



Outcomes of Strategic Goals

May 1

2009

Bethune-Cookman University (B-CU) Institutional Effectiveness process includes an annual report on strategic outcomes achieved. The faculty from each academic degree program and staff from each administrative unit assesses the activities related to the institutional goals and set priorities for the next academic year in the form of Annual Plans, Budgets and/or Student Learning Outcomes (SLOs). The information and data within this report reflect the extent to which B-CU is effectively accomplishing its unique mission and sustaining the legacy of Dr. Mary McLeod Bethune.

Institutional Effectiveness Annual Report



BETHUNE-COOKMAN UNIVERSITY

EXECUTIVE SUMMARY

Data collected from 2004-2009 on university goals indicate the Bethune-Cookman is making considerable progress in accomplishing its mission through the six University goals. Goal 5 needs additional attention in that the majority of specific strategies were not met. Plans for improvement and recommendations for the next five years have been identified for each goal and monitoring of improvement is ongoing through the Administrative Council, Deans' Council, Executive Cabinet and Institutional Effectiveness Committee.

Overall B-CU has increased the percentage of specific strategies accomplished each year between the 2005 and 2009 period. In addition, the percentage of objectives not met is decreasing in favor of the percentage of objectives partially met. The charts presented in this document provide data to support the conclusion that B-CU is effectively accomplishing its mission and actively working to make improvements in overall institutional quality

RECOMMENDATIONS for 2010-2015

1. Create a cohesive, integrated retention program that is driven by an individual student tracking system.
2. Transition title III funded programs and services to unrestricted funding.
3. Emphasize sustainability and financial stability through conservation efforts and the "greening" of the campus and student life activities.
4. Apply majority of access and retention funds to programs that support documented impact on retention in first and second years.
5. Expand recruitment to increase diversity on campus; including a larger percentage of honors students, military students, Hispanic students, and commuter students from Volusia and Flagler Counties.
6. Implement policies and procedures for Student Information System that correct inconsistent data and produce immediate and timely data reports for senior administrators and train administrators in reporting accurate data.
7. Increase accountability for all faculty, staff, and administrators efficient operations in units and proactive management of programs and personnel with high productivity and excellent customer service (in particular revamp financial aid office).
8. Right-size number of employees to match essential services and programs
9. Expand physical resources, such as housing on campus and conservation efforts; build athletic training center.
10. Restore the university's brand as a Caring Community that produces students who fulfill Dr. Bethune's Legacy of service leadership through excellent customer service, high retention and graduation rates, signature programs, educating diverse populations, and nationally-recognized civic engagement efforts.



BETHUNE-COOKMAN UNIVERSITY

UNIVERSITY HISTORY

The year was 1904 when a very determined young black woman, Mary McLeod Bethune, opened the Daytona Educational and Industrial Training School for Negro Girls. It underwent several stages of growth and development through the years. In 1923, it became a co-ed high school as a result of a merger with Cookman Institute of Jacksonville, Florida. A year later, the school became affiliated with The United Methodist Church, evolved into a junior college by 1931 and became known as Bethune-Cookman College.

In 1941, the Florida State Department of Education approved a 4-year baccalaureate program offering post secondary and teacher education. Mrs. Bethune retired in 1942 at which time James E. Colston became president until 1946 when Mrs. Bethune resumed the presidency for a year.

Richard V. Moore, Sr. became the third president in 1947. Under his tenure the college was accredited by the Southern Association of Colleges and Schools, in 1970 joined the United Negro College Fund and other academic and professional organizations. The curriculum expanded, student enrollment increased and new buildings were constructed for residential housing and classrooms.

Oswald P. Bronson, Sr., Ph.D., an alumnus of the College, served as the fourth president of the college from 1975 to 2004. During his tenure increased student enrollment led to continuous development and expansion of the college. A rapidly increasing student enrollment led to construction of more student housing and classroom buildings. Major Fields of study increased from 12 in 1974 to 37 by 2003. In addition, seven continuing education centers for students began operating throughout the state. While maintaining accreditation by SACS, Florida State Board of Education, and The University Senate of The United Methodist Church Board of Higher Education, the college added new accreditations in the Nursing and the Teacher Education programs.

Trudie Kibbe Reed, Ed.D, was appointed to the presidency in August 2004 by the Board of Trustees. Dr. Reed is the first woman to serve in this capacity since Dr. Bethune, the college founder. Under the leadership of Dr. Reed, the International Institute for Civic Participation and Social Responsibility was launched in January 2005 as a way to enlarge student learning about citizenship and leadership development. This new foci, successfully infusing values with critical reflection about individual and collective responsibility toward respecting and honoring differences and diversity of thought, has been integrated throughout campus life, even within new housing developments that empower decision making through team efforts and leadership. In 2006 the Freshman College Experience was initiated. In 2007, President Reed led the movement from a college to a university by bringing the first Graduate School program to B-CU.

