

Institutional Strategic Plan

Bethune-Cookman

University

2010-11 to 2014-15

Trudie Kibbe Reed, Ed.D.
President



Willis Walter, Jr. Ph.D., Vice President
Office of Institutional Research, Planning & Accreditation

Bethune-Cookman University

Bethune-Cookman University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4500) to award Bachelor of Science, Bachelor of Arts, and Master of Science Degrees.

The University is also accredited by the following agencies:

- Accreditation Commission for Programs in Hospitality Administration
- Florida State Board of Nursing Licensure
- Florida State Department of Education
- National Council for Accreditation of Teacher Education
- National League for Nursing Accreditation Commission, Inc.
- University Senate of the United Methodist Church

Bethune-Cookman University does not discriminate on the basis of race, color, sex, disability, age, religion, national or ethnic origin, in its administration of its educational policies, admissions policies, scholarship or loan programs, or other college administered programs. The University is authorized under Federal law to enroll nonimmigrant students.

Bethune-Cookman University

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Bethune-Cookman University

Overview

Bethune-Cookman University (B-CU) is a four-year, private and fully accredited institution of postsecondary learning serving about 3,500 students, located in a highly urban environment. The campus serves a diverse population of about half traditional students and half non-traditional students. Ninety-six percent of the student population is full-time. Fifty-nine percent of its students are first generation college students (neither parent attended college). Minority students comprise about 94% of the total body and female students comprise 61% of the student body.

Approximately 54% of our students live in on-campus residential housing, and 46% of our students live off campus. The campus serves a county where only approximately 17.6% of the population over age 25 has a four-year degree or higher (2010 US census data). In Volusia County, where the campus is located, only about 46% of the population over age 25 has a four-year degree or higher. U.S. News & World Report's 2010 Edition ranks Bethune-Cookman University as one of America's best historically black institution.

Full Time enrollment on the campus for Fall 2010 is 3433, with 3405 undergraduate students, and 28 graduate students. According to the 2010 Bethune-Cookman University census data, about 8% degree-seeking undergraduates are age 25 and older.

Mission for Bethune-Cookman University

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

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

***Approved by Board of Trustees, March 2008*

The History of Bethune-Cookman University

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

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

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

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

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

Since 1943, the university has graduated more than 15,211 students. In the fall of 2006, Bethune-Cookman launched its first graduate program. The institution now offers an accredited Master of Science Degree in Transformative Leadership. As of February 14, 2007, the name of the institution was officially changed to “Bethune-Cookman University”.

Core Values

Bethune-Cookman University employees draw motivation and direction from six strongly held principles. These principles guide the manner in which we treat each other and those we serve.

1. **Christian Mission.** We exist to serve the needs of our communities and incorporate Christian values at every level of service.
2. **High Ethical Standards.** We conduct our business with integrity, honesty and fairness. As responsible stewards, we use our financial resources wisely by choosing business practices which are cost-effective, productive and result in a fair return on investment.
3. **Quality and Service Excellence.** We strive to meet or exceed both the service standards of the education industry and the expectations of the students we serve. We measure our success through continuous surveying of student satisfaction.
4. **Compassion.** We are sensitive to the needs of the individuals and families we serve and meet their needs with kindness and empathy.
5. **Focus on Community.** We commit time, talent and financial support to involve and educate our neighbors in the principles of civic service and social responsibility. Examples are the Town Hall forums held year around and meetings with the stakeholder groups, i.e. church, community, businesses, political leaders, alumni, parents, etc.
6. **Cultural Diversity.** We value the diversity of our students, employees, business colleagues and visitors and treat them with kindness and respect regardless of their background, race, religion, or culture.

Points of Integrity

From administrators to service staff, to outside contracted services, regardless of our personal responsibilities, everyone associated with Bethune-Cookman University is a representative of the total university and expected to honor our points of integrity.

1. **Fulfill Regulatory Responsibilities** – Comply with all applicable federal, state, and local laws and regulations, being guided by the basic principles of honesty and fairness.
2. **Provide Excellent Customer Service** – Deliver necessary services in a compassionate, respectful and ethical manner without regard to race, creed, color, religion, national origin, gender or disability; treat customers with dignity and respect at all times.
3. **Maintain Accurate Records** – Ensure accurate and reliable individual and institutional records; and prepare reports honestly and in accordance with established finance and accounting procedures.
4. **Ensure Appropriate Official Contacts** – Maintain contacts with, federal, state, local government and accrediting agency officials and personnel in a professional manner, affirming the high integrity of the university.
5. **Deliver Financially Responsible Service** – Maintain openness, honesty and accuracy in billing for services. Provide students with understandable explanations of services provided; hold responsible parties financially accountable only for services rendered; and seek to resolve conflicts in a fair and equitable manner. Follow sound accountability principles and ethically centered leadership practices.
6. **Advertise and Communicate Honestly** – Carry out our institution’s public and commercial communications in a manner consistent with our mission; and ensure that our marketing and advertising statements are accurate and sensitive to community culture without false or misleading statements.
7. **Strive for Fairness in All Activities** – Continually examine our practices to identify, avoid or eliminate potential conflicts of interest.
8. **Privacy of Employee and Student Information** – Maintain the privacy of our students’ and our employees’ information.
9. **Adherence and Fulfillment of Standards of Excellence** – Comply and meet with all required standards and regulations governed by federal, state, and regional accrediting bodies.

The Institutional Governance of Bethune-Cookman University

The governance of Bethune-Cookman University begins with a Board of Trustees. The Board is primarily charged with the responsibility of approving policies related to the operation of the university, and assisting in fund raising. In order to carry out its responsibilities, the Board is organized in accordance with the Charter and Bylaws of Bethune-Cookman University. The current Board of Bethune-Cookman University shall consist of a minimum of 24 members and a maximum of 36 members- plus ex-officio members. Currently there are 33 active members consisting on the board, which meet in the fall and in the spring of each year. The Executive Committee meets twice per year.

