October 13, 2011

Dr. Mary Jane Saunders  
President  
Florida Atlantic University  
ADM 339, 777 Glades Road  
Boca Raton, Florida 33431

Dear President Saunders:

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

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

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

Thank each of you for your efforts in ensuring Floridians are well-trained and educated for the work force of today and the future. I am especially appreciative of Florida State University President Barron’s commitment in reviewing the Texas proposals to determine if any are relevant to our efforts here in Florida.
Dr. Mary Jane Saunders  
October 13, 2011  
Page Two

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

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

N. How do you measure the university’s cost and revenue per program? If so, please send me reports for the last five to ten years. Additionally, please send me your individual measurable goals and tracking of your success during your term as university president.

O. Please send me your university’s overall measurable goals and tracking from the last five to ten years.

P. Do you perform 360-degree reviews with your Board of Trustees? If so, please provide me with these reviews from the last five to ten years.

Q. Please provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

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

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

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

I look forward to working with each of you.

Sincerely,

Rick Scott
Governor

Cc: Board of Governors
    Board of Trustees
November 15, 2011

The Honorable Rick Scott  
Governor  
PL 05 The Capitol  
400 S. Monroe  
Tallahassee, FL 32399-0001

Dear Governor Scott:

Thank you for giving Florida Atlantic University the opportunity to contribute to the development of the Office of the Governor’s higher education plan. Attached please find our response to your letter of October 13, 2011.

By providing our students with the skills they need to find success in life and in the workplace, pursuing research to drive innovation and economic development, and responding to the community and workforce needs of our state and region, Florida Atlantic University plays a major role in contributing to the economic health of South Florida. We look forward to expanding this role in the future.

Sincerely,

Mary Jane Saunders, Ph.D.  
President
Florida Atlantic University

Response to Governor Rick Scott

November 15, 2011
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A. What studies has your university done in the last three years to ensure your graduates are meeting the needs of employers?

To ensure that Florida Atlantic University graduates are meeting the needs of employers, FAU tracks both in-state and out-of-state employment of its graduates. Information is gathered in the following ways:

- Graduating Student Survey and Graduate Student Exit Survey implemented through FAU’s Office of Institutional Effectiveness and Analysis
- Career Destination Survey – online survey and 2011 Summary administered through the Career Development Center; an instrument that is shared with all the colleges for their use
- Report a Hire in OWL Careerlink – student self-reports
- Employer Survey – in-house survey of employers who attend Career Days and on-campus recruiting events and post job listing
- Employer Recruiting Surveys – Spring 2011, Fall 2010, Spring 2010
- Co-op Student Final Report – reporting of permanent job offers
- Academic departments send departmental surveys to graduating students

FAU obtained the following data on job vacancies, supply and demand indices, and other employment trends from the National Association of Colleges and Employers Job Outlook 2011:

- Average salary (class of 2011) is up 3.5 percent ($50,034) over the class of 2010.
- Employers plan to hire 13.5 percent more from the class of 2011 than from the class of 2010.
- Employers in the southeastern U.S. plan to increase college hiring by 8.3 percent.
- 40 percent of employer recruiting will occur in spring 2011, up from just under 30 percent in spring 2010.
- Nearly 43 percent of employers in the southeastern U.S. had firm plans to recruit in spring 2011 compared to just over 22 percent who planned to recruit only in fall 2010.
- At the bachelor’s degree level, business and engineering majors and degrees in technical fields (computer science) are in the most demand.
- Accounting majors topped the list for the majors in most demand, with finance, electrical engineering, computer science and mechanical engineering rounding out the top five.

All of FAU’s undergraduate programs are required to measure learning outcomes using Academic Learning Compacts. FAU’s colleges also gather information by interaction with advisory boards and as a requirement of the accreditation of the institution and its various specialized professional programs including but not limited to:

- Southern Association of Colleges and Schools (SACS)
- ABET (formerly the Accreditation Board for Engineering and Technology)
- AASCB (The Association to Advance Collegiate Schools of Business)
The Career Development Center

FAU’s Career Development Center (CDC), a unit of the Division of Student Affairs, maintains a high level of two-way communication with employers to ensure ongoing awareness of their needs and expectations. In addition to examples cited above, surveys and studies used to monitor needs of the business community include:

- FAU Quality Enhancement Plan Employer Survey (conducted in February 2011).
- Survey of employer participation in CDC events
- Career Day Exit Survey (Outcome Data Summary – Fall 2010, Spring 2011, Fall 2011)

Studies Conducted by Colleges and Schools

Studies aimed at ensuring that graduates are meeting the needs of employers are also conducted by FAU’s individual colleges and schools.

The Harriet L. Wilkes Honors College

Because of the career trajectory of the majority of Honors College students, college administrators work more closely with graduate school admissions deans than with employers. Last year, Honors College administrators worked extensively with the dean of admissions for FAU’s newly established Charles E. Schmidt College of Medicine to help tailor its undergraduate program to ensure that students are optimally prepared for gain entry to medical schools. Meetings are held periodically with representatives of medical schools affiliated with institutions such as the Johns Hopkins University and Georgetown University to ascertain their needs in terms of student preparation.

The college carefully tracks students’ post-graduation placement success. A list of the graduate and professional schools to which Honors College alumni have been admitted over the college’s 12-year history notes the progression of students.

To prepare students for careers, the college regularly invites representatives from a large and diverse number of businesses, agencies and non-profit organizations to take part in the weekly Honors Forum, where first-year students learn about the specific current needs of employers. Students and faculty members meet with successful entrepreneurs, who provide insights into the real-world skills that are needed by honors students entering the marketplace. A number of speakers from the business community have said that while university graduates usually have the knowledge they need to succeed, they often lack skills central to the application of that knowledge. As a result of this dialogue, the college
has tightened its requirements in written communication and the development of critical thinking skills, which are incorporated into every Honors College course across the curriculum.

The Honors College has a 22-person external advisory board whose members provide important insights into employer needs and expectations and also help secure internship opportunities for students.

The College of Education

As a foundation for goal setting, continuous improvement, and program change, the FAU College of Education analyzes Florida Department of Education survey data as trend data including the Diversity Data Report, the Employer Satisfaction Survey (required by the DOE), the New Teacher Satisfaction Survey (required by the DOE), FTCE data (required by the DOE), FTCE data by item, and a Spring 2010 example from Counselor Education using Livetext Rubric Scoring Assessment Summaries. The college considers the requirements of the college’s accrediting bodies: the Florida Department of Education, the National Council for the Accreditation of Teacher Education, the Council for Accreditation of Counseling and Related Educational Programs, the American Speech-Language-Hearing Association, the Council on Academic Accreditation in Audiology and Speech-Language Pathology and others. These requirements are available online by accrediting body.

The College of Education conducts an Employer Satisfaction Survey and shares the executive summary with faculty to promote continuous improvement in teaching. Individual departments within the college conduct employer surveys annually or bi-annually to get input on student strengths and weaknesses and give administrators and faculty direction on curriculum development. Additionally, the college conducts an annual New Teacher Satisfaction Survey and aligns the responses with data from the Employer Satisfaction Survey. The Florida Department of Education makes an overall Employer Survey available to the college.

Several departments have advisory boards that provide input on current needs of employers.

Supervisors of practicum placements and clinical experiences of College of Education degree candidates are surveyed at the end of the programs to gather information directly related to meeting the needs of employers.

Guest speakers in introductory classes inform students about available positions, the proper preparation of application materials such as résumés, appropriate attire when applying for a position and volunteer opportunities in the field.
The College of Business

In 2011, the School of Accounting conducted a survey of some leading accounting firms (e.g., PricewaterhouseCoopers, Ernst & Young, Grant Thornton, McGladrey) regarding FAU students’ expertise in using Excel. The results of the survey will be used to educate students on the expectations of accounting firms as they recruit employees.

The Department of Information Technology and Information Management has created an advisory board of IT industry leaders who are helping to identify local needs for IT talent and skill sets and making curriculum recommendations that align with those needs. A distribution list of IT students has been created, and emails are sent directly to them regarding jobs and requisite skills. A student Management Information Systems association has been established to strengthen students’ bonds with the industry through internships, information sessions, company tours, etc.

The Christine E. Lynn College of Nursing

The Christine E. Lynn College of Nursing ascertains the needs of employers in many different ways:

1. The dean invites all chief nursing officers to a quarterly meeting called “Dialogue with Colleagues.” Its purpose is to further the college’s understanding of the perspectives of those who employ FAU’s nursing graduates. Competencies of importance to employers are discussed. The college’s academic administrators attend, obtaining information that is of value in curriculum development and revision.

2. The college has established a Practice-Education Partnership, which acts as a formal advisory board to the dean on educational programs. Practice leaders (chief nursing officers, nursing leaders in community agencies, etc.) are invited to provide structured feedback on curriculum to ensure that the college is remaining responsive to the needs of those employing its graduates.

3. The college recently received funding from the U.S. Department of Health and Human Services-Health Resources and Services Administration-Division of Nursing to establish an Emerging Leaders track on the master’s degree level. The need for this track was determined through a systematic needs assessment of nursing leaders, and the program was developed in response to the identified needs.

4. The Palm Healthcare Foundation, one of FAU’s strongest community partners, holds a deans and directors meeting monthly for dialogue among academic and practice leaders in nursing.

In compliance with the requirements for accreditation by the Commission on Collegiate Nursing Education (CCNE), the college surveys the employers of its graduates using Educational Benchmarking Inc. surveys. The resulting data are summarized and used to make program changes. The CCNE requires colleges of nursing to be responsive to their communities of interest, which include employers. Those who employ FAU’s nursing graduates are invited to meet with CCNE representatives at the time of the accreditation site visit.
The College for Design and Social Inquiry

The College for Design and Social Inquiry consists of professional schools across five disciplines: architecture, criminology and criminal justice, public administration, social work, and urban and regional planning. Four of them – architecture, public administration, social work and urban and regional planning – require professional accreditation, which requires the programs to conduct periodic self-studies that lead to site visits by the various accrediting bodies.

- Bachelor of Architecture degree – National Architecture Accreditation Board
- Master of Public Administration degree – National Association of Schools of Public Affairs and Public Administration
- Bachelor of Social Work and Master of Social Work degrees – Council on Social Work Education
- Master of Urban and Regional Planning degree – Planning Accreditation Board

The review process specifically reflects the professional needs of the disciplines. Thus, these programs meet and exceed professional standards in their fields. Many faculty members belong to professional associations, and some are or have been office holders in those organizations. All of the accrediting bodies require active engagement with employers.

The programs acquire feedback from employers on industry needs in several ways. Several of the professional schools have advisory boards, which are actively involved with faculty and students, offering advice on curriculum, degree requirements, internships and service learning projects. Practitioners are involved as instructors, counselors and supervisors. All of the college’s programs offer internship opportunities to pre-service students. Many of the professional schools conduct annual surveys of employers in FAU’s service region as well as annual focus groups with employer representatives.