Since 1943, the college has graduated more than 14,234 students. In the fall of 2006, Bethune-Cookman launched its first graduate program. The institution now offers an accredited Master of Science Degree in Transformative Leadership. As of February 14, 2007, the name of the institution was officially changed to "Bethune-Cookman University". In the fall of 2007 a 65,000 square foot facility for the School of Nursing and two Scholarship Houses were built.



BETHUNE-COOKMAN UNIVERSITY

UNIVERSITY MISSION

Founded by Dr. Mary McLeod Bethune in 1904, Bethune-Cookman University is a historically Black, United Methodist Church-related university offering baccalaureate and master's degrees. The mission is to serve in the Christian tradition the diverse educational, social, and cultural needs of its students and to develop in them the desire and capacity for continuous intellectual and professional growth, leadership and service to others. The University has deep roots in the history of America and continues to provide services to the broader community through a focus on service learning and civic engagement.

Bethune-Cookman University accomplishes its mission by providing quality instruction in an intellectually stimulating environment that nurtures the mind (intellect), the heart (transformative leadership) and the hand (service learning) according to our founder's motto and the institution's seal.

Approved by Board of Trustees, March 2008



BETHUNE-COOKMAN UNIVERSITY

Institutional Governance

The governance of Bethune-Cookman University begins with a Board of Trustees. The Board is primarily charged with the responsibility of approving policies related to the operation of the university, and assisting in fund raising. In order to carry out its responsibilities, the Board is organized in accordance with the Charter and Bylaws of Bethune-Cookman University. The current Board, consisting of 36 members, meets in the fall and in the spring each year. The Executive Committee meets four times each year.

The administrative structure of the University is designed to execute Board of Trustees policies through appropriate and cost effective procedures. Organizationally, the University is headed by the President, who answers to the Board. There are five sectors: Presidential, Academic Affairs, Finance and Administration, University Advancement and Fund Raising, and Student Affairs, each is an administrator who reports directly to the President. In addition, in the academic sector there is the Office of Institutional Research, Planning & Accreditation, which supports and coordinates the strategic planning function of the university. Extended representation in support of the administration is achieved through a series of university-wide committees. The administrative structure and its corollary management systems are continually reviewed as part of the strategic planning process.

Faculty governance, which represents a fundamental aspect of administration, by addressing issues related to faculty rights and responsibilities, is addressed through the Faculty Association. The concerns of the students are voiced through their Student Government Association the Student Ombudsperson, and by representatives serving on the various University committees. Student problems identified within sectors of academic affairs and student services are resolved through the Office of Student Ombudsperson. Working through collaborative efforts and fact-finding processes, students are better served as a part of the University's new vision of fostering an effective learning environment. There is also a Staff Association comprised of support personnel who also serve on University committees.

Findings from faculty and student concerns are reviewed, analyzed and incorporated into operational objectives which are designed to improve day-to-day policies and procedures. Such reviews are reflective of the president's focus on assessment systems that enhance learning and a nurturing learning environment. Strategic priorities are continually identified and developed to meet more complex needs for organizational change and improvement in efficiency and economics. Decisions are made in compliance with the University's Mission, goals and objectives, and reflect regulations and instructions of The University Senate of The United Methodist Church, Commission on Colleges of the Southern Association of Colleges and Schools and other accrediting agencies.



BETHUNE-COOKMAN UNIVERSITY

Outcomes Report for Strategic Goals

As part of Bethune-Cookman University's (B-CU) institutional effectiveness process, faculty from each academic degree program and staff from each administrative unit reflects on institutional goals and sets priorities for the academic year in the form of Annual Plans, Budgets and/or Student Learning Outcomes (SLOs). For each of these, faculty and staff develop measures, collect data, and analyze findings. The analysis of the data yields important information on the extent to which each academic program and administrative unit is accomplishing both departmental goals and institutional goals. The data in this report reflects the extent to which B-CU is effectively accomplishing its mission.

