Committee Members: Nicole Washington, Chair
Ann Marie Cavazos, Michael Dubose, Kristin Harper, David Lawrence, Craig Reed, and Carrington Whigham

AGENDA

I. Call to Order  Trustee Nicole Washington

II. Roll Call  Ms. Valeria Singleton

III. Minutes for March 3, 2021 Meeting  Trustee Washington

ACTION ITEMS

IV. Academic Calendar (2022 – 2023)  Dr. Maurice Edington

V. Tenure  Dr. Edington

VI. Request for Leave Without Pay – Phyllis Taite  Dr. Edington

INFORMATION ITEMS

VII. Student Affairs Update  Dr. William Hudson, Jr.
   • Kognito Faculty/Staff Training Modules
   • Oracle Financial Aid Implementation

VIII. Academic Affairs Update  Dr. Edington
   • Strategic Priorities
   • Licensure Pass Rate Improvement Plans

IX. Adjournment
Subject: Minutes for March 3, 2021 Meeting

Proposed Board Action: In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

Attachment(s): Yes
   1. Minutes for March 3, 2021
The meeting was called to order by Trustee Nicole Washington. Ms. Valeria Singleton called the roll and the following committee members were present: Ann Marie Cavazos, Michael Dubose, Kristin Harper, David Lawrence, Xavier McClinton, Craig Reed, and Nicole Washington. A quorum was established.

Trustee Lawrence moved to approve the minutes for the meeting on December 3, 2020. The motion was seconded by Trustee Reed and the motion carried.

The Committee recommended approval of the following items:

**Sabbatical and Professional Leave** - Each year the University provides our faculty the opportunity to apply for sabbatical or professional development leave for the succeeding year. This year, eight faculty members are being recommended for approval. In addition, there were no applications for professional development leave.

Trustee Cavazos moved to approve the eight applications for sabbatical leave. The motion was seconded by Trustee Dubose and the motion carried.

The eight faculty members are: Dr. Ramesh Katam, Dr. Seth Ablordeppey, Professor Robert Abrams, Professor Edith Carnley, Dr. Hongmei Chi, Dr. Phyllis Gray-Ray, Professor Jeremy Levitt, and Professor Harris Wiltsher.

**Honorary Doctorate Degree for Thomas “Tom” Joyner** – Other than the earned doctorate, the greatest recognition the University can award is the honorary degree. An honorary doctoral degree is granted for the purpose of honoring those who exemplify the ideas of the University through significant achievements and contributions to society.

Thomas “Tom” Joyner is a legendary radio personality, entrepreneur, and philanthropist. Mr. Joyner is a graduate of Tuskegee Institute with a degree in Sociology. In addition, Mr. Joyner, through the Tom Joyner Foundation, has raised more than $65 million to support students attending Historically Black Colleges and Universities (HBCUs). The Foundation has helped more than 29,000 students at HBCUs over the past 22 years and FAMU received nearly $645,000 from the Foundation.

Trustee McClinton moved to approve the Honorary Doctorate of Humane Letter for Thomas “Tom” Joyner. The motion was seconded by Trustee Dubose and the motion carried.

**Honorary Doctorate Degree for Adora Nweze** – Ms. Nweze is the former Johnnie Raye McMillian. She received her bachelor’s degree from Fayetteville University and a master’s degree in Education.
from the University of Miami. She retired from Miami-Dade County Public Schools after a 39-year successful career. Ms. Nweze has been a champion for civil rights through education, health, and a myriad of related issues that have impacted Floridians. She has on numerous occasions came to the call of the University by rallying legislatures and other government officials, including the Florida Governor, to review issues and ultimately reverse decisions that were dire for FAMU and other HBCUs around the state.

Trustee McClinton moved to approve the Honorary Doctorate of Humane Letters for Adora Nweze. The motion was seconded by Trustee Reed and the motion carried.

**Student Affairs Updates** – informational updates were provided:

- Dr. William Hudson, Jr., and his team provided updates on enrollment, transfer services, the counseling center, and hazing prevention.
- Ms. Teri Little-Berry stated that admissions applications are up by 9.43%. In addition, we have a 7.43% increase in first-time-in-college applications and Florida College System transfer applications. It is important to note that although applications have increased, students in many places are still experiencing test site cancellations and have not been able to retest for the purposes of increasing their scores.

  **Question:** Is the testing requirements mandated by the state or is it a FAMU policy?  
  **Response:** The testing requirements are mandated by the state for public institutions.

  **Question:** Are the other SUS institutions experiencing a lag in admissions because of the testing requirements?  
  **Response:** The flagship institutions may not be experiencing the same lag that we are experiencing. A large portion of our prospective students are from South Florida or large cities where testing sites may not be readily accessible which means the students may experience financial hardships by trying to travel to those testing sites.

  **Question:** Has there been any changes to the admissions requirements?  
  **Response:** The average GPA for the incoming class is 3.7. In addition to the GPA, we consider the students’ test scores to ensure that they are college ready. We realized that those students that were not college ready, incurred a lot of debt and were not graduating. So, this academic profile has allowed us to have better student success outcomes.

