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STATE OF FLORIDA
FLORIDA A&M UNIVERSITY

IN RE: ACADEMIC AFFAIRS COMMITTEE MEETING
DATE: MARCH 9, 2016
TIME: 8:00 a.m. - 8:40 a.m.
COMMITTEE MEMBERS: TRUSTEE MATTHEW CARTER
(PRESENT) TRUSTEE THOMAS DORTCH
TRUSTEE BELINDA SHANNON
LOCATION: PRESIDENT'S CONFERENCE ROOM
FOURTH FLOOR
LEE HALL
REPORTED BY: YVONNE LAFLAMME, FPR
COURT REPORTER and
NOTARY PUBLIC

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P.O. BOX 3093
TALLAHASSEE, FLORIDA 32315
(850) 697-8314

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2 PROVOST DAVID: Good morning. This is Provost
3 David. Valerie Singleton is traveling with the gospel
4 choir on spring break. Oanda Okusanya from my office
5 is here, and I'll ask her to call the roll.

6 MS. OKUSANYA: Good morning.

7 Trustee Carter?

8 TRUSTEE CARTER: Present.

9 MS. OKUSANYA: Trustee Dortch?

10 TRUSTEE DORTCH: Trustee Graham?

11 Trustee Lawrence?

12 Trustee Shannon?

13 TRUSTEE SHANNON: Here.

14 MS. OKUSANYA: Trustee Carter, you have a quorum.

15 TRUSTEE CARTER: Okay, great.

16 So there's only one action item today, and thank
17 you all for --

18 TRUSTEE SHANNON: Good morning.

19 TRUSTEE CARTER: -- adjusting your calendars, and
20 this is something we really have to get taken care of
21 prior to tomorrow.

22 There's one action item on the agenda and it's
23 the accountability report.

24 I would recognize Provost David.

25 PROVOST DAVID: Good morning, and thank you

1 Chairman Carter. As you and I discussed, I have
2 prepared a presentation which was uploaded, I believe,
3 two days ago to the website, and I'll just go through
4 that. It's an introduction of the accountability
5 report, so hopefully you will have all of your
6 questions answered and be able to support it.

7 I'm going to move to the first slide of the
8 presentation and this gives you a little bit of
9 background about the accountability report. There's a
10 Board of Governors regulation that requires a system
11 to develop plans for moving the institutions and the
12 system forward, and so each institution is therefore
13 asked to create an accountability report. It includes
14 a narrative section, dashboard data. The dashboard
15 data includes enrollment, the degree programs offered,
16 Carnegie classification, productivity, efficiency,
17 degrees awarded, and programs of strategic emphasis,
18 research and commercialization, funding resources and
19 post-graduation metric.

20 Then, what the institution does is it -- sorry,
21 the Board of Governors does -- is it takes all of the
22 reports, once they have been approved by the Board of
23 Trustees and approved by the Board of Governors, and
24 it creates its own accountability report. It has kind
25 of a system-wide snapshot of the effectiveness of the

1 universities.

2 Going to the second slide, the accountability
3 report is a little hard to follow; I appreciate that
4 since I first saw one last year. Some of the data,
5 it's outcomes data -- some of the data will be
6 reported about students who graduated from 2013/2014
7 academic year; some will be about restaurants who
8 graduated in the 2014/2015 academic year, and some of
9 it will be about students enrolled in 2014.

10 So it's a little complicated, and sometimes when
11 you look at the numbers I'll be able to give you more
12 current information about where we are now based on
13 data that we're collecting in the more current year
14 just because we're there's lagging data that's
15 reported in this report.

16 Moving to the next slide. As I mentioned, this
17 is a collaborative process so it's going to be based
18 on data that the universities collect and report.
19 It's based on the data that the State University
20 System Board of Governors collects and reports, and
21 it's also based on computations that are provided by
22 the state universities and were verified -- sorry --
23 provided by the SUS BOG and verified by the
24 universities.

25 So, we are at the stage where we have done our

1 computations, submitted our numbers to the Board of
2 Governors, they have verified them, so it's kind of a
3 mutually verifiable situation here. And now, after
4 it's been approved by the Board of Trustees, we will
5 tell the Board of Governors that our accountability
6 report is final.

7 Moving to the next slide. There are a few things
8 if you have seen an accountability report before that
9 have changed from last year. The scale was originally
10 a 50 point scale with a 26 minimum required score.
11 Let me stop and emphasize, as I always do, that FAMU
12 has never failed to meet the minimum score. We have
13 always met the minimum score, and we have never been a
14 failing institution requiring intervention from the
15 Board pursuant to the performance metric policy.

16 They changed the scale from a 50 point scale with
17 26 as a minimum, to 100 point scale with a 52 minimum.
18 There are new ranges for improvement scores and
19 excellence scores because of the change in shift to
20 the hundred point scale. And then, in addition, the
21 Board of Governors recently approved a new minimum
22 salary component as part of metric one.

23 I'll talk a little more about this when I get to
24 metric one, but that's not going to go into effect
25 until next year.

