal process for determining degree programs that the university will explore for implementation; a formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university; a formal written review of doctoral program proposals by a qualified external consultant; a process for final consideration by the Board of Trustees; and adoption of a common State University System new degree proposal format.”

The regulation goes on to list criteria for approval that include the following:

1. Consistency with the State University System Strategic Plan and University Mission, University Strategic Plan, and University Work Plan
2. Demonstrated need for program graduates, research, and/or service
3. Does not unnecessarily duplicate existing State University System degree programs
4. Financial planning and resources are sufficient for implementation
5. Sufficient projected benefit of the program to the university, local community, and the state
6. Access and articulation are maintained for all programs

“The proposal shall describe a sequenced course of study with expected student learning outcomes, including any appropriate industry-driven competencies for advanced technology and related disciplines, as well as a strategy for assessing student learning. Admissions and graduation criteria shall be clearly specified and appropriate. The course of study and credit hours required should include a timeframe consistent with similar programs. In cases where specialized accreditation is available, evidence shall be provided that the program will seek accreditation, or a rationale shall be provided as to why the program will not seek specialized accreditation as required by Regulation 3.006.”

In response to Regulation 8.011, FGCU has adopted a policy (2.006) [1] that provides the framework for the development and authorization of new degree programs at FGCU. To implement that policy, a “Curriculum Development Procedures Manual” [2] was created to provide criteria and guidance in the development of new degree programs. Faculty and academic units proposing new degree programs complete a *Request for Approval to Plan* [3] that describes the proposed curriculum and addresses need, demand, resources, and fit with the University’s mission. The completed *Request for Approval to Plan* is reviewed by the Office of Curriculum and Instruction, the Office of Planning and Institutional Performance, and the Provost. If approval to plan is granted by the Provost, the faculty and academic unit complete a *Request to Offer a New Degree Program*.

The *Request to Offer a New Degree Program* [4] and supporting documents are based on Board of Governors criteria (see above) and are reviewed and approved by the relevant college/school curriculum team, the college dean, the Deans Council, the Undergraduate Curriculum Team or Graduate Curriculum Team (of the Faculty Senate), the Provost, and the President prior to submission to the Chair of the Academic/Student/Faculty Affairs

Committee (a committee of the whole) of the FGCU Board of Trustees. A qualified external consultant reviews professional and doctoral level proposals prior to consideration by the FGCU Board of Trustees. Upon approval by the FGCU Board of Trustees, the approved program proposal is forwarded to the Board of Governors' Office of Academic and Student Affairs for assignment of a CIP and inclusion in the SUS Academic Degree Program Inventory essentially acknowledging it as an appropriate and coherent course of study commensurate with the associated rigor of higher education.

Termination of Existing Programs

Academic Program Termination is regulated by Board of Governors Regulation 8.012 Academic Program Termination. This regulation provides guidance to ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System. Reasons for terminating programs may include but are not limited to the following: Enrollments are no longer sufficient to justify the cost or the program duplicates other offerings at the university; or the program is no longer aligned with the mission or strategic goals of the university, or the program is no longer aligned with the strategic goals of the Board of Governors; and the program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. Each university board of trustees is required to adopt policies and procedures for degree program termination that include at a minimum: A formal process for determining degree programs that are candidates for; and a plan to accommodate any students or faculty in a program that is scheduled to be terminated; and a process for evaluation and mitigation of any potential negative impact on the current representation of females and ethnic minorities within the faculty and students. Programs beyond the advanced master's level, i.e., professional (e.g., Doctor of Physical Therapy, Doctor of Nursing Practice) and doctoral programs (e.g., Ed.D., Ph.D.) require additional approval by the BOG before discontinuance can be implemented.