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

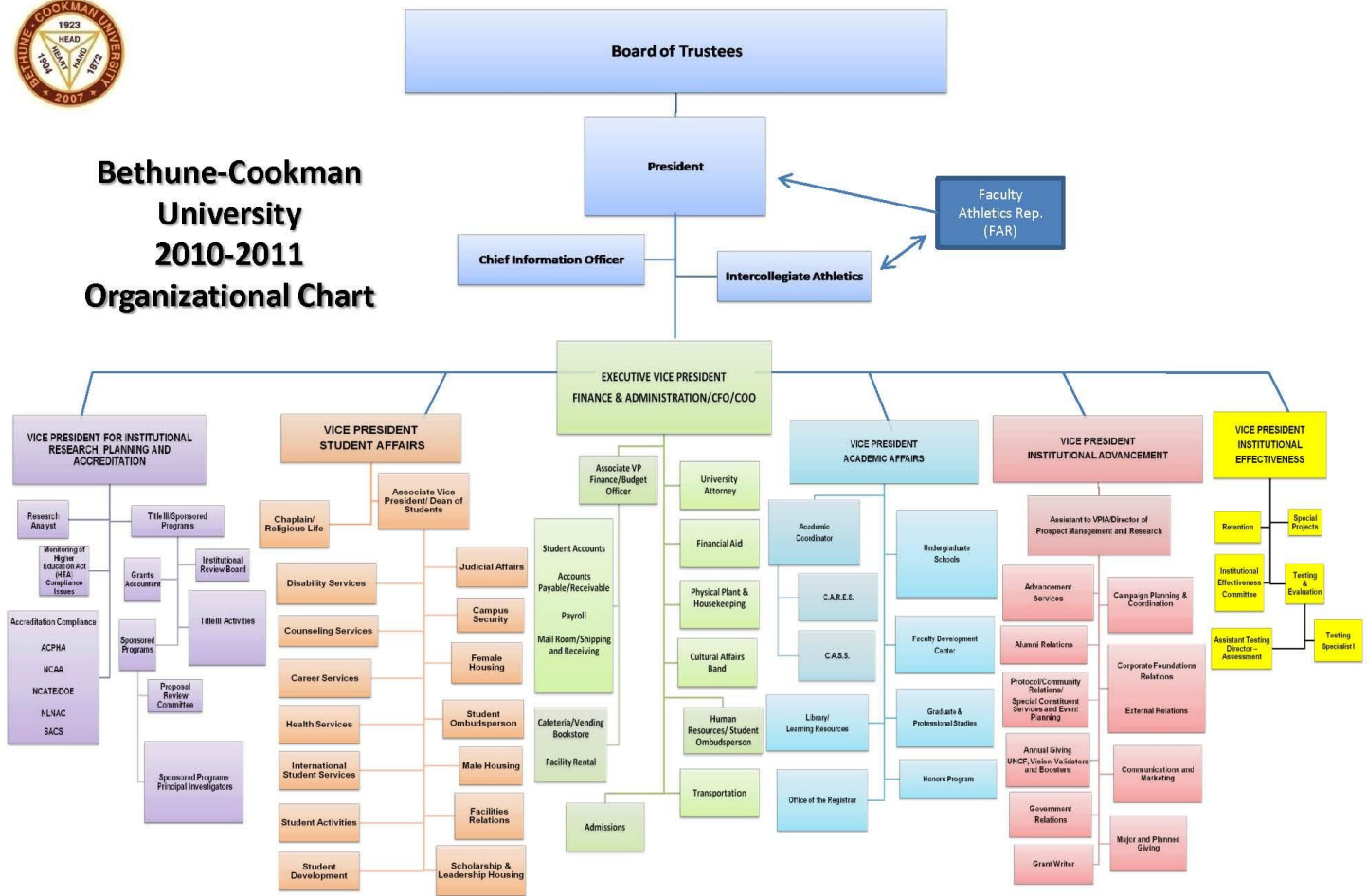
Faculty governance, which represents a fundamental aspect of administration, addresses issues related to faculty rights and responsibilities. This is also addressed through the Faculty Association. The concerns of the students are voiced through their Student Government Association and by representatives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

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

The Organizational Structure of Bethune-Cookman University



Bethune-Cookman University 2010-2011 Organizational Chart



- C.A.R.E.S. = Center for Academic Retention and Enrichment Services
- C.A.S.S. = Center for Academic Support Services

The President's Office:

- International Institute for Civic Participation and Social Responsibility;
- Chief Information Officer - Center for Information Technology
- Intercollegiate Athletics
- Faculty Athletic Representative

Office of Academic Affairs:

- School of Arts & Humanities (Performing Arts Center)
- School of Business
- School of Education (Elementary/Secondary Education Programs)
- School of Nursing
- School of Science, Engineering, and Mathematics
- School of Social Sciences

Office of Academic Affairs (cont.):

- Center for Retention and Enrichment Services – C.A.R.E.S.
- Center for Academic Support Services – C.A.S.S
- School of Graduate & Professional Studies
- Honors Program
- Academic Coordinator
- Library and Learning Resources
- Registrar’s Office
- Faculty Development Center

Office of Finance & Administration:

- Associate VP Finance/Budget Officer
- Accounting Services (Payroll; Accounts Payable; Student Accounts; Mail Room and Receiving)
- Financial Aid
- University Attorney
- Human Resources Management/Student Ombudsperson
- Admissions
- Physical Plant & Housekeeping
- Cafeteria/Vending Services; Bookstore; Facility Rental
- Transportation
- Cultural Affairs and Band

Office of Institutional Advancement

- Assistant to VPIA/Director of Prospect Management and Research
- Alumni Relations
- Corporate Foundations Relations
- External Relations
- Major & Planned Giving
- Annual Giving, UNCF, Vision Validators, and Boosters
- Communications & Marketing
- Government Relations
- Grant Writer
- Campaign Planning & Coordination
- Advancement Services

Office of Student Affairs

- Associate VP – Dean of Students
- Chaplain/Religious Life
- Disability Services
- Career Services
- Counseling Services
- Health Services
- Student Activities
- International Student Services
- Judicial Affairs

Office of Student Affairs (cont.):

- Campus Security
- Female Housing
- Male Housing
- Student Ombudsperson
- Facilities Relations
- Scholarship & Leadership Housing

Office of Institutional Research, Planning, and Accreditation

- Title III/Sponsored Programs
- Institutional Review Board
- Grants Accountant – Title III Activities/Sponsored Programs
- Proposal Review Committee
- Sponsored Programs Principal Investigator
- Research Analyst - Institutional Research
- Mentoring of Higher Education Act (HEA Compliance Issues)
- Planning, and Budgeting Cycle
- Accreditation Oversight (ACPHA, NCAA, NCATE/DOE, NLNAC, SACS)

Office of Institutional Effectiveness

- Retention
- Special Projects
- Testing and Evaluation
- Institutional Effectiveness – Assessment Cycle
- Testing & Evaluation
- Testing Director - Assessment

External & Internal Environmental Scan

The University analyzes its current position, at national, state, regional, and local levels. The environmental scan provides information about the university's external environment (economic, social, demographic, political, legal, technological, and international factors), the industry, and internal institutional factors. The labor market projections are most valuable for the environmental scan.

Imperatives for Change in Higher Education

It is expected that there will be a national growth in higher education enrollment of about 1.5 million over the next 15 years. There is no anticipation that hundreds of new campuses will be born in the United States during this period. Therefore, the challenge for campus planners everywhere will be to preserve America's rich tradition of excellence in this period of growth while responding innovatively to the inexorable forces of change as discussed here.

A 2011 report from Noel-Levitz examined freshman attitudes and motivations that may limit academic engagement, based on a 100-item assessment administered in the summer and fall of 2010. Among the highlights:

- ❑ More than 44 percent of incoming freshmen nationally agreed with the statement, "Math has always been a challenge for me," with even higher percentages agreeing among first-generation freshmen (48 percent) and adult, nontraditional-age freshmen (53 percent).
- ❑ Only 63 percent of incoming freshmen agreed with the statement, "I am capable of writing a very clear and well-organized paper."
- ❑ Male freshmen, especially, acknowledged their irregular study habits and a limited enjoyment of books and reading.
- ❑ Reflecting the uncertain economy, nearly one-third of incoming freshmen (31 percent) and even more first-generation freshmen (40 percent) indicated they had "very distracting and troublesome" financial problems.

External Indicators

1. In the current economic climate, higher education is being challenged to meet an increasing student demand.
2. The recession and loss of income and family wealth has pushed students and parents to consider less expensive colleges and universities that are closer to home. The recession is also driving students to rely more heavily on financial aid and student loans when choosing their college or university.
3. The number of undereducated working-age adults ages 25 to 44 remains large.

