

FLORIDA **A&M** UNIVERSITY
Board of Trustees

Academic and Student Affairs Committee Meeting
Wednesday, June 2, 2021
8:30 a.m.
Grand Ballroom

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 <ul style="list-style-type: none">• Kognito Faculty/Staff Training Modules• Oracle Financial Aid Implementation | Dr. William Hudson, Jr. |
| VIII. | Academic Affairs Update <ul style="list-style-type: none">• Strategic Priorities• Licensure Pass Rate Improvement Plans | Dr. Edington |
| IX. | Adjournment | |

Academic and Student Affairs Committee

Wednesday, June 2, 2021

Agenda Item: III

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

Academic and Student Affairs Committee Minutes
Trustee Nicole Washington, Chair
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 come 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 telemental 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.
 - 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.
 - 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.
 - Spring commencement will be conducted in-person during a three-day period: April 23 through April 25. There will be six ceremonies.
 - 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.
 - 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.
 - Faculty professional development will continue during the summer to help faculty improve their teaching pedagogy.

FLORIDA **A&M** UNIVERSITY
Board of Trustees

- 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



Board of Trustees

ACTION ITEM

Academic and Student Affairs Committee

Thursday, June 2, 2021

Agenda Item: IV

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:

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

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.

**Board of Trustees
ACTION ITEM**

Academic and Student Affairs Committee

Thursday, June 2, 2021

Agenda Item: V

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

Faculty Member	College/School	Rank	Application
Satyanarayan Dev	CAFS	Asst. Professor	Tenure
Aaron Hilliard	COPPS_IPH	Assoc. Professor	Tenure
Mahsan Mohsenin	SAET	Asst. Professor	Tenure
Errick Farmer	SOAHS	Asst. Professor	Tenure Transfer
George Audi	SOAHS	Asst. Professor	Tenure
Saungaylia Randolph	SOAHS	Asst. Professor	Tenure
Courtney Micots	CSSAH	Asst. Professor	Tenure
Anedra Small	CSSAH	Asst. Professor	Tenure
Novell Tani	CSSAH	Asst. Professor	Tenure
Evelyn Tyler	CSSAH	Asst. Professor	Tenure



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

**Board of Trustees
INFORMATION ITEM**

Academic and Student Affairs Committee

Wednesday, June 2, 2021

Agenda Item: VII

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



Division of Student Affairs
Dr. William Hudson, Jr., Vice President
June 3, 2021



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 **2,255** at 19 participating institutions ↑ 14.76%

Comparison SU'2020 to SU' 2021

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

As of 5/21/21

Fall 2021 Admissions

- FTIC Applications First Time In College ↑ 3.81%
- FCS Applications FL College System Transfer Applicants ↑ 2.28%
- Overall Applications Up over Pre-COVID Numbers ↑ 8.36%
- Admissions ↑ 4.33%
- ACT/SAT Test Dates June

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

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!*

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

For Our Students

-  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

Increase reliance on technology to litigate financial aid issues



More System Updates

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

Our Numbers

	Official Employee Headcounts as of January 31, 2021	Number of Kognito Training Completions As of January 31, 2021 (Of those employed as of January 1, 2021)	Total
Faculty	747	739	98.92%
Staff	985	980	94.51%
Other Staff with Direct Student Contact (i.e., adjuncts, graduate assistants, & resident assistants)	124	124	100%
Total Faculty & Staff Trained	1856	1843	99.29%

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



**Board of Trustees
INFORMATION ITEM**

Academic and Student Affairs Committee

Wednesday, June 2, 2021

Agenda Item: VIII

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



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+

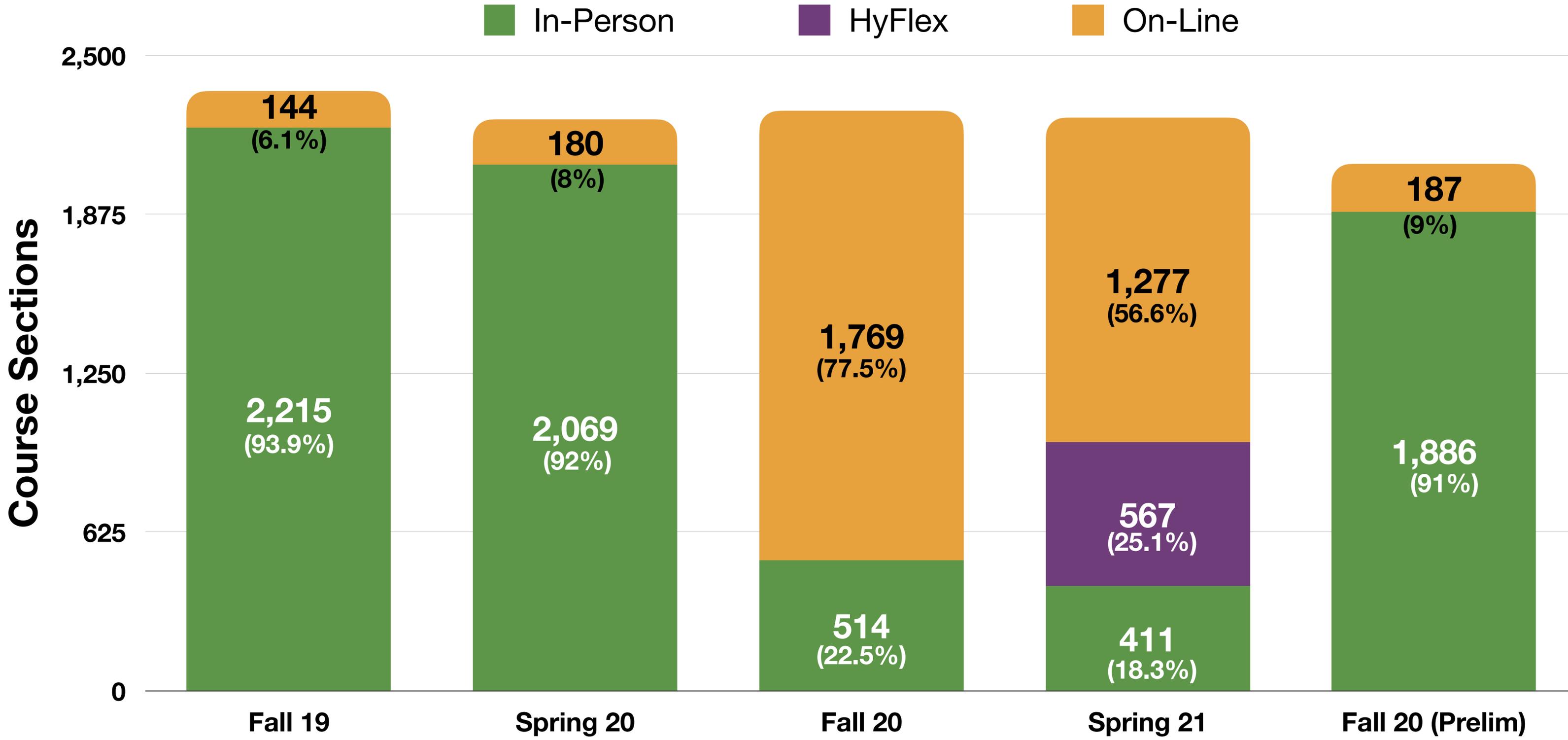
Course sections were rescheduled in various modalities