- There was an update on Transfer Student Services. The department has been collaborating with alumni chapters and FCS partners for recruitment. As of spring 2021, there are a total of 1,243 FCS transfer students enrolled and 2,105 FCS students statewide enrolled in the Ignite program. A robust recruitment is planned for this term with a total of 93 recruiting events scheduled.
- FAMU SGA provided a video about the importance of counseling services on campus.
• Dr. Hudson provided an update about the Office of Counseling. University counseling centers have seen an increase in appointments and visits. In response to the Board of Governors’ request to develop a plan to address the critical need for student mental health coverage beginning in fiscal year 2017/2018, the university hired one licensed psychologist and an additional licensed psychologist position is currently posted. We have experienced an increase of 22% in student appointments from 2017 to 2019 and 25% increase in clients.

• Dr. Anika Fields, University Counseling Center Director and Immediate Past President of the International Accreditation of Counseling Services, discussed the recommended ratio of professional staff to students and the services we currently offer.

The International Accreditation of Counseling Services (IACS) recommends one professional staff to every 1,000-1,500 students. FAMU currently employs seven FTE clinical staff including the director. The current staff to student ratio is 1:1,300, using Fall 2020 enrollment of 9,100. Once we fill our three vacant positions, the ratio will decrease to 1:910. We are currently offering individual and group therapy as well as workshops via tele-mental health, self-help therapy, suicide prevention training, consultation to faculty and staff, class presentations, webinars, and campus and community outreach. The 24-hour crisis telephonic counseling is available on the main campus and satellite campuses. In addition, the law school has a full-time mental health counselor.

• The final informational update was from Mr. Bryan Smith regarding the hazing prevention initiatives.
  o Two investigations into possible violations of the hazing regulation were closed because the violations could not be substantiated. There is one pending investigation into suspicion of hazing.
  o Eleven organizations received hazing prevention training, via Zoom, in January. Approximately 7,325 students took the Alivetek online hazing training course since its inception.

**Academic Affairs Updates** – The following informational updates were provided:

• Provost Edington provided brief updates.
  o Spring commencement will be conducted in-person during a three-day period: April 23 through April 25. There will be six ceremonies.
  o For summer instruction, we will have a similar approach as the spring semester by utilizing a mix of course modalities such as in-person and hy-flex.
  o For the fall semester, we are moving forward to get as close to normal. We are at the beginning phase to work out the logistics of increasing in-person instruction, which may require us to have smaller sections dependent upon the current CDC guidelines.
  o Faculty professional development will continue during the summer to help faculty improve their teaching pedagogy.
The accountability plan is due to the Board of Governors on May 1; it was not ready for this meeting so we will schedule a meeting in April.

An update was provided on the search for the Dean of School of Journalism and Graphic Communication. Also, a search will begin soon for the Dean of the College of Engineering because the current dean is at the end of his five-year contract and he wants to transition to teaching, research, and service.

There being no further discussion, the meeting was adjourned at 11:50 a.m.

Respectfully submitted,

Nicole Washington, Committee Chair
Subject: Academic Calendar 2022 - 2023

Proposed Board Action: The academic calendar for 2022-2023 are being presented to the Board of Trustees for approval, in accordance with Florida Board of Education Rule 6A-10.019. Additionally, the Board of Governors Regulation 8.001 requires each university to adopt an annual calendar which includes the beginning and ending dates for each semester, the dates for final examinations, and the dates for the issuance of diplomas.

Please note that the beginning and ending dates of each semester, the holidays, and the breaks have been agreed upon by the Calendar Committee, which includes representatives from Florida A&M University, Florida State University, and Tallahassee Community College. The Calendar Committee meets annually to coordinate the calendars of the three educational institutions in Tallahassee.

Attachment: Yes

1. Academic Calendar for 2022 - 2023
ACADEMIC CALENDARS: 2022 - 2023

1. Please complete academic class and finals date information below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Beginning Date of Classes</th>
<th>Last Day of Classes</th>
<th>Finals</th>
<th># of Class Instruction Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2022</td>
<td>08/22/2022</td>
<td>12/02/2022</td>
<td>December 5 - 9, 2022</td>
<td>80</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>01/09/2023</td>
<td>04/28/2023</td>
<td>May 1 - 5, 2023</td>
<td>79</td>
</tr>
<tr>
<td>Summer 2023 – Term 1 (C)</td>
<td>05/15/2023</td>
<td>08/03/2023</td>
<td>August 3 - 4, 2023</td>
<td>58</td>
</tr>
<tr>
<td>Summer 2023 – Term 2 (A)</td>
<td>05/15/2023</td>
<td>06/22/2023</td>
<td>June 22 - 23, 2023</td>
<td>29</td>
</tr>
<tr>
<td>Summer 2023 – Term 3 (B)</td>
<td>06/26/2023</td>
<td>08/03/2023</td>
<td>August 3 - 4, 2023</td>
<td>29</td>
</tr>
</tbody>
</table>

2. Does Fall Semester 2022 begin on or within **August 10 – August 31**?
   - Yes [X]
   - No [ ]

3. Does Spring Semester 2023 begin on or within **January 2 – January 11**?
   - Yes [X]
   - No [ ]

4. Does Summer Semester 2023 begin on or within **May 1 – May 16**?
   - Yes [X]
   - No [ ]

If you answered no to question 2-4, please provide a request for exemption to BOG 8.001 with your justification.