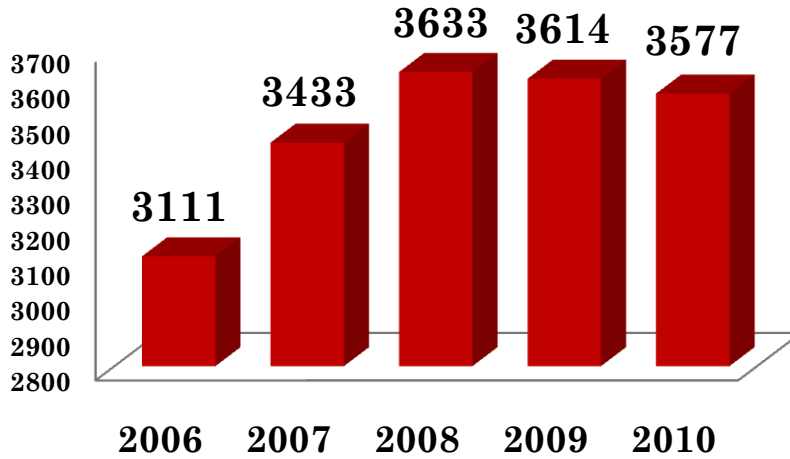
4. State and Local governments rely more on federal funds. State funding will be very challenging as Florida faces some very hard choices for generating additional funding or reducing expenditures.
6. The high-growth occupations projected for the state of Florida requiring a bachelor's degree include teachers, management analysts, computer, software, and systems engineers and specialists, engineers, human resource and labor relations specialists, and health care specialists.
7. The recession has reduced employment opportunities creating lower opportunity costs and increasing the demand for higher education.
8. The percent of residents with a bachelor's degree or higher is approximately 18 percent Volusia County and 21 % in Flagler County. This compares to the state average of 22%.
9. Unemployment rates are expected to decrease to 10.4% by year 2012.
10. Increased sales of existing homes especially those in the lower price ranges as banks work to sell homes as short sales and as foreclosures work their way through the court system.
11. Goods-producing industries are expected to lose employment over the 2006 to 2016 period while service-producing industries are expected to add 15.7 million new jobs to the U.S. economy.

Internal Indicators

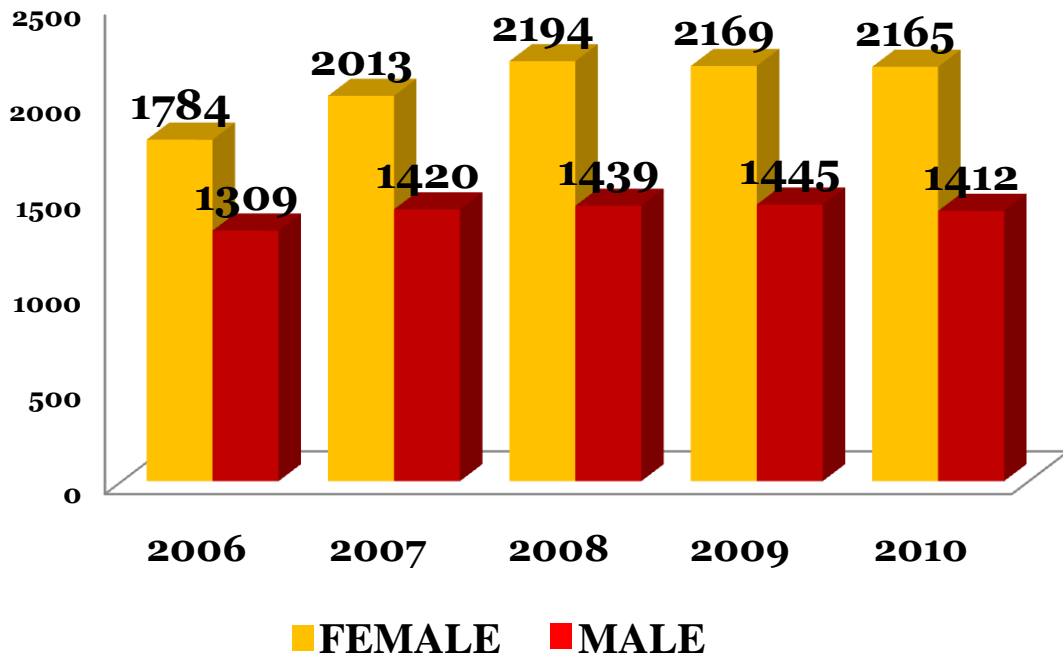
1. Student enrollment will grow at the average of 1.5 percent a year.
2. Female-male enrollment ratio has remained close to two to one.
3. In-state student enrollment will remain around 65%.
4. Matriculation of admitted student will be around 35%.
5. Full-time students will remain around 92%.
6. Faculty-student ratio will remain at 1:17 as to staff-student ratio will be steady at 1:10.
7. The increases in students will spur additional development off campus.
8. The university has been able to add a bachelor's degree in Liberal Arts, Bachelor's and master's in Integrated Environmental Science.
9. The university is seen as a regional partner in civic engagement.
10. The university has supported county and regional economic development efforts across its primary service area.

