Student Affairs Update

William Hudson, Jr., PhD
Vice President for Student Affairs

Board of Trustees Meeting, March 4, 2020
Southern Scholarship Foundation House (SSF)

• History
• Leased Land
• Purchased Land
• Student Perspective
• Questions
Office of Transfer Student Services

- (4) Transfer Specialist were hired, January 20’
- (1,965) Current IGNITE participants
- (8) IGNITE students received the “Florida Community College Scholarship” for SP’20 totaling $9,000
- (36) Students awarded overall for a total of $54,190
- (40) Transfer Recruitment Events scheduled for SP’20
- Articulation Agreements solidified with (17) partnering FCS institutions; (2) additional pending

http://www.famu.edu/index.cfm?transferservices&FCSCurriculumMaps

<table>
<thead>
<tr>
<th>Northern Region</th>
<th>Central Region</th>
<th>Southern Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Gateway College</td>
<td>College of Central Florida</td>
<td>Broward College</td>
</tr>
<tr>
<td>Florida State College of Jacksonville</td>
<td>Hillsborough Community College</td>
<td>Indian River State College</td>
</tr>
<tr>
<td>Santa Fe College</td>
<td>Pasco Hernando State College</td>
<td>Miami Dade College</td>
</tr>
<tr>
<td>Tallahassee Community College</td>
<td>Polk State College</td>
<td>Palm Beach State College</td>
</tr>
<tr>
<td>Eastern Florida State College</td>
<td>St. Pete College</td>
<td>South Florida State College</td>
</tr>
<tr>
<td></td>
<td>Valencia College</td>
<td>State College of Florida</td>
</tr>
</tbody>
</table>
# Update on Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>2019-20 Allocation</th>
<th>Funding Source</th>
<th>Baseline Staffing</th>
<th>New Positions</th>
<th>Positions Filled (as of Nov. 20)</th>
<th>Change Since Dec.</th>
<th>Active Searches (as of Feb. 14)</th>
<th>Timeline for Completion</th>
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</thead>
<tbody>
<tr>
<td>Academic Advisors</td>
<td>$2.99M</td>
<td>LBR, PBF, T3</td>
<td>20</td>
<td>28</td>
<td>8</td>
<td>+5</td>
<td>12</td>
<td>APRIL</td>
</tr>
<tr>
<td>Academic Coaches</td>
<td>$535K</td>
<td>PBF, TD, T3</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>+4</td>
<td>2</td>
<td>April</td>
</tr>
<tr>
<td>Career Counselors</td>
<td>$243K</td>
<td>PBF</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>+4</td>
<td>0</td>
<td>March</td>
</tr>
<tr>
<td>Mental Health Professionals</td>
<td>$436K</td>
<td>LBR, T3</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>+1</td>
<td>1</td>
<td>July</td>
</tr>
<tr>
<td>SLS Instructors</td>
<td>$146K</td>
<td>PBF, TD</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>April</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4.35M</strong></td>
<td></td>
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</tbody>
</table>

**LBR** - Legislative Budget Request  
**PBF** - Performance Based Funding  
**TD** - Tuition Differential  
**T3** - Title III

**Academic Advisors:**
13 positions announced in spring 2019 - all have been filled
15 positions announced in fall 2019 - the pool will close on December 18, 2019

**Director for Academic Advising:**
New hire to begin January 2020

**Career and Professional Development:**
5 newly established Career Counselor positions
Application pool closed on November 19, 2019
First round interviews have begun
Update on:

Hazing Prevention Initiatives

Bryan F. Smith
Interim Associate Vice President for Student Affairs
# Alivetek Enrollment Numbers
*(Beginning April 2015)*

<table>
<thead>
<tr>
<th>University</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>5995</td>
</tr>
<tr>
<td>FAU</td>
<td>4380</td>
</tr>
<tr>
<td>FGCU</td>
<td>10,790</td>
</tr>
<tr>
<td>FIU</td>
<td>2556</td>
</tr>
<tr>
<td>FPU</td>
<td>2312</td>
</tr>
<tr>
<td>FSU</td>
<td>18,661</td>
</tr>
<tr>
<td>NCF</td>
<td>816</td>
</tr>
<tr>
<td>UCF</td>
<td>50,909</td>
</tr>
<tr>
<td>UF</td>
<td>14,374</td>
</tr>
<tr>
<td>UNF</td>
<td>417</td>
</tr>
<tr>
<td>USF</td>
<td>3527</td>
</tr>
<tr>
<td>UWF</td>
<td>1640</td>
</tr>
</tbody>
</table>
Efforts to Increase Hazing Prevention Education

