Executive Leadership and Organization

The President's Leadership Team (PLT), which consists of the senior-level administrators of the University and the President of the Student Government Association, serves as the official steering committee for institutional effectiveness. Students, faculty, and staff are all represented on the PLT. The PLT provides the overall institutional guidance for the development and implementation of the institutional effectiveness plan.

The Leadership Team is supported in its efforts by various committees dedicated to special areas of institutional endeavor, such as the Institutional Level Assessment Committee (ILAC), Budget Planning Council (UBPC), General Education Assessment Committee (GEAC), Program/Divisional Level Assessment Committee (P/DLAC), and the Information Technology Steering Committee.
1.0 Institutional Mission
   1.1 University’s Mission Statement
   1.2 Goals And Objectives Of Mission Statement

2.0 Foundations for Institutional Effectiveness at FAMU
   2.1 What is Institutional Effectiveness?
   2.2 Institutional Effectiveness at FAMU Defined
   2.3 Institutional Effectiveness Structure at FAMU

3.0 Implementing Institutional Effectiveness at FAMU
   3.1 Introduction
   3.2 Strategic Planning – 1998-2003
   3.3 Strategic Planning – 2004 -2013
   3.4 Evaluation Processes
      3.4.1 Development of New Academic Programs
      3.4.2 Cyclical Review of Academic Programs
      3.4.3 Accreditation
      3.4.4 Assessment
      3.4.5 Accountability Reporting
      3.4.6 Faculty, Staff, and Administrators’ Performance Evaluation
      3.4.7 Institutional Research and Reporting
   3.5 Budgeting Process 1998-2006
   3.6 Integrated Planning and Budgeting 2007-13
   3.7 Implementation Strategy
   3.8 Institutional Effectiveness Committees and Council 2007-2013

4.0 Monitoring the Implementation of the Institutional Effectiveness Plan

5.0 Links
1.0 INSTITUTIONAL MISSION

1.1 University’s Mission Statement
The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with a particular emphasis on integrity and ethical conduct. FAMU is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to the resolution of complex issues that will enhance humankind. While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment.

1.2 Goals and Objectives
Within the fabric of the mission statement is a description of what FAMU strives to accomplish as an educational institution of higher learning. Building upon the mission statement, the University has developed a hierarchical process for guiding the development of the goals and objectives within each academic and administrative unit. First, the university developed a Strategic Plan that includes five strategic initiatives. Second, within each strategic initiative, goals and objectives were developed with benchmark data to measure and monitor success. Third, the mission statements, goals and objectives of each academic and administrative unit are tied to the university’s mission statement, as they address one or more of the goals and objectives included in the University’s Ten Year Strategic Plan. Finally, assessment plans align each unit’s mission statement and goals to the University mission statement and goals.
2.0 FOUNDATIONS FOR INSTITUTIONAL EFFECTIVENESS AT FAMU

2.1 What is Institutional Effectiveness?
The Southern Association of Colleges and Schools (SACS) defines Institutional Effectiveness as follows:

The institution identifies expected outcomes for its educational programs (including student learning outcomes for educational program) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results. (Institutional effectiveness) (Comprehensive Standard 3.3.1, Principles of Accreditation – Foundation for Quality Enhancement, SACS Commission on Colleges, 2007 Interim Edition).

2.2 Institutional Effectiveness at FAMU Defined
Institutional Effectiveness at Florida A&M University requires the commitment of administration, faculty, and staff to the continuous quality improvement of all aspects associated with the accomplishment of the University’s mission. This commitment is ongoing, broad-based, and embedded within the culture of the University, as expressed by its motto, “Excellence with Caring”. Institutional Effectiveness at Florida A&M University ensures the success of its mission through the processes of strategic planning, resource allocation, implementation, assessment, evaluation, and research to achieve institutional effectiveness as illustrated in Figure 1. The University in its accountability of Institutional Effectiveness uses the following as a guide for monitoring the success:

- What do we want to accomplish?
- Are we doing it as well as we want?
- How do we know if we are succeeding?
- By what means can we improve what we are doing?