*Note: FAMU has worked to align with area high schools, community college and Florida State University.*
Subject: Tenure

Proposed Board Action: Applications for tenure were reviewed by the departments, the colleges/schools, the University Tenure and Promotion Committee, Provost Edington, and President Robinson. The applicants were evaluated based on their professional experiences, teaching effectiveness, university service, public service, demonstrated contributions to their teaching discipline, technical and performance competencies, records of publications and research, certifications and exceptional scholarly or creative activities.

Attachments: No

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>College/School</th>
<th>Rank</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satyanarayan Dev</td>
<td>CAFS</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Aaron Hilliard</td>
<td>COPPS_IPH</td>
<td>Assoc. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Mahsan Mohsenin</td>
<td>SAET</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Errick Farmer</td>
<td>SOAHS</td>
<td>Asst. Professor</td>
<td>Tenure Transfer</td>
</tr>
<tr>
<td>George Audi</td>
<td>SOAHS</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Saungaylia Randolph</td>
<td>SOAHS</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Courtna Micots</td>
<td>CSSAH</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Anedra Small</td>
<td>CSSAH</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Novell Tani</td>
<td>CSSAH</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
<tr>
<td>Evelyn Tyler</td>
<td>CSSAH</td>
<td>Asst. Professor</td>
<td>Tenure</td>
</tr>
</tbody>
</table>
Board of Trustees
ACTION ITEM

Academic and Student Affairs Committee
Wednesday, June 2, 2021
Agenda Item: VI

Subject: Request for Leave Without Pay – Phyllis Taite

Proposed Board Action: It is recommended that the Board of Trustees approve the Request for Leave Without Pay for August 1, 2021 through May 15, 2022.

Attachments: No
Subject: Student Affairs Update

Background Information and Summary: An update on the Division of Student Affairs:
- Kognito Faculty/Staff Training Modules
- Oracle Financial Aid Implementation
Enrollment
Summer 2021 Admissions

- FCS Applications (Florida College System) Pre-COVID numbers: 47.01%
- FCS Admits: 29.41%
- Non FCS Transfers (Non-FSC/Out of State): 113.64%
- Ignite Participants: 14.76% at 2,255 institutions

<table>
<thead>
<tr>
<th>Type</th>
<th>Applied 5/21/21</th>
<th>Applied 5/21/20</th>
<th>Applied 5/21/19</th>
<th>Admitted 5/21/21</th>
<th>Admitted 5/21/20</th>
<th>Admitted 5/21/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTC</td>
<td>1,140</td>
<td>1,841</td>
<td>1,701</td>
<td>657</td>
<td>844</td>
<td>794</td>
</tr>
<tr>
<td>FCS</td>
<td>197</td>
<td>134</td>
<td>158</td>
<td>88</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>OTHR TRF</td>
<td>172</td>
<td>71</td>
<td>103</td>
<td>47</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>2nd Bach</td>
<td>17</td>
<td>12</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>GRAD</td>
<td>39</td>
<td>47</td>
<td>52</td>
<td>23</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td>LAW</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1,565</td>
<td>2,105</td>
<td>2,026</td>
<td>823</td>
<td>974</td>
<td>961</td>
</tr>
<tr>
<td>Readmit</td>
<td>165</td>
<td>139</td>
<td>118</td>
<td>110</td>
<td>89</td>
<td>82</td>
</tr>
</tbody>
</table>