FGCU's policy addresses these criteria. It recognizes that as institutions grow and mature it becomes necessary for them to periodically review programs to ensure that they remain central to the mission of the college or school to which they belong and that they serve to further the mission of the institution as a whole. Among the spectrum of actions that can be considered following the results of such a review is program suspension or program discontinuance. These options become necessary when the program in question exhibits some or all of the following characteristics over time:

- (a) It is out of alignment with the institution's mission,
- (b) It is out of alignment with professional accreditation standards,
- (c) Student demand is marginal,
- (d) Market demand in the service area is weak,
- (e) Program productivity is relatively low,
- (f) Program vitality is questionable, or

(g) Cost is high relative to available institutional resources and is therefore inconsistent with the maintenance of high quality instruction either in the program in question or more generally upon other instructional offerings within the institution.

PROCEDURES

Programs to be considered for suspension or discontinuance can arise from a variety of sources including:

- (a) The department or college offering the program (as proposed by the department chair or the program faculty themselves)
- (b) A college committee charged with responsibility for the college curriculum
- (c) The college dean
- (d) The Provost and Vice President for Academic Affairs
- (e) The President
- (f) A university-wide faculty committee charged with this responsibility

Evaluation

In the evaluation of any academic program covered under this policy for discontinuance, the following four factors are given key consideration: *centrality to mission, quality, efficiency, need, and demand.*

Centrality of mission relates to the program's significance both within the college of its offering and to the University's mission. Decision variables for making a determination of mission alignment include the following:

- (a) Community service to area industry/business or other community based agencies
- (b) Contribution to diversity
- (c) Service to other colleges
- (d) Service within the college

Quality is assessed through a programmatic review focusing on a number of factors, among these:

- (a) Accreditation status (if eligible for such)
- (b) Merit and reputation (viewed by scholarly productivity, currency of curriculum, and program leadership)
- (c) The quality of students and program graduates
- (d) Success of faculty recruitment and retention efforts
- (e) Status of program support infrastructure and facilities

Efficiency is an assessment of the balance between the institutional resources required to operate the program at a high level of quality and the productivity of the program viewed across multiple dimensions including:

- (a) Student/faculty ratio both headcount and full-time equivalent
- (b) Program expenditures/full-time equivalent faculty
- (c) Program expenditures/degree awarded
- (d) Time to degree
- (e) Retention of majors
- (f) Additional dollars needed to enhance or expand the program
- (g) Dollars to be saved by discontinuance of the program

Need is defined along societal dimensions. The societal dimension reflects labor market needs that can be viewed by looking at employment rates and opportunities for program graduates, regional labor projections, and through advisory board consultation with regional employers.

Demand is defined along personal dimensions. The personal dimension reflects student choice or preference and can be assessed by examining enrollment trends over time and the number of students seeking admission to the program over time.

The rest of the policy (attached) describes the specifics of the review process and specific circumstances for the discontinuance or suspension of programs.

In the last 10 years a number of programs have been approved by the FGCU Board of Trustees, and, as applicable, the Board of Governors [5]. A number of programs have also been terminated or suspended [6].

- M) FGCU's Career Development Services promotes the use of web-based career planning tools known collectively as MyPlan.com. Through this resource, students are able to take free assessments of their skills, interests, personality, and values, and then see how those patterns of characteristics match with hundreds of different occupations. The system generates a list of possible occupations. For each occupation listed, the system provides employment outlook and salary information. Therefore, students may make informed career decisions by selecting occupations consistent with their aptitudes as well as future employment prospects. Once the occupational decision is made, the choice of major often falls into place accordingly. During new student orientation sessions, FTIC students and their parents are informed about MyPlan.com and about employability of FGCU graduates historically.

Student registration is required in order to take the assessments, but students do not have to register to access employment outlook and salary information. Therefore, usage of the system for employment outlook research may be greater than what is reflected by the registration numbers listed below:

2007 - 2008 - 911
 2008 - 2009 - 882
 2009 - 2010 - 949
 2010 - 2011 - 1604
 2011 - 2012 - 706 (this number is for the first 6 months of 2011)

Academic program faculty themselves also provide advice to students about jobs and many students get practical experience through program-related internships that better position them for post-graduation employment.