2.3 Institutional Effectiveness Structure at FAMU
Institutional effectiveness planning at FAMU has been evolving ever since the preparation of the 1998-2003 Strategic Plan. Figures 2 and 3 below illustrate that evolution. The implementation of institutional effectiveness under the earlier institutional effectiveness structure (Figure 2) was not sufficiently effective and well-sustained. Resource allocation was too loosely tied to planning at the institutional level. Also, progress on strategic planning goals from the institutional level down through the unit level was not adequately monitored.
FIGURE 1. INSTITUTIONAL EFFECTIVENESS AT FAMU
To improve the implementation of institutional effectiveness the following changes to the administrative structure will be made during the implementation of institutional effectiveness from fiscal year 2007-2008 onwards:

- Planning, budgeting, assessment, and evaluation functions will be centralized. This will result in better coordination of these functions.
- A separate Centralized Institutional Effectiveness Unit (CIEU) will be established to emphasize, coordinate, and monitor the university’s institutional effectiveness plan. The tasks of the CIEU are shown in Figure 3.
- Budgeting will be more formally integrated into the planning and evaluation processes. Figure 3 below shows the administrative structure for implementing the ongoing Institutional Effectiveness Plan.
- Technology will be more rigorously applied to the data gathering and compiling functions and to information dissemination.
Basis for resource allocation (budgeting), Institutional Effectiveness planning, and implementation decisions to support continuous improvement

FIGURE 3 INSTITUTIONAL EFFECTIVENESS STRUCTURE 2007 ONWARDS
3.0 IMPLEMENTING INSTITUTIONAL EFFECTIVENESS AT FAMU

3.1 Introduction
At the institutional level, the University has identified the following five (5) critical institutional processes and six (6) critical institutional outcomes to indicate the quality and effectiveness with which its mission is being carried out:

Processes
- A strategic planning process which clearly addresses the mission of the University, which is done with representation from the entire University community, and which results in a Strategic Plan approved by the Board of Trustees;
- Evaluation processes which are cyclical and have established criteria;
- A budgeting process that engages the University community and integrates planning and resource allocation;
- An administrative entity with formal responsibility for coordinating institutional planning, budgeting, implementation, and evaluation; and
- Active involvement of the Leadership Team in the implementation and monitoring of the University’s institutional effectiveness plan.

Outcomes
- Improving levels of performance in the State University System Board of Governor’s accountability measures;
- Maintained accreditation of existing programs and obtaining accreditation for targeted programs;
- Growing levels of enrollment;
- Increasing levels of University funding from multiple sources in order to meet institutional goals;
- Maintained and improving physical environment that promotes learning and creativity; and
- Maintained and improving technological support that improves and promotes student learning and creativity as well as administrative processes.

The following sections demonstrate how FAMU is implementing, and plans to implement, its institutional effectiveness plan within the context of its mission and these institutional indicators.

3.2 Strategic Planning 1998-99 to 2003
The University has engaged in strategic planning consistently within the past decade. A copy of the Strategic Plan for 1998-99 to 2003 is attached and provides details about the development of the plan. After the adoption of this five-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, a set of forms were developed. All divisions/units were required to complete and submit these forms known as MBOs (Management By Objectives) to the Office of Planning and Analysis. A more extensive
description of the process and forms is attached. In September of each year, the analysis of the report was submitted to the President’s Executive Council which comprised the President, the leading decision-making administrators in the campus community. The Executive Council would review the analysis and make any 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.

3.3 Strategic Planning 2004-2013
The current strategic plan, for 2004-05 to 2012-2013, was adopted by the FAMU Board of Trustees in December 2004. It followed the development of the Board of Governors Strategic Plan earlier in 2004, and components of the plan, including targeted program areas, were taken into account in the FAMU strategic plan. The organizational structure of the FAMU planning process included a subcommittee of the Board of Trustees, 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, Board of Trustee members, the Board of Governors, 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. In addition, an environmental scan was taken which examined the political, economic, socio-demographic, technological, and internal perspectives that may affect the University. This environmental scan included formal surveys of faculty, students, and BOT members. Additional input was provided by faculty via the Faculty Senate and from opportunities to review draft versions of this plan, which was provided to all colleges, schools and institutes.