• Club and Organization certification requirements
• Hazing Prevention Summit
• Inclusion in the New Student Orientation onboarding process
• Collaborations with ROTC, Athletics and Performing Arts Entities
• Campus Safety Presentations
Academic Affairs Update

Maurice Edington, PhD
Provost and Vice President for Academic Affairs

Board of Trustees Meeting, March 4, 2020
Update on Faculty Workload Study

Beverly Barrington
Vice President for Strategic Planning, Analysis and Institutional Effectiveness
Study Areas of Focus

☑ Description of workloads of full-time and part-time faculty (amount of time spent on teaching, research, service and administration)

☑ Description of the various types of faculty positions at the University

☑ Comparison of FAMU workloads with other SUS institutions and peers
Faculty Demographics

547 full-time faculty members

- 71% of full-time faculty are Black; 19% White
- 47% of faculty are female; 53% male
- Average age is 54.3 years
- 28.5% of professors; 51.5% of associate; 50% of assistant; and 66.2% of instructors are female
- 39.5% of female faculty have tenure status
- Sixth in the SUS in % of tenured faculty who are female
Faculty Demographics (cont.)

Source: Fall 2015 and Spring 2016 Instruction and Research Files, Florida A&M University
At 15:1, FAMU has the second lowest Student-to-Faculty Ratio in the SUS.

58% of faculty respondents indicated they are satisfied with time devoted to teaching/instruction.

Faculty spend ~31 hours a week on instruction and related activities.

The average faculty member produces one peer-reviewed publication a year.

79% of faculty want more time for creative/scholarly activities.
Recommendations

1. Identify strategies to ensure that faculty teaching loads across the University are appropriate.

2. Identify strategies to increase the time allocated for research and other scholarly/creative activities.

3. Implement appropriate strategies to ensure that the distribution of research FTE with respect to gender is equitable.

4. Investigate strategies to provide additional teaching assistance to faculty.

5. Investigate to determine if specific strategies need to be implemented to reduce their teaching loads (assistant professor level).

6. Identify strategies to address the potential for large-scale turnover in faculty (# of faculty approaching retirement age).
Update on Strategic Initiatives:

Research & Development

Charles Weatherford, PhD
Vice President for Research
## Update on Research Productivity

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20 (2/10/20)</th>
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</thead>
<tbody>
<tr>
<td><strong>Awards Received</strong></td>
<td>$46.2 M</td>
<td>$46.7 M</td>
<td>$41.8 M</td>
</tr>
<tr>
<td><strong>Submitted</strong></td>
<td>$99.1 M</td>
<td>$182.1 M</td>
<td>$73.8 M</td>
</tr>
<tr>
<td><strong>F&amp;A Received</strong></td>
<td>$2.97 M</td>
<td>$3.19 M</td>
<td>$2.10 M</td>
</tr>
<tr>
<td><strong>R&amp;D Spending</strong></td>
<td>$38.0 M</td>
<td>$42.8 M</td>
<td></td>
</tr>
</tbody>
</table>
Goal:
Elevate FAMU’s Carnegie Classification by 2030

Current Classification:
R2: Doctoral Universities: High Research Activity

Target Classification:
R1: Doctoral Universities: Very High Research Activity
# Division of Research: Goals

<table>
<thead>
<tr>
<th>Carnegie Metrics</th>
<th>Current (R2)</th>
<th>2025 (R2)</th>
<th>2030 (R1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>R&amp;D Expenditures in STEM</td>
<td>~$38M</td>
<td>$60M</td>
<td>$100M</td>
</tr>
<tr>
<td>Non-STEM Expenditures</td>
<td>~$4.5M</td>
<td>$10M</td>
<td>$20M</td>
</tr>
<tr>
<td>PhDs Conferred</td>
<td>20</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>PhD Research Staff</td>
<td>20</td>
<td>40</td>
<td>75</td>
</tr>
</tbody>
</table>
Strategies

- Increase the number of PhD granting programs
- Reduce teaching load of research active faculty
- Expand faculty development efforts
- Aggressive recruitment of world class faculty
- Implement cluster hires
- Upgrade and expand research infrastructure
- Incentivize and reward research active faculty
Strategic Investments in Research

