

# Annual Report

## Part 1

### Section A

## Unit Information

**Unit:** College of Arts & Sciences

### Mission Statement:

The College of Arts and Sciences at Florida Gulf Coast University is dedicated to providing a quality liberal arts education that is the foundation for a free and just society. As a community of scholars, we seek to foster intellectual breadth and depth, reasoned and civil inquiry, intercultural understanding, an ecological perspective, and civic engagement in order to prepare students for a life in the 21<sup>st</sup> century that is at once informed, examined, and engaged. We support scholarly activity that advances teaching and contributes to the broader intellectual, artistic, and professional communities. Our college faculty and administration share the belief that interdisciplinary collaboration and scholarship enhance our individual disciplines and benefit our students. We further acknowledge that service to the southwest Florida community is a public trust and a social responsibility. In all of our activities, we are committed to celebrating and nurturing human freedom and elevating the human spirit.

Founded on the university's student learning goals and emphasizing the integration of knowledge across disciplines, our programs in the arts, humanities, natural sciences, and social sciences offer students the opportunity to develop the knowledge, skills, and values necessary for success in their professional careers along with the philosophical, scientific, and artistic habits of mind indispensable for a democratic society and a rewarding personal life. We challenge students to express informed convictions, exercise independent judgment, and make a lifelong commitment to learning. By encouraging tolerance, generosity, humility, wisdom, creativity, and courage, we strive to prepare students for a rapidly changing world, constructive engagement with diverse cultures and beliefs, responsible participation in their communities, and a deeper appreciation of the beauty and scope of human experience.

Scholarly activity provides a source for the creation and communication of artistic insights, fresh ideas, and current information related to our teaching, our individual disciplines, and to the integration of knowledge that lies at the heart of our liberal arts mission. Through scholarship, we interact with colleagues in the academic community and in the southwest Florida region. Likewise, in our service, we expand the boundaries of the university and join a wider community in nurturing a sustainable and enriched society. (adopted December 2001)

### Section B

## Unit goals set within last year's (2003-2004)

## Annual Report

### Strategic Plan Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

### Unit Goal

What were your unit level goals for 2004-2005 as contained in your 2003-2004 annual report?

**Goal 1 -- High Quality Education:** Pursue academic excellence to achieve national prominence in undergraduate education and expanding recognition for selected graduate programs.

**Goal 2 -- Student Community**

Provide quality educational opportunities serving the region, underrepresented populations, and the State of Florida and beyond.

**CAS Goal -- Quality Academic Programs**

The College of Arts and Sciences will expand undergraduate programs and develop new graduate programs.

**What action did you undertake to achieve this goal?**

We developed proposals for the following undergraduate programs:

- BA Chemistry
- BA Anthropology

Each of these proposals was taken through the undergraduate curriculum review process within the college and at the university level. Each program proposal was also reviewed at the Chair's and Dean's level and ultimately supported by the Provost.

We also worked on the development of a proposal for an MA in Environmental Studies and worked to garner resources to begin the MA in English (already approved). Again, the MA in Environmental Studies was taken through the graduate curriculum review process in the college and at the university level, and is awaiting final revisions and final approval in the upcoming year. The English faculty developed a proposal for the resources needed to start the MA program, including the addition of one more faculty, the allocation of graduate assistant funds, and the procurement of graduate tuition waivers.

**By what means did you assess goal achievement?**

We assessed our achievement of these goals through the following means:

- Approval of the BA in Chemistry and Anthropology
- Proposal submission of the MA in Environmental Studies to the Curriculum Teams
- Allocation of resources to begin the MA in English.

**Describe the assessment results and the conclusions about goal attainment you inferred from them.**

The following is the result of our assessment of goal achievement:

- Both BA programs were approved and will be implemented Fall 2005; this goal has been achieved. The program proposals included an assessment that determined that these programs would strengthen our degree offerings at Florida Gulf Coast University by filling needs that we have in the area.
  - The MA in Environmental Studies proposal was completed and submitted to the CAS Curriculum Team. The proposal will be completed in the coming year (2005-2006), and
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- the program will be implemented in Fall 2006 if resources are available.
- All resources needed to start the MA in English have been allocated. As a result, the program was opened for student matriculation, faculty have reviewed and approved candidates, and the first round of graduate students will begin Fall 2005.

**What continuous improvement resulted from the use of the assessment data?**

Addition of new programs allows for the realization of the university's mission by providing a wider range of curricular offerings in support of a comprehensive public university. Moreover, the addition of these particular programs provides for greater depth in faculty expertise and supports curricular developments in other areas such as the establishment of engineering programs. With new programs in CAS, we will have expanded opportunities for our students to study at Florida Gulf Coast University and for our faculty to interface with colleagues in their teaching and scholarship.

Strategic Plan Goal

**Unit Goal**

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?**

**What were your unit level goals for 2004-2005 as contained in your [2003-2004 annual report?](#)**

**Goal 4 -- Talented and Dedicated Faculty and Staff**

Build a diverse team of exceptional faculty and staff who support the mission and guiding principles of the University.

**CAS Goal -- Quality Faculty**

The College of Arts and Sciences will hire faculty who support the mission of the College and the Institution and who are committed to continuous improvement of all programs.