\$3.2M+

Allocated for Technology and Infrastructure upgrades



Mode of Instruction



*Due to small numbers, Hybrid and other course modalities are not shown

Faculty Training

EMPOWER

2021 Teaching & Learning Conference

APRIL 27, 2021

9:30 a.m. - 3:30 p.m.



Keynote

Brian Beatty, Ph.D.

Associate Professor of Instructional Technologies, San Francisco State University

"HyFlex Learning Environments: Supporting Student Success in New Ways"



Chiquita Brown, Ph.D.
Student Engagement



Kallie Donaldson
Student Engagement



Brian Hickey, Ph.D.
Teaching Techniques



Uloma Onubogu, Ph.D.
Curriculum/Course Design



Shelley Johnson, Ed.D.
Curriculum/Course Design



Patricia Stampa, Ph.D.
Teaching Techniques



Erdell Maurice
Student Learning



Jan Jones
Work-Life Integration



Jesse Edwards, Ph.D.
Assessment

SPEAKERS & TOPICS



Register:
bit.ly/EMPOWER21Register



Share and Discuss:
#EMPOWER21

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 learning
- 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

Summer 2021 Faculty Learning Communities



Take a fresh look at your course and earn up to \$4,000!

Session A
MAY 24 - JUNE 18

Freshmen Centric Certification Initiative

Step toward high-quality course design to support first-year student learning, retention, and progression.

Apply by May 12
<https://bit.ly/2021FCCI>

Writing Across The Curriculum

Develop your course to actively engage students in their learning through writing proficiency.

Apply by May 12
<https://bit.ly/2021WAC>

Session B
JULY 5 - 30

Provost's Digital Learning Initiative

Integrate emerging technology into your teaching for rich and vivid active learning experiences.

Apply by May 31
<https://bit.ly/FAMUDLI>

Planning & Implementing Effective Teaching Strategies

Explore new and innovative teaching techniques and strategies to improve student outcomes.

Apply by May 31
<https://bit.ly/2021PIET>

Questions? Email us at tlc@famu.edu.