1 Moving to the next slide. Just to give you some
2 highlights of the narrative portion of our
3 accountability report. We highlighted student
4 achievements, including national recognitions that our
5 students received from allied health and journalism
6 and one of the significant scientific achievements for
7 our agriculture students, which she cloned a gene,
8 which is really cool.

9 Faculty achievements including contracts and
10 grants, national recognitions and honors. I will note
11 that our contracts and grants activity continues to be
12 very strong and improving all the time. And then
13 institution recognitions, including listings on
14 several national rankings for our programs including
15 nursing, schools and the university itself.

16 Moving to the next slide. There are also reports
17 in our accountability report of student success
18 initiative, so here's where we update the board on
19 many of the activities that we are undertaking,
20 including I'll note successfully promoting STEAM
21 education. You notice I'll call it STEAM, because we
22 always want to keep the "A" in agriculture in there.

23 Improving financial literacy. We have reduced
24 our loan default rates as noted in the accountability
25 report, and we actually recently received a report

1 that our loan has continued to decline. That's again
2 lagging data, so we have the most recent numbers and
3 we're continuing to move that loan default rate down.

4 And launching our Living Learning initiatives and
5 other initiatives to promote student success, it also
6 reports on student recruitment initiatives. Most
7 importantly, I think from the Board's questions last
8 year, we are continuing to add to our collection of
9 articulation agreements with community colleges and
10 strengthening the ones that we had.

11 Research and innovation initiatives, as well as
12 community service initiatives and most notably I would
13 say our public health program is really very active
14 out there in the community, as well as many other
15 programs, including social work and of course our
16 College of Education students.

17 Moving to the next slide. Here's where we start
18 to get into the numbers. So I've tried to break up
19 the report into little snippets and putting together
20 some of the metric that are most represented, and then
21 for each slide what I have done is I've taken the
22 information from last year's report for the State
23 University System to try and give you a sense of the
24 scale of the numbers, so these are not current
25 numbers. I have no idea who has the highest or the

1 lowest numbers for the accountability reports this
2 year, but based on last year's number, this gives you
3 a little bit of a sense what the range is and what the
4 goals are for the institution.

5 Just to remind you how all of this works. There
6 are 10 metrics for each institution. Well, there are
7 10 performance metrics. There's about a million
8 metrics for each institution, but there are ten
9 performance metric for each institution. Eight of
10 them are commonly common. There's one that's
11 different, for one of the institutions that doesn't
12 have a graduate program, for example. And then there
13 are two metrics. One is chosen which the Board of
14 Governors. It is the Board of Governors' choice
15 metric. And one is chosen by each institution, by
16 their Board of Trustees; it's the Board of Trustees'
17 choice metric.

18 There are two ways to get points. One is for
19 improvement, so it looks at the score you had the
20 prior year and any improvement and you get points for
21 percentage improvements. Because the scale has
22 changed, they've changed the improvement point scale
23 so that instead of getting -- last year it was you get
24 a .4 percentage improvement, and now it's you get a
25 half of a .4 percentage for improvement so that

1 managers to keep the scale similar when you double it
2 from five to ten improvement points.

3 Then there's also excellence points, and so how
4 you get excellence points is if the Board of Governors
5 have identified ranges of what they consider to be
6 excellence performance and within that range certain
7 scores are assigned for achievement.

8 The performance funding score is based on the
9 total, the highest of the excellence points or
10 improvement points. I'm not reporting our score here
11 because we haven't had our score kind of finally
12 accepted yet by the Board of Governors, but I'll try
13 and indicate where I think we're going to get either
14 excellence points or improvement points.

15 So, the metric one is the one that is changing
16 next year. This is the percent of students who have
17 graduated, and you'll notice this is one, which is a
18 lagging indicator because it's the percent of students
19 who are employed full-time or continuing their
20 education one year after graduation.

21 So this is not looking at our most recent
22 students; this is looking at the students who
23 graduated a year before our kind of current graduating
24 class. It is changing the system next year and it's
25 not going to be just whether you have graduated and

1 are employed or continuing your education. It's going
2 to be whether you have graduated and are employed with
3 the job which is paying a minimum of \$25,000 or
4 continuing their education. That's going to have an
5 impact on all of the State University Systems schools.

6 Most schools have projected that they will have
7 a -- all schools actually have projected they will
8 have a decrease in this score. The decreases that are
9 projected range from 7 percent to 11 percent, and our
10 decreases present is probably going to be somewhere
11 around the 9 to 10 percent decrease based on past
12 data.

13 On this particular one, we've kind of held
14 steady, and so that's actually going to put us in a
15 pretty good position for getting some points.

16 The median wages of bachelors and graduates --

17 TRUSTEE SHANNON: Provost David, before you go on
18 to the next one, for that number one, is it percent
19 employed full-time in the state of Florida? Or do
20 they count students who are employed full-time outside
21 of the state of Florida or continuing their education
22 outside of the state of Florida. That's my first
23 question.

24 And then the second question is, you said that
25 most schools project, under the new definition of this

1 particular factor, they projected a decrease, and why
2 is that?