Outcomes Legend

- √ = Specific Strategy Met**
- ± = Specific Strategy Partially Met**
- = Specific Strategy Not Met**

Goal 1

Enhance Academic Excellence

Priorities

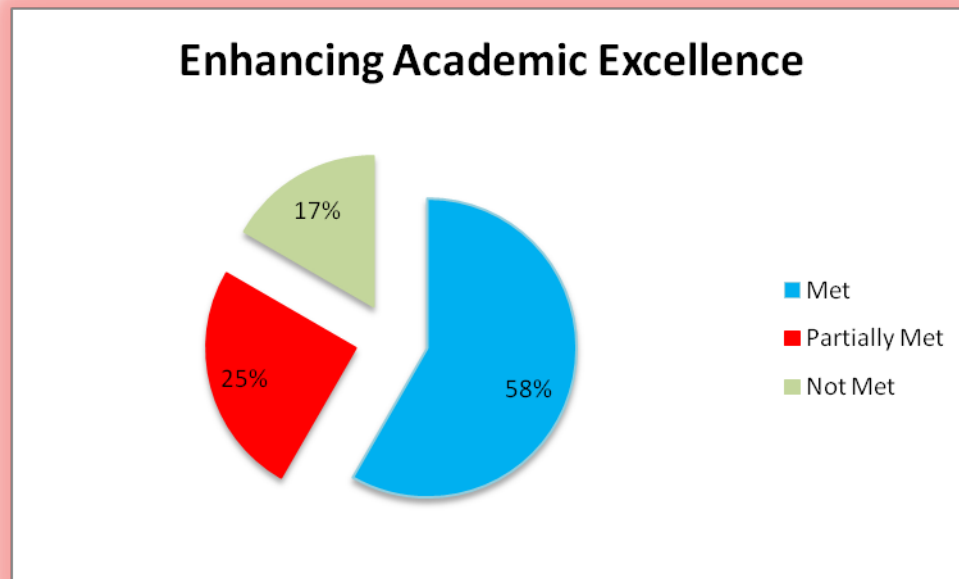
Enhance academic excellence measured by increased public awareness of the demonstrated value of the Bethune-Cookman University experience.

Specific Strategies

- 1.1 Emphasize faculty development through training, research, scholarship, scholarly publications and presentations in professional organizations, and community service. √
- 1.2 Increase scholarship among faculty and students via research, presentations at conferences, student mentoring, and receipt of awards for teaching and learning, and honor programs. √
- 1.3 Market outstanding academic programs and awards. ±
- 1.4 Promote the university among the best schools and students. ±
- 1.5 Increase academic ranking. √
- 1.6 Create Centers of Excellence. -
- 1.7 Create a new minor course of study in the area of Civic Participation and Social Responsibility in anticipation of the first Master's level program. ±
- 1.8 Design quality online/distance learning programs. ±
- 1.9 Continue to increase graduation rates. √
- 1.10 Increase scholarships to attract and retain higher achieving students from 2004-2008. √
- 1.11 Continue to make technology integral to the content and delivery of the learning process. √
- 1.12 Utilize assessment data to ensure quality. √



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Indicators

- Student performance and annual learning gains
- Test passing rates and performance on licensing exams
- Persistence, progression, retention, and completion/graduation rates; career placement rates
- Faculty qualifications
- Evaluation of teaching by administration, students, faculty peers
- Documentation of activities used to improve the quality of teaching
- Faculty and student contributions to academia and community
- Student and employer satisfaction surveys. Increased positive image.

Measurable Outcomes

1. Achieved university status with implementation of first graduate degree and graduated 15 students in 2008 and 2009.
2. Ranked in US News and World Report in top tier of schools.
3. Increase in enrollment of African American Males in period when nationally more go to prison (Strategic Goal 1, 3).
4. Size of graduation class has increased (Strategic Goal 1, 3).
5. Fiscally balanced budget with positive audits (Strategic Goal 1, 2).
6. Increase in physical acreage and in new/renovated buildings for residential, student services and instruction (Strategic Goal 1, 6).
7. Implemented revised faculty evaluation forms to meet guidelines for use of assessment data, faculty development participation and student learning outcomes data as stated in Faculty Handbook 2007.
8. Scholarly work – provided monthly faculty development activities led by faculty; published papers and books; presentations to national conferences; (see President's reports)



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9. Reviewed all degree programs and General Education Curriculum to identify majors to eliminate or modify due to enrollment, graduation rates and comparison with peer institutions (Goal 1, 3).

Assessment

- School Report Cards – retention rates, graduation rates
- Scholarly conferences – Concentration/specialized areas
- In-Service Training
- Participation in Faculty Development
- Work with consultants – new vision of University via Mellon Grant
- Tenure and Promotion

STANDARDS – SACS CR 2.8, CS 3.2, CS 3.7

- Evaluation of Unit Deans
- Evaluation of Department Heads
- Evaluation of Faculty (by Dean, students, and Dept. Heads)
- Feedback and corrective actions:
- Unit Governance
- Cabinet/President evaluations

Analysis:

