

# Florida A&M University



## Institutional Effectiveness 2010-11 Annual Report

Office of Institutional Effectiveness  
Division of Academic Affairs

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## INTRODUCTION

In the 2010-2011 Academic year, Florida A&M University went through major restructuring wherein academic programs were terminated and units reorganized. The IE office played a key role in providing information to the University Leadership to assist them implement program terminations and other reorganization efforts subsequent to the Board of Trustees approval of the Restructuring Plan. Other activities included unit strategic plan reviews, new degree approval, program reviews, accreditation, assessment and quality enhancement which were designed to improve the operations of the university in spite of state budget cuts.

This report includes part of the information from the BOG Annual Report Volume I and summaries of Quality Enhancement activities, Program Quality, Assessment highlights and the Strategic Plan progress report.

### **Mission, Vision and Core Values**

The University's approved mission, vision and core values appear in this document.

### **FAMU 2010-2011 Annual Report**

This section of the Institutional Effectiveness Report presents excerpts from the FAMU Annual Report, that was submitted to the Board of Governors. The summary and full report contain important information on key performance indicators and progress on institutional goals as well as key accomplishments for the year.

### **University Restructuring**

This section summarizes the restructuring of the university which was approved by the Board of Trustees in April 2011.

### **Quality Enhancement Plan**

The Quality Enhancement Plan (QEP) of FAMU is a major activity to enhance student learning in a specific arena and is a requirement of the University's regional accrediting Agency, the Southern Association of Colleges and Schools. The title of FAMU's QEP is "Enhancing Performance in Critical Thinking." The second year of implementation of the QEP was 2010-11, and this section of the report reflects a high level summary of accomplishments in the second year.

### **Strategic Planning**

During the 2010-11 academic year, each vice president, dean and director provided a mid-year report on achievements made to date in support of the strategic plan initiatives. The report provides the highlights of achievements and actions taken to demonstrate progress by each unit in support of the University Strategic Plan.

## **Program Quality**

During the 2010-2011 academic year, the Office of Program Quality assisted the university, colleges and schools in Academic Program Review, Accreditation and the development of new degree programs, majors and tracks. This section of the report provides details on the work of enhancing and strengthening the quality of academic programs at the university.

## **Assessment Report**

The assessment report highlights key assessment activities at the institutional, administrative, academic program, and student levels. They also provide major assessment findings with regards to strengths, weaknesses, and actionable recommendations to improve the University's effectiveness in achieving desired student learning outcomes and services.

## 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



**FAMU  
2010-2011 ANNUAL REPORT  
EXCERPTS**

## KEY UNIVERSITY ACHIEVEMENTS IN 2010-2011

### ► Student awards/achievements

1. Velencia Witherspoon, Chemical and Biomedical Engineering, was named recipient of the NSF Graduate Research Fellowship, spring 2011. She is pursuing her PhD at the University of California- Berkeley.
2. School of Business and Industry students won first place in several national competitions including the National Institute for Supply Chain Management Case Competition, National PNC Bank Case Competition; and the National Selling Team Case Competition.
3. Tremaine Reese, a law student at FAMU College of Law, was elected to the position of National Chair of the American Bar Association, Law Student Division.

### ► Faculty awards/achievements

1. Dr. Egwu E. Kalu was awarded a Fulbright Scholar grant to lecture and conduct research in Nigeria.
2. Dr. Seth Ablordeppey received a Fulbright Award to study novel antiinfective agents for the treatment of opportunistic infections associated with AIDS from plant sources in Ghana.
3. Dr. Donald Palm, Professor and Assistant Vice President for Academic Affairs, was selected by the American Council on Education (ACE) as a 2011-2012 ACE Fellow.

### ► Program awards/achievements

1. The FAMU Law School ranked fourth nationally in producing African American JDs and was ranked first as Most Diverse Law School for the third year in a row by the US News and World Reports.
2. The Department of Civil and Environmental Engineering was ranked 19th of 212 schools in the number of Civil Engineering bachelor of science degrees awarded in 2010.
3. During 2010-2011, the Center for Biological Control was awarded 12 new grants with a total value of \$1,752,618.00 to work on research and extension activities focused on management of invasive pests.

### ► Research awards/achievements

1. Two patents were received in FY 2010-11, one in the College of Pharmacy for inhibitors used for treatment of cancer and the other in the College of Agriculture and Food Sciences for a new muscadine grape variety.
2. The Physics department was awarded an NSF grant for \$1 million to support the "Center for Astrophysical Science and Technology."
3. The University received multiple other grants for over \$1million from agencies including NSF, NIH and NOAA. Total research awards for 2010-11 were over \$53 million.

## KEY UNIVERSITY ACHIEVEMENTS IN 2010-2011

(Continued)

### **Institutional awards/achievements**

The University was ranked No. 1 in the nation as the institution of origin for African Americans who earn doctorates in natural science and engineering. (NSF, 2010 based on WebCASPAR data)

1. Florida A&M University won the 2011 Honda Campus All-Star Challenge Champion in April 2011.
2. FAMU was selected as one of the Princeton Review's 311 Green Colleges: 2011 Edition. FAMU was the only HBCU listed.