3 PROVOST DAVID: Okay. So to answer your first
4 question, this is data that's a State University
5 System -- I should point out that I have Beverly
6 Barrington and Donald Palm here, so Beverly Barrington
7 has just scribbled a note to remind me that while the
8 State University System collects that information, it
9 is from a database that has only partial
10 participation. So there are 37 states that
11 participate in that database, and they're able to
12 match our students and call the data the employment
13 data for those students.

14 It doesn't include Georgia, which doesn't help
15 us, because as you might expect, we get a lot of
16 students who are from Georgia and then go back to
17 Georgia, or a lot of students who are just employed in
18 Atlanta or other cities in Georgia. So, there are a
19 number of programs where either students are employed
20 and they're part-time employed or -- sorry. Let me
21 start that sentence over again.

22 There are a number of universities -- all of the
23 universities have predicted there will be a reduction.
24 All of us have students who go out and are going to be
25 part-time employed or employed at a rate that's not

1 going to meet the \$25,000 minimum. For us, in
2 particular, we're in a part of the state where
3 salaries are a bit lower, and we have students who for
4 example might graduate with a degree in early
5 childhood education and go work in a daycare center
6 and they're going to get paid \$18,000.

7 TRUSTEE SHANNON: Okay.

8 PROVOST DAVID: So they won't count going
9 forward.

10 TRUSTEE SHANNON: Uh-huh. So with the first
11 question, when you said that the State University
12 System, so they use a national database that doesn't
13 have full participation by all states; are we allowed
14 to independently collect information and provide it?

15 PROVOST DAVID: No. No, we are not.

16 TRUSTEE DORTCH: This is Trustee Dortch. In our
17 last meeting, I had a question of whether we were
18 collecting data anyways, regardless of what the state
19 had, so we would have at least something of substance
20 should we get hit by the press or something
21 negatively. I can't remember whether you said you had
22 perfected the system, or do you have information that
23 at least helps us to make our case that we still are
24 placing in places like Georgia, and I would assume DC,
25 and some of the other major cities where our graduates

1 have gone. Have we done anything respectively to that
2 nature?

3 THE WITNESS: We actually do collect some
4 information. I cannot say it is perfect. Certainly,
5 between this initiative under the performance funding
6 metric and the Governor's initiative for 100 percent
7 employment, we have now been ramping up our efforts to
8 collect information.

9 One of the things -- so SBI is a great example.
10 They actually place students and they place students
11 well. They place students often nationally -- not
12 often nationally, but they place students nationally,
13 and often the students are getting very highly paid
14 job in places like Chicago or other financial cities
15 around the nation. A lot of the salary information,
16 however, is considered confidential by the business
17 firms. So they're resistant to actually reporting
18 that information, so we're trying to think about how
19 we can better track this. Yesterday, the Dean was
20 talking about a software package that can help them
21 track it, so we're going to certainly ramp up our
22 efforts on that.

23 TRUSTEE DORTCH: In these cities, I guess the
24 other back-up effort, do we have strong alumni groups?
25 I know in Atlanta where I live, the FAMU alumni

1 association is pretty active in that area. Have we
2 even attempted to even -- in our system, no matter how
3 flawed it may or may not be -- work through every
4 resource we have, even with the alumni association, to
5 try and contact those grads and to at least give us a
6 scale so we can have some idea?

7 PROVOST DAVID: I don't know if that particular
8 initiative has been undertaken. The Career Center on
9 campus is also part of this process of course, and the
10 Career Center has a lot of contact with alumni. I
11 don't know if they've asked that specific question,
12 but these are great ideas and we are dutifully noting
13 them so we can share those ideas as we bring our team
14 together so that we can better collect this
15 information and track the outcome.

16 TRUSTEE DORTCH: Thank you.

17 PROVOST DAVID: Thank you very much.

18 Moving to metric 2. Metric 2 is median wages of
19 bachelors, graduates employed full-time, and this one
20 is limited to Florida, so employed full-time in
21 Florida. Our wages have improved. Actually, it's a
22 nice bump up for us and it should show us some
23 improvement points.

24 You'll note the ranges for the State University
25 System last year, and so we last year were in about

1 the lower third of the range, and now we are -- if the
2 ranges hold steady -- closer to being kind of right
3 there in the center. And I'll move on unless there
4 are additional questions.

5 TRUSTEE SHANNON: The only thing I would like to
6 say -- this is Trustee Shannon -- is this metric,
7 also, I think the university could benefit if we found
8 a more robust and accurate way to track our own data,
9 because we do have students graduating with bachelor's
10 degrees who are employed full-time outside of the
11 state of Florida with substantial salaries, and that
12 we can not only use that to counter any negative
13 impact that we get from our performance against these
14 two metric, but also to use it, you know, to lobby,
15 you know, for recognition; for our efforts with
16 respect to the metric, should we have that
17 opportunity; you know, to get credit in the future for
18 our efforts.

19 So I mean, I really think we need to somehow
20 prioritize -- you know, trying to get a project
21 together that will absolutely be able to help us
22 gather as much information as accurately as possible
23 utilizing alumni, utilizing our survey and contacts
24 back with recent grads and the like. I think we would
25 be missing a huge opportunity if we did not do that.