After thoroughly reviewing the input from stakeholders, analyzing the various perspectives listed above and considering certain aspects of the 1998-2003 Strategic Plan, five (5) broad strategic initiatives were identified.

The five (5) strategic initiatives are:
1. Enhance the Processes of Student Access, Recruitment, Enrollment, Retention, Progression, and Graduation at the Undergraduate and Graduate Levels;
2. Improve the Effectiveness of University Processes;
3. Retain and Enhance Appropriate and Necessary Institutional Resources (Human, Physical, Financial, and Technological Resources);
4. Enhance Institutional Development; and
5. Enhance Institutional Diversity (per our Land-Grant mission) and International Initiatives.
While these strategic initiatives will not encompass all of the activities that are planned over the next ten years, it is believed that accomplishing these five strategic initiatives will catapult FAMU to recognition as a preeminent Doctoral/Research-Intensive University.

The University assessment system (described later in this section) requires each unit to identify assessment measures linked to the mission of the university and university Strategic Plan goals, assess performance on these measures, and identify improvements made as a result of assessment.

As in past years, the University’s Strategic Plan will continue to be the document from which the University’s goals, objectives, and broad indicators of effectiveness and quality are derived.

While the University’s current Strategic Plan has been approved by the BOT through the year 2013, a review of the Strategic Plan will be done at least on a bi-annual basis starting in 2008. The Strategic Plan will be initially reviewed by the Department heads. Their comments will be forwarded to the President and Division heads for further deliberation and submittal to the BOT if necessary. A new Strategic Plan will be generated every five years. The entire University community will participate in the generation of the new Strategic Plan.

3.4 Evaluation Processes

3.4.1 Development of New Academic Programs: The evaluative process for academic programs begins prior to their implementation. Proposals for new degrees are subject to a rigorous review process, consistent with the statutory requirements that provide the university board of trustees the authority to establish and discontinue academic programs through the master’s degree level, utilizing criteria established by the Board of Governors. Doctoral programs require approval by the Board of Governors as well. (1001.74(7) F.S.). At the university, procedures and a format for new degree proposals are followed beginning at the department level, through college level, faculty senate and administrative reviews prior to approval by the board of trustees. Criteria include evidence of need and demand for the program, readiness to offer the program, faculty qualifications, necessary resources, and a sound curriculum. More complete information regarding the new academic program procedures and format, as well as the Board of Governors Regulations pertaining to new programs are attached. (insert links).

3.4.2 Cyclical Review of Academic Programs: Florida A&M University is committed to delivering high-quality academic programs to the students we serve, in keeping with the motto “Excellence with Caring.” To this end, the University conducts academic program reviews on a regular cycle, since the 1970’s, as part of the State University System’s program review process. The periodic review of academic programs is mandated in state statute (section 21, 1001.03(13), F.S.), which requires that:

*The State Board of Education shall provide for the cyclic review of all academic programs in community colleges and state universities at least every 7 years.*
Program reviews shall document how individual academic programs are achieving stated student learning and program objectives within the context of the institution’s mission. The results of the program reviews shall inform strategic planning, program development, and budgeting decisions at the institutional level.

Therefore, Florida A&M University has developed a seven year schedule to conduct program reviews of all degree programs. The aims of program review include quality enhancement of academic programs and ensuring programmatic planning and accountability in regard to student learning and use of resources. Program reviews require in-depth self-study by the faculty in the academic program, a site visit by an external expert in the discipline, and follow up actions. Areas reviewed include the following:

- Program, including mission and goals, curriculum, admissions and graduation requirements, assessment of student learning
- Students, including enrollment and graduation, results of student surveys
- Faculty, including the number of faculty, credentials to deliver the curriculum, and productivity
- Resources, including the library, space, equipment, support staff
- Plans for the future
- Recommendations

Program review has been instrumental in addressing issues of program quality and has resulted in a number of programmatic improvements. During the course of program reviews, surveys of students and/or alumni are now required, and many programs have included surveys as a method of assessment in their own assessment plans. Upon obtaining a consultant’s report for an academic program, the unit develops an action plan to address each recommendation, thus ensuring follow up for improvement. Program reviews also serve to validate the assessment process through the use of an external expert in each discipline. The program review process and the university assessment system are closely linked so that they are complementary but not unnecessarily duplicative. Program review evaluates the assessment process of each academic program by reviewing at a macro level the appropriateness of student learning outcomes, its methods of assessment and evaluation with the aid of an external expert in the discipline. A diagram representing the cyclical program review process MOSAIC, the Program Review Guidelines, Self-study format, Consultant Report Format and Action Plan format are attached.

