RESPONSE TO
THE HONORABLE RICK SCOTT
GOVERNOR OF FLORIDA

SUBMITTED BY:
JAMES H. AMMONS
PRESIDENT
NOVEMBER 15, 2011
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Web Resources
November 14, 2011

The Honorable Rick Scott  
Governor of Florida  
The Capitol  
Tallahassee, FL 32399

Dear Governor Scott:

As the nation’s largest Historically Black College and University, Florida A&M University (FAMU) serves as the standard bearer for higher education and brings prominence to the State. For 125 years, this university has prepared leaders in education, agriculture, health care, business and the military to forge the pathways of success and to increase the prosperity of generations of Florida citizens. As a FAMU alumnus, I am keenly aware of the significant responsibility I have to continue this tradition of educating our citizens and upholding the proud traditions that our graduates expect will continue for their prodigies. I am committed to working with the members of the legislature, the Board of Governors, our Board of Trustees, and you to ensure that our graduates are equipped with the skills to innovate, create and continue to stimulate the state’s economy.

Florida A&M University is an 1890 land grant institution dedicated to the advancement of resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values (scholarship, excellence, openness, fiscal responsibility, accountability, collaboration, diversity, service, fairness, courage, integrity, respect, collegiality, freedom, ethics and shared governance)...FAMU’s distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships.

This excerpt from our mission embodies the heart of our work at the University. Embedded in that mission are the core values that serve as our guiding principles for all the academic and extracurricular programs that we operate. As a land-grant institution, we are compelled to meet the needs of the state as dictated by industry needs as well as the human needs that we observe in and around our communities.

Further, as we envision a future where technology has erased the geographical boundaries, then we know we must understand and engage other cultures, countries and diverse populations to enhance the economic opportunities and jobs within and outside the state. Universities were created to foster the exchange of idea; however, land-grant universities ensure that these theoretical ideas become actualized in the practical applications that create jobs and provide diverse employees for the workforces throughout our communities—locally and globally.
The Honorable Rick Scott  
November 14, 2011  
Page 2

In response to your letter dated October 13, 2011, the Leadership Team and I have assembled the requested information into this compilation of narration and documentation. Although FAMU had completed a comprehensive strategic planning process in 2009, followed by a significant restructuring of our academic programs, academic structure and operations, your thought provoking questions offered another opportunity to reflect upon our mission, core values and the annual goals and expectations which the members of the Board of Trustees and I discuss and agree upon annually. As you will see from the information and data that we provided, FAMU has uniquely positioned itself and readied our graduates to immediately assume positions in the jobs available. Our curriculum is designed to promote critical thinking, serious writing skills and the technical expertise needed to succeed in the workplace.

Within the last 50 years, Florida has epitomized creativity and innovation as Walt Disney transformed pastures and swamp lands into a mecca of small businesses, large corporations and support industries to stimulate a lagging economy based on tourism. The Space Coast kept the world eyeing the exploration of the next frontier—space—with science, technology, engineering and mathematics (STEM) as the required disciplines to master. South and Central Florida have embraced the diversity of its citizens, capitalizing on industries indigenous to these cultural groups to spur on small businesses similar to your family business. Finally, the State University System has evolved as an economic engine powering innovation, creativity, and sparking research that will provide the answers to societal issues that have plagued our communities far too long. Florida A&M University has been a part of the innovative, STEM driven economy. As the enclosed information will provide, we are an integral component of the intellectual stimulus that powers the state’s economy. Therefore investing in FAMU and the other SUS institutions further promotes the ingenuity that Florida has led this nation in pursuing.

Our Provost and Vice President for Academic Affairs, Dr. Cynthia Hughes Harris, is the point person for the campus; however, I am happy to answer any questions that this submission may generate from your staff. Supporting our universities will attract research and development, as well as other aspects of industry to our state. If this is our collective goal, then I am ready to serve in a capacity that will propel the state into a stronger economic position.

Sincerely,

James H. Ammons  
President

Cc: Board of Governors  
Chancellor Frank Brogan  
FAMU Board of Trustees
Florida A&M University

Fast Facts

Related to University Mission and Strengths

- Doctoral/Research University under the Carnegie Classification System.
- Federally financed R&D expenditures exceeded $45 million and total sponsored research expenditures were over $50 million in 2010-11.
- Major research strengths in the areas of drug treatments for cancer and Parkinson’s disease, new drug delivery systems, nanomedicine, renewable energy, marine and coastal ecosystem health, plasma physics, viticulture, invasive species, and water quality.
- FAMU produced 20% of PhDs in environmental sciences and 17% of PharmDs, awarded to African Americans in the nation in 2009.
- Among the 11 institutions in the State University System of Florida, in production of African American graduates in 2009-10, FAMU produced over 80% PharmDs, 100% of PhDs in environmental sciences, 25% of PhDs in the physical sciences, and over 20% of the PhDs in engineering disciplines offered by FAMU.
- FAMU awarded 36% of its graduate degrees to students in STEM and health professions specified by the BOG as strategic areas of emphasis.
- The FAMU College of Pharmacy and Pharmaceutical Sciences (COPPS) has graduated approximately 20% of the nation’s African American Pharmacists, 60% of the African American PhDs in the Pharmaceutical Sciences and approximately 25% of the African American MPH graduates in the nation since the inception of the respective programs at FAMU. Current total research funding for the COPPS alone is $22.5 million and its faculty received four (4) new patents in 2009-10.
- The FAMU Law School was recognized as the Most Diverse Law School in the nation by US News and World Report in 2010 and in 2011.
- Fall 2011 enrollment is 13,204 (preliminary data)
- Princeton Review named FAMU one of the Best Colleges in the Southeast in the 2012 Best Colleges publication, and US News and World Report ranked FAMU as the number one public Historically Black College or University (HBCU) in the country (September 2011)
- FAMU is a top producer of African American baccalaureate graduates in the nation.
QUESTIONS
AND
RESPONSES
III. QUESTIONS AND RESPONSES

QUESTION A:

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

RESPONSE

Florida A&M University (FAMU) prepares students in more professional programs than most universities of comparable size. FAMU has 12 colleges and schools which offer baccalaureate, master’s and doctoral degrees. Over 100 majors are offered in the following colleges and schools:

- College of Agricultural and Food Sciences
- School of Allied Health Sciences
- School of Architecture
- College of Arts and Sciences
- School of Business and Industry
- College of Education
- FAMU/FSU College of Engineering
- School of the Environment
- School of Journalism and Graphic Communication
- College of Law
- School of Nursing
- College of Pharmacy and Pharmaceutical Sciences

Preparing students, particularly those who are disadvantaged and underrepresented in various professions, to launch successful careers and lead productive lives is one of the cornerstones of Florida A&M University’s (FAMU’s) mission. Therefore, since meeting employer needs is essential to the success of our graduates, ensuring they meet these needs is an ongoing priority that is addressed through a variety of mechanisms including:

- Academic Learning Compacts (for every baccalaureate program)
- Specific activities in colleges and schools:
  - External advisory boards
  - Specialized accreditation requirements
  - Employer, alumni and student surveys
- Career Center activities including employer surveys
- Business and Industry Cluster
• Business Summits

Each of these activities is summarized below and additional information is provided in the appendices.

**Academic Learning Compacts (ALCs)**

The Board of Governors (BOG) Regulation 8.016 governs Academic Learning Compacts. These compacts were established to ensure that students meet essential learning outcomes prior to graduation and requires that “Program faculty must develop Academic Learning Compacts that identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills; and (iii) critical thinking skills. Input should be sought from the business and professional community to identify learning outcomes that students need for success in the global marketplace and society.” (Appendix A1)

The FAMU Board of Trustees (BOT) approved a similar policy (see Appendix A2 for revised policy and procedures on ALCs).

The ALCs for the current year for each baccalaureate program are available at [http://www.famu.edu/index.cfm?Assessment&CurrentALCs](http://www.famu.edu/index.cfm?Assessment&CurrentALCs). For more information regarding FAMU’s ALCs please contact the Provost, Dr. Cynthia Hughes Harris at cindy.hughesharris@famu.edu or 850-599-3276. Since the inception of ALCs in 2007, student performance on the outcomes in the Compacts is assessed annually by each academic program, using the University’s FAMOUS assessment system (see Appendix A3 for summary of assessment system, specific examples of assessment results and actions for continuous improvement). FAMOUS is an acronym composed of letters representing actions in each of six steps, as described below. The outcomes are revised periodically as needed to reflect changing employer needs.

**Description of the FAMOUS Assessment Approach**

- **Step 1:** Formulate statements of outcomes/objectives aligned to the institutional mission/goals;
- **Step 2:** Ascertain criteria for success;
- **Step 3:** Measure student/service performance using direct and indirect methods;
- **Step 4:** Observe and analyze results for congruence between expected and actual outcomes;
- **Step 5:** Use the results to effect improvement of instructional programs and administrative and educational support services; and
Step 6: Strengthen programs and services by continuously evaluating, planning, allocating resources and implementing new approaches to ensure congruence between expected and actual outcomes.

Activities of Colleges and Schools at FAMU to Meet Employer Needs

Every college or school at FAMU offers programs designed to meet employer needs. This is done through a variety of means including:

- **External Advisory Boards** that include industry representation, employers and alumni.
- **Specialized Accreditation** Standards
- **Employer, alumni and student surveys**

See Appendix A4 for more information from each college or school.

**External Advisory Boards.** These boards, which include industry representatives, employers and professionals practicing in the field, meet regularly with faculty and deans. One of the important contributions of these boards is to review and recommend changes to program curricula that will meet current needs in the marketplace. Almost all programs at FAMU utilize external advisory boards, thus remaining current with employer needs. Information on advisory boards of the various colleges and schools is contained in the colleges and schools documents included in Appendix A4.

**Specialized Accreditation.** Specialized accreditation applies national standards to evaluate the quality of programs, using teams of peers and leading practitioners in the field, who assess the academic programs. As mentioned earlier, FAMU has more professional programs than most universities of its size. Each of these professional programs has specialized accrediting bodies and FAMU seeks and maintains specialized accreditation for these programs. These accrediting bodies have specific requirements for meeting the current needs of employers and the profession. Accredited programs are expected to demonstrate that they meet these requirements in order to maintain their accreditation status. The accrediting teams that periodically visit the programs often include representatives from industry or leading practitioners in the profession. Accrediting bodies specify the competencies that graduates of programs must have. For example, see [http://www.abet.org/DisplayTemplates/DocsHandbook.aspx?id=747#](http://www.abet.org/DisplayTemplates/DocsHandbook.aspx?id=747#) for general competencies that engineering graduates of accredited programs must have. Specific engineering programs have specific student outcome criteria along similar lines.

**Employer, alumni and student surveys.** The colleges and schools at FAMU conduct regular surveys of businesses that employ our graduates, alumni and students. Summary results of these surveys are provided in the responses of the colleges and schools in Appendix A4. Overwhelmingly, employers and alumni indicate that the academic programs at FAMU have prepared alumni well to meet the needs of the marketplace. Some programs also subscribe to
national surveys of employers, such as the General Management Admissions Council’s (GMAC) National Survey of Corporate Recruiters to ascertain the latest trends in what corporate recruiters seek. Graduating students are surveyed each year through the University’s exit survey as well as program-level surveys. Students consistently report that they feel well-prepared for the workplace.

Other means of ascertaining employer needs are referenced in the individual responses of the colleges and schools in Appendix A4, including visits by industry representatives, relationships with the local chapters of professional organizations, and panels of industry representatives used to judge student work.

Career Center

Each year, The Career Center (http://careercenter.famu.edu/) at Florida A&M University submits an Annual Recruiting Assessment Report (ADESU Report) to the Office of University Assessment, which provides information that measures how the center is meeting its goals of providing job opportunities for students and meeting the needs of employers. The Center is the designated campus unit that ensures that students have access to employers, are skilled in articulating their strengths and have various opportunities for employment and internships. In addition, employers who attend various Career EXPOs and activities are surveyed about the services provided by the Center. The survey results provide feedback on how employers assess the job ready skills of FAMU graduates.

Business and Industry Cluster

To ensure that graduates are meeting the needs of employers, the Florida A&M University community also interacts semi-annually with members of the FAMU Business and Industry Cluster (Cluster), which is a corporate support group that provides programmatic support and feedback regarding the FAMU graduates they have hired. The Business and Industry Cluster, a corporate partnership program, originated from the 1968 “Plans for Progress” initiative of the Lyndon Johnson Administration. As of June 30, 2011, FAMU has 45 members in the Cluster that includes Fortune 500 companies. The motivation for this historic initiative was to enable employers to access highly qualified minorities with leadership skills for placement in the business, scientific and technology fields.

The FAMU Business and Industry Cluster has one of the strongest and most loyal Cluster partnerships of all historically black colleges and universities. FAMU helps Cluster members strengthen their competitive boundaries by providing access to pools of graduates with leadership and specialized skills. In this enhanced partnership, FAMU, industry, academia and government engage in a wide range of highly beneficial exchange relationships where:

- FAMU prepares students that become highly valued employees and provides leadership
resources in collaboration with the financial and other vital resources offered by the Cluster partners.

- Cluster partners gain effective lines of communication with core academic departments as a means for fulfilling their commitment to higher education, and developing structured approaches to increasing recruitment and visibility on FAMU’s campus.
- Cluster partners make significant contributions to the development of future workforce leadership by serving on advisory boards, participating in curriculum design, and accessing students and faculty for exchange programs.

In addition, the faculty of the University participates in realizing economic and social visions in both industry and government through summer work exchange programs, technology development and transfer, and research projects.

Furthermore, as the only HBCU in the State University System of Florida, FAMU continues to make progress in establishing and growing strong Cluster partnerships. These partners provide significant support, and visit the campus semi-annually to develop and recruit diversified global employees with strong leadership qualities.