Measures of Efficacy

Success is measured by student satisfaction with their course of study and also by the number of students who report employment at the time of graduation. Data from the 2010 Noel-Levitz Student Satisfaction Inventory showed that students rated instructional effectiveness at FGCU statistically significantly higher than their counterparts among national four-year public institutions. Surveys of students at Commencement consistently show between 70-80% of our students report being employed at the time of graduation.

F06	S07	F07	S08	F08	S09	F09	S10	F10
84%	76%	79%	77%	80%	70%	78%	70%	76%

The Career Development Services office gauges its success in part from student satisfaction with the services it provides and also with feedback from employers who participate in FGCU job, internship, and career fairs. In spring 2010, 60% of student respondents categorized the services they received as either “very helpful” or “extremely helpful” while only 3% characterized the services as “not helpful”. Based on survey results that indicate the most utilized services (roughly 50% of respondents) are those available through the Web, Career Development Services has invested more in this medium including features such as MyPlan.com, graduate school, major choice, and job search workshop features. Over the last five academic years, the range of students responding that Career Development Services was either very helpful or extremely helpful has ranged from approximately 50% to almost 70% with the lowest results not surprisingly occurring in the last two academic years coinciding with the economic downturn [1].

Over the last three years, participating employers in FGCU job, internship, and career fairs rated FGCU students as either excellent or good (between 85% to 93%) and their willingness to pursue FGCU students further for employment opportunities between 86% and 100% [2].

N) FGCU tracks expenditures on a per credit hour basis as derived from the Expenditure Analysis that is produced annually for the Board of Governors. At the institutional level, FGCU’s expenditure per credit hour is among the lowest in the SUS and demonstrates how substantial economies of scale have been achieved in just over a decade without sacrificing quality [1].

This has been achieved by creating an algorithm that incorporates average section size, the percentage of student credit hours to be taught by full-time faculty, and established enrollment targets^[2]. Historic data is used in making projections of future needs. In this way each college knows that resources are tied to credit hour production (which roughly equate to revenue since tuition and fee dollars are directly tied to them). The college leadership themselves in consultation with the Provost then determine how these resources are distributed among the various degree programs they offer. This facilitates sharing of responsibility for decision-making and accountability between the college and university administration with regard to the different academic programs required and what their levels of productivity should be.

For example, professional accreditation standards may determine a required student-faculty ratio that ensures adherence to accreditation standards of quality but may not achieve economies of scale. Such programs can then be offset by other programs offered by a particular college where economies of scale (and consequently revenue generation) may be more easily realized. College-level data are reviewed annually by the Provost and the deans in the determination of the allocation of resources for the coming year. Those programs exhibiting the greatest growth are more likely to receive additional resources than those less productive (but again quality issues also inform allocation decisions).

It is worth keeping in mind that FGCU continues to exhibit the highest growth rate among the 11 universities in the SUS. As such the addition of full-time faculty hired each year is a presidential goal that is measured annually and ties back to these enrollment (revenue) and expenditures (faculty hires) and is tracked as is the overall institutional expenditure per student credit hour (see evaluation documents in response to next question below).

- O) The University's overall goals are adopted by the FGCU Board of Trustees each year as part of the President's annual performance evaluation. This process has occurred each year since the establishment of the Board of Trustees in 2001. Copies of the evaluations that include the goals over the last 5 years and two work plans submitted to the B.O.G. are attached to this report ^[1].
- P) The FGCU Board of Trustees has not performed the type of review posed by the question but the membership of the board itself broadly reflects the interests of the community and sets goals with the president annually that cover all major aspects of the university's strategic plan that focuses on the meeting educational needs of the region, student growth and development, and community engagement. FGCU's commitment to service learning is unique to the State University System and requires every undergraduate to complete either 40 (for upper-division transfer students) or 80 hours (for entering freshmen or sophomores) of community service before graduation. This service occurs among over 200 community-based organizations annually. Community input is also received through advisory boards and hundreds of public events each year. The development and maintenance of the university's strategic plan is an ongoing work of the university's Planning and Budget Council that includes administration, faculty, staff, and students that

examine progress and recommend action plans for continuous improvement of university programs and services to the President and his Cabinet annually.