1. *Course progression rates necessary for students to graduate in 4 years is negatively impacted by number of students who need developmental education (76%). Fall 2008 – 88%*
2. *Pass rates for General Education Courses fall below satisfactory levels for appropriate course progression (General Ed Student Performance Report).*
3. *The ratio of Freshman students to advisor is approximately 900:1.*
4. *98% of students are on Financial Aid which makes university vulnerable to weaker sustainability in economic recession.*
5. *For each first year cohort, rate of students who do not graduate within 6 years plus “Stop out” students (Students who leave and come back) is greater than 50% (Support services issue).*
6. *Majority of students who do graduate take more than 6 years to graduate.*
7. *30 % of Courses offered had enrollments 15 or fewer students and 19% had enrollments 10 or less students with an overall average class size of 21 students (Excluding Seminar, Field Experience, and Internship courses).*
8. *Current programs funded by Access and Retention funds have no documentation to show they have positively impacted the overall retention rate. Need to modify Retention Reporting to include reporting at the program level.*
9. *Physical Resources (specifically housing) and recreational facilities are inadequate for number of students who are residential on campus. Limited conservation efforts on campus.*
10. *At least 5% of the degree programs have had a significantly low number of graduates. Too many majors with too few students; faculty not teaching full loads, too few students in a number of class sections with multiple sections offered.*
11. *The list of majors was confusing due to multiple versions of names for same degree and concentrations treated as majors. Catalog needed to be updated and all vertical curricula needed to be re-examined for best practices.*
12. *General Education Program needed to be revamped to align with mission and best practices.*



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13. Graduates from B-CU employed in Florida make \$28, 000 per year and over 50% stay in state; while community college students get \$32, 000 per year.
14. When students were asked on the NSSE to indicate the likelihood of choosing B-CU if they could start over again, the average rating was 2.73 out of 4 for B-CU students compared to NSSE average of 3.2 and Southeast private schools average of 3.33 indicating they are slightly below “probably yes” in their willingness to choose B-CU again.

Goal 2

Increase the endowment and fund raising

Priorities

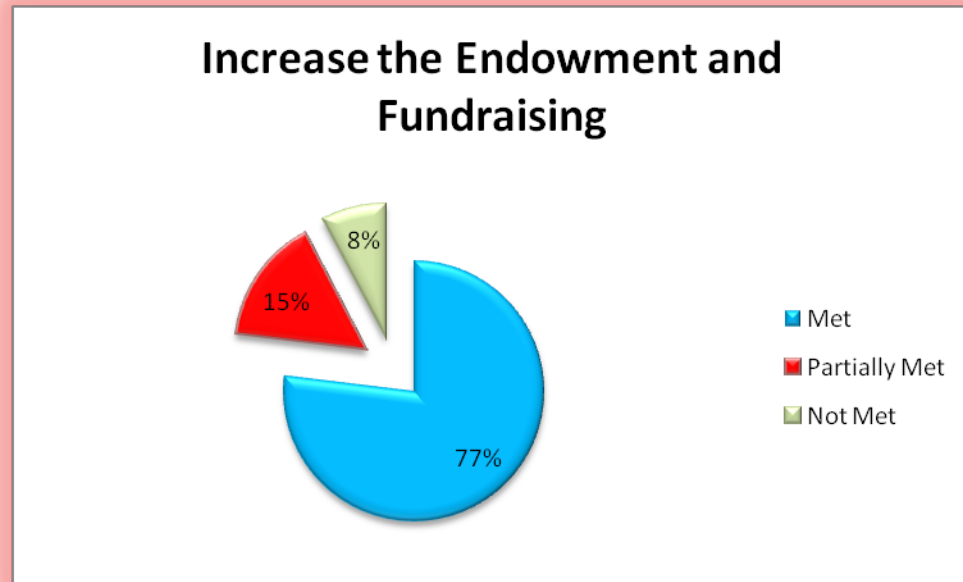
To develop and implement programs and services plan of action that will strengthen the financial stability, increase endowment growth, and provide effective marketing and brand identification for the university.

Specific Strategies

- 2.1 Introduce the President to university and community constituents to share the new Vision and develop buy in resulting in partnerships. ✓
- 2.2 Leverage Presidential programs and academic achievements in marketing of the university. ±
- 2.3 Consult and network with alumni to seek commitment to align fundraising goals of the university and the National Alumni Association. ✓
- 2.4 Launch the *Vision Validators* program during the University’s Centennial year. ✓
- 2.5 Model good stewardship and strong accountability. Publish a Stewardship Covenant for the university campus. ✓
- 2.6 Strengthen government relations for local, state and federal support. ✓
- 2.7 Cultivate donor support through a lifetime commitment of planned giving. ±
- 2.8 Seek support from members of the Board of Trustees, university volunteer organizations and The United Methodist Church. ✓
- 2.9 Institutionalize a comprehensive plan of assessment, evaluating progress on achieving improved financial stability and endowment growth. ✓
- 2.10 Establish a communications plan for the President relative to the university’s constituents. ✓
- 2.11 Promote effective marketing and brand identification initiatives. -
- 2.12 Establish major gifts and capital campaigns. ✓
- 2.13 Establish and support UNCF campaigns. ✓