**What action did you undertake to achieve this goal?**

The College of Arts and Sciences advertised nationally in the *Chronicle of Higher Education*, *Black Issues in Higher Education*, and *Hispanic Outlook in Higher Education* in order to build a strong pool of diverse candidates. In addition, we completed specialty advertising in Art (College Art Association online) and Biotechnology (*Science* and *Nature*). CAS has advertised for **new, continuing positions** in the following areas:

- Anthropology
  - Chemistry
  - Chemistry Instructor
  - Communication (2 positions)
  - English
  - Environmental Science
  - History
  - Marine Science (2 positions)
  - Mathematics Instructor
  - Music (Director)
  - Psychology
  - Theatre (Technical Director)
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In addition, the College has advertised to fill the following **vacant positions**:

- Art Gallery Director
- Communication Instructor
- English Composition Instructor
- Environmental Science Instructor
- Interdisciplinary Studies
- Interdisciplinary Studies Instructor (Styles and Ways of Learning)
- Mathematics Instructor
- Sociology

Finally, the College was also provided several **visiting positions** in order to offer courses to meet the needs of a large incoming first year class. These positions, as one year fixed appointments, do not include the standard review process with advertisements and search committees.

- Biology Instructor
- English Composition Instructor
- History Instructor
- Interdisciplinary Studies Instructor (Styles and Ways)
- Interdisciplinary Studies/Environmental Studies Instructor
- Philosophy Instructor
- Spanish Instructor

Finally, we have also had three faculty leave Florida Gulf Coast University for positions elsewhere; all three of these positions were successfully filled with visiting instructors.

In all cases with searches for continuing positions, search committees will be diverse and will follow the university Search and Screen Guidelines in order to hire the most qualified candidates and to work towards improving diversity. All faculty hired will meet SACS qualifications for instruction.

**By what means did you assess goal achievement?**

We used several measures to determine success in our achievement of this goal, including:

- Percentage of search committees approved by EEO and HR
- Percentage of applicant pools approved by EEO and HR
- Percentage of positions filled
- Percentage of positions filled by faculty with diverse backgrounds
- Percentage of positions filled by women.

**Describe the assessment results and the conclusions about goal attainment you inferred from them.**

We have carefully planned all of our searches and tracked our success in building strong applicant pools and search committees. Our results were not as strong as we hoped, but have provided us with a basis for building on next year.

- All search committees in the college were approved by EEO and HR as meeting the
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- requirements for diversity.
- All applicant pools were approved by EEO and HR as meeting requirements for depth in the pool and the requirements for diversity with the exception of the Chemistry position and one of the Marine Science positions.
- Of the 14 new, **continuing positions** that we advertised, we filled 12 positions, 86% of the total continuing positions. Our assessment suggests that the 2 positions that were not filled did indeed fail because we advertised too late in the season to attract a strong pool of applicants.
- Of the 8 **vacant positions** that we advertised, all 8 were filled.
- With the 7 **visiting positions**, we are currently working to hire faculty in these areas.
- Of the 20 positions that we advertised that we filled, 1 was filled with a faculty from a diverse background. 10 of the 20 have been filled with women.

Several conclusions can be drawn from this hiring cycle. First, Florida Gulf Coast University is still able, in general, to attract and hire strong faculty who are interested in the unique mission of the institution and the college and who support assessment and continuous improvement of programs. In this round of hiring, as in the past, we have been able to add faculty to our community who will continue to enrich our teaching, scholarship, and service. Second, we must work in the future to adhere to a better time frame for hiring, advertising all positions in the fall. Failure to do so leads to weaker pools, especially in the sciences, and failure to attract qualified candidates and candidates from diverse backgrounds. Third, we must work to garner resources for full-time continuing positions to meet the needs of growing enrollments; continuing to hire visiting faculty meets our needs in the short term but does not allow us to build a strong community or to develop schedules early in the year.

#### **What continuous improvement resulted from the use of the assessment data?**

The College of Arts and Sciences has been able to hire several new faculty who will bring added expertise in teaching and scholarship to the college. This will allow us to meet the need of growing enrollments in our majors and in first year students. The new faculty have added diversity in terms of training, teaching experience and interests, and scholarly pursuits. All faculty have an interest in assessment and continuous improvement of programs.

We have also determined that we were not able to attract acceptable applicant pools in certain areas because of the advertising and hiring cycle in those disciplines. In the future, we will work with the Provost's office to be certain that all positions are advertised in a timely fashion. This will allow for improvement in our process for hiring and thus continue to strengthen an already strong faculty.

In addition, while hiring visiting faculty will allow us to cover the needs of a large incoming first year class, in future years we will work with the Provost's office to cover all of our needs with full-time faculty who go through the full Search and Screen process. Following this process, which includes advertising positions and interviewing candidates using a search committee, will allow for improvement in our hiring process and continue to strengthen our faculty.

#### Strategic Plan Goal

#### Unit Goal

**With which 1 or 2 goals from the 8 current strategic plan goals does your**

**What were your unit level goals for 2004-2005 as contained in your**

## 2004-2005 goal best align?

### **Goal 2 -- Community Leadership**

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

### **Goal 6 -- Research and Sponsored Programs**

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

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### **CAS Goal -- Support Scholarship and Sponsored Programs**

Provide support for the increase of sponsored programs in the college, including the approved Centers and Institutes: the Center for Environmental and Sustainability Education, the Coastal Watershed Institute, and the Whitaker Center for Math and Science Education.