## **SUMMARY OF DASHBOARD DATA (Addition to Annual Report )**

Pursuant to Board of Governors Regulation 1.001 regarding University Board of Trustees (UBOT) Powers and Duties, "Each board of trustees shall prepare a multi-year work plan/ report for the Board of Governors that outlines its university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and system-wide goals. The work plan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs." One section of this report, entitled "*Data Dashboard*", depicts the system-level defined goals and the University's targeted measure of success for each of the goal metrics.

The following narrative provides a brief overview of the data depicted in the Data Dashboard: Figure 1 of the Data Dashboard provides general demographic information about the University and summarizes essential data pertinent to maintaining the Carnegie Classification. It includes information on enrollment, number of degree programs offered, and number of faculty. It also includes baccalaureate and graduate degree data in relation to the targets set in the Work Plan. The University has not yet reached our target in the number of baccalaureate degrees awarded but has reached or exceeded the targets at the graduate level. The baccalaureate degrees awarded are primarily a function of the number of entering freshmen about 6 years ago and reflect the dip in enrollment at the time. The narrative section of the report includes information on numerous initiatives to increase retention and graduation rates. Together with our now increasing enrollment, these initiatives should result in increasing the baccalaureate degrees awarded. One of the most interesting items on this dashboard is the chart in the lower right corner, reflecting the percent of FAMU's graduates who were Pell grant recipients. This population reflects students with significant financial need, as that is a criterion for Pell. 67% of FAMU's graduates fell into this category. The FAMU percentage of graduates who are Pell Grant recipients is high both in relation to other SUS institutions and our peers, including HBCU peers. The State University System (SUS) average is 37%; Florida International University, the highest in the SUS after FAMU, is approximately 50%; Howard University is 33%, and North Carolina A&T University is 45%. National research shows that graduation rates are, unfortunately, highly correlated to the socioeconomic status of students. Therefore, FAMU's performance in this area indicates that the University addressing one of the most challenging issues in higher education today.

The next set of dashboard data in Figure 2, identifies the number of students FAMU graduated in some of the key disciplines targeted by the Board of Governors, that is, STEM, the health professions and specific shortage areas in education. Graduates in

STEM fields accounted for 16% of bachelors degree recipients and 6% of the graduate degree recipients. In all three targeted areas combined, 25% of undergraduates and 40% of graduate students received degrees in the targeted programs. The horizontal bar chart to the left reflects performance on key licensure examinations. This is an area the University has targeted for improvement. The last graph on Figure 2 indicates research and development expenditures. For 2010-11, this chart indicates the University had a total of \$53 million in sponsored research expenditures, which is high for an institution of our size, without a medical school, in the doctoral research classification.

Figure 3 of the dashboard data includes data on graduation rates at the baccalaureate level. This is an area targeted for improvement by the Board of Trustees and is a goal in both the University's work Plan and the Strategic Plan. Figure 3 also provides data on student: faculty ratio and funding per full-time equivalent (FTE) student. The former increased and the latter decreased in 2010-2011 for state appropriations, reflecting the state budget cuts and their impact.