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Indicators

Increase:

- endowment value,
- endowment to recognize outstanding excellence in teaching,
- endowed scholarships, endowed chairs, and endowed academic and non-academic programs,
- enhanced library holdings,
- faculty/staff salaries,
- number of privately funded scholarships and total funds awarded
- funding for building and grounds, athletic programs and facilities
- funding sources and grant applications funded
- enhanced donor cultivation, participation and gift giving
- number of attendees at planned giving seminars
- annual number of donors and amount of contributions
- community participation and awareness in affairs and activities of the university; increased exposure by media
- partnerships and collaborations with community groups and entities
- size of alumni association, number of alumni with current communication data, and satisfaction surveys

Measurable Outcomes

1. Overall enrollment has increased based on increased enrollment of first year students (Strategic Goal 2, 3).
2. Fiscally balanced budget with positive audits (Strategic Goal 1, 2).
3. Increased fund raising, particularly with alumni (Strategic Goal 2).
4. IE Strategic Plan annual planning, budget, and assessment cycle has been fully implemented to assess program operations and student learning outcomes in general education, undergraduate programs, and graduate program; as well as in all units for student services (Strategic Goal 2, 3, 6).



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5. Alumni giving increased 12 %
6. Increased library holdings and partnerships with other universities

Assessment

- Strategic Planning
- Ability to implement unit goals
- Adherence to Stewardship Covenant

STANDARDS – SACS CR 2.5, 2.11, CS 3.10, FR 4.5

- Policy implementation
- Documentation of resolution
- Shared communication for corrective actions

Analysis:

1. *Enrollment challenges due to Nationwide economic recession*
2. *Balance Budget challenges due to Loss in State and federal funding*
3. *Unable to fully implement Capital Campaign due to recession*
4. *Loss in endowment funds due to volatile market*

Goal 3

Facilitate an effective learning community.

Priorities

Foster an efficient learning community measured by better equipped students to discern and pursue their careers to serve others in a culturally diverse society.

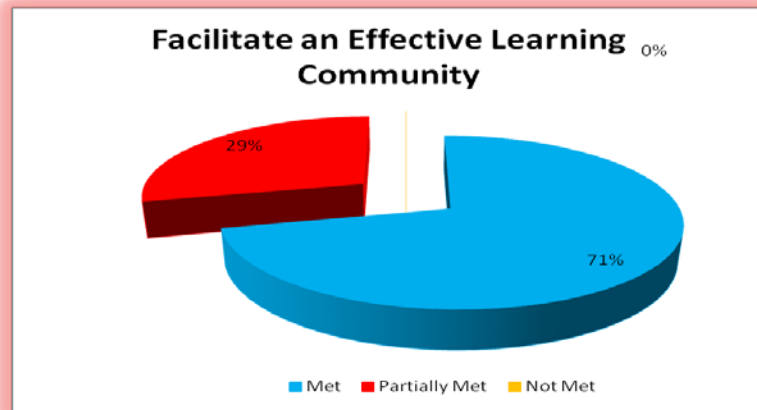
Specific Strategies

- 3.1 Foster a nurturing learning community for students through effective support services. ±
- 3.2 Cultivating leadership development initiatives through the Office of Student Ombudsperson, Beachside Chats, and President's forum on transformative leadership. √
- 3.3 Plan and implement new residential facilities that include student unions. ±
- 3.4 Provide mentoring and role modeling related to values formation. ±
- 3.5 Increase internships and highlight service learning projects via recognition of students. √
- 3.6 Form a President's Ambassador Organization. √
- 3.7 Form a Freshmen College to enhance counseling and referral services in order to improve retention. √
- 3.8 Diversify student activities to ensure an appreciation of one's own culture and ethnic heritage as well as of other global cultures. ±
- 3.9 Conduct leadership-training sessions for campus student organizations. √
- 3.11 Form more partnerships for exchange and study-abroad programs in other countries. ±
- 3.12 Enhance community service efforts for students, both on campus and in the community. √
- 3.13 Provide an opportunity for spiritual growth and development through the ongoing activities of the Chaplain's office, Religious Life organization, and through chapel services. ±



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- 3.14 Provide a safe and secure campus. ±
- 3.15 Provide President's bimonthly sessions with students to facilitate a critical thinking on critical social issues in a global society and issues related to transformative leadership. √
- 3.16 Institutionalize a comprehensive plan of assessment; evaluate progress toward fostering an effective learning community. √



Indicators

Increase:

- Degree of student engagement in the learning process,
- effective educational practices
- Successful shared teaching-learning practices,
- technology enabled active and collaborative learning (lecture, experiment, & discussions)
- student-faculty interaction
- Enriching educational, physical and spiritual experiences,
- supportive campus environment and quality customer service
- student satisfaction and quality of support services
- Decreasing campus crime rates
- religious and community engagement programs
- lifelong learning opportunities through community
- cultural and artistic education
- faculty, staff, and student involvement in community affairs and activities
- Effective Training and Service delivery.