Comparison SU’2020 to SU’ 2021

As of 5/21/21
Fall 2021 Admissions

➢ FTIC Applications 3.81%
  First Time In College

➢ FCS Applications 2.28%
  FL College System
  Transfer Applicants

➢ Overall Applications 8.36%
  Up over Pre-COVID Numbers

➢ Admissions 4.33%

➢ ACT/SAT Test Dates June

<table>
<thead>
<tr>
<th>Type</th>
<th>Applied 5/21/21</th>
<th>Applied 5/21/20</th>
<th>Applied 5/21/19</th>
<th>Admitted 5/21/21</th>
<th>Admitted 5/21/20</th>
<th>Admitted 5/21/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTC</td>
<td>7,827</td>
<td>7,540</td>
<td>8,477</td>
<td>2,057</td>
<td>2,048</td>
<td>2,478</td>
</tr>
<tr>
<td>FCS</td>
<td>538</td>
<td>526</td>
<td>683</td>
<td>146</td>
<td>154</td>
<td>168</td>
</tr>
<tr>
<td>OTHR TRF</td>
<td>756</td>
<td>620</td>
<td>729</td>
<td>112</td>
<td>132</td>
<td>93</td>
</tr>
<tr>
<td>2nd Bach</td>
<td>56</td>
<td>46</td>
<td>83</td>
<td>16</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>GRAD</td>
<td>842</td>
<td>721</td>
<td>807</td>
<td>245</td>
<td>203</td>
<td>247</td>
</tr>
<tr>
<td>LAW</td>
<td>1,281</td>
<td>975</td>
<td>363</td>
<td>340</td>
<td>246</td>
<td>360</td>
</tr>
<tr>
<td>Total</td>
<td>11,300</td>
<td>10,428</td>
<td>11,142</td>
<td>2,916</td>
<td>2,795</td>
<td>3,367</td>
</tr>
<tr>
<td>Readmit</td>
<td>183</td>
<td>165</td>
<td>179</td>
<td>40</td>
<td>37</td>
<td>50</td>
</tr>
</tbody>
</table>
Financial Aid
Positive Achievements

By the Numbers

- **SFP Go-Lives**
  - Release 1, 2, & 3 Complete
  - 4 & 5 in Progress

- **FAFSA Records**
  - 11,892 Records Loaded and Matched
  - 22% Increase!

- **Financial Aid Awards**
  - 5,710 Awards Completed
  - 37% Increase!

For Our Students

- High Visibility Portal
- Clear Program Eligibility
- Electronic Document Submission
- Simplified Verification Process
- Imbedded Loan Counseling

For Our Team

- Simplified Verification Process
- Up-to-date Student Loan Data
- DOE Automation
- Improved Compliance
- Improved Business Processes
- Same Day Awarding
Opportunities

Change Management
- Change for the Entire Campus
  - Identify stakeholders and involve teams in decision-making
- Communications
- Properly Identify key stakeholders (parents, students, community)

Technical Support
- Technical Driven
- More System Updates
  - Increase reliance on technology to litigate financial aid issues
  - Accommodate for increased update responsibilities

Future Implementation
- Query Functionality
  - Oracle Solution Due Fall 2021
- Reports
  - Oracle Solution Due Fall 2021
- Secure FTP
  - Oracle Solution Due Fall 2021
Kognito Training Update
# Official Employee Headcounts as of January 31, 2021

<table>
<thead>
<tr>
<th>Category</th>
<th>Official Employee Headcounts as of January 31, 2021</th>
<th>Number of Kognito Training Completions As of January 31, 2021 (Of those employed as of January 1, 2021)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>747</td>
<td>739</td>
<td>98.92%</td>
</tr>
<tr>
<td>Staff</td>
<td>985</td>
<td>980</td>
<td>94.51%</td>
</tr>
<tr>
<td>Other Staff with Direct Student Contact (i.e., adjuncts, graduate assistants, &amp; resident assistants)</td>
<td>124</td>
<td>124</td>
<td>100%</td>
</tr>
<tr>
<td>Total Faculty &amp; Staff Trained</td>
<td>1856</td>
<td>1843</td>
<td>99.29%</td>
</tr>
</tbody>
</table>
Hazing Prevention Initiatives
Hazing Prevention Trainings

- 7556 FAMU Students have now taken the Alivetek online hazing test module
- Hazing Prevention Education was presented to the Athletics Department in collaboration with the Title IX/EEO Department, Student Health Services, and Student Code of Conduct
- Upcoming Educational Trainings for the summer will be presentations during the Freshman Orientation Sessions.
- There is one open investigation concerning possible violations of the hazing regulation 2.028
Thank You
Subject: Academic Affairs Update

Background Information and Summary: An update on the Division of Academic Affairs:
- Strategic Priorities
- Licensure Pass Rate Improvement Plans
Academic Affairs Updates

Maurice Edington, Ph.D.
Provost and Vice President for Academic Affairs

FAMU Board of Trustees
Academic and Student Affairs Committee Meeting
June 2, 2021
Updates

Recap and Analysis of the “COVID-19 Year”
- Technology and Infrastructure Enhancements
- Mode of Instruction
- Faculty Training and Readiness
- Student and Faculty Perceptions
- Student Engagement
- Student Success Outcomes

Update on Key Searches

Update on Academic Program Review Initiative

Plans for the 2021-2022 Academic Year
Technology and Infrastructure

54  New “Zoom rooms”

150+  Classrooms were modified in accordance with social distancing guidelines

600+  Computers were acquired and distributed to students and faculty

6000+  Course sections were rescheduled in various modalities

$3.2M+  Allocated for Technology and Infrastructure upgrades
Mode of Instruction

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>In-Person</th>
<th>HyFlex</th>
<th>On-Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 19</td>
<td>2,215</td>
<td></td>
<td>144</td>
</tr>
<tr>
<td>Spring 20</td>
<td>2,069</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>Fall 20</td>
<td>1,769</td>
<td>514</td>
<td>1,277</td>
</tr>
<tr>
<td>Spring 21</td>
<td>1,886</td>
<td>411</td>
<td>567</td>
</tr>
<tr>
<td>Fall 20 (Prelim)</td>
<td>1,886</td>
<td></td>
<td>187</td>
</tr>
</tbody>
</table>