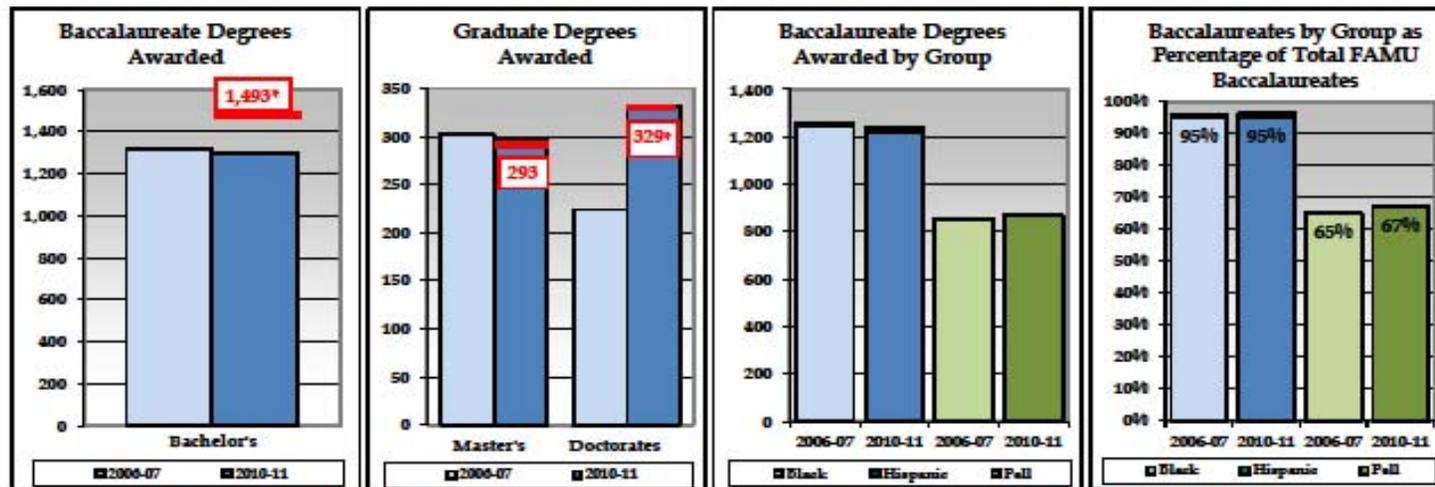
# Excerpt from Annual Report

FIGURE 1

Florida A&M University 2010-11 Dashboard						
Sites and Campuses			Main Campus, College of Law			
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2011)		Carnegie Classification	
<b>TOTAL</b>	13,277	100%	<b>TOTAL</b>	<b>93</b>		Undergraduate Instructional Program: Professions plus arts & sciences, some graduate coexistence
(Fall 2010)			Baccalaureate	51		Graduate Instructional Program: Doctoral, professions dominant
Black	12,161	92%	Master's & Specialist's	27		Enrollment Profile: High undergraduate
Hispanic	207	2%	Research Doctorate	12		Undergraduate Profile: Full-time four-year, inclusive
White	601	5%	Professional Doctorate	3		Size and Setting: Large four-year, highly residential
Other	308	2%	Faculty (Fall 2010)	Full-Time	576	Basic: Doctoral/Research Universities
Full-Time	12,033	91%		Part-Time	1	
Part-Time	1,244	9%	Tenure/T. Track	434		Community Engagement: N/A
Undergraduate	11,147	84%	Other Faculty/Instr.	142		
Graduate	1,959	15%				
Unclassified	171	1%				

## BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

### GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



\*2012-13 Targets for Degrees Awarded.

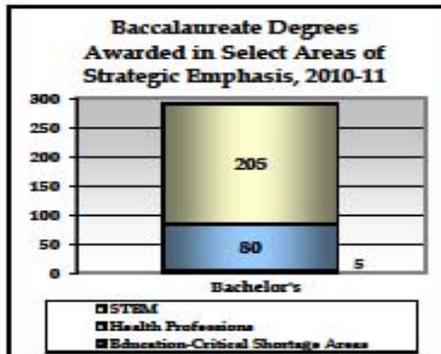
Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group

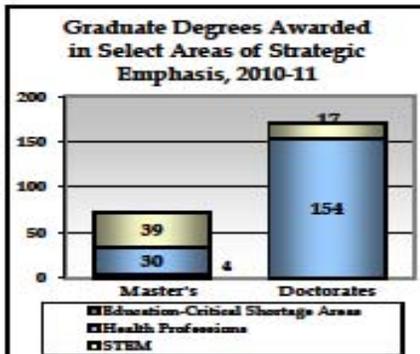
Reported in Volume II - Table 4I].

FIGURE 2

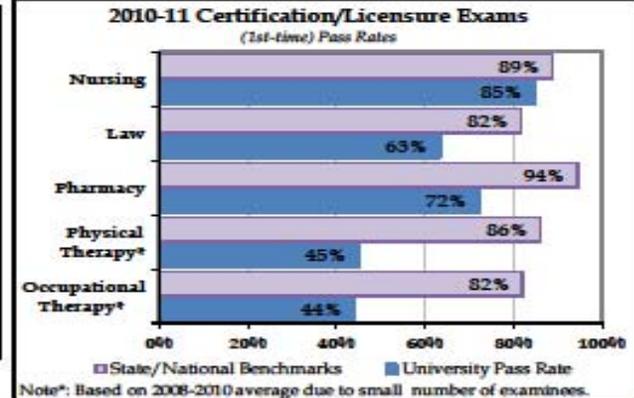
**Florida A&M University 2010-11 Dashboard**  
**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS**  
**GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



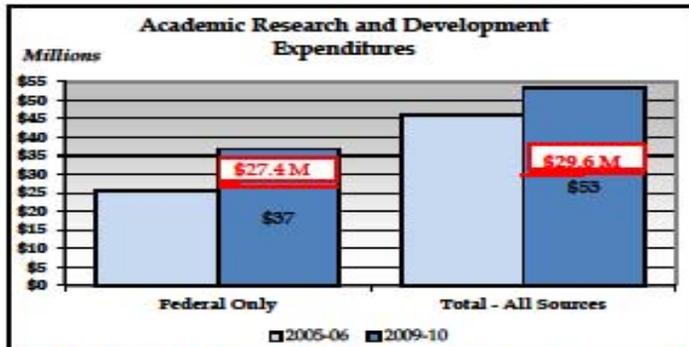
2012-13 Target: Increase  
 (2008-09 Baseline: 368 Total)



2012-13 Target: Increase  
 (2008-09 Baseline: 208 Total)

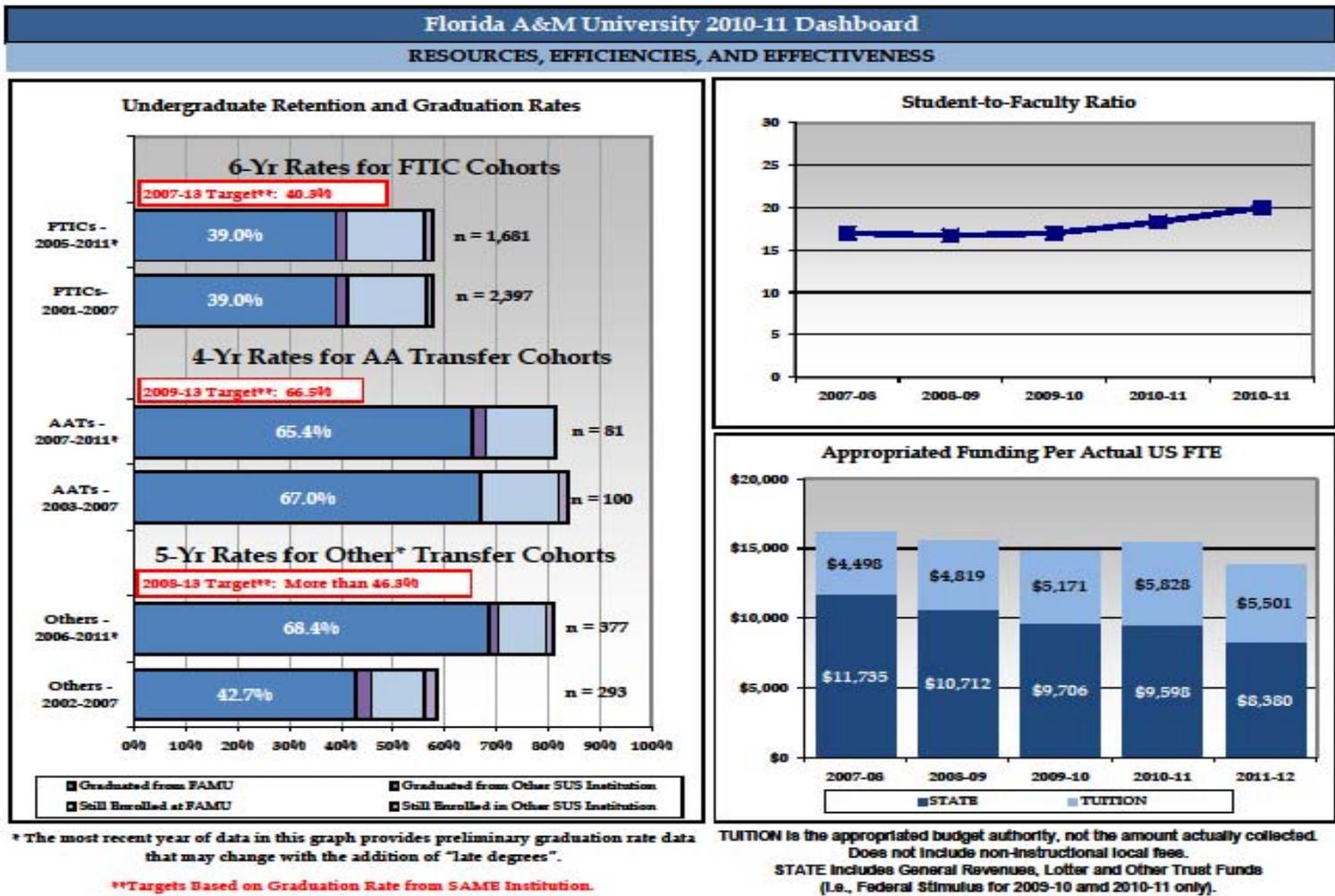


**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS**  
**GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



\*2011-12 Targets for Research & Development Expenditures need to be revised due to a change in data reporting.

FIGURE 3



# FLORIDA A&M UNIVERSITY 2010-11 NARRATIVE REPORT

## Introduction

During the 2010-11 year, the Florida A&M University (FAMU) engaged in one of the most significant exercises the University had undertaken in its 124-year history - a complete review of its academic programs and business processes. After major reductions in state funding, FAMU was at a crossroad and needed to determine how it would carry out its mission. Under the auspices of the FAMU Board of Trustees, a restructuring and reinvestment plan was developed. The plan, "Excellence in a New Era: Developing the Millennial FAMUan," focuses on strengthening academic programs and the academic structure, increasing efficiencies and productivity and reinvesting in focused areas of strength.

## BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

The University is addressing the access goal by increasing the enrollment of first-time-in-college students (FTICs) while maintaining GPAs and test score averages. A number of initiatives involving recruitment activities were undertaken in 2010-11, as described below.

### Recruitment of First Time In College Students

In fall 2010, FAMU enrolled its largest freshmen class, with 2,201 students. The GPA of incoming freshman remained the same at 3.03. The SAT and ACT test scores also remained constant, at 1397.4 and 19.89 respectively.

### Recruitment of Transfer Students

The University renewed and redoubled its efforts to recruit transfer students. The Office of Academic Affairs completed the revision of the Transfer Manual to inform prospective transfer students regarding the general guidelines that applicants should know about the admission process to ensure a smooth transition from the previous institution. One of the initiatives the University implemented to attract local transfer students was sponsoring a Recruitment Fair at Tallahassee Community College with all FAMU's schools and colleges participating. As a result of all the efforts, in fall 2010, the University increased its enrollment of state and community college transfer students by 5% and expects the upward trend to continue.

### Recruitment of Graduate Students

In the fall of 2010, additional funding was earmarked for the recruitment of the best and the brightest students. In addition, there was a small increase in assistantship/fellowship dollars and waivers. A Task Force was established to conduct

a comprehensive review on how to strengthen the graduate programs. Several initiatives to enhance retention and increase production of degrees were undertaken and are described under Goal 4 of institutional goals.

### **Degrees Awarded**

Florida A&M University continues to remain one of the top producers of African American students earning a baccalaureate degree in the nation. In relation to its peer institutions, FAMU had the third highest production of baccalaureate and professional degrees, but lagged its peers in the production of master's and research doctorates. FAMU surpassed all its peer institutions in number of baccalaureates awarded to Non-Hispanic Blacks and percentage of Pell grant recipients earning baccalaureates. Source: National Center for Education Statistics, IPEDS Data Center \**IPEDS data available up to year 2008-2009 for university degrees awarded.*

At the national level, in the production of African American graduates, FAMU's production accounted for 14% of the PharmDs and 14% of PhDs in environmental sciences (2010 IPEDS data). In addition, in 2010-11, FAMU produced 77% of PharmDs, 100% of PhDs in environmental sciences, 17% of doctorates in physical sciences and 29% of doctorates in engineering of the degrees offered by FAMU, awarded to African Americans enrolled in the State University System of Florida. In 2010-2011, FAMU produced 15% of all juris doctorates awarded in the SUS and 60% of juris doctorates awarded to African Americans within the SUS.

In 2010-11, FAMU produced 22% of all PharmD degrees and 100% of all PhDs in Environmental Sciences awarded within the State University System.

The University increased its degrees awarded in 2010-11, with the largest increases being at the baccalaureate level (4.3%) and research doctoral level (37.5%).

### **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

FAMU offers more professional degree programs than institutions of its size. Professional program offerings include business, pharmacy, allied health, nursing, public health, social work, journalism and graphic design, education, law, architecture and engineering.

In 2010-11, FAMU had 750 students earn degrees in the Board of Governors Areas of Strategic Emphasis, constituting 33.6% of the total graduates at the University. Data provided in Goal 4, demonstrates that FAMU continues to be a leader in the awarding of degrees to African American students and other minority students.

During 2010-11, the University developed an Oral Health proposal seeking to establish a College of Dental Medicine to address the dental health care disparities in

rural areas in Florida.

The School of Allied Health Sciences (SOAHS) collaborated with the Claude D. Pepper American Independence Center Grant and Office of Academic Affairs - Villages Project geriatric initiatives. This project is mutually beneficial in that it provides an important workforce for the Villages retirement community in Central Florida and provides valuable internship experiences to FAMU students, which may ultimately result in employment opportunities.

The University continues to prepare students to be “job ready” and excel in the workforce. This achievement is demonstrated by the success of students in national competitions that simulate real-world issues. Some of the successes of FAMU students in 2010-11 are outlined under Key Achievements.

### **BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

In 2010-11, faculty submitted over 300 proposals, and received over 200 awards in excess of \$53 million.

The University received several awards in excess of a million dollars:

- A National Oceanic and Atmospheric Administration (NOAA) award of \$2,221,860 to the Environmental Sciences Institute, now the School of the Environment.
- A National Institutes of Health award for the Pharmaceutical Research Center in the College of Pharmacy and Pharmaceutical Sciences for \$2.9 million.
- A U.S. Department of Commerce award of \$1.4 million for development of the FAMU Center for Public Community and Workforce Development (CPCWD) under the directions of the Office of Enterprise Information and Technology Services.
- A National Science Foundation grant of \$1 million to the Department of Physics to support the “Center for Astrophysical Science and Technology.” The Department of Physics also received an award from the Department of Army for \$843,537 to support research on the “Standoff Light Detection of Explosives.”

The Office of Technology Transfer, Licensing and Commercialization (OTTLC) contracted with Altitude Media to advertise FAMU's patented technologies on two major airlines (USAir and American) and on CNN's Airport Network.

The University's emphasis on technology transfer has yielded two patents during the 2010-2011 fiscal year: 1) Nazarius S. Lamango, associate professor, College of Pharmacy and Pharmaceutical Sciences (CoPPS) received a patent that will help diagnose and treat Triple Negative Breast Cancer (TNBC) and 2) a patent was issued to Dr. Jiang Lu in Viticulture for a new muscadine grape variety named Majesty.

#### **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

The University is actively engaged in creating partnerships with local agencies to collectively meet the needs of the community. The following are examples of such initiatives:

- In 2010-11, the University sought and received approval to begin offering a PharmD degree, which leads to a pharmacy license, in Crestview, Florida.
- School of Journalism and Graphic Communication assumed the responsibility for the publication of the Negro Educational Review (NER). The NER is an international, scholarly, professional quarterly journal in publication since 1950 that seeks scholarly articles and research reports, competent analyses and descriptions of social problems and compilations and creative works.
- FAMU joined forces with Florida State University, Tallahassee Community College, the City of Tallahassee, Leon County, the John S. and James L. Knight Foundation, Archibald Foundation, BB&T, Premier Bank, Sun Trust, Tri-Eagle Sales and other businesses to support the Town and Gown of Tallahassee Project (TAG). The purpose of TAG is to enhance collaborations between Tallahassee's institutions of higher education and the broader community. It also focuses on addressing areas related to economic development and promotes the universities' involvement in research areas to create jobs, retain students and address public safety matters. Data indicating FAMU's success in producing African American graduates in a number of fields is presented in Goal 4.

## PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN

### #1 - Enhance visibility and productivity as a Doctoral/Research University (Supports New Florida outcome of increasing research funding).

#### Research Awards and Expenditures

In 2010-11, the University expended over \$53 million in research funding. One of the key areas in which the University is building strength is in environmental science, which expended \$2.2 million in 2010-11 through the grant funding the Environmental Cooperative Science Center.

In 2010-11, the University was awarded over \$53 million in research funding. In addition, the University received several awards in excess of a million dollars:

- The National Oceanic and Atmospheric Administration (NOAA) award to the Environmental Sciences Institute for \$2,221,860.
- The National Institutes of Health (NIH) award to the Pharmaceutical Research Center in the College of Pharmacy and Pharmaceutical Sciences for \$2.9 million.
- The U.S. Department of Commerce award of \$1.4 million for development of the FAMU Center for Public Community and Workforce Development (CPCWD) under the direction of the Office of Enterprise Information and Technology Services.

#### Number of Research Proposals Submitted

In 2010-11, faculty submitted 303 proposals, and received over 200 new awards. In the baseline year of 2008-09, the faculty submitted 263 proposals. Therefore the number of proposals submitted increased by 15% over the baseline, exceeding the target of 5% in the Work Plan.

#### Doctoral Degrees Awarded

In 2010-11, the University awarded 22 research doctorate degrees, an increase of 37.5%; 158 juris doctorates, a 4.38% increase and 310 professional doctoral degrees, a 10.5% increase in comparison to 2009-10.

**#2 - Increase University activities to address healthcare disparities among underserved populations (supports New Florida initiatives of Medical breakthroughs that improve the longevity and quality of life; increasing research funding and increasing degree production).**

In 2010-11, the award amounts for health related disciplines totaled \$9,901,233 million. The baseline awards in health-related disciplines in 2008-09 was \$7,338,570. Therefore the awards in health-related disciplines reflect an increase of 35% over the baseline. In addition, the University expended over \$9 million in research funding in health related disciplines in 2010-11.

In 2010-11, the University received approval to begin offering to students a PharmD degree, which leads to a pharmacy license, in Crestview, Florida. FAMU has hired 8 faculty and staff to facilitate the academic programs for the Crestview Learning Center. The College moved into the rental property in fall 2011. Additionally, several affiliation agreements with surrounding hospitals, clinics and pharmacies are being established to accommodate the experiential requirements of the program. The University has begun the process of identifying students who will begin the advanced pharmacy practice experience in Crestview in May 2012.

Florida A&M University continued the development of a proposal for a new College of Dental Medicine. The proposal includes a feasibility study and an economic impact study. The proposal addresses the following three major oral health care issues: 1) disparities in access to dental care for low-income, rural, and underserved communities; 2) a serious lack of diversity in the Florida dental workforce; and 3) inadequate numbers of primary care dental residency positions. The proposal was presented to the BOG Strategic Planning Committee in fall 2011.

**#3 - Initiate online academic degree programs (supports the New Florida outcome of increasing degree production).**

In support of the University's current initiative in offering online degree programs, in fall 2010, the Office of Instructional Technologies upgraded the Blackboard Learning Management System to 9.1. This upgrade offers significant enhancements in the way students and faculty members interact in courses.

FAMU signed a contract with an external company to launch its recruitment efforts in the online distance learning initiative. The programs were officially launched in August 2011. The University now offers online master's degrees in nursing, business and public health.

**#4 - Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates (Supports the New Florida outcome of improving graduation rates and retention rates).**

The first-year persistence rates of FTICs entering fall 2009 improved 3.7% from the previous cohort. The goal of the University is to increase the retention/persistence rates annually by 1% point. Time-to-major declarations for all FTIC's in the 2009 cohort has improved.

Several initiatives were undertaken to enhance retention, progression and graduation rates, as described below:

- Academic Affairs and Student Affairs collaborated to develop a systematic set of activities and programming to achieve and maintain optimum retention and progression of students. The activities included the Freshmen Seminar Series, Meet Your Advisor Day, Change of Major Fairs, the Freshmen Orientation, the First Year Experience Course and several new activities in conjunction with the University's Quality Enhancement Plan "Enhancing Performance in Critical Thinking." In the "Take 15 Initiative" students were encouraged to decide on a major early in their matriculation and take at least 15 credit hours in fall and spring semesters in order to graduate in four years. Money management seminars provided a breakdown of the cost savings associated with this strategy. Technology is being utilized more fully to improve student retention and progression. For example, the Academic Advisor Module will maintain students' current academic status. This in turn will improve customer service, increase student accountability, provide an automated system to deliver information; monitor/ document student progression, and provide an effective student tracking system. Accessing the admission application, email, and I-Rattler account prior to arrival on campus facilitates student transition to the University through a consistent application of technology.
- Academic advising was also decentralized. This allows advisors to keep abreast of curriculum changes, provides early engagement with advisors in majors, encourages intrusive advising, and builds collaboration between advisors and schools/colleges. This initiative will increase communication and collaboration between advisors and schools/colleges, build rapport between advisors, students, and schools/colleges, and provide uniform advising processes.
- On the 2010-11 Graduate Exit Surveys conducted, 88.06% of students surveyed indicated that their advisement session was "Excellent", "Good"; or "Satisfactory".
- Financial Aid is a very critical part of the students' matriculation; therefore, a SAP (Satisfactory Academic Progress)/IEP (Individualized Educational Plan)/Graduation Audit combination was instituted. The students are required to meet with advisors, discuss issues that hinder progression; conduct an audit of general education requirements and other degree completion requirements;

understand methods/requirements for SAP; and establish an educational plan.

#### **#5- Increase international opportunities for faculty and students.**

The University has formed several strategic partnerships to broaden the international perspectives and experiences of students and faculty. These include:

- Signing Memoranda of Understanding with the Government of Kenya.
- Establishing partnerships with several institutions in Brazil that allow for an exchange of students.
- Establishing opportunities for students at the College of Law to intern or study abroad in over twenty-two countries.
- Establishing an International Advisory Council to facilitate the internationalization of FAMU. The members of the council include a former ambassador and several CEOs , all of whom have a wealth of experience and international connections.
- Offering a number of internationally focused academic programs in the College of Law, the School of Business and Industry and the College of Agriculture and Food Sciences.
- Increasing faculty/student international experiences including 35 students participating in study abroad and 75 faculty members presenting their research findings and attending conferences abroad.

*The complete Annual report is available at:*  
*[www.famu.edu/OfficeofInstitutionalEffectivenss/UserFiles/File/BOG](http://www.famu.edu/OfficeofInstitutionalEffectivenss/UserFiles/File/BOG)*



**UNIVERSITY  
RESTRUCTURING**



**DRAFT**

## UNIVERSITY RESTRUCTURING

During the 2010-11 academic year, the University engaged in a far reaching restructuring effort that will increase efficiencies and productivity. The University engaged aggressively in a comprehensive review of its academic and administrative operations to ensure that the institution is optimizing resources in an efficient and productive manner to achieve three (3) distinct goals:

- Strengthen academic programs and academic structure while contending with fiscal constraints,
- Increase academic and administrative efficiencies and productivity, and;
- Reinvest in focused areas of strength.

The Plan was approved in April 2011 by the Board of Trustees. (See introduction statement). The implementation of the Plan resulted in a number of changes including:

- Termination of 23 academic programs and suspension of one program
- Reengineering of about 15 business processes including travel, payroll, and purchasing
- Reduction of personnel
- Reorganization of colleges and schools

The termination of academic programs followed an extensive analysis of data and qualitative factors including:

- Enrollment of majors
- Degrees awarded
- Student Full Time Equivalents (FTE)
- Sponsored research awards
- Cost per credit hour
- Return on investment (ROI) on research
- Need for the program based on BOG areas of strategic emphasis
- Centrality to University mission
- University priorities for the future
- Comparison to productivity of similar programs at other institutions

The reengineering of business processes focused on using technology as an enabler of change. The Transformation through Technology Enhancements (T3E) project is designed to fully leverage the capabilities of our PeopleSoft (iRattler) system so that the University can improve dramatically its core business processes. To begin, the University has focused efforts in the area of administrative and financial services, re-vamping and reengineering these processes to create a more efficient operation. In the future, the University plans to expand this reengineering effort to include a broader

spectrum of business processes beyond the financial realm. In total, the T3E group has reengineered about 15 processes, including travel, payroll, and purchasing. Now the applicable PeopleSoft modules are being re-implemented to leverage the technology to make the new business processes a reality. Along with the implementation, the team is also deploying change management strategies that help the university to successfully accommodate the transition to new roles and activities related to the new business processes. The reorganization of the colleges and schools included review of structures at our peers as well as other institutions, and were based on three criteria:

- Program effectiveness
- Program efficiency
- Program focus

The University expects that these significant changes implemented in 2010-11 will have far-reaching impact, positioning the University to distinguish itself and thrive in a new era.

DRAFT



**QUALITY ENHANCEMENT  
PROGRAM**

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## **QEP HIGHLIGHTS** **from the 2010-11 Academic Year**

In the 2010-2011 academic year the Office of the Quality Enhancement Program continued to improve on the major activity of enhancing student learning with the Freshman Summer Reading Program and the Freshman Critical Thinking Seminar Series. Other efforts towards this end included faculty development and assessment of critical thinking skills of freshman students. Below are highlights of activities carried out through the academic year.

### **Year 2 of the Freshman Summer Reading Program**

- This co-curricular activity promotes student learning by requiring all incoming freshman students to read an assigned book and complete a writing assignment during the summer preceding the fall term. Students also participate in small book discussion groups during *Welcome Week* in August and they are given assignments based on the assigned reading in various courses throughout the academic year.
- Approximately 1,800 freshman students (82% of the freshman class) participated in the program during the second year. The author of the 2010 book selection (*Bombingham*) visited the campus during *Welcome Week* to engage in discussions with the University community.

### **Year 2 of the Freshman Critical Thinking Seminar Series**

- This co-curricular activity is designed to enhance students' critical thinking skills through the participation in interactive dialogue sessions addressing life skills and academic issues.
- Approximately 1,550 students (70% of the freshman class) participated in the program during the second year.
- Topics of the 2010-11 seminar sessions: Critical Thinking, Financial Literacy, Ethics, Mental Health, and Entrepreneurship.

### **QEP Faculty Development Program.**

- Through this program, faculty are provided with opportunities to attend on-campus training sessions, travel to professional conferences, and engage in curriculum development activities.
- Fifteen (15) on-campus workshops on critical thinking and enhancing student learning were held during academic year.
- Two hundred and thirty-nine (239) faculty and staff attended at least one of the workshop sessions.
- Twenty-three (23) faculty and staff trips to off-campus conferences and workshops on enhancing teaching and assessment of student learning were funded by the QEP during the academic year.

- Two *QEP Faculty Learning Communities* were supported in which seventeen (17) faculty were selected to participate in a year-long interactive activity to redesign courses and instructional approaches.
- Through a partnership with the Office of Institutional Effectiveness, three hundred and sixty (360) student response systems (clickers) were purchased for use by a group of faculty in various disciplines. The impact of the clickers on student learning will be assessed and the results will be used to guide future use of the clickers across campus.

**The University continued the development and implementation of a uniform approach for assessing the critical thinking skills of freshman students.**

- The Critical Thinking Assessment Test (CAT), critical essays, and case study analyses were administered to students during the course of their freshman year to evaluate their critical thinking skills. The assessment results are being used to guide future improvements in faculty instruction and assessment of students' critical thinking skills in the classroom setting



**STRATEGIC PLANNING**

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## 2010-2020 STRATEGIC PLAN - 2020 VISION WITH COURAGE PROGRESS REPORT

During the 2010-11 academic year, each vice president, dean and director provided a mid-year report on achievements made to date in support of the strategic plan initiatives. This summary report provides the highlights of achievements and actions taken to demonstrate progress. The Office of University Planning within the Office of Institutional Effectiveness was responsible for the collection of this information. A full report of the initiatives is available at:

<http://www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/Strategic%20Plan%202010-2020%20-%20Approved%20Updated%207-28-10.pdf>.

### Strategic Initiative 1: Create a 21<sup>st</sup> century living and learning collegiate community

#### Excerpts of Accomplishments:

##### *Goal 1.1 Enhance Access to the University*

- In fall 2010, the University experienced its highest enrollment with 13,277 students. This was an 8.2% increase from the previous fall semester.
- In spring 2011, President Ammons conducted the 4<sup>th</sup> “Annual Up Close and Personal Tour” in an effort to recruit some of the best and brightest students in the state of Florida. During these events, over \$1.5 million in scholarships were awarded.

##### *Goal 1.2: Continuous enhancement and assessment of the student experience*

- The Enterprise Information Technology Division, in conjunction with the Office of Instructional Media, enhanced the campus classroom technology by installing approximately 20 SMART classrooms. The SMART Classrooms equip the faculty with a tool for more effective and efficient teaching methods.
- The Enterprise Information Technology enhanced the iRattler Student Application to provide the following services for students:
  - Integrated Registration Integration in collaboration with Barnes & Noble. This process allows students and faculty to order textbooks online.
  - Developed and submitted mass email communications advisories for Financial Aid.

##### *Goal 1.3: Improve academic progression, performance, and graduation rates*

- The University’s established Retention Committee developed several strategies to address student retention, progression and graduation. Based on recommendations of the committee the following actions were taken:
  - Office of University Retention, in collaboration with the Office of Financial Aid, developed Individual Educational Plans for all students requesting aid who are on Student Academic Progress hold.

##### *Goal 1.4: Assess and enhance current degree programs*

- The Office of Provost/ Academic Affairs coordinated the efforts for the Board of Governors and Board of Trustees approval to begin offering the PharmD degree program in Crestview, Florida.
- The School of Journalism and Graphic Communication, after completing an extensive self-study and hosting a site visit by a team of industry and education experts, the Graphic Design and Graphic Communication received national re-accreditation beginning September 1, 2010. These programs are among the eight, baccalaureate level, graphic communications related programs nationwide to have received initial and re-accreditation distinction.

***Goal 1.5: Develop and implement new degree programs based on University priorities***

- The Office of the Provost and Academic Affairs continued the University's efforts to plan for the establishment of a College of Dentistry.
- The School of Business and Industry, School of Nursing and the Institute of Public Health received approval to begin offering online programs in the fall 2011 semester.

***Goal 1.6: Maintain and enhance NCAA sanctioned athletic programs***

- The Men's Tennis team won the 2010 Historically Black Colleges and Universities (HBCU) Men's Tennis National Tournament Champions.
- The Football team was Co-Champs in MEAC Football for the 2010 season.

**Strategic Initiative 2: Enable excellence in University processes and procedures**

**Excerpts of Accomplishments:**

***Goal 2.1: Improve Administrative Processes throughout the University***

- The University embarked on a process to determine how the university will look 10 years from today, with the development of a Restructuring and Reinvestment Plan. The Plan, being prompted by budget cuts, afforded the University the opportunity to review its current administrative and academic structures. As a result of the review findings, a proposed restructuring plan, "Excellence in a New Era: Developing the Millennial FAMUan", was developed and was approved by the University's Board of Trustees on April 7, 2011. With the approval of the plan, the administration has begun to solidify the future FAMU by eliminating the programs and positions impacted. The goal of the restructuring initiative, in alignment with the University's 2010-2020 Strategic Plan, is to create a 21st century living and learning community that fosters innovation, excellence and engagement.
- The Division of Administrative and Financial Services, through the Transformation Through Technology Enhancement (T<sup>3</sup>E) project, reviewed the Oracle/PeopleSoft (iRattler) business processes for financial management. The review enabled the University to fully leverage the capabilities of the iRattler system so that the University can improve dramatically its core business processes. The review process was conducted in partnership with the Division of

Enterprise Information Technology (EIT) and the Division of Audit and Compliance.

***Goal 2.2: Enhance and