Measurable Outcomes

1. Overall enrollment has increased based on increased enrollment of first year students (Strategic Goal 2, 3).
2. Increase in enrollment of African American Males in period when nationally more go to prison (Strategic Goal 1, 3).
3. Increase in first generation students and non-traditional students (Strategic Goal 3, 5).
4. Size of graduation class has increased (Strategic Goal 1, 3).
5. Technology-driven student learning management system.



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6. IE Strategic Plan annual planning, budget, and assessment cycle has been fully implemented to assess program operations and student learning outcomes in general education, undergraduate programs, and graduate program; as well as in all units for student services (Strategic Goal 2, 3, 6).
7. Implementation of a comprehensive student learning outcomes assessment model for general education, undergraduate programs and graduate program aligned to Institutional Student Learning Outcomes that resulted in revisions in all vertical curricula.
8. Due to increased enrollment and lack of housing students dorm space developed for two occupants; four to a room.
9. Redesigned Developmental Education Model and Freshman College into C.A.R.E.S.
10. Completed revisions to General Education Curriculum competencies assessment model to focus more on direct measures
11. Completed revisions to vertical curricula and determination of majors to continue, as well as revised the catalog
12. Program Student Learning Outcomes data by program analyzed by school and department faculty and university-wide assessment committee
13. Reduced majors and streamline course sections to assign faculty in most effective manner for students, programs, and productivity results; replace adjunct faculty with more fulltime faculty
14. Redesigned advisement structure and student course progression tracking

Assessment

- Student Government
- Community Service
- Rating Aggregates
- Assessment
- Student feedback
- Diversity

STANDARDS – SACS CR 2.12, CS 3.6

- University/School Stakeholders' Alliance
- Student Learning Outcomes Assessment
- Faculty peer review
- Satellite campuses
- Course review
- Admissions (advertisements, recruitment, policy, criteria)

STANDARDS - SACS CR 2.5, CS 3.3, 3.6

- Registrar's Office, Facility Services, V-P Academic Affairs Services, Maintenance, Security, Budget Services, Technology Services
- Advisement
- Career Centers
- Counseling
- Retention
- Recruitment-Diversity

STANDARDS - SACS CR 2.10, CS 3.3, 3.8, 3.9

Analysis:



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1. *Pass rates for General Education Courses fall below satisfactory levels for appropriate course progression (General Ed Student Performance Report).*
2. *The ratio of Freshman students to advisor is approximately 900:1.*
3. *30 % of Courses offered had enrollments 15 or fewer students and 19% had enrollments 10 or less students with an overall average class size of 21 students (Excluding Seminar, Field Experience, and Internship courses).*
4. *Programs vulnerable due to economic recession: Four academic programs (Mass Communication, Music, Nursing, and Physics), 29 faculty members, and four essential support service units (Library, HR, CIT, and IR) are primarily funded through restricted funds.*
5. *Current programs funded by Access and Retention funds have no documentation to show they have positively impacted the overall retention rate. Need to modify Retention Reporting to include reporting at the program level.*
6. *Decreased use of adjunct faculty for two years 2005-2007 (54 to 28) but increased adjunct faculty for last two years 2007-2009 (33 to 58). Not enough fulltime faculty teaching at satellite sites for Professional Studies.*
7. *Student Information System continues to produce unreliable data sets that impact reporting capabilities for key users and some key users do not have the training necessary for processing and reporting accurate data.*
8. *At least 5% of the degree programs have had a significantly low number of graduates. Too many majors with too few students; faculty not teaching full loads, too few students in a number of class sections with multiple sections offered.*
9. *On the Senior Exit Surveys submitted by graduates for spring 2007 and 2008, students were satisfied with services at a rate of 3.0 or higher out of a possible 4 for most areas but with the lowest ratings in infirmary, dorms, food services, and security services. Overall customer service rating was 2.8 out of 4.0. Many student complaints have been received on the financial aid services in the Ombudsperson Office.*



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Goal 4

Create an international institute for civic participation and social responsibility.