Research Investments 2018-20

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.0+ Million in Start-Up Funds for Faculty</td>
<td></td>
</tr>
<tr>
<td>$2.0+ Million in Research Equipment for Faculty</td>
<td></td>
</tr>
<tr>
<td>$350,000 for Renovation of (3) Laboratories for new faculty</td>
<td></td>
</tr>
<tr>
<td>Several New Research Related Faculty Hires</td>
<td></td>
</tr>
<tr>
<td>75 Research Experiences for Undergraduates Funded</td>
<td></td>
</tr>
</tbody>
</table>

Laboratory Renovation

New Research Equipment
Update on New Programs:
M.S. in Construction Management and Engineering Technology

Maurice Edington
Provost and Vice President for Academic Affairs
Summary:
Advanced degree to prepare graduates and existing professionals for leadership positions in Construction Management and Engineering Technology

Consistent with SUS Goals and FAMU Mission

- Increased # Graduate Degrees in STEM (SUS Goal)
- Increased # Graduate Degrees Awarded within Programs of Strategic Emphasis (PBF Metric 8)

Job Outlook:

- Approximately 10% growth nationally by 2028 (Bureau of Labor Statistics)
- Approximately 10% growth in Florida by 2027 (FL Department of Economic Opportunity)
- National Median Wages $93,370 (BLS). Florida Median Wages $82,202 (DEO)

Costs:

M.S.: Year One = $33,500
Year Five = $201,600
Update on Licensure Exam Pass Rates
Academic Deans

Doctor of Physical Therapy (DPT) Program
Cynthia Hughes Harris, Dean
School of Allied Health Sciences

Baccalaureate Nursing (BSN) Program
Mary Ella Graham, Interim Dean
School of Nursing

Doctor of Pharmacy (PharmD) Program
Johnnie L. Early, Dean
College of Pharmacy and Pharmaceutical Sciences

Juris Doctorate (JD) Program
Nicky A. Boothe, Interim Dean
College of Law
Physical Therapy Pass Rates
National Physical Therapy Licensure Examination (NPTE)

Key Strategies for Improvement

Academic Support/Test Preparation
- Practice Exam and Assessment Tool (PEAT®)
- PHT 6960 devoted entirely to exam prep
- Comprehensive Exam – multiple administrations
- Therapy Education (O’Sullivan NPTE Prep Exam) course

Curriculum Development
- Curriculum mapped to 2016 revised CAPTE standards
- Added 5 weeks part-time (40 hours) to the already 32 weeks of full-time clinical internships

Faculty Professional Development
- Continuing education requirement per content taught
- Teaching and learning pedagogy workshops
- NPTE Exam Preparation workshops

Admissions Criteria
- ↑ GPA ≥ 3.0: cum; last 60; prerequisite courses and math/science
- ↑ GRE ≥ 297-300 minimum

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinees</td>
<td>24</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>FAMU (First-time takers)</td>
<td>50.0%</td>
<td>72.7%</td>
<td>86.4%</td>
<td>90%</td>
</tr>
<tr>
<td>FAMU Ultimate</td>
<td>95.8%</td>
<td>90.9%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National Benchmark (First time takers)</td>
<td>92.5%</td>
<td>90.9%</td>
<td>90.8%</td>
<td></td>
</tr>
<tr>
<td>Accreditation Standard</td>
<td></td>
<td></td>
<td></td>
<td>85% ultimate two-year average</td>
</tr>
</tbody>
</table>

FLORIDA A&M UNIVERSITY
Pharmacy Pass Rates

North American Pharmacy Licensure Examination (NAPLEX)

**Key Strategies for Improvement**

**Academic Support/Test Preparation**
- Evaluating Pharmacy Curriculum Outcomes Assessment (PCOA) as a high stakes requirement before entering P4
- RxPrep: course book and online access to modules and test bank
- Pre-NAPLEX diagnostic test voucher
- Pass NAPLEX Now: 4-day Live Review (May 2020)

**Faculty Professional Development**
- Teaching Scholars Summer Institute: 2019 & 2020
- American Association of Colleges of Pharmacy workshop on teaching
- Managing the classroom workshop

**Curriculum Development**
- August 2019: new P3 curriculum started
- The new curriculum has been fully implemented as of August 2019
- Revision of each new curriculum course based on outcomes