Internal Factors

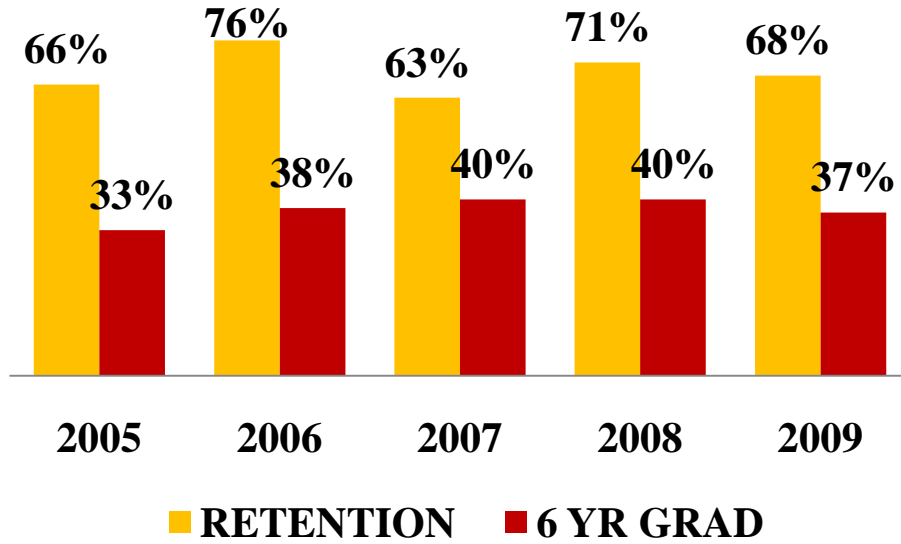
STUDENT ENROLLMENT 2006-2010



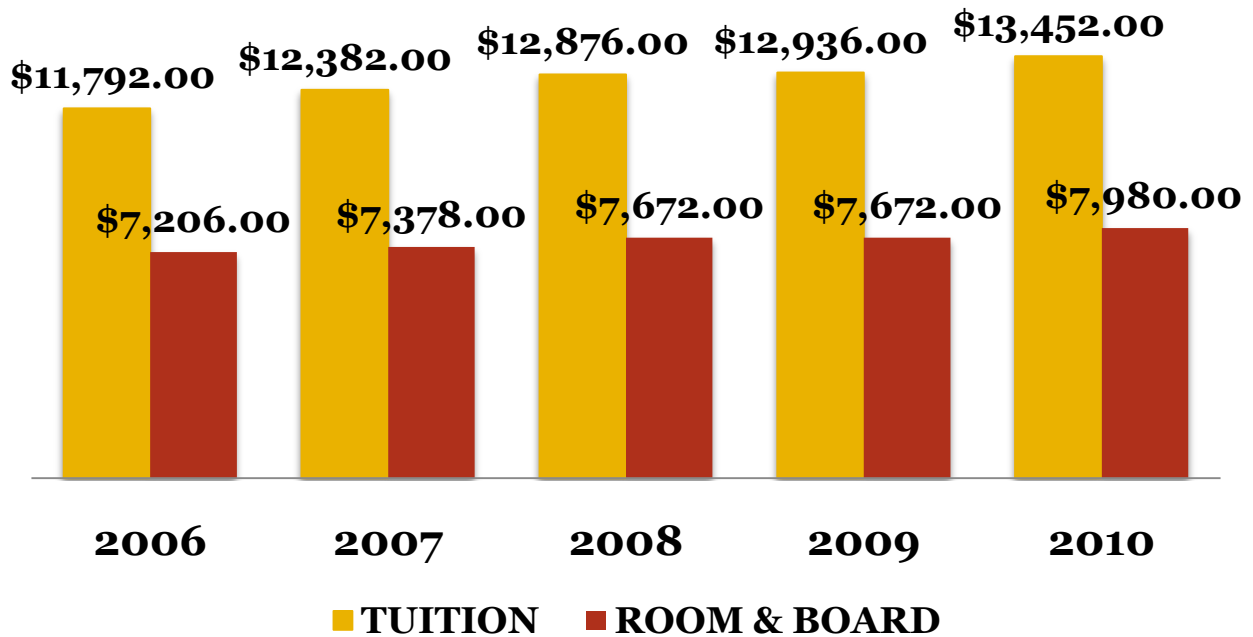
STUDENT ENROLLMENT BY GENDER 2006-2010



**STUDENT RETENTION & GRADUATION TRENDS
(2005-2009 FRESHMAN)**



STUDENT TUITION & FEES



Recent Accomplishments of Bethune-Cookman University

In alignment with Bethune-Cookman University's emphasis on academic excellence for student success and customer service, as well as outreach to the surrounding community, the university has accomplished several of its stated objectives as outlined in the Strategic Plan. To highlight a few:

- The university received approval by the Commission on Colleges - Southern Association of Colleges and Schools for a new Master of Science degree in Integrated Environmental Science (MSIES).
- In late 2010, the Jessie Ball DuPont Fund awarded the university \$250,000 to support its identification and acquisition of IES library resources. The University will house the program in its recently acquired and renovated B. J. Moore Center on the northeast side of campus.
- The construction of two new state-of-the art campus facilities: the Lee Rhyant Residential Life Center, which opened fall 2010 and the Larry R. Handfield Athletic Training Center, set to open in 2011.
- The university has reached the greatest enrollment goals in history with numbers continuing to rise to more than 3,600 students with 1,707 freshmen enrolled in fall 2010.
- Instead of contracting with a private security company, the university has re-established a new Security force, including the addition of 25 new officers, crime prevention specialist, campus cameras, and a dispatch center.

In efforts to continue accomplishing many successes aligned with the vision, the University Cabinet - composed of key administrators, including the President - serves as the committee responsible for determining the strategic process, assessment, feedback, mid-course correction, and plan for the vision of the University. During Spring 2010, the President through her cabinet and extended cabinet, held a Leadership Council Retreat, identifying key opportunities and challenges. As a result, the following **Strategic Goals and Initiatives** have been identified:

Strategic Goal #1: Bethune-Cookman University will empower students to become lifelong learners.

Initiatives:

- 1.1 Enhance opportunities for students to pursue graduate degrees.
- 1.2 Plan and implement learning opportunities.
- 1.3 Create a comprehensive Internship Placement Center.
- 1.4 Enhance research capabilities of undergraduate and graduate students.
- 1.5 Expand the Honors Program into an Honors College.

Strategic Goal #2: Foster a nurturing learning environment

Initiatives:

- 2.1 Enhance Expand the quality of Academic Support Services.
 - 2.1.1 Expand the quality support for Developmental Students.
- 2.2 Promote Excellence in Student Services
 - 2.2.1 Educate Students for Healthy Lifestyle
- 2.3 Improve University Facilities
 - 2.3.1 Enhance facilities to conduct and encourage research
- 2.4 Expand technology infrastructure

Strategic Goal #3: Continue to Promote Civic Engagement and Social Responsibility

Initiatives:

- 3.1 Enhance writing opportunities centered on civic engagement and social responsibility {QEP}.
- 3.2 Launch Civic Engagement initiatives through each school and Wellness Center
- 3.3 Implement centralized service learning program
- 3.4 Establish an HBCU Civic Engagement Consortium

Strategic Goal #4: Develop Transformative Leadership Skills

Initiatives:

- 4.1 Form Learning Communities around Transformative Leadership (The purpose of the learning communities is to improve the values of B-CU Students)
 - 4.1.1 Freshman Seminar to continue in respective schools – undeclared majors to be worked-out.
 - 4.1.2 Utilizing new Honors Dorm to establish a Leadership and Value class, where theory and practice are lined. Course for credit offered in new dorm.
 - 4.1.3 Students living in Scholarship/Honors houses to receive leadership course credit linking theory and practice.
- 4.2 Increase enrollment and revenue or graduate school

Strategic Goal #5: Promote Personal and Spiritual Growth

Initiatives:

- 5.1 Conduct extra-curricular activities that assist in linking Christian values with personal responsibilities.
- 5.2 Infuse Christian values and personal responsibility through residential life.
- 5.3 Enhance the General Education required courses
- 5.4 Enhance the Religion and Philosophy program.

Goal 7: Market Students for a Global Society

Initiatives:

- 7.1 Globally increase visibility of student successes in Academic programs (i.e. science, engineering, and math) through marketing and PR initiatives.
- 7.2 Showcase service learning as a process for Civic Engagement and Transformative Leadership for global citizenship.

Summary of the Planning Process

Planning: Institutional Level

The planning process at Bethune-Cookman University is institution-wide. Each year institutional priorities are set for the University, by the university President via the Board of Trustees. These priorities are specifically derived from the institutional strategic plan. Each annual priority is evaluated at the end of the year to measure success with respect to its completion and to adapt to the next year's priorities. The process of setting and evaluating annual institutional priorities will continue until the strategic plan is completed. While the strategic plan is designed to cover a five-year time period, the university may successfully complete these plans in less time.

The University strives to have a focused adherence to its mission and vision; requires each sector, department/unit to develop its purpose/philosophy, operating goals, objectives, and criteria for success; requires each unit to submit an end-of-year report that summarizes the data collected and uses of the result; and provides opportunities to adjust programs and services based upon relevant feedback.

In order to be effective in its work, each planning sector must collect information and seek feedback, suggestions, and ideas from as many stakeholders as possible. The sectors may engage in numerous and inclusive forms of communication, such as open forums, E-mail invitations, surveys, and focus groups. It must also investigate previously collected information, such as university fact books, internal and external studies and survey results, literature searches, and other various findings. In addition, the sectors are free to contact experts in relevant fields for guidance and direction.

Once the sector deems that enough data and information have been collected and analyzed, it will draft a document that states goals and objectives that support accomplishment of the institutional strategic plan. A final plan is sent to the Office of Institutional Research and Planning through the sector head.

Planning: Sector, Department/Unit Level

Each of the sectors, departments/units of the university is required to develop an annual operating plan, for its specific unit, in support of the institutional strategic plan and thus the institutional mission. Annual plans are developed, with a collaborative feedback and suggestions from personnel within each unit.

The annual plan for each unit is evaluated at the end of the year to measure success with respect to its completion and to adapt to the next year's priorities. The process of setting and evaluating outcomes of goals, making improvements, and revising subsequent plans will continue until their complete achievement.

This strategic plan serves as a foundation upon which a number of planning, implementation, assessment, and evaluation initiatives will be built over the next five years. The planning process identifies three related cycles of activity: **strategic planning**, **annual planning**, and **quality enhancement planning**.

Strategic Planning takes place every five years. A review of our mission, an environmental scan, and a campus-wide and community-wide evaluation of our strengths and weaknesses come together to lay the foundation for the next five-year cycle of planning, implementation, and evaluation. The strategic plan in turn drives specialized plans for various areas of the university.