*Due to small numbers, Hybrid and other course modalities are not shown*
380 Participants in Summer 2020 faculty training sessions

1400 Participants in faculty training sessions during the 2020-2021 academic year

$1M+ Allocated for Faculty Training

Training Topics (sample)
Active leaning
The Flipped Classroom
Improving Engagement with Zoom
Student Response Systems
Canvas
HyFlex Happy Hour Discussions
FAMFlex training
Google Docs and Slides
Leveraging Canvas’ Integrated Apps
Mastery Grading
Creating Case Studies
Utilizing Learning Assistants
## Course Satisfaction By Modality (Spring 21)

On a scale of 0-10, rate your satisfaction with Spring 2021 courses with 10 being “Extremely Satisfied” and 0 being “Extremely Dissatisfied.”

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>F2F</th>
<th>Online</th>
<th>Remote</th>
<th>HyFLEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>119</td>
<td>6.8</td>
<td>6.4</td>
<td>6.7</td>
<td>6.9</td>
</tr>
<tr>
<td>Sophomore</td>
<td>149</td>
<td>5.2</td>
<td>6.5</td>
<td>6.6</td>
<td>6.2</td>
</tr>
<tr>
<td>Junior</td>
<td>214</td>
<td>5.3</td>
<td>6.8</td>
<td>6.6</td>
<td>6.4</td>
</tr>
<tr>
<td>Senior</td>
<td>167</td>
<td>5.1</td>
<td>6.8</td>
<td>6.9</td>
<td>6.4</td>
</tr>
<tr>
<td>Graduate/Professional Student</td>
<td>231</td>
<td>6.2</td>
<td>7.6</td>
<td>7.5</td>
<td>6.6</td>
</tr>
<tr>
<td>University (Total)</td>
<td>880</td>
<td>5.6</td>
<td>6.9</td>
<td>6.9</td>
<td>6.5</td>
</tr>
</tbody>
</table>
On the student survey, they were asked to share any comments and/or concerns with specific courses. About 10% (N=136) of survey respondents shared issues. They were grouped in the following areas.
## COVID-19 Related Exit Survey Questions

<table>
<thead>
<tr>
<th>COVID-19 Related Exit Survey Questions</th>
<th>N</th>
<th>% Strongly Agree/Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication from FAMU was Clear</td>
<td>955</td>
<td>83.8%</td>
</tr>
<tr>
<td>Communication from FAMU was Timely</td>
<td>943</td>
<td>72.4%</td>
</tr>
<tr>
<td>FAMU provided adequate technology support to complete coursework</td>
<td>947</td>
<td>88.3%</td>
</tr>
<tr>
<td>FAMU provided adequate academic support to complete coursework</td>
<td>948</td>
<td>87.7%</td>
</tr>
<tr>
<td>FAMU provided adequate administrative and student services</td>
<td>949</td>
<td>80.5%</td>
</tr>
<tr>
<td>Prior to the COVID-19 pandemic, did you have an offer of employment?</td>
<td>949</td>
<td>25.7% Yes</td>
</tr>
<tr>
<td>Was your offer of employment rescinded?</td>
<td>246</td>
<td>29.2% Yes</td>
</tr>
</tbody>
</table>
Faculty Perceptions of Students

What do you believe has been the greatest challenge to students learning virtually?

- Managing work and activities remotely: 75
- Student engagement: 96
- Challenging learning environment: 68
- Inadequate technology: 49

Student learning has improved with the utilization of remote/hybrid/online instruction since the pandemic?

- Strongly agree: 10
- Somewhat agree: 35
- Agree: 20
- Somewhat disagree: 23
- Strongly disagree: 54

What improvements have you seen in student learning and/or performance in your classes?

- Verbal communication skills: 30
- Written communication skills: 35
- Technology literacy: 100
- Reading comprehension skills: 21
- Mathematical skills: 8
- Research skills: 27
- Other: 31

My instruction has been enhanced by the faculty development training designed to help address the requirements imposed by the pandemic.

- Strongly agree: 43
- Somewhat agree: 34
- Agree: 39
- Somewhat disagree: 19
- Strongly disagree: 5

Student learning has improved with the utilization of remote/hybrid/online instruction since the pandemic?
Which of the following attributes have you seen student improvement in since the onset of the pandemic?

