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

MS. OKUSANYA:  Good morning.

Trustee Carter?

TRUSTEE CARTER:  Present.

MS. OKUSANYA:  Trustee Dortch?

TRUSTEE DORTCH:  Trustee Graham?

Trustee Lawrence?

Trustee Shannon?

TRUSTEE SHANNON:  Here.

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

TRUSTEE CARTER:  Okay, great.

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

TRUSTEE SHANNON:  Good morning.

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

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

I would recognize Provost David.

PROVOST DAVID:  Good morning, and thank you
Chairman Carter. As you and I discussed, I have prepared a presentation which was uploaded, I believe, two days ago to the website, and I'll just go through that. It's an introduction of the accountability report, so hopefully you will have all of your questions answered and be able to support it.

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

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

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

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

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

So, we are at the stage where we have done our
completions, submitted our numbers to the Board of Governors, they have verified them, so it's kind of a mutually verifiable situation here. And now, after it's been approved by the Board of Trustees, we will tell the Board of Governors that our accountability report is final.

Moving to the next slide. There are a few things if you have seen an accountability report before that have changed from last year. The scale was originally a 50 point scale with a 26 minimum required score.

Let me stop and emphasize, as I always do, that FAMU has never failed to meet the minimum score. We have always met the minimum score, and we have never been a failing institution requiring intervention from the Board pursuant to the performance metric policy.

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

I'll talk a little more about this when I get to metric one, but that's not going to go into effect until next year.
Moving to the next slide. Just to give you some highlights of the narrative portion of our accountability report. We highlighted student achievements, including national recognitions that our students received from allied health and journalism and one of the significant scientific achievements for our agriculture students, which she cloned a gene, which is really cool.

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

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

Improving financial literacy. We have reduced our loan default rates as noted in the accountability report, and we actually recently received a report
that our loan has continued to decline. That's again lagging data, so we have the most recent numbers and we're continuing to move that loan default rate down.

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

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

Moving to the next slide. Here's where we start to get into the numbers. So I've tried to break up the report into little snippets and putting together some of the metric that are most represented, and then for each slide what I have done is I've taken the information from last year's report for the State University System to try and give you a sense of the scale of the numbers, so these are not current numbers. I have no idea who has the highest or the
lowest numbers for the accountability reports this year, but based on last year's number, this gives you a little bit of a sense what the range is and what the goals are for the institution.

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

There are two ways to get points. One is for improvement, so it looks at the score you had the prior year and any improvement and you get points for percentage improvements. Because the scale has changed, they've changed the improvement point scale so that instead of getting -- last year it was you get a .4 percentage improvement, and now it's you get a half of a .4 percentage for improvement so that
managers to keep the scale similar when you double it from five to ten improvement points.

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

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

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

So this is not looking at our most recent students; this is looking at the students who graduated a year before our kind of current graduating class. It is changing the system next year and it's not going to be just whether you have graduated and
are employed or continuing your education. It's going to be whether you have graduated and are employed with the job which is paying a minimum of $25,000 or continuing their education. That's going to have an impact on all of the State University Systems schools. Most schools have projected that they will have a -- all schools actually have projected they will have a decrease in this score. The decreases that are projected range from 7 percent to 11 percent, and our decreases present is probably going to be somewhere around the 9 to 10 percent decrease based on past data.

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

The median wages of bachelors and graduates --

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

And then the second question is, you said that most schools project, under the new definition of this
particular factor, they projected a decrease, and why is that?

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

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

There are a number of universities -- all of the universities have predicted there will be a reduction. All of us have students who go out and are going to be part-time employed or employed at a rate that's not
going to meet the $25,000 minimum. For us, in particular, we're in a part of the state where salaries are a bit lower, and we have students who for example might graduate with a degree in early childhood education and go work in a daycare center and they're going to get paid $18,000.

TRUSTEE SHANNON: Okay.

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

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

PROVOST DAVID: No. No, we are not.