**Business Summits**

This year, for the first time, FAMU hosted four summits on campus to engage the business community in an attempt to forge stronger partnerships and build a testing market for the quality of the graduates produced. These summits included over 300 businesses. The first summit focused on the automotive industry, construction, and consumer and financial services. The second summit’s focus was health care, and the third and fourth summits were on the science technology, engineering and mathematics (STEM) areas, the environment, the media and the arts. The summits included intense discussions on the job market and whether programs at FAMU are meeting the needs of employers. These discussions were between the business community and students, faculty and deans of the various schools, as well as other university administrators. Surveys were provided to participants. The results show that participants were interested in forging new partnerships and were pleased with the skill level of the FAMU students they interacted with through internship opportunities.

**APPENDICES LIST**

[A1] Academic Learning Compacts(ALCs), BOG Regulation 8.016
[A2] FAMU Policy and Procedures on ALCs
[A3] Office of University Assessment response to questions B through F
[A4] Responses of Colleges and Schools to questions A through F, and M
QUESTION B:

B. Do you have measurable goals to meet employers’ current needs? If so, please provide them. How often are these goals updated?

RESPONSE

Yes, the University has measurable goals to meet employers’ current needs. FAMU has identified eight learning outcomes for the core general education requirement that all students must complete. FAMU General Education Outcomes were developed with broad input from stakeholders to identify the essential skills FAMU graduates must possess to succeed in a global economy, with a focus on employer needs. The eight (8) student learning outcomes for general education are:

1. Communication – The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing.

2. Critical Thinking – The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively.

3. Cultural Diversity – The ability to show consideration for differences (race, ethnicity, gender, sexuality, religion, disability, economics, age, etc.) among peoples.

4. Ethical Values – The ability to adhere to a set of principles as defined by the standard of academic integrity and conduct.

5. Quantitative Reasoning – The ability to apply numerical concepts to resolve real world problems.

6. Technology Literacy – The ability to use technology to support classroom learning.


8. Collaboration – The ability to work cooperatively with others to accomplish common tasks.

In order to assess student performance on these outcomes, in August 2004, FAMU established a General Education Assessment Committee (GEAC) and charged it with developing, implementing, and monitoring the General Education assessment processes. To assess students’ abilities in these areas, GEAC collects assessment results every semester from various areas such as English, Humanities, and Physics to evaluate student skill development.
and performance during the freshmen and sophomore years when students take General Education courses. The bi-annual assessment exercise of collecting and evaluating student essays allows faculty to determine what learning gains students are making, and what provisions should be taken to continue to improve student performance. More complete information on the GEAC activities in assessing the general education outcomes is contained in Appendix B1. FAMU GEAC plan is provided in Appendix B2.

Beyond the GEAC process and procedures for assessing General Education requirements, the University has measurable goals as part of its Academic Learning Compacts (ALCs, Appendix A1) for each baccalaureate program, which ensure that FAMU graduates are equipped with appropriate writing and critical thinking skills as well as content knowledge in their majors to meet employer needs. In 2005, as a way of promoting learning outcomes that students need to lead productive lives, the State University System began to implement, for each and every baccalaureate program, an Academic Learning Compact (ALC).

It is clear that the Florida Board of Governors, in articulating the importance of student achievement in its strategic planning and accountability processes, expects all public universities to report periodically on the progress of the state mandated ALCs. This requires each program to report the status of the following student learning outcomes: communication, critical thinking, and content knowledge. Each Program ALC is required to identify the corresponding assessment processes used to measure student achievement on each of the core student learning outcomes for the program.

These assessment processes are meant to specify:

- The required courses or other academic equivalents through which all students pursuing the baccalaureate degree are assessed on each outcome
- The assessment methods used in those courses or academic equivalents that correspond to each outcome
- The standards used during the assessments to determine if student work matches the expectations articulated for each outcome

In February 2005, the FAMU Institutional Level Assessment Committee (ILAC), as part of its assessment oversight function, prepared “FAMU’s Academic Learning Compacts Policies and Procedures” (Appendix A2). The FAMU Board of Trustees (BOT) approved the document on June 30, 2005. On June 12, 2008, the BOT also adopted the FAMU Assessment Policy (Appendix B3). This policy applies to all academic programs, including the General Education program and to all administrative and educational support services and operations that support the academic programs.

Florida A&M University’s Strategic Plan (http://www.famu.edu/index.cfm?strategic&StrategicPlan) includes in its goal to “Improve academic progression, performance, and graduation rates,” a strategy to “enhance student assessment” (1.3.3) because assessment is critical to our continuous improvement process.
Performance measures for this goal include analyzing and documenting student performance related to the mandated ALCs. The ALCs are updated on an annual basis as part of the review process of all assessment reports submitted by academic programs to the Office of University Assessment (OUA). ALC status reports can be found at http://www.famu.edu/index.cfm?Assessment&ALCStatusReports.

In addition to the state mandated requirements, each year the Office of University Assessment (OUA) also uses the FAMOUS Assessment Approach (http://www.famu.edu/index.cfm?Assessment&AssessmentPlanningTemplates,andTimelines), a six-step assessment model to document the implementation and the results of the ALCs. Academic programs use tools such as rubrics, products of student work, and other course-embedded measures to assess the extent to which student learning has taken place and has been accomplished. Teams of faculty at the program level and the college/school assessment committees, in conjunction with the OUA, review the ALCs and related results annually. Below is a description of the FAMOUS Assessment Approach.

**Description of the FAMOUS Assessment Approach**

Step 1: **Formulate statements of outcomes/objectives aligned to the institutional mission/goals;**

Step 2: **Ascertain criteria for success;**

Step 3: **Measure student/service performance using direct and indirect methods;**

Step 4: **Observe and analyze results for congruence between expected and actual outcomes;**

Step 5: **Use the results to effect improvement of instructional programs and administrative and educational support services; and**

Step 6: **Strengthen programs and services by continuously evaluating, planning, allocating resources and implementing new approaches to ensure congruence between expected and actual outcomes.**

Each year, the OUA submits an ALC status report to the Board of Governors indicating which instructional programs have provided evidence that their program is in the continuous improvement mode. This information is collected from the assessment reports submitted by each program. The program level ALCs and assessments of them are posted at http://www.famu.edu/index.cfm?Assessment&CurrentALCs. The password to access each program’s assessment report is: famuoua2010. The password is case sensitive and should be entered in lowercase.

In addition, all accredited academic programs must meet standards for specific competencies required by employers in the profession. These must be updated regularly in order to meet the current accreditation standards. The role of specialized accreditation in meeting employer
needs is addressed under Item A.

Career Center

Florida A&M University also works to meet employers’ needs through The Career Center (Center). The Career Center is an integral part of the total education process at FAMU. Its goal is to assist in the fulfillment of the mission of the University by preparing and providing opportunities for students to pursue meaningful careers in a variety of professional and occupational fields. Another goal of the Center is to provide students with opportunities for full-time employment, internships and summer (experiential learning) positions. The Center serves current students and alumni.

Last year, more than 1,700 students and alumni participated in workshops on resume writing and other job related skills. The Career Center had 10,868 students visit in 2009-2010 for information, and 1,500 were provided the opportunity to sign-up for on-campus interviews.

APPENDICES LIST

[B1] GEAC response to questions B through E and I
[B2] FAMU GEAC Plan
[B3] FAMU Assessment Policy

QUESTION C:

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.

RESPONSE

Yes, FAMU has measurable goals for each graduate in writing proficiency and critical thinking. The University’s Strategic Plan “2020 Vision with Courage,” indicates that “graduates will
demonstrate the following competencies identified in the academic learning compacts and in the general education outcomes—critical thinking, communication, content knowledge, collaboration, life-long learning and respect for diversity” (p. 4). Under goal 1.2, “continuous enhancement and assessment of the student experience,” strategy 1.2.3 is to “enhance critical thinking skills of undergraduate students.”

As described in Questions A and B above, there are eight (8) student learning outcomes identified for all baccalaureate graduates. Two specifically relate to writing proficiency and critical thinking. They are:

- **Communication**: Graduates demonstrate competence in writing, reading and speaking.
- **Critical thinking skills**: Graduates apply critical thinking to learning and real-world situations.

The outcomes in writing and critical thinking are included in both the General Education student learning outcomes and the Academic Learning Compacts (ALCs) for each baccalaureate program, as described under Question B above.

**Academic Learning Compacts (ALCs)**. In 2005, as a way of addressing student learning outcomes, the State University System implemented for each and every baccalaureate major an Academic Learning Compact (ALC). 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 is exposed to in that major. Each ALC will also ensure that written and communicative skills and critical thinking skills are a part of the program curriculum. Specific knowledge skills per academic discipline, critical thinking skills, communicative skills, and writing skills are components of each of the State University System ALCs. All universities are using these to measure the success of their academic programs for purposes of continuous program improvement.

**General Education Core**. During the freshman and sophomore years, while students are taking the core General Education courses, writing and critical thinking learning outcomes are assessed by GEAC. The pertinent outcomes in General Education are:

1. **Communication** – The ability to clearly understand and convey ideas, feelings, and attitudes in speech and in writing.
2. **Critical Thinking** – The ability to understand, apply knowledge, analyze and solve problems, develop new knowledge, and think creatively.

During the 2009-2010 academic year, results from a sample of students’ performance reports submitted to GEAC showed that seventy percent (70%) of the students demonstrated proficiency in writing and critical thinking skills. More detailed information on the assessments conducted by GEAC is contained in Appendix B1, referred to earlier.
Once students enter their major, each instructional program uses the FAMOUS Assessment Approach (http://www.famu.edu/index.cfm?Assessment&AssessmentPlanningTemplates,andTimelines) to assess and improve students’ writing and critical thinking skills along with other learning outcomes. The following table provides examples of results on target goals set for critical thinking and communication skills in various programs.

### Percent of Students who met the requirement for Communication Skills

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<tbody>
<tr>
<td>Health Informatics and Information Management (B.S.)</td>
<td>97%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Theatre (B.A.)</td>
<td>N/A</td>
<td>100%</td>
<td>88%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Chemistry (B.S.)</td>
<td>100%</td>
<td>90%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Environmental Sciences (B.S.)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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### Percent of Students who met the requirement for Critical Thinking Skills

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</thead>
<tbody>
<tr>
<td>Health Informatics and Information Management (B.S.)</td>
<td>97%</td>
<td>100%</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Theatre (B.A.)</td>
<td>N/A</td>
<td>100%</td>
<td>88%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>Chemistry (B.S.)</td>
<td>75%</td>
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<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Environmental Sciences (B.S.)</td>
<td>N/A</td>
<td>N/A</td>
<td>100%</td>
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Some examples of how students’ writing and critical thinking skills are assessed and improved are provided below. The examples demonstrate not only the extent to which the students assessed attained the learning outcomes but also how results of assessments are used for continuous improvement of the programs. Full assessment reports, collected from 2004-2005 to 2009-2010 of all programs, can be found at http://www.famu.edu/index.cfm?Assessment#. The password to access each program’s assessment report is: famuoua2010. The password is case sensitive and should be entered in lowercase.
Selected Examples

Health Information Management (BS) 2005-2006

**Outcome:** Graduates with a Bachelor of Science degree will demonstrate proficiency in oral and written communication and critical thinking skills about issues in the Health Informatics Management (HIM) profession.

**Criteria:** All graduating students will score seventy percent (70%) or better on the HIM 4344 Departmental Layout Project graded by faculty using an appropriate rubric designed to evaluate proficiency in oral and written communication. Ninety percent (90%) of graduating students responding to the Exit Interview Survey will indicate the HIM Program prepared them for critical thinking on the certification examination and in professional practice. Ninety percent (90%) of graduates responding to the Graduate Survey critical thinking item will indicate the HIM Program prepared them for critical thinking on the certification examination and in professional practice with a rating of 4 or above (on a scale of 1-5). Ninety percent (90%) of graduates responding to the Graduate Survey communication item will indicate the HIM Program prepared them to communicate effectively in professional practice with a rating of 4 or above (on a scale of 1-5).

**Results:** Ninety-seven percent (97%) of graduating students scored seventy percent (70%) or better on the HIM 4344 Departmental Layout Project. One hundred percent (100%) of graduating students responding to the Exit Interview Survey indicated the HIM Program prepared them for critical thinking on the certification examination and in professional practice. Ninety-two percent (92%) of graduates responding to the Graduate Survey critical thinking item indicated the HIM Program prepared them for critical thinking on the certification examination and in professional practice with a rating of 4 or above (on a scale of 1-5). One hundred percent (100%) of graduates responding to the Graduate Survey communication item indicated the HIM Program prepared them to communicate effectively in professional practice with a rating of 4 or above (on a scale of 1-5).

**Use of Results:** The program has continued to monitor the knowledge and skills that are being taught and reinforced through current projects/assignments to improve communication skills.

Chemical Engineering (MS) 2006-2007

**Outcome:** Communication Skills: Upon completion of the Master's degree, the student will be able to demonstrate oral and written communication skills in the technical aspects of chemical engineering.

**Criteria:** The direct assessment measures used were class presentations and reports in graduate level courses, thesis defense, and presentations in technical meetings. Master's
students in the Department of Chemical and Biomedical Engineering are required to take a set of at least seven (7) graduate level courses during their academic careers. Many of these courses include in-class oral presentations as well as written reports on technical matters. At the end of their first year, students start working on an original research problem. Once their committees approve the plan of research, students are expected to make an original research contribution in their research area. A written thesis is required along with a public oral defense. This assessment will require that eighty percent (80%) of the students being assessed score seventy-five percent (75%) or higher as determined by the above assessment standards.

**Results:** Class presentations were required in Advanced Transport Phenomena I (ECH5261) and Research Methods in Chemical Engineering ECH 5052. Based on the fact that eighty percent (80%) of the class in ECH 5261 performed satisfactorily in this component, it was concluded that this outcome was satisfied. In ECH 5052, more than ninety percent (90%) of the students performed satisfactorily in the written assignments and showed significant improvement over the course of the semester. The majority of students (>90%) scored satisfactory on the oral presentations also. There was one student who defended a ChE master’s degree this semester, and in the judgment of the thesis committee, this student, showed mastery of oral and written communications. One Chemical Engineering Masters degree student was a coauthor on a poster presentation at a technical meeting this semester.