Annual Planning keeps us on target toward our strategic goals. On an annual basis, each of the sectors – academic affairs, finance and administration, university advancement, student affairs, and president's sector which includes technology, religious life, retention, and civic engagement services, evaluates the previous year's activities and plans for the next. At the same time, the Institutional Effectiveness Committee undertakes annual program evaluation and assessment. Information gathered by these annual activities feeds into the Institutional Accountability Report, prepared each semester for submission to the Board of Trustees.

Quality Enhancement Planning draws data from the annual planning process, focusing on specific aspects of the university's vision as set forth in the strategic plan. Motivation for quality enhancement planning as a separate activity, of course, stems partly from SACS' requirement for a Quality Enhancement Plan (QEP) tied to our next reaffirmation process. While the QEP is an integral part of reaffirmation, our planning model envisions quality enhancement planning as much more than a once-every-ten-year event. Our president's focus to facilitate academic excellence for student access and success underscores our commitment to pursue a learner-centered excellence throughout the planning cycle and will serve as a prototype QEP to ensure a smooth reaffirmation process in 2010.

Linking planning to budgeting and decision support system

A five-year planning outlook is an important part of the budget process and helps focus the budget decision-making process on the structural match between revenues and expenditures.

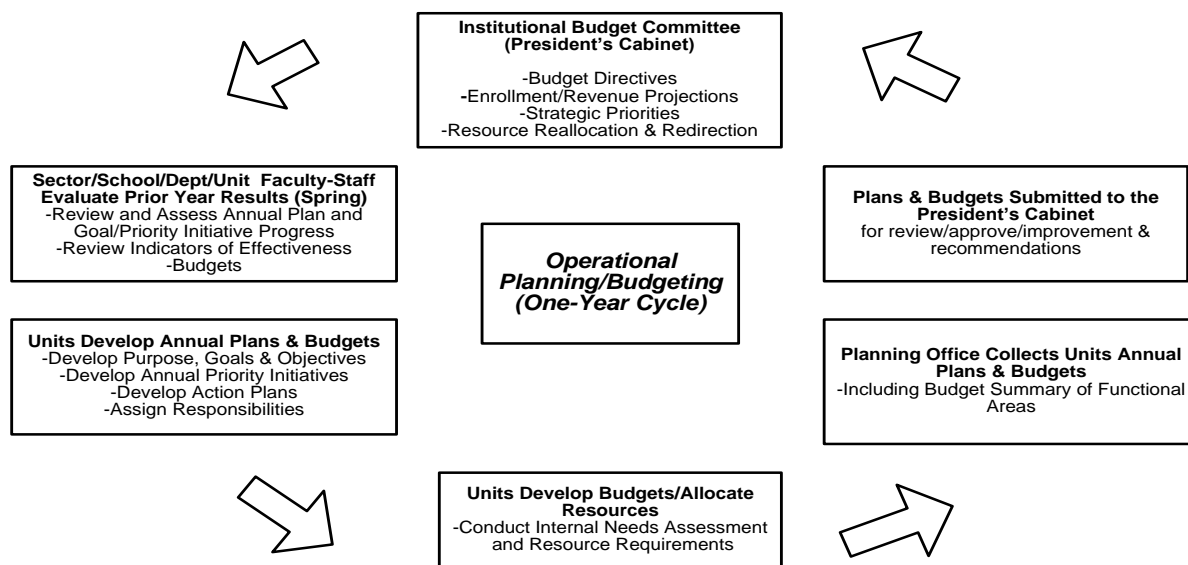
In addition, during the execution phase of the budget, management decisions ensure a match between revenues and expenditures on a short-term basis. Thus the planning process has direct impact on budgeting process and assessment where each academic and administrative sector ties budget to strategic goals, assessment and feedback.

While the Board of Trustees is responsible for authorizing or appropriating the funds to be expended by each of the Cabinet supervised program sectors of the university, our budget office is responsible for the allotment of these appropriations. The allotment process guarantees that the university has the cash available to pay its bills. In some instances the university cannot responsibly allot appropriation on the first day of a fiscal year since revenues may be collected throughout the year. The allotment process is important for managing the university's cash flow and is also a mechanism that can ensure that expenditures do not exceed available revenues. It is through both the Cabinets' management of their budgets and the budget execution process that the expenditures of budgeted funds are matched with actual recurring revenues.

The University's Finance and Administration sector carries out the process of updating and documenting the institutional budget process. The intent is to have an open process – inclusive, fully documented, and most importantly, linked to the planning process of the institution. The resulting budget process allow more input from and balance with the departments and units and emphasizes that in all cases, the budget must be responsive to the initiatives of the institution.

It is the responsibility of the sector head to include the department/unit supervisors, faculty and staff in the development of the budget request. Critical needs are identified for correction to enhance quality of programs and services. Each department is expected to review current programs for potential improvements/reallocations prior to presenting a request for funds. Reallocations will occur at two levels, institutional and departmental. Department reallocations occur when current programs and/or activities are reduced, eliminated, or efficiencies are created, and the resulting resources are moved to serve higher priorities. Given the enrollment projections, it is critical that reallocations be used as a means of funding institutional priorities.