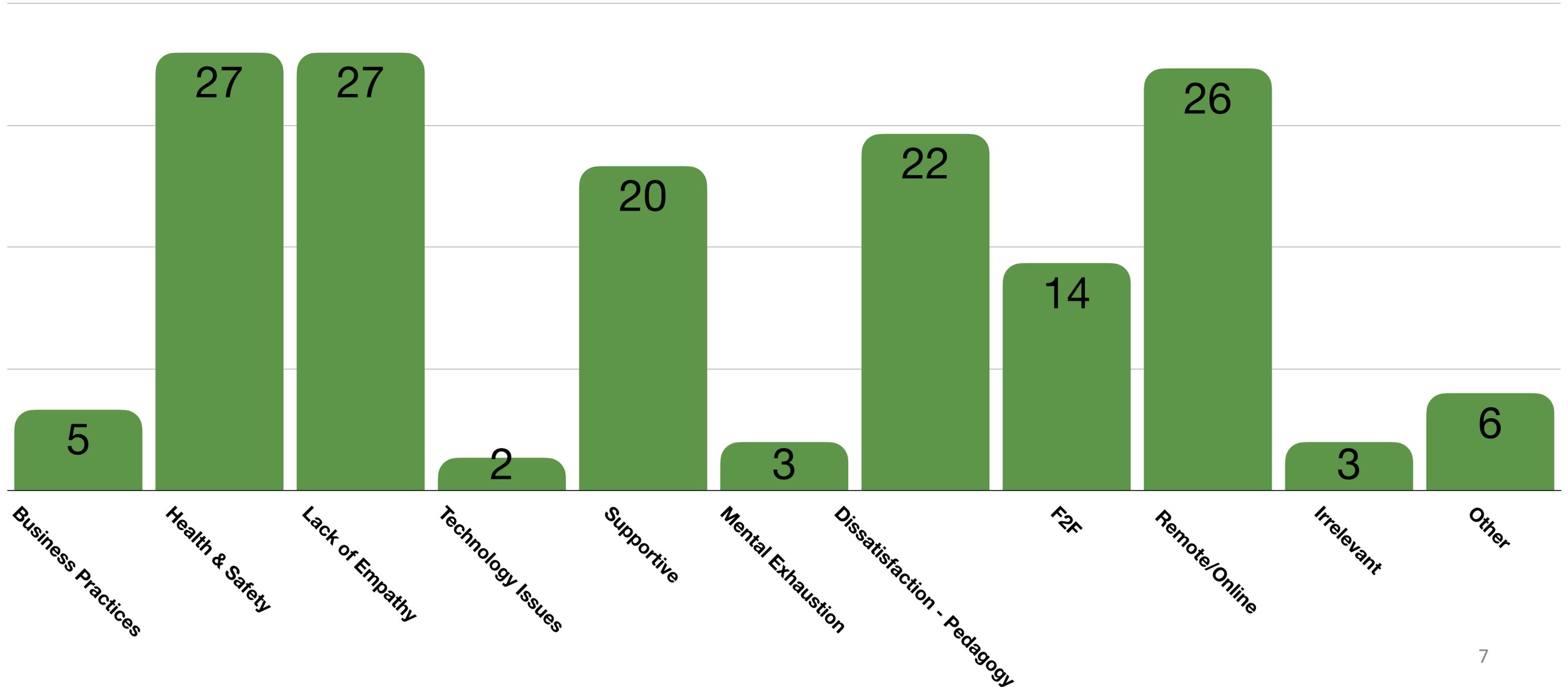
Course Satisfaction By Modality (Spring 21)

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

	N	F2F	Online	Remote	HyFLEX
Freshmen	119	6.8	6.4	6.7	6.9
Sophomore	149	5.2	6.5	6.6	6.2
Junior	214	5.3	6.8	6.6	6.4
Senior	167	5.1	6.8	6.9	6.4
Graduate/Professional Student	231	6.2	7.6	7.5	6.6
University (Total)	880	5.6	6.9	6.9	6.5

Student Concerns

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.



Exit Survey - COVID-19 Related Results

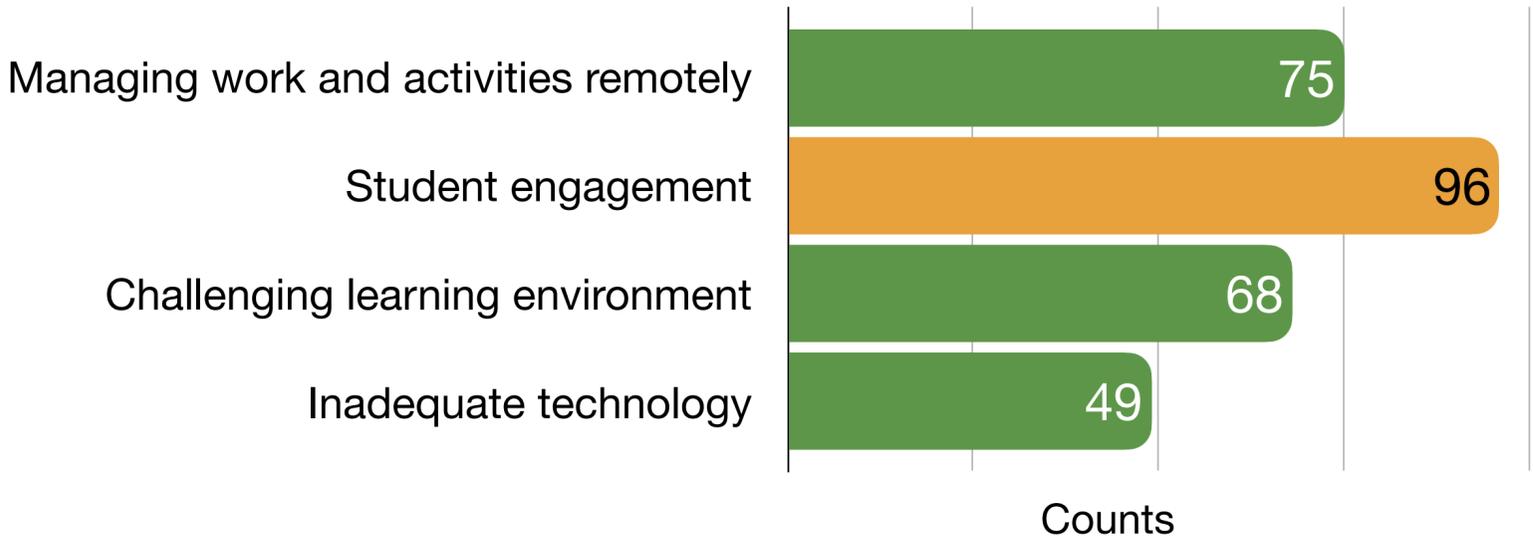


COVID-19 Related Exit Survey Questions	N	% Strongly Agree/Agree
Communication from FAMU was Clear	955	83.8%
Communication from FAMU was Timely	943	72.4%
FAMU provided adequate technology support to complete coursework	947	88.3%
FAMU provided adequate academic support to complete coursework	948	87.7%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