The college always seeks to be responsive to employment market needs. Over the past year, administrators and faculty members have worked in cooperation with external partners in the areas of public safety and urban sustainability to develop two new interdisciplinary baccalaureate programs: the bachelor’s degree in public safety administration and the bachelor’s degree in urban design.

The Dorothy F. Schmidt College of Arts and Letters

The Dorothy F. Schmidt College of Arts and Letters assesses its success in ensuring that its graduates are meeting the needs of employers in part through the regular process of assessing the BOG’s required Academic Learning Compacts.

All graduate students pursuing an MFA in theatre must participate in an internship program in the field for a period of 16 weeks. The internships must be found by the student and must be either at a League of Resident Theatres theatre (if the student intends to practice professionally) or at an accredited institution of higher learning (if the student intends to teach as a career). A post-internship letter assesses each candidate’s preparedness and skill level.
The college has a number of advisory boards or links to external partners. The Anthropology Department uses the following primary external entities for comparative information about jobs, trends and public affairs: the American Anthropological Association, the Society of American Archaeology, the Association of Physical Anthropologists and the Society for Applied Anthropology. In the School of Communication and Multimedia Studies, the BA in Multimedia Studies has a media industry advisory board, and the Scripps Howard Institute for the Environment has an advisory board that consists of both journalists and scientists. Also, the proposed MS in Science Journalism will have an advisory board that consists of both journalists and scientists. The Theatre Department is heavily made up of working professionals with Equity and United Scenic Artists union memberships. The Visual Arts and Art History Department has an affiliation with the Broward President’s Advisory Council.

The Charles E. Schmidt College of Science

The Charles E. Schmidt College of Science works with the Workforce Alliance of Palm Beach County, the Business Development Board, the Enterprise Development Corporation (EDC) of Palm Beach County and Port St. Lucie, the Broward Alliance and BioFlorida to get feedback on current needs in the life sciences industries. The college also works closely with local and national biotech and pharmaceutical industries as well as major IT industries to identify areas of workforce needs and internship opportunities for graduate students. Meetings are held with these entities on a monthly to yearly basis to understand their immediate and long-term needs.

Specifically, the Geosciences Department worked with the Engineering Department at the request of the FAU president in responding to industry needs for trained surveyors. The resulting development of the geomatics degree and delivery of GIS courses online addressed key needs in St. Lucie County.

New graduate certificate programs in the college come from interactions with industry. The number of such certificate programs created provides a benchmark for science-industry interactions. New areas of accelerated workforce development are identified in consultation with local industries and research institutions. Each of the certificate programs has an industry advisory board to provide direction. The college advisory board provides input and direction on new programs to meet the needs of contemporary demands across science disciplines in the global marketplace.

The professional science master’s (PSM) degree in health physics is an outcome of local industry and hospital feedback on the market demand for jobs in the health sciences industry. The PSM in business biotechnology is an outcome of meeting the immediate needs of the growing life sciences cluster in Palm Beach County. A new graduate program (integrative biology and neuroscience) resulted from capitalizing on a synergistic relationship between the college and the Max Plank Florida Institute.

The Charles E. Schmidt College of Science has determined that 67 percent of students graduating with an undergraduate degree in the sciences are planning graduate study. Only 20 percent plan to go into the workforce with only a bachelor’s degree.
The college has a science advisory board that helps provide guidance regarding its progress and interactions with individuals, corporations and agencies external to FAU and to develop, plan and facilitate specific targeted activities that advance college goals through outreach. There are also advisory boards for the Department of Chemistry and Biochemistry and the Department of Geosciences. The master’s degree in medical physics has an advisory board and the proposed master’s degree in business and biotechnology has an advisory board consisting of industry and workforce development.

The College of Engineering and Computer Science

Three of the college’s departments use similar methods to collect data from employers on a regular basis and use it in their continuous improvement plans. The methods include:

- A survey for collecting information from industrial advisory board members
- Inviting current and potential employers to share with the college their needs and the skill sets required of graduates
- Feedback from employers about the co-op students working with them
- Alumni surveys to assess how well the college’s degree programs have prepared them for their jobs
B. Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?

Meeting employers’ needs is a priority at Florida Atlantic University and is the inspiration behind many of FAU’s cutting-edge curricular, co-curricular, and research programs. Evidence of campus goals for meeting employers’ needs is woven into the philosophy that underlies all that FAU does to connect student talent with the needs of business, industry, and other organizations.

At FAU, setting goals for meeting employers’ needs is the responsibility of individual academic and non-academic departments and units. Colleges and units set goals for meeting employer needs with particular attention to their own discipline. For example, business programs incorporate a case-study approach, education majors are placed in classrooms, and students in health professions are placed in clinical settings. Many professional programs offer internships, practicums, summer jobs, co-op experiences, or work-study opportunities that support students’ career development prior to graduation. FAU’s programs for service learning create thousands of hours of student volunteer work where students can contribute in their chosen profession.

Having extensive and successful programs that connect students with potential employers requires ongoing dialogue with employers and attention to their needs. Successful FAU/employer partnerships create a synergistic relationship between employers’ success and that of our graduates.

Measurement of the success of our programs is embedded in our regular program evaluation procedures. All of FAU’s undergraduate programs are required to measure learning outcomes using the Academic Learning Compacts that are available in the FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU's Office of Institutional Effectiveness and Analysis.

Many of the goals and learning outcomes established for these assessments specifically relate to the level of FAU’s responsiveness to employers’ current needs. Several examples are provided below.

The Harriet L. Wilkes Honors College

One of the Harriet L. Wilkes Honors College’s overall goals is to be “internationally recognized as a leader in honors education … because of its proven record of placing graduates into first-choice careers and highly competitive post-baccalaureate programs."

Strategic Goal 2 of the 2011 update of the Harriet L. Wilkes Honors College’s strategic plan addresses the goal of meeting employers’ current needs.

Strategic Goal 2: Meeting statewide professional and workforce needs
**Objective 1**: Monitor to ensure that the number of Wilkes Honors College graduates who are accepted into professional and postgraduate programs remains high and that graduates who do not immediately continue their educations receive employment that enables them to contribute to a rich and vibrant community life.

**Outcome**: At least 60 percent of graduates should be accepted immediately into professional and graduate programs; at least 80 percent should do so within five years of graduation. A clear majority of the remaining students should be offered positions in the private or public sector.

**Strategy**: Develop improved tracking of alumni through electronic means. Use exit surveys and alumni surveys, collecting results in a database; analyze data and revise strategies annually as a result of trends.

**Target Date**: annually

**Accountable Individual(s)**: Department chairs, Associate Dean

**Resources Required**: Staff training to support alumni post-college education and career paths; promote availability of graduate/professional school exam preparation courses.

**Source**: Reallocation of existing resources.

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**The College of Education**

The Council on Accreditation in Audiology and Speech-Language Pathology requires measurement of students’ knowledge and skill acquisition in nine content areas: articulation; fluency; voice and resonance, including respiration and phonation (resonance is slated to become a separate content area in the near future); receptive and expressive language in speaking, listening, reading, writing and manual modalities (phonology, morphology, syntax, semantics and pragmatics); hearing, including its impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities); and communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies). Students are evaluated using the Knowledge and Skills Acquisition Form (KASA) in the areas of treatment and evaluation. All goals and objectives are aligned to the requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association. The CCC is the required credential for Speech-Language Pathologists in most practice settings.

Internship experiences for students in the College of Education require at least mid-term and final evaluations. These evaluations are reviewed by experts in the field and by FAU faculty during supervision and at the end of each semester.
The Christine E. Lynn College of Nursing

The 2010-15 strategic plan of the Christine E. Lynn College of Nursing includes the following measurable goals that address employers’ needs.

- Increase enrollment in graduate programs, especially those preparing nurse educators (dependent on increased faculty resources)
- Increase enrollment in RN-BS and dual degree (RN-MS) programs (dependent on increased faculty resources)
- Add another cohort of traditional and/or accelerated students if resources are available to hire additional faculty
- Increase online course offerings to increase access and flexibility for working nurses
- Create a world-class simulation center
- Create an Emerging Leaders leadership development program to address the aging leadership issue in the nursing workforce
- Partner with hospitals and other health care organizations to enhance nursing research and evidence-based practice

Employers provide feedback on their needs and the type of competencies needed by nurses hired to fill various positions by serving on the college’s advisory board. The quarterly Dialogues with Colleagues program provides such feedback in a less formal, but no less important, way. Feedback from the advisory board and the Dialogues with Colleagues program was the basis of a grant proposal that was funded by U.S. Department of Health and Human Services-Health Resources and Services Administration. One chief nursing officer asked for the college’s help in supporting nurses at her facility who want to conduct evidence-based practice projects. The college responded by providing a faculty member who is paid by the hospital one day a week to meet this need.

The College for Design and Social Inquiry

The School of Social Work has six measurable goals to meet employers’ needs, two at the undergraduate level and four at the graduate level. To maintain accreditation, the School of Social Work must update all program goals every eight years. All goals are reviewed annually, monitored and altered, if needed, based on employer feedback, student exit surveys and feedback from the faculty and the community.

Bachelor of Social Work Degree Program Goals

Goal 1. Prepare ethical, competent and caring BSW graduates for beginning-level social work practice based on an integration of social work knowledge, values and skills.

Goal 2. Prepare competent and effective graduates to join in public service that enhances the health and social well-being of the people of South Florida, the state and the nation.
Master of Social Work Degree Program Goals

Goal 1. Prepare MSW graduates for advanced work in clinical community practice by teaching knowledge, skills and values for social work practice with children, adolescents and families; adults and families; and elders and families in resolving or preventing social problems within the context of our community, state and nation.

Goal 2. Prepare MSW graduates for leadership positions in social service agencies in South Florida.

Goal 3. Prepare competent and effective advanced graduates for autonomous independent social work practice.

Goal 4. Prepare graduates for lifelong learning and appreciation for maintaining currency of social work knowledge, values and skills in their practice.

The School of Social Work evaluates competencies in each class and during the student’s field experience. The field internship incorporates all of the coursework, so the school uses multiple methods of evaluation including mid-term progress reports, final field evaluations, on-site visits to field placements and field reports to ensure that the student has mastered the entire curriculum and is ready to be employed as a social worker.

The Dorothy F. Schmidt College of Arts and Letters

The third largest college at FAU in student enrollment, the Dorothy F. Schmidt College of Arts and Letters has multiple departments with numerous means of measuring employers’ needs.

The Anthropology Department maintains strong contacts with local organizations that utilize individuals with anthropological skills. These include CRM and environmental consulting firms from Monroe to Palm Beach counties, developers and museums. Also, the anthropology ALC measures competence in the kinds of skills that most employers find advantageous, according to various reports of professional societies. These skills are those relating to computers, laboratory work, research, and quantitative analytic and ethnographic analytic methods. The acquisition of these skills is measured annually. The U.S. Bureau of Labor Statistics notes that jobs in anthropology are expected to increase by 28 percent through 2018. These jobs depend on skills-based training as well as typical knowledge-based training. The skills taught and measured are associated with the following: cultural diversity, analytical methods (quantitative and ethnographic), laboratory methods, and survey and mapping techniques.

The Commercial Music Program works extensively with music business partners to provide up-to-date internship opportunities in the music industry. Graduating students in FAU’s program have had strong success in placement upon graduation.

The English Department’s internship program sends its students into the surrounding business community every semester to work in both for-profit and non-profit firms, where they directly translate
their accumulated academic skills real-world business settings. Students accepted into the program work approximately 15 hours a week over the duration of the semester. Students write, research and engage in any number of activities that allow them to apply the skills they’ve learned in the classroom. FAU’s interns are well sought after—the English department regularly gets requests from businesses in our community that want to participate in the internship program. Only after a review to determine whether a firm can provide a genuine educational experience for students as well as help them transition to careers that will utilize their education are companies invited to participate. Feedback has been overwhelmingly positive from both the businesses and the students. In some cases, students have entered the inner workings of a publishing house, reviewed books for publication and have even seen their own writing published in professional magazines and journals.

The Languages, Linguistics and Comparative Literature Department has designed its curriculum with the objective of preparing students for future careers. For example, to educate future translators, a series of translation workshop-style courses was created that require students to produce translations as if they were sitting for the American Translators Association certification exam, thus preparing them for that credentialing process. The department’s Foreign Language Teaching Practicum and several other classes in the MA/MAT in Spanish and MA/MAT in French prepare students for careers in foreign language education. To better prepare undergraduates going straight into foreign language teaching, a new undergraduate course on teaching languages was introduced. Based on the increased need for linguists in law enforcement, national security agencies and the military, a forensic linguistics course was added that has resulted in the placement of three recent graduates from the first class in this specialized field.

The Music Department has begun submitting reaccreditation documents to the National Association of Schools of Music (NASM), which outlines curricular standards expected of university programs that train professional performers, public school music teachers and academic professionals. The first document is in the process of being reviewed by NASM, and the association will visit FAU in the fall of 2012. Music education students enjoyed a high rate of placement in the public schools until recent hiring cutbacks.

Philosophy majors receive higher scores on major standardized tests, including the GRE and the LSAT, than students majoring in other subjects. In many cases, the differences in scores between philosophy majors and other students were quite substantial. A study conducted by the National Institute of Education and reported in The Chronicle of Higher Education compared 550,000 university students taking the GRE (verbal and quantitative), the LSAT and the GMAT. This study concluded that philosophy majors scored 10 percent higher than political science majors on the LSAT, 15 percent higher than business majors on the GMAT and higher than all other students on the verbal portion of the GRE. Second only to mathematics and science majors, philosophy majors scored higher than all other humanities majors on the quantitative portions of these standardized tests.

The School of Communication and Multimedia Studies has an experimental website where it displays and archives student journalism projects as well as video, audio, website design and computer
animation projects so that potential employers can browse the site and see that FAU students have the skills needed for the workforce. The school also offers a digital media internship program in which students can receive academic credit for work they do as interns at local businesses.

The Theatre and Dance Department is in constant contact with local and remote theatre producing organizations, either through professional engagement or to meet the material or personnel needs of such institutions. They frequently require both production and performance personnel and request students for their productions. The department continually receives praise about the preparedness of its students, indicating the successful accomplishment of educational goals.

The Visual Arts and Art History Department’s graphic design major has a student chapter of AIGA (the nation’s oldest professional graphic arts organization) that collaborates several times a year with the professional AIGA Miami chapter. Students interact with the professional design community at these events. Activities include studio tours of design firms and advertising agencies, portfolio review events with professional designers and internships with design firms. The department also partners with the Museum of Contemporary Art (MOCA) in Miami, the Norton Museum of Art in West Palm Beach and the Boca Raton Museum of Art. MOCA holds critique sessions with student artists twice a year. Both the Norton and the Boca Raton Museum have internship agreements with the department. Additionally, the department is addressing industry changes in the areas of graphic design and studio arts with coursework that includes web design and a digital art foundations course. A proposal is in process for both courses to be required of majors.

In terms of general educational goals, the Anthropology Department provides students primarily with introductions to issues involved in cultural diversity and human organization. Both of these general topics are the kinds of knowledge that can greatly impact how students will interact in Florida’s increasingly multicultural workplace. The Philosophy Department’s general education requirements include exposure to and practice in problem-solving skills, communication skills, written argumentation, logical skills, analytic skills and pre-law studies. Many of these skills are extremely important in the workforce, and their mastery certainly separates an ordinary worker from one who has the potential to become a decision-maker within an organization.

The College of Engineering and Computer Science

All undergraduate and graduate degree programs in FAU’s College of Engineering and Computer Science have measurable learning outcomes derived from the goals and objectives of the program. For each degree program, the information about learning outcomes, assessed data, findings, and any adjustments that are needed are placed on the department dashboard indicators (DDIs). The measurable learning outcomes are assessed every semester and are analyzed at least once a year. Some of the outcomes need input from employers. Adjustments to these outcomes (and to their implementation) are made as needed.

A good example of meeting employers’ needs is the Innovation Leadership Honors Program—a program that was designed by the College Executive Advisory Council. The council funded and
conducted a study to assess the skill set needed by graduates, as indicated by local businesses. The program requirements include student mentoring by business executives, leadership workshops, entrepreneurship courses, communication skills and internship. The program was implemented in 2009 and is currently being reviewed for improvements.

The Charles E. Schmidt College of Science

Most of the college’s graduates who plan to work as scientists go on to graduate school rather than directly into the workforce, although some do go on to jobs in science without graduate study.

For example, the chemistry ALC conforms to the guidelines of the American Chemical Society’s Committee on Professional Training.
C. Do you have measurable goals for each graduate in the areas of writing proficiency and critical thinking? If so, please send them to me with the goals and include the results for the last five to ten years.

The development of writing proficiency and the critical thinking skills are key goals both of the general education curriculum and of every undergraduate degree program at the university. Monitoring FAU’s students’ success in attaining these goals is the responsibility of the Office of Undergraduate Studies.

Writing Proficiency and Critical Thinking in the Intellectual Foundations Program

FAU’s general education program is known as the Intellectual Foundations Program. Goals 2, 3, and 4 of the goals of the IFP relate to writing and critical thinking:

1. Knowledge in several different disciplines
2. The ability to think critically
3. The ability to communicate effectively
4. An appreciation for how knowledge is discovered, challenged, and transformed as it advances
5. An understanding of ethics and ethical behavior

In addition, several other areas of the IFP stress the importance of writing and critical thinking. For example, Category 1, Foundations of Written Communication, requires 6 credit hours of writing-intensive coursework. The learning objectives associated with this category relate to both writing and critical thinking:

Students who complete the Written Communication requirement will be able to:

1. Produce clear writing that performs specific rhetorical tasks;
2. Respond critically to a variety of written materials in order to position their own ideas and arguments relative to the arguments and strategies of others;
3. Use writing not only to communicate but also to think critically—examining assumptions that underlie the readings and their own writing;
4. Demonstrate an understanding of the ethical standards that apply to the use of external sources in one’s writing.

The learning objectives of the Science and the Natural World category of the IFP also stress critical thinking skills:

Students who satisfy the Science and the Natural World requirement will demonstrate:

1. An understanding of the nature of science, including important principles and paradigms;
2. An understanding of the limits of scientific knowledge and of how scientific knowledge changes;
3. An understanding of the nature of scientific inquiry and its ethical standards, in particular how to pose questions and how to develop possible explanations;
4. An ability to discern claims based on rigorous scientific methods from those based on illogical or incomplete scientific methods.

When the IFP went into effect in fall 2009, faculty had to demonstrate in very concrete ways how their courses would meet the learning objectives. For example, the instructor/coordinator for College Writing I (ENC 1101) wrote the following response for learning objective 3 in the Foundations of Written Communication category (Students will use writing not only to communicate but also to think critically—examining assumptions that underlie the readings and their own writing.):

**How will the course meet this objective?**

Critical thinking is a central component of the writing in this course. Major paper assignments ask students to use critical thinking skills in relation to the class readings by forming arguments that use ideas and concepts from multiple authors to formulate original arguments, in the process revealing the assumptions underlying the reading. Not only do the major paper assignments ask students to think critically about the issues of the class readings, but additional revision and portfolio assignments ask students to engage in meta-thinking, reflecting on their thinking. Students thus both practice critical thinking and additionally become aware of that practice.

**Where will the learning objective be evidenced?**

As a specific example, here is a portfolio assignment:

Your portfolio assignment has three parts. You must complete all three parts to receive credit for this assignment.

**Part One—Tracking Your Errors:** One of the goals of this class in terms of language, grammar and error is to give you the tools you need to locate and correct your errors successfully. Look back over your error sheets and the work you've completed so far this semester and identify your largest pattern of error. To do so, you will want to pay attention to the areas of your revised papers that I have highlighted, indicating some sort of error, or that I have specifically commented on in terms of error. Then read those sections of the handbook concerning this issue. Write a short paragraph in which you identify your primary pattern(s) of error and specifically how you plan to track those errors in future work. If you do not feel you have a specific pattern of error, then your paragraph should cover your current proofreading practices, their shortcomings and how you plan to revise your proofreading for the rest of the semester.
Part Two—Reflecting on Your Writing: So far you’ve practiced critical thinking largely by reading and writing essays by other authors. With the Revision Project, you faced a new challenge by having to think critically about your own writing. As we begin to move into the second half of the semester, take a moment to continue that reflective critical thinking by considering the work you’ve done so far and the progress you’ve made. To help you organize your thoughts (and to help you keep them critical) read your work in the context of the grading criteria for this class (available on Blackboard). In a short assignment of 1-2 pages, apply the grading criteria to your writing by connecting the abstract statement of grading to specific moments in your paper(s), focusing primarily on Thesis/Argument/Reasoning and Evidence/Quotation/Support. For example, you might look at how your arguments moved from “no clear argument” to “argument that shows some originality by expressing ideas that were not expressed in class.” Or you might connect your use of quotation to the criteria for a B paper. You might even make an argument for a higher grade for your papers, but to do so you will need the same skills that make a strong paper: a clear argument and connective work between the criteria and your papers.

FAU is currently conducting a thorough assessment of the IFP curriculum. The Core Curriculum Committee is collecting for review all syllabi and copies of student work in each course with the intention of assessing the extent to which the learning objectives are being met.

The Writing across the Curriculum Program

Writing-intensive courses are part of FAU’s innovative Writing across the Curriculum (WAC) program, which includes a rigorous assessment mechanism to determine whether courses certified as writing intensive improve students’ writing. In this assessment, between ten and fifteen courses are selected via a stratified, random sample each term (approximately five courses during the summer), and students in those courses are asked to submit first and final drafts of argument-driven papers that were written near the end of the term. Each May, between fifteen and twenty raters spend at least two days establishing norm standards before the rating process begins. Ratings are made along twelve dimensions of writing quality (trait scores).

In the past year, the director of the WAC program has met with the chairs of the six departments teaching WAC classes to discuss students’ scores. Three of those departments have received WAC Development Grants over the past three years and have significantly enhanced the quality of their WAC curriculum as a result.

The School of Social Work developed an introductory Writing across the Curriculum course that all undergraduate social work majors must pass before they can enter practice courses and go into their field internship placements. The course combines traditional elements such as lectures, videos, in-class discussions, quizzes, and midterm and final exams with WAC writing assignments. These assignments require multiple drafts, substantive instructor feedback on drafts and peer review. The class includes information on the various practice areas in social work, an introduction to basic social work values and
ethics, and an explanation of the generalist intervention model. Students are expected to complete two WAC writing assignments developed to assess writing proficiency and critical thinking.

The Department of Civil Engineering has instituted a uniform rubric and training program for assessing report writing across all labs in its program. The Christine E. Lynn College of Nursing is currently engaged in an assessment of the quality of student writing. The college plans to develop a faculty training program that will help faculty give better writing guidance to their students.

**Writing Proficiency and Critical Thinking in Academic Learning Compacts**

In 2005, as a way of addressing student learning outcomes, the Florida State University System began to require an Academic Learning Compact (ALC) for every baccalaureate major (BOG Reg. 8.016). Each ALC is expressly designed to ensure that students, parents, and employers are provided with a clearly identified description of the skill sets and the discipline-based knowledge a student will have been exposed to in the course of that major, as well as to ensure that written and other communication skills and critical thinking skills are a part of the program curriculum. The ALCs for each major must include specific knowledge within the academic discipline, critical thinking, and communication and writing skills. All SUS universities are using ALCs to measure the success of their academic programs for purposes of continuous program improvement.

The means of measuring student attainment of ALC learning objectives is determined by each department or college. Measurable goals and results for FAU’s departments and units are listed in the password-protected FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU's Office of Institutional Effectiveness and Analysis.

At the Wilkes Honors College, for example, students are required to maintain writing portfolios containing work completed in their courses. Faculty assess the portfolios at the end of the students’ second year, and students with identified deficiencies are given a remediation plan that they must complete before beginning the required honors thesis. The thesis review committee evaluates elements of the Academic Learning Compact before approving a student’s thesis. This process ensures that every student approved for graduation has met the ALC learning objectives, including writing proficiency and critical thinking skills.

The Department of History assesses the attainment of ALC learning objectives through coursework. Of the 44 undergraduate courses offered in history in spring 2011, 43 will require students to write analytical papers in a variety of formats. This close-to-universal writing requirement is the norm each semester. The department conducts an annual assessment of the degree to which its courses are meeting standards set in its ALC. The assessment focuses on a subset of the writing-intensive courses that are required of all majors. Additionally, to maintain the high quality of undergraduate courses, the chair and the head of the department’s undergraduate programs committee periodically review course syllabi to ensure continued compliance with the ALC. The most recent review concluded that virtually all history courses incorporate between 2,000 and 4,000 words of writing, in addition to note-taking during
lectures. Additionally, all faculty must submit evidence of the quality of their teaching in this area as part of the report that is the basis of their annual evaluations.

The Christine E. Lynn College of Nursing accomplishes ALC learning objectives through coursework. At the upper-division level, students are required to take Nursing Research, which has been certified as a writing intensive course. All students in the RN-to-BS program take a course titled Nurse as Scholar, which focuses on academic skills related to searching professional literature, synthesizing literature reviews and writing scholarly papers.

The School of Architecture has prepared a matrix of Student Performance Criteria that the NAAB (National Architectural Accrediting Board) has developed. The SPC chart identifies courses in which writing and critical thinking skills are the focus. They include communication skills and investigative skills, which encompass critical thinking and the development of research capabilities. Faculty are responsible for meeting the goals of the SPC.

The School of Social Work has done exemplary work in ensuring that all students achieve the writing and critical thinking goals established in the ALCs.

Writing

1. Goal: Students are expected to demonstrate written communication abilities in the field site through agency documentation requirements. Criteria for evaluation include concise written communication and the appropriate description of client assessment and intervention plans.

2. Assessment methods: In the final field evaluation of individual students’ performance, agency-based field supervisors will evaluate each student’s ability to identify and appropriately use agency records and complete agency documentation requirements, communicate clearly with a client, perform all agency documentation in a professional manner and present information in a well-written formal client assessment.

3. Results: Agency-based field instructors evaluate students’ ability to communicate with four items in their final field evaluations of student performance. These items from the faculty-approved rubric include (1) identifies the purpose and use of agency records in completing written materials, (2) communicates clearly and purposefully with clients, (3) prepares all agency-written documents in a professional manner, and (4) presents information in a well-written formal assessment using agency format. The mean score for students in the past five years has ranged between 4.8 and 4.12. (Min = 2, Max. = 5; Mode = 5, Median 4) (1 = failing, 2 = below expected level, 3 = at expected level, 4 = above expected level, 5 = outstanding)

Critical Thinking

1. Goal: Students enrolled in Field Education (SOW 4510) will demonstrate critical thinking skills (analytical, creative and practical). Students are required to demonstrate mastery of knowledge and skill from research, social work practice, Human Behavior and the Social Environment (HBSE) and policy as appropriate to the specific case and agency requirements.
2. Assessment Methods: Using criteria developed by the faculty of the School of Social Work and identified in the Field Education (SOW 4510) course syllabi, University-based field faculty will evaluate each oral presentation for the demonstration of critical thinking skills. Criteria are based on a student’s mastery of content found in the practice sequence, the HBSE sequence, the research sequence and the policy sequence. All of this content must be used to adequately understand appropriate strategies for interventions used in case studies. Students are also evaluated for critical thinking skills by agency-based field instructors.

3. Results: Students in SOW 4510 demonstrated critical thinking skills as evaluated by their field-based seminar instructors using the criteria of (a) analysis of case based on content from HBSE and practice, research and policy sequences and (b) analysis of assessment and intervention techniques most appropriate to the case. All students were evaluated with acceptable scores on critical thinking skills. Agency-based field instructors rated students on their critical thinking skills. Most students had scores of 3 or higher. (Min. = 3, Max. = 5, Mode = 5, Median = 4) (1 = fail, 2 = below expected level, 3 = at expected level, 4 = above expected level, 5 = outstanding)

Additional Assessment Data

In spring 2008, two professors teaching a WAC course developed a survey to evaluate the perceived helpfulness of the Writing across the Curriculum initiative. The survey was administered at the end of each WAC course taught between fall 2008 and spring 2010. Survey questions were grouped into four categories: 1) overall effectiveness of WAC techniques on improving writing skills; 2) writing elements improved as a result of the course and writing elements needing additional improvement; 3) effectiveness of specific WAC techniques in improving writing skills; and 4) acquisition of social work content.

1. With regard to the overall effectiveness of the WAC course, 36 percent of 172 participants reported substantial improvement in their writing skills, and an additional 54 percent indicated moderate improvement. Thirty-eight percent of the sample reported being very confident that the course helped them improve their ability to write for the social work profession. Sixty percent of the sample reported that the skills they learned, developed or improved in this course will transfer to future courses.

2. The three WAC techniques examined in this survey appeared to be effective. Approximately half of the students reported that the multiple revision process helped them improve their assignment substantially. Eighty-nine percent of the respondents indicated that professors’ feedback was the primary source of revisions they made in their writing. In addition, more than half of the students reported that the peer-review process was very useful or somewhat useful.

3. Respondents identified multiple writing skills that were improved as a result of the WAC course, including correcting patterns of errors in grammar, punctuation, spelling and word choice, responding more effectively to assignments, clarifying ideas, reorganizing the assignment and providing additional evidence to support claims.
4. The WAC course appeared to be effective in helping students learn the American Psychological Association (APA) format and social work content. Sixty-two percent of the respondents reported that their use of APA format substantially improved. The writing assignments of this course were fundamental in helping students learn social work content; 73 percent of respondents indicated that the writing assignments helped them substantially to learn about social work ethics and values, 51 percent about generalist practice and 42 percent about various areas in social work practice including criminal justice, schools, and children and families.

FAU also gathers assessment data by administering the National Survey of Student Engagement (NSSE) to first-year and senior-year students on various topics relating to “engagement.” FAU administered the survey most recently in 2009-10. Several areas of the survey relate to learning objectives associated with FAU’s IFP: critical thinking (sections 2, 6, and 11), effective communication (section 3), and ethical behavior (section 11). FAU fared particularly well in comparison to other institutions that are part of the Consortium for the Study of Writing in College. On the question of whether students received feedback from instructors on a draft before turning in the assignment, 59 percent of FAU freshmen responded that they received such feedback on all or most of their assignments, as compared to 46 percent of students at other consortium institutions. FAU seniors also scored higher than students at the other consortium schools, with 37 percent of FAU seniors responding that they received such feedback, as compared to 32 percent at the other institutions.
D. Does your university offer or require a class that focuses on the development of writing proficiency and critical thinking skills? If so, please send me the data on the success of students who enrolled in that course.

Proficiency in writing and critical thinking is mandated by Florida Statute’s “Gordon Rule” writing requirement, which requires every student in the State University System to take 12 credit hours of writing-intensive English coursework. Florida Atlantic University requires each student to complete 6 credit hours in the Written Communication category of its general education program (the Intellectual Foundations Program) and 6 credit hours in other courses certified as writing intensive.

Undergraduate Writing and Critical Thinking Requirements

Hundreds of Florida Atlantic University’s courses focus on the development of writing proficiency and critical thinking skills. Every course in the general education curriculum that has been certified as writing intensive addresses the development of these skills in students. FAU’s Writing across the Curriculum (WAC) Committee has developed a 12-point rubric to evaluate the quality of student papers drawn from several writing-intensive courses.

Critical thinking is a central component of writing quality. For a student’s paper to be judged effective, the arguments it puts forward must exhibit “substantial depth, fullness and complexity of thought supported by sophisticated ideas and analysis that support the paper’s thesis.” The paper must also seamlessly incorporate and explain the accuracy and relevance to the thesis of data, quotations, paraphrasing, and visuals from a variety of sources, including counterarguments and contrary evidence.

Although course grades are not the best measure of students’ writing ability, the WAC’s assessment of writing shows that trait scores are positively related to course grades at FAU, i.e. papers rated more positively on the rubric were associated with higher course grades. This indicates that faculty are applying standards to grading student writing that are similar to those established by the WAC rubric.

The courses and their pass rates for fall 2010 or spring 2011 follow:

<table>
<thead>
<tr>
<th>Course</th>
<th>Pass Rate (C- or higher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101, College Composition I</td>
<td>91% (Fall 2010)</td>
</tr>
<tr>
<td>ENC 1102, College Composition II</td>
<td>Over 90%</td>
</tr>
<tr>
<td>PHI 2010, Introduction to Philosophy</td>
<td>89% (Spring 2011)</td>
</tr>
<tr>
<td>WOH 2012, History of Civilization I</td>
<td>85% (Fall 2010)</td>
</tr>
<tr>
<td>LIT 2010, Interpretation of Fiction</td>
<td>95% (Spring 2011)</td>
</tr>
<tr>
<td>LIT 2030, Interpretation of Poetry</td>
<td>Over 90%</td>
</tr>
<tr>
<td>LIT 2040, Interpretation of Drama</td>
<td>95% (Spring 2011)</td>
</tr>
</tbody>
</table>

The assessment of writing and critical thinking in Academic Learning Compacts is discussed in the answer to Question C.

FAU Response to Governor Scott —22
Graduate and Professional School Writing

Learning expectations for proficiency in writing and critical thinking are determined by individual graduate and professional school colleges and departments.

In the Christine E. Lynn College of Nursing, papers are required in almost every graduate course. Many faculty have attended Writing across the Curriculum workshops and understand the development of rubrics for grading writing assignments and the effectiveness of progressive writing assignments in which students revise their papers after faculty feedback. The college identifies students with weaknesses in writing and critical thinking in the first graduate-level courses, Advanced Nursing Practice Grounded in Caring (NGR 6110) and Caring: An Essential Domain of Nursing Knowledge (NGR 7116)—faculty refer these students to the Writing Center. Faculty teaching these courses spend a great deal of time in group and individual mentoring settings that focus on improving students’ writing and critical thinking skills.

In the master’s degree program in the School of Urban and Regional Planning, writing and critical thinking are addressed through a progression of courses. In the first semester, Planning Process and Skills (URP 6101) addresses basic writing and research skills that progress from the writing of short memos to a literature review and brief research paper. Planimetrics (URP 6200) covers research methods and the writing of research papers. Students further develop their research and critical thinking skills in the second semester in two advanced methods courses, Environmental Analysis for Planners (URP 6425) and Urban Revitalization Strategies (URP 6545). In the third semester, students refine their research, critical thinking and writing skills in Planning Workshop (URP 6920). In this workshop, students work closely with a group of faculty on a project for an outside client. They conduct original research, present results to the client and write a final professional report for the client. In their last semester, students work individually on their final projects (Planning Project, URP 6979), which result in professional reports. Over the years, several of these projects have been included in peer-reviewed publications and in local planning projects, including the installation of a solar roof on the 12-story Florida Atlantic University/Broward College Higher Education Complex in downtown Fort Lauderdale.

In the English master’s degree program, all courses involve substantial writing that is revised repeatedly and held to the professional standards of the discipline. Students’ ability to conduct the sustained and original work that is required for theses is developed through the experience of writing shorter papers in seminars and receiving substantial feedback from faculty and peers on the quality of their work. The assessment plan for the MA in English includes a faculty committee's ranking of samples from selected theses, taking stock of their general strengths and weaknesses. These rankings are compared to targets that set criteria for success.

While samples reviewed during the current assessment year are meeting the targets, the committee has determined that graduate student writing, conference presentations, and preparation of submissions for professional publications could be improved. Committee members are developing a plan for increasing the rigor with which theses are overseen by faculty.
E. Are professors required to integrate writing proficiency and critical thinking into all courses? If so, what oversight is provided to ensure that these skills are being taught? How are these skills integrated into course assessments?

Although Florida Atlantic University does not require faculty to integrate writing proficiency and critical thinking into every course that they teach, there is an abundance of evidence that FAU faculty are committed to improving their students’ writing and critical thinking skills. Assessment of students’ writing and critical thinking abilities takes place both at the lower-division level in general education coursework and in the major. Assessment data are presented in Questions C and D, particularly in the sections relating to Academic Learning Compacts.

Writing-intensive courses are part of FAU’s innovative Writing across the Curriculum (WAC) program, which includes a rigorous assessment mechanism to determine whether courses certified as writing intensive improve students’ writing. In this assessment, between ten and fifteen courses are selected via a stratified, random sample each term (approximately five courses during the summer), and students in those courses are asked to submit first and final drafts of argument-driven papers that were written near the end of the term. Each May, between fifteen and twenty raters spend at least two days establishing norm standards before the rating process begins. Ratings are made along twelve dimensions of writing quality (trait scores).

289 FAU faculty members have been WAC certified, which means that they have gone through training to better teach writing skills to their students.

- 64 courses have been approved as writing intensive.
- 317 sections of WAC-approved courses are being taught in fall 2011.
- 74 sections of WAC-approved courses were taught in summer 2011.
- 258 sections of WAC-approved courses were taught in spring 2011.
F. Do you have measurable goals for student success after graduation? If so, please send me the goals and the results for the last five to ten years.

Florida Atlantic University’s Office of Institutional Effectiveness and Analysis surveys FAU’s recent graduates each semester to track both job placement and continued education.

To track the number of FAU students going on to graduate school, law school, and medical school, FAU also uses statistics provided through the National Student Clearinghouse, which lists the institutions around the country in which those who hold FAU bachelor’s degrees have enrolled.

FAU’s individual colleges, schools, and programs often set programmatic goals for student success after graduation. Several examples are provided below.

The Christine E. Lynn College of Nursing has set a goal of 80 percent of graduates being employed in nursing positions within one year of receiving their FAU degrees. Based on the Educational Benchmarking, Inc., survey of alumni, 86 percent of all College of Nursing graduates were employed either full- or part-time in nursing in 2009; 4 percent were employed in a field other than nursing; and 7 percent were pursuing another academic degree. Only 1 percent of graduates were not employed and seeking employment.

A major factor underlying this successful employment outcome is the stellar performance of nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX), administered by the National Council of State Boards of Nursing. The college has set a pass rate criterion of 86 percent. Over the past six years, the performance of FAU graduates has almost always exceeded that: 2006 - 94.55 percent; 2007 - 87.63 percent; 2008 - 91.67 percent; 2009 - 95.77 percent; 2010 - 84.69 percent; 2011 - 93.5 percent.

The School of Architecture in the College of Design and Social Inquiry has just received data on the pass rate for graduates taking the Architecture Registration Board’s rigorous national Registration Exam for licensure. After graduation, applicants must complete an Intern Development Program. This process usually takes two to three years. FAU’s 80 percent pass rate on the Building Systems section of the exam was the highest pass rate for the State of Florida.
G. Do you have measurable goals for the number of graduates who remain in Florida post-graduation? If so, please send me the goals and the results for the last five to ten years.

Florida Atlantic University does not have measurable goals for the number of graduates who remain in Florida. However, Florida Atlantic University’s Alumni Office has data on the 50,375 alumni who graduated from FAU from 2001-11. Of these, 90.8 percent have remained in the state of Florida. FAU’s alumni reside in all sixty-seven Florida counties. (Source for these tables: FAU Alumni Office)

<table>
<thead>
<tr>
<th>Percent of Graduates Living in Florida</th>
<th>Primary Class Yr</th>
<th>Count</th>
<th>Reside in Florida</th>
<th>% staying in FL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2001 thru 2011)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>3,537</td>
<td>3,351</td>
<td>94.7%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>5,184</td>
<td>4,903</td>
<td>94.6%</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>5,315</td>
<td>4,961</td>
<td>93.3%</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>4,868</td>
<td>4,569</td>
<td>93.9%</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>5,011</td>
<td>4,694</td>
<td>93.7%</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>4,779</td>
<td>4,434</td>
<td>92.8%</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>4,546</td>
<td>4,093</td>
<td>90.0%</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>4,667</td>
<td>4,167</td>
<td>89.3%</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>4,469</td>
<td>3,854</td>
<td>86.2%</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>4,082</td>
<td>3,475</td>
<td>85.1%</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>3,917</td>
<td>3,243</td>
<td>82.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50,375</td>
<td>45,690</td>
<td>90.8%</td>
<td></td>
</tr>
</tbody>
</table>

| Top 10 Florida Counties Where Graduates Reside | County       | Count |
| (2001 thru 2011)                              |             |       |
|                                               | Broward     | 19,398|
|                                               | Palm Beach  | 17,811|
|                                               | Miami-Dade  | 2,158 |
|                                               | Saint Lucie | 1,766 |
|                                               | Martin      | 1,083 |
|                                               | Indian River| 439   |
|                                               | Orange      | 306   |
|                                               | Brevard     | 299   |
|                                               | Hillsborough| 236   |
|                                               | Lee         | 199   |

*Source of tables: FAU Alumni Office*
H. Do you have measurable goals for the number of graduates with specific degrees such as science, technology, engineering, mathematics, nursing, etc.? If so, please send me the goals and the results for the last five to ten years.

Florida Atlantic University has established measurable goals for growth in enrollment and number of degrees in science, technology, engineering, mathematics, and health fields at both the undergraduate and graduate levels. Such institutional focus is monitored by the Florida Board of Governors. Measurable goals and results for FAU's departments and units are listed in the password-protected FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU's Office of Institutional Effectiveness and Analysis.

Florida Board of Governors Regulation 2.002 requires each constituent institution to “prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university’s top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals” (p. 1). The current State University System of Florida's Strategic Plan 2005-2013, identifies strategic emphasis areas (pages A4-A7 in appendix 2) to which constituent institutions are expected to respond.

Florida Atlantic University's Office of Institutional Effectiveness and Analysis tracks enrollments and degrees awarded in BOG-identified strategic emphasis areas, including nursing and the STEM disciplines.
I. What are the core subjects every undergraduate must complete prior to graduation?

**Florida Board of Governors Regulation 6.017** (Criteria for Awarding the Baccalaureate Degree) establishes the core subjects that every undergraduate in the State University System must complete prior to graduation. This regulation reflects statutory language (**1007.25 F.S.**) as well as language in the Statewide Articulation Agreement (**1007.23 F.S.**). Students receiving a baccalaureate degree within the SUS must complete 36 semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities and natural sciences.

Florida Statute also mandates a “**Gordon Rule**” requirement that requires every student to take 6 credit hours in mathematics at the level of college algebra or higher and 12 credit hours of writing-intensive English coursework. The 6 credit hours required in the IFP Mathematics and Quantitative Reasoning category meet the Gordon Rule mathematics requirement. To fulfill the “Gordon Rule” writing requirement, students must take 6 credit hours in the Written Communication category and 6 credit hours in other courses that FAU has certified as writing intensive.

In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements.

**The Intellectual Foundations Program**

Florida Atlantic University’s general education curriculum is known as the Intellectual Foundations Program. The IFP establishes a clear vision for student learning in lower-division courses:

FAU believes that higher education should go well beyond the preparation of individuals for demanding careers in their chosen fields. It should also provide broad intellectual enrichment through systematic exposure to a diversity of academic experiences. The purpose of the general education curriculum in this endeavor is to develop the intellectual skills, habits of thought, ethical values and love of learning that transcend the choice of major. These are the hallmarks of educated men and women who are capable of effectively meeting the social, political and economic challenges of contemporary life. Perhaps at no other time in history has a well-rounded, inquiring intellect been more important and useful than in today’s world of rapid technological change and ever-increasing globalization. Thus, the mission of a comprehensive university education is to produce graduates who can intelligently analyze information, appreciate diverse peoples and ideas, and adapt to change through the self-motivated acquisition of new knowledge.

FAU’s IFP aligns with BOG requirements for general education in the following manner:
<table>
<thead>
<tr>
<th>FAU’s IFP Categories</th>
<th>BOG General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication (6 credit hours)</td>
<td>Communications</td>
</tr>
<tr>
<td>Mathematics and Quantitative Mathematics Reasoning (6 credit hours)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science and the Natural World (6 credit hours)</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Society and Human Behavior (6 credit hours)</td>
<td>Social Science</td>
</tr>
<tr>
<td>Creative Expression (6 credit hours)</td>
<td>Humanities</td>
</tr>
<tr>
<td>Global Citizenship (6 credit hours)</td>
<td>Social Sciences and/or Humanities</td>
</tr>
</tbody>
</table>

In fulfilling IFP requirements, students may choose among 65 courses offered in the six categories listed above. The courses are all listed in FAU’s online University Catalog. The overwhelming majority of courses are in the sciences, the humanities and the arts, thus providing students a breadth of foundational knowledge before the more focused, discipline-based knowledge required in the major.
J. Please send me a job description, total wages, number of courses instructed, and measurable goals for the fifty highest paid employees for each of the last three years.

Attached to this document is a list of Florida Atlantic University’s fifty highest paid employees, their position titles, total wages, and the number of courses and total credit hours (if any) these employees taught for 2008, 2009, and 2010 [FAU Top 50].

Job descriptions for faculty (SUS Faculty Class Specifications) and position descriptions for non-faculty (FAU AMP Position Descriptions) are attached in separate files.
K. Do you measure the readiness of new students to succeed at your university? If so, do you measure on a per-incoming-high-school basis? If so, please send me the measurement and the results for the last five to ten years.

Florida Board of Governors Regulation 6.002 (Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen outlines minimum eligibility requirements for first-time-in-college students seeking admission to an undergraduate degree program in the State University System. Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in the Board of Governors regulations.

In addition following the BOG regulation for admission, Florida Atlantic University makes a comprehensive review of each applicant, taking into account each applicant’s test scores and grade point average, and placing additional weight on the rigor of the high school curriculum. SAT and ACT test scores are used to help determine the readiness of students, but admission is not based solely on test scores. FAU refers to the high schools’ profile to determine if AP/IB or any other methods of academic acceleration are offered and also notes the number/percentage of students at that school who have historically continued their education at two- and four-year institutions.

In its comprehensive review, FAU tries to determine the readiness of the student for university work. This includes a requirement that the student must have successfully completed a high school program that includes more than two units of a foreign language, calculus, physics and/or accelerated coursework. Listed below are the average high school GPAs and SAT/ACT scores for FTICs admitted to FAU in the last five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
<th>ACT</th>
<th>SAT (Critical reading/math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>3.2</td>
<td>22</td>
<td>1046</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3.3</td>
<td>22</td>
<td>1061</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.5</td>
<td>24</td>
<td>1092</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.4</td>
<td>23</td>
<td>1089</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.6</td>
<td>24</td>
<td>1106</td>
</tr>
</tbody>
</table>

After matriculation, FAU measures college readiness only in mathematics, by requiring all incoming students to take a placement exam known as ALEKS. The exam is also required of transfer students who have not completed their Gordon Rule mathematics requirement. The ALEKS exam became effective for students entering in fall 2008. Before institution of this exam, many FAU students fared poorly in entry-level mathematics classes. In college algebra, for example, over half of the students withdrew from the course or received a grade of “D” or “F.” The ALEKS placement exam reduced the number of students performing poorly by over half.
Each year approximately 5 percent of incoming students are unable to achieve a score of 15 on the ALEKS placement exam and thus are prevented from enrolling in an FAU mathematics course. They are advised to take remedial mathematics courses at a local state college before attempting higher-level courses at FAU.
L. What is your process in determining which programs to terminate and which programs to initiate? In the last ten years, what programs were terminated and what programs began?

At Florida Atlantic University, the colleges and schools work with the Office of the Provost in determining which academic degree programs to terminate or initiate. The process for initiating programs is detailed on the Office of the Provost website. While some recent decisions may have been based on budget constraints, variables considered generally include enrollment, demand, centrality to the mission of the Florida Atlantic University and the State University System, and the educational and occupational objectives of our students and the work place. Since 2005 FAU has terminated twelve degree programs and initiated sixteen degree programs. In addition, we have closed or merged forty-eight programs and tracks within degree programs and consolidated some departments.

Last year, FAU participated in the Ad Hoc Committee on Articulation, Coordination, and Coherence of Academic Delivery across the State University System – an initiative of the Council of Academic Vice Presidents and the Florida Board of Governors. Each university conducted a review of its academic degree programs based on established degree-production threshold criteria:

- Bachelors degrees: fewer than 30 over a five-year period
- Masters degrees: fewer than 20 over a five-year period
- Doctoral degrees: fewer than 15 over a five-year period
- Other degrees: fewer than 20 over a five-year period

The final report identified forty-two of FAU’s degree programs as being below the threshold identified for degree productivity over a five-year period. Fifteen of the degree programs identified were new and had not yet had the opportunity to graduate students or meet the productivity threshold over a five-year period. The university identified:

Six degree programs for termination
- German (Bachelors, Masters)
- Liberal Studies (Masters)
- Music Business (Bachelors)
- Human Resources Management (Bachelors)
- Pre-Elementary/Early Childhood (Masters)

Two degree for inactive status:
- International Business (Masters)
- General Finance (Masters)
One program (Ed Specialist Degree, Curriculum and Instruction) was designated as an “opportunity degree program” that operates with little or no additional cost, and six degree programs are in the STEM shortage areas and meet critical state and local needs:

- Physics (Bachelors, Masters, Doctorate)
- Mathematics Teacher Education (Bachelors)
- Science Teacher Education (Bachelors)
- Exceptional Student Education (Doctorate)

The remaining twelve programs are the focus of attention this year, with colleges developing plans for curricular revisions, mergers, consolidations, or new collaborative or joint-delivery models.
M. What programs do you have to educate students regarding job opportunities? What are your measurable goals for each program? Do you use information similar to the data available from the Florida Education and Training Placement Information Program (FETPIP) to prepare students prior to admission and prior to selection of major? Please provide me the results for the last five to ten years.

Florida Atlantic University is committed to meeting Florida's professional and workforce needs. The university has both centrally administered programs to educate students about job opportunities and decentralized initiatives in each of its colleges. Data available from the Florida Education and Training Placement Information Program (FETPIP) are used to inform student advisors, and are made available in campus offices as a resource to be used by faculty, staff, and students. The campus administration reviews the trends in FETPIP employment outcomes for graduates in academic program reviews and as a basis for proposing new programs.

Measurable goals and results for FAU’s departments and units are listed in the password-protected FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU’s Office of Institutional Effectiveness and Analysis.

The Career Development Center

FAU’s Career Development Center (CDC) provides a broad range of career services for FAU students and alumni. The central CDC is located on the Boca Raton campus, and serving all FAU colleges, students, and alumni. In addition, the CDC has several partner campus career centers located on FAU’s other campuses, and there are decentralized units in the College of Business and the College of Engineering and Computer Science.

Owl Career Link is the CDC’s online career portal, which lists hundreds of online co-op jobs, internships, and full-time jobs for students and alumni. These opportunities help students find full-time employment after graduation. Email blasts are sent to students informing them of recently posted jobs. Job information is also posted in showcases on the Breezeway (a high traffic thoroughfare on campus) as well as in the Student Support Services Building and in the colleges and on large screen TVs. Faculty and staff are also made aware of job opportunities and career events and are invited to attend the career events.

To educate students on how to conduct a job search, the CDC uses various kinds of resources, online tools, networking, and programs. It holds workshops on résumé writing, how to conduct a job search, and promote job opportunities through the CDC Weekly e-news, an online newsletter that informs students about jobs posted in the OWL Career Link database, promotes upcoming events, workshops, and employer information sessions.
Throughout the year the CDC holds employer panels, industry seminars and student and employer focus groups are held to educate students about job opportunities and employment industries. Each fall and spring semester the CDC sponsors a Career Day and Technical Fair, which draws recruiters from over 100 organizations. FAU students also may attend the annual Florida Career Centers statewide job fair held in May at UCF. In addition, every semester the Co-op/Internship Experiential Learning Program provides students with employment opportunities.

The CDC manages an On-Campus Recruiting Program that allows employers to schedule on site interviews with students throughout the year. Employer Information Sessions are held in collaboration with the colleges to host and promote organizations that present information on their hiring needs. The Professional Mentor program links students with alumni and industry professionals for students to learn about career paths, and job shadowing, and career mentoring.

Finally, each semester the CDC holds a Dare to Be Prepared event for the graduating class--a one-day conference to facilitate their transition to the workforce. The event includes an employer panel representing various sectors of industries, and brings to campus thirty to forty organizations that conduct job search seminars and critique résumés.

The CDC uses assessment information as a basis for continuous program improvement as summarized in **Outcome Summary Data from 2006 – 2011**.

The FAU Career Development Center has affiliations with the following national, regional and local associations of career development professionals who work with college students.

- National Association of Colleges and Employers (NACE)
- The Southern Association of Colleges and Employers (SoACE)
- Florida Career Professionals Association (FCPA)
- The Greater Boca Raton Chamber of Commerce

### Career Development Programs in FAU’s College and Schools

**The Harriet L. Wilkes Honors College**

The Wilkes Honors College on FAU’s John D. MacArthur campus at Jupiter works closely with the Jupiter campus Career Services Center to educate students about job opportunities and how to take advantage of them. The Career Services Center serves as the clearinghouse of employer services for FAU’s northern campuses. It maintains regular contact with employers to determine their needs and ensure that FAU students have the skills and resources to be competitive.

The center’s associate director speaks to first-year students at the weekly Honors Forum, and students are encouraged to take advantage of the center’s services throughout their undergraduate years. These services include assisting students with personal statements, letters of intent, and other aspects of graduate school applications. The center offers programs designed to help students improve interview skills and write effective résumés. Much of the information shared with students comes from...
the U.S. Department of Labor, Bureau of Labor Statistics, and from the associate director’s contacts with local employers.

The Honors College requires students to complete an internship or study-abroad experience in order to graduate. The Career Services Center is of great assistance to students in obtaining internships within their fields of interest. In addition, center personnel advise students of the importance of incorporating networking into their job searches and even their pursuit of graduate school admission. To ensure that the center has accurate information and maintains its relationships with local employers, the associate director regularly attends various economic development meetings and programs presented by local chambers of commerce.

The textbook used by Honors College students as part of their First Year Experience, written by the dean of the Honors College, includes a chapter called “Future Opportunities” that is specifically focused on what students who are just entering college need to know in order to prepare for their careers. Students can also find career information on several frequently updated websites, such as FAU’s MyPlan and O*Net, which allow students to see labor market statistics, including estimated salaries and job outlook. Such information enables students to make well-informed choices regarding suitable careers. These websites also allow students to complete career assessments, which help them determine their long-term career goals. Having long-term goals often makes students more motivated in class, giving them something tangible to work toward.

The Honors College provides transportation so that Jupiter students can attend the Career Days and graduate and professional school days that are held on the Boca Raton campus. Students are strongly encouraged to attend, as this gives them the opportunity to network with local employers, as well as with representatives of graduate schools throughout the country. Honors College students who attended the most recent Boca campus Career Day all received at least one interview with employers, based on their high qualifications and preparation they received from the Career Center prior to the event.

During the spring 2012 semester, the Honors College is planning a medical school forum that will give students who are interested in going to medical school the opportunity to speak with physicians and FAU’s medical school faculty. A similar event is being developed for students interested in law school and general graduate studies. A financial planning firm has been invited to send a speaker to campus to share information with students about the realities of the post-college world, in terms of employment, paying back student loans and budgeting.

The College of Education

The College of Education and its individual departments receive job announcements from school districts, private schools, businesses, recruiting agencies and other organizations seeking employees. These announcements are posted for students to see. Additionally, job fairs are held by most local school districts within FAU’s service area.
To respond to areas identified as critical need, the college uses data gathered from many state and national sources. The following subject fields were designated by the State Board of Education as critical teacher shortage areas for 2010-11.

- middle and high school level mathematics
- middle and high school level science
- middle and high school level English/language arts
- reading
- all exceptional student education programs
- English for speakers of other languages (ESOL)
- foreign languages
- technology education/industrial arts

The college addresses the need for certified teacher candidates in response to the data shared by the state regarding new hires hired out-of-field.

The Department of Communication Sciences and Disorders keeps track of the number of graduates employed within its discipline. This is a requirement of the Council of Academic Accreditation and is posted on the department’s homepage. The current report states that 100 percent of those who have graduated from the program with master’s degrees since 2008 have found employment in their field and have remained employed at least one year after graduation. Communication Sciences Disorders is a critical shortage area, but at present FAU does not have a specific program for preparation prior to admission on the graduate level. There are undergraduate programs at other state universities. FAU does, however, provide all of the prerequisite coursework that is required on a non-degree-seeking basis.

The College of Business

The College of Business’s Career Resource Center offers all students and alumni use of a free online career database, where recruiters post job opportunities. Once positions are posted, email blasts are sent to qualified students informing them of these opportunities. Faculty and staff are also made aware of the job postings so they can promote them to their students. Regular corporate information sessions and career events are held throughout the academic year, bringing recruiters on campus to talk to students and start the recruiting process.

The Career Resource Center has boards placed throughout the college with information pertaining to job opportunities. Recruiters place tables in the main building of the college to talk to students about their companies and available jobs. Students can make appointments to get career, résumé preparation and related advising services. The college’s Career Resource Center works cooperatively with the university-wide Career Development Center to promote annual job fairs, workshops and other events for students seeking employment. Websites from third-party recruiters are made available on the announcement page of the database. A calendar of events on the home page of the College of Business includes an updated listing of job opportunity events.
The Health Administration program collects qualitative data on employer needs and offers internship and placement services.

The School of Accounting and the Department of Information Technology and Information Management have advisory boards made up of leaders in their respective industries who help identify local needs for accounting and IT talent and skill sets. They also give input on curricula aligned with their needs.

The Christine E. Lynn College of Nursing

The Christine E. Lynn College of Nursing has an overall measurable employment goal, which is part of the college’s comprehensive evaluation plan: “Students are employed in nursing practice settings appropriate to educational preparation.” There is an 80 percent employment rate for bachelor of science in nursing graduates; a 60 percent employment rate in new positions reflecting changes in professional roles for master’s degree graduates; a 60 percent employment rate in new positions that reflect new competencies for Doctor of Nursing Practice graduates; and a 70 percent employment rate in positions reflecting new competencies for Ph.D. graduates. The college does not use the FETPIP.

The college has several programs designed to meet its employment goal. Students enrolled in the basic nursing program (both traditional and accelerated) take a Nursing Leadership course during their final semester. In that course, they learn about job opportunities. During the spring semester, the college sponsors a career fair, inviting representatives of local hospitals and health care organizations to campus. Students are able to talk with recruiters and submit their résumés.

University Libraries

As a U.S. Government publications depository library and a Florida government documents depository library, the FAU Libraries receive all publications of the Bureau of Labor Statistics, all of which are available to students. Library staff create web pages and guides to help students find relevant information regarding jobs and other government information.

The government documents staff and reference librarians provide instructional sessions to classes in such fields as economics, political science, geology, etc., in which they refer students to government and other resources that they can use in their work.

The College for Design and Social Inquiry

The School of Social Work cites data from FETPIP, its own collected data, and other employment information to educate students regarding job opportunities while recruiting and when conducting orientation programs for new classes of students. This type of data has proven to be quite advantageous to the school, which has higher graduation and employment rates than other social work programs in Florida (FETPIP, 2011, p.1). The School of Social Work also hosts an annual Career Day, which provides students with the opportunity to meet and speak with employers and presents guest speakers who discuss the local availability of human service jobs. The school also has an active alumni society that sponsors workshops on employer-related needs.
To shape a curriculum that meets employer needs, the School of Public Administration uses internship evaluations, surveys to assess employer perceptions and ongoing input from its advisory board.

The School of Urban and Regional Planning hosts an annual Career Day, which includes a keynote address about job opportunities in the current market, an alumni panel at which career advice is offered, a presentation by the FAU Career Development Center, opportunities to meet and speak with public and private employers, and individual résumé review. The school also posts job opportunities on its website and updates those postings daily.

The profession of architecture encourages students to complete the Intern Development Program (IDP), which requires them to spend two to three years in an office under the supervision of a licensed architect before they take the licensing examination. The faculty IDP coordinator is responsible for conducting seminars on the topic, inviting lecturers to the school, and for working with student organizations to make sure that their members are aware of the internship requirement.

**The Dorothy F. Schmidt College of Arts and Letters**

The departments in the Dorothy F. Schmidt College of Arts and Letters educate students about job opportunities in many different ways.

The Anthropology Department provides multiple avenues for publicizing job opportunities. First, many announcements come by email to the department and these are circulated to the appropriate faculty and their students. Second, the department maintains relationships with entities such as the county and municipal governments involved with historic preservation issues, the Seminole Tribe, museums from Monroe to Palm Beach counties as well as county and city archaeologists. Third, the department is linked into networks of anthropologists, internships and opportunities throughout the state, nationally and from offices within the federal government (e.g., the Bureau of Land Management, the Forest Service, the National Park Service). Fourth, the department is always open to students’ taking the initiative in creating new possible internship opportunities. Fifth, department faculty members are closely involved in one-to-one mentoring relationships with students and the development of their individual research and analytical skills. Additionally, the about 75 percent of graduates of the master’s program move on to doctoral level study at other universities—an impressive accomplishment. Undergraduates provide information on their future plans via a survey that they take prior to graduation.

Students in the Music Department audition to meet admission standards and are evaluated in many key areas every semester to keep them on track toward ensuring their marketability in the music industry. Music area directors are faculty advisors to these students, providing mentorship and support for auditions, job applications and internship placement. Clinical educators provide mentorship to music education students as they prepare and complete their student teaching internships. At all points, students are advised and supported by faculty as to the standards expected in the profession, and their progress toward meeting those standards is regularly evaluated.

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Informal mentoring of students is common in the Philosophy Department. The Philosophy Club meets at least once per year, sometimes twice, for information sessions and workshops on careers, law school and graduate school admissions. Additionally, faculty members regularly participate in community lectures, workshops and events.

The English Department’s advisor attends programs and events sponsored by the Career Development Center to gain information that can be passed on to students about job outlook, career opportunities, on-campus recruiting and internships for liberal arts majors. Department advisors meet with Career Development Center staff regularly to ensure that students are obtaining the skills that employers seek. The department provides a major workshop symposium once every semester titled “What Can I Do with an English degree?” The workshop is geared toward educating students about the skills employers are looking for and how the skills they learn in the English major are transferable to the workplace. Additionally, the workshop helps students identify occupations and possible career paths.

The Languages, Linguistics and Comparative Literature Department added a full-time academic advisor last year, which has enhanced its ability to assist students with career planning. The advisor provides students with counseling on career opportunities and directs them to the Career Development Center for career development workshops, databases and other resources. In addition, each student has a faculty mentor who discusses career opportunities as part of the mentoring process. The Spanish and French programs have developed Academic Service Learning opportunities in partnership with community organizations. These are similar to internships in the sense that the students get hands-on experience working in agencies, schools, healthcare facilities, etc., where multilingual skills are important. Many students have reported that these experiences have encouraged them to pursue careers in these kinds of organizations.

The Sociology Department has received many reports of student success in gaining entry to graduate school and embarking upon careers. Students who have earned the BA in sociology have been accepted in excellent MA and doctoral programs (such as those at UC-Irvine, UC-Riverside, SUNY-Albany, Notre Dame, Tulane and the University of Miami). One MA graduate recently received FAU’s Alumnus of the Year award, serves on the advisory board of the Union of Concerned Scientists, and is a member of the Chair’s Council of the Geological and Planetary Sciences Division at the California Institute of Technology.

The Theatre Department offers an elective undergraduate career seminar, and requires all students in graduate acting classes to take a career seminar. These seminars are designed to bring a variety of industry professionals into the classroom to discuss current industry standards regarding portfolios, headshot and résumé development, audition techniques and protocols, hiring agents, career opportunities and work searches in large metropolitan areas. There are also discussions about what it takes to “make it in the field.” Additionally, as opportunities arise (at least once every other year), guest artists or eminent scholars conduct workshops providing valuable insights on becoming employed and succeeding in the business. Faculty members conduct end-of-term reviews for all of graduate students, and occasionally also for undergraduates, using an instrument that ranks them in ten specific areas.
including “growth,” “engagement or participation” and “collegiality.” The results of the review are discussed individually with students, who are advised to seek help from faculty members in areas that need remediation.

The College of Engineering and Computer Science

The College of Engineering and Computer Science works closely with FAU’s Career Development Center to educate students regarding job opportunities and preparing them for the workforce. The CDC maintains an extensive database of employers and job opportunities for students. The CDC also organizes two job fairs every year, and on average 30+ engineering and technology companies participate. In addition, the college has a Division of Engineering Distance Education and Career Services, which provides career-related support to students, conducts workshops for writing résumés and prepares students for co-op experiences. Potential employers contact DEDECS for their recruiting needs. About 60 percent of the college’s graduates stay in Florida.
N. How do you measure the university’s cost and revenue per program? If so, please send me reports for the last five to ten years. Additionally, please send me your individual measurable goals and tracking of your success during your term as university president.

Florida Atlantic University strives at all times to maximize efficiency in the use of state resources. State funds are appropriated to FAU as “lump sums” along with self-generated revenues from resident tuition and non-resident charges. These funds are pooled centrally and allocated internally to support the core operating units and functions of the FAU, primarily instruction, research, and service. In order to ensure the highest levels of efficiency, FAU regularly monitors a number of measures and indicators that reflect best practices in higher education.

FAU’s Office of Institutional Effectiveness and Analysis compiles and disseminates Departmental Dashboard Indicators (DDIs) that assess operations and provide comparative measures of unit efficiency and effectiveness. These DDIs are the focus of annual reviews of personnel utilization and productivity; student recruitment; student access and satisfaction; focus of effort on majors; degree attainment; and research and scholarly productivity.

The compilation and annual review of the SUS Expenditure Analysis provides FAU with another set of measures that FAU uses to monitor both the direct costs of instruction in each academic discipline and the allocation of resources across the major academic functions of teaching, research, service, academic advising, libraries and related support functions. Use of these data allows FAU to benchmark and assess improvement over time and how the institution’s efforts compare to those of other institutions in the SUS.

One of the most powerful tools that FAU uses to monitor and assess the effectiveness of academic programs and their efficient use of resources comes from FAU’s participation in the National Study of Costs and Productivity, which is conducted under the auspices of the University of Delaware. This study has become the “gold standard” for cost and productivity analyses because of the standard definitions and rigorous attention to uniformity in the data produced. FAU uses these data to assess the undergraduate and graduate teaching productivity of faculty in each discipline taught at FAU in relation to peer institutions and to universities nationwide that exhibit a profile similar to FAU’s because of their Carnegie classification as “high research activity” institutions.

To ensure that students have access to the classes they need to complete their degrees, FAU continuously monitors student demand for classes, employing several analytic tools that allow departments to anticipate student needs and to adjust the number of courses and sections throughout the enrollment process.
Finally, attached to this document are the 2010-11 annual goals and measurable outcomes and the 2011-12 annual goals of President Mary Jane Saunders, who was inaugurated as Florida Atlantic University’s sixth president on October 29, 2010.
0. Please send me your university’s overall measurable goals and tracking from the last five to ten years.

Florida Atlantic University's 2006-2013 Strategic Plan establishes institutional goals and strategies designed to align the day-to-day activities of all faculty and staff with the overall vision for the university. These goals and targets are revisited yearly to validate their relevance and appropriateness, and are endorsed annually by the Board of Trustees as required by Florida Board of Governors Regulation 1.001(3)(d).

The plan is organized around seven goals:

1. Providing increased access to higher education
2. Meeting statewide professional and workforce needs
3. Building world-class academic programs and research capacity
4. Meeting community needs and fulfilling unique institutional responsibilities
5. Building a state-of-the-art information technology environment
6. Enhancing the physical environment
7. Increasing the university's visibility

Appended to this document is the 2010 Update on Meeting Goals of the 2006-2013 FAU Strategic Plan. FAU organizes data on its attainment of the goals and objectives of its strategic plans in graphic “Report Cards.” Report Cards for 2010 and 2011 are appended to this document.

Florida Board of Governors Regulation 2.002 requires each constituent institution to “prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university’s top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals” (p. 1). Appended are the FAU’s BOG work plans for 2010 and 2011.
P. Do you perform 360 reviews with your Board of Trustees? If so, please provide me with these reviews from the last five to ten years.

[Board of Governors’ clarification: This question also should include the extent to which the institution asks for input and involves stakeholders (community, industry, students, the academy, government, etc.) with regard to goals and performance.]

Florida Atlantic University reviews its effectiveness formally and informally and within both internal and external communities. FAU provides results of these reviews to the FAU Board of Trustees through annual presentations of performance measures, to the university’s internal and external communities through the FAU website, and to the Florida Board of Governors through FAU’s annual work plans (2010 and 2011 Update).

Student Perceptions of FAU

FAU conducts annual and periodic surveys of students to gather information on their perceptions of the effectiveness of the institution. These include:

- Student Satisfaction Survey
- Graduate Student Exit Survey
- Student Perception of Teaching (SPOT)
- Graduating Student Survey Summary

The Community’s Perceptions of FAU

FAU has established an extensive array of opportunities for internal and external communities to provide input on the university’s activities and effectiveness in support of work force preparedness, economic development, and community programs and initiatives.

- In 2011, the Learning Alliance for Higher Education conducted internal interviews and roundtable discussions with representation from the faculty body, the administration, the FAU Board of Trustees, and community leaders. The results were summarized into an interview report and a roundtable report and disseminated to the university’s various communities.
- In 2005, FAU conducted SWOT analyses that contributed to the development of the 2006-2013 FAU Strategic Plan
- Each academic college has appointed an advisory council of local and regional experts and leaders in the field to provide recommendations on ways FAU can respond to the challenges impacting those disciplines and the needs of the community.
- The FAU president meets regularly with area-specific groups of local governmental, community, and business leaders who bring forward concerns and/or recommendations to assist FAU in responding to the needs of the community. The President’s Broward Campus Council engages community members from FAU’s Davie, Ft. Lauderdale, and Sea Tech campuses and sites.

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Similar campus councils serve the communities surrounding FAU’s Treasure Coast Campus, FAU’s Harbor Branch Oceanographic Institute in Fort Pierce and FAU’s Jupiter Campus.

- Faculty are active in social and community agencies, and in professional organizations related to their respective discipline.
- FAU maintains relationships with parent groups and local and regional businesses to gather information on students’ career and workforce preparedness. (See also: FAU’s responses to questions A and M.)

**Perceptions of the Academy and National Agencies**

Formal evaluations conducted by state and national entities help FAU gauge its effectiveness relative to its state and national peers. Annual work plans submitted to the FAU Board of Trustees and the Board of Governors result in **comparative data for FAU and its state peers**. Reports submitted to accrediting bodies and agencies addressing issues in higher education result in data that allow FAU to compare its performance against national peers.

Examples of national level review include:

- Reports submitted and received for reaccreditation by the Southern Association of Colleges and Schools (SACS)
- Reports submitted to and received by accrediting bodies of FAU’s colleges, individual departments or professional schools such as: AACSB, ABET, CSWE, NCATE, LCME, etc.
- **National Survey of Student Engagement (NSSE)**
- Carnegie Foundation for the Advancement of Teaching
Q. Provide me with any additional information you think may be helpful, including your thought process to make sure we are headed in the right direction.

To prepare our report to Governor Scott, Florida Atlantic University began by reviewing our database of the performance measures addressed in the governor’s request, many of which are encompassed in the Annual Work Plans and Annual Reports required by the Florida Board of Governors. Such performance measures are comprehensive and appropriate for ensuring accountability, but they give an incomplete picture of the true strength of the Florida State University System: the diverse character and distinct missions of its constituent institutions. To reflect this core SUS strength, FAU respectfully recommends that all Florida universities develop signature themes that are recognized and supported by the Board of Governors.

Florida Atlantic University's Signature Themes

In aspiring to the Carnegie designation of “very high research university,” Florida Atlantic University plans to expand our role as an intellectual leader and a creative force behind pioneering discoveries. In addition, we plan to expand our role as an active community partner and an economic engine for addressing everyday challenges. One strategy we have adopted to move us in the right direction has been the designation of formal signature themes.

No university can do all things equally well. Identifying signature themes has focused FAU’s attention on our areas of strength so that we can develop our niche and attain preeminence.

FAU’s three themes:

- Marine and coastal programs
- Biotechnology, complex systems, and neurosciences
- Contemporary societal issues

By focusing on these themes, FAU will be able to identify and articulate a clear strategy for identifying opportunities that are worthy of investment. Every potential investment will be evaluated on the basis of whether it is relevant to the identified themes, central to the institutional mission, and a contribution to FAU’s potential for growth.

The signature themes will provide umbrellas for grouping together the work of disparate academic disciplines to address current and emerging real-life challenges, and thus will serve as the focal point of interdisciplinary and collaborative partnerships. At the intersection of teaching, research, and service is a need to extend the role of the campus community as practitioners and collaborators. FAU’s signature themes will address an often unmet public need for understanding academic research and its relevance to daily living. They will create a platform that will move away from a university-centric mindset of academic work to one that engages the broader community.
Institutional Support for Signature Themes

To become established, new initiatives take substantial effort and the marshaling of scarce resources. To support our signature themes, FAU will direct faculty-hiring efforts and allocation of graduate and teaching assistantships toward disciplines related to the themes. We will enhance the undergraduate curriculum, provide support for undergraduate research, and encourage interdisciplinary grant activity in signature theme areas. We will pursue community partnerships in theme areas, and will explore the possibility of offering a centrally funded speaker series.

Expected Dividends

FAU's signature themes offer the promise of elevating the FAU's profile in ways that can be easily measured. Investing in themes will lead to increased faculty hiring and an increase in funded research, which is in line with the current campus goal of doubling research dollars in the next five years. Other outcomes could include increases in the following areas: grant applications, conferences, roundtables and workshops, major grants and awards, prestigious prizes, new and better prepared students, independent fellowships and key publications, esteem and international standing, and new relationships with the regional/national/international and other funding bodies.

Applying Signature Themes to the State University System

FAU has a long tradition of incorporating the Florida system’s strategic planning goals, objectives, and metrics into our campus planning. The current FAU Strategic Plan has a total of seven goals, the first four of which are borrowed from the State University System of Florida's Strategic Plan 2005-2013:

- Goal 1: Access to and production of degrees
- Goal 2: Meeting statewide professional and workforce needs
- Goal 3: Building world-class academic programs and research capacity
- Goal 4: Meeting community needs and fulfilling unique institutional responsibilities

As we write this response to Governor Scott, both the Board of Governors and Florida Atlantic University are in the process of updating their strategic plans. The BOG is developing goals and objectives through 2025, which will be featured prominently in FAU’s new plan, along with our new signature themes. Florida Atlantic University hopes that the SUS will lean in favor of adopting the signature-theme concept for the entire system.