**Use of Results:** The results from the assessment indicated that the oral and written communications outcome was met, but continual evaluation of students was necessary to fully assess this outcome. It is recommended at this stage that the department continue to work towards further improving oral and written communications skills by requiring projects in the graduate classes and sponsoring technical writing workshops. As recommended in the results from 2005-2006, the Department sponsored a half-day workshop on technical writing conducted by a professor of English from Florida State University. This workshop focused on the basic aspects of technical writing and was well received by the graduate students. The levels of learning were developed for the graduate courses during the spring semester.

**Economics (BA/BS) 2006-2007**

**Outcome:** Communication Skills: Graduates will demonstrate proficiency in their ability to present an oral and written presentation in the capstone courses, which include ECP 4703: Managerial Economics, ECO 4713: International Finance, and ECO 4223: Money and Banking.

**Criteria:** 1) More than seventy-five percent (75%) of seniors will earn a passing grade (“C” or better) in their oral and written presentations and projects in the capstone courses (ECP 4703; ECO 4713 and ECO 4223). 2) More than ninety percent (90%) of the Internship Supervisors will rank interns above average or excellent in their evaluation of the interns’ written and oral performance on the job.
Results: (Spring 07): 1) The target set was slightly missed. It was set at seventy-five (75%) but the realized performance was sixty-nine percent (69%). 2) The targets set at above ninety-percent (90%) Internship Supervisors ranking interns above average or excellent were achieved.

Use of Results: Students will be encouraged to take ENC 1101 and ENC 1102 before taking the capstone courses that involve written and oral presentation. Students will also be encouraged to get help from the English Department’s Writing Laboratory, when necessary, in order to maintain the above performance rate.

Biological and Agricultural Systems Engineering (BS) 2006-2007

Outcome: Critical Thinking: Students will demonstrate an ability to assimilate and critically evaluate information and concepts related to Biological and Agricultural Systems Engineering.

Criteria: One-hundred percent (100%) of graduates will earn a “C” grade or better the Biological and Agricultural Systems Engineering critical thinking engineering core courses: Introduction to Design Analysis (ABE 3012), Natural Resource Conservation Engineering (ABE 3212) and the two (2) Senior Design Capstone Courses (ABE 4042 and 4043). Grades are determined by constructed exams, homework and course projects. A panel consisting of the professor and (at least) one additional outside observer grades all course projects.

Results: Four (4) students completed the critical thinking engineering core courses: Introduction to Design Analysis (ABE 3012), Natural Resource Conservation Engineering (ABE 3212) and the two (2) Senior Design Capstone Courses (ABE 4042 and 4043). The presentations were reviewed by three (3) outside reviewers and found to be judged overall as very good to excellent (B-A). However, the written reports were judged as poor to fair (D-C).

Use of Results: ABE 3012 and 3212 will have additional computer programming homework and in-class assignments.

Chemistry (BS) 2007-2008

Outcome: Critical Thinking as measured by the ability to solve chemical problems, read, evaluate, and interpret chemical and general scientific information.

Criteria: One-hundred percent (100%) of graduating seniors will earn a mean grade of “B” or higher in the capstone seminar course.

Results: Eighty-three and one-third percent (83.3%) of graduating seniors passed the capstone Seminar Course.
Use of Results: Assigned Faculty mentors to all the students enrolled in the Seminar Course. Invite outside speakers to give scientific seminars.

Criminal Justice (BCJ) 2008-2009

Outcome: Critical Thinking Skills: Students and graduates will demonstrate the ability to analyze, synthesize, and evaluate criminological issues.

Criteria: 1) Eighty-five percent (80%) of students enrolled in CCJ 4934 will earn a "C" or better. 2) 80% of students will rate their satisfaction level 3 or better.

Results: On average eighty-five percent (85%) of the students who registered for CCJ 4934 and CCJ 4947 successfully completed these courses. 1) CCJ 4934-Senior Seminar was offered during the Fall 2008 and Spring 2009 semesters; students were evaluated on their research, organization of a seminar, and presentation of the results. Overall, evaluation of their work showed that approximately seventy percent (70%) earned a grade of C or better. Also, evaluation of students’ performance by the audience showed that over ninety-five percent (95%) rated them satisfactorily. 2) Ninety percent (90%) of the students enrolled in the internship during the Fall 2008 and Spring 2009 semesters received ratings ranging from “very good” to “outstanding”.

Use of Results: Improve coordination across pre-requisite courses to better prepare students to enter the major core courses. Explore use of common rubric across core courses of CCJ 2010, CCJ 3610, CCJ 3702, CCJ 3510, CCJ 4012 and CCJ 4700.

Agricultural Science (BS) 2008-2009

Outcome: Communication Skills: Agricultural Science students will demonstrate proficiency in written, oral, and visual communication skills when discussing issues related to the various fields of agricultural science as appropriate for their university level.

Criteria: 1) In 2008 - 2009, eighty percent (80%) of students in the FOS 4311, ANS 4080C, and ANS 4931 courses will demonstrate proficiency in written, oral, and visual communication skills when discussing issues related to agricultural science. 2) In exit surveys graduates will indicate that they have experienced growth in their written, oral, and visual communication skills.

Results: 1) All students in FOS 4311, ANS 4080C, and ANS 4931 were required to display written, oral, and visual communication skills when discussing issues related to the Food and Animal Sciences. Ninety percent (90%) of the students in these courses were recognized as being proficient in using written, oral, and visual communication skills when discussing issues.
related to the Food and Animal Sciences. 2) In their exit interviews, eighty-five percent (85%) of graduates strongly agreed or agreed that during their matriculation in the Division of Agricultural Sciences they experienced growth in their ability to communicate.

Use of Results: The results show that students majoring in the agricultural sciences are graduating with improved communication skills whether written, oral, or visual. They also show that there is room for improvement. These results show the need for the 85% of students agreeing that they had improved in their communication skills to be drawn solely from the strongly agreed cohort.

Architectural Studies (B. Arch) 2008-2009

Outcome: Communication skills: Graduates will demonstrate the ability to speak and write effectively on subject matter contained in the curriculum. (Competency derived from National Architecture Accrediting Board Student Performance Criterion #1: Verbal and Writing Skills - Ability to read, write, listen, and speak effectively.)

Criteria: 1) Successful completion of the oral and written components of the 5th Year Final Design Project. 2) Student performance will be periodically reviewed and evaluated by a Visiting Team assembled by the National Architectural Accrediting Board (NAAB.)

Results: 1) All graduating students performances were reviewed and 100% earned a grade of "C" or higher in their 5th Year Final Project. 2) The NAAB Team will make its site visit in 2012.

Use of Results: Students are being assigned public presentation projects in a broader array of courses earlier in the curriculum.

Biology (MS) 2008-2009

Outcome: Communication Skills: Students will demonstrate communication skills which include reading, speaking, writing, questioning, listening, and creating.

Criteria: 1) All students will be assessed on their ability to write essays on prospecti, exams, lab reports, and thesis projects. All students will give an oral scientific presentation at least three times prior to graduation. Students should be able to proficiently write and present a scientific paper. 2) All of the students graduating with a M.S. in Biology will have a minimum 2.0 in all biology core classes. Surveys will be conducted annually to determine that the overall perception of the student’s experience is positive.

Results: 1) (BSC5935/5921) One-hundred percent (100%) of students averaged 3.5/5.0 on class presentations based on a presentation rubric. No Oral Defenses were conducted in Fall
2008. Students were required to complete written lab reports, critically critique scientific literature, or research papers (BSC5935/5921). No Master's thesis were finalized in Fall 2008. One written prospectus was presented by (VB) who is actually a non-thesis candidate now. His score was 2.1/5.0 based on the written communication rubric. He has been asked to re-write it. Spring 2009 (BSC5935/5921) ninety six percent (96%) of students averaged 3.5/5.0 on class presentations based on a presentation rubric. One Oral Defense in Spring 2009 was successfully passed by an examining three-member thesis board. All students were required to complete written lab reports, critically critique scientific literature, or research papers (BSC5935/5921). One Master's thesis in Spring 2009 was passed by (RB), a female graduate student. One written prospectus was presented by (RB), a thesis candidate. Her score was 4.6/5.0 based on the written communication rubric. She successfully passed the exam as assessed by a three -member board. 2) Fall 2008 all graduate students maintained a 3.0 average in Fall 2008. No surveys were administered Spring 2009. No surveys were administered in Spring 2009.

**Use of Results:** Many non-thesis students have been given written encouragement to complete work due and graduate but since they are now in medical school they lack the drive to finish.

**English Teacher Education (BS) 2009-2010**

**Outcome:** Critical Thinking - Graduates will demonstrate proficiency in critical thinking and analytical skills within the subject content area as well as other disciplines.

**Criteria:** 1) Seventy-five percent (75%) of the graduating seniors will demonstrate a proficiency of critical thinking and analytical skills by scoring seventy-five percent (75%) or higher in 3000 and 4000 level courses. 2) Seventy-five percent (75%) of graduating English majors will respond to the English Department Senior Exit Survey in order to provide feedback on student perceptions of their program experience. 3) Seventy-five percent (75%) of students responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” will indicate “very often,” implying they are satisfied with their program experience.

**Results:** 1) Just over eighty-percent (80.17%) of English and English Education majors demonstrate satisfactory critical thinking skills in 3000 and 4000 level courses by scoring 75% or higher on locally developed exams, essays, and presentations graded in accordance with department standards. 2) Eighty-three percent (83.3%) of English and English Education majors responding to the survey item inquiring about how often they might “Apply material learned in an English class to other areas, i.e. job, internship, etc or another class” indicated “very often.”

**Use of Results:** After a charge from the department chair, and discussion in the department meetings, the English Department Level Assessment Committee (DLAC) met to discuss the implementation of the Senior Project for English and English Education majors. Criteria for the
Senior Project was discussed (list is available); however, decisions regarding actual implementation are still pending. The DLAC plans to present a proposal for decision by the department during the 2010-2011 school year.

Health Information Management (B.S.) 2009-2010

**Outcome:** Critical Thinking Skills – Graduates will demonstrate proficiency in critical thinking skills about issues in the HIM profession.

**Criteria:** 1) Ninety percent (90%) of graduating students will score 70% or better on the HIM 4344 Departmental Layout Project graded by faculty using an appropriate rubric designed to evaluate proficiency in critical thinking skills. 2) Ninety percent (90%) of graduates responding to the Graduate Survey item – Enabled me to think critically, solve problems, and develop appropriate action steps – will indicate the HIM program prepared them for critical thinking on the certification examination and in professional practice with a rating of generally agree or strongly agree.

**Results:** 1) One-hundred percent (100%) (23/23) of students scored 70% or better on the HIM 4344 Departmental Layout Project. 2) One hundred percent (100%) (10/10) of graduates responded with a rating of generally agree or strongly agree that the program enabled them to think critically, solve problems, and develop appropriate action steps.

**Use of Results:** Program faculty use results to confirm the application of knowledge being taught and improve critical thinking skills. Faculty regularly shares effective critical thinking activities and teaching techniques.

Environmental Sciences (M.S.) 2009-2010

**Outcome:** Communication – Students will demonstrate proficiency in the oral and written communication of environmental science and policy concepts and principles by communicating ideas about the environment, with clarity, to audiences with different levels of education or training in environmental science; and present, environmental science information in different forms, as necessary: oral, graphical, pictorial, or mathematical.

**Criteria:** 1) Eighty percent (80%) of Environmental Sciences Institute (ESI) MS students will have their research prospectus approved by the end of their second year. 2) Fifty percent (50%) of ESI MS students will submit abstracts for poster or oral presentations at local, regional, national or international scientific meetings. 3) Ninety percent (90%) of ESI MS students will complete and successfully defend their Master’s degree theses. 4) Fifty percent (50%) of ESI MS students will submit manuscripts for publication in peer-reviewed journals. 5) Twenty-five (25%) of ESI MS students will have manuscripts accepted for publication in peer-reviewed journals.
literature. 6) Eighty percent (80%) of ESI graduate students will report that they have attained multiple opportunities for improving oral and written communication upon completion of each of the ESI core courses based on course evaluations and/or course exit surveys. 7) Analysis of focus group data conducted at the end of each academic year will report student consensus that proficiency and progression in oral and written communication were achieved since the prior academic year.

**Results:** 1) Fifty percent (50%) of ESI MS students had their research prospectus approved by the end of their second year. 2) Seventy-one percent (71%) of ESI MS students submitted abstracts for poster or oral presentations at local, regional, national or international scientific meetings. 3) One hundred percent (100%) of ESI MS students, who attempted, successfully defended their Master’s degree theses in 2009-2010. 4) Eleven percent (11%) of ESI MS students had manuscripts accepted for publication in peer-reviewed literature. 5) Eighty-three percent (83%) of ESI masters students reported that they have been presented with multiple opportunities for improving oral and written communication upon completion of each of the ESI core courses based on course evaluations and/or course exit surveys. 6) Analysis of focus group data conducted at the end of each academic year reported student consensus that proficiency and progression in oral and written communication were improved since the prior academic year, but that proficiencies could be strengthened.

**Use of Results:** 1) Recommend professional development on curriculum planning in order to get new ideas on achieving balance of inclusion of written and oral communication in core courses. 2) Recommend formation of a committee to study progression of master’s students to ensure program completion in a timely fashion. 3) Graduate student writing workshops are being proposed, and graduate students have been referred to the University Writing Center.

**Community Psychology (MS) 2009-2010**

**Outcome:** Communication Skills – Graduates will demonstrate proficiency in oral and written communication about issues in the field of community psychology, specifically and discipline of psychology, generally.

**Criteria:** 1) Ninety percent (90%) of students will complete and pass a written and oral defense of a Master’s thesis or complete the graduate psychology Directed Individual Study (DIS) research paper requirement by the end of the second year. 2) Eighty percent (80%) of the students will receive favorable evaluations of their oral and written communication skills by internship supervisors. 3) Ninety percent (90%) of internship supervisors and post-graduate supervisor(s) will offer positive feedback of their perceptions of graduates’ competencies in the area of communication.