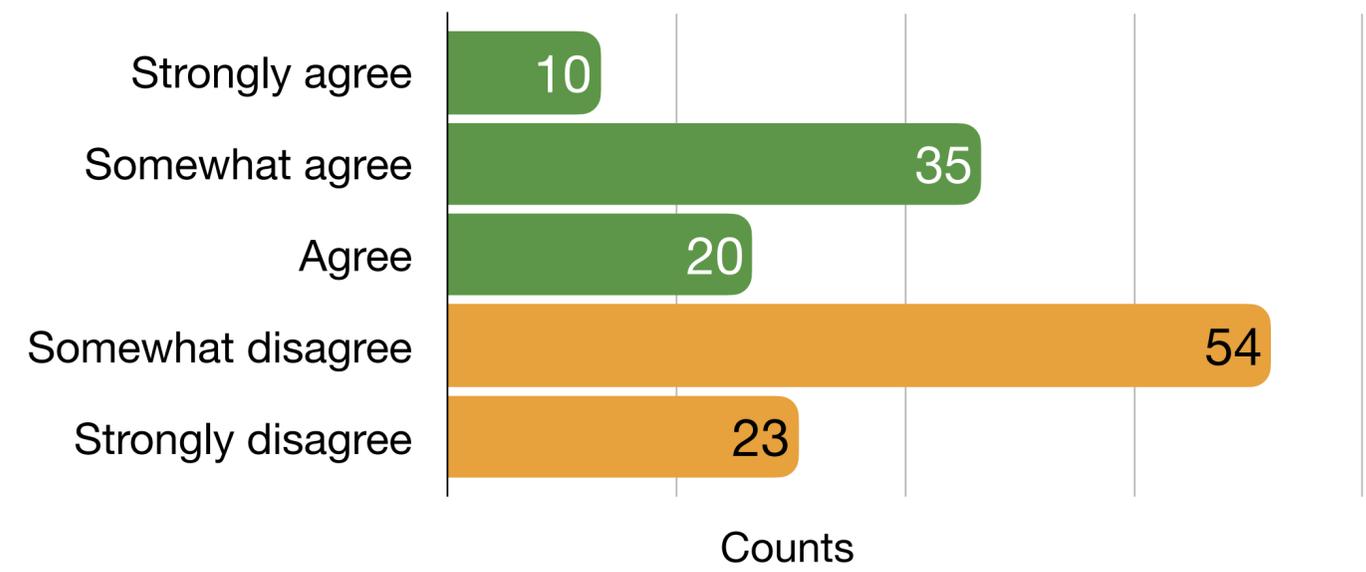
Faculty Perceptions of Students



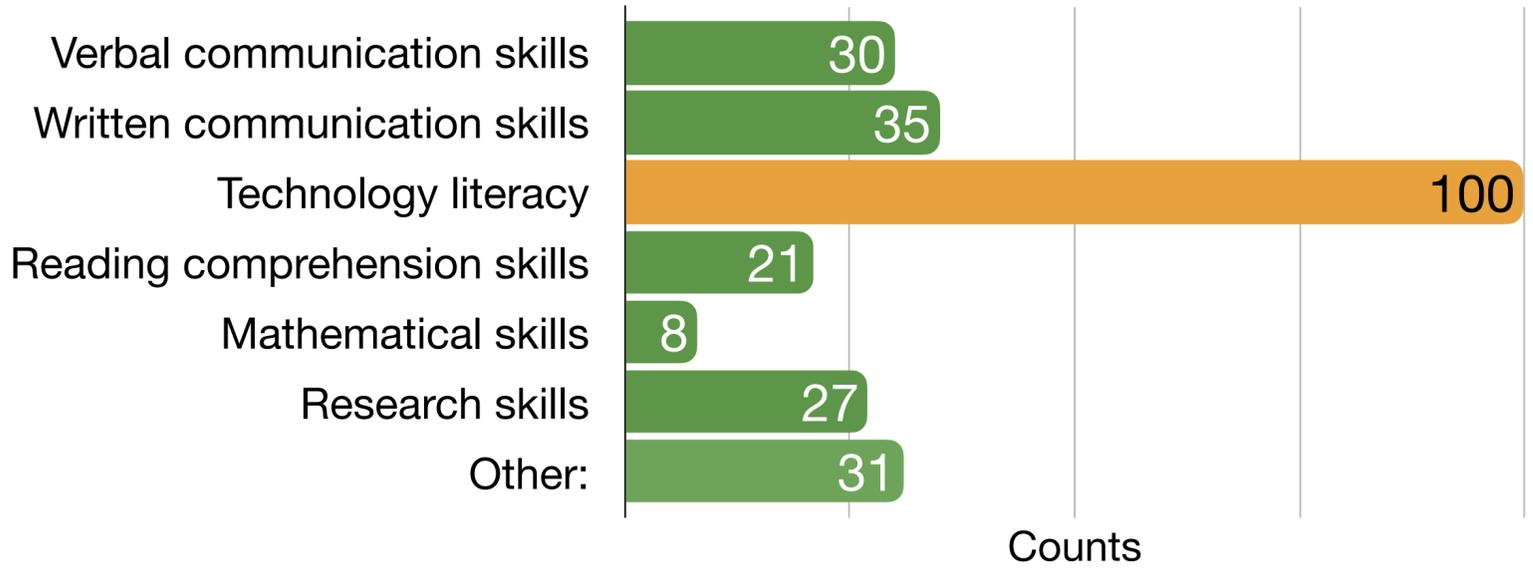
What do you believe has been the greatest challenge to students learning virtually?