- Q) It is important to note that FGCU is a very distinct institution within the State University System. It is only in its 15th year of operation and has been dedicated to growth in all facets of its development during this time. That growth is not complete and the demand for an FGCU education continues to attract new students locally and increasingly more broadly across Florida. The student demand for an FGCU education is in itself a testament to the quality and relevance of the educational experience offered.

FGCU's educational experience is grounded in the liberal arts and sciences that provide the requisite foundation for the pursuit of more specialized fields of study. The career orientation of our students is not lost upon us. Roughly 70% of our students are enrolled among the 5 (of 6 total) professional colleges of the university. Our success in meeting career aspirations of our students is reflected in the FETPIP data provided with this letter and our efforts at providing the well-educated workforce necessary for the diversification of SW Florida's economy. We continue our efforts to increase the number of students successfully pursuing STEM areas but to do so successfully, we will also continue to respond to meeting the needs of society writ large and provide our students with an educational experience that will allow them to be productive and engaged Floridians.



RICK SCOTT
GOVERNOR

October 13, 2011

Dr. Wilson Bradshaw
President
Florida Gulf Coast University
10501 FGCU Boulevard, South
Fort Myers, Florida 33965

Dear President Bradshaw:

As Governor, I was elected to get the Great State of Florida back to work. While Florida has made significant progress this year in creating 87,200 private sector jobs, which decreased the unemployment rate from 12 percent in December to 10.7 percent in August, we still have over 900,000 Floridians out of work. Many university graduates are unable to find jobs in their field of study and many employers are concerned that university graduates are not equipped with the appropriate writing skills, critical thinking skills, and technical expertise needed to succeed.

In reflection of my personal life, I have been extremely blessed to have parents who have guided me, a wife who keeps me focused, and a country that has provided me opportunities. As a child, my family lived in public housing; my father was a truck driver and my mother was a store clerk. The opportunity to work started for me at the age of seven. Eventually I attended junior college followed by enlisting in the United States Navy during the Vietnam War. I married my high school sweetheart, and together we purchased our first business, a donut shop, which allowed my mother to take care of my disabled father and my younger siblings.

As Governor, I have formed the following principles: first, I do not want state government to do things that raise the cost of living in our State. I understand the resources it takes to raise a family. My parents struggled financially until my wife and I could help them. Second, I want Floridians to have the opportunity to obtain the best education for which Florida taxpayers are willing to pay. Third, I want Floridians to have resources available to seek employment. As we all know, the biggest challenge facing Floridians is finding a job.

Thank each of you for your efforts in ensuring Floridians are well-trained and educated for the work force of today and the future. I am especially appreciative of Florida State University President Barron's commitment in reviewing the Texas proposals to determine if any are relevant to our efforts here in Florida.

I have always believed the only way to ensure increasing levels of performance is by measuring outcomes using objective, data driven criteria in a fully transparent environment and more importantly to use that measurement and information to develop plans for improvement. To help me with my plan for higher education, please provide me with the following information by November 15:

- A. What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?
- B. Do you have measurable goals to meet employers' current needs? If so, please provide them. How often are these goals updated?
- C. Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.
- D. Does your university offer or require a class that focuses on the development of writing proficiency and critical thinking skills? If so, please send me the data on the success of students who enrolled in that course.
- E. Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?
- F. Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.
- G. Do you have measurable goals for the number of graduates who remain in Florida post-graduation? If so, please send me the goals and the results for the last five to ten years.
- H. Do you have measurable goals for the number of graduates with specific degrees such as science, technology, engineering, mathematics, nursing, etc? If so, please send me the goals and the results for the last five to ten years.
- I. What are the core subjects every undergraduate must complete prior to graduation?
- J. Please send me a job description, total wages, number of courses instructed, and measurable goals for the fifty highest paid employees for each of the last three years.
- K. Do you measure the readiness of new students to succeed at your university? If so, do you measure on a per-incoming-high-school basis? If so, please send me the measurement and the results for the last five to ten years.
- L. What is your process in determining which programs to terminate and which programs to initiate? In the last ten years, what programs were terminated and what programs began?