1 PROVOST DAVID: We completely agree.

2 So I'm going to move on to metric number three,
3 which is cost per bachelor's degree. This actually is
4 a formula that nobody particularly understands very
5 well, and we're actually -- there's a meeting at the
6 beginning of the Board of Governor's meeting next week
7 to talk about alternative ways of calculating this,
8 although I don't think it's going to change, because
9 there have been conversations to talk about how to
10 change this in the past that haven't moved anywhere.

11 It basically tries to take in all of the costs
12 associated -- all of the salary costs associated with
13 instruction and then figure out how much that costs a
14 student to earn a degree based on the salary and
15 contributions of the state.

16 This is a metric where we don't do particularly
17 well. We're continually trying to think of how we can
18 move the needle in the right direction. We want the
19 number to go down, and as you can see, the number has
20 gone up. The range for the State University System is
21 22,000 -- from last year is 22,000, to over 76,000.
22 The 76,000 was New College, so as an outlier, that's
23 not necessarily a benchmark for us to feel safe
24 against. We're trying to move ours down and we have
25 projected a decrease in this in the out years and our

1 work plan.

2 The University Access Rate is the number of first
3 year students who return for their second year who
4 also have a GPA greater than 2.0, and as you can see,
5 we had an improvement in our access rate. I would
6 like to credit some Yeoman's efforts by our student
7 success teams and others in our academic program,
8 because we worked really hard to reach out to students
9 and get them to come back and to find out what the
10 barriers were for them coming back, and to try and
11 solve those problems and offer pathways to continue,
12 and you see the efforts paid off with improvement, so
13 we should get improvement points for that.

14 Moving to the next --

15 TRUSTEE SHANNON: On the cost for bachelor's
16 degree, I know you said it's a complex formula that we
17 have to use or the State University System uses to
18 calculate that, but do you have any general idea as
19 to, A, why we are so high above the median SUS school;
20 and then, B, what we had a change in, it looks like a
21 significant change, what contributed to that.

22 PROVOST DAVID: So yes, we -- and we actually
23 are, when I say we are talking about this, we
24 literally have had meetings and are having meetings to
25 figure out what the levers are that we can pull to

1 make some progress on this. Right now, there are a
2 few things that we have identified. One is that our
3 students have excess credit hours. That's another
4 metric that you'll see, and the excess credit hours
5 means they're taking more courses and that means the
6 cost of education is higher because they're taking
7 more courses. So everything we do that improves our
8 excess credit hour rate is going to be helpful for us.

9 The second thing we've identified is that we have
10 a much lower proportion of students who are taking 15
11 credit hours or more, and so everything that we can do
12 to encourage, require, demand, expect our students to
13 take 15 credit hours is going to help us in this way,
14 as well.

15 So those are two things that we have identified.
16 We're going to be working on a campaign for students
17 to explain to them the benefits of taking 15 credit
18 hours. We are also working on changing the way we
19 give students their schedules when they start. So
20 freshman who are coming in will be given 15 credit
21 hours so that will set the expectation right when they
22 come in and then we're also looking at other options,
23 including the possibility of a block tuition, which
24 would make it cheaper for students to take 15 or more
25 credit hours. So those are some of the things we're

1 looking at.

2 TRUSTEE SHANNON: Do we have Honors and Dean's
3 List designations that are given on a semester basis
4 or annual basis?

5 PROVOST DAVID: We do.

6 TRUSTEE SHANNON: And are those based on students
7 taking 15 or more credit hours per semester?

8 PROVOST DAVID: I don't believe --

9 TRUSTEE SHANNON: Or is it any number combination
10 on Honors designation?

11 PROVOST DAVID: I'll let Donald Palm answer that
12 question.

13 DR. PALM: Yes, it is a combination, but our
14 scholarship students, who are mostly honor students,
15 have to take 15 credit hours.

16 PROVOST DAVID: Right. So while the Honors List
17 and Dean's List may not require it, there is a
18 scholarship requirement for students who are getting
19 scholarships to take it.

20 TRUSTEE SHANNON: The reason I ask is I was more
21 interested in whether or not in order to get on the
22 Dean's List you had to order the GPA based on taking
23 15 credit hours, and if that is an important
24 designation, we might want to look at that.

25 PROVOST DAVID: That's a good idea. We'll have

1 to look into more of the specifics about how that is
2 awarded. And I would be remiss if I didn't also
3 mention we have a scholarship program, the High
4 Achievers Award, that was initiated by the President,
5 which also encourages student to stay on track, get
6 through in four years and keep going.

7 So those are some of the initiatives and
8 incentives that we have that will help us hopefully
9 reduce our cost of degree metric.

10 TRUSTEE DORTCH: This is Trustee Dortch. Have we
11 at least done some benchmarking to look at
12 institutions in the state that maybe of similar size,
13 to look at where they are, what they're doing, and
14 even to communicate if they have improved or if
15 they're doing well; to find out what measurements --
16 measures they're taking to succeed?