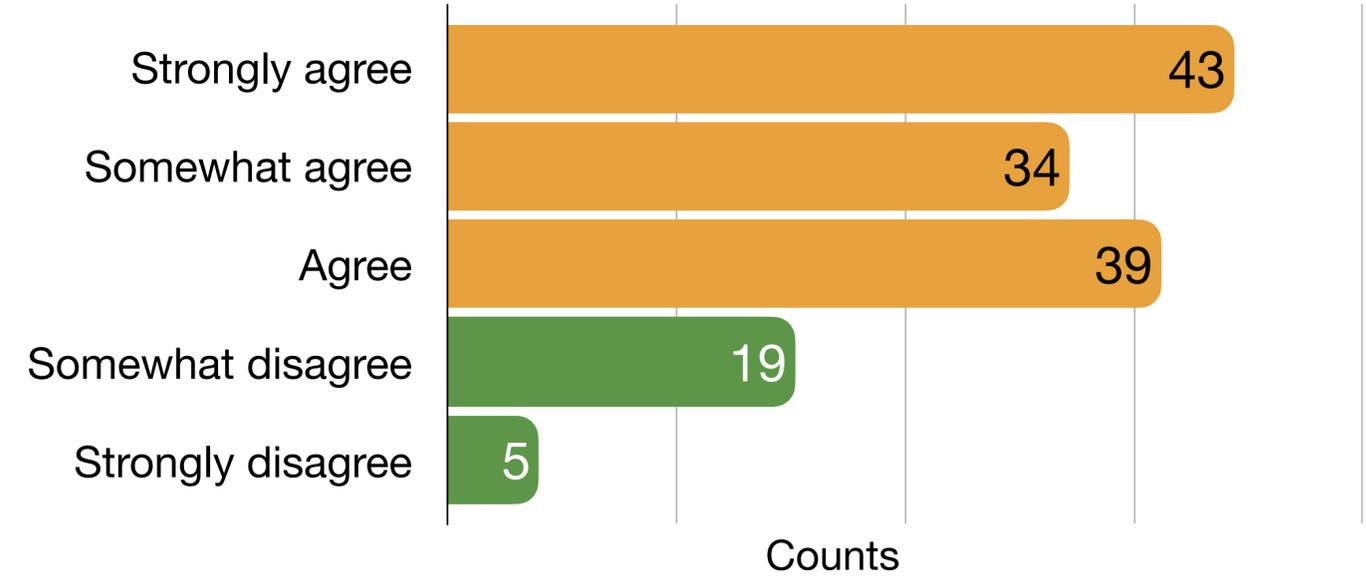
Student learning has improved with the utilization of remote/hybrid/online instruction since the pandemic?



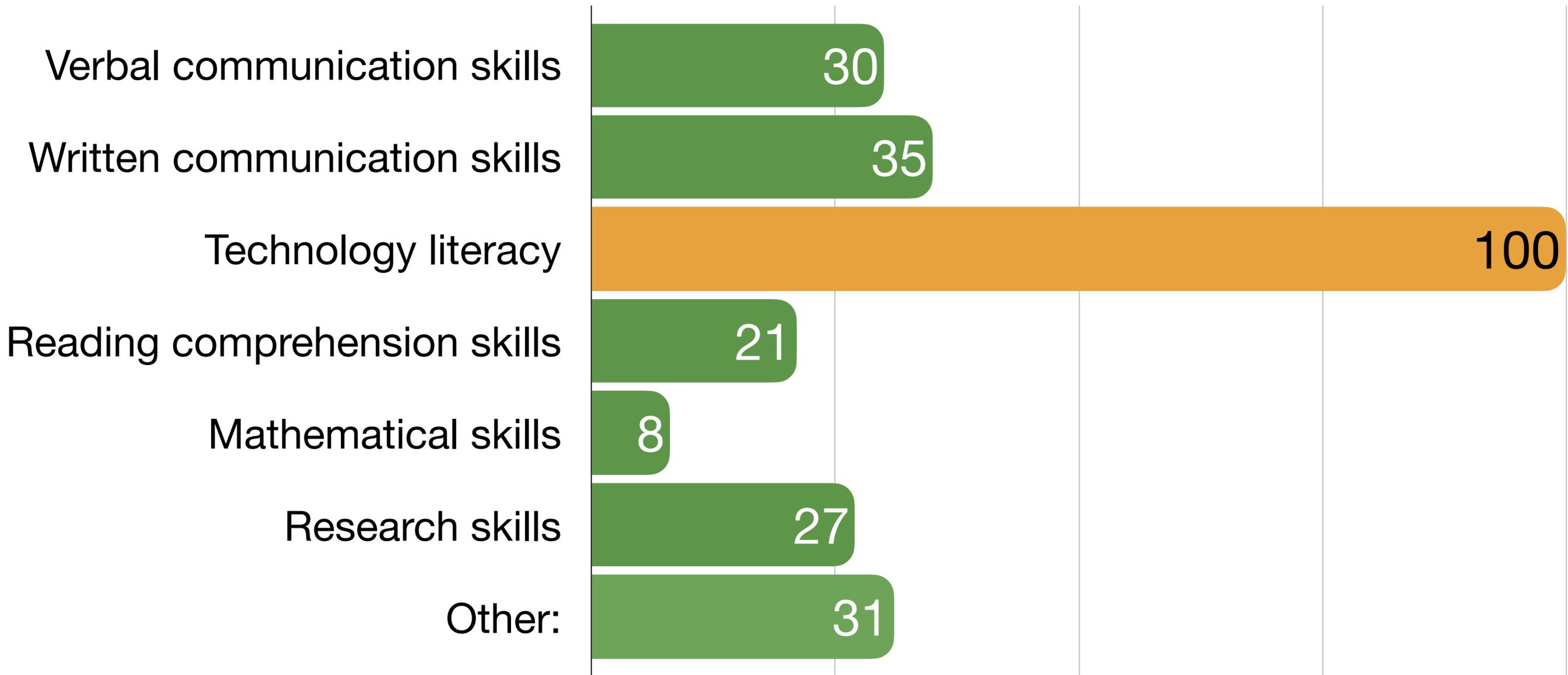
What improvements have you seen in student learning and/or performance in your classes?