3.4.3 Accreditation: The University must meet the requirements of regional and specialized accrediting bodies. FAMU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelors, masters, specialist, doctoral and professional degrees. In addition, the University is committed to seeking and obtaining accreditation for those programs where graduating from an accredited program is a requirement for practice in the profession. The University also seeks accreditation in other selected programs where accreditation is not required, but offers an advantage to graduates or is otherwise considered advantageous as a verification
of meeting standards of quality. All accredited academic programs are required to complete action plan forms that list recommendations from the most recent accreditation review and plans to address the recommendations, so that maintaining quality and readiness for accreditation is a continuous process. A list of the accredited programs at FAMU and the associated list of specialized accrediting bodies is included in the documentation.

3.4.4 Assessment: The assessment program at Florida Agricultural and Mechanical University (FAMU), aims to promote a culture of continuous improvement. It is an initiative that is an integral aspect of the university’s commitment to sustaining and enhancing academic quality and positive student experience. Prior to 2004, assessment activities at FAMU occurred in various forms within the individual instructional programs and administrative units, in colleges/schools and divisions respectively. However, there was no uniform, institutional wide assessment system which documented assessment and the use of results for improvement. The assessment activities permeate all levels, from university-wide assessments to assessments conducted by individual academic programs and administrative and educational support service units. Florida Agricultural and Mechanical University (FAMU) chose to define assessment as “a systematic process of documenting and analyzing the effectiveness of the teaching and learning processes to ensure that the expectations and standards are met in fulfilling the mission of FAMU. The process includes monitoring and enhancing the administrative and educational support structure that leads to the continuous quality improvement of FAMU's faculty, staff and student programs and services.”

Assessment at FAMU is based upon the “FAMOUS” assessment approach which involves six sequential and precise steps. Each letter of the acronym “FAMOUS” represents an important step that is connected to the next step in a chain that ultimately comes together to contribute to the goal of successfully developing and implementing an effective assessment plan. The assessment planning forms at FAMU, therefore, facilitate the documentation of the six steps.

1. Formulate statements of outcomes / objectives aligned to institutional mission/goals/strategic plan
2. Ascertain criteria for success
3. Measure performance using qualitative and quantitative methods
4. Observe and analyze results for congruence between expected and actual results
5. Use result to effect improvement of programs and services
6. Strengthen programs and services by continuously evaluating, planning, allocating resources, and implementing new approaches
Beginning in the summer of 2004, FAMU made its debut to a systematic assessment process with the establishment of the Office of University Assessment (OUA). The university’s efforts kicked off with the introduction of the “FAMOUS” approach -- which was conceptualized by the director of University Assessment, Dr. Ohia, as an innovative approach that ties planning, budgeting and assessment activities together.

This systematic approach began with conducting an Inventory of Assessment Methods, establishment of two key assessment committees, the **Institutional Level Assessment Committee** (ILAC) and the **General Education Assessment Committee** (GEAC) and conducting numerous assessment training sessions and workshops. Based on the guidelines and schedule adopted by the ILAC all for Instructional Programs (IP) and selective Administrative and Educational Support Units (ADESU) must submit an assessment plan every year. As a result all academic programs and some of the administrative offices now have assessment plans. Indeed, many of the academic programs have documented improvements implemented as a result of assessment results.

In accord with its charge (insert link- ILAC Charges), and facilitated by the Office of University Assessment, ILAC has been instrumental to identifying and assisting with revising existing campus wide surveys and developing new ones to monitor student learning/development and institutional effectiveness. The ILAC developed the institutional assessment plan which includes the use of such institutional assessment tools as the NSSE, Exit Survey, SUSSAI (to be replaced by SAIS), and Alumni Survey. The first two have been implemented in collaboration with other offices such as the Office of Institutional Research (OIR) which has the responsibility to conduct the surveys, summarize and analyze the results and share the findings.

