

DEDICATE
To
GRADUATE



**FLORIDA SOUTHWESTERN STATE COLLEGE'S
STRATEGIC PLAN
2020-2023**

FLORIDA
SOUTHWESTERN
STATE COLLEGE

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VISION

Florida SouthWestern State College will be the catalyst for innovative education, which provides accessible pathways that prepare students to be enlightened and productive citizens.

VALUES

We value student success, integrity, intellectual inquiry, and academic rigor.

MISSION

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.

Florida SouthWestern State College's (FSW) Vision, Values, and Mission statements illuminate our purpose and are the foundation for our strategic planning. The mission statement reflects that the College's priority is first and foremost academic in nature, as FSW endeavors to *"inspire learning"* and *"prepare a diverse population for creative and responsible participation in a global society."* The mission statement also ties our work to the region in which we serve as we *"serve as a leader for intellectual, economic, and cultural awareness in the community."* This statement illuminates how our unique multi-campus system allows for one college to provide quality academic programs that support the intellectual and workforce growth of the five counties in our service area: Charlotte, Collier, Hendry, Glades and Lee. Additionally, it reflects our commitment to provide "accessible pathways" to education through dual enrollment and through innovative technologies including distance learning as realized through synchronous and asynchronous online learning.

The mission of FSW is aligned with the mission of the Florida College System as memorialized in Florida Statute 1004.65. As stated in statute, the "primary mission and responsibility of Florida College System institutions is responding to community needs for postsecondary academic education and career degree education." The statute also provides that Florida College System Institutions respond to community needs for postsecondary academic and career degree education by providing lower-level undergraduate instruction and awarding

associate degrees, providing upper-level instruction and awarding baccalaureate degrees, providing student development services, promoting economic development for the state within each Florida district, and providing dual enrollment instruction. In keeping with Florida Statute, the College mission includes teaching, learning, and workforce development.



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Strategic Planning at Florida SouthWestern State College

Florida SouthWestern State College (FSW) is committed to engaging in ongoing comprehensive, integrated, and research-based planning and evaluative processes and incorporating systematic reviews of institutional goals and outcomes consistent with our mission. All research-based planning activities are conducted under the premise that improvement results from continuous, systematic, and cyclical evaluation processes to include: (1) interaction among college-wide stakeholders, (2) SMART-based objectives and benchmarks, (3) data collection and analysis that lay the foundation for improvement decision-making, and (4) application and use of results towards improvement.

As outlined in the following pages, Florida SouthWestern State College's Strategic Plan, which encompasses Strategic Directions and Goals, is aligned with the Florida Department of Education and Florida College system mission and goals and is informed by planning and evaluation processes, assessment at the program and course level, administration of internal and nationally normed surveys, and feedback mechanisms available to faculty, staff, and students. These methods of evaluation are designed, administered, and disseminated through the shared governance of faculty and administration.

The Path to “Dedicate to Graduate” – It began with a “Cornerstone.”

Over a two-year period beginning in August 2008, faculty, students, administrators, staff, and consultants participated in research to identify a Quality Enhancement Plan (QEP) topic that would have the greatest impact on student learning. Included in the process was a nine-month, self-study using the Foundations of Excellence® (FOE) model. As outlined in the QEP’s background, the self-study and review of institutional research revealed that the majority of the College’s degree-seeking students in academic year 2010-11 tested into one or more developmental courses, and were thereby not “college ready.” The data also showed that the institution’s three-year graduation rate had room for improvement. The historical challenge of first time in college (FTIC) student success and retention, combined with growing numbers of under-prepared students, prompted a sustained and deliberate effort to develop an improvement plan focusing on FTIC students. In April 2009, the QEP focus crystallized as a unique version of a first-year experience (FYE) course (SLS 1515, referred to as “Cornerstone”) infused with critical thinking and student success strategies. The focus is aligned with the College’s mission of inspiring learning and preparing students for responsible participation in a global society.

To achieve the goal of engendering self-reliant learners who apply critical thinking in the academic setting as well as their personal lives, the College has designed a series of professional development workshops for faculty, staff, and administrators. Training began in the summer of 2011 and continued throughout the five-year period with workshops and institutes by experts in the field including Dr. Gerald Nosich, Senior Fellow from the Foundation for Critical Thinking; Dr. Mary Stuart Hunter, Associate Vice President and Executive Director for University 101 Programs and The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina; Dr. Sandra McGuire, Emeritus Professor, Louisiana

State University; and Dr. Mark Taylor, a licensed psychotherapist and former higher education administrator. Additionally, throughout the five-year QEP implementation period and into the present, the college continues to offer a series of workshops facilitated by internal and external trainers. Topics include Critical Thinking, Universal Design, Understanding the First-Year Student, Constructivist Pedagogy, Career Planning, Diversity on the College Campus and Beyond, and Learning Styles.