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



Which of the following attributes have you seen student improvement in since the onset of the pandemic?



Counts

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



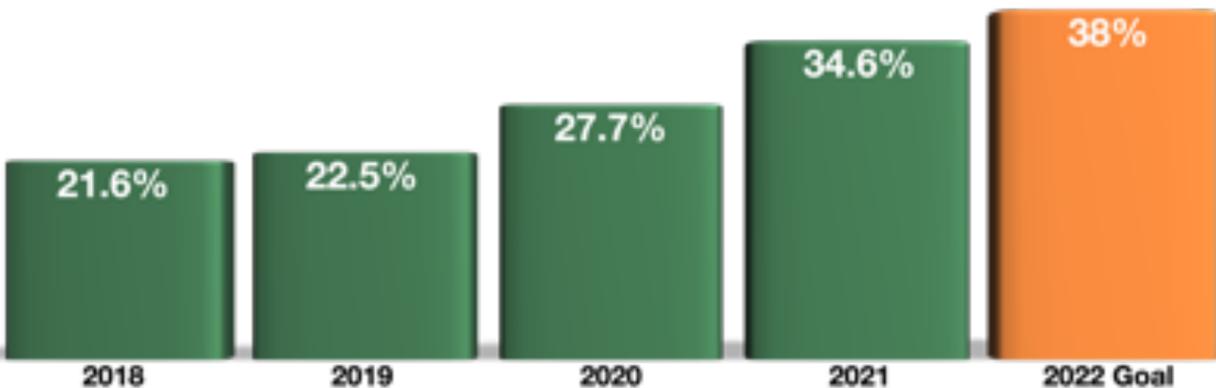
FLORIDA A&M UNIVERSITY
OFFICE OF FRESHMEN STUDIES

Strategic Priority | **Exceptional Student Experience**

Goal | **Increase Retention and 4-Year Graduation Rates**

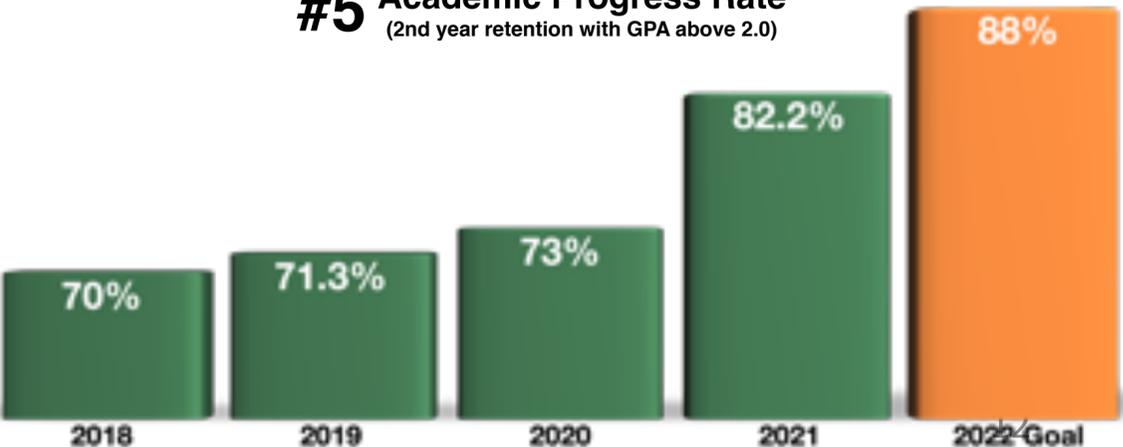
SLS Class	Learning Communities	Freshman Centric Courses
Peer Mentoring Program	Undecided Majors	Summer First Year Academy
Academic Recovery	Parent Engagement	Access Summer Bridge