**Admissions Criteria**
- P1 admission GPA threshold increased to 2.75
  - Actual average GPA for fall 2019: cumulative GPA 3.23 and science GPA 3.18
  - Evaluating further increases in both cumulative and science GPAs for P1 admission

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinees</td>
<td>144</td>
<td>159</td>
<td>148</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>FAMU (First-time takers)</td>
<td>59%</td>
<td>74%</td>
<td>75%</td>
<td>82.79%</td>
<td>85%</td>
</tr>
<tr>
<td>National Benchmark</td>
<td>86%</td>
<td>88%</td>
<td>92%</td>
<td>TBD</td>
<td></td>
</tr>
</tbody>
</table>

| Accreditation Standard | Within 2 standard deviations of the national average for first-time test takers. |
## Bar Pass Rates

### Key Strategies for Improvement

#### Academic Support/Test Prep
- Revision of IAS and AAS curriculum
- Enhancement of BEST program
- Aggressive counseling for bar takers
- Implementation of “Homestretch Tutoring” for bar takers
- Increased use of student utilization of AdaptiBar MBE Course

#### Faculty Professional Development
- Implementation of updated Faculty Activities Reports (FAR) [evaluate teaching effectiveness and provide feedback for improvement]
- Implementation of all adjunct faculty (previously only new faculty) teaching Bar-tested courses
- Establishment of Faculty Development Committee

#### Curriculum Development
- Curricular review regarding required courses
- Curricular review to adjust 1L curriculum to allow for additional Bar tested courses to be offered
- Increase number of students participating in SCALE program

#### Admissions
- Increase incoming LSAT score and GPA
- Employ two new admissions recruiters
- Targeted recruiting and increased visibility
- Allocate additional resources for scholarships

### Key Strategies for Improvement

<table>
<thead>
<tr>
<th>Goal</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinees</td>
<td>90</td>
<td>117</td>
<td>50</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>FAMU (First-time takers)</td>
<td>54%</td>
<td>50%</td>
<td>47%</td>
<td>57%</td>
<td>80%</td>
</tr>
<tr>
<td>State Benchmark</td>
<td>66%</td>
<td>68%</td>
<td>65%</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

### Accreditation Standard
At least 75 percent of a law school’s graduates in a calendar year who sat for a bar examination must have passed a bar examination administered within two years of their date of graduation.
Nursing Pass Rates
National Council Licensure Examination (NCLEX)

Key Strategies for Improvement

Academic Support
• Engage faculty to provide intensive tutoring in preparation for NCLEX exam
• Implementation of a boot camp for intensive NCLEX preparation/remediation

Faculty Professional Development
• Training on how to write NCLEX type questions for in-class exams
• Hold yearly faculty training sessions aimed at enhancing skills and knowledge regarding student success on NCLEX exam

Curriculum Development
• Implemented Assessment Technologies Institute (ATI) program
• Hired external consultant to conduct curriculum review

Admissions Criteria
• The GPA for admission into the BSN Generic Professional nursing major has been increased from 2.9 to 3.1, effective Fall 2019
• Evaluating raising admission GPA and standardized test scores for freshman students

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2019 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinees</td>
<td>82</td>
<td>74</td>
<td>89</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>FAMU (First-time takers) (Baccalaureate)</td>
<td>76%</td>
<td>64%</td>
<td>82%</td>
<td>63%</td>
<td>85%</td>
</tr>
<tr>
<td>National Benchmark (Baccalaureate)</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Accreditation Standard</td>
<td>- Accreditation Commission for Education in Nursing (ACEN): 80% for first-time takers during the same 12-month period.</td>
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FLORIDA A&M UNIVERSITY
Update on Strategic Initiatives:

Efforts to Improve Retention Rate and 4-year Graduation Rate

Lewis Johnson, PhD
Associate Provost for Student Success and Strategic Initiatives
Performance Based Funding Metrics

Goal Established by BOT at August 2019 Retreat:
Accelerate Progress on PBF Outcomes to Achieve Minimum Score of 80 Points in 2021

Areas of Focus for Improvement:

☑ Four-Year Graduation Rate (PBF #4)
☑ Academic Progress Rate (PBF #5)
☑ Bachelor’s and Graduate Degrees Awarded within PSEs (PBF #6/8)
☑ Bachelor’s Degrees Awarded w/o Excess Credit Hours (PBF #9)
☑ Post-Graduate Outcomes (PBF #1/2)
☑ Bachelor’s Degrees Awarded to FCS AA Transfers (PBF #10)