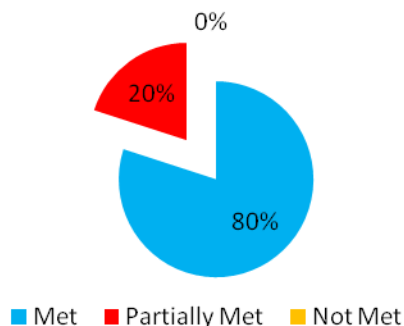
Priorities

Institute civic participation and social responsibility measured by enhanced mutual respect, cooperation, and participation both among members of the University community and with our neighborhoods.

Specific Strategies

- 4.1 Foster a sense of community empowerment through dialogue and issue formation relative to critical social issues (i.e. globalization, diversity, environmental protection, homelessness, class differences, literacy, citizenship, community pride, peace with justice, etc.). ±
- 4.2 Create endowed scholarships for Civic Leadership scholars. ±
- 4.3 Plan and implement a national Dr. Mary McLeod Bethune Institute for Civic Participation and Social Responsibility. √
- 4.4 Collaborate with national foundations and initiatives that focus on ways to democratize society. √
- 4.5 Implement a Family Life Literacy Center. √
- 4.6 Host and publicize nationally an annual fundraiser that recognizes and gives visibility to outstanding civic leaders. √
- 4.7 Create a national speakers bureau and/or lecture series related to civic participation. √
- 4.8 Secure funding for campus living/learning communities. √
- 4.9 Hold “Collaboratories” for critical thinking, program development/implementation, and policy formation. √
- 4.10 Establish Saturday Reading Adventure Program for community youth, facilitated by B-CC students and faculty. √

Create International Institute for Civic Participation and Social Responsibility





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Indicators

Increase:

- Student ethical value gains
- institutional recognition as civic service institution, e.g., Campus Compact
- civic engagement programs and services
- community participation awareness
- community engagement programs
- leadership development programs
- lifelong learning opportunities through community, cultural and artistic education
- faculty, staff, and student involvement in community affairs and activities

Measurable Outcomes

1. Civic engagement efforts have strengthened visibility of leadership roles of faculty and students and led to new programs to teach students leadership competencies (minor and graduate degree)
2. Implemented Organizational Leadership Minor with Community Outreach Internships.
3. Implemented Wellness Clinic in Nursing Building.
4. Dr. Trudie Kibbe Reed Reading Adventure Program

Assessment

- Calendar of outreach Programs
- Alumni Satisfaction
- Student Leadership Survey

Analysis:

1. *Need to provide additional community support in current context of economic recession*
2. *Need to provide additional monitoring of this strategic initiative through data means.*
3. *Reestablish benchmarks for Civic Engagement.*



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Goal 5

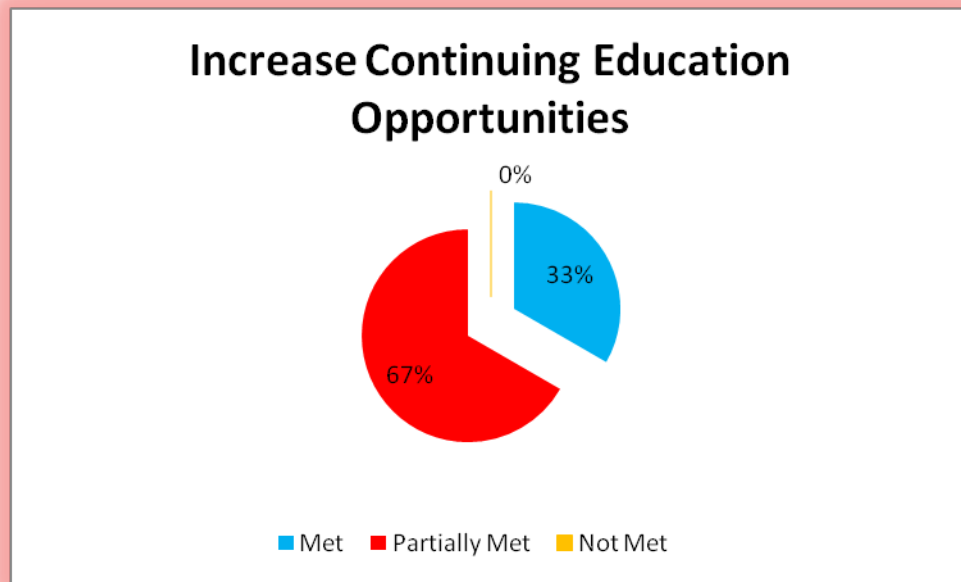
Increase continuing education opportunities of excellence

Priorities

Expand the continuing education opportunity measured by increased number of non-traditional, degree-seeking students at satellite campuses, number of programs, improved methods of instructional delivery.