#4 FTIC 4-Year Graduation Rate



PBF Metrics Impacted

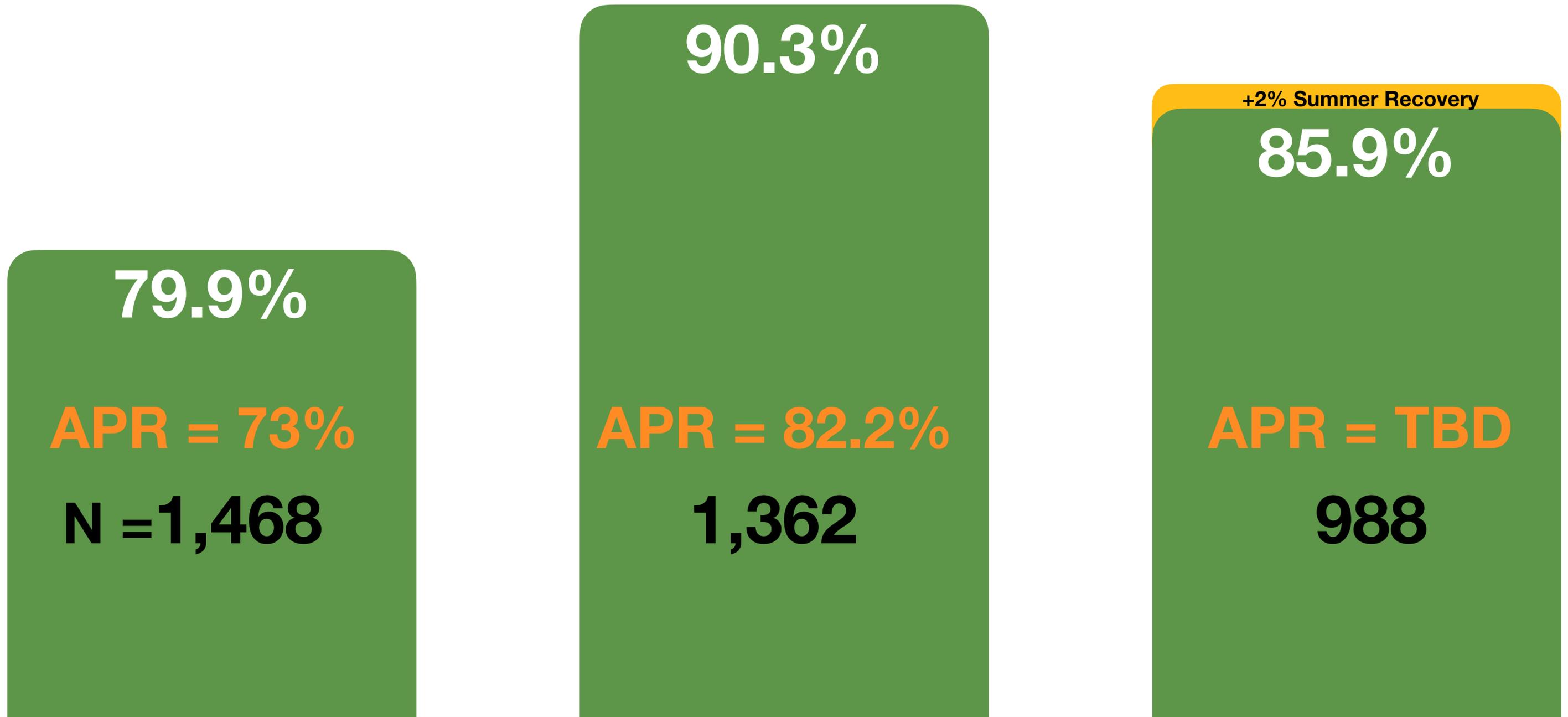
#5 Academic Progress Rate
(2nd year retention with GPA above 2.0)



First Year Freshman Performance



Percent of Cohort with GPA > 2.0 (Through Summer)



Fall 2018 Cohort

Fall 2019 Cohort

Fall 2020 Cohort (thru Spring 2021)

Fall Semester GPA Comparison by Course Level



Level	F17'	F18'	F19'	3-Yr Ave	F20'
100	2.64	2.61	2.67	2.64	2.98
200	2.69	2.69	2.71	2.70	2.94
300	2.94	2.90	2.89	2.91	2.99
400	3.04	3.08	3.10	3.07	3.18

Spring Semester GPA Comparison

Level	Sp17'	Sp18'	Sp19'	3-Yr Ave	Sp20'	Sp21'
100	2.71	2.68	2.62	2.67	3.19	2.87
200	2.83	2.79	2.74	2.79	3.19	2.85
300	2.96	3.04	3.01	3.00	3.30	3.01
400	3.20	3.17	3.09	3.15	3.29	3.04

*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

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?



FLORIDA A&M UNIVERSITY

Founded in 1887 as the State Normal College for Colored Students, Florida Agricultural and Mechanical University (FAMU) is the only historically state supported educational facility for African Americans in Florida. It has always been co-educational. In 1890, the second Morrill Act was passed. This enabled the school to become the Black Land Grant College for the State of Florida, west of its original location.

Licensure Pass Rate Improvement Plan Updates

Doctor of Pharmacy (PharmD) Program

Bachelor of Nursing (BSN) Program

Doctor of Physical Therapy (DPT) Program

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



- **Updates on KPI Snapshots**
- **Recap and Reflection on Previous Monthly Meeting Topics**
 - Enrollment Management
 - Faculty Excellence
- **General Updates**

Metric	Rationale for Use	Current Data	Goal	Trend	
Admissions					
Admissions Exam	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.	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	100% Proficient		
UG GPA (Science and Math)	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).	Spring 2021: 3.45 Fall 2020: 3.46 Fall 2019: 3.42 Fall 2018: 3.21 Fall 2017: 3.31	≥3.40		
Retention					
GPA of First-Year Cohort	First semester and first-year in-program GPA provide an assessment of student mastery of content.	<u>First-Semester</u> Spring 2021: 3.10 Fall 2020: 3.00 Fall 2019: 2.77 Fall 2018: 2.82 Fall 2017: 3.07	Fall 2020: >3.20 Fall 2021: >3.30		
		<u>End of First Year</u> Spring 2021: 3:10 Fall 2020: 3.20 Spring 2020: 3.41 Spring 2019: 3.23	Fall 2020: >3.50 Fall 2021: >3.50		
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.	<u>Graduating Cohort</u> Spring 2021: 61% 2020: 73% 2019: 74% 2018: 77%	<u>Graduating Cohort</u> 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.	<u>Graduating Cohort</u> Spring 2021: 97% Fall 2020: 97% Spring 2020: 76% Fall 2019: 65% Spring 2019: 69%	<u>Graduating Cohort</u> Fall 2020: >80% Spring 2021: >85%		
NCLEX Scores	Results on the National Council Licensure Examination (NCLEX) Exam are reported four times per year.	<u>Current Year by Quarter</u> 1st: 63%	<u>FAMU (National)</u> 2020: 66% (91%) 2019: 63% (91%) 2018: 82% (92%)	2020: 80% 2021: 80% 2022: 85%	Annual
Accreditation Status					
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.			