FAMU’s Historical PBF Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>2016</td>
<td>65</td>
</tr>
<tr>
<td>2017</td>
<td>65</td>
</tr>
<tr>
<td>2018</td>
<td>72</td>
</tr>
<tr>
<td>2019</td>
<td>70</td>
</tr>
</tbody>
</table>
# Performance Based Funding Metrics

## 1. Percent of Bachelor’s Graduates Enrolled or Employed ($25,000+) (One Year After Graduation)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>59.2</td>
<td>61.8</td>
<td>64.6</td>
<td>66.7</td>
<td>63.9</td>
<td>70.5</td>
<td>72.5</td>
<td>74.0</td>
<td>75.0</td>
</tr>
<tr>
<td>SUS</td>
<td>64.9</td>
<td>65.7</td>
<td>67.4</td>
<td>68.4</td>
<td>68.3</td>
<td>70</td>
<td>71</td>
<td>72</td>
<td>.</td>
</tr>
</tbody>
</table>

## 2. Median Wages of Bachelor’s Graduates Employed Full-time (One Year After Graduation)

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>$28,800</td>
<td>$32,000</td>
<td>$32,700</td>
<td>$33,000</td>
<td>$31,600</td>
<td>$34,700</td>
<td>$35,900</td>
<td>$37,400</td>
<td>$37,800</td>
</tr>
<tr>
<td>SUS</td>
<td>$34,700</td>
<td>$36,400</td>
<td>$38,000</td>
<td>$38,100</td>
<td>$38,300</td>
<td>$39,800</td>
<td>$40,500</td>
<td>$41,200</td>
<td>.</td>
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</table>

## 3. Average Cost to the Student (Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates)

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<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>$14,350</td>
<td>$13,830</td>
<td>$11,020</td>
<td>$9,410*</td>
<td>$7,640</td>
<td>$7,600</td>
<td>$7,580</td>
<td>$7,560</td>
<td>$7,540</td>
</tr>
<tr>
<td>SUS</td>
<td>$15,100</td>
<td>$14,840</td>
<td>$14,840</td>
<td>$13,760</td>
<td>$9,400</td>
<td>$10,300</td>
<td>$10,150</td>
<td>$9,960</td>
<td>$9,790</td>
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</tbody>
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## 4. FTIC Four-Year Graduation Rate

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>12.7%</td>
<td>14.0%</td>
<td>19.2%</td>
<td>21.6%*</td>
<td>22.5%</td>
<td>30%</td>
<td>35%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>SUS</td>
<td>43.1%</td>
<td>45.2%</td>
<td>47.2%</td>
<td>49.6%</td>
<td>52.6%</td>
<td>55%</td>
<td>57%</td>
<td>59%</td>
<td>.</td>
</tr>
</tbody>
</table>

## 5. Academic Progress Rate (Second Year Retention Rate with At Least a 2.0 GPA)

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>70.1%</td>
<td>75.4%</td>
<td>74.6%</td>
<td>70.0%*</td>
<td>71.3%</td>
<td>85%</td>
<td>86%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>SUS</td>
<td>83.3%</td>
<td>84.0%</td>
<td>85.1%</td>
<td>85.9%</td>
<td>86.2%</td>
<td>89%</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>
# Performance Based Funding Metrics

## 6. Percentage of Bachelor’s Degrees Awarded within Programs of Strategic Emphasis

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>51.1</td>
<td>49.7</td>
<td>48.0</td>
<td>42.6</td>
<td>43.7</td>
<td>48</td>
<td>52</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>SUS</td>
<td>48.1</td>
<td>49.3</td>
<td>51.2</td>
<td>52.2</td>
<td>52.0</td>
<td>53</td>
<td>55</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

## 7. University Access Rate (Percent of Undergraduates with a Pell grant)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>61.6</td>
<td>64.8</td>
<td>65.4</td>
<td>62.8</td>
<td>65.6</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>SUS</td>
<td>39.6</td>
<td>39.7</td>
<td>39.0</td>
<td>38.0</td>
<td>39.2</td>
<td>39</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>43.3</td>
<td>51.5</td>
<td>58.2</td>
<td>58.9</td>
<td>55.2</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>SUS</td>
<td>58.4</td>
<td>60.1</td>
<td>63.7</td>
<td>65.0</td>
<td>64.4</td>
<td>65</td>
<td>65</td>
<td>66</td>
<td>66</td>
</tr>
</tbody>
</table>