Following a careful review of the NSSE results as reflected in its minutes, the ILAC, which designed some of the instruments, also developed an action plan for responding to the findings and submitted its recommendations to the Provost and VP for Academic Affairs who requested the deans to submit an action plan for addressing concerns and issues raised that are relevant to their respective programs. The Exit Survey has been administered every semester since its first pilot in summer of 2005. ILAC continues to monitor the results and plans to conduct longitudinal studies of the findings before recommending desirable changes in response to areas of concern.

The GEAC developed the General Education assessment plan that identified and recommended focusing on the assessment of eight (8) expected student learning outcomes. The plan also identified the assessment methods including such direct measures as the “Measures of Academic Proficiency and Progress” (MAPP), a General Education Portfolio rubric for evaluation for each outcome and focus group interviews. This committee’s efforts culminates in the completion of a full assessment cycle and the submission of a completed FAMOUS assessment planning form for the general education which documents the results and recommendations for the improvement of the process. The GEAC has used Assessment Roundtables as a forum to share the plan and to disseminate the findings from these efforts.
3.4.5 Accountability Reporting: Section 1008.46, Florida Statutes requires an accountability process “... that provides for the systematic, ongoing evaluation of quality and effectiveness of state universities” and requires that the State Board of Education submit data on performance measures and standards. The data submitted reflect performance at the State University System level as well as for individual universities, and these data are reviewed by university administrators and incorporated into strategic plans.

The Florida Board of Governors has adopted the accountability measures with associated targets for each university in the State University System of Florida. The measures are grouped in seven areas:

1. Graduation rates
2. Degrees awarded
3. Degree production in targeted areas, meeting statewide and professional and workforce needs
4. Students from underserved populations who enroll in and earn degrees
5. Licensure and certification exam pass rates
6. Academic Learning Compacts
7. Building world class academic and research programs

The specific targets for Florida A&M University appear in the attachment

3.4.6 Faculty and Staff, and Administrators Performance Evaluations: As required in the Collective Bargaining Agreement and the Faculty Handbook, the performance of all faculty (instructors, assistant professor, associate professor, professor), including faculty with the appointment modifiers of adjunct, visiting, research and clinical must be evaluated at least once annually, with a more intensive review in the third year of employment. The purpose of the evaluation is to assess and communicate the nature and extent of an employee’s performance of assigned duties as it relates to teaching effectiveness, contribution to the discovery of new knowledge, the development of new educational techniques, service, and other forms of creative activity. Existing evaluations and the data in the faculty member’s personnel file upon which evaluations are based are considered in recommendations and final decisions on tenure, promotion, salary, and retention. More specific information is provided in the attached Excerpt from the Faculty Handbook.

3.4.7 Institutional Research and Reporting: Institutional research and reporting at FAMU is designed to support institutional effectiveness, planning, and decision-making at all levels of the university, by providing valid and reliable data to internal and external constituents, and transforming data into useful information through collaborative research and timely and accurate reporting. Research adds value to the data collected in the form of improving data integrity, analyzing, and transforming data into useful information for decision-making through the dissemination of the information. To ensure the collaboration and integration in the planning, budgeting, and evaluation processes of the university, a website that includes information on selected university performance...
The tasks of the institutional research and reporting function are to:

- Develop, evaluate, and publish comprehensive data and information required for institutional study, management, and planning, which includes maintaining an Institutional Research website;
- Provide in-depth, substantive analysis of selected topics, with data and reports as appropriate in order to assist with the translation of data into usable information;
- Function as an information center for the aggregation of data and literature compiled in ongoing, documented studies and projects and for the rich and wide-ranging mass of historical data maintained by the University;
- Provide data and other support for the University's planning process and associated review, evaluation, and assessment activities;
- Provide consistent, reliable data, statistics, and reports as appropriate and as mandated to external agencies and entities and engage in studies with peer institutions;
- To develop and publish standard reports of University data to University constituents; and
- To collaborate with our internal and external customers and providers to ensure efficiency, uniformity of information and to avoid duplication of effort.