**Results:** 1) Seventy percent (70%) of students completed and passed the written and oral defense of the Master’s thesis or completed the graduate psychology DIS research paper
requirement by the end of their second year. 2) Eighty (80%) of the students received favorable evaluations of their oral and written communication skills by internship supervisors. 3) Ninety (90%) of internship supervisors and post-graduate supervisor(s) gave positive feedback of their perceptions of graduates’ competencies in the area of communication.

**Use of Results:** The department will continue to monitor supervisor and student/graduate perceptions of the written and oral skill sets associated with the current outcome. A rubric is being used to assess students’ progress and development in this area.

**QUESTION D:**

**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.**

**RESPONSE**

Yes, the University offers required courses that focus on the development of writing proficiency and critical thinking skills. Board of Governors' Regulation 6.017 Criteria for Awarding the Baccalaureate Degree requires students enrolled at any State University System institution to demonstrate college-level writing skills through multiple assignments. Included in this requirement are:

Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section.

The courses at FAMU that fulfill this requirement are found at [http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education_Approved_Course_List](http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education_Approved_Course_List) for general education communication courses, and for courses that satisfy Gordon Rule.

All students must complete these requirements by taking six (6) credit hours of English (ENC 1101 and ENC 1102) and six (6) additional semester hours of courses that fulfill Gordon Rule
requirements in order to graduate with a baccalaureate degree. The Gordon Rule requires that students complete at least 12 semester hours of course work in which all students are required to produce written work of at least 24,000 words.

The pass rates of ENC 1101 and ENC 1102 are provided in the table below:

**Students Enrolled in English Courses Earning a C or Better, Fall 2006 through Spring 2010**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>C or better %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>English 1101</td>
<td>79%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>English 1101</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>English 1101</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>English 1101</td>
<td>76%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>English 1101</td>
<td>64%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>English 1101</td>
<td>86%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>English 1101</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>English 1101</td>
<td>64%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>English 1101</td>
<td>84%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>English 1101</td>
<td>85%</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>English 1101</td>
<td>77%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>English 1102</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>English 1102</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>English 1102</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>English 1102</td>
<td>66%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>English 1102</td>
<td>69%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>English 1102</td>
<td>76%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>English 1102</td>
<td>70%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>English 1102</td>
<td>68%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>English 1102</td>
<td>78%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>English 1102</td>
<td>85%</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>English 1102</td>
<td>72%</td>
</tr>
</tbody>
</table>

Students who do not earn a grade of C or better must repeat and pass the course in order to graduate.

**Quality Enhancement Plan.** In addition to the General Education English requirement and the Gordon Rule requirement, the University’s accrediting agency (the Southern Association of
Colleges and Schools, Commission on Colleges) requires a Quality Enhancement Plan. FAMU’s Quality Enhancement Plan (QEP), “Enhancing Performance in Critical Thinking,” focuses entirely on assessing and improving students’ writing and critical thinking skills. The FAMU Critical Thinking Definition is “the ability to understand, to apply knowledge, to analyze and solve problems, to develop new knowledge, and to think creatively.” The QEP has implemented learning and assessment practices in specific courses to develop students’ critical thinking skills.

The FAMU QEP has a specific focus on English (ENC 1101/ENC 1102) and African-American History (AMH 2091/AFA 3104) courses, which are general education courses that most FAMU students take during their freshman year. By concentrating on these four (4) courses, and by using the FAMU Critical Thinking Definition and the concepts of Bloom’s Taxonomy (Revised), the FAMU QEP has introduced changes in curriculum, pedagogy, and assessment methods in order to increase the likelihood that freshman students who complete these courses will show measurable improvements in their critical thinking skills, which include the ability to:

- Gather, process and analyze information
- Make critical judgments about the validity of information
- Effectively defend their positions regarding information

Specific activities in and relating to these courses include:

- Writing critical essays (assessed using newly developed University uniform critical thinking rubrics)
- Preparation and defense of case study analyses (assessed using newly developed University uniform critical thinking rubrics)
- Creation of a Freshman Critical Thinking Seminar Series
- Creation of a Freshman Summer Reading Program

Faculty development is an important part of the implementation of the FAMU QEP. All University faculty, with specific emphasis on those who teach first year students in ENC 1101/1102 and AMH 2091/AFA 3104 courses, have the opportunity to participate in a series of faculty development activities designed to improve pedagogy and assessment of critical thinking skills. Accordingly, uniform and effective critical thinking pedagogy and assessment is embedded into course curricula to assist in accomplishing the overall goal of enhancing students’ critical thinking skills, with an ultimate improvement in student learning. Additional information on the QEP is contained in Appendix D1.

On a larger scale, the University, through the General Education Assessment Committee (GEAC), also assesses students’ writing proficiency and critical thinking skills in various ways including focus groups and the collection and analysis of samples of General Education artifacts which include student work to demonstrate writing proficiency and critical thinking skills. The NSSE (National Survey of Student Engagement), Exit, and Alumni surveys are used to collect
graduating students’ and alumni views on their writing and critical thinking skills after attending the University.

At FAMU, the main goal of General Education assessment is to identify core competencies and implementation strategies crucial to promoting student achievement in academic, professional, and life-long pursuits. Relevant courses to assess those outcomes (including communication and critical thinking) and competencies are listed in the table below.

**Courses to Assess General Education Outcomes**

<table>
<thead>
<tr>
<th>Learning Outcome Statement</th>
<th>Competencies Knowledge/Skills/Attitudes</th>
<th>Methods of Assessment</th>
<th>Courses Where Taught/Other Means of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to: <strong>Demonstrate competence in writing, reading and speaking. (Communication)</strong></td>
<td>1. Write in a variety of modes (e.g., illustrations, comparison/contrast, positions, essays, critiques, and research) 2. Transmit ideas and information which conform to conventional standards of written English 3. Apply critical reading skills to a wide range of materials 4. Critically evaluate other’s messages 5. Compose a spoken message suitable for a particular audience 6. Deliver a message or presentation suitable for a particular audience 7. Use effective delivery techniques to reach an audience</td>
<td>• Written assignments (Rubric-Assessed Paragraphs, Essays, Speeches, Research Papers, Etc.) • Essays, Etc. • Oral Presentations • Quizzes • Standardized Tests • Reading Comprehension Assignments</td>
<td>• ENC 1101 &amp; 1102 Freshman Communication Skills I &amp; II • ENC 1121 &amp; 1122 Freshman Composition (Honors) • SPC 1050 Foundations of Speech • SPC 2600 Public Speaking • Humanities Courses (from approved list see 2006-2008 university catalog page 53) Student Support Services (math labs, science labs, writing labs, etc.)</td>
</tr>
<tr>
<td>Students who complete the General Education Core at Florida A&amp;M University will be able to: <strong>Draw conclusions after weighing evidence, facts and ideas</strong></td>
<td>1. Draw conclusions after weighing evidence, facts and ideas 2. Clarify issues to resolve</td>
<td>• Math Problem sets • Math Exams • Laboratory</td>
<td>• ENC 1101 &amp; 1102 Freshman Communication Skills I &amp; II</td>
</tr>
</tbody>
</table>
Florida A&M University will be able to:

**Apply critical thinking to learning and real-world situations. (Critical Thinking)**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Exercises</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Clarify unsupported claims using standards of credibility and expertise</td>
<td>- Written assignments (Rubric-Assessed Paragraphs, Essays, Speeches, Research Papers, Etc.)</td>
<td>• ENC 1121 &amp; 1122 Freshman Composition (Honors)</td>
</tr>
<tr>
<td>4. Assess unsupported claims using standards of credibility and expertise</td>
<td>- Standardized Tests</td>
<td>• MGF 1106 &amp; 1107 Liberal Arts Math I &amp; II</td>
</tr>
<tr>
<td>5. Utilize available information to evaluate the credibility of a source, formulate an opinion and defend it</td>
<td></td>
<td>• MAC 1105 College Algebra</td>
</tr>
<tr>
<td>6. Apply logical operations</td>
<td></td>
<td>• PSC 1121 Intro to Physical Science</td>
</tr>
<tr>
<td>7. Neutralize fallacious reasoning and rhetoric</td>
<td></td>
<td>• BSC 1005L Biological Science Lab, BSC 1010L &amp; 1011L</td>
</tr>
<tr>
<td>8. Distinguish between valid and invalid patterns of reasoning</td>
<td></td>
<td>• General Biology Labs I &amp; II</td>
</tr>
<tr>
<td>9. Analyze the logical structure of arguments</td>
<td></td>
<td>• CHM 1045L &amp; 1046L General Chemistry Labs I &amp; II</td>
</tr>
<tr>
<td>10. Perform basic analytic tasks – categorizing information, distinguishing between relevant and irrelevant data and predicting outcomes</td>
<td></td>
<td>• AMH 2091 Intro to African American History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• AMF 3104 The African American Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Humanities Courses (from approved list see 2006-2008 university catalog page 53)</td>
</tr>
</tbody>
</table>

Available results on the development of writing proficiency and critical thinking skills are provided in Response C. Additional institutional level assessment results are provided in the following sections.

**Results From The Exit Survey.** FAMU’s Exit Survey is designed to collect information from graduating seniors regarding their perceptions and experiences as students. This 117 response-item survey targets student opinions about the following: student support services, facilities,
departments, availability of services, program assessment, major field of study, collegiate experience and future plans. This survey is administered at the end of each semester and incorporates opinions of graduating students about their being equipped to communicate effectively and to think critically while solving problems. The results of the last five (5) years presented in the chart below indicate that between 93% and 96% of graduating students who responded are satisfied with their communication and critical thinking skills after attending the University.

Results From The Alumni Survey. FAMU’s Alumni Survey is designed to collect information regarding employment status, continued education, and satisfaction with the University. This 28-item survey developed in the 2006-2007 academic year is administered online every three years. The available results presented in the table below show that most respondents, between 91% and 96%, are “Very Satisfied” or “Satisfied” with their communication and critical thinking skills.

<table>
<thead>
<tr>
<th>2007 Alumni Survey Results</th>
<th>Very Satisfied or Somewhat Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITICAL THINKING SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>Thinking critically</td>
<td>96%</td>
</tr>
<tr>
<td>Solving problems</td>
<td>97%</td>
</tr>
<tr>
<td>Making connections between classes I took and other life experiences</td>
<td>91%</td>
</tr>
<tr>
<td><strong>COMMUNICATION SKILLS</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Results From The National Survey Of Student Engagement (NSSE).** NSSE is a standardized national survey with 85 response items designed to answer the fundamental question: *Are educational practices and curricula producing desirable learning outcomes?* The survey provides information about students’ perceptions related to: what students actually do in college, and what they are learning. The goal is to use this information to improve the educational experience of students.

Since 2005, NSSE has been administered at FAMU every three (3) years. The available results shown in the table below indicate that FAMU seniors rated their communication and critical thinking skills about the same or higher than senior students from peer institutions.

<table>
<thead>
<tr>
<th>2007 Alumni Survey Results</th>
<th>Very Satisfied or Somewhat Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing effectively</td>
<td>90%</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>92%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Favorable Opinions of Senior Students</th>
<th>2005</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU PEERS FAMU PEERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the current school year, about how much reading and writing have you done? 1 = none, 2 = between 1 and 4, 3 = between 4 and 10, 4 = between 11 and 20, 5 = more than 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 3c: Number of written papers or reports of 20 pages or more</td>
<td>1.76</td>
<td>1.69</td>
</tr>
<tr>
<td>Item 3d: Number of written papers or reports between 5 and 19 pages</td>
<td>2.53</td>
<td>2.54</td>
</tr>
<tr>
<td>Item 3e: Number of written papers or reports of fewer than 5 pages</td>
<td>2.89</td>
<td>2.66</td>
</tr>
<tr>
<td>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = very little, 2 = some, 3 = quite a bit, 4 = very much</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 11c: Writing clearly and effectively</td>
<td>3.07</td>
<td>3.12</td>
</tr>
</tbody>
</table>
| To what extent has your experience at this institution contributed to your knowledge, skills,
Thinking critically and analytically 3.37 3.31 3.58 3.31

The institution requires students to participate in curricular and co-curricular activities that focus on the development of critical thinking skills. First Time in College (FTIC) students participate in the Freshman Summer Reading Program the week prior to the Fall semester, and also in the Freshman Critical Thinking Series held throughout their first term at FAMU. In addition, FTIC students enroll in a first-year experience course designed to help them transition from high school to college, and also focuses on developing critical thinking.

**Freshmen Summer Reading Program.** Freshmen are required to participate in the *Freshman Summer Reading Program*. All incoming freshmen are required to read an assigned book and complete a writing assignment during the summer preceding their first Fall term. Students subsequently participate in small book discussion groups and a campus-wide forum during Welcome Week in August. They are given assignments in various courses throughout the academic year based on the assigned summer reading. Participation in this activity helps to facilitate the students' transition from high school to college by giving them an early introduction to the academic expectations of the University, and by facilitating an opportunity to interact with FAMU faculty and staff before classes begin. This activity also serves to enhance the students' critical thinking and communication skills.

Beginning Fall 2011, the essays are being assessed to evaluate the students' critical thinking skills based on the following criteria:

- **Clarity and focus**: Are the ideas presented logically and coherently? Does the thesis statement clearly address the writing prompt?
- **Organization**: Does the essay contain an introduction, body, and conclusion?
- **Style and mechanics**: Is the essay written using correct grammar, spelling, and punctuation?
- **Analysis**: Is sufficient evidence and information presented to support the main conclusion(s) of the essay?

**Assessment Approach Beginning Fall 2011**: Students are required to submit a pre-assessment summer reading essay prior to beginning fall classes. Students are also required to submit a post-assessment summer reading essay at the end of the fall term. Both essays will be assessed to evaluate improvements in students’ critical thinking and written communication skills over the course of their first semester.
Freshman Critical Thinking Seminar Series. The Freshman Critical Thinking Seminar Series is a co-curricular activity designed to enhance students’ critical thinking, problem-solving, and decision-making skills by involving them in interactive discussions dealing with real-life situations.