17 PROVOST DAVID: Yes. Yes, and I would say that
18 my experience has been that all of the institutions
19 that we've reached out to have been very helpful.
20 They've shared their plans with us. They've talked
21 with us, and then the counsel of Provost which meets
22 at every Board of Governors meeting, and is a very
23 collaborative group, where we share ideas. And
24 everybody is working to advance the interest of all of
25 our students. We also have reached out --

1 TRUSTEE DORTCH: Sorry.

2 PROVOST DAVID: We also have reached out to peer
3 institutions that have done remarkably well, so we
4 have sent teams to Georgia --

5 DR. PALM: Georgia State.

6 PROVOST DAVID: Georgia State. I want to make
7 sure I don't mix up my Georgias. We have sent teams
8 to Georgia State that have shown a remarkable
9 turn-around in how they have used data to improve
10 student success. We are adopting some of those
11 measures on our campus, including adopting the
12 Blackboard analytics program, so we can better
13 understand what the levers are that we can push, and
14 associating ourselves with various institutional
15 groups, through EAB for example.

16 And then, we also sent a team of folks to -- is
17 it Tennessee State?

18 DR. PALM: It was Jackson State.

19 PROVOST DAVID: Jackson State, which has also
20 done a lot to improve the student success, so we are
21 always looking locally and nationally for the best
22 practices that can help move us forward.

23 TRUSTEE DORTCH: That's great. Because a lot of
24 times, the students who come in and do those minimal
25 hours, they do that for the economics, in terms of

1 getting their funds, federal funds, and hopefully
2 they're in collaboration with the Registrar's Office
3 to flag, also, those students who may not take that
4 minimal 15. But you definitely need to, where
5 possible, find a way to encourage. I don't know if
6 there are any policies that can mandate, in terms of
7 controlling those who take excessive number of hours
8 in those departments, and new policies that may
9 require that the student at least with the requirement
10 of 15 hours.

11 But again, it's good to hear you're benchmarking,
12 you're communicating, and hopefully we'll be able to
13 get a little more success and control in that
14 challenge. Again, every chance we can to minimize our
15 hits from the rankings, based on our scores, we really
16 need to step it up, because that's one of those
17 conversation points that I hear from some of the
18 alumnus and others who don't have the basis of all of
19 the facts, and so we've got to build more confidence
20 and at the same time tell our story.

21 PROVOST DAVID: Uh-huh, right.

22 TRUSTEE CARTER: This is Trustee Carter. I was
23 trying to remain quiet because Provost answered all of
24 my questions. But because you mentioned it, Trustee
25 Dortch, one of the other things that they're doing is

1 a more intense counseling and tracking system to kind
2 of catch these kids before they get in. Like, I think
3 one of the questions was how many hours they're
4 taking. If we can kind of catch these kids before go
5 out there and they start saying, "Well, you know
6 instead of taking 15 hours, I'm going to take 12
7 hours," or, "I don't really know what I'm going to
8 do;" try to get a more intense focus and more robust
9 counseling and directional services so we can get them
10 into the metrics of where they came before and to
11 graduate as fast as possible.

12 TRUSTEE DORTCH: That's great.

13 PROVOST DAVID: So I'm going to move us to the
14 next slide, if there are no more questions, and that
15 brings up a metrics, Number 6 and 8. These are the
16 metrics related to programs, degrees awarded on
17 bachelors degrees and graduate level and programs of
18 strategic emphasis. Programs of strategic emphasis
19 includes STEM, but it also includes others areas
20 around our campus, including predominately in
21 education.

22 You can see that we've essentially held steady at
23 around a 50 percent mark for our bachelor's degrees,
24 and in our graduate degrees, we've actually seen a
25 significant increase on year to year on a number of

1 graduate degrees awarded in programs of strategic
2 emphasis.

3 So we should continue -- we anticipate that we'll
4 continue to have excellence points for the bachelor's
5 degree score and that we will probably go for
6 improvement points for the significant increase on the
7 graduate side.

8 TRUSTEE DORTCH: Nothing happens without funding.
9 We get our performance funding, that's going to be a
10 tremendous benefit for us.

11 Go ahead.

12 TRUSTEE SHANNON: I'm sorry. Did we miss four
13 and five, or did we do those?

14 PROVOST DAVID: Oh, we did miss four and five.
15 I'm so sorry. I skipped a page or skipped a slide,
16 four and five. And those are important ones, too,
17 that we've got a lot of great effort around.

18 TRUSTEE SHANNON: It's really early here in
19 California so I didn't know if it was me.

20 PROVOST DAVID: No, no, it's not you. It's me.
21 Six year graduation rates is -- I kind of talked about
22 academic progress rate, but six-year graduation rate
23 is actually very important. The six-year graduation
24 rate for first time in college students; again, this
25 is an indicator which looks at the students who

1 graduated at a -- who started in a particular year and
2 tracks them until six years to see how many of them in
3 that six-year period have graduated, whether they
4 graduated in their fourth year, their fifth year,
5 their sixth year.