**3.5 Budgeting Process 1998-2006:** FAMU is a member of the State University System of Florida (SUS) and its primary source of funding is the state of Florida. The SUS is overseen by the Florida Board of Governors (BOG), which generates strategic goals for all the Universities in the SUS and makes representations, to the Florida legislature on an annual basis, for funding the BOG’s strategic goals. The BOG requires FAMU to plan and submit its proposed budget to the BOG approximately two years in advance of receipt of the funds.

In accordance with the strategic goals of the BOG, FAMU prepared a 2004-2013 Strategic Plan which serves as the primary basis for identifying the University’s priorities, goals and objectives. The University’s funding is guided by the resources needed to achieve the goals and objectives of the FAMU Strategic Plan. The FAMU Strategic Plan was prepared with input from the entire University community and was approved by the University’s Board of Trustees (BOT) in 2005. The BOT comprises a representative cross-section of the University’s stakeholders (including students, faculty, and community leaders from various professions). All BOT meetings are open to the public.

The BOT has established a Budget and Finance Committee which handles the more detailed budgeting and finance discussions on behalf of the BOT. FAMU’s annual budget is deliberated on by the Budget and Finance Committee and approved by the BOT.

The following process was used prepare the annual budgets for approval by the BOT:

- Budget request documents were prepared by the Budget Office and sent out to the various departments for completion. The budget request documents asked for
previous year’s information, analysis of past information, and the preparation of
the new budget request.

• The budget request documents were completed by the various departments and
returned to the Budget Office. (In 2005, special workshops were held to apprise
departments of the strategic initiatives and goals of the Strategic Plan.
Departments were directed to prioritize their requests with priority given to the
Strategic Plan requirements. In 2006, the President and the Vice
Presidents/Leadership Team established funding priorities for the FY 2006-
07 fiscal year. Departments were asked to incorporate these priorities as well as
the strategic initiatives of the Strategic Plan into their decisions to request
funding.)

• The budget request documents were compiled by the Budget Office and
forwarded to the Vice Presidents/Leadership Team.

• The Vice Presidents/Leadership Team reviewed the completed budget request
documents, discussed their respective requests with the President, and received
the fund allocations for their respective Divisions. These fund allocations were
used by the Budget Office to prepare the draft annual budget.

• The draft annual budget was presented by the President to the BOT for approval.

3.6 Integrated Planning and Budgeting, 2007-08 Onwards: The Strategic Plan’s
strategic initiatives, goals, and objectives will continue to serve as the basic planning
parameters for institutional effectiveness. Starting for FY 07-08 the planning, budgeting,
assessment, and evaluation functions will be integrated as follows (also see Figure 4):

1) Assess and evaluate performance data and information from previous years –
   Departments/Institutional Effectiveness Office

2) Prepare draft unit annual plans including required budget using the information in 1)
   above - Departments

3) Discuss draft unit annual plans with Division heads. – Departments/Division Heads

4) Establish university strategic priorities for FY 2007-08 using the Strategic Initiatives and
   Goals established in the University Strategic Plan, information from 3) above, and
   information and recommendations from the Institutional Effectiveness Office –
   Leadership Team

5) Set aside a percentage of the total E&G expenditures using FY 04-05 as the base to
   establish a “Strategic Funding Pool” to ensure the allocation of funds for those
   items/programs that have been identified as the higher university strategic priorities. –
   Budget Planning Council

6) Establish the total amount of funds available for spending in FY07-08 (Expenditure Cap)
   – Budget Planning Council

7) Subtract the “Strategic Funding Pool” amount from the FY 07-08 Expenditure Cap and
distribute the result (Base Allocation) among the Divisions in proportion to their FY 06-
07 allocation. – Budget Office

8) Discuss funding needed for the various university strategic priorities, taking into
   consideration relevant institutional data and evaluation, and use this discussion as the
   basis for allocating the funds in the “Strategic Funding Pool” among the respective
   Divisions. – Leadership Team

9) Distribute funds allocated to the Divisions among the Departments using strategic
   priorities, informed by relevant data and evaluative findings, as the basis for distribution.
   – Divisions and Departments