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

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

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

TRUSTEE DORTCH: In these cities, I guess the other back-up effort, do we have strong alumni groups? I know in Atlanta where I live, the FAMU alumni
association is pretty active in that area. Have we even attempted to even -- in our system, no matter how flawed it may or may not be -- work through every resource we have, even with the alumni association, to try and contact those grads and to at least give us a scale so we can have some idea?

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

TRUSTEE DORTCH: Thank you.

PROVOST DAVID: Thank you very much.

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

You'll note the ranges for the State University System last year, and so we last year were in about
the lower third of the range, and now we are -- if the ranges hold steady -- closer to being kind of right there in the center. And I'll move on unless there are additional questions.

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

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

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

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

This is a metric where we don't do particularly well. We're continually trying to think of how we can move the needle in the right direction. We want the number to go down, and as you can see, the number has gone up. The range for the State University System is 22,000 -- from last year is 22,000, to over 76,000. The 76,000 was New College, so as an outlier, that's not necessarily a benchmark for us to feel safe against. We're trying to move ours down and we have projected a decrease in this in the out years and our
The University Access Rate is the number of first year students who return for their second year who also have a GPA greater than 2.0, and as you can see, we had an improvement in our access rate. I would like to credit some Yeoman's efforts by our student success teams and others in our academic program, because we worked really hard to reach out to students and get them to come back and to find out what the barriers were for them coming back, and to try and solve those problems and offer pathways to continue, and you see the efforts paid off with improvement, so we should get improvement points for that.

Moving to the next --

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

PROVOST DAVID: So yes, we -- and we actually are, when I say we are talking about this, we literally have had meetings and are having meetings to figure out what the levers are that we can pull to
make some progress on this. Right now, there are a few things that we have identified. One is that our students have excess credit hours. That's another metric that you'll see, and the excess credit hours means they're taking more courses and that means the cost of education is higher because they're taking more courses. So everything we do that improves our excess credit hour rate is going to be helpful for us.

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

So those are two things that we have identified. We're going to be working on a campaign for students to explain to them the benefits of taking 15 credit hours. We are also working on changing the way we give students their schedules when they start. So freshman who are coming in will be given 15 credit hours so that will set the expectation right when they come in and then we're also looking at other options, including the possibility of a block tuition, which would make it cheaper for students to take 15 or more credit hours. So those are some of the things we're
TRUSTEE SHANNON: Do we have Honors and Dean's List designations that are given on a semester basis or annual basis?

PROVOST DAVID: We do.

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

PROVOST DAVID: I don't believe --

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

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

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

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

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

PROVOST DAVID: That's a good idea. We'll have
to look into more of the specifics about how that is awarded. And I would be remissed if I didn't also mention we have a scholarship program, the High Achievers Award, that was initiated by the President, which also encourages student to stay on track, get through in four years and keep going.

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

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

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

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

DR. PALM: Georgia State.

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

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

DR. PALM: It was Jackson State.

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

TRUSTEE DORTCH: That's great. Because a lot of times, the students who come in and do those minimal hours, they do that for the economics, in terms of
getting their funds, federal funds, and hopefully they're in collaboration with the Registrar's Office to flag, also, those students who may not take that minimal 15. But you definitely need to, where possible, find a way to encourage. I don't know if there are any policies that can mandate, in terms of controlling those who take excessive number of hours in those departments, and new policies that may require that the student at least with the requirement of 15 hours.

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

PROVOST DAVID: Uh-huh, right.

TRUSTEE CARTER: This is Trustee Carter. I was trying to remain quiet because Provost answered all of my questions. But because you mentioned it, Trustee Dortch, one of the other things that they're doing is
a more intense counseling and tracking system to kind of catch these kids before they get in. Like, I think one of the questions was how many hours they're taking. If we can kind of catch these kids before go out there and they start saying, "Well, you know instead of taking 15 hours, I'm going to take 12 hours," or, "I don't really know what I'm going to do;" try to get a more intense focus and more robust counseling and directional services so we can get them into the metrics of where they came before and to graduate as fast as possible.

TRUSTEE Dortch: That's great.

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

You can see that we've essentially held steady at around a 50 percent mark for our bachelor's degrees, and in our graduate degrees, we've actually seen a significant increase on year to year on a number of
graduate degrees awarded in programs of strategic emphasis.