Seminar Topics:
- Strategies for Developing Critical Thinking Skills
- Financial Literacy
- Ethics
- Career Development
- Managing Challenging Personal Situations
- Entrepreneurship
- Environmental Literacy

Student participants are expected to demonstrate satisfactory critical thinking skills as shown by their ability to:
- Effectively identify, gather, and process relevant information or evidence
- Effectively analyze and evaluate information or evidence
- Make informed judgments about the validity of information and the arguments of others
- Use relevant information to solve problems

Assessment Approach: All freshmen are required to participate in the Freshman Critical Thinking Seminar Series. Students attend up to 6 sessions per academic year and are assessed to determine their mastery of specific topics covered during the sessions.

First Year Experience Course

The institution implemented a new course (SLS 1101 First Year Experience - College Transition) for freshmen during the fall 2011 term. The course includes a curriculum focus on developing critical thinking and problem solving skills and is designed to assist students in making a successful transition from high school to college. 998 students (~55% of the freshman class) enrolled in the course for the fall 2011 term. Students will also enroll in this course in the spring term.

Course Topics Related to Critical Thinking (see attached course syllabus):
- Strategies for Developing Critical Thinking Skills
- Educational Planning and Decision Making
- Career Development
- Time Management
- Environmental Literacy
Student mastery of critical thinking course content is assessed by their performance on written assignments, which include essays and case study analyses.

**Faculty Development Program**

The institution has initiated a faculty development program in conjunction with the QEP initiative. The faculty development program helps to promote student learning by ensuring that faculty who teach freshman students in English and African-American History courses are aware of and utilize uniform and effective methods of teaching and assessing students’ critical thinking skills. Faculty participants receive training from experts on how to incorporate critical thinking best practices into their course curricula, such as writing assignments and the case study approach. Faculty also learn how to design and use effective instruments for assessing critical thinking skills, such as rubrics and tests. In addition to the focus on improving student learning at the freshman level, the FAMU QEP seeks to impact and enhance student learning at all levels of the University. Faculty in all disciplines throughout the University are encouraged to participate in the faculty development program and to incorporate the learned instructional and assessment best practices into their course curricula.

Topics of Recent Workshops:
- Teaching and Assessing Critical Thinking Skills in Composition Courses
- Faculty Development to Enhance Student Critical Thinking Skills
- The Case Study Teaching Method
- Effective Strategies for Enhancing Student Learning
- Active Learning Strategies
- Improving Student Learning Through Course Redesign
- Using Narrative Writing to Enhance Critical Thinking

**APPENDICES LIST**

[D1] QEP response to questions C, D, E and M
QUESTION E:

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?

RESPONSE

Yes, all courses address critical thinking and all courses address writing, with exception of a few performance-based or computational courses such as some courses in the performing arts, activity courses in Physical Education, and mathematics. However, some particular courses are targeted to focus on writing proficiency and critical thinking skills in the General Education core. The courses targeted for writing proficiency were identified in the response to item D above.

Oversight of learning outcomes in writing and critical thinking through targeted courses is provided through the GEAC by assessing sample artifacts from the courses, as described in Appendix B1.

Additionally, undergraduate academic programs are expected to address communication and critical thinking skills as required by the ALCs. Under the oversight of the Office of University Assessment (OUA), each department or program, supported by the college/school assessment committees, is expected to conduct evaluation and review processes sufficient to corroborate that the assessments in the ALCs measure student achievement on each of the expected learning outcomes. All evaluation and review processes are consistent with the guidelines for ALCs. The ALCs evaluation results are documented and made an integral part of the Annual Institutional Assessment Report prepared by the OUA.

The OUA provides guidance to programs and monitors implementation of the ALCs in courses by requiring programs to include ALCs in undergraduate course syllabi, and collecting and reviewing samples of syllabi for compliance by academic programs each fall semester.

Quality Enhancement Plan (QEP). As part of the QEP initiative, faculty who teach courses in the areas of English, African-American History, General Chemistry, General Biology, General Physics, Linear Algebra, and College Algebra integrate critical thinking instructional and assessment activities into the courses. Faculty who teach these courses participate in professional development activities each year that provide training on how to design and implement effective teaching and assessment strategies for developing students’ critical thinking skills. Course syllabi are reviewed regularly by members of the QEP staff to ensure that critical
thinking learning outcomes, instructional activities, and assessment approaches are included in course curricula each semester.

The primary approaches used by faculty to integrate critical thinking into course assignments are via critical essays and case study analyses. Faculty who teach English courses assign critical essays that require students to express their own intelligent and informed opinions based on thoughtful reflection on and responses to claims made in the respective readings. The essay assignments are assessed using a critical thinking rubric developed by FAMU faculty. Specific critical thinking skills assessed include the ability to organize thoughts in a logical and cohesive manner, the ability to examine ideas or evidence effectively, and the ability to use information literacy skills proficiently.

Faculty who teach science and mathematics courses use the case study method as a primary instructional tool for developing critical thinking skills. Case studies involve real or hypothetical scenarios in which students engage in problem identification, information analysis and evaluation, and decision-making. Students are required to develop written analyses of the case studies, which are assessed using a critical thinking rubric that was developed by FAMU faculty.

QUESTION F:

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.

RESPONSE

All programs seek to have 100% of their graduates employed or continuing their education upon graduation. Other goals include competencies mastered and high levels of satisfaction of employers of the graduates surveyed as well as satisfaction of graduates in response to alumni surveys.

The individual responses of the colleges and schools in Appendix A4 provide specific goals for student success in the form of those employed/continuing their education and/or in the form of competencies they will demonstrate in their career once employed. The competencies and professional traits graduates are expected to exhibit relate to those identified by the profession,
employers, and industries. The college and school responses also provide examples of professional accomplishments of graduates. Many of the professional programs with specialized accreditation are expected to meet job placement rates set by the accrediting body in order to meet accreditation standards. These are described in the individual program responses in Appendix A4.

In summary, the results in the individual college and school responses indicate high job placement rates, employer satisfaction with graduates, and alumni satisfaction with their preparation for their careers.

In addition, the Florida Education and Training Placement Information Program (FETPIP) tracks and reports information on graduates who remain in the State of Florida public institutions. It does not track students who move out of the state. Since FAMU serves a national population and many graduates find employment out of the state, the following data reflects only a portion of the total job placement rates. Data on job placement rates obtained from FETPIP for the 2008-09 (the most recent data available online) graduates indicate that 54% are employed and 22% are continuing their education in Florida as noted in the following table.

### Florida A&M University: Employment Status and Continuing Education of Recent Graduates – 2005-2006 through 2008-09

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Cont. Ed. #</th>
<th>Cont. Ed. %</th>
<th>Employ #</th>
<th>Employ %</th>
<th>Full Qtr Employed</th>
<th>% Full Qtr Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>1,271</td>
<td>222</td>
<td>724</td>
<td>57%</td>
<td>598</td>
<td>83%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,297</td>
<td>244</td>
<td>731</td>
<td>56%</td>
<td>558</td>
<td>76%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,448</td>
<td>275</td>
<td>820</td>
<td>57%</td>
<td>602</td>
<td>73%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,395</td>
<td>313</td>
<td>756</td>
<td>54%</td>
<td>552</td>
<td>73%</td>
</tr>
</tbody>
</table>

Data on job placement rates obtained from the 2007 Alumni Survey indicate that 89% of graduates are employed full-time and 5% part-time.

In addition, as requested by the Governor’s Office, in the most recent years (2005-06 through 2008-09) available through the FETPIP website, an average of about 5% of FAMU graduates remaining in Florida received food stamps.

Additionally, the loan default rates of FAMU graduates are provided in the table below.
Cohort Default Rates 2003-Present

<table>
<thead>
<tr>
<th>FY Year</th>
<th>Default Rate</th>
<th>No. In Default</th>
<th>No. in Repay</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>7.1</td>
<td>174</td>
<td>2431</td>
</tr>
<tr>
<td>2004</td>
<td>7</td>
<td>187</td>
<td>2642</td>
</tr>
<tr>
<td>2005</td>
<td>3.7</td>
<td>100</td>
<td>2698</td>
</tr>
<tr>
<td>2006</td>
<td>8.5</td>
<td>276</td>
<td>3216</td>
</tr>
<tr>
<td>2007</td>
<td>8.8</td>
<td>261</td>
<td>2844</td>
</tr>
<tr>
<td>2008</td>
<td>10.9</td>
<td>358</td>
<td>3263</td>
</tr>
<tr>
<td>2009</td>
<td>12.8</td>
<td>411</td>
<td>3208</td>
</tr>
</tbody>
</table>

Current Date: 10/25/2011

This information must be viewed in the context of the University’s unique mission. Florida A&M University has a rich history of providing avenues for first generation, economically disadvantaged students to successfully complete degrees in higher education and change the social landscape and economic conditions. The inequities in high school graduation rates and higher education graduation rates are a national trend. Over eighty percent (80%) of Florida A&M students rely heavily on financial aid to support their education endeavors. Many of these students graduate with significant debt. This factor is very compelling particularly when the United States unemployment rate is 9.1% and the unemployment rate in the African American community is 16.7%.

The Chronicle on Higher Education published an article on the default rate of college students. There has been an overall increase in default rates due to the rigid economic climate. The U.S. Department of Education's annual report on student-loan default rates by cohort underestimates the default rates among minority students and those who graduate with significant debt, says an analysis by Education Sector, an education-policy group. The cohort default rate represents the percentage of borrowers who began paying their loans in a given year and defaulted within the first two years of repayment.
According to the analysis, borrowers who graduated in 1992 or 1993 with $15,000 or more in debt were three times as likely to default on their loans over 10 years as were borrowers with less than $5,000 in debt. Students with the lowest salaries in 1994 were more than four times as likely to default on their loans over that period as were students with the highest salaries after graduation (The Chronicle of Higher Education, October 2011).

Among racial subgroups, black students defaulted at a rate five times that of white borrowers and nine times that of Asian borrowers. Hispanic students’ default rate was twice that of white students and four times that of Asian students.

The Project on Student Debt released a report on November 3, 2011 indicating students who earned their bachelor’s degrees in 2010 and borrowed to help pay for their education graduated with an estimated average of $25,250 in student loans. The reports indicate about two thirds of students borrowed funds to support education. Recent college graduates face a difficult climate in which to repay their loans, the report notes. The unemployment rate for young college graduates rose from 8.7 percent in 2009 to 9.1 percent in 2010, according to unpublished data from the Bureau of Labor Statistics (The Chronicle of Higher Education, November 3, 2011).

Education has been the consistent variable associated with positive change in economic conditions of the nation. Institutions of higher education have led the way in developing new and innovative strategies to reinvigorate the economy.

The Office of the General Counsel of Florida A&M University maintains records regarding its students who have encounters with the criminal justice system. Since 2006, a total of 9,760 students graduated from Florida A&M University. During that time, there were 96 instances of students who were involved in situations with legal ramifications, as reported to the Office of the General Counsel.
QUESTION G:

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.

RESPONSE

Florida A&M University (FAMU) does not have specific quantitative goals for the number of graduates who remain in Florida. As a member of the State University System (SUS), the majority of our students are Florida residents when they enroll. Since we are the most diverse campus in the SUS, the University’s impact on the state, nation and the world in graduating underrepresented minorities is significant. Although FAMU does not have a specific goal for the number of graduates who remain in Florida, it is noteworthy that 54% of our graduates are employed in Florida and 22% (2008 data, most recent available through FETPIP) are continuing their education in Florida one year after graduation. Data for the most recent five years available through FETPIP is provided in the response to Question F above.

FAMU makes an important contribution to the state and nation in science, technology, engineering and mathematics (STEM) and health disciplines by enhancing the diversity of today’s workforce. This data is referenced in Question H below.
QUESTION H:

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.

RESPONSE

The University does not have specific goals for the number of graduates with specific degrees, since this is largely dependent on student choices and student preparation even prior to matriculation. However, FAMU has identified the science, technology, engineering and mathematics (STEM) and health programs as its areas of emphasis and have a number of initiatives designed to recruit and graduate students specifically in these programs. In fact, the University’s goal in these fields is reflected in its Strategic Plan, 2020 Vision with Courage. In Goal 5 of the 2020 Strategic Plan there is the following strategy:

**Strategy 5.1.2:** Become a top producer of African Americans with graduate and professional degrees in the Science, Technology, Engineering and Mathematics (STEM), law and health.

A significant percentage of the University’s graduates are in the STEM and health fields. The following charts indicate the proportions of graduates in these fields at the baccalaureate and graduate levels, as well as the percentage of graduates from all of the BOG strategic areas of emphasis identified in the SUS Annual Reports.

*Undergraduate Degrees Awarded in Areas of Strategic Emphasis*

<table>
<thead>
<tr>
<th>METRIC</th>
<th>Percentage of Total 06/07</th>
<th>Percentage of Total 07/08</th>
<th>Percentage of Total 08/09</th>
<th>Percentage of Total 09/10</th>
<th>Percentage of Total 10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions</td>
<td>4.55%</td>
<td>5.32%</td>
<td>6.76%</td>
<td>6.28%</td>
<td>6.17%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Math</td>
<td>20.03%</td>
<td>17.52%</td>
<td>18.12%</td>
<td>16.33%</td>
<td>15.82%</td>
</tr>
</tbody>
</table>
### Graduate Degrees Awarded in Areas of Strategic Emphasis

<table>
<thead>
<tr>
<th>METRIC</th>
<th>Percentage of Total 06/07</th>
<th>Percentage of Total 07/08</th>
<th>Percentage of Total 08/09</th>
<th>Percentage of Total 09/10</th>
<th>Percentage of Total 10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions</td>
<td>24.71%</td>
<td>34.45%</td>
<td>28.28%</td>
<td>29.39%</td>
<td>29.21%</td>
</tr>
<tr>
<td>Science, Technology, Engineering, and Math</td>
<td>11.60%</td>
<td>6.89%</td>
<td>7.76%</td>
<td>8.64%</td>
<td>8.89%</td>
</tr>
<tr>
<td>Total in BOG Areas of Strategic Emphasis</td>
<td>36.88%</td>
<td>42.64%</td>
<td>36.38%</td>
<td>38.64%</td>
<td>38.73%</td>
</tr>
</tbody>
</table>


The University has a number of initiatives and funded grants to increase the number of students graduating in the STEM and health fields including the following:

**STEM Learning Community at FAMU:** An educational research project sponsored by the National Science Foundation to introduce a learning community of STEM students at FAMU. Research suggests that learning communities improve the probability that students successfully complete a university degree program. This hypothesis is being tested with STEM students at FAMU.