6 This one is one where we essentially held steady.
7 I want to let you know that holding steady on this one
8 was a Yeoman's effort, because in May of last year, it
9 actually looked like we were going to see a decline in
10 this metric. We pulled out the team; we pulled out
11 the A Team, including Mr. T and all of the other
12 people in the A Team, to come out and do degree
13 audits, reach out to students.

14 This is when we really started promoting our
15 interdisciplinary studies options for students. We
16 were trying to clear up problems with their
17 transcripts that were preventing them from graduating.
18 We tried to help them by finding courses that they can
19 take that can help them finish, because we were able
20 to not only work on the students who were eligible to
21 graduate in April, but also moving through the summer
22 graduation opportunity.

23 This is one of the reasons why the board
24 regulation that was passed in December is going to
25 really help us moving forward, and we can see it's

1 going to help us based on the effort it's already had
2 or the impact that it's already had in just six months
3 in helping us to move students through and get them
4 graduated, so we're super excited about that.

5 Even though this is basically a steady year, we
6 don't lose any points for increasing. We don't -- for
7 not increasing -- and we don't use lose any points for
8 decreasing slightly, which is what we did. So, we'll
9 hold steady there in the area of where we are with
10 this, which is not necessarily a good area; we get no
11 points, but we won't lose any points for going down.
12 And we see a solid way forward for us to make progress
13 on this. We really do. So we thank you for the
14 support of that regulation.

15 Academic progress rate, which I've already
16 mentioned a little bit. We saw a great improvement in
17 that from 70 to 75, so again, that was another team
18 effort last year, over the summer, reaching out,
19 calling people, getting them to come back and tell us
20 what the barriers were to coming back, and you know,
21 just letting them know we wanted them to come back
22 which is very important as well.

23 So I expect that we're going to see improvement
24 points for our academic progress rate.

25 TRUSTEE SHANNON: So Provost David, can you

1 remind us, how is academic progress rate calculated?

2 PROVOST DAVID: This is the students who have
3 entered in a year, who come back the second year for
4 the second year of studies, with a GPA which is
5 greater than 2.0. It doesn't count transfer students.
6 It's freshman students, first time in college students
7 who enter, whether they come back a second year with a
8 GPA that is greater than 2.0. It's different from
9 retention rates. Retention rates are what's
10 calculated. We actually calculate our retention rate
11 as well, and that's just if you come back for your
12 second year. This is if you come back with for your
13 second year that is equal or greater to a 2.0.

14 TRUSTEE SHANNON: Okay, thanks.

15 PROVOST DAVID: Okay. So I'm going to skip us
16 forward two slides because we've already talked about
17 the strategic emphasis degrees awarded, and this takes
18 us to our last two metrics, metrics nine and 10, the
19 choice metrics.

20 The choice metrics are the Board of Governors'
21 choice metric and Board of Trustees' choice metric.
22 As you have might imagined, the Board of Governors
23 chose a metric where they wanted to challenge us, and
24 the Board of Trustees chose a metric where we can
25 shine, so we thank you, Board of Trustees, for giving

1 us a chance to shine.

2 The Board of Governors' choice metric is the
3 percent of bachelor's degrees without access credit
4 hours. So this is when a student graduates, they look
5 at the total number of credit hours. Typically, our
6 degree programs require 120 credit hours. If you have
7 more than 130 credit hours, you're considered being in
8 excess credit hour standing.

9 The number of students, the percentage of
10 students who graduated without excess credit hours,
11 and this is a number we want to be high, has decreased
12 from 33 percent to about 29 percent.

13 There are a number of reasons why this happened.
14 We talk about our bulge of students, so the students
15 who we admitted in 2009, 2008, 2009 who were
16 challenged in terms of their preparation, and we're
17 still working them through the system. The good news
18 is we might get them through the system, but the bad
19 news is that it might take them awhile which will be
20 reflected in excess credit hours.

21 Excess credit hours also counts any student who
22 graduates in that particular year. So last year, once
23 our interdisciplinary studies degree became more
24 well-known -- we haven't even advertised it but people
25 have heard about it. Completers have come back and

1 said, "Hey, I want to use this opportunity to complete
2 my degree," and if they had excess credit hours, even
3 though they're not part of our cohort of students,
4 then their excess credit hours would also count
5 against us.

6 So there are a number of factors why this has
7 gone down or gone in the wrong direction. We are
8 hoping that all of the things we're doing will allow
9 us to see some progress on this, but we don't see that
10 the progress will be quite -- very quick or will be --
11 you know, it's going to take us a bit of time to get
12 the progress for what we want to see on this
13 particular metric.

14 On the other hand, the great news is the Board of
15 Trustees metric, is the percent of our research that
16 is funded from external sources. This is -- we punch
17 above our weight, as Vice-President of Research, Tim
18 Moore would say, with regard to contracts and grants,
19 and we have continued to do well, and we will hit
20 excellence range for this metric.

21 I would say that, you know, not only do we see
22 this, the trend going forward is even better. I wish
23 we could get excellence-plus points, because we're
24 continuing to work with our NOAA partners, our
25 National Science Foundation partners, and others, and

1 successfully getting grants. So this is -- this
2 continues to be a really important point for us.

3 I know our Carnegie classification has recently
4 been upgraded from R3 to R2, which we're very excited
5 about. And that is, of course, a combination of our
6 graduate student production, as well as our research
7 production, so we're in the right -- I mean, don't
8 forget to tell everybody we are a great research
9 institution.

10 So that's my report on the metrics. As I said,
11 I'm not really reporting on our score, because we
12 haven't quite heard finally whether our score has been
13 accepted or not, but we anticipate that between the
14 excellence points that I've identified and our areas
15 of strength and the improvement points that we will
16 likely be awarded, that we will do pretty well this
17 year. And what we will have to see is how the other
18 institutions fair, as to whether or not we are outside
19 of that bottom range, which is identified as not
20 receiving additional performance funding.

21 So that's what I have in terms of our
22 accountability report. I just wanted to tell you a
23 couple of things of what we're doing, so that's the
24 next slide.

25 TRUSTEE SHANNON: Can I ask one additional

1 question --

2 PROVOST DAVID: Yes.

3 TRUSTEE SHANNON: -- overall about our
4 accountability report? So is it once a year that we
5 report into the Board of Governors and State
6 University System with our final data?

7 PROVOST DAVID: So we report on the
8 accountability, or we report our data in the
9 accountability report, and then we follow it up with
10 the work plan which sets our goals going forward.
11 Actually, last year, as you might recall, sent in a
12 work plan which identified goals reaching out -- some
13 of our goals reaching out for about five years, as
14 we're moving towards best-in-class land grant
15 institution with a doctoral focus in international
16 impact that we want to be.

17 And so, we have actually projected out some of
18 our goals for five years. We'll update the other ones
19 for the three-year period and submit that in June, I
20 think.

21 TRUSTEE SHANNON: So how often do we take an
22 internal look in tracking our progress, holistically?

23 PROVOST DAVID: All the time.

24 TRUSTEE SHANNON: And is that done --

25 PROVOST DAVID: All the time.

1 TRUSTEE SHANNON: I heard that. My question: Is
2 it done holistically with the President and her
3 leadership team? Or are we just doing it individually
4 with respect to whatever department or division owns
5 responsibility for driving that metric?

6 PROVOST DAVID: So I actually own the
7 responsibility for driving just about every metric
8 that I've talked about. And so what I have done
9 periodically is to, with Donald Palm who is our
10 Associate Provost for undergraduate education and
11 student success, and with David Jackson who is our
12 Associate Provost for graduate education, we're
13 tracking things.

14 We actually have, because undergraduate education
15 is a focus of the accountability report; a little less
16 to the same, there aren't necessarily corresponding
17 metrics for graduate education. We're developing
18 metrics for graduate education because we want to make
19 sure we're continuing to emphasize success in that.

20 I asked our Deans to do things, so last fall I
21 asked every student to have a degree audit, which
22 involved all of the Deans. Our Student Success
23 Center, it required people from institutional
24 effectiveness to pull data. It was a campus-wide
25 effort.

1 And I can assure you that the President talks
2 about our performance regularly. We actually came
3 back from holiday break and there was a special
4 meeting to talk about different initiatives, including
5 not only myself but also folks from Student Services
6 and other areas of the campus.

7 So we are always looking at these. We are always
8 looking at them holistically, and hopefully
9 strategically with data in mind so that we are able to
10 make strategic choices that move us forward in an
11 informed way.

12 TRUSTEE CARTER: Trustee Shannon, and obviously
13 I'm the new guy on the block, or one of them anyway,
14 but I've asked our Provost that every time we have an
15 Academic Affairs Meeting, we want to have this front
16 and center so we can track our performance metrics.
17 We don't want to find out the bad news in the press,
18 if there's bad news. In other words, we want to find
19 out on the ongoing manner, because if there's some
20 remedial tweaks we need to do, maybe we can do that in
21 the ongoing process rather than waiting for our
22 final -- when we actually have to submit to the Board
23 of Governors and then find out that way. So I hope
24 that's okay with the members, but I've asked the
25 Provost every meeting we have, make sure that whatever

1 else is on the agenda, this is front and center.

2 TRUSTEE SHANNON: Yeah, I agree definitely. And
3 also, I've seen situations before where if you're
4 looking at just -- you can be monitoring the different
5 pieces individually, but that doesn't help identify or
6 understand where priorities need to be placed in order
7 to drive forward for, you know, better overall
8 results. And so it is good, I think, you're asking
9 for that and that will at least give us one additional
10 level of holistic oversight.

11 TRUSTEE CARTER: Absolutely.

12 PROVOST DAVID: So let me just briefly go through
13 the rest of our slides. I know we've actually gone
14 over our allotted time.

15 A few things we're doing to move FAMU forward.
16 With our available resources, we're investing in STEAM
17 faculty. We have been investing in learning spaces,
18 including new learning labs. We are investing in
19 technology that assists student across the board, so
20 this includes the more holistic advising approach that
21 Trustee Carter was mentioning, degree mapping,
22 scheduling of classes. We're looking at how we can
23 use technology to make us better in all of those
24 areas.

25 We are upgrading our teaching lab spaces, and we

1 are supporting student success, not only in academic
2 advising, but also in our counseling programs. So
3 we've invested in more student counselors this past
4 year, because we know that students have needs that
5 are beyond just the academic needs and that those
6 needs can impact how well they perform academically.

7 Moving to the next slide. We are also seeking
8 new resources and the new resources would help us to
9 invest in, support, and revitalize our faculty. We
10 want to continue to invest in and enhance our
11 investment in technology-supported education,
12 including more and high-quality online courses, online
13 textbooks because that is a big impact for our
14 students, and having the resources to pay for
15 textbooks is a barrier for many of them and teaching
16 innovation.

17 We are also looking for additional funds to
18 continue to upgrade lab spaces, smart classrooms
19 and learning labs. We have begun to develop a
20 completion plan for students who have stepped away,
21 and then we are also investing in our infrastructure
22 to support our educational programs and research
23 mission. So this includes some of the capital
24 improvement projects that the President has talked to
25 you about in other settings.

1 I just want to tell you about a few trends that
2 also will be of some note. So the next slide, the
3 next two slides, and they're actually the final two
4 slides, they talk about our licensure pass rates which
5 have been something that the Board of Governors has
6 focused on.

7 I will share with you that the nursing trend is
8 down year to year, but this is a lagging data so we
9 already know that our last year's nursing data,
10 nursing licensure pass rates has already rebounded and
11 is indeed actually meeting the state average. Our law
12 school trend is also down in terms of the licensure
13 pass rate. It's a national phenomenon. It also is a
14 state phenomenon. We are still well within the area
15 of where we need to be for accreditation purposes and
16 we are continuing the strategies and improving the
17 strategies in order to move forward on the licensure
18 pass rates for the Bar exam.

19 And on the final slide, we see some of our
20 positive trends. So our pharmacy trend is up from 85
21 percent to 89 percent. They're continuing to use an
22 active preparation curriculum and also partnering with
23 external contractors to help provide support.

24 Our physical therapy trend is up from 46 to 58
25 percent. I would encourage you to keep in mind that

1 physical therapy is part of our Allied Health college,
2 which about two or three years ago went through a
3 restructuring and they're seeing the improvement based
4 on that restructuring and their trend for last year is
5 a continuing improvement as well.

6 Occupational therapy is steady at 92 percent, I
7 believe. That's actually not going to be tracked by
8 the State University System any longer because of
9 changes in the way the national organization is
10 reporting it. But we're happy to share with you that
11 the trend there is steady and in excellence range.

12 And cardiopulmonary continues to be in the
13 excellence range with 100 percent. That is not
14 tracked by the Board of Governors, but you know,
15 that's one of our gem areas. Our students as I said,
16 they did 100 percent passage on the licensure exam,
17 and those are one of the areas where our students are
18 typically employed in Florida and typically employed
19 before they graduate. So we're really proud of that
20 and I wanted to make sure I ended with that as a high
21 note.

22 And that ends my presentation. The actual action
23 item is identified, and I don't think I have to read
24 it all, because some of this was included in a slide,
25 and it's basically asking you to approve our

1 accountability report for the 2014/2015 reporting
2 cycle.

3 TRUSTEE CARTER: Are there any questions?

4 TRUSTEE SHANNON: None from me.

5 TRUSTEE CARTER: Trustee Dortch?

6 TRUSTEE DORTCH: No, I'm fine.

7 TRUSTEE CARTER: If there are no questions, may I
8 have a motion recommend approval of the annual
9 accountability report?

10 TRUSTEE SHANNON: So moved.

11 TRUSTEE DORTCH: Second.

12 TRUSTEE CARTER: Moved and properly second.

13 Are you ready for the question.

14 TRUSTEE DORTCH: Question.

15 TRUSTEE CARTER: Let it be known by the sign aye?

16 (All answer affirmatively.)

17 TRUSTEE CARTER: All opposed, like sign.

18 Thank you very much for your time. This is all
19 we have on our agenda for the day. I appreciate you,
20 Trustee Shannon, out there in California. So is it
21 two hours away or three hours away?

22 TRUSTEE SHANNON: Three hours.

23 TRUSTEE CARTER: So sorry, but thank you so much.

24 TRUSTEE SHANNON: All right.

25 TRUSTEE CARTER: Thank you so much, everyone.

1 TRUSTEE SHANNON: Take care.

2 TRUSTEE CARTER: And this officially concludes

3 the meeting. Good-bye.

4 (Meeting concluded.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA)
COUNTY OF LEON)

I, Yvonne LaFlamme, Florida Professional Reporter
and Notary Public, certify that I was authorized to and
did stenographically report the foregoing proceeding; and
that the transcript is a true and complete record of my
stenographic notes.

I further certify that I am not a relative,
employee, attorney, or counsel of any of the parties, nor
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Dated this 10th day of APRIL 2016.

Yvonne LaFlamme, FPR
Court Reporter
Notary Public
State of Florida at Large