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

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

Metric	Rationale for Use	Current Data		Goal	Trend
Admissions					
Admissions Exam	The Pharmacy College Admission Test (PCAT) is a standardized test that helps identify qualified applicants.	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		TBD (Goals will be established based on analysis of trend data)	
UG GPA (Science and Math)	The cohort science and mathematics average GPA provides an assessment of the overall quality and level of preparedness of the entering cohort.	Fall 2020: 3.16 Fall 2019: 3.17 Fall 2018: 3.18 Fall 2017: 3.17		Fall 2021: >3.25 Fall 2022: >3.30	
Retention					
Program Completion Rates	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.	<u>Academic Dismissals</u> Spring 2020: 8.2% Spring 2019: TBD Spring 2018: TBD	<u>Overall Attrition</u> Spring 2020: 18.9% Spring 2019: TBD Spring 2018: TBD	<u>Academic Dismissals</u> Spring 2021: <6% <u>Attrition</u> Spring 2021: <20%	
NAPLEX Readiness and Outcomes					
Diagnostics	The program administers the Pharmacy Curriculum Outcomes Assessment (PCOA) in the P3 year to assess the effectiveness of the didactic curriculum with respect to preparing learners for the NAPLEX.	<u>FAMU</u> 2021: 306 2020: 321 2019: 308 2018: 295	<u>National</u> 2021: TBD 2020: 344 2019: 348 2018: 353	Achieve the national average.	
Comprehensive Exam	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.	<u>Percent of Cohort Passing on First Two Attempts</u> Spring 2021: 82% Spring 2020: 26% Spring 2019: 43%		TBD	
NAPLEX Scores	Candidates are allowed a maximum of five attempts on the North American Pharmacist Licensure Examination (NAPLEX).	<u>FAMU</u> 2020: 83% 2019: 83% 2018: 75% 2017: 74%	<u>National</u> 2020: 88% 2019: 88% 2018: 89% 2017: 88%	2020: 85% 2021: 85% 2022: 85%	
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.			

Metric	Rationale for Use	Current Data	Goal	Trend	
Admissions					
Admissions Exam (GRE)	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).	<u>GRE-Total</u> Fall 2020: 302.32 Fall 2019: 303.80 Fall 2018: 302.18	<u>GRE-Quantitative</u> Fall 2020: 151.12 Fall 2019: 150.76 Fall 2018: 151.45	<u>GRE-Total</u> ≥300 <u>GRE-Quantitative</u> ≥150	  GRE Quant. GRE Total
UG GPA	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.	<u>Cumulative</u> Fall 2020: 3.49 Fall 2019: 3.43 Fall 2018: 3.44	<u>Last 60 Hours</u> Fall 2020: 3.51 Fall 2019: 3.49 Fall 2018: 3.41	<u>Cumulative</u> ≥3.5 <u>Last 60 Hours</u> ≥3.5	
Retention					
GPA of First-Year Cohort	Analysis of historical cohort data indicates a positive correlation of licensure pass rates with first-semester (fall) GPA.	<u>First-Semester</u> Fall 2020: 3.74 Fall 2019: 3.47 Fall 2018: 3.69 Fall 2017: 3.56		<u>First-Semester</u> ≥3.3	
Cohort Progression Rates	Monitors percentage of students in each entering cohort who remain on track with the program curriculum and graduate on time (program takes three years to complete).	<u>Cohort</u> Spr 2020: 96% Spr 2019: 92% Spr 2018: 95.8%		<u>Progression Rate</u> >95%	
NPTE Readiness and Outcomes					
Diagnostic Exams	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.	<u>Spring 2021 Results</u> 3rd yr. Cohort: Class average score: 2021=77.1% Nationwide average: 2021= 68.2%		<u>Cohort Average</u> 70%	
NPTE Scores	The National Physical Therapy Exam (NPTE) Exam is administered four times per year (January, April, July and October). The FL BOG tracks the three-year average in the annual Accountability Plan.	<u>Annual First-Time Pass Rates (National)</u> 2020: 87.5% (91%) 2019: 86.4% (91%) 2018: 73.9% (91%)	<u>3-Year Average (National)</u> 2020: 83% (98%) 2019: 69% (91%) 2018: 69% (92%)	<u>Annual First-Time Pass Rate (3-Year Ave.)</u> 2020: 90% (83%) 2021: 90% (88%)	 Annual
					 3-yr Ave
Accreditation Status					
CAPTE	The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)	The program is fully accredited through 2024.			

KPI Snapshot Physical Therapy

- Progress is being made in all key indicator areas

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**)

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?



FLORIDA A&M UNIVERSITY

Founded in 1887 as the State Normal College for Colored Students, Florida Agricultural and Mechanical University (FAMU) is the only historically state supported educational facility for African Americans in Florida. It has always been co-educational. In 1890, the second Morrill Act was passed. This enabled the school to become the Black Land Grant College for the State of Florida. west of its original location