Dr. Wilson Bradshaw
October 13, 2011
Page Three

- M. What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida Education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years.
- N. How do you measure the university's cost and revenue per program? If so, please send me reports for the last five to ten years. Additionally, please send me your individual measurable goals and tracking of your success during your term as university president.
- O. Please send me your university's overall measurable goals and tracking from the last five to ten years.
- P. Do you perform 360-degree reviews with your Board of Trustees? If so, please provide me with these reviews from the last five to ten years.
- Q. Please provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

Hopefully, most of this information is readily available in an electronic format as I know there are a number of reports you already submit with much of what I am requesting.

We have a great opportunity to ensure we keep the cost of living low in Florida, ensure Floridians have the opportunity to get a great education, and ensure Floridians have the opportunity to find employment.

If you have any questions regarding the above, please contact either Steve MacNamara, my Chief of Staff, or Carrie O'Rourke, my Deputy Chief of Staff responsible for education for Floridians.

I look forward to working with each of you.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Scott". The signature is stylized with a large, sweeping initial "R" and a distinct "S".

Rick Scott
Governor

Cc: Board of Governors
Board of Trustees

November 14, 2011

The Honorable Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe Street
Tallahassee, FL 32399-0001

Dear Governor Scott:

Thank you for your leadership as the State of Florida continues to wrestle with a very difficult economy, and increasingly looks to its universities to assist with workforce diversification and economic development. Florida Gulf Coast University (FGCU) was created by the Florida Legislature in 1991 to serve a region of the State that did not have a comprehensive public university – Southwest Florida. Consequently, Florida Gulf Coast University had the opportunity to create from a blank slate a new university for the 21st century. Many of the ideas involved in the current considerations of higher education reform already are in place at our 15-year-old University, and we look forward to participating in discussions with you and others on these matters of important public policy for the State of Florida.

At Florida Gulf Coast University, our faculty are employed through multi-year contracts instead of tenure; the addition of new degree programs is determined in close consultation with our region's employers; all undergraduate students are required to complete 80 hours of civic engagement as we seek to instill the value of giving back to one's community, and the University is an important economic engine for Southwest Florida through jobs creation, expenditures, and labor income. Last year, FGCU's economic impact in our region was \$345 million in expenditures, 3,119 jobs, and \$144 million in labor income. The University's significant impact is a source of great strength for Southwest Florida and the State of Florida.

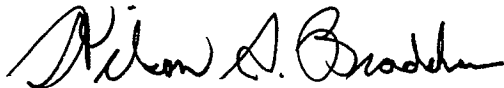
FGCU's numbers of student majors, and graduates in science, technology, engineering and mathematics (STEM) are growing at tremendous rates. We were pleased that a U.S. News article last month cited Florida Gulf Coast University's number of STEM graduates as increasing more than 1,000% during the past 10 years. Likewise, the number of FGCU students majoring in STEM disciplines has grown from 1,875 just two years ago to 2,286 this year. We



recognize the critical role STEM graduates play in fueling our region's, State's and nation's competitiveness, and also their importance in FGCU's initiatives to positively impact current economic conditions.

I was pleased to receive your letter of October 13 requesting information related to these important topics. Please find enclosed a computer flash drive that contains Florida Gulf Coast University's data responsive to your information request. In closing, we appreciate the opportunity to participate in this important dialogue, and look forward to sharing with you and others our many positive FGCU experiences and impacts. If I can provide any further information at this time, please don't hesitate to contact me at (239) 590-1055.

Sincerely,

A handwritten signature in black ink, appearing to read "Wilson G. Bradshaw". The signature is fluid and cursive, with the first name "Wilson" being the most prominent.

Wilson G. Bradshaw, Ph.D.
President
Florida Gulf Coast University

c: Florida Gulf Coast University Board of Trustees
State University System Chancellor Frank Brogan

Enclosure