**The Center for Research Excellence in Science and Technology (CREST).** CREST is a five-year, $5.1 million grant-funded program. The primary goal of the CREST was to produce Physics Ph.D.s. During the CREST, FAMU produced nine Physics Ph.D.s, of which six were supported by the CREST. FAMU supported approximately 30 B.S. students in Physics and Chemistry. The University mentored all of the CREST students and encouraged them to pursue
graduate school or attain post-doctorate or faculty positions. One CREST student started his own company.

**FAMU-ONR Science and Mathematics Enhancement Program (SMEP) BIONR (biology and chemistry)/MPEP (mathematics and physics).** The BIONR Program has existed at Florida A&M University since 1989 and is jointly supported by the Office of Naval Research (ONR) of the U.S. Department of Defense and Florida A&M University. The major focus of BIONR has been to increase the number of students opting for graduate and professional careers in the biological and related sciences. Florida A&M University was recently granted funding from the Office of Naval Research for a Science and Mathematics Enhancement Program (SMEP) designed to increase the number of baccalaureate graduates not only in biology and chemistry, but also in mathematics and physics. This new program will also develop long-term linkages with related graduate programs to facilitate the selection of graduates to graduate school. The FAMU-ONR SMEP will focus its efforts on the areas of recruitment, student progression (progressive retention) and graduate school placement.

**Students and Technology in Academia, Research, and Service (STARS) Alliance.** This is a National Science Foundation (NSF) funded program under Broadening Participation in Computing (BPC), funded since 2006. The program, through stipends, leadership training, and other professional and career development, empowers students in Computer and Information Sciences (CIS) to become leaders in their departments, on their campuses, and in their communities, while empowering others to see and use technology and pursue careers in the field. The students are involved in outreach, service learning activities, recruitment, high school workshops and other activities. In this capacity, STARS has worked with local middle and high school students, taught courses at local community centers, and hosted numerous technology workshops and seminars at FAMU.

**African-American Women in Computer Science (AAWCS).** This is an NSF-funded program under Scholarships in STEM (S-STEM), funded since 2008. The AAWCS scholarship program funds up to 25 women in CIS, mathematics and computer engineering per semester. Funding ranges between $1,500 to $4,000. Students are expected to maintain a 2.8 GPA and participate in outreach, recruitment and leadership activities (as members of the STARS Alliance). In addition to the stipend, students also receive opportunities for internships, research, attendance at national conferences for women in Information Technology (IT), and first access to employment opportunities. To date AAWCS has graduated 11 women from the program, with over half pursuing graduate degrees in IT.

**Information Assurance Center of Excellence.** Since 2005, over 80 students have earned NSA professional certifications (NSTISSI 4011 and CNSS 4012) in information assurance. Graduates have been employed at NSA, government agencies and leading companies. The FAMU Center for Secure Computing and Information Assurance has been established to promote IA (personal cyber security) awareness for all FAMU students. The department’s goal
is to become a national Center of Excellence for Information Assurance Education (CAEIAE) in 2012.

**Computation in STEM Education.** The goal of the cross-disciplinary Computation for STEM Education (C-STEM) project is to equip STEM students with discipline-specific computational skills needed for 21st Century computation-driven scientific research by incorporating computation into the teaching of STEM courses at the university. The K-12 outreach includes mentoring high school science teachers and conducting summer workshops to help identify and utilize computational tools within high school science courses.

**STEM Academy.** This program supports in-school achievement in mathematics, reading and science, and enhance early awareness of science and mathematics in the lives of the participants.

**STEM Institute.** This program supports in-school achievement in mathematics, reading and science, and provide an early awareness of STEM Professions for minority and female middle school students.

**New Approach to Self Achievement STEM Bridge Project.** This program provides high school students with the vision and the skills required to make high school graduation, college attendance and STEM careers a reality.

**Engineering Concepts Institute.** A summer engineering School Readiness Program, to ensure first year success in engineering school, for High School Graduates who will major in a FAMU Engineering program in the subsequent fall semester.

**Summer Applied Research Program.** A Graduate School Readiness Program for BS STEM Graduates who seek to matriculate in a FAMU Engineering Graduate Program.

Additional initiatives of the individual schools and colleges to increase STEM and health graduates are described in Appendix A4.

FAMU plays a special role in developing and promoting underrepresented minority graduates in the STEM fields as demonstrated by the following data: In the production of African American graduates at the national level, FAMU’s contribution accounted for 17% of PharmDs and 20% of PhDs in environmental sciences earned by African Americans (2009 IPEDS data). In addition, among institutions ranging in size from 10,000 - 19,999 in enrollment, FAMU produced 100% of PhDs in civil engineering, 25% of PhDs in physics and 20% of PhDs in electrical engineering earned by African Americans in 2008. Similarly for 2009-10 in the SUS production of African American graduates, FAMU produced over 80% PharmDs, 100% of PhDs in environmental sciences, 25% of PhDs in the physical sciences, and over 20% of the PhDs in engineering disciplines offered by FAMU.
FAMU ranks first in the nation as origin institution of 2002-2006 science and engineering doctorate recipients (NSF, 2010 publication based on WebCASPAR data).

QUESTION I:

I. What are the core subjects every undergraduate must complete prior to graduation?

RESPONSE

Core subjects every undergraduate must complete prior to graduation are contained in Board of Governors Regulation 6.017 Criteria for Awarding the Baccalaureate Degree. This Regulation reflects statutory language (1007.25 F.S.) as well as language within the Statewide Articulation Agreement. Students receiving a baccalaureate degree within the State University System must complete thirty-six (36) semester hours of general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. These must include six semester hours of English coursework and 6 semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments, and six semester hours of mathematics coursework at the level of college algebra or higher. In addition to meeting system-wide graduation requirements, students must meet university and programmatic graduation requirements. The courses at FAMU that fulfill general education requirements are found in the University Catalog at http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education Approved Course List.

The State Board of Education Rule 6A-10.30(2), commonly known as the “Gordon Rule,” specifies that all state universities require in all baccalaureate degree programs, satisfactory completion of twelve (12) semester hours of English course work in which all students are required to produce written work of at least 24,000 words and completion of six (6) hours of mathematics coursework at the level of college algebra or higher. A grade of “C” or better is required in each course in the communication, mathematics and humanities/social sciences lists. The courses at FAMU that fulfill Gordon Rule requirement are found in the University Catalog at http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education Approved Course List.
QUESTION J:

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.

RESPONSE

Based on the clarification offered by the Governor’s Office, the University’s response provides a list of the fifty highest paid employees (i.e. not simply teaching and research faculty), by job title, along with wages, courses taught and select position descriptions. These are provided in Appendices J1 and J2. Academic (faculty) positions have generic job descriptions that are consistent with the SUS class code definitions, since their duties consist of teaching, research, and service.

APPENDICES LIST

[J1] List of 50 highest paid employees
[J2] Job descriptions of select 50 highest paid employees
QUESTION K:

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.

RESPONSE

Yes, the University measures student readiness. The admission of first-time-in-college (FTIC) students is regulated by Board of Governors Regulation 6.002 - Admission of Undergraduate first-time-in-college (FTIC), Degree-Seeking Freshmen. This regulation outlines minimum eligibility requirements for FTIC 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 Board of Governors (BOG) regulations.

The following table provides the admissions requirements for the State University System as specified in the BOG Regulation, which became effective summer 2011.

**SUS Admissions Requirements**

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; = 2.5</td>
<td>Reading</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>440</td>
</tr>
</tbody>
</table>

The average entrance test scores and high school GPAs of entering freshmen at FAMU for the past five years are provided in the table below.
**Average High School GPA, SAT, or ACT Scores for FAMU, for the Most Recent Five Years.**

<table>
<thead>
<tr>
<th></th>
<th>HS GPA</th>
<th>ACT</th>
<th>SAT (Reading and Math combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>3.09</td>
<td>20</td>
<td>940</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.00</td>
<td>19</td>
<td>924</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3.05</td>
<td>19</td>
<td>928</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>3.06</td>
<td>20</td>
<td>941</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.03</td>
<td>19</td>
<td>941</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.03</td>
<td>20</td>
<td>941</td>
</tr>
</tbody>
</table>

**High School Study**

FAMU has conducted a study of student performance and other characteristics of the high schools that are our main feeders. The data resulting from this study are available in Appendix K1.

**Alternative Admission (Profile Assessment):** Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student’s GPA and test scores, a university may consider other factors in the review of the student’s application for admission. These factors may include, but are not limited to a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution. It is important to note that the high school graduation rate and the national average of ACT/SAT scores indicate students are not prepared for the rigors of college, particularly those of color. Students who do not meet the regular admissions requirements, but are admitted because there is sufficient evidence that they are likely to be successful, are called Profile Admits or Assessors. The Board of Governors regulation 6.002 addresses the issue of Profile Admits/Assessors: The number of FTIC students admitted through profile assessment at each university shall be determined by the university board of trustees. Each university shall
implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The Board of Trustees shall review the success of students admitted under the profile assessment process to ensure that their rates of retention and graduation remain near or above the institution’s average.

College Preparatory Courses

Florida law authorizes the Florida College System as well as the Florida Agricultural and Mechanical University (FAMU) to offer college preparatory courses. The College Preparatory Program supports the Florida College System’s mission of providing an open door policy for all citizens. The Florida College System is made up of 28 institutions with over 180 campuses and centers. All 28 institutions offer College Preparatory and Remediation Programs. All students entering a Florida college system institution who are seeking a degree and FAMU students who score below the acceptable levels on the SAT or ACT are given the Florida College Entry Level Placement Test. This state-adopted test has cut-off scores that will determine if students need to take college preparatory courses in reading, writing, or mathematics before beginning their Associate in Arts or Associate in Science programs.

Regarding C-PREP and college readiness, any admitted FTIC freshman presenting non-exempting entry test scores in one or more subject areas, is provided an opportunity to exempt remediation by taking the College Placement Test/Accuplacer/Postsecondary Education Readiness Test (PERT) placement examinations during the orientation sessions to demonstrate readiness for college-level courses. Those FTICs failing to obtain exempting scores on the placement test are assigned appropriate remedial/developmental courses. This is in line with the state legislated mandate.

The State of Florida has mandated that students who score below the specific cut-offs of the PERT must enroll in Developmental I or Developmental II in the subject area. This course placement is dependent upon the test scores. After the successful completion of Developmental I course, the student must enroll in Developmental II. Only after satisfactorily completing Developmental II will the student have completed the C-PREP remedial requirements. Therefore, any student enrolled in one or more of the Developmental I courses (ENC 0015, REA 007, MAT 0018) MUST be advised to enroll in the Developmental II courses (ENC 0025, REA 0017, MAT 0028) as listed below:
Developmental Courses

<table>
<thead>
<tr>
<th>ENC 0015</th>
<th>ENC 0025</th>
</tr>
</thead>
<tbody>
<tr>
<td>REA 0007</td>
<td>REA 0017</td>
</tr>
<tr>
<td>MAT 0018</td>
<td>MAT 0028</td>
</tr>
</tbody>
</table>

PERT Score Scale

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Score</th>
<th>Old Course Placement</th>
<th>New Course Placement Effective 2011-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>50 - 83</td>
<td>REA 0001</td>
<td>REA 0007</td>
</tr>
<tr>
<td></td>
<td>84 - 103</td>
<td>REA 0001</td>
<td>REA 0017</td>
</tr>
<tr>
<td></td>
<td>104 - 150</td>
<td>EXEMPT</td>
<td>EXEMPT</td>
</tr>
<tr>
<td>Writing</td>
<td>50 - 89</td>
<td>ENC 0001</td>
<td>ENC 0015</td>
</tr>
<tr>
<td></td>
<td>90 - 98</td>
<td>ENC 0001</td>
<td>ENC 0025</td>
</tr>
<tr>
<td></td>
<td>99 - 150</td>
<td>ENC 1101</td>
<td>ENC 1101</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50 - 95</td>
<td>MAT 0024</td>
<td>MAT 0018</td>
</tr>
<tr>
<td></td>
<td>96 - 112</td>
<td>MAT 0024</td>
<td>MAT 0028</td>
</tr>
<tr>
<td></td>
<td>113 - 150</td>
<td>College level course</td>
<td>College level course</td>
</tr>
</tbody>
</table>

APPENDICES LIST

[K1] Profile of feeder high schools
QUESTION L:

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?

RESPONSE

The University does have a process to initiate or terminate academic programs. Academic program authorization is regulated by Board of Governors Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings. This regulation establishes specific criteria to ensure that new academic programs implemented by a state university are of the highest quality and are aligned with the Board of Governors and university Strategic Plans. These criteria address Institutional and State-Level Accountability and Institutional Readiness to implement a successful program. The regulation also requires that each university board of trustees have policies for new degree program planning and approval that are consistent with the BOG regulation. The university policies shall include at a minimum: A formal process for determining degree programs that the university will explore for implementation; a formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university; a formal written review of doctoral program proposals by a qualified external consultant; a process for final consideration by the board of trustees; and adoption of a common State University System new degree proposal format.

Academic Program Termination is regulated by Board of Governors Regulation 8.012 - Academic Program Termination. This regulation provides guidance to ensure the efficient use of state resources and maintain the quality and relevancy of academic programs offered within the State University System. Reasons for terminating programs may include but are not limited to the following: Enrollments are no longer sufficient to justify the cost; the program duplicates other offerings at the university; the program is no longer aligned with the mission or strategic goals of the university, the program is no longer aligned with the strategic goals of the Board of Governors; or the program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective. Each University Board of Trustees is required to adopt policies and procedures for degree program termination that include at a minimum: A formal process for determining degree programs that are candidates; plan to accommodate any students or faculty in a program that is scheduled to be terminated; and a process for evaluation and mitigation of any potential negative impact on the current representation of females and ethnic minorities within the faculty and students.
The University has adopted regulations and procedures in concert with the BOG regulations. Requests for approvals of new degree programs originate in the colleges and schools are reviewed by the appropriate faculty curriculum committees in the units, and are forwarded for administrative and faculty senate review. Such reviews evaluate the proposals on the basis of the criteria established by the BOG and BOT, including the market need and demand for the program, the qualifications of the faculty, the resources required, and expected enrollments in the program.