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

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

Go ahead.

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

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

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

PROVOST DAVID: No, no, it's not you. It's me.

Six year graduation rates is -- I kind of talked about academic progress rate, but six-year graduation rate is actually very important. The six-year graduation rate for first time in college students; again, this is an indicator which looks at the students who
graduated at a -- who started in a particular year and tracks them until six years to see how many of them in that six-year period have graduated, whether they graduated in their fourth year, their fifth year, their sixth year.

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

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

This is one of the reasons why the board regulation that was passed in December is going to really help us moving forward, and we can see it's
going to help us based on the effort it's already had
or the impact that it's already had in just six months
in helping us to move students through and get them
graduated, so we're super excited about that.

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

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

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

TRUSTEE SHANNON: So Provost David, can you
remind us, how is academic progress rate calculated?

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

TRUSTEE SHANNON: Okay, thanks.

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

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

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

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

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

Excess credit hours also counts any student who graduates in that particular year. So last year, once our interdisciplinary studies degree became more well-known -- we haven't even advertised it but people have heard about it. Completers have come back and
said, "Hey, I want to use this opportunity to complete my degree," and if they had excess credit hours, even though they're not part of our cohort of students, then their excess credit hours would also count against us.

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

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

I would say that, you know, not only do we see this, the trend going forward is even better. I wish we could get excellence-plus points, because we're continuing to work with our NOAA partners, our National Science Foundation partners, and others, and
successfully getting grants. So this is -- this
continues to be a really important point for us.

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

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

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

TRUSTEE SHANNON: Can I ask one additional
question --

PROVOST DAVID: Yes.

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

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

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

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

PROVOST DAVID: All the time.

TRUSTEE SHANNON: And is that done --

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

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

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

I asked our Deans to do things, so last fall I asked every student to have a degree audit, which involved all of the Deans. Our Student Success Center, it required people from institutional effectiveness to pull data. It was a campus-wide effort.
And I can assure you that the President talks about our performance regularly. We actually came back from holiday break and there was a special meeting to talk about different initiatives, including not only myself but also folks from Student Services and other areas of the campus.

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

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

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

TRUSTEE CARTER: Absolutely.

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

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

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

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

We are also looking for additional funds to continue to upgrade lab spaces, smart classrooms and learning labs. We have begun to develop a completion plan for students who have stepped away, and then we are also investing in our infrastructure to support our educational programs and research mission. So this includes some of the capital improvement projects that the President has talked to you about in other settings.
I just want to tell you about a few trends that also will be of some note. So the next slide, the next two slides, and they're actually the final two slides, they talk about our licensure pass rates which have been something that the Board of Governors has focused on.

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

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

Our physical therapy trend is up from 46 to 58 percent. I would encourage you to keep in mind that
physical therapy is part of our Allied Health college, which about two or three years ago went through a restructuring and they're seeing the improvement based on that restructuring and their trend for last year is a continuing improvement as well.

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

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

And that ends my presentation. The actual action item is identified, and I don't think I have to read it all, because some of this was included in a slide, and it's basically asking you to approve our
accountability report for the 2014/2015 reporting cycle.

TRUSTEE CARTER: Are there any questions?

TRUSTEE SHANNON: None from me.

TRUSTEE CARTER: Trustee Dortch?

TRUSTEE DORTCH: No, I'm fine.

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

TRUSTEE SHANNON: So moved.

TRUSTEE DORTCH: Second.

TRUSTEE CARTER: Moved and properly second.

Are you ready for the question.

TRUSTEE DORTCH: Question.

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

(All answer affirmatively.)

TRUSTEE CARTER: All opposed, like sign.

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

TRUSTEE SHANNON: Three hours.

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

TRUSTEE SHANNON: All right.

TRUSTEE CARTER: Thank you so much, everyone.
TRUSTEE SHANNON: Take care.

TRUSTEE CARTER: And this officially concludes the meeting. Good-bye.

(Meeting concluded.)
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 am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor am I financially interested in the outcome of this case.

Dated this 10th day of APRIL 2016.

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