Specific Strategies

- 5.1 Replicate curricula development that matches the developmental phases of adult learners. ±
- 5.2 Seek input from corporate and business leaders to support workforce learning “collaboratories.”√
- 5.3 Implement new master’s degree programs in Divergent Learning and in Transformative Leadership. ±



Indicators

- Enhanced on-line curriculum offerings;
- Increase in non-traditional student inquiries,
- Increase in enrollment,
- Increase in retention,
- Increase in completion and graduation rates;
- Increase in Career Placement numbers,
- Increase in the Satisfaction of graduates.

Measurable Outcomes

1. Increase in first generation students and non-traditional students (Strategic Goal 3, 5).
2. Increase in on-line courses in graduate program, professional studies and summer second term.



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3. Satisfaction surveys show overall satisfaction with instructional program, quality of faculty, and leadership experiences.
4. Increase in enrollment in graduate program – MSTL
5. Graduated 15 students with master's degree in MSTL

Assessment

STANDARDS - SACS CR2.5, 2.7 CS 3.3, 3.4, 3.6

- Annual Review of Syllabi
- Curriculum revisions in line with evaluation
- Peer reviews via in-service training sessions
- Student satisfaction surveys
- Quality of Support Services for Satellite sites
- SACS Monitoring Reports for MSTL

Analysis:

1. Increased grievances filed with Ombudsman.
2. Difficulty providing quality support services to all four satellite sites
3. Customer service to off-site students by campus offices receives unsatisfactory ratings on surveys
4. Faculty training needed in development of effective on-line courses with high student engagement and active learning delivery methods



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Goal 6

Ensure financial stability, growth, and administrative practices

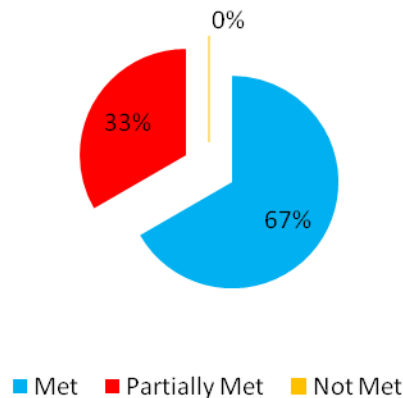
Priorities

Ensure fiscal stability, accountability, and administrative processes of the University measured by promoting the financial integrity and management of adequate resources for all educational processes, faculty and staff scholarship, training and development in pursuit of academic excellence.

Specific Strategies

- 6.1 Build annual budget using conservative revenue forecasts. ✓
- 6.2 Maintain a structurally balanced budget by matching recurring expenditures with recurring revenues. ✓
- 6.3 Maintain a budget reserve fund as required by the industry. ✓
- 6.4 Develop a rational capital investment program that recognizes the debt capacity of the college. ✓
- 6.5 Maintain budget for deferred maintenance. ✓
- 6.6 Improve salary compensation and benefits to attract and retain high quality faculty and staff. ±
- 6.7 Increase net external funding with emphasis on grants, contracts, and private support. ±
- 6.8 Encourage and support faculty and staff professional development and personal improvement. ✓
- 6.9 Maintain campus physical plant conducive to learning environment, quality accommodations, safety and security to meet the need of students, faculty, staff, and community. ±

Ensure Financial Stability, Growth and Administrative Practices





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Indicators

- Enhanced revenue generating systems, deferred maintenance budget and actual spending, balanced budget, amount of unallocated budget reserve, amount of contingency fund
- faculty and staff salary comparison to benchmark institutions, employee fringe benefits
- increase general college support generated by grant and contract activity for instruction
- increase research, public service and scholarship
- Decrease campus crime reports
- increase in staff professional development opportunities, staff participation in professional organizations and administrative committees
- increase number of staff relative to student enrollment
- employee needs and satisfaction survey
- customer satisfaction survey of plant and services

Measurable Outcomes

1. Increase in physical acreage and in new/renovated buildings for residential, student services and instruction (Strategic Goal 1, 6).
2. IE Strategic Plan annual planning, budget, and assessment cycle has been fully implemented to assess program operations and student learning outcomes in general education, undergraduate programs, and graduate program; as well as in all units for student services (Strategic Goal 2, 3, 6).
3. Currently the number of faculty to student ratio is low compared to comparable institutions.
4. Slight increase in crime statistics due to large increase in student enrollment, and subsequent increase to four students per room.

Assessment

STANDARDS – SACS CR 2.4, 2.5

- Yearly goals, timelines and assessment tools
- Integration of unit goals into Plan
- Budgeting process

Analysis:

1. *Difficulty providing support to faculty for research*
2. *Difficulty maintaining number of employees with reduced budget in current economic recession*
3. *Difficulty reducing operating budgets for units with same level of staffing*
4. *Limited access to grant money in current economic context.*