- Verbal communication skills: 30
- Written communication skills: 35
- Technology literacy: 100
- Reading comprehension skills: 21
- Mathematical skills: 8
- Research skills: 27
- Other: 31
Student Academic Engagement

As most Classes, Tutoring, Advising, Mentoring and Coaching moved to the Virtual Environment

The Office of Freshman Studies worked to provide incoming Freshman Students with opportunities for limited in-person classroom experiences
The Office of Freshman Studies

Goal: Increase Retention and 4-Year Graduation Rates

PBF Metrics Impacted

SLS Class
Learning Communities
Freshman Centric Courses
Peer Mentoring Program
Undecided Majors
Summer First Year Academy
Academic Recovery
Parent Engagement
Access Summer Bridge

Strategic Priority: Exceptional Student Experience

#4 FTIC 4-Year Graduation Rate

21.6% 22.5% 27.7% 34.6% 38%
2018 2019 2020 2021 2022 Goal

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

70% 71.3% 73% 82.2% 88%
2018 2019 2020 2021 2022 Goal
First Year Freshman Performance

Percent of Cohort with GPA > 2.0 (Through Summer)

- **Fall 2018 Cohort**
  - Percent: 79.9%
  - APR: 73%
  - N: 1,468

- **Fall 2019 Cohort**
  - Percent: 90.3%
  - APR: 82.2%
  - N: 1,362

- **Fall 2020 Cohort (thru Spring 2021)**
  - Percent: 85.9%
  - APR: TBD
  - N: 988

+2% Summer Recovery
<table>
<thead>
<tr>
<th>Level</th>
<th>F17'</th>
<th>F18'</th>
<th>F19'</th>
<th>3-Yr Ave</th>
<th>F20'</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>2.64</td>
<td>2.61</td>
<td>2.67</td>
<td>2.64</td>
<td>2.98</td>
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<tr>
<td>200</td>
<td>2.69</td>
<td>2.69</td>
<td>2.71</td>
<td>2.70</td>
<td>2.94</td>
</tr>
<tr>
<td>300</td>
<td>2.94</td>
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<td>2.89</td>
<td>2.91</td>
<td>2.99</td>
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<tr>
<td>400</td>
<td>3.04</td>
<td>3.08</td>
<td>3.10</td>
<td>3.07</td>
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</tbody>
</table>
# Spring Semester GPA Comparison

<table>
<thead>
<tr>
<th>Level</th>
<th>Sp17'</th>
<th>Sp18'</th>
<th>Sp19'</th>
<th>3-Yr Ave</th>
<th>Sp20'</th>
<th>Sp21'</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>2.71</td>
<td>2.68</td>
<td>2.62</td>
<td>2.67</td>
<td>3.19</td>
<td>2.87</td>
</tr>
<tr>
<td>200</td>
<td>2.83</td>
<td>2.79</td>
<td>2.74</td>
<td>2.79</td>
<td>3.19</td>
<td>2.85</td>
</tr>
<tr>
<td>300</td>
<td>2.96</td>
<td>3.04</td>
<td>3.01</td>
<td>3.00</td>
<td>3.30</td>
<td>3.01</td>
</tr>
<tr>
<td>400</td>
<td>3.20</td>
<td>3.17</td>
<td>3.09</td>
<td>3.15</td>
<td>3.29</td>
<td>3.04</td>
</tr>
</tbody>
</table>

*S/U Policy Active
Open Searches

☐ **Dean**, FAMU-FSU College of Engineering

☐ **Dean**, School of Journalism and Graphic Communication

☑ **Associate Vice President**, Strategic Planning, Analysis and Institutional Effectiveness

☐ **Director**, Meek-Eaton Black Archives
Goals

Phase I
• Complete an assessment and evaluation of the university’s academic program offerings and organizational structure to increase operational efficiency and effectiveness (June 30, 2021 Completion)

Phase II
• Prioritize programs and enhance alignment of resource allocations with strategic priorities (December 30, 2021 Completion)

Key Strategies

Phase I
• Complete a comprehensive evaluation of degree productivity and efficiency
• Evaluate curricula and degree offerings against workforce needs, student demand and institutional priorities

Phase II
• Evaluate resource allocation trends and needs across the academic enterprise
• Develop ranked list of programs based on evaluation methodology
• Finalize decisions on alignment of resource allocations with priorities
Plans for the 2021-2021 Academic Year

Return to pre-COVID operations

- Increase classroom capacity to pre-COVID capacity
- In-person academic support services
- On-campus undergraduate research and employment opportunities
- On-campus meetings, events and activities
Questions?
Licensure Pass Rate Improvement Plan Updates

Doctor of Pharmacy (PharmD) Program
Bachelor of Nursing (BSN) Program
Doctor of Physical Therapy (DPT) Program
• Updates on KPI Snapshots

• Recap and Reflection on Previous Monthly Meeting Topics
  - Enrollment Management
  - Faculty Excellence

• General Updates
**KPI Snapshot**

**Nursing**

- Academic preparedness of incoming students is increasing
- Program rigor is increasing and at-risk students are being identified earlier
- NCLEX predictor scores are increasing
- SON is actively preparing for the Spring 2022 accreditor visit

### Admissions

<table>
<thead>
<tr>
<th>Metric</th>
<th>Rationale for Use</th>
<th>Current Data</th>
<th>Goal</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Exam</td>
<td>The ATI Test of Essential Academic Skills (TEAS) is a diagnostic test for nursing applicants. It provides an assessment of student readiness for the rigors of the nursing program.</td>
<td>The FAMU nursing program will begin requiring the TEAS in fall 2020 for admissions. Spring 2021 - 100% at proficiency or higher Fall 2021 - 81% at proficiency or higher</td>
<td>100% Proficient</td>
<td>↑</td>
</tr>
<tr>
<td>UG GPA (Science and Math)</td>
<td>The cohort science and mathematics average GPA provides an assessment of the overall quality and level of preparedness of the entering cohort (correlations will be quantified based on analysis of historical data).</td>
<td>Spring 2021: 3.45 Fall 2020: 3.46 Fall 2019: 3.42 Fall 2018: 3.21 Fall 2017: 3.31</td>
<td>≥3.40</td>
<td>↑</td>
</tr>
</tbody>
</table>

### Retention

| GPA of First-Year Cohort        | First semester and first-year in-program GPA provide an assessment of student mastery of content. | First-Semester Fall 2020: 3.00 Fall 2019: 2.77 Fall 2018: 2.82 Fall 2017: 3.07 | Fall 2020: ≥3.20 Fall 2021: ≥3.30 | ↑     |
| End of First Year               | Spring 2021: 3.10 Fall 2020: 3.20 Spring 2020: 3.41 Spring 2019: 3.23 |                                             | Fall 2020: ≥3.30 Fall 2021: ≥3.50 | ↓     |

### Program Completion Rates

| Program Completion Rates        | Program completion is the percentage of students in a cohort who complete the 60 credits of professional nursing courses in five semesters. | Graduating Cohort Spring 2021: 61% 2020: 73% 2019: 74% 2018: 77% | Graduating Cohort 2020: 75% 2021: 80% 2022: 85% | ↓     |
|                                |                                                                    |                                                                             |                                 |       |

### NCLEX Readiness and Outcomes

| Diagnostic Exams               | Content mastery exams are administered to students in several courses to assess mastery of specific content related to the NCLEX. | TBD | Level 2 Proficiency | TBD |
| NCLEX Predictor Exam           | The program administers the ATI Comprehensive Predictor Exam to students during their final semester. This exam is an accurate predictor of success on the NCLEX exam. | Graduating Cohort Spring 2021: 97% Fall 2020: 97% Fall 2019: 76% Spring 2019: 65% | Graduating Cohort Fall 2020: >80% Spring 2021: >85% | ↑     |
| NCLEX Scores                   | Results on the National Council Licensure Examination (NCLEX) Exam are reported four times per year. | Current Year by Quarter 1st: 63% | FAMU (National) 2020: 86% (91%) 2019: 83% (91%) 2018: 82% (92%) | 2020: 80% 2021: 80% 2022: 85% | Annual |

### Accreditation Status

<p>| ACEN                            | The BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) | ACEN granted the BSN program 2 years accreditation for good cause. The follow-up site visit is in Spring on 2022. |       |       |</p>
<table>
<thead>
<tr>
<th>Metric</th>
<th>Rationale for Use</th>
<th>Current Data</th>
<th>Goal</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Exam</td>
<td>The Pharmacy College Admission Test (PCAT) is a standardized test that helps identify qualified applicants.</td>
<td>The PharmD program will begin requiring the PCAT for the Fall 2021 entering cohort as part of the admissions application process. Data will be validated over years to prove its predictive strength of applicants’ progression and licensure.</td>
<td>TBD (Goals will be established based on analysis of trend data)</td>
<td></td>
</tr>
<tr>
<td>UG GPA (Science and Math)</td>
<td>The cohort science and mathematics average GPA provides an assessment of the overall quality and level of preparedness of the entering cohort.</td>
<td>Fall 2020: 3.16, Fall 2019: 3.17, Fall 2018: 3.18, Fall 2017: 3.17</td>
<td>Fall 2021: &gt;3.25, Fall 2022: &gt;3.30</td>
<td></td>
</tr>
</tbody>
</table>

### Retention

<table>
<thead>
<tr>
<th>Program Completion Rates</th>
<th>ACPE annually monitors progression trends for accredited programs as a means for identifying issues related to the quality of the program. Programs must remain below established thresholds.</th>
<th>Academic Dismissals</th>
<th>Overall Attrition</th>
<th>Academic Dismissals</th>
<th>Attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Spring 2020: 8.2%</td>
<td>Spring 2020: 18.9%</td>
<td>Spring 2021: &lt;6%</td>
<td>Spring 2021: &lt;20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2019: TBD</td>
<td>Spring 2019: TBD</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Spring 2018: TBD</td>
<td>Spring 2018: TBD</td>
<td></td>
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</tbody>
</table>

### NAPLEX Readiness and Outcomes

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>The program administers the Comprehensive Exam to learners during their final semester (P4). A minimum score of 75% is required to pass; they are given five opportunities.</td>
<td>Percent of Cohort Passing on First Two Attempts</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2021: 82%</td>
<td>Spring 2020: 26%</td>
<td>Spring 2019: 43%</td>
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</tbody>
</table>

### Accreditation Status

| ACPE | The PharmD program is accredited by the Accreditation Council for Pharmacy Education (ACPE) | The program is fully accredited through June 2022. The next onsite evaluation is scheduled for November 2021. |

**KPI Snapshot – Pharmacy**

- NAPLEX scores held constant in 2020
- Comprehensive exam performance showed significant improvement in 2021
- COPPS, IPH is actively preparing for the Fall 2021 accreditor visit
<table>
<thead>
<tr>
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<th>Goal</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions Exam (GRE)</td>
<td>The Graduate Record Exam (GRE) is a standardized exam that assesses analytical writing, verbal reasoning and quantitative reasoning skills. Applicant GRE scores are correlated with NPTE first-time pass rates (Cumulative score greater than 300 and quantitative score greater than 147 are positive predictors).</td>
<td>GRE-Total: 302.32 Fall 2020, 303.80 Fall 2019, 302.18 Fall 2018</td>
<td>GRE-Total ≥300</td>
<td>GRE Quant. Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRE-Quantitative: 151.12 Fall 2020, 150.76 Fall 2019, 151.46 Fall 2018</td>
<td>GRE-Quantitative ≥150</td>
<td></td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA of First-Year Cohort</td>
<td>Analysis of historical cohort data indicates a positive correlation of licensure pass rates with cumulative GPA and GPA earned over the last 60 hours of the undergraduate record.</td>
<td>Cumulative: 3.49 Fall 2020, 3.43 Fall 2019, 3.44 Fall 2018</td>
<td>Last 60 Hours: 3.51 Fall 2020, 3.49 Fall 2019, 3.41 Fall 2018</td>
<td>Cumulative ≥3.5 Last 60 Hours ≥3.5</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>NPTE Readiness and Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Exams</td>
<td>Beginning with the 2020-21 academic year, the program will administer comprehensive exams to each cohort during the spring semester to assess student mastery of content and readiness to progress.</td>
<td>Spring 2021 Results: Class average score: 2021a=77.1% Nationwide average: 2021=68.2%</td>
<td>Cohort Average 70%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd yr. Cohort: Class average score: 2021a=77.1% Nationwide average: 2021=68.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NPTE Scores</td>
<td>The National Physical Therapy Exam (NPTE) Exam is administered four times per year (January, April, July and October). The FL BOC tracks the three-year average in the annual Accountability Plan.</td>
<td>Annual First-Time Pass Rates (National) 2020: 86.5% (91%) 2019: 86.4% (91%) 2018: 73.9% (91%)</td>
<td>3-Year Average (National) 2020: 83% (96%) 2019: 69% (91%) 2018: 65% (92%)</td>
<td>Annual 3-yr Ave</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual First-Time Pass Rate (3-Year Ave.) 2020: 90% (83%) 2021: 90% (88%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accreditation Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAPTE</td>
<td>The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).</td>
<td>The program is fully accredited through 2024.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KPI Snapshot: Physical Therapy**

- Progress is being made in all key indicator areas.
Snapshot of Key Issues by Topic

Enrollment Management

Recruit, develop and graduate students with high probability for success on licensure exams and career success in the health professions
- Need to reverse enrollment declines (pharmacy and nursing)
- Increased competition for qualified students
- Need to increase academic profile of entering cohorts

Faculty Excellence

Recruit, develop and retain World Class Faculty
- Need for more competitive salaries (existing faculty and new hires)
- Shortage of highly qualified candidates for hire
- Develop succession planning for faculty
Establish “Health Professions Recruitment and Admissions Team”

- Coordinated, holistic approach
- Build wider base of high academic achievers in the applicant pool
- Increase awareness of FAMU’s full suite of program offerings in the Health Professions
- Promote the “FAMU Health” brand

**Implementation Timeline: Beginning with Spring 2022 cohort recruitment**

### Key Strategies of New Approach

- Strategic K-12 and transfer student outreach and recruitment
- Early and ongoing engagement with FAMU undergraduates
- Expanded marketing and PR (digital, print, social media, etc.)
- Increased focus on recruitment of AA transfers (leverage FAMU IGNITE)
- Increased presence at recruiting events and campus visits
Establish “Health Professions Faculty Development Program”

- Coordinated, holistic approach with targeted training and development activities
- Coordinated by the FAMU Teaching & Learning Center
- Clearly defined expectations for participation - linked with annual performance appraisals/tenure and promotion guidelines

Implementation Timeline: Fall 2021

Provide Increased Support for Faculty Initiatives

- Additional faculty positions (program requests were submitted to Budget Council for funding consideration in FY2022)
- Faculty recruitment, development and retention (beginning Summer 2021)
Status Updates (Since March)

Enrollment Management
- Budget request under consideration by Budget Council to fund initiative (for FY2022)
- Several plannings meeting held with Dean Alo and administrative team in the College of Science and Technology to enhance collaboration with FAMU feeder programs (initiated April 2021)

Faculty Excellence
- Budget requests from all three programs are under consideration by Budget Council (for FY2022)
- Legislative Budget Request (LBR) for FY2023 is under development (July 9 submission deadline to BOG)
- Additional resources have been allocated to expand targeted faculty development initiatives (beginning Summer 2021)
- Establishment of HR Satellite Office for Academic Affairs under consideration (will support faculty recruitment efforts - Fall 2021 implementation)
Questions?