17
10) Create new division and department organization charts, and salary, OPS, expense, and OCO budgets on the basis of the new allocations.
11) Prepare final unit annual plans – Departments
12) Implement unit plans - Departments
13) Assess and evaluate performance – Departments/Divisions/Assessment Unit/Evaluation Unit
14) On the basis of 13) adjust implementation plans to meet goals and objectives – Departments/Divisions
15) Meet to discuss budget status every quarter – Leadership Team
16) Repeat process from 1) for future years – All areas
3.7 Implementation Strategy

In order to promote and maintain the culture of continuous improvement as the planning, resource allocation, evaluation, and implementation activities are pursued, FAMU is adopting, for 2007 onwards, a management implementation strategy with the following elements (also see Figure 5):
1. **Student - Oriented** – FAMU will develop and promote an attitude that treats high quality academic and administrative services to the students as paramount.

2. **Teamwork** – FAMU will embrace and promote team-building and teamwork as critical processes in implementing institutional effectiveness.

3. **Process Analysis** - FAMU will continually review its business and administrative processes that govern and seek to implement changes that add value.

4. **Technical and Administrative Training** - FAMU will promote training, counseling and disciplining all its employees to enforce accountability.

5. **Recognition and reward** - FAMU will have a system for recognizing and rewarding students, faculty and staff who best reflect the spirit and direction of the University.

6. **Empowerment of Faculty and Staff** - Faculty and staff will be inspired and encouraged so that they accept responsibility with confidence and continuously seek to add value to the University’s academic, administrative, and business processes.

7. **Metrics:** - FAMU will ensure that performance factors are developed for all levels of the institution and are measured and well-disseminated.

8. **Partnerships** - FAMU will actively seek partnerships with external entities where such partnerships result in the furthering of the FAMU mission.
3.8 Institutional Effectiveness Committees and Council (Organization, Roles, and Responsibilities)

Existing Committees

- Institutional Level Assessment Committee (ILAC) - The Institutional Level Assessment Committee (ILAC) was formed to provide leadership in the implementation of the university’s assessment system. The ILAC committee spearheads the development and monitoring of the implementation of FAMU’s assessment processes. Below are specific roles and responsibilities of ILAC:

  • Providing leadership for the development and implementing of campus-wide institutional assessment strategies.
  
  • Establishing and monitor the annual assessment calendar
• Reviewing submitted assessment reports against plans submitted by instructional programs, administrative and educational support services and recommending revisions as appropriate.
• Recommending the development, acquisition and use of attitudinal and other types of surveys/questionnaires as institutional assessment instruments.
• Verifying that assessment results have been used for programmatic or service improvements (“closing the loop”)
• Assessing the institutional assessment practices and making recommendations to the administration (Provost, President and BOT) for strengthening the assessment of teaching and learning processes
• Recommending channels and the types of information that can be routinely communicated campus-wide and to the external constituencies/stakeholders

- General Education Assessment Committee (GEAC) - The University recognizes that a liberal arts foundation is essential to supporting the process of learning in the respective program majors. For this reason, in August 2004, the Provost and Vice President for Academic Affairs appointed members to the newly formed General Education Assessment Committee (GEAC). This committee’s major charge is to provide oversight and leadership for the design, development and implementation of a systematic general education assessment plan for the university.

The GEAC comprises representatives from the following programs and areas: Arts and Sciences (Biology, English, Math, and Philosophy), Business, Journalism, Nursing, Pharmacy, two undergraduate students and two Faculty Senate members.

Specific roles and responsibilities of GEAC include:

• Establishing and streamlining a systematic process for the assessment of the general education program
• Identifying college-level knowledge and competencies for the general education program that are linked to FAMU's mission and goals and Florida State accountability systems
• Developing an assessment plan for general education program
• Monitoring the implementation of the planned general education assessment activities
• Recommending appropriate assessment strategies to the Institutional Level Assessment Committee
• Providing documentation about the results of State mandated assessments of core specific skills and abilities. Specifically, providing evidence that FAMU graduates have attained the expected core knowledge and competencies
• Furnishing the Institutional Level Assessment Committee with the results of general education assessments
• Documenting evidence that the assessment results have been used for the improvement of the general education program.
• Recommending strategies for strengthening the outcomes of the general education program
-Program/Divisional Level Assessment Committee (P/DLAC) - The Program/Departmental Level Assessment Committee is charged with providing leadership for the design, development and implementation of a systematic program/departmental assessment plan and Overseeing assessment activities across the curriculum/functional areas.