Institutional Planning & Budgeting Process

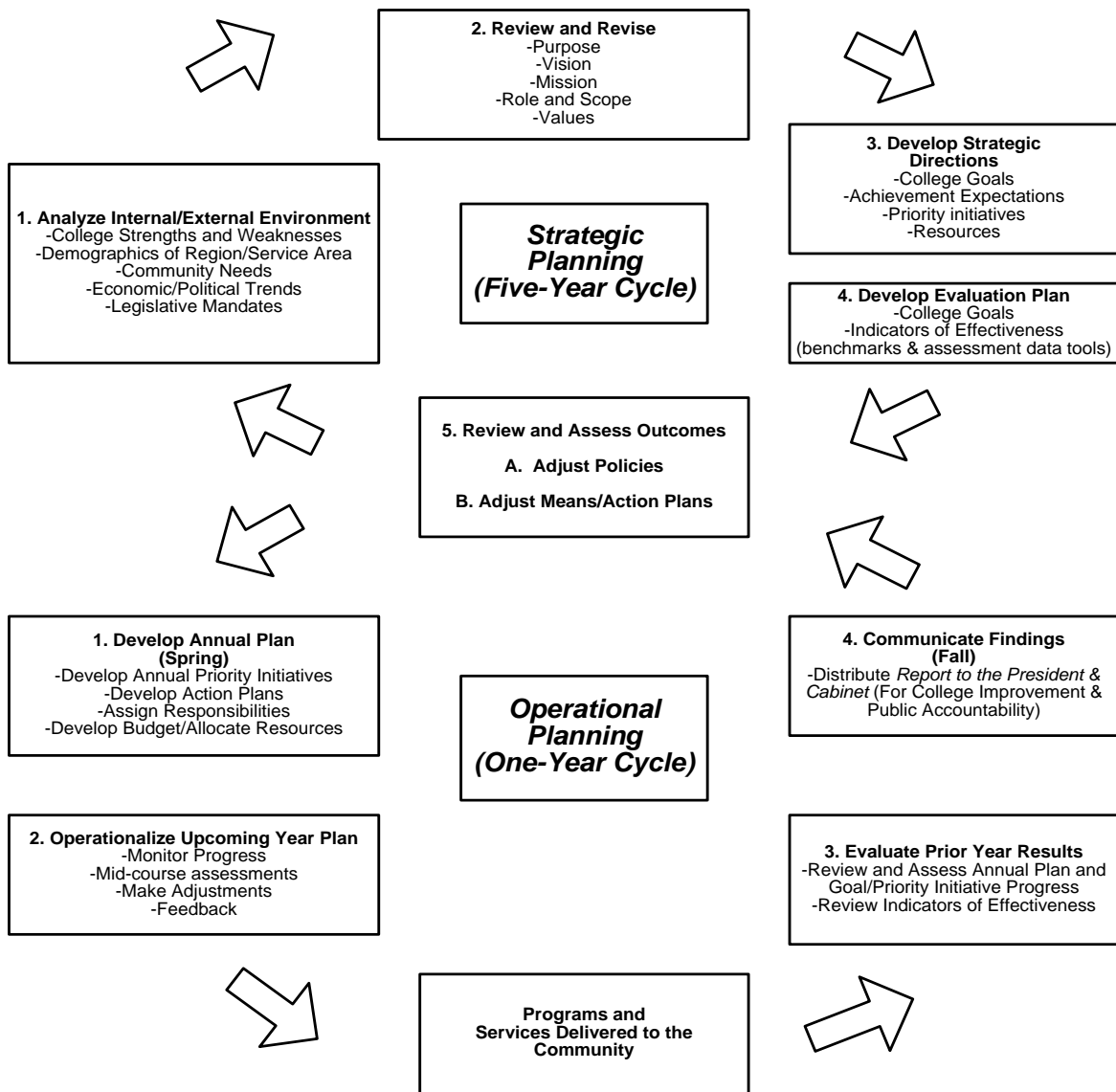


Note: The planning and budgeting process is aligned with the university's strategic plan, approved by the Board of Trustees.

In support of planning and management, the university also has in place, through its administrative computing services, a comprehensive system of data information collection for all major aspects of the university. The *Jenzabar* software combines a database with an application interface to deliver management information. The database (or data warehouse) contains facts and descriptive information about courses, students, facilities, faculty, budgets and any other data needed for assessment and decision-making. The TEAMS2000 interface is web based so that it can be used by most computing devices--so long as the devices can support a browser.

Thus, the university's Strategic Plan, along with the annual plan, is used to guide decisions and resource allocations across the campus. Because the Strategic Plan is the centerpiece of our institutional assessment activities, it provides the fundamental principles on which we base our efforts to improve our programs and support services.

Institutional Planning Process Model



Responsibilities for Planning at Bethune-Cookman University

Planning and institutional effectiveness at Bethune-Cookman University is the responsibility of each employee and requires a commitment to a broad-based, comprehensive system of planning and evaluation which makes use of assessment outcomes to improve educational programs, services and operations. Success in planning and implementation depends on widespread participation throughout campus. The following specific responsibilities are to ensure such participation.

1. President

Ensures that the planning process fosters widespread participation, engaging faculty, staff, students, and the community as well as assessment data impacts necessary change to implement goals and strategic plan.

2. President's Cabinet

Prepares specialized sub-plans and evaluates their implementation and progress. Reviews feedback for necessary changes and budgeting implications.

3. SACS-QEP Leadership Team

Works with the President in strategic planning, assessment, and Quality Enhancement Planning. Evaluates implementation and progress.

4. Office of Institutional Research and Planning

Coordinates composition of data archives and provides reliable information to academic and administrative units in support of policy formation, decision-making, and compliance with accrediting agencies.

5. Institutional Effectiveness Committee

Works with faculty on evaluation and assessment tools. Designs and oversees implementation of Comprehensive Program Review.

2010-2015 Strategic Goals

To direct the university's actions toward achieving the vision, to support the university's Mission and Institutional Goals, and to function effectively within an environment of challenges and opportunities, Bethune-Cookman University has selected the following Strategic Goals for the 2010-2015 Academic Years. These goals serve to focus our work and guide us over the next five years.

Additionally, the benchmarks have been provided as measurable standards that will permit evaluation of progress. The established benchmarks will also provide us with the data necessary to evaluate progress toward goal achievement and supply the foundation for continuous program improvement.

Strategic Goal #1: Empower students to become lifelong learners

Bethune-Cookman University will empower students to become lifelong learners.

Priorities

- 1.1: Build Skills for Ongoing Learning beyond the classroom
- 1.2: Expand the Honors Program into an Honors College with emphasis on building Perpetual Learning skills
- 1.3: Plan and Implement Learning Opportunities through Assemblies, Conferences, and Seminars
- 1.4: Create a Comprehensive Internship Placement Center with an Assessment/Accountability Process
- 1.5: Enhance Opportunities for Students to Pursue Graduate Degrees
- 1.6: Enhance Research Capabilities of Undergraduate & Graduate Students to meet the challenges of a changing world

Benchmarks

- 1.1: Student Learning Outcomes (Schools)
 - Degree Programs
 - 80% of students demonstrate acceptable performance on PSLOs Rubric Assessments
 - 100% graduates acceptable performance on all PSLOs Rubric Assessments and Program Requirements
 - 3.0 or higher on Student Rating of Instruction (SRI) questions related to Student Learning Outcomes
 - Post Graduation
 - 50% response rate on graduate follow-up survey
 - 80% of respondents (graduates) demonstrate acceptable performance on competency rubrics and/or admission to graduate school.
- 1.2: Honors College (Honors Program and Academic Affairs)
 - Honors Programs
 - Implementation of Honors College 2012
 - Increase number of participants – by 100%

- Increase funding to support increased number of participants
 - Number of Honors students using Honors College Resources/Support Services
 - Perpetual Learning Skills
 - Number of Students Presenting at University Assemblies and/or national conferences (30% of Students presenting)
 - Number of Honors Students serving as Mentors on Campus (50% of Students participating)
- 1.3: Assemblies, Conferences, and Seminars (Schools and Academic Affairs)
 - Number of Opportunities Provided (Assemblies, Conferences and Seminars) – 5 per semester
 - 80% of Students eligible to attend
 - 90% Satisfied with Learning Experience
- 1.4: Internship Placement Center (Academic Affairs and Schools)
 - Internship Policy Implementation
 - 100% compliance with Internship Policy (all degree programs)
 - Number of interns
 - Number of internship locations
 - 80% of interns demonstrate acceptable level on internship rubric
 - Internship Accountability Reports submitted on time (by degree programs)
 - Advisory Group of Sponsors (by degree programs)- one a semester
 - 2-Training Sessions for Internship coordinators
 - 100% of degree programs internships meet acceptable criteria on audit conducted by Internship Center
- 1.5: Opportunities for Graduate Degrees (Schools)
 - Career Center
 - Number of Career Fairs, Forums, Information Sessions, etc.
 - Number of Students Participating in Career Fairs, Information Sessions, etc.
 - 80 % of Students Satisfied with Career Fairs, Information Sessions, etc.
 - Graduate School
 - Number of Graduate School Information Sessions, Open-houses, etc.
 - Number of Participants in Graduate School Information Sessions, Open-houses, etc.
 - 80 % of Students Satisfied with Graduate School Information Sessions, Open-houses, etc.
- 1.6: Research Capabilities (Schools and Library)
 - 80% of students at/or above 3.0 rating on Senior ISLO rubric
 - 100% of students graduating produce senior research paper or project
 - 100% of graduate students demonstrate research methodology of thesis rubric and leadership competency rubric
 - Library Bibliographic Instruction Pre- and Post (% student gains)
 - Number of IRB applications submitted by students

Strategic Goal #2: Foster a Nurturing Learning Environment

Bethune-Cookman University will maintain a nurturing learning environment that promotes academic success for all students.

Priorities

- 2.1: Expand the Quality of Academic Support Services
- 2.2: Promote Excellence in Student Services
- 2.3: Enhance University Facilities
- 2.4: Enhance Technology Infrastructure
- 2.5: Expand Support for Developmental Students
- 2.6: Educate Students for Healthy Lifestyles
- 2.7: Enhance Facilities to Conduct and Encourage Research in support of the university's mission and student learning outcomes.