Throughout the five years of the QEP, a number of cross-divisional committees met regularly to review data to inform improvement. Annual reports were disseminated widely, discussed in stakeholder meetings and are available on the web (www.fsw.edu/fye/qep/assessment). The academic achievement data from five-year implementation (see the QEP Impact Report www.fsw.edu/assets/pdf/fye/assessment/_QEPImpactReportfromFifth-YearInterimReport_2017.pdf) demonstrate that SLS 1515 has had a positive effect on student learning, specifically in terms of their ability to think critically and utilize success strategies. The data affirm that SLS 1515 and ancillary FYE Programming have had a positive effect on student retention, satisfaction and engagement. Additionally, students report gaining “self-awareness” that provides clarity for academic and career planning. Through analysis of retention and graduation rates, there is a clear pattern of significant increases by course participation in both term-to-term and year-to-year retention.

Dedicate to Graduate

Building on the success of the Cornerstone Experience and First-Year programming, on June 28, 2016, President Allbritten and the District Board of Trustees engaged in a retreat focused on Strategic Planning and the Strategic Directions for academic year 2016-2017. Their work was informed by emerging QEP data and other institutional research on student success, to include the results of a National Academic Advising Association (NACADA) consultant's report. On August 22, 2016, the President unveiled the resulting "Dedicate to Graduate" focus campaign as a broad-based initiative to further the gains we accomplished with the QEP, and aimed at decreasing the student-to-advisor ratio, building advisor accountability, improving the student support practices of all facets of the College, and developing messaging utilizing a student success-centered focus. The philosophy of "Dedicate to Graduate" was a commitment by all stakeholders to view their role as focused on supporting students in their aim to earn academic credentials. The resulting actions have engaged the entire college community in improving degree and certificate completion rates. The establishment of the *Dedicate to Graduate* (D2G) Committee in 2016 (co-led by the Provost representing the President's Cabinet, Academic and Student Affairs administrators, with faculty and staff membership) engendered a broad-based participatory process leading to goal-setting, action items, assessment and use of results that are continually shared with the President's Cabinet.

The series of D2G committee meetings with variety of stakeholders in Academic Affairs, Student Affairs, Institutional Technology, Operations, Human Resources, and Marketing and Media has decreased longstanding silos in the process of engaging in data-informed improvement. From 2016-2020, the committee work led to informed improvement in educating students about financial aid, student billing, and identifying their meta-majors at the point of admission. Collaborative work between Academic Advising and the five Academic Schools

led to the development of advising pathways for the top twenty intended majors for FSW enrollees. Also the teams engaged in cross-institutional efforts with Florida Gulf Coast University (FGCU) to establish admissions and advising 2+2 pathways for students beginning their academic studies at FSW, with the intention to transfer and complete baccalaureate degrees at FGCU. It also provided for teamwork on supporting "stop out" students to return to FSW and FGCU and complete degrees.

The results of these efforts were realized in a Memorandum of Understanding (MOU) signed by the President of each institution on September 28, 2018, and established a partnership entitled "Destination FGCU." This partnership focused on cooperative actions across both College's offices of advising, admissions, and registration supporting degree attainment of all FSW and FGCU students. Additionally, it provided specific articulation pathways and scholarship benefits for FSW Collegiate High School graduates and Honors Scholar Program graduates.

The *Destination FGCU* partnership has led to visible results in the target areas outlined in the MOU. One of the outcomes was a collaborative effort between FSW, FGCU, and the *FutureMakers Coalition* whose joint efforts led to Southwest Florida being designated a Talent Hub by Lumina Foundation in partnership with The Kresge Foundation. The designation was announced by the Lumina Foundation on January 22, 2020, and has provided funding to support local efforts to increase educational attainment, as well as establishing a Talent Hub network to transform Southwest Florida's workforce by increasing the proportion of working-age adults with college degrees, workforce certificates, industry certifications, and other high-quality credentials.

The work of *Dedicate to Graduate* (D2G) also positioned FSW to apply for and be accepted into the inaugural Florida Pathways Institute in which we work with a cohort of Florida College System institutes to develop additional pathways and

integrate them into comprehensive advising and degree attainment for students. Our cross-institutional team includes the Provost's Office, Faculty Senate leadership, and a cross-divisional team of Deans, Directors, and faculty focused on fully operationalizing the pathways model to dramatically boost completion rates and improve the social and economic mobility of graduates.