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>34.0%</td>
<td>29.0%</td>
<td>39.0%</td>
<td>41.6%</td>
<td>51.4%</td>
<td>52%</td>
<td>62%</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>SUS</td>
<td>68.8%</td>
<td>71.1%</td>
<td>72.4%</td>
<td>76.7%</td>
<td>78.8%</td>
<td>79%</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
</tr>
</tbody>
</table>

## 10. BOT Choice: Number of Bachelor’s Degrees Awarded to Transfers with AA from FCS

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU</td>
<td>188</td>
<td>161</td>
<td>208</td>
<td>244</td>
<td>277</td>
<td>290</td>
<td>310</td>
<td>330</td>
<td>350</td>
</tr>
</tbody>
</table>
Performance Based Funding Metrics

Approach to Drive Improvement

1. Pinpoint the student success metrics/outcomes that need the most attention

2. Evaluate data and historical trends to determine where strategic intervention is most needed

3. Identify and implement proven best practices for increasing student success

4. Allocate resources towards areas/initiatives that have the greatest impact on the outcomes

5. Ensure that we have the appropriate organizational structure and staffing to foster student success
Highlight of Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Strategic Priority</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Studies</td>
<td>Exceptional Student Experience</td>
<td>Increase Retention and 4-Year Graduation Rates</td>
</tr>
</tbody>
</table>

PBF Metrics Impacted

**#4** FTIC 4-Year Graduation Rate

- **2019**: 22.5%
- **2022 Goal**: 40%

**#5** Academic Progress Rate (2nd year retention with GPA above 2.0)

- **2019**: 71.3%
- **2022 Goal**: 85%
Increases in the Academic Progress Rate (APR) have lagged behind graduation rate increases

**Focus on 4-year graduation rate requires accelerated remediation of academic deficiencies and/or more effective alignment with chosen course of study**

Strong correlations between 1st year academic performance and second year retention
Correlation of Freshman Year Academic Performance with 4-Year Graduation Rate

First Year GPA (3-Year Average)

<table>
<thead>
<tr>
<th>All Freshman</th>
<th>4-Year Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.57</td>
<td>3.15</td>
</tr>
</tbody>
</table>

1st Year Performance of Students is Critical to Improving Retention and 4-Year Graduation Rates
Leading Indicators for Academic Progress Rate
(PBF Metric # 5)

Freshmen Students with GPA > 2.0 at end of Fall Semester

- Fall 2018: 80.1%
- Fall 2019: 85.1%

5 percentage point improvement

Number of Major Changes During 1st Year
- Class Attendance
- High Failure Rate Courses
- Academic Performance (via Early Alerts & Progress Reports)
- Early Registration Data
- Unmet Financial Need
- Visits to Tutorial Centers
- Academic Coaching Appointments

For Fall 2018 and Fall 2019.
APR Snapshot

Fall 2019 FTIC Cohort
(After 1st Semester)

1085 GPA > 2.0 (81%) 162 GPA < 2.0 (12%)

1247 = 93%

Estimated Cohort Size 1342* = Fall - Spring Retention Rate

Need 1074 students to return in Fall 2020 with GPA > 2.0 to meet APR goal of 80%
Organizational Structure

Freshman Studies

- SLS Class
- Peer Mentoring Program
- At-Risk Services
- Learning Communities
- Undecided Majors
- Freshman Advisors (Collaboration with Student Affairs)

<table>
<thead>
<tr>
<th>Size of Typical Freshman Class</th>
<th>~1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Staff</td>
<td>8</td>
</tr>
<tr>
<td>Number of Peer Mentors</td>
<td>100</td>
</tr>
<tr>
<td>Financial Investment</td>
<td>$1.2M</td>
</tr>
</tbody>
</table>
Progress and ROI

Increasing 4-Year Graduation Rate (PBF #4)
- 2018: 21.6%
- 2019: 22.5%
- 2020: Preliminary Data
- 2022 Goal: 40%

Improving Academic Progress Rate (PBF #5)
- 2018: 70%
- 2019: 71.3%
- 2020: 73% Preliminary Data
- 2022 Goal: 85%

Making Strides with Excess Credit Hours (PBF #9)
- 2018: 41.6%
- 2019: 51.4%
- 2020: 53.5% Preliminary Data
- 2022 Goal: 72%
“At FAMU, Great Things are Happening Every Day”