Benchmarks

- 2.1: Academic Support Services (CASS, Intercollegiate Athletics, Faculty Development, Admission, Library, Miller Center, Registrar's Office, Honors Program, Ombudsperson, Career and Program Services, Religious Life, Student Health Services, Academic Computing)
 - 80% Retention Rate
 - 50% Six Year Graduation Rate
 - 80% of students indicating satisfaction on Support Services Survey and Noel Levitz (gap analysis)
- 2.2: Excellence in Student Services (Fiscal Affairs, Financial Aid, Human Resources, Physical Plant, Residential Life, Campus Security, Institutional Advancement, CIT users support)
 - 80% of students indicating satisfaction on Support Services Survey and Noel Levitz (gap analysis)
 - 50% decrease in campus crime
 - Larceny theft and burglary crimes below identified peers
- 2.3: University Facilities (Physical Plant)
 - 100% Compliance with Deferred Maintenance Schedule
 - 100% Compliance with Master Plan
 - Facilities Audit conducted annually
 - Response time for Completion of Requisitions
 - 80% of students indicating satisfaction on Support Services Survey and Noel Levitz (gap analysis)
- 2.4: Technology Infrastructure (CIT)
 - 80% of students, faculty and staff indicating satisfaction on Annual Technology Survey
 - Maintain a Highly Capable Information Technology Resource Infrastructure
 - Seek continuous improvements in user support, customer service, and pro-active initiatives to improve customer satisfaction
 - Continually assess needed job skills and number of staff persons required to support current and future levels of service.

- Implement appropriate training, career progression, and professional development opportunities for current technology personnel.
 - Improve interaction with academic departments to recruit students and interns in needed areas to assist in maintaining necessary staffing for services.
 - Support the Use of Information Technology in Administration
 - Maintain and support the University's administrative information system
 - Provide on-going training to end-users for systems used for administrative activities
 - Test and evaluate, upgrades, patches and new software version releases before applying to production systems
 - Provide backup and recovery capability for all administrative data. Assume responsibility for ensuring data integrity, and the security of data and administrative systems.
 - Support the Use of Information Technology in Teaching and Learning
 - Use technology where it enhances teaching and learning
 - Support efforts to expand Online and Distance Learning
 - Work closely with faculty to develop a migration plan to add/upgrade appropriate technology in existing classrooms.
 - Maintain Campus Infrastructure
 - Provide universal IT access for faculty, students, and staff.
 - Build a robust, information infrastructure.
 - Provide a high-speed reliable network.
 - Maintain desktop hardware and software for optimal performance.
 - Continue enhancement of disaster recovery plan with increasing levels of recovery based on systems priorities.
 - Continue efforts to upgrade the current telephone system.
- 2.5: Developmental Students (CARES)
- 80% students progression within Developmental Course Levels
 - 80% students progressing to College Level Courses annually
- 2.6: Healthy Lifestyles (Student Affairs – Health Resource Center)
- Number of Students attending Health Resource Center Seminars
 - Number of notifications to university family
 - 80% of students on personal wellness rubric at acceptable level for Physical Education Courses
- 2.7: Facilities to Conduct and Encourage Research (Physical Plant, Library and Schools)
- 80% Student Satisfaction with Library Resources
 - 80% Student Satisfaction with Computer Labs

Strategic Goal #3: Continue to Promote Civic Engagement and Social Responsibility

Bethune-Cookman University will educate students in a manner that will orient them for service to their communities and instill in them a commitment to democratic principles.

Priorities

- 3.1: Establish an HBCU Civic Engagement Consortium
- 3.2: Launch Civic Engagement Initiatives through each School and the Wellness Center located in the Lemerand School of Nursing
- 3.3: Implement a Centralized Service Learning Program
- 3.4: Enhance Writing Opportunities Centered Around Civic Engagement and Social Responsibility

Benchmarks

- 3.1: HBCU Civic Engagement Consortium (Academic Affairs)
 - Number of HBCU in Consortium
 - Number of Consortium Sponsored Events
 - 80% of student participants satisfied
- 3.2: Civic Engagement Initiatives (each School and Wellness Center)
 - Number of Civic Engagement Initiatives
 - Number of Civic Engagement Initiatives
 - 80% of student participants satisfied
- 3.3: Centralized Service Learning Program (Academic Affairs)
 - Number of Service Learning Opportunities for Students
 - Number of community participants served
 - 80% of those served deemed satisfied
- 3.4: Writing Opportunities Centered On Civic Engagement and Social Responsibility (QEP, Schools, Project Pericles, Faculty Development and Academic Affairs)
 - Publish annually a Journal of Articles for Civic Engagement and Social Responsibility (students and faculty)

Strategic Goal #4: Develop Transformative Leadership Skills

Bethune-Cookman University will develop students with the skills to become transformative leaders.

Priorities

- 4.1: Continue to promote the Leadership Minor Course of Study
- 4.2: Expand Leadership Opportunities for Undergraduate Students through Extra-Curricular Activities
- 4.3: Promote Student Entrepreneurialship -Students launching business careers and becoming “self-employed”
- 4.4: Continue to Promote the Graduate School’s Transformative Leadership Program

Benchmarks

- 4.1: Leadership Minor Course of Study
 - Number of Students with Leadership Minor

- Number of Students enrolled in Leadership Minor courses
- 4.2: Undergraduate Students through Extra-Curricular Activities
 - Number of Leadership Opportunities (See 1.3, 3.2 and 3.3)
- 4.3: Student Entrepreneurial-ship: Students launching business careers and becoming “self-employed”
 - Number of Students launching business careers and becoming “self-employed”
- 4.4: Graduate School’s Transformative Leadership Program
 - Number of Graduates
 - Number of Action Research Projects (IRB)
 - % of students demonstrating 3.0 or higher on Leadership Competencies Rubric and 360 Leadership Competency Evaluation (during last semester and post graduation follow-up)

Strategic Goal #5: Promote Personal and Spiritual Growth

Bethune-Cookman University will promote the personal and spiritual development of students.

Priorities

- 5.1: Foster a Christian Learning Environment for Holistic Student Development
- 5.2: Develop Programs that are Value-Centered
- 5.3: Implement Spiritual Development Programs
- 5.4: Conduct Extra-Curricular Activities that assist in Linking Christian Values with Personal Responsibility

Benchmarks

- 5.1: Christian Learning Environment
 - Number of Religious Life Seminars and Conferences
 - Number of Participants in Religious Life Seminars and Conferences
 - % Student Satisfaction in Religious Life Seminars and Conferences
- 5.2: Value-Centered Programs
 - Number of Legacy-based Assemblies
 - Number of Participants in Legacy-based Assemblies
 - % Student Satisfaction in Legacy-based Assemblies
- 5.3: Spiritual Development Programs
 - Number of Legacy-based Assemblies
 - Number of Participants in Legacy-based Assemblies
 - % Student Satisfaction in Legacy-based Assemblies
- 5.4: Extra-Curricular Activities that Link Christian Values with Personal Responsibility
 - Number of Legacy-based Assemblies
 - Number of Participants in Legacy-based Assemblies
 - % Student Satisfaction in Legacy-based Assemblies

Goal #6: Ensure Financial Stability

Bethune-Cookman University will govern financial resources to support expanding academic programs.

Priorities

- 6.1: Continue to Balance Budgets through Stewardship Covenant
- 6.2: Continue to Strengthen Internal Controls
- 6.3: Continue to Cultivate Donors
- 6.4: Launch Energy Conservation Program

Benchmarks

- 6.1: Stewardship Covenant
 - CFO 3.0 or higher
- 6.2: Internal Controls
 - Passed Financial Audit – without Management letter
 - 100% of Dept. participating in new Institutional Effectiveness Process
 - 90% of budget increase, identified in program assessment
- 6.3: Cultivate Donors
 - 65% of alumni make donations
 - Increase endowment by 20%
- 6.4: Energy Conservation
 - Reduce energy consumption by 10%
 - Reduce B-CU Carbon Footprint by 20%

Goal #7: Market Students for a Global Society

Bethune-Cookman University will market the student as a servant learner and giver of resources to support his/her community.