Finally, as a result of D2G efforts, we restructured Academic and Student Affairs into a single report to the Provost's Office to increase alignment of efforts and continue to increase student success through concerted efforts toward reaching the goals of increasing degree and certificate completion rates. Restructuring also involved creating a Vice Provost position to provide leadership for the Workforce programs, and have the School of Education, School of Health Professions, and the School of Business and Technology work in concert with community partners to serve the region and create articulation pathways from both vocational and academic programs into our College Credit Certificates (CCCs), Associate in Science Degrees, and through our Baccalaureate Degrees. This new leadership structure will capitalize on our work with Corporate Training and Continuing Education in order to build employer networks serving the regional workforce needs. Additionally, Online Learning which formerly report to the Chief Information Officer, was move to report to the Provost in recognition of the importance of Online Learning across all academic programs and to better support the academic focus of online course design.

Based on four years of effort and review of goal achievement, in AY 2020-2021, Dedicate to Graduate was restructured into four subcommittees: Enrollment Plan, Enrollment Process, Retention, and Culture and Communication. These committees are building on previous achievement in D2G goals, and expanding the focus to engage in long-term enrollment planning that includes a focus on

regional needs, enrollment trends, facilities planning, and resource allocation. It is also taking a more focused approach to considering the culture of the institution from both the employee and student perspective with the aim to create a positive, welcoming, and innovative environment that attracts a world-class faculty, staff, and administration focused on ensuring student success. The committees include faculty, staff, and administrators to include members of the President's Cabinet, and continue to meet regularly and report results to the President's Cabinet.



Mission Review 2020: Renewing our efforts to Dedicate to Graduate

Every three years, the College conducts an extensive review of its mission and submits revisions for District Board of Trustees (BOT) approval through the College planning process. As part of that review, administrators and faculty leaders provide input. The lessons learned from D2G since 2016 provided a framework for how the Strategic Directions needed to be updated to better reflect the current focus of the College. In addition to the results from the work of D2G and all of the College's faculty and administrative committees, the strategic planning process continued to be informed by publications governing bodies in the State of Florida.

- Florida Department of Education 2020-2025 Strategic Plan
- Florida College System Strategic Plan 2018-2020
- The mission of the Florida College System
- The Florida Chamber's "Florida 2030: The Blue Print to Secure Florida's Future."

Also, FSW continues to review benchmark data from participation in national surveys:

- Survey for Entering Student Engagement (SENSE)
- Community College Survey of Student Engagement (CCSSE)
- Community College Faculty Survey of Student Engagement (CFSSE)
- National Initiative for Leadership and Institutional Effectiveness (NILIE) Survey

The resulting Strategic Plan process includes broad-based involvement of the District Board of Trustees, the President and his Cabinet and Executive Council, D2G, the Faculty Senate Executive Council, the Provost's Office, Institutional Research, Academic Deans, Program Directors and Faculty Chairs, and Student Government and the student body at large via surveys and focus groups. The mission of the College is published on the website and in the College Catalog.

Vision

Florida SouthWestern State College will be the catalyst for innovative education, which provides accessible pathways that prepare students to be enlightened and productive citizens.

Values

We value student success, integrity, intellectual inquiry, and academic rigor.

Mission

The mission of Florida SouthWestern State College is to inspire learning; prepare a diverse population for creative and responsible participation in a global society; and serve as a leader for intellectual, economic, and cultural awareness in the community.

Strategic Directions

1. Expand educational access.
2. Advance a world-class educational experience.
3. Innovate online and distance education.
4. Prepare students for a globally competitive workforce.
5. Create a culture focused on inclusion and continuous improvement.

Strategic Directions

1. Expand educational access.

Goals

- Work with regional partners to expand access to FSW degree and certificate programs through college readiness programs, articulation agreements, and scholarships.
- Create an intuitive and seamless enrollment pipeline and increase the percentage of high school graduates from our service district who apply and enroll.
- Support students in goal identification and outline academic pathways to keep students on track to degree and certificate completion.



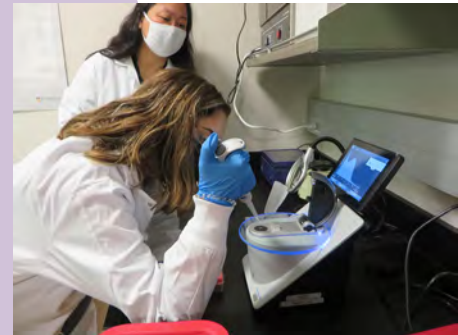


Strategic Directions

2. Advance a world-class educational experience.

Goals

- Develop relevant academic and co-curricular programming that develops students as well-rounded scholars and enlightened global citizens.
- Support curricular and programmatic innovation to enhance the academic experience, facilitate transdisciplinary research and thinking, and engender student achievement.
- Create robust student engagement programs that support student connections and engender intellectual, cultural, and civic awareness in the broader community.