Approval of New Degree Programs

Utilizing the referenced regulations and procedures, the following degree programs were approved in the past ten years.

**New Degree Programs Approved, 2001-2011**

<table>
<thead>
<tr>
<th>DATE APPROVED</th>
<th>DEGREE LEVEL</th>
<th>PROGRAM NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/15/2001</td>
<td>PhD</td>
<td>Physics</td>
</tr>
<tr>
<td>5/24/2001</td>
<td>MS</td>
<td>Health Care Administration</td>
</tr>
<tr>
<td>2002</td>
<td>P</td>
<td>Law</td>
</tr>
<tr>
<td>5/22/2003</td>
<td>BS</td>
<td>Public Relations</td>
</tr>
<tr>
<td>11/25/2003</td>
<td>MSOT</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>10/21/2004</td>
<td>DrPH</td>
<td>Public Health</td>
</tr>
<tr>
<td>12/1/2005</td>
<td>EdS</td>
<td>School Psychology</td>
</tr>
<tr>
<td>12/7/2006</td>
<td>BA</td>
<td>Music</td>
</tr>
<tr>
<td>9/7/2006</td>
<td>MS</td>
<td>Community Psychology</td>
</tr>
<tr>
<td>12/6/2007</td>
<td>DPT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>4/6/2010</td>
<td>PharmD-MBA</td>
<td>PharmD-MBA</td>
</tr>
<tr>
<td>7/28/2010</td>
<td>BS</td>
<td>Information Technology</td>
</tr>
<tr>
<td>12/2/2010</td>
<td>MS</td>
<td>MS in Sport Management</td>
</tr>
</tbody>
</table>
Termination of Degree Programs

In 2010-11, FAMU undertook a university-wide comprehensive restructuring process in recognition of the significant budget cuts it had suffered in the past four years and the need to recast the future of the University in bold and visionary terms. The critical factors considered were:

- Enrollment of majors
- Degrees awarded
- Student Full Time Equivalents (FTE)
- Sponsored research awards
- Cost per credit hour
- Return on investment (ROI) on research

All academic programs were reviewed. Next, the model combined an indicator of societal need. Societal need was indicated by whether a program was on the Board of Governors' list of critical needs in education, health, STEM fields, security and emergency services, and globalization. These are also the programs that FAMU has identified as priority areas. Assessing the productivity of academic programs is a complex task that cannot be confined purely to quantitative measures. Therefore, further analyses were conducted using multiple filters, many of them qualitative in nature, in an attempt to ensure that no important factors were overlooked prior to assessing a program’s viability. The additional filters included:

- Programs that are central to FAMU's mission
- Programs that represent a strength of FAMU and its priorities for the future
- Programs that provided significant potential for future growth through radical redesign
- Comparison to productivity of similar programs at peer institutions

This comprehensive review led to the termination of 23 academic degree programs and the suspension of an additional degree program by the FAMU BOT in April 2011.

Using the referenced regulations and procedures for termination of programs, the following degree programs were terminated in the past ten years.

**Degree Programs Terminated 2001-2011**

<table>
<thead>
<tr>
<th>DATE TERMINATION APPROVED</th>
<th>DEGREE LEVEL</th>
<th>PROGRAM NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/21/2003</td>
<td>BS</td>
<td>Magazine Production</td>
</tr>
<tr>
<td>11/25/2003</td>
<td>BS</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>12/6/2007</td>
<td>MSPT</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Date</td>
<td>Degree</td>
<td>Field</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>12/2/2010</td>
<td>MS</td>
<td>Physical Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Landscape Design and Management</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Manufacturing Engineering Technology</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>International Agriculture and Business</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Civil Engineering Technology</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Art Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BA</td>
<td>French</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BA</td>
<td>Spanish</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>EdS</td>
<td>School Psychology</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS</td>
<td>School Psychology</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Jazz Studies</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BA</td>
<td>Music Performance</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MLA</td>
<td>Landscape Architecture</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Business/ Managerial Economics</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS</td>
<td>Journalism</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Graphic Communication</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Adult Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>BS</td>
<td>Business Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Business Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>English Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Mathematics Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Science Education</td>
</tr>
<tr>
<td>4/7/2011</td>
<td>MS/MEd</td>
<td>Social Sciences Education</td>
</tr>
</tbody>
</table>
QUESTION M:

M. What programs do you have to educate students regarding job opportunities? What are your measureable 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.

RESPONSE

At FAMU, educating students about job opportunities and majors begins even before students are admitted to the University. FAMU has many activities encouraging high school student participation in the campus community. Listed below are examples of programs sponsored by the University to expose students to college and resources concerning options for majors in specific fields of interest.

Fall and Spring Preview

This is an open house event designed to provide an opportunity for prospective students and their families, to learn about Florida A&M University and its outstanding degree programs, meet with faculty administrators and current students, and tour its beautiful campus. The target demographic for this event is high school juniors and seniors along with community college transfers from the Big Bend and surrounding areas. The one-day program includes assistance in selecting majors, campus tours, a college/school information bazaar, special performances, a meet and greet with student leaders and an invitation to be our guest at a home football game.

New Student Orientation

The Office of New Student Orientation's mission is to provide programs and activities that aid in the successful transition of high school and community college students into the university setting. The Office of New Student Orientation facilitates programs to address every aspect of the new students' experience, through programs that promote awareness of: Majors available at the University, University policies and procedures, the availability of student services, and student life activities, organizations and University traditions. The overall purpose is to minimize the anxiety of incoming students and their parents as well as maximize the students' adjustment to college life.
Freshmen are invited to attend a two and a half day session which includes overnight accommodations in campus housing. Orientation sessions are a mix of informational workshops, including information about majors offered at FAMU, student-led small group discussions, and faculty advisement sessions. Students are advised and registered using state-of-the-art technology that is complimented by peer and professional advisors. The orientation process is a collaborative effort that involves faculty, staff, administrators and students. A comprehensive parent/family program runs concurrently during the student process. This program is designed to help prepare parents and family members to become partners in the education process, and to arm them with the tools to aid in their students’ success. To accommodate the busy schedules of transfer students, one-day orientations are held that include information sessions, academic advising and registration.

First Year Experience

The First Year Experience course is designed to assist the first-year student’s transition to life as a college student. Through this course, students will be able to identify and understand the differences between high school and college. They will also discover resources and activities at FAMU to develop the critical thinking skills necessary for success academically and socially, including considerations for selecting a major and possible career. There are specific learning outcomes students will develop upon completion of the course, indicated below:

Learning Outcomes for First Year Experience Course

Students who successfully complete the course will:

1. Be knowledgeable about University policies, procedures, and available resources to support their academic and personal needs.
2. Be knowledgeable of the history of FAMU and campus traditions.
3. Be able to identify and utilize effective time management, note taking, and study strategies.
4. Be knowledgeable of the academic and administrative structure of the University.
5. Be able to identify and apply effective strategies for improving critical thinking skills.
6. Demonstrate an understanding of best practices for selecting a major course of study and possible career options.

Enrollment Management

The mission of the Enrollment Management Unit is to use a systematic set of activities and programming to achieve and maintain optimum recruitment and retention initiatives that promote positive experiences, which result in excellent learning and student success. The initiatives of this area involve engaging students early about post-secondary options and career choices. In collaboration with high school guidance counselors and academic advisors at the
state/community colleges, enrollment coaches provide information on global trends in employment and encourage students to declare majors early based on their academic background.

**Colleges and Schools**

The academic programs within each college and school inform students about career opportunities in their particular field through a number of avenues. These include:

- Use of information provided by external advisory boards
- Professional development courses that specifically inform students about career opportunities in the field as well as prepare them to become employed successfully
- Visits by employers to inform students of what opportunities are available and what skills they seek
- Internships which often become employment opportunities
- Posting employment opportunities for student viewing

Additional information is available in each of the colleges and schools responses to item M within Appendix 4.

**Career Center**

Through the Florida Career Center (FCC), students are provided the opportunity to complete a database program to aid them in selecting a major. Students answer questions based upon their hobbies and interests, and then they are provided a list of majors via MyPlan, the database system.

Students may make an appointment to review the information with a counselor at any time. From July 16, 2009 to October 25, 2011, FAMU had 677 students to participate in the program.

In addition, the Career Center sponsors several activities and programs to help students prepare for the job market. During the 2009-2010 academic year, the center conducted 125 workshops. The programs/services include:

- Career Counseling (Individual and Group)
- Career Placement
- Fall and Spring Career Expo
- Teacher Recruitment Day (TRD)
- Experiential Learning
- Seminars/Workshops/Classroom Presentations
- Informational/Reception (Companies)
- Annual Planner Calendar
QUESTION N:

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.

RESPONSE

To comply with Florida Statutes Section 1011.90(4), the Board of Governors requires each university to prepare annually an Expenditure Analysis. The Expenditure Analysis uses E&G expenditures, positions/person years and student credit hours to generate a cost per student credit hour by academic discipline. In addition, the President’s Restructuring and Reinvestment Committee (PRRC) developed the methodology for the academic programs by reviewing the FAMU strategic initiatives. The PRRC reviewed the input from focus groups of faculty and students. The goal was to optimize the academic programs that support our mission as well as meet state and global needs. Assessing the productivity of academic programs and their related expenditures was a complex task that could not be confined purely to quantitative measures. Therefore, additional filters included:

- Programs that are central to the FAMU mission
- Programs that represent a strength of FAMU and its priorities for the future
- Programs that provided significant potential for future growth through radical redesign
- Comparison to productivity of similar programs at peer institutions (another factor recommended by the academic focus groups)

Although the attachment (Appendix N1) includes the mandated expenditure analysis report to the BOG, FAMU consistently reviews programs for mission critical criteria as well as whether they fit into the overall strategic vision of the university.

Each year in accordance with Board of Governors regulations and the President’s employment contract, the Board of Trustees establish mutually agreed upon goals and objectives for the President during their summer retreat. These goals are approved by the Board of Trustees and are communicated to the Leadership Team for implementation by the respective divisions and units. Periodic reports on the progress of these goals are noted at the board meeting during the course of the year. On or before May 15, the President issues an annual report that denotes his accomplishments on the respective goals. Each of the President’s annual reports is provided in Appendices N2.1 through N2.4.
APPENDICES LIST

[N1]  Expenditures Per Student Credit Hour
[N2]  President’s Report 2007-2011

QUESTION O:

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

RESPONSE

Since the Ammons Administration began in 2007, each year the Board of Trustees and the President identify mutually agreed upon goals and objectives for the academic year. The goals and the accomplishments are noted in an annual report that is published and distributed not only to the members of the Board of Trustees, but also to other key constituents and supporters each year.

In addition to these annual goals, in 2009, the Board of Trustees adopted a ten-year Strategic Plan that built upon the former Strategic Plan from 2004-2014. This plan is available at http://www.famu.edu/AboutFAMU/Strategic%20Plan%202010-2020%20Approved.pdf. Pursuant to the Board of Governors policy to update Strategic Plans every five years, the University embarked upon its comprehensive update of the prior strategic plan. The strategic planning process provides a framework within which the University community and its external constituencies exercise their shared responsibility for shaping the University's future. It is a broad-based, campus-wide process that is guided by the BOT Strategic Planning Committee and the senior leadership team, which includes the University President and Vice Presidents, and enlists the support and participation of the entire university community.

The University initiated formal strategic planning in August 1997 and completed and adopted the 1998-2003 Strategic Plan in August 1998. In 2004, the 2004-2013 Strategic Plan was prepared by the BOT Strategic Planning Committee working with members of the University and adopted by the BOT. Both processes are described briefly below. The Strategic Plan is a dynamic instrument that projects aspirations for excellence and quality in the realization of the University's mission and charts a course for the materialization of the vision of the University's
Strategic Planning 1998-99 to 2003-04

The University has engaged in strategic planning consistently since its 1998 reaffirmation of accreditation. The Strategic Plan for 1998-99 to 2003-2004 provides details about the development of the plan. After the adoption of this 5-year plan, the implementation and monitoring activities began in August of 1998. To facilitate the annual review of the Strategic Plan performance and also to monitor and evaluate the implementation of the plan within each management division/unit, the Management By Objectives (MBO) concept was adopted. All divisions/units completed and submitted MBO forms to the Office of Planning and Analysis. In September of each year, the analysis of the report was submitted to the President’s Executive Council, which comprised the President and the leading decision-making administrators in the campus community. The Executive Council reviewed the analysis and made any necessary adjustments to the implementation of the Strategic Plan. After the review, comments, and/or modification by the Executive Council, the final report was provided to each division/unit. Each year during the President’s Executive Retreat, time was allotted to report and discuss each Division’s progress in the implementation of the 5-year Strategic Plan.

Strategic Planning 2010-2020

In Fall 2008, a year after assuming the presidency, Dr. President James H. Ammons appointed a university-wide committee to conduct a comprehensive review of the University’s Strategic Plan. The organizational structure of the FAMU planning process included a subcommittee of the BOT, a leadership team composed of key administrators, and internal consultants recruited from the FAMU faculty. The latter two groups held a two-day planning retreat to discuss issues confronting the University and to propose possible strategic solutions. This comprehensive Strategic Plan was developed using a stakeholder approach, which required input from various constituents that are directly or indirectly affected by Florida A&M University. Input from the following stakeholders was gathered: students, administrators, faculty, staff, alumni, BOT members, the BOG, the Business and Industry Cluster members, and various community constituents. Several public meetings were held during which stakeholders were invited to provide input directly to the BOT subcommittee and the leadership team (Appendix O1). In addition, an environmental scan was taken, which examined the political, economic, socio-demographic, technological, and internal perspectives that may affect the University (Appendix O2). This environmental scan included formal surveys of faculty, students, and BOT members (Appendices O3, O4, O5, and O6). Additional input was provided by faculty via the Faculty Senate and from opportunities to review draft versions of this plan, which were provided to all colleges, schools and institutes.
After a thorough analysis of the current plan, the committee recommended five (5) initiatives that the University will engage in over the next decade. The five (5) strategic initiatives are:

**Strategic Initiative 1:** Create a 21st century living and learning collegiate community

**Strategic Initiative 2:** Enable excellence in University processes and procedures

**Strategic Initiative 3:** Develop, enhance, and retain appropriate fiscal, human, technological, research, and physical resources to achieve the University’s mission

**Strategic Initiative 4:** Enable excellence in University Relations and Development

**Strategic Initiative 5:** Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness

The newly revised plan was submitted to the Board of Trustees, and the Board approved the new Strategic Plan, ‘2020 Vision With Courage’ on October 15, 2009.