### **What action did you undertake to achieve this goal?**

Over the last year, Chairs have worked to mentor faculty to increase their scholarship and engagement with sponsored programs. We have worked with the administration in the Provost's office to continue providing faculty with resources for travel to conferences and other types of professional development support.

Centers and Institutes in the College of Arts and Sciences were provided with a variety of resources in the last year, including release time, staff support, and office space. The resources provided range from course release to stipends for directors, office space, clerical support, overhead return on grants and salary savings, and research support. Because most of these Centers were recently approved, we have not yet determined if the resources provided have been adequate or equitable.

### **By what means did you assess goal achievement?**

We reviewed the Grant Applications submitted and accepted in order to determine how well we met this goal; we compared this figure for 2004-2005 with figures from previous years. In addition, all Centers and Institutes were responsible for submitting Annual Reports to the Provost's Office, which were partly used to determine whether or not they were provided adequate support. Each of the Centers or Institutes supplied the Dean's office a list of resources for the year.

### **Describe the assessment results and the conclusions about goal attainment you inferred from them.**

In the 2004-2005 AY, faculty in the College of Arts and Sciences were awarded a total of \$3,910,711, with a total of 29 accepted applications. In the previous year, faculty were awarded \$3,598,729, with a total of 36 accepted applications. This represents an increase of 8.6% in total funds generated, though a decrease in the total number of applications accepted.

Our assessment of the Center for Environmental and Sustainability Education, the Coastal Watershed Institute, and the Whitaker Center for Science and Math Education resulted in a determination that, while all three were provided some level of support, we have not been able to yet determine if this support is adequate or equitable. Thus, while we have attained our goal of supporting these Centers and Institutes, we need to do further assessment to determine if the support is adequate or appropriate.

### **What continuous improvement resulted from the use of the assessment data?**

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Through our assessment, we have determined that while faculty continue to be productive as scholars in terms of receiving grants, we need to continue to work to increase support and resources for scholarly work. Increase in faculty scholarship is essential for remaining current in the field and for the continued development of new knowledge and works, which in turn allows for increased teaching and learning opportunities.

In addition, we have determined that while our Centers and Institutes have received a certain level of support from the College and the University, the support is uneven. The Centers and Institutes provide one of the main avenues for university interaction with and leadership in the community. The services that are provided are wide ranging and an essential component to our mission. Because this is the first year of each Center's existence, we have not yet had the opportunity to measure their productivity or determine equitability in terms of resources. These will be goals for next year.

### Strategic Plan Goal

### Unit Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2004-2005 goal best align?

What were your unit level goals for 2004-2005 as contained in your [2003-2004 annual report?](#)

Goal 1 -- High Quality Education  
Goal 2 -- Student Community

**CAS Goal -- Support First Year Experience**  
Provide support for the First Year Reading Project, the University Convocation, and the Learning Academy.

### What action did you undertake to achieve this goal?

The College of Arts and Sciences worked closely with Enrollment Services, and specifically the First Year Advising Office, to support the First Year Experience. The **First Year Reading Project** committee, which included diverse representation from across the university, was chaired by a faculty member in the College of Arts and Sciences; the committee worked closely with the university community in order to fulfill the stated mission of the Reading Project program. The University **Convocation Committee** was co-chaired by a faculty member in the College of Arts and Sciences; the Convocation Committee reviewed the purposes and goals of the program, refined the mission and processes, and has worked to schedule the Fall 2005 Convocation. The **Learning Academy** was directed by a faculty member in the College of Arts and Sciences and included many faculty from the College; the faculty worked to integrate their syllabi for the Learning Academy courses and to support Common Hour experiences.

### By what means did you assess goal achievement?

The **First Year Reading Project** was assessed using the following means:

- Successful selection of a book for the FY Reading Project that supports the learning goals and the mission of the university;
  - Development of a Writing Project for incoming first year students;
  - Resource allocation for Writing Program Leader to attend all orientations;
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- Updating of the FY RP website.

The **Convocation Committee** was assessed using the following means:

- Successful revision of the goals and purposes of the Convocation;
- Setting a date for the Fall Convocation;
- Deciding upon a speaker for the event.

The **Learning Academy** was assessed using the following means:

- Review of syllabi to determine the level of integration of disciplinary learning;
- Tracking of students from previous years to determine retention rates of Learning Academy students;
- Director visits to all learning academy cohorts to observe teaching and learning experiences.

**Describe the assessment results and the conclusions about goal attainment you inferred from them.**

The **First Year Experience** continues to be one of the most successful programs on campus. The assessment results support this conclusion:

- The book selected, Julia Butterfly Hill's *The Legacy of Luna*, meets the chosen learning goal for the year (Ecological Perspective) and builds on the work of the Quality Enhancement Plan which emphasizes not only Ecological Perspective but also Community Awareness and Involvement. The book also supports the mission of the university, which states that FGCU "practices and promotes environmental sustainability," and the guiding principles, which state that "Informed and engaged citizens are essential to a civil and sustainable society." The selected book supports all of these statements.
- The Writing Project for students was substantially altered this year using input from the Composition and the Styles and Ways faculty (these are the two courses where the FY RP book is taught). For the Styles and Ways classes, the writing assignment was to trace the discussion of all 10 General Education learning outcomes in the book and to connect these learning outcomes to the students' lives. For the Composition classes, the students were asked to respond to several questions which will become the focus of class discussion and a writing assignment designed by each individual instructor.
- Resources were allocated and the Writing Program Leader has been attending all Orientations.
- The FY RP website has been updated ([http://www.fgcu.edu/FYE/FYE\\_ReadingProject.asp](http://www.fgcu.edu/FYE/FYE_ReadingProject.asp)).

The **Convocation Committee** has completed its charge in revising the goals and purposes of the event, and in securing a date and a speaker for the event.

The **Learning Academy** continues to be another successful program on campus. The Director reviewed all syllabi and visited classes in order to observe the level of learning and community engagement that occurred in different cohorts. The retention rate of the Learning Academy has been at 90%.

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**What continuous improvement resulted from the use of the assessment data?**

As a result of instituting the First Year Experience three years ago, our retention of First Year students rose from around 68% to 80%. We will continue to track retention of first year students, but our assessment suggests that we have created a program that develops a high level of student engagement with learning, with fellow students, with faculty and staff, and with the campus. As a result, students are staying in college and are becoming more engaged in and committed to their learning processes.

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**Section C****Program or Service Specific Assessments****What program or service specific assessment occurred in the current academic year?**

In the 2004-2005 academic year, the College of Arts and Sciences completed Seven-Year Program Reviews for the state of Florida for the following programs:

- Art,
- Spanish, and
- Theatre.

Each of these programs has been in existence since the opening of the institution; this was their first Seven-Year Program Review.

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

Each of these programs completed a detailed assessment that included analysis of the mission statement, the learning goals, the curriculum, and the assessment strategies and how those strategies are used to improve student learning. The assessment included a SWOT (Strength, Weakness, Opportunity, and Threats) Analysis, and analyzed the connection between the university learning goals and the program learning goals.

In each case, the programs made specific recommendations to alter the curriculum or the learning opportunities for students in order to strengthen the program so that students can better meet the student learning outcomes. For instance, the Theatre Program assessment concluded that partnerships with local theatre companies should be explored in order to provide students with further opportunities to gain experience in performance, production, and technical work. The Spanish Program concluded that the faculty needed to continue working towards developing coherence in the Beginning Spanish classes, which provide a foundation for the major.

In addition, the assessment led to a determination to revisit the learning goals of each program, to more clearly map these goals to the university learning goals, and to strengthen

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and refine the assessment strategies to allow for more nuanced assessment.

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

The College of Arts and Sciences completed an update of all Integrated Program Matrices and completed a formal assessment of each academic program. This work will provide a foundation for further assessment in the coming years.

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

Within each program, a minimum of two learning goals were identified for assessment, using both indirect and direct measures. The faculty in the programs gathered student feedback and student work, and analyzed this information to determine whether or not the programs were allowing students to meet the chosen learning goals. Once the assessment was complete, faculty discussed the results of the assessment and outlined a plan of action that would lead to an improvement in student learning. Specific curricular changes will be taken through the curriculum review process in the fall; changes to specific courses and to assignments will be implemented in the fall semester, with follow up as the year progresses.

In addition, most programs outlined ways in which they would improve their assessment strategies in the coming year, including a desire to more clearly articulate their learning outcomes.

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

The College faculty worked together to conduct an assessment of the Interdisciplinary Core that is a required component of all majors. The faculty began with a review of the purpose and goals of the Interdisciplinary Core and conducted a survey of alumni to determine satisfaction with the Core. 520 surveys were mailed out to CAS alumni. 43 responses were received. Respondents were almost evenly divided on their opinions of the usefulness of their Interdisciplinary Core courses, with roughly one-third responding "very helpful," one-third "somewhat helpful," and one-third "not helpful." This distribution occurred for a variety of questions concerning several different aspects of the program. Respondent numbers for individual majors were too small to yield any useful comparisons across majors.

The faculty then formulated and discussed alternative curricula to the established Interdisciplinary Core that would allow each program to meet the learning goals of the university and the program in a more efficient and effective manner. The proposals were reviewed using a set of guidelines developed by the Curriculum Team in the College of Arts and Sciences. The assessment concluded with a faculty survey to determine the future direction of the Interdisciplinary Core.

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

The foundation to the College's discussion for altering the Interdisciplinary Core is to maximize

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student learning of the university and program learning goals. After the analysis and discussion concluded in the Spring semester, the faculty, with the leadership of the College Curriculum Team, determined that the Interdisciplinary Core revision would include the following elements:

- Foundations of Civic Engagement (IDS 3300) would be retained as a required component of the interdisciplinary studies program.
- Integrated Core Senior Seminar (IDS 4910) would be dropped as a required component of the interdisciplinary studies program.
- The issues courses, Issues in Culture and Society (IDS 3301) and Issues in Science and Technology (IDS 3303), are converted to menu based courses that would be largely housed within particular disciplines. These menus will include courses that are interdisciplinary, and that meet the student learning outcomes currently addressed by the Issues courses.

The key issue to be resolved is what the "menus" will look like, and how courses will be added to the respective menus for students to choose from. This issue will be taken up in the fall and will be a key component to the College's assessment plans for next year. As different proposals come forward that define the menus, the key element in analyzing these proposals will be the way in which they assist students in meeting our learning goals. As the proposals are developed, specific assessment strategies will also be developed to make certain that the learning goals are met.

## Section D

### Unit Contribution to President's Performance Measures

**Please review the President's Performance Measures for 2004-2005. Did your unit contribute to any specific performance goals for the President?** (If so, please indicate whether the measure set was attained and to what degree.)

Goal 1: Student enrollment in CAS contributed nearly 1900 FTE to overall university enrollment. This was accomplished without any increase in the use of adjuncts, partly due to new faculty hires, but also partly due to reorganizing several lower level courses in math and science into a large lecture format.

Goal 3: Degrees awarded in CAS programs for 2004-05 were 289, a 61% increase over 2003-04.

Goal 5: CAS faculty and administration have been centrally involved in the design of the Naples Botanical Garden facility.

Goal 6: New grants awarded to CAS faculty for 2004-05 increased substantially over the previous year. The number of proposals by and new awards to CAS faculty increased by over 20% in 2004-05 when compared to the previous year. Direct federal appropriations alone have accounted for over \$4 million in new awards.

Goal 7: During 2004-05, CAS offered 8 class sections at the Charlotte Center, with a total enrollment of 119. In addition, CAS began in Spring 2005 to offer class sections at the Naples and Cape Coral centers, with a total of 6 sections at the two centers.

Goal 15: CAS hired 5 new female Instructors, and 9 new female Assistant professors, and 6 minority Assistant professors.

Goal 22: CAS filled 33 new faculty and staff positions in 2004-05 (27 faculty, 6 staff). Due to these new hires, as well as restructuring of key courses, use of part time faculty in CAS did not increase over 2003-04.

In addition, CAS contributed the following activities:

- Assistant Dean Deb Hess chaired a search for a Director for the anticipated Music program. The new Director will begin during Summer 2005, developing the curriculum for the Music program and recruiting new faculty, students, and community support.
- During the past year, CAS faculty from the Division of Arts & Humanities have assisted the President's office in meeting with donors and community groups about support for constructing a performing arts complex. Currently, we are considering building a Performing Arts Complex on land southwest of the campus (next to Germaine Arena). Plans call for the complex to include a 1,400 seat hall and a music and theatre building with one or two smaller theatres. Plans include the possibility of having buses run from the main campus to the new complex.
- During the past year the initial conceptual planning for the Marine Science Complex was completed with architect Alyn Pruett of Wallace, Roberts and Todd, LLC and architectural renderings were created by Architectural Networks of Naples, Florida to enhance our fundraising efforts. Several meetings were held with potential donors and two talks were given to civic organizations regarding the new facility. A request for a Congressional grant has been made to the amount of \$2 million for infrastructure support for the new facility and the finishing touches are now being made on a 50-year sublease agreement for a 20-acre parcel of land within the Rookery Bay National Estuarine Research Reserve that will serve as the site for the marine lab.

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## Part 2

### Section A

## Unit Goals for Coming Year (2005-2006)

### Strategic Plan Goal

With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?

### Unit Goal

Goal for 2005-2006

**Goal 1 -- High Quality Education**

**Goal 2 -- The Student Community**

**CAS Goal -- Quality Academic Programs**

The College will provide a quality educational experience for its students.

**What action(s) will you undertake to achieve the goal?**

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1. Continue the process of program assessment and use results to improve all programs.
2. Add new programs as needed at the bachelor's and master's levels, and garner resources necessary for implementation. Programs to include Philosophy and Music at the bachelor's level and History and Environmental Studies at the master's level.
3. Finalize curriculum review of Interdisciplinary Core.
4. Increase percentage of students taught by full-time faculty, in all CAS program areas.
5. Provide quality preparation in basic math and science for Engineering students.
6. Increase sections offered and student enrollment at off-campus Centers (Port Charlotte, Naples, Cape Coral).
7. Increase support for graduate programs.

**By what means will you assess goal achievement?**

1. Completion of another round of program assessment, using direct and indirect measures, for all programs; updating of all IPMs to reflect continued assessment.
2. Approval of new programs by the college and university curriculum teams and by the Dean and Provost; implementation of new programs will occur with the identification of needed resources.
3. Acceptance of curriculum changes to the Interdisciplinary Core within the college, and approval of curriculum changes by the CAS curriculum team.
4. Percent of student credit hours taught by full-time CAS faculty
5. Faculty in the engineering program will be surveyed to determine satisfaction with the basic science and math preparation of students; students will likewise be surveyed on their self-perceptions of their basic science and math preparation.
6. Number of sections offered and student enrollments at the Port Charlotte and Naples centers, and in Cape Coral.
7. Amount of graduate and teaching assistantship funds and graduate tuition waivers made available to the College.

**How will you know if you have successfully attained each goal?**

1. 100% of programs will complete the Annual Program Assessment Form and will update their IPMs to reflect their continued assessment and improvement of programs.
2. Number of new programs approved and implemented, along with resources allocated.
3. Curricular changes to the Interdisciplinary Core have been implemented.
4. Every subject area in CAS should have at least 65% of SCH taught by full time faculty, and at least 70% overall in the College.
5. 80% of Engineering faculty and students will report satisfaction with science and math preparation of students.
6. Overall sections offered and student enrollment at the three centers should increase by 50% over 2004-05.
7. Increase of 25% in funding and tuition waivers over 2004-2005.

**How will the results of the above assessments be used to improve student learning or services?**

1. Program assessment is crucial to the continuous improvement of programs for student learning. Our program assessment practices will continue to be part of our culture within the college, and we will seek to broaden our assessment strategies in order to maximize student learning.
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2. Increasing the number of programs offered meets the university's mission of being a comprehensive institution. We have made a commitment to continue broadening our program offerings in order to serve the southwest Florida area and beyond. With increased programs, we will have greater interaction across programs and greater support for existing programs. Increase in program offerings can only occur with adequate increase in resources.
3. Because the Interdisciplinary Core is central to all majors in the college, improvement of the core will affect all majors in the college. We will continue to assess, and broaden our assessment, of learning within the college, and will focus assessment strategies on the new versions of the Interdisciplinary Core, with an eye towards maximizing student learning of the University Learning Goals.
4. Increasing the percentage of full time faculty teaching within the college will give students access to stronger teaching and learning opportunities. The results of assessing the percentage of full time faculty teaching in each area will allow us to target any areas that need an increase in hiring, and will thus strengthen those programs.
5. After completing our assessment, any areas in science and math preparation needing improvement will be identified, and faculty in those areas will develop improvement plans in order to increase student learning in these areas and preparation for and success in engineering.
6. Student enrollment patterns will be monitored by LT to determine priorities for expansion into branch centers. Offering courses at off site centers will allow us to expand student access to instruction and learning opportunities.
7. Increased support for graduate programs will allow us to increase the size of our graduate programs, one of the key goals of the university. Graduate programs that have been implemented are central to the mission of the institution and allow the faculty to complete teaching, scholarship, and service relevant to the mission of the institution.

**Strategic Plan Goal**

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?**

**Unit Goal**

**Goal for 2005-2006**

**Goal 4: A Talented and Dedicated Faculty and Staff  
CAS Goal-- Quality Faculty and Staff**

The College will recruit, retain, and support highly qualified faculty who are outstanding teachers and scholars, in numbers adequate to fulfill the college's obligations. In addition, the College will review all staff positions to ascertain if staffing is at adequate levels to support the mission of the college; this review will include an assessment of the need to upgrade any staff positions.

**What action(s) will you undertake to achieve the goal?**

1. The College of Arts and Sciences will hire qualified faculty in order to keep up with enrollment growth at both the upper level (in the majors) and the lower level (especially incoming first year students). Faculty will support the mission of the university and the college and will be committed to continuous improvement of
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programs.

2. The College of Arts and Sciences will review all staff positions in order to determine if we have sufficient levels of staff to support the teaching, service, and scholarly mission of the college and to ascertain if any staff positions need to be upgraded. This review will include secretarial staff, lab staff, art staff, and other staff such as staff for the Wings of Hope Program and the A&P personnel for Understanding Visual and Performing Arts.

**By what means will you assess goal achievement?**

1. We will analyze the number of incoming majors and the number of first year students expected to matriculate and determine the number of new faculty we will need to hire. We will advertise an adequate number of positions in the fall semester in order to develop a deep pool of qualified and diverse faculty for each position and meet our growing enrollment needs.
2. We will work with Human Resources to analyze all staff positions and determine if we need to increase the number of staff and/or to upgrade any staff positions.

**How will you know if you have successfully attained each goal?**

1. 100% of positions advertised will result in acceptable, EEO and HR certified pools of candidates. 80% of positions advertised are hired with our top choice of candidates. 10-20% are hired with our second choice candidates.
2. Assignment of additional staff support as determined by our analysis. In addition, for current staff positions, 100% of those positions are determined as operating within the parameters of the assigned duties, with upgrades if necessary.

**How will the results of the above assessments be used to improve student learning or services?**

The College of Arts and Sciences is dedicated to hiring a quality faculty and staff to offer the highest level of student learning and services possible. Maintaining an appropriate level of faculty will allow us to offer courses needed for students to complete their general education program and their majors. In addition, the College offers many service courses for students in other colleges, so we will be supporting the ability of students in other colleges to fulfill their degree requirements.

An appropriate number of correctly assigned staff is essential to the functioning of the college and thus results in improved services. The College will work to determine that all staff are appropriately trained and assigned, and that all programs have adequate resources, in order to offer student learning opportunities. Assessment of staff resources will be ongoing.

**Strategic Plan Goal**

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?**

**Unit Goal**

**Goal for 2005-2006**

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**Goal 2 -- Community Leadership****Goal 6 -- Research and Sponsored Programs****CAS Goal -- Support Scholarship and Sponsored Programs**

Provide support for the increase of scholarship and for sponsored programs in the college, including the approved Centers and Institutes: the Center for Environmental and Sustainability Education, the Coastal Watershed Institute, and the Whitaker Center for Math and Science Education.

**What action(s) will you undertake to achieve the goal?**

1. The College will work to increase grants submitted and peer-reviewed publications and presentations through mentoring and support on the part of the Chairs.
2. The College will review the level of support given to Centers and Institutes in order to provide equitable resources. Centers and Institutes will be encouraged to seek and to increase external support.
3. The College will work to bring about substantial completion of the Naples Botanical Center building by July 2006.
4. The Biotechnology Program will increase the number of contractual partnerships with companies in the service region.

**By what means will you assess goal achievement?**

1. The number of grants submitted and publications and presentations will be compared to 2004-2005.
2. Activities of all Centers and Institutes will be reviewed, along with the resources provided internally by the College and the University and externally by other agencies. Based on this review and the comparison of activities and resources, all Centers and Institutes will be provided with adequate resources for their function and provided support for seeking external funding. A long-term plan of resource allocation will be developed.
3. We will monitor the progress of the construction of the Naples Botanical Center.
4. We will monitor the number of new research partnerships with regional companies in biotechnology.

**How will you know if you have successfully attained each goal?**

1. Grants (in both number of awards and total dollars) will increase by 5% over 2004-2005; publications and presentations will increase by 5% over 2004-2005.
2. Adequate and equitable resources will be provided to all Centers and Institutes. A long-term plan of resource allocation will be adopted.
3. Substantial completion of Naples Botanical Center by July 2006.
4. The Biotechnology Program will establish two new partnerships with regional biotech companies by June 2006.

**How will the results of the above assessments be used to improve student learning or services?**

Increasing involvement in research and professional activities allows faculty to bring recent

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scholarship into the classroom and thus promotes a higher level of student learning. Active research projects provide opportunities for both graduate and undergraduate students to become involved in research alongside faculty. The assessment of Center and Institute activities and resources will allow the College to determine the level of support needed for these programs in order to maximize services to and learning opportunities for our students and the local community.

In addition, supporting and encouraging scholarship and other sponsored programs increases the visibility and status of the university, which in turn enables us to hire strong faculty, recruit better students, and garner other resources. Providing the broader scholarly community with an awareness of the teaching, research, and learning occurring at Florida Gulf Coast University increases our opportunity to secure grants and join other research, teaching, and assessment projects.

**Strategic Plan Goal**

**With which 1 or 2 goals from the 8 current strategic plan goals does your 2005-2006 goal best align?**

**Unit Goal**

**Goal for 2005-2006**

**Goal 4 -- A Talented and Dedicated Faculty and Staff**

**Goal 8 -- Ongoing Quality Improvement**

**CAS Goal -- Reorganize the College of Arts and Sciences**

Provide a new structure for the College that better nurtures the faculty and staff and the culture of assessment that is the foundation for high quality educational experiences.

**What action(s) will you undertake to achieve the goal?**

The College will restructure the administrative units in the college, train new chairs, and revise all pertinent documents. Specifically, the College will:

1. Delineate new departments within the College that will allow for smoother functioning of each unit;
2. Train and mentor new chairs selected to oversee the departments;
3. Nurture the culture of assessment in the College;
4. Review the process for hiring and evaluating part-time faculty;
5. Revise and finalize the bylaws in the College;
6. Assess all budgets.

**By what means will you assess goal achievement?**

We will work during the summer and fall to create and then implement the new structure in the College. We will take specific actions to assess our achievement of the goals outlined above, including the following:

1. A new structure is outlined by the Reorganization Task Force and accepted and implemented by the College and the Dean;
  2. Training programs are attended by new chairs;
  3. Assessment of all programs will continue;
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4. Meetings to review hiring and evaluation of part-time faculty will occur with all Chairs and Program Leaders;
5. Voting of the faculty and acceptance by the Dean of revised bylaws;
6. Meetings to review budgets.

**How will you know if you have successfully attained each goal?**

1. New Departments are implemented;
2. New Chairs successfully undergo training programs;
3. All programs complete another cycle of Annual Program Assessment and update all IPMs;
4. Review of adjunct hiring practices will be complete; any changes will be implemented;
5. Bylaws are accepted by the faculty and the Dean;
6. Budget review is completed and any changes are implemented.

**How will the results of the above assessments be used to improve student learning or services?**

All aspects of the College of Arts and Sciences organizational structure need to be reviewed and revised in order to offer complete services and greater learning opportunities. With new and smaller departments and new chairs, the College will be able to better mentor its faculty and better oversee adjuncts. With administrators who are closer to each program, our assessment practices will be more robust and become ingrained in our daily work habits, which will in turn allow us to continuously improve our programs and offer stronger opportunities for learning. Reviewing the budget will allow the College to become more efficient and effective managers of our resources, and thus allow us to optimize our offerings.

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**Section B**

**Resources**

**What additional resources have you requested and received a commitment for during 2005-2006 from your area VP or the President that is based on your analysis of assessment data for 2004-2005?**

1. We have requested funding for graduate tuition waivers and graduate teaching assistantships for the MA program in English. This is to help launch the MA program, assistants will help out with the Composition courses, thus helping to alleviate the shortage of adjuncts for the program. We have been granted funding for 8 assistantships @ \$10,000 each, plus 8 graduate tuition waivers @ approx. \$3000 each.
  2. We have requested additional new faculty positions for 2005-06. Academic Affairs has committed \$460K for total costs (salary, benefits, operating expenses) for new faculty, with the possibility of additional funding depending on the results of the legislative session. Office space for the new positions will be provided in Modular 7B (the new modular unit).
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3. We have requested additional support for program leaders for 2004-05, in the form of a \$500 increase in administrative stipends. The total is \$7,000 in salary dollars and will be used to complete program assessment and improvement.
4. Academic Affairs has acknowledged the need to provide resources to support program assessment in CAS, as well as the development and implementation of Academic Learning Compacts. We request funding equivalent to one full-time position, to be distributed as some combination of released time and administrative stipends.
5. Under the terms of the Whitaker challenge gift for biotechnology, the faculty hired under this gift will need to have part of their salary funding converted to E&G funds for 2005-06. A detailed report has been submitted to Academic Affairs; \$180,000 in salary and benefits is needed for 2005-06.
6. Continued support for the Wings of Hope program. The President's office committed \$40,000 per year for three years (2003-06) to support Wings of Hope. 2005-06 will be the third year of this funding.
7. Continued support for the Learning Academy for 2005-06. The Provost's office has agreed to provide approximately \$32,000 in faculty/administrative stipends (including FICA) and approx \$2800 in Foundation funds.

**What additional resource needs do you have for fulfillment of your goals that you wish for consideration from your area VP or the President that is based on your analysis of assessment data for 2004-2005?**

1. Funds for additional visiting positions to handle the expected influx of new students in 2005-06. Admissions data indicate that the university is on target for enrolling 1350 new FTIC and 800 new transfer students. Our analysis contained in our Sept 2004 report to Academic Affairs indicates that we will have to offer 70-80 additional class sections in fall 2005, over Fall 2004. New positions currently being recruited will only cover 25-30 of these, so we will need to either find additional adjuncts for 45-50 sections in fall (90-100 for the year), or hire additional faculty. Our request, submitted to Academic Affairs, is to hire 14 new Instructors and one laboratory support staff position, at a total cost of \$705,000. In the alternative, we request sufficient additional funds to hire the adjuncts that will be needed to cover the schedule we have been required to offer, at an estimated cost of \$250,000.
2. Funds for recruiting for new positions to begin in Fall 2006. FGCU's official enrollment projections are to increase FTE enrollment by 12.5% in 2006-07, over 2005-06. For Arts & Sciences, this will mean 275 new FTE enrolled, requiring 120-130 additional class sections. Covering these instructional needs, even allowing for an increase in use of adjuncts, will require a minimum of 20 new faculty positions. CAS requests funds at the rate of \$2000 per position for recruiting costs, for a total of \$40,000.
3. operating expenses, office space for new Music Director (\$10,000 + office space)
4. continued support for the Whitaker Center and the Institute for Sustainability, at same level as in 2004-05
5. continued support for writing effectiveness project, at same level as in 2004-05
6. continued support for FYE common reading experience (unless this will be moved to Curr & Instruction)
7. support to continue hosting outreach activities (model UN, history conference, math competition, MathCounts, etc.) CAS has carved approx \$4,000 per year from other

- funds to support community outreach activities and to host conferences and workshops. This is a part of the strategic plan and deserves separate support.
8. funding for Art Gallery (\$25,000 per year)
  9. additional funding for Theater program, since SGA has discontinued support for 2005-06: (\$10,000)
  10. OPS funding for student workers to support science labs, in order to meet instructional needs. Request funding for 60 hours per week of student assistance @ \$8 per hour. Total cost for Fall and Spring = \$14,400.
  11. OPS funding for general clerical assistance in the College
  12. operating expenses for photocopying to cover additional adjunct sections (see memo on budgeting suggestions)
  13. additional resources to cover HUM 2510 (equiv of one FT position)
  14. funds for R&M of lab equipment: currently spend about \$16,000 per year, but equipment is aging. Request \$9,000 additional, to bring it up to \$25,000.
  15. We are requesting an additional \$20,000 in OPS funds to provide an assistant to the Program Coordinator. With the increase in Wings of Hope programs, additional staff assistance is needed.
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## Section C

### Assessment Plans

#### What assessments are you planning to conduct during 2005-2006?

The College of Arts and Sciences does not have any Seven-Year State Mandated Program Reviews due next year.

Each degree program will identify 1-2 outcomes for detailed assessment during 2005-06, and will conduct those assessments, and use the data gathered for improvement of student learning.

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## Section D

### Coming Year - Strategic Plan Contributions

1.1.1, 1.1.2a-b, 1.1.3, 1.2.4, 1.2.5, 1.3.1c, 1.3.3, 1.3.5, 1.4.2, 2.1.1a, 2.2.1, 2.2.2a-b, 2.3.2, 2.5.1a-b, 2.5.2, 2.5.4a-c, 4.1.1a-c, 4.2.1, 5.2.2, 6.1.1, 6.1.2, 6.3.1, 6.4.1, 7.2.1a-c, 7.3.1, 7.3.8a-c, 8.2.1

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