Strategic Directions

3. Innovate online and distance education.

Goals

- Engage in best practices to expand and innovate online and distance education to make learning accessible and responsive to global trends.
- Identify and utilize innovative technologies across all programs to enhance student access, support, and achievement of learning objectives.
- Provide enhanced professional development opportunities to support engagement with technologies that bolster academic achievement.



Strategic Directions

4. Prepare students for a globally competitive workforce.

Goals

- Respond to community needs for postsecondary academic education and career degree education by identifying, developing, and continually improving our workforce-related curriculum and the industry certification, college credit certificate, and degree options.
- Develop and maintain relevant bachelor's degrees and 2+2 articulation agreements to support baccalaureate attainment and promote employability of graduates.
- Provide non-credit training opportunities to meet the needs of local businesses, establish internship opportunities, and provide articulation pathways into certificate and degree programs.



Strategic Directions

5. Create a culture focused on inclusion and continuous improvement.

Goals

- Shape a secure environment through strategic facilities planning, campus safety initiatives, that support an inclusive campus community.
- Promote a culture of mental, physical and social wellness through programs, auxiliary services, events, and activities.
- Engage in ongoing professional development to create a positive, welcoming, and innovative environment that attracts a world-class faculty, staff, and administration focused on ensuring student success.

active
minds



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State College

BUCS |  **C.A.R.E.**

Coordinate • Advocate • Respond • Empower

Institutional Planning and Evaluation

To achieve the goals tied to our Strategic Directions, Florida SouthWestern State College (FSW) engages in continuous, data-informed improvement through a strategic cycle of institutional planning and evaluation. FSW's planning and evaluation process is rooted in state statute and the regulations set forth by the Florida College System, whose mission is “to provide access to high-quality, affordable academic and career educational programs that maximize student learning and success, develop a globally competitive workforce and respond rapidly to diverse state and community needs.” The process has been operationalized by the College in a way in which practice, procedure, and planning are fundamentally research-based and focused on all elements of the Florida College System mission as well as Florida SouthWestern State College’s mission. These efforts are realized in an institutional planning framework that builds on the strategic plan and encompasses core stakeholders such as Academic and Student Affairs, Institutional Technology, Facilities Planning and Management, Financial Services, Marketing and Media, as well as a variety of purposeful planning processes dealing with ancillary areas such as Human Resources, Auxiliary Services, and Public Safety.

The institution's continuous systematic review process is conducted by several offices serving all units of the College. The President's Cabinet and Executive Council, and the Provost's Office provide leadership for collegewide participation in strategic planning. The College's Academic Departments and the faculty-led Academic Committees including the Curriculum Committee, the Learning Assessment Committee and the General

Education Advisory Committee set the standards for course learning objectives and assessment. These ongoing course and program level assessment and research efforts are supported offices collectively known as Team AASPIRE (Accountability, Assessment, Sponsored Programs, Institutional Research and Effectiveness}. Team AASPIRE reports to the Assistant Vice President of Institutional Research, Assessment and Effectiveness, a member of the Provost's Office and includes the Office of Academic Assessment, Office of Accountability and Effectiveness, Office of Sponsored Programs and Research, and Office Institutional Research and Reporting, who oversee the collection and dissemination of information through the college-wide adopted effectiveness plan system software platform, Compliance Assist. All of the College's programs set goals aligned with the Strategic Directions and report achievement of the goals and use of results in Compliance Assist. For the academic programs, carefully structured assessments are conducted annually to inform improvement.

Course-Level Assessment

www.fsw.edu/facultystaff/assessment/courselevel

At Florida SouthWestern State College, faculty engage in course-level assessment to inform improvement, measure achievement and make curricular and programmatic decisions. These studies allow for review of achievement of student learning outcomes annually, as well as comparisons of student learning outcomes for courses across sites, to include traditional, dual

enrollment, distance, and off-site locations. Additionally, these studies allow evaluation of learning objectives across learning modalities.

General Education Assessment

www.fsw.edu/facultystaff/assessment/generaleducation

During AY 2014-15, FSW initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. Beginning in AY 2017-18, courses which were identified by faculty of that discipline as “Integral” can be

randomly selected to provide an assignment which the instructor feels is appropriate to meet that competency for General Education Assessment for that year. This random selection plan was developed by the Learning Assessment Committee (LAC). The random selection and outreach to instructors occurs in mid-to-late September of each academic year.

Program-level Assessment

www.fsw.edu/facultystaff/assessment/programreviews

In order to engage in a cycle of continuous improvement, all academic programs at FSW set goals, collect data, and use the results to inform course and program improvement. Beginning AY 2014-2015 and continuing into the present, all academic programs leading to degree and certificate completion have shared a common program review template, which include enrollment, completion, progression, course data, success and satisfaction data across certificate and degree programs.

Annual unit effectiveness planning for all Colleges integrates the comprehensive results from course-level, general education, and program-level assessment action plans aligned with FSW Mission and Strategic Directions. The integrated results support decision making in the annual budget process and resource allocation for units at all levels of the institution to benefit continuous improvements.

Continuous-Improvement-Invitation to Reimagine FSW

www.fsw.edu/reimagine

Strategic planning for academic programs, student support, and financial and physical resources is ongoing at FSW. As we continue to strive towards our vision, values, mission, and strategic directions, we recognized that higher education is involved in rapid change calling for innovation and collaboration. During the 2020 year, FSW, along with higher education institutions across the globe, was challenged by the COVID-19 pandemic. In April 2020, in order to establish guidelines and practices to ensure safety while maintaining academic continuity, two cross-divisional ad hoc committees were formed.

The Return to Campus Task Force, *ReConnect*, began meeting in April 2020 with the charge to develop a phased in plan to return FSW employees and students to campus. The committee was informed by federal and state re-opening decisions, Florida Department of Education (FDOE) and Florida College System (FCS) guidelines, and Center for Disease Control and Prevention (CDC) recommendations. The resulting plan outlined social distancing measures, technology and facilities considerations, as well as alternative scheduling policies and procedures. It also outlined materials and methods necessary to support telework where possible and feasible.

The Innovate Instruction Initiative (*I3*) began meeting in May 2020 with the charge to work collaboratively to review institutional data, literature on best practices, federal and state guidelines, and accreditation policies to develop guidelines and policies that allow for technological innovation in instruction. This group worked in four subcommittees to establish definitions and standards for course modalities; establish certifications and professional development to support new and existing modalities; review and acquire instructional technology for classrooms, faculty, and students; and develop a communication plan to inform the college of the new modalities and flexible course scheduling. Through these efforts, new modalities were established, related classroom

technology was purchased, faculty was engaged in additional online training and professional development sessions, and the new and existing modalities were successfully implemented in Fall 2020.

Based on the success of the rapid innovations supported by these groups and enacted by the entire college community, the President's Cabinet has invited the entire college community to become involved in a dynamic and continuous strategic planning process by reimagining FSW's programs and services within the following framework.

- Reimagine how to achieve the College's mission by responding to what students value and what they choose.
- Reimagine four sites, to include visible (clinical/practical/performance) programs, capitalizing on modalities and access, some operations moving remote. Key "live personnel" for the visible programs.
- Reimagine student engagement and student services to mirror and add value to the academic programs with the goal of accessibility and efficiency.
- Reimagine spaces to be flexible and innovative for 21st Century teaching and learning, as well as operations.
- Reimagine operations to capitalize on virtual or electronic interactions to increase with the goal of accessibility and efficiency. Reimagine the tools that provide access to all College operations.
- Reimagine our work-life interactions to capitalize on the momentum of shared purpose, agility, and flexibility.
- Elevate employees into a culture of change centered on student success and achievement. Embed a system of effective communication and solution-oriented critical dialogue.

Related dialogues are underway and will continue to inform budget and resource allocation and real-time action toward realizing the College's Mission and Strategic Directions.

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Florida SouthWestern State College, an equal access institution, prohibits discrimination in its employment, programs and activities based on race, sex, gender identity, age, color, religion, national origin, ethnicity, disability, pregnancy, sexual orientation, marital status, genetic information or veteran status. Questions pertaining to educational equity, equal access or equal opportunity should be addressed to the College's Title IX Coordinator/Equity Officer/504 Coordinator: Jana Sabo; Room S-213; 8099 College Parkway SW, Fort Myers, FL 33919; (239)489-9051; jana.sabo@fsw.edu. FSW online anonymous reporting www.fsw.edu/report. Inquiries/complaints can be filed with the Title IX Coordinator/Equity Officer online, in person, via mail, via email, or with the US Department of Education, Office of Civil Rights, Atlanta Office: 61 Forsyth St. SW Suite 19T70, Atlanta, GA 30303-8927.