**Strategic Plan Implementation and Monitoring**

The University, embracing the three major keys to successful strategic planning implementation: communication, commitment and credibility, understood the importance of up-front dedication by the unit leaders to implementing the strategies outlined in the University’s Strategic Plan. The first step was to develop a communication/marketing plan that provided guidelines for units. The Plan included strategies on how to infuse the Plan in publications, how to make it an agenda item in departmental meetings, and how to alert others of success stories. The goal is to regularly meet with responsible parties of the plan and enforce what is expected of each unit while implementing the plan.

The implementation is occurring successfully, with each vice president, dean, and director being responsible for making the 2010-2020 Strategic Plan an integral part of each division’s Strategic Plan and work agenda.

**Reporting and Accountability: Continuous Monitoring and Accountability**

Within the University’s Strategic Plan, each initiative has identified key accountability indicators. Annually, all data collected are compared to the baseline data provided for the 2008-09 year, to indicate the University’s overall progress in meeting the established measures of success (Appendix O7).

Each year, units are to identify top-level goals for the ensuing year align with the University’s and the Unit’s Strategic Plan. Once these goals are established, the units must keep track of the progress on each goal/initiative.
During the 2010-11 academic year, the Office of Planning within the Office of Institutional Effectiveness was responsible for the collection of information from each unit that included unit goals related to the University Strategic Plan and made progress on those goals. These accomplishments were compiled into a report, highlighting the initiatives/accomplishments for the 2010-11 academic year (Appendix O8).

In addition, each unit is provided the President’s annual goals that are established by the Board of Trustees. In the fall of each year, the units receive the President’s annual goals and are required to implement these goals throughout their respective units. This process includes providing the proposed actions to support the President’s goals and projected outcomes. The President’s Annual Reports for the past four years are available in Appendix N2.

Moreover, since 2010, the Board of Governors has created a Work Plan for each university to complete and align with the Board of Governors goals and objectives. The work plans and annual reports provided by FAMU to the Board of Governors each year are available at http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness
Click on Reports and Publications in the left-hand margin, then select BOG Annual Work Plans and BOG Annual Report respectively.

Although our planning process preceded the BOG efforts, the University aligned its goals with the BOG state goals and objectives; thereby, creating a cascading effect from the Board of Governors through the FAMU Board of Trustees and the Ammons Administration and throughout the campus.

APPENDICES LIST

[O1] List of VVIP stakeholders
[O2] Environmental scan - internal
[O3] Survey to stakeholders
[O4] Survey results
[O5] Surveys of deans and directors
[O6] Environmental scan - external factors
[O7] Strategic Plan - Progress on Key Accountability Indicators
[O8] Strategic Plan progress on goals
QUESTION P:

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

RESPONSE

Yes. With the strategic planning process as outlined in Question O, the comprehensive Strategic Plan was developed using a stakeholder approach, which required input from various constituents that are directly or indirectly affected by Florida A&M University. Input from the following stakeholders was gathered: students, administrators, faculty, staff, alumni, BOT members, the BOG, the Business and Industry Cluster members, and various community constituents. Several public meetings were held during which stakeholders were invited to provide input directly to the BOT subcommittee and the leadership team (Appendix O1). In addition, an environmental scan was taken which examined the political, economic, socio-demographic, technological, and internal perspectives that may affect the University (Appendix O2). This environmental scan included formal surveys of faculty, students, and BOT members (see Appendices O3, O4, O5, and O6). Additional input was provided by faculty via the Faculty Senate and from opportunities to review draft versions of this plan, which were provided to all colleges, schools and institutes.
QUESTION Q:

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

RESPONSE

FAMU, with its unique mission, serves the state by providing excellent educational opportunities and increasing the diversity of the workforce in critical fields. This is demonstrated in part by several accolades the University received recently. As a national university, FAMU was named one of the "Best Colleges in the Southeast" in The Princeton Review 2012 edition. FAMU was selected primarily for its excellence in academic programs. The Princeton Review also took into account what students attending FAMU reported about their campus experiences. One student was quoted as saying “FAMU provides an unmatched, high quality, affordable education for all walks of life.”

In September 2011, Washington Monthly magazine ranked FAMU as one of the "Top 100 National Universities." This was FAMU’s second consecutive year making the list. FAMU also was named one of Forbes magazine 2011 Best Colleges in the nation in its annual ranking of top colleges. U.S. News and World Report ranked FAMU as the No. 1 public historically black college and university (HBCUs) in the 2012 college ranking for HBCUs.

FAMU is also a leader in the implementation of sustainability measures. In 2011, FAMU was selected as one of The Princeton Review’s “311 Green Colleges: 2011 Edition.” The list focused solely on colleges that have demonstrated a strong commitment to sustainability in their academic offerings, campus infrastructure, activities and career preparation.

FAMU is achieving excellence while educating students from an underserved population. This is evidenced by the number of graduates who are recipients of Pell grants at FAMU. Pell grant recipients represent students from the lowest socioeconomic strata. FAMU proportionately addresses this hard-to-reach segment of the population more than any other institution in the State University System, and more than the other HBCU’s, who are our peer institutions. FAMU is able to do this in part because we are the only SUS institution authorized to accept students who need assistance to meet the rigors of college and provide them remedial courses.

The fact that such a high percentage of our graduates are Pell grant recipients is important because it demonstrates that FAMU is addressing one of the most difficult challenges in higher education today. Helping underserved and low-income students succeed in attaining a
baccalaureate degree is a challenge Florida **must** meet for the economic well-being of the entire state.

FAMU serves a critical role in addressing the need for diversity in the State’s and nation’s workforce. This is illustrated by the following examples:

At the national level, in the production of African American graduates, FAMU’s production accounted for 17% of PharmDs and 20% of PhDs in environmental sciences (2009 IPEDS data). Similarly for 2009-10 in the SUS production of African American graduates, FAMU produced over 80% PharmDs, 100% of PhDs in environmental sciences, 25% of PhDs in the physical sciences, and over 20% of the PhDs in engineering disciplines.

The following tables illustrate FAMU’s national role in producing African American graduates for the state and national workforce, ranking it in the top ten for entire discipline groups.

**2009-2010 Florida A&M University Rankings* (Baccalaureate)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Race</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>African American</td>
<td>Architecture and Related Services</td>
</tr>
<tr>
<td>2</td>
<td>African American</td>
<td>Health and Medical Administrative Services</td>
</tr>
<tr>
<td>3</td>
<td>African American</td>
<td>All Disciplines Combined</td>
</tr>
<tr>
<td>4</td>
<td>African American</td>
<td>Health Professions and Related Programs</td>
</tr>
<tr>
<td>6</td>
<td>African American</td>
<td>Agriculture, Agriculture Operations, and Related Sciences</td>
</tr>
<tr>
<td>6</td>
<td>African American</td>
<td>Homeland Security, Law Enforcement, Firefighting and Related Protective Services</td>
</tr>
<tr>
<td>7</td>
<td>African American</td>
<td>Engineering Technologies and Engineering-Related Fields</td>
</tr>
<tr>
<td>8</td>
<td>African American</td>
<td>Education</td>
</tr>
<tr>
<td>9</td>
<td>African American</td>
<td>Natural Resources and Conservation</td>
</tr>
</tbody>
</table>
### Florida A&M University Rankings* (Graduate)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Rank</th>
<th>Race</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>2</td>
<td>African American</td>
<td>Physical Sciences</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>African American</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>Total Minority</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>African American</td>
<td>Architecture and Related Services</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
<td>African American</td>
<td>Rehabilitation and Therapeutic Professions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Rank</th>
<th>Race</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Professional</td>
<td>1</td>
<td>African American</td>
<td>Pharmacy, Pharmaceutical Sciences, and Administration</td>
</tr>
<tr>
<td>First Professional</td>
<td>2</td>
<td>African American</td>
<td>All Disciplines Combined</td>
</tr>
<tr>
<td>First Professional</td>
<td>4</td>
<td>African American</td>
<td>Law</td>
</tr>
<tr>
<td>First Professional</td>
<td>4</td>
<td>African American</td>
<td>Rehabilitation and Therapeutic Professions</td>
</tr>
<tr>
<td>First Professional</td>
<td>7</td>
<td>Total Minority</td>
<td>Pharmacy, Pharmaceutical Sciences, and Administration</td>
</tr>
</tbody>
</table>

*Source: www.diverseeducation.edu

In addition, FAMU ranks **first** in the nation as origin institution of 2002-2006 science and engineering doctorate recipients (NSF, 2010 publication based on WebCASPAR data).
IV. Appendices
(available electronically)

Responses for Question A

[A1] Academic Learning Compacts (ALCs), BOG Regulation 8.016
[A2] FAMU Policy and Procedures on ALCs
[A3] Office of University Assessment response to questions B through F
[A4] Responses of Colleges and Schools to questions A through F, and M
  [A4.1] College of Agriculture and Food Sciences
  [A4.2] School of Allied Health Sciences
  [A4.3] School of Architecture
  [A4.4] College of Arts and Sciences
    [A4.4.1] Biology
    [A4.4.2] Chemistry
    [A4.4.3] Computer Information Systems
    [A4.4.4] English
    [A4.4.5] Foreign Language
    [A4.4.6] History and Political Science
    [A4.4.7] Mathematics
    [A4.4.8] Music
    [A4.4.9] Philosophy and Religion
    [A4.4.10] Physics
    [A4.4.11] Psychology
    [A4.4.12] Social Work
    [A4.4.13] Sociology and Criminal Justice
    [A4.4.14] Theatre
    [A4.4.15] Visual Arts and Humanities
  [A4.5] School of Business and Industry
  [A4.6] College of Education
    [A4.6.1] Employer And Completer Survey 2008-2010
    [A4.6.2] All Education Programs E-Portfolio Results AYS07-Sprg09
    [A4.6.3] PEU Licensure Certification Exam Pass Rates-2005-06 to 2009-10
    [A4.6.4.1] Academic Learning Compact 2007-2008 Education Undergraduate
    [A4.6.4.2] Academic Learning Compact 2007-2008 Education Graduate
    [A4.6.4.3] Academic Learning Compact 2008-2009 Education Undergrad
    [A4.6.4.5] Academic Learning Compact 2009-2010 Education
    [A4.6.6] Writing Initiative
    [A4.6.7] Conceptual Framework (Diagram & Proficiencies)
Responses for Question B

[B1] GEAC response to questions B through E and I
[B2] GEAC Plan
[B3] FAMU Assessment Policy

Responses for Question D

[D1] QEP response to questions C, D, E and M

Responses for Question J

[J1] List of 50 highest paid employees
[J2] Job descriptions of select 50 highest paid employees
  [J2.1] Director, Intercollegiate Athletics
  [J2.2] Executive Assistant to the President
  [J2.3] General Counsel
  [J2.4] Executive Assistant
  [J2.5] Head Athletic Coach
  [J2.6] University Controller
  [J2.7] VP Admin Affairs
  [J2.8] Associate Vice President, Academic Affairs
Responses for Question K

[K1] Profile of feeder high schools

Responses for Question N

[N1] Expenditures Per Student Credit Hour
   [N2.1] President’s Report 2007-2008
   [N2.2] President’s Report 2008-2009
   [N2.3] President’s Report 2009-2010
   [N2.4] President’s Report 2010-2011

Responses for Question O

[O1] List of VVIP stakeholders NEED
[O2] Environmental scan - internal
[O3] Survey to stakeholders
[O4] Survey results
[O5] Surveys of deans and directors
[O6] Environmental scan - external factors
[O7] Strategic Plan - Progress on Key Accountability Indicators
[O8] Strategic Plan progress on goals
Web Resources

FAMU Response to Governor Web Page
Narrative and Appendices
http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness&ResponseToGovernor

Question A Web Resources

Academic Learning Compacts
http://www.famu.edu/index.cfm?Assessment&CurrentALCs

ABET (Accrediting Agency)

Career Center
http://Careercenter.famu.edu

Question B Web Resources

Florida A&M University's Strategic Plan
http://www.famu.edu/index.cfm?strategic&StrategicPlan

FAMOUS Assessment Approach
http://www.famu.edu/index.cfm?Assessment&AssessmentPlanningTemplates,andTimelines

Academic Learning Compact
http://www.famu.edu/index.cfm?Assessment&CurrentALCs

Florida A&M University Assessment Reports
http://www.famu.edu/index.cfm?Assessment#

ALC Status Report
http://www.famu.edu/index.cfm?Assessment&ALCStatusReports
Question D Web Resources
Florida A&M University Academic Affairs
http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education_Approved_Course_List

Question H Web Resources
Office of University Effectiveness
http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness
Florida A&M University Course Catalog
http://www.famu.edu/index.cfm?catalog&AcademicAffairs#General_Education_Approved_Course_List

Question N Web Resources
Florida A&M University Office of Communications
http://www.famu.edu/officeofcommunications/preport/2010-2011/
Florida A&M University President’s Report 2007 - 2008
http://www.famu.edu/President/Petineral%20Report%202007-2008.pdf
Florida A&M University President’s Report 2009
http://www.famu.edu/President/2009PresidentReport.pdf
Florida A&M University President’s Report 2010
http://www.famu.edu/President/2010%20FAMU%20President%20Report_low.pdf

Question O Web Resources
Florida A&M University Strategic Planning
http://www.famu.edu/AboutFAMU/Strategic%20Plan%202010-2020%20Approved.pdf
Florida A&M University Office of Institutional Effectiveness
http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness