

FLORIDA A&M UNIVERSITY



Institutional Effectiveness Report 2008-09

Table of Contents

	Pages
Introduction	3-4
University Mission, Vision and Core Values.....	5
FAMU 2009 Annual Report to Board of Governors (BOG), Executive Summary	
Contextual Introductory Comments	6
Summary of Key Information and Metrics of Accountability	7-23
Strategic Planning	24-25
Assessment	26-29

*For additional information on the Florida A&M University 2009 Annual Report,
please visit:*

<http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness>

Introduction

This is the first institutional effectiveness report produced for Florida A&M University and reflects key data and information in the areas of accountability, strategic planning and assessment. It is anticipated that an annual institutional effectiveness report will be produced each year, as a tool for the Board of Trustees, the University Administration, members of the University Community and Stakeholders to take stock of the current status of the institution and move the University forward in the spirit of continuous improvement.

The Office of Institutional Effectiveness was established by the President and Provost in 2008, led by an Associate Vice President for Institutional Effectiveness, who reports to the Provost. The Office includes two offices that had already been in existence: the Office of Institutional Research and the Office of Assessment. It also includes a newly established Office of University Planning and activities in academic program review, new program development, accreditation support, the Quality Enhancement Plan, and other activities and special projects related to academic program quality. It also collaborates with the Office of Fiscal and Administrative Affairs as the activities of planning, assessment, accreditation and institutional research must form a close alliance with the University's budgeting activities in order to establish institutional effectiveness.

Following the completion, in 2009, of the activities for the ten-year Southern Association of Colleges and Schools reaffirmation process, the Office of Institutional Effectiveness turned its attention to undertaking more fully activities designed to promote institutional effectiveness at the University. To this end, an Institutional Effectiveness Committee was formed in Fall 2009. This report reflects the combined effort of the various offices comprising the Office of Institutional Effectiveness and the Institutional Effectiveness Committee.

In 2008-09 the University engaged in a comprehensive revision of its mission statement and strategic plan. It also engaged in extensive discussions with the Board of Governors (BOG) and the other members of the State University System of Florida regarding measures for annual reports for the State Universities of Florida, resulting, in December 2009, in the first annual report being submitted to the BOG, following approval by the University Board of Trustees. These activities of the revision of the mission statement and strategic plan, as well as the annual report to the BOG, generated key components of this institutional effectiveness report, along with a summary of university wide assessment activities.

Mission, Vision and Core Values

The statements of mission, vision and core values were reviewed and revised in 2008-09 and approved by the Board of Trustees on October 15, 2009. The newly approved mission, vision and core values appear in this document.

Executive Summary of FAMU 2008-09 Annual Report to the BOG

This section of the Institutional Effectiveness Report presents information from the executive summary of the FAMU Annual Report that was submitted to the BOG. A link to the full Annual Report is provided.

Strategic Planning

The strategic planning discussion in this report outlines the process undertaken in 2008-09 to revise the University's Strategic Plan, the five main strategic initiatives that were identified, and the plans for implementation of the Strategic Plan throughout the institution. A link to the revised Strategic Plan is provided.

Assessment Report

The assessment section of this Institutional Effectiveness Report summarizes assessment activities in 2008-09, discusses examples of improvements made based on assessment results, and provides a link to the FAMU assessment website in which reside a wealth of information on FAMU assessment activities and includes the full 2008-09 Assessment Annual Report.

Mission, Vision and Core Values

Mission Statement

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Vision Statement

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

Core Values

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality
- Freedom
- Ethics
- Shared Governance

2009 FAMU Annual Report to BOG Executive Summary

Contextual Introductory Comments

FAMU is the largest single-campus HBCU in the country and produces more African American baccalaureate graduates than any other traditional university, surpassed recently only by the University of Phoenix. FAMU ranks among the top 10 in the nation in producing African American graduates in several disciplines, as discussed under Goal 4.

FAMU experienced changes in leadership during the period 2002-2007. Dr. Frederick Humphries, served as President of FAMU for 16 years, from June 1, 1985 to his resignation effective December 31, 2001. Since that time, until 2007, FAMU had four leadership changes until Dr. James Ammons took office on July 1, 2007

The rapid and extensive changes in leadership at the president and vice president levels posed some challenges to the University in many respects, and are evident in some of the declines evident in the data. Now, with stable leadership, the declines are being reversed with focused efforts and it is expected that the increases will continue.

During 2009, FAMU has engaged in a number of important activities that will positively impact performance in coming years. For example, the University hosted a reaffirmation visit by the Southern Association of Colleges and Schools (SACS), and gained its initial full ABA accreditation of the College of Law.

In 2009, The University also revised its mission statement and its Strategic Plan, with broad input from the University community and key stakeholders. The metrics from the BOG Annual Report were also considered and all appropriate measures were included in the Strategic Plan. The University is instituting a comprehensive process by which unit strategic plans and assessment reports will be linked to the institutional strategic plan, and performance on the goals will be monitored annually. This represents a major, ongoing planning effort at the University, initiated in 2009.

The enhanced fundraising activities resulted in increasing the annual gifts received to \$1,179,137 in 2008-09 and the market value of the endowment rose to over \$79 million.

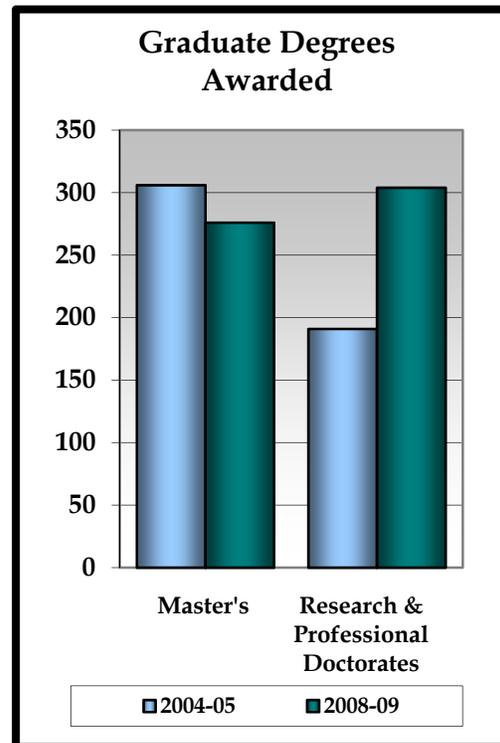
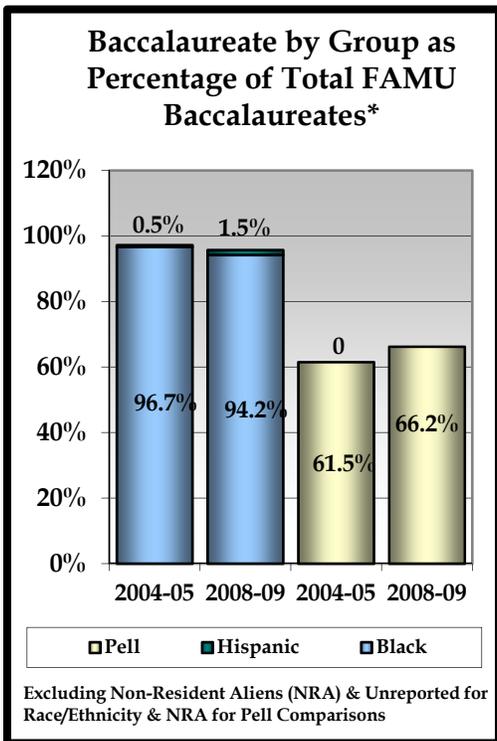
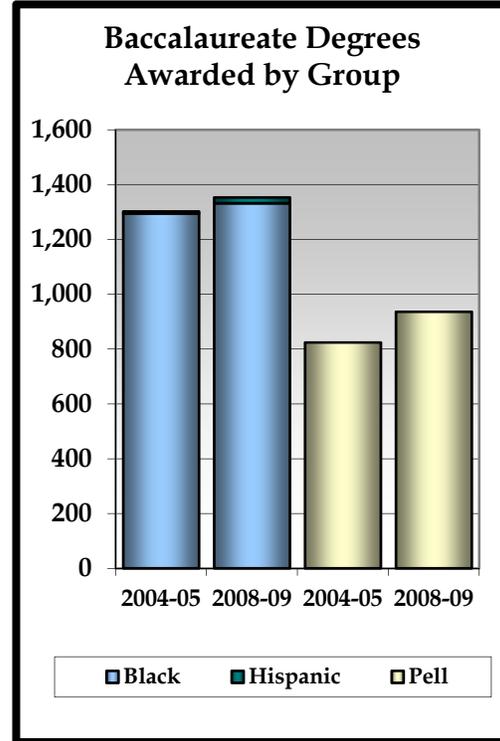
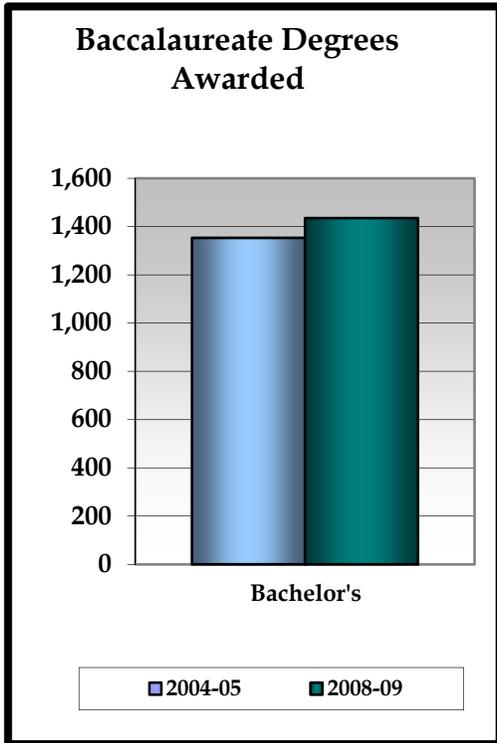
Florida A&M University 2009 Annual Report

Sites and Campuses			Main Campus, College of Law		
Enrollments	#	%	Degree Programs Offered (2007-08)		
TOTAL (Fall 2008)	11,848	100	TOTAL		115
Black			Baccalaureate		61
Hispanic			Master's & Specialist's		39
White			Research Doctorates		12
Other			Professional Doctorates		3
Full-Time	10,509	89%	Faculty (Fall 2008)	Full-Time	Part-Time
Part-Time	1,339	11%			
Undergraduate	9,710	82%	TOTAL	598	157
Graduate	1,949	16%	Tenure/T. Track	468	1
Unclassified	189	2%	Non-Ten. Track	130	156

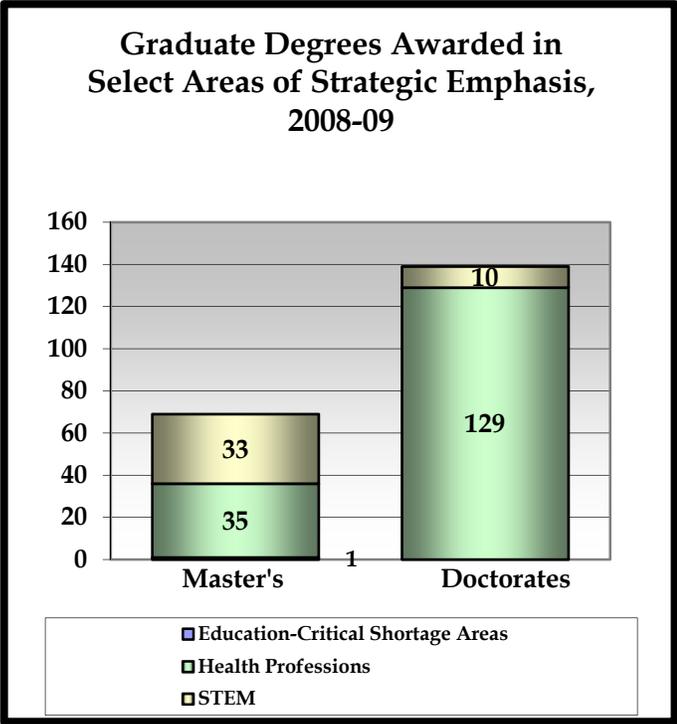
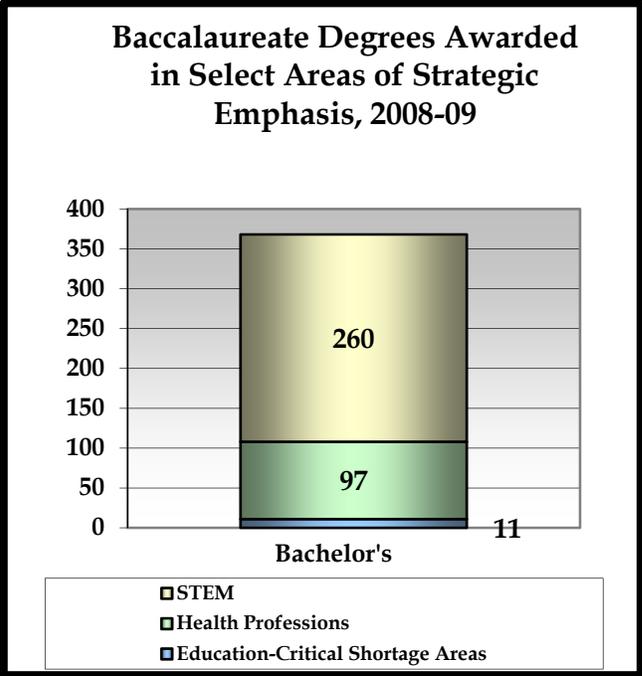
Carnegie Classification

Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate coexistence
Graduate Instructional Program:	Doctoral, professions dominant
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Full-time four-year, selective, lower transfer-in
Size and Setting:	Large four-year, primarily nonresidential
Basic:	Doctoral/Research Universities
Elective Classification:	N/A

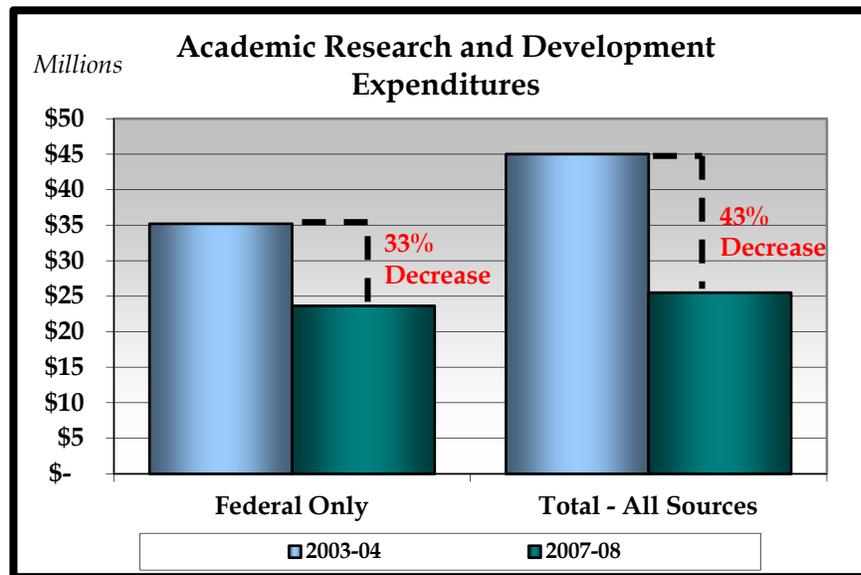
FAMU'S CONTRIBUTION TO BOG GOALS GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



FAMU'S CONTRIBUTION TO BOG GOALS
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE
NEEDS



FAMU'S CONTRIBUTION TO BOG GOALS
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND
RESEARCH CAPACITY



Key University Achievements

► **Program awards/achievements:**

1. FAMU College of Law received full accreditation from the American Bar Association and tied for first place as the most diverse law school in the nation in the US News and World Report Rankings.
2. The Department of Civil and Environmental Engineering was the grand prize winner of the 2009 National Council of Examiners for Engineering Surveying award for Connecting Professional Practice and Education.
3. Research in the College of Pharmacy and Pharmaceutical Sciences resulted in two new patents and four patent applications.

► **Student awards/achievements**

1. School of Business and Industry (SBI) students won 1st place in the National Black MBA Association-Chrysler Case Study Competition and second place in the National Selling Competition.
2. FAMU Journalism and Graphic Communication students won "Best of South" awards in two categories in Southeast Journalism competition and 14 awards from Florida Associated Press Broadcast contest and Florida College Press Association Better Newspaper contest.
3. FAMU College of Law team placed 2nd in the 2009 National Moot Court Competition of the US Navy Judge Advocate General Corps.

▶ **Research awards/achievements**

1. The US Department of Defense awarded FAMU \$12.4 Million for defense research projects.
2. The College of Pharmacy and Pharmaceutical Sciences was awarded a \$14 million grant through the Research Centers in Minority Institutions grants for 2008-2013.
3. FAMU was awarded \$2.5 million for 2009-2014 from the National Geospatial-Intelligence Agency to establish a Center for Academic Excellence focusing on minorities and women.

▶ **Faculty awards/achievements:**

1. Two FAMU faculty were awarded Fulbright Fellowships
2. The Dean of Pharmacy and Pharmaceutical Sciences was presented the prestigious Hugo H. Schafer award for outstanding contributions to the profession of pharmacy.
3. Two faculty in the School of Journalism and Graphic Communication won prestigious awards in their fields: educator of the Year by the magazine division of Association for Education in Journalism and Mass Communication and one of Top 50 African-Americans in Technology by eAccess Corp.

▶ **Institutional awards/achievements**

1. FAMU produces more African American graduates at the bachelor's degree level than any other traditional university.
2. On December 8, 2009, the Southern Association of Colleges and Schools Commission on Colleges reaffirmed FAMU's accreditation for a 10-year period with no further reports required and no recommendations.
3. FAMU's annual financial statements were audited by the Auditor General of the State of Florida who rendered an unqualified opinion with no exceptions or adjustments required and complimented the University for well documented financial statements.

FAMU'S CONTRIBUTION TO BOG GOALS
GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE
INSTITUTIONAL RESPONSIBILITIES

Florida A&M University Rankings as Top Producer of African-American Baccalaureate Degrees*

Rank	Major
2	All Disciplines Combined
2	Architecture and Related Services
3	Education
3	Health Professions & Related Clinical Sciences
3	Physical Sciences
6	Social Sciences
7	Psychology
7	Communication, Journalism and Related Programs
9	Business Management, Marketing, and Related Support Services
9	Agriculture, Agricultural Operations, and Related Sciences
12	Engineering
14	Visual and Performing Arts
15	Biological and Biomedical Sciences
16	Computer and Information Sciences & Support Services

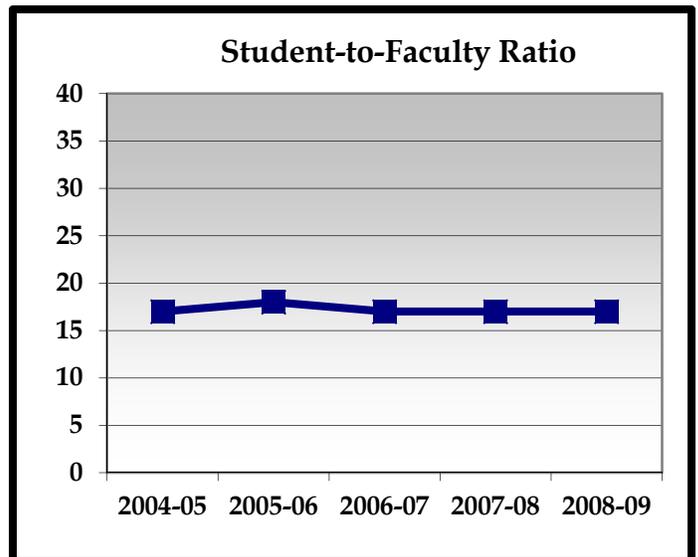
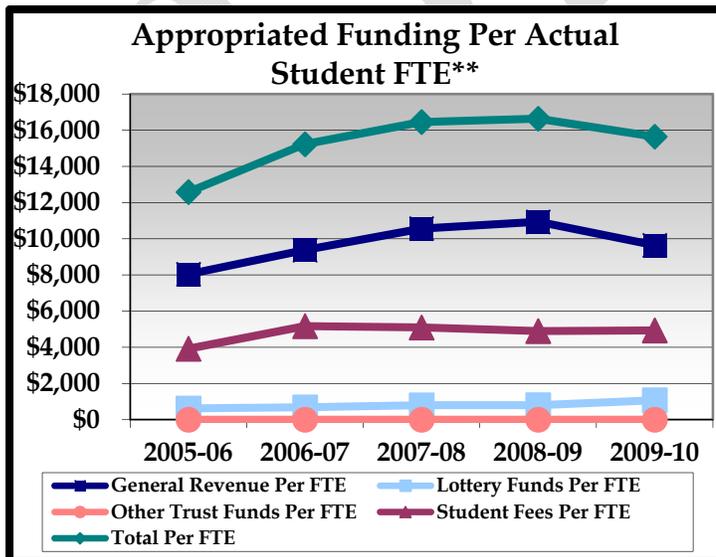
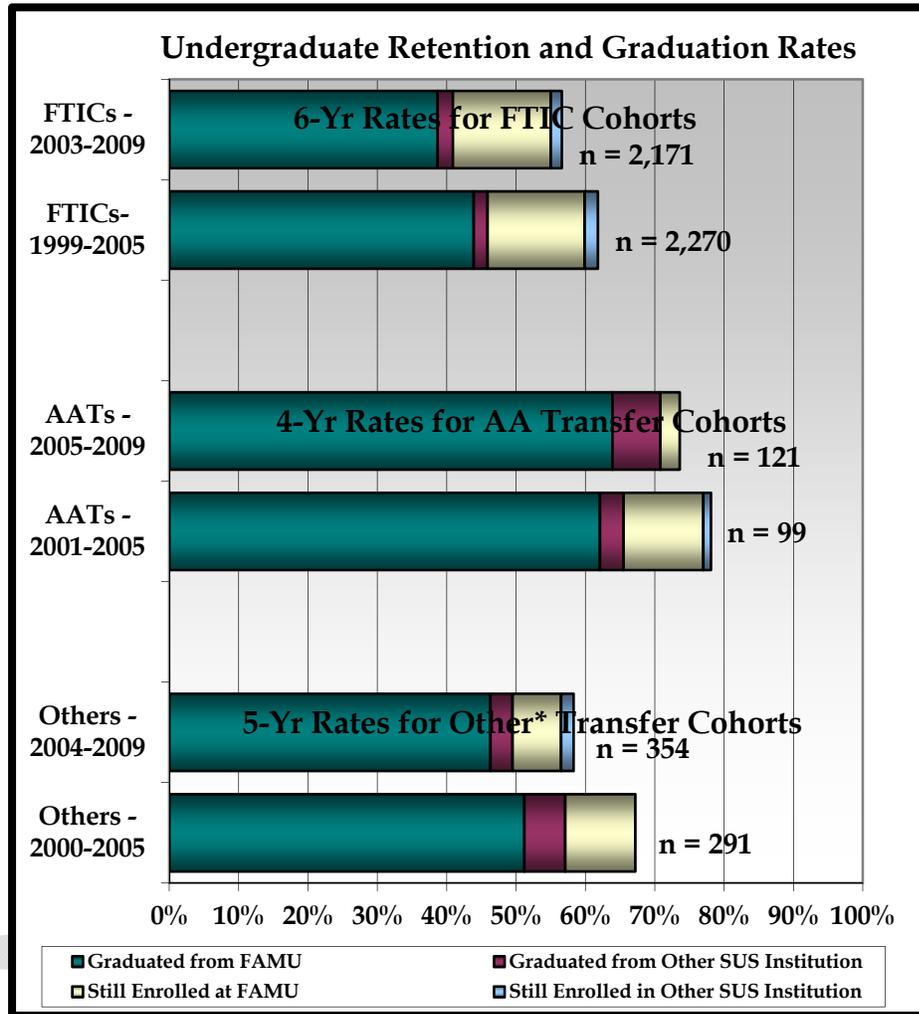
Florida A&M University Rankings as Top Producer of African-American Graduate Degrees*

Rank	Degree Type	Major
3	Masters	Social Sciences
5	First Professional	Law
6	Masters	Physical Sciences
10	Doctoral	Engineering
12	Masters	Architecture and Related Services

* Source *Diverse Issues, Top 100 degree producers 2009*

www.diverseeducation.com

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



FAMU'S CONTRIBUTION TO BOG GOALS

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

The University has reversed the enrollment decline experienced from 2005 to 2007, with the fall 2008 headcount enrollment climbing to 11,848. Increasing access and enrollment has been a high priority of President Ammons since taking the helm in July 2007.

FAMU enrolls 25% of the African American students in the State University System of Florida. Providing access to both the highest achieving African American high school graduates as well as students who are struggling to achieve their potential continues to be a goal that FAMU pursues. As a premier HBCU the University has reinstated the recruitment efforts to encourage National Achievement Scholars (the African American students with the highest scores on the SAT in the country) to enroll at FAMU. At the same time FAMU has maintained its commitment to providing access to students who may not otherwise gain admission to a four-year institution because their high school GPA or test scores do not meet the admissions requirement, but who demonstrate potential. These students are admitted under the "profile admits" provision and are offered remedial courses to enable them to complete a college degree. FAMU is the only SUS institution authorized to offer remedial instruction. Ninety percent of the students at FAMU receive some form of financial assistance, almost 60% of all baccalaureate degrees were awarded to Pell grant recipients, and many are first generation in college students. FAMU's six year graduation rate is comparable to most of the rates for peer institutions as indicated below, based on IPEDS data for the 2002 cohort:

University	Six-year Graduation Rate
Florida A&M University	41%
Old Dominion University	49%
Cleveland State University	26%
North Carolina A&T University	38%
Howard University (private)	65%

According to the methodology used to predict the expected graduation rate of students based on student characteristics, Florida A&M University exceeded the expected six year graduation rate by 4% (US News & World Report, America's Best Colleges, 2010 Edition). However, the University is not content with these statistics and is determined to improve its graduation rate. In 2009, the University established an Office of Retention. This Office has undertaken several efforts, collaborating with other units on campus, including institution of a Freshman Seminar series, in collaboration with FAMU's Quality Enhancement Plan (QEP), to increase students' awareness of factors leading to progression and graduation, as well as enhancing their critical thinking skills. The QEP is a core requirement of the Southern Association of Colleges and Schools and is a five year activity designed to enhance student learning. The FAMU QEP was initiated this year and is titled "Enhancing Performance in Critical Thinking." Because of the focus on enhancing student learning it works closely with the Office of Retention to apply critical thinking to behaviors that will increase student retention and graduation.

FAMU'S CONTRIBUTION TO BOG GOALS

GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

For many years FAMU has focused on addressing professional and workforce needs. It offers more professional programs than most universities of its size. These include professional programs in pharmacy, public health, nursing, allied health, social work, education, business, journalism and graphic communication, architecture, engineering, engineering technology and law.

In 2008-09, 1,033 FAMU graduates, who constituted 50% of the total graduates, were awarded degrees in the BOG Areas of Strategic Emphasis. In fact, 82% of students awarded doctoral degrees were from the Areas of Strategic Emphasis. As FAMU enhances its recruiting efforts, many of the gains are expected to be in the Areas of Strategic Emphasis.

The University also focuses on graduating minority students to help address the underrepresentation of minorities in many fields, especially the STEM (Science, Technology, Engineering and Mathematics) disciplines, the health professions and law. FAMU ranks in the top 10 in the nation in the number of African American graduates produced in several fields, as discussed in Goal 4.

FAMU is proposing to establish a College of Dentistry to further increase our responsiveness to meeting needs in the health professions. Not only will such a college help address the severe underrepresentation of minority dentists, particularly African American dentists, but will also be configured in a manner to address the unmet dental needs of rural and minority populations in the state that currently severely underserved.

In order to meet regional workforce needs, the University is partnering with the City of Crestview, Florida, to provide educational programs in the health disciplines. In September 2008, the City Council of Crestview donated a 39,200 square foot building to Florida A&M University to be used as classroom/laboratory space for health-related educational programs including Pharmacy.

FAMU'S CONTRIBUTION TO BOG GOALS

GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

FAMU actively pursues specialized accreditation for its programs in order to maintain the highest standards of quality in its academic programs. In 2009, the University has had successful accreditation or program approval visits in nursing, law, pharmacy, engineering technology and engineering. The University makes considerable investments through Title III funds in the infrastructure that supports the academic programs, including scientific equipment in the STEM areas.

The University approved four new centers in 2008-09 designed to enhance FAMU's contribution to education and research.

- The **FAMU Center for Secure Computing and Information Assurance (FCSCIA)** will offer coursework leading to CNSS certificates; establish a program of research in information assurance and secure computing; and serve as a community and national resource.
- The **FAMU Institute for Hip Hop and Music Industry Studies (IHHMIS)** will assess the current and future state of Hip Hop through the development of innovative student-centered programming and research.
- **The Center for International Law and Justice is designed to** cultivate scholarly interest and discourse in international and comparative law; and strengthen and expand the University's international presence in the developing world, and promote and engage in activities that facilitate multi-disciplinary and comparative research within and outside of FAMU.
- **The FAMU Adam Clayton Powell Juvenile Justice Research Institute (ACPJJRI)**'s mission is to reduce the overrepresentation of African American youth entering or at risk of entering the juvenile justice system by developing and advocating the use of research-driven best practices in prevention, intervention, treatment, and aftercare/re-entry services.

The Division of Research has actively worked with the faculty for the fiscal year 09/10 in proposal development and submission to reverse the declines in expenditures during the years 2003-04 to 2007-08 due to a decrease in funding and also management transitions. At the end of the 08/09 fiscal year the University had secured funding in the amount of \$36,282,010 and currently for this fiscal year we are already at \$37,668,644 showing a definite increase.

The University established the Federal Stimulus Committee to encourage and assist faculty with locating funding opportunities and applying for dollars. A total of approximately \$35 million were submitted. The Division of Research will continue its efforts of collaboration within the University and with other universities to enhance research at FAMU. The Division of Research will also develop partnerships with state and private agencies.

Florida A&M University (FAMU) was featured in BusinessWeek as one of the country's "Most Innovative Colleges" and universities making its mark in technology development in a study of technology transfer. The study, sponsored by National Science Foundation, examined tech transfer results of a number of smaller colleges and universities whose research and

development budgets fell far short of the funds expended by tech development superstars such as MIT and Stanford. The schools were selected from a list of institutions that fall below the top 50 when ranked by innovation and design budgets, and met several other criteria, such as high ranking in some area of tech transfer-including patents filed, licenses executed or startups launched.

One of FAMU's premier programs is Pharmacy, which ranks fourth in the Southeast in National Institute of Health (NIH) awards to schools of pharmacy, as well s NIH funding per PhD faculty (source: AACP, 2009).

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FAMU'S CONTRIBUTION TO BOG GOALS

GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

The production of African American and other minority graduates to meet the workforce needs not only of Florida but the entire nation has been central to the University's mission and history.

In addition to being a perennial top producer of African American baccalaureate graduates overall, FAMU ranks in the top 20 in the nation in producing African American graduates at the baccalaureate level in several fields, as indicated in the table below.

Florida A&M University Rankings as Top Producer of Baccalaureate Degrees*

Rank	Major
2	All Disciplines Combined
2	Architecture and Related Services
3	Education
3	Health Professions & Related Clinical Sciences
3	Physical Sciences
6	Social Sciences
7	Psychology
7	Communication, Journalism and Related Programs
9	Business Management, Marketing, and Related Support Services
9	Agriculture, Agricultural Operations, and Related Sciences
12	Engineering
14	Visual and Performing Arts
15	Biological and Biomedical Sciences
16	Computer and Information Sciences & Support Services

Additionally, FAMU ranks No.1 in producing African American graduates in the areas of civil and construction engineering technology.

At the graduate level too, FAMU has several programs ranked in the top 15 in the nation for production of African American graduates.

The following table indicates the programs in which FAMU is a top producer:

Florida A&M University Rankings as Top Producer of Graduate Degrees*

Rank	Degree Type	Major
3	Masters	Social Sciences
5	First Professional	Law
6	Masters	Physical Sciences
10	Doctoral	Engineering
12	Masters	Architecture and Related Services

* Source *Diverse Issues, Top 100 degree producers 2009* www.diverseeducation.com

GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES (Continued)

It is noteworthy that FAMU's Law School which recently (2009) received initial full accreditation, already ranks **fifth** in the nation for the production of African American JDs.

In 2008-09, the University continued to expand its efforts to meet community needs in healthcare. The University is partnering with several local agencies to address infant mortality in Leon county, where the mortality rate for African American infants is equivalent to that of third world countries. FAMU has also appointed a coordinator for community health to coordinate the university's many efforts in the community health arena. The FAMU College of Pharmacy operates pharmacies statewide that provide low cost or no cost prescription drugs to thousands of patients throughout the State of Florida. Over 60,000 prescriptions to indigent, uninsured and disadvantaged patients annually are filled providing over \$3.0 million in in-kind contributions to communities statewide. Each site also provides Advance Professional Practice Clinical Clerkship training for FAMU pharmacy students. The University has installed defibrillators in every building, making it the largest Heart Safe university in the Southeast. In November 2009 the University hosted a townhall meeting on healthcare reform that was very well attended.

Additional Information on Quality, Resources, Efficiencies, and Effectiveness

On December 8, 2009, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) announced that Florida A&M University's (FAMU) accreditation has been reaffirmed for a 10-year period with no further reports required and no recommendations. The University is proud of this accomplishment, particularly in light of the fact that SACSCOC placed FAMU on probation just days before President Ammons' arrival in July 2007. Since then the University has worked extremely hard to not only have probation lifted in June 2008, but to also ensure that the university was in compliance with every accreditation standard of SACSCOC.

Annual financial statements were audited by the Auditor General of the State of Florida who rendered an unqualified opinion with no exceptions or adjustments required. Further, the auditors complimented the University Controller's staff for well documented financial statements.

Florida A&M University's (FAMU) budget reduction due to state budget cuts, has created a series of management decisions regarding the current operations and performance of the university. FAMU has faced over \$31 million in budget reductions over the last two fiscal years representing over a 26% reduction of its general revenue operating budget. The university's goals to protect the quality and integrity of the academic programs as well as protect the workforce of the permanent employees were our top priorities. These goals were met by reducing resources in administrative divisions, eliminating vacancies, and delaying technology infrastructure investments. In light of these dramatic budget cuts, the administrative division is examining the efficiency and effectiveness of all its processes. As a result, processes are being reengineered, energy-efficient measures are being implemented, and non mission critical travel has been curtailed. Temporary federal stimulus funding has been used to offset the most severe impact of the budget reductions in the academic and non-academic divisions. Although this is short-term (two-years) funding, it has allowed the university time to continue protecting the quality of academic education for our students. While the crisis is not over, we are using this opportunity to evaluate the mission, priorities, values and measurement of the university to ensure we maximize our resources with the funding received.

In order to off-set some of the revenue losses from the state, the University has increased its efforts in fundraising. For example, in 2008, FAMU set a new record among historically black colleges and universities for raising money through the Tom Joyner Foundation (Record set in October 2008).

The Division of Administrative and Financial Services (DAFS) has embarked on an ambitious project that once complete, will significantly improve its processes and allow staff in the division and the entire University to be far more productive. The project is called Transformation Through Technology Enhancements or T3E. The work effort is focused on taking a holistic view of all of the major business processes performed and looks for ways to leverage the existing capabilities in PeopleSoft along with process change in order to significantly improve its operations.

Additional Resources

The Full FAMU Annual Report to the Board of Governors may be accessed at the following link:

<http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness>

Carnegie Classification

http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=133650&start_page=institution.php&clq=%7B%22first_letter%22%3A%22F%22%7D

Common Data Set

<http://www.famu.edu/index.cfm?oir&CommonDataSet>

College Navigator

<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+A+%26+M+University&s=all&id=133650>

University Institutional Research Unit

<http://www.famu.edu/index.cfm?a=oir>

University's Mission Statement

<http://www.famu.edu/index.cfm?AboutFAMU&Mission>

University's Strategic Plan

<http://www.famu.edu/strategic>

Progress on Other Primary Institutional Goals and Metrics As Outlined in the University Work Plan

The following five goals and related accomplishments for 2008-09 are extracted from the President's Annual Goals and accomplishments reported to the FAMU Board of Trustees.

Goal 1: Update the 2004-2013 Strategic Plan for the University

Progress:

This goal has been achieved. A university wide committee was charge with drafting the revised mission statement and strategic plan, with broad input from the University community and key stakeholders. The work of the Committee resulted in a revised mission statement, strategic plan and institutional work plan with performance measures to monitor progress, all of which were approved by the FAMU Board of Trustees on October 15, 2009.

Goal 2: To increase enrollment, as well as retention and graduation rates by improving the quality of the student experience.

Progress:

The student enrollment was increased by 281 in Fall 2008 as compared to Fall 2007. The number of First -Time-In-College (FTIC) National Achievement Scholars were increased from one in Fall 2007 to 11 in Fall 2008. The Office of Retention was established and a Director of Retention was hired. A number of large recruiting activities were held in several cities including Tampa, Orlando and Atlanta at which scholarships were awarded. President Ammons also conducted an Up Close and Personal Tour for recruiting graduating high school seniors in Gainesville, Palm Beach and Fort Lauderdale.

Goal 3: Secure Reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) and move the accredited disciplines toward respective accrediting bodies compliance with standards of their respective accrediting bodies.

Progress:

The University has completed all its activities and reports for SACS-COC reaffirmation and is awaiting the final decision of that body in December 2009. The site visit team report only identified two recommendations (the average for institutions is ten). The University also had a successful site visit by the ABA for its College of Law (see below) and the Florida Board of Nursing for its BS in Nursing, resulting in continued approval for the program. The programs in engineering, engineering technology, and pharmacy prepared for site visits to occur in 2009-10.

Goal 4: Secure full accreditation for the FAMU College of Law

Progress:

This goal was achieved, with the FAMU College of Law receiving its initial full accreditation from the American Bar Association in July 2009.

Goal 5: Implement policies processes and procedures that continue to enhance and strengthen the University's financial and operational systems.

Progress:

The University obtained an unqualified audit opinion with no findings on the 2007-08 financial statement. A number of new policies were approved by the Board of Trustees and implemented designed to increase the financial and operational systems. In addition, Upgrades to the Student Administration System (version 8.0 to version 9.0) was performed in January 2009, and implementation has begun on Oracle's Business Intelligence and Oracle's Identify Management Suite. Internal university controls were improved and corrective action plan was developed to address internal and external audit findings, with follow-up reviews.

Strategic Planning at FAMU

In Fall 2008, President James H. Ammons appointed a university-wide committee to conduct a comprehensive review of the 2004-05 to 2013-14 Strategic Plan. Several subcommittees worked to complete this process in the following areas:

- Mission, Vision and Core Values Subcommittee
- Survey Development Subcommittee
- Strategic Initiative Sub-committees (four (4) subcommittees)

This work entailed a comprehensive review of the current strategic plan. Specifically, the SWOT analysis included a review of Board of Governors and Board of Trustees' goals, Southern Association Colleges and Schools, Commission on Colleges (SACS-COC) standards, and other relevant internal and external factors. In addition, the SWOT analysis included feedback from an online survey of faculty, staff, administrators, students, alumni, and corporate partners as well as a review of the accomplishments of the current plan. The plan accounted for but was not stifled by the current conditions of the state, national, and global economies and budget reductions that are presenting the University with significant challenges.

Courageous visioning and actions have been and will continue to be keys to FAMU's success. As such, this strategic plan is yet another courageous step toward FAMU 2020.

On October 15, 2009, the Florida A&M University Board of Trustees approved the University's new Strategic Plan, '2020 Vision With Courage' that will guide us for the next ten years (2010 - 2020). The new plan consists of five broad strategic initiatives and for each initiative, goals for each goal, strategies. The next step is to formulate the strategies into action plans that will facilitate the implementation of the initiatives outlined in this new strategic plan

The input from the various stakeholders reinforced five (5) strategic initiatives. These initiatives are:

Strategic Initiative 1: Create a 21st century living and learning collegiate community

Strategic Initiative 2: Enable excellence in University processes and procedures

Strategic Initiative 3: Develop, enhance, and retain appropriate fiscal, human, technological, research and physical resources to achieve the University's mission

Strategic Initiative 4: Enable excellence in University Relations and Development

Strategic Initiative 5: Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness.

Communication, Implementation and Accountability

Communicating the Plan

The Office of Communications has put together a comprehensive communications and marketing plan to successfully roll out the 2020 Vision With Courage Strategic Plan. The goal is to ensure that all of Florida A&M University constituents are knowledgeable about the University's new strategic plan and are aware of their roles in the implementation of the plan. The strategic plan roll-out strategy entails developing a 'word' logo for the plan, the printing of the plan with photographs, providing bookmarks for the various constituent groups, utilization of campus media venues, social media, seminars and forums to communicate the plan. The ultimate goal is to ensure that the entire FAMU community is aware of the vision, mission and strategic initiatives for the next 10 years.

Implementation of the Plan

Dr. Shawnta Friday-Stroud and Attorney Rosalind Fuse-Hall have been given the responsibility to meet with all senior-level administrators to discuss President Ammons' charge that the Strategic Plan will become an integral part of each division's agenda. Each member of the leadership team will be informed in detail the unit's responsibility as it relates to the implementation of the plan. Mini retreats will be scheduled with each vice president and dean to discuss the Plan and the President's charge to each area. After the division has completed their strategic plan, the President will formally meet with the unit to hear what their plans are in support of the University's Strategic Plan.

The President's Leadership Team will take leadership in establishing annual priorities in consultation with the other members of the university senior administrative team and the Board of Trustees.

Accountability

The Office of University Planning will be responsible for updating performance measures annually to monitor the University's overall progress towards the goals and strategies outlined in the Strategic Plan. Each vice president and dean will be required to provide mid-year and annual progress reports. This information collected will be summarized and provided to senior leadership for presentation to the FAMU Board of Trustees and other constituents.

The Strategic Plan and supporting documents are located at the following website:
www.famu.edu/strategic

The '2020 Vision With Courage' Strategic Plan is a living document at Florida A&M University, it is subject to regular review and updating in the context of the university's ongoing growth and development and the changing external environment. Members of the FAMU community are invited to share their thoughts on the evolution of the plan.

Assessment

Summary of 2008-09 Annual Assessment Institutional Report

The focus of assessment activities at Florida Agricultural and Mechanical University (FAMU) during the academic year of 2008-2009 was largely dominated by writing the Compliance Certification Documentation (CCD) related to SACS core requirement 2.5 and comprehensive standard 3.3.1 in support of the university's accreditation reaffirmation bid. With the collaborative efforts of all campus entities involved in that process, the University successfully completed this very important requirement of the Southern Association of Colleges and Schools (SACS) and received excellent feedback from both the off-site and on-site SACS review committees. The climax of these efforts was the University's reaffirmation of accreditation for ten (10) years by SACS in December 2009, with no recommendations and no follow up reports requested.

The following summarizes the main assessment activities completed in the course of 2008-2009 academic year.

- The Institutional Level Assessment Committee (ILAC) adopted and communicated a proposal for a new ILAC organizational structure that will be implemented during the 2009-2010 academic year. The proposal specifically redefines the terms of such things as membership responsibility, terms of service, communication to the leadership team, chairpersons' responsibility and replacement process, and meeting frequency.
- The General Education Assessment Committee (GEAC) successfully completed CR 3.5.1 for the SACS Compliance Certification Documentation, completed planned institutional assessment data collection, and revised the General Education program assessment plan.

The following summarizes major assessment results from selected instruments administered in 2008-09.

Exit Survey

- Ninety percent (94%) of the students responding agreed that they had acquired adequate abilities and skills with regards to communication, critical thinking, technology, cooperation, ethics/integrity, life-long learning, and cultural diversity.

2008 National Survey of Student Engagement (NSSE)

- The results indicated that freshmen and seniors had a significantly higher mean score than their counterparts in the selected peers group, particularly in terms of the Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE).

Measure of Academic Proficiency and Progress (MAPP)

- The pre-post tests results comparison showed that the 2009 graduating seniors performed significantly higher than the 2006 freshmen in all the skills (critical thinking, reading, writing, math, humanities, social sciences, and natural sciences).

General Education Portfolio

- Students' artifacts evaluation results indicated that 62 % received a passing score in communication, 80% in Critical Thinking, 59 % in Cultural Diversity, and 76 % in Ethical Values.

Focus Groups

- Overall, students gave favorable responses to questions asked during the focus groups organized by GEAC with regards to Technology Literacy, Life-long Learning, and Collaboration. However, it was recommended that the university upgrade computers and allow unlimited free printing. A general consensus of students was that FAMU had prepared them to become life-long learners – that FAMU had, in fact, prepared them to “learn how to learn”. Participants also reported that they had numerous opportunities to complete team activities, and class presentations in particular. Some students anticipated that the collaborative assignments will benefit them significantly in the professional setting.

Licensing / Professional Examinations

- The results indicate an overall pass rate of 89% (332 out the 373) students who took these examinations. At the college or school level, the results indicate a 91% (30/33) pass rate for the College of Arts & Sciences, 100% (92/92) for the College of Education, 50% (101/203) for the College of Law, 88% (127/145) for the College of Pharmacy and Pharmaceutical Sciences, 87 % (61/70) for the School of Nursing, and 67% (22/33) for the School of Allied Health.

Assessment Reports and Plans Submission Status

- As of July 30, 2009, 80% (39/49) of assessment reports were submitted by the ADESUs for the academic year 2008-2009. For the previous years, there were 17% (10/60) submissions in 2005-2006, 88% (44/50) in 2006-2007, and 100% (56/56) in 2007-2008.
- As of July 30, 2009, 67% (72/108) of assessment reports were submitted by the IPs for the academic year 2008-2009. This low submission is largely due to timeline contingencies encountered by the delinquent colleges: one for specialized accreditation related preparation and the other because of relocation challenges. For the previous academic years, there were 94% (102/108) in 2005-2006, 94% (100/106) in 2006-2007, and 100% (108/108) in 2007-2008.

Evidence of closing the loop: The following are samples of how programs have used assessment results for improvement extracted from submitted Assessment Reports for 2008-09.

Health Information (BS)

Outcome: Upon completion of the HIM curriculum, graduates will demonstrate entry-level competencies for the Registered Health Information Administrator (RHIA).

Criteria: 1) 80% of graduates will pass the RHIA certification examination on the first attempt. 2) 90% of clinical site supervisors responding to the Management Affiliation Evaluation of Student item - Overall rating of HIM student during this management affiliation - will evaluate the graduating student's professional practice performance as satisfactory or above.

Results: 1) To date, 38% (3/8) of graduates passed the RHIA certification examination on the first attempt. A complete score report is not yet available. 2) 100% (6/6) of clinical site supervisors evaluated the graduating student's management affiliation experience as satisfactory or above.

Use of Results: Program faculty decided to perform an analytical review of the certification examination score reports and revision of professional curriculum as indicated by results. Faculty decided to administer a comprehensive examination to reflect entry-level competencies in July 2009.

Center for Disability Access and Resources (CeDAR)

Outcome: Increase CeDAR visibility to current and prospective students, faculty and staff, and community partners.

Criteria: 1) Establish a presence on FAMU web site; increase campus presence through programs, activities, and trainings; and develop community partnerships. 2) There will be an increase in student contact of and participation with the CeDAR; increase in faculty/staff and community collaborations with the CeDAR.

Results: 1) Tracking measures indicated the following: an increase in student registration with the center; Center collaborated with other departments/community organizations on 3 major events; the Center was featured on two FAMU TV talk shows and three newspaper articles. 2) 90% of the individuals that completed the office visit form reported a positive experience at the Center. Qualitative reports from community partners and faculty, suggest favorable opinions of the Center and its mission.

Use of Results: 1) Acquired professionally designed center logo, brochures, and other promotional items; distributed these items throughout campus community. 2) Customer service & phone etiquette training for staff.

Recommendations

- Upgrade computers and provide more learning opportunities for Technology Literacy to students.
- Implement the newly adopted ILAC organizational structure during the academic year 2009-2010.
- Design or purchase by September 30, 2009 a web-based assessment system that efficiently works with the University's adopted assessment approach.
- Implement the desired connection between the FAMOUS Approach and the planning and budgeting processes.
- Continue to administer the MAPP test to graduating seniors and increase the number of participants per college/school.
- Improve parking availability and financial aid processing.
- Engage students more in those activities that freshmen and seniors students reported in the NSSE survey as not having enough engagement with. These include:
 - Coming to class without completing readings or assignments (seniors).
 - Using e-mail to communicate with an instructor (freshmen and seniors).
 - Number of assigned textbooks, books, or book-length packs of course reading (freshmen).
 - Number of written papers or reports of fewer than 5 pages (freshmen and seniors).
 - Exercising or participating in physical fitness activities (freshmen).
 - Foreign language coursework (freshmen).
 - Study abroad (seniors).
 - Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (seniors).
 - Relationships with faculty members (freshmen).
 - Continue to annually hold the Assessment Training and Research Institute (ATaRI).
 - Implement the GEAC recommendations to improve the General Education artifacts scoring and assessment processes.

Additional information on FAMU's assessment activities may be accessed at <http://www.famu.edu/assessment>. The full Assessment Report for 2008-09 may be accessed at:

<http://www.famu.edu/Assessment/2008-2009%20annual%20report%20as%20of%208-18-09%20PUBLISHED.pdf>