Specific roles and responsibilities of the Program/Departmental Level Assessment Committee:

- Providing leadership in identifying program/departmental learning outcomes/objectives linked both to FAMU's mission and goals
- Providing leadership in identifying appropriate assessment methods/strategies to measure learning outcomes/performance at the program level
- Monitoring and documenting opportunities provided for students to actively demonstrate their knowledge, skills/abilities, values and development at the program level
- Supervising program level assessment data collection, analysis and interpretation relative to students' ability to achieve the learning objectives
- Sharing program level assessment results with curriculum committee and other appropriate groups
- Devising strategies for using assessment results to improve student learning, courses, programs, and services
- Ensuring that feedback from program level assessments is provided to students and other stakeholders
- Preparing and submitting, with the approval of the dean, requested assessment results to the university committee
- Recommending to the university committee assessment information approved by the dean to meet externally mandated reports
- Recommending desirable changes to the general education program assessment approach to the university committee.

Proposed Committees
- Budget Planning Council - The University Budget Planning Council (UBPC) will be responsible for overseeing the effective allocation of resources to facilitate accomplishment of the University’s goals. The BPC will comprise the Budget Director, all Vice Presidents, and representatives from Student Government, Faculty Senate. The Council will be chaired by the CFO and Vice President of Fiscal Affairs. The UBPC’s responsibilities will be to:
  - Establish annual set asides to ensure strategic priorities are accomplished
  - Establish timelines for the various budget activities
  - Recommend annual expenditure caps for the University
  - Recommend the annual distribution of resources to the various divisions taking into consideration the strategic priorities for the year and the relevant institutional data, assessments, and evaluations.

The BPC will report and will make its recommendations to the President.
- Institutional Research Committee - The Institutional Research Council (IRC) is designed to serve as an advisory body on matters pertaining to the development of a research agenda, is being proposed. The IRC will enhance the ability to collect, organize, and analyze institutional and other data to support institutional management, operations, decision-making and planning functions. The goal of the IRC is to assist the university with realizing its potential for distinction in research, creative, and scholarly activities.
4.0 Monitoring the Institutional Effectiveness Plan

At the institutional level, the FAMU Leadership Team will take an active role in monitoring the implementation of the Institutional Effectiveness Plan. To this end the process identified in Figure 6 will be used. As an integral part of monitoring the IEP the Leadership Team will ensure the implementation of corrective action and recognize outstanding effort that promote the spirit of institutional effectiveness. The Leadership Team will also present reports on Institutional Effectiveness to the Board of Trustees and all other FAMU stakeholders.

A Centralized Institutional Effectiveness Unit (CIEU) (see section 2.3) will be responsible for compiling and reporting on: university-wide indicators and other selected institutional operations processes and outcomes. The CIEU will serve as the primary source of information for the Leadership Team. The CIEU will also provide recommendations, based on their research and analysis of the information compiled to the Leadership Team.

The evaluation processes described in section 3.4 will be used to monitor effectiveness and quality at the unit level.
State Universities’ Board of Governors Goals

FAMU’s Strategic Plan Initiatives and Goals

Funding from State Legislature

Funding from Other Sources

Research, Assessment and Evaluation Results

FAMU’s Annual Strategic Priorities

Department/Division Plans

Implementation

University Budget Planning Council

Annual Budget Allocations

INSTITUTIONAL EFFECTIVENESS PLAN

Centralized Institutional Effectiveness Unit
Quarterly Reports on University-Wide Indicators
Quarterly reports on Operations
Semi-annual report on budget process
Semi-annual report on planning process
Semi-annual report assessment/evaluation process
Recommendations

University Leadership
Review of reports
Implement corrective action as necessary
Recognize outstanding performances
Quarterly Report to the Board of Trustees on Performance
Annual Report to all Stakeholders

FIGURE 6: Monitoring the Institutional Effectiveness Plan