Priorities

- 7.1: Promote Science, Technology, Engineering, Mathematics and other Underrepresented Fields of Study
- 7.2: Utilize Service Learning as a tool for Civic Engagement and Transformative Leadership skills for Democracy Building
- 7.3: Increase visibility of Academic Program through Marketing and Public relations Initiatives, both in the State and Nation
- 7.4: Develop and Promote Lecture Series that showcases Transformative Leadership and Service Learning

Benchmarks

- 7.1: Science, Technology, Engineering, Mathematics and other Underrepresented Fields of Study
 - Number of majors in SSEM
 - Number of graduates in SSEM
- 7.2: Service learning as a tool for Democracy Building (Pericles Project)
 - Number of Opportunities Provided (Assemblies, Conferences and Seminars) – 5 per semester

- 80% of Students eligible to attend
 - 90% Satisfied with Learning Experience
 - Number of HBCU in Consortium
 - Number of Consortium Sponsored Events
 - 80% of student participants satisfied
 - Number of Service Learning Opportunities for Students
 - Number of community participants served
 - 80% of those served deemed satisfied
- 7.3: Academic Program through Marketing and Public relations Initiatives, both in the State and Nation
- Increase articles in newspapers, TV on academic accomplishments
- 7.4: Develop and Promote Lecture Series that showcases Transformative Leadership and Service Learning
- Number of HBCU in Consortium
 - Number of Consortium Sponsored Events
 - 80% of student participants satisfied
 - Number of Civic Engagement Initiatives
 - Number of Civic Engagement Initiatives
 - 80% of student participants satisfied

Assessment & Institutional Effectiveness

At Bethune-Cookman University assessment practices and institutional effectiveness are linked to enhance student success by continuously improving instruction, support services, and administrative functions. Our assessment efforts focus on what we want student to know and how we will know that we have succeeded. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality.

Assessment: Institutional-Wide

The Office of Institutional Research (OIR) at the University maintains a systematic collection of key institutional data at an institutional-wide level. For any additional information needed this office also conducts surveys, such as, student rating of instruction, student survey of support services, which provide with a fairly comprehensive picture of the student needs and satisfaction. Other offices conduct ongoing annual surveys that may be typically focused on program level assessment.

Assessment: Sector, Departmental/Unit Level

Each unit within the University is required to submit an end-of-year assessment report of their previous year's plan. Most units employ several methods for assessing outcomes that are reflected in their annual reports.

Assessment occurs at different levels throughout the institution -- at the mission level, at the program level, and at the classroom level:

Mission - Assessment activities that measure institutional success in meeting the goals of the University as stated in the Mission Statement. Examples include evaluation of the Strategic Plan, performance evaluations of administrators and the governing board, and attitudinal surveys of our community constituents, transfer success, distance education, developmental education, etc.

Programs - Assessment of B-CC programs addressing, on a school and department level, goals that are comprehensive but clearly defined. As these goals change, the type of assessment tools must also change. Examples include program review, evaluation of degrees and certificates, and evaluation of internal and external services provided to students and staff.

Courses - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses. Examples include course assessment and general education assessment.

The University recognizes that assessment starts with the institution’s Mission, and must be tied to its Strategic Plan. In other words our assessment process aims to measure and improve the effectiveness of the University in meeting its mission.

The mission oriented assessment indicates how we are doing, where we are heading, and our alignment with our mission. It is also for understanding the institutional condition and for taking steps to improve our competitive position.

The following indicators, identified as those that we want to assess first and monitor regularly, form the core of our “to watch” list. They focus on areas that are measurable and most likely to assure the long-term success of the university in fulfilling our mission.

It is important to note that there is no right or wrong value for any indicator. However, it is important to know our position relative to peers, to past performance, or to goals.

Mission Critical Indicators:

1. **Income Stability:**

Tuition dependency – Tuition and fees as a percentage of Educational and General Revenue

Rationale: Excessive tuition dependency increases volatility, particularly during economic recession and time of demographic change and uncertainty.

2. **Commitment to Academic Excellence:**

Institutional expenditures as a percentage of total Current Fund Expenditures

Rationale: Extent to which we preserve a significant portion of our budget for instruction is what we are investing in academic excellence.

3. **Financial Resources:**

Average spending per student on instruction, research, student services, and related educational expenditures during a given fiscal year.

Rationale: Adequate per student spending indicates that the university is able to offer a wide variety of programs and support services.

4. **Stewardship/Financial Viability (operating excess):**

Fiscal surplus: Total current fund revenues (minus) Total current funds expenditures

Rationale: An operating excess generally mean that budgetary goals are met and expenses are within the means.

5. **Competitiveness and Selectivity:**

Selectivity: Percentage of freshmen applicant accepted

Academic quality (attractiveness): Percentage of freshmen graduated in top 25% of their high school class

Rationale: These two separate measures are interrelated. Acceptance rate measures selectivity, while admissions “yield,” indicates university’s attractiveness. Together they suggest how much flexibility we have to control the quality and composition of our student body.

6. **Retention Rates:**

Freshman retention rate (first year returning students)

Six-year graduation rate

Rationale: The higher the proportion of freshmen who return to campus the following year and eventually graduate, the better a school is apt to be offering the programs and services students need to succeed.

The graduation rate indicated the average proportion of a graduating class who earn a degree in six years or less.

7. **Productivity:**

FTE Faculty-student ratio

FTE Staff-student ratio

Rationale: Faculty-student ratio is for assessing faculty workload and productivity and staff-student ratio provides a measure of staff productivity.

8. **Faculty Resources:**

Class size: Percentage of classes under 20 students and over 50 students.

Percentage of faculty with terminal degrees in their fields

Percentage of faculty who are full-time

Faculty compensation: Average salary + benefits

Rationale: Faculty resources measure the university's commitment to instruction. The more satisfied students are about their contact with dedicated faculty, the more they will learn and the more likely they will graduate.

9. **Affordability (student aid expense ratio):**

University funded student financial aid as percentage of tuition & fees

Rationale: Tuition discounting may be justified as long as net tuition income (gross tuition revenue – institutionally-funded aid) continues grows.

This indicator should be considered in light of institutional selectivity.

10. **Mission and Program mix:**

Percentage of full-time employee who are full-time teaching faculty.

Rationale: The proportion of employees who are faculty reflects the university's mission and program mix, as well as its choices about the division of labor between faculty and staff.

11. **Facility Maintenance/Maintenance backlog:**

Estimate maintenance backlog as percentage of total replacement value of plant.

Rationale: Deferred maintenance is a growing concern for universities, whose capital assets are deteriorating as scarce funds are diverted to academic and other priorities that seem to be more pressing. The lower the number is, the better.

12. **Alumni Support/Alumni Contribution:**

Percentage of alumni who have given at any time during the past year.

Rationale: Alumni giving is a significant source of institutional support and an important barometer for constituents opinion about institutional performance. It also measures a degree of student satisfaction.

13. **Learning Resources Support (Technology and Library) in a given fiscal year:**

Technology and Library learning resources expenses as a percentage of total current fund expenditures.

Average spending per FTE student on technology and library learning resources.

FTE students per FTE staff member.

Rationale: Extent to which we preserve a significant portion of our budget for learning resources and facilities in technology and library is what we are investing in academic excellence. Also adequate per student spending in technology and library learning resources and facilities indicates that the university is committed and able to offer most current and updated academic support services. Student staff ratio provides a measure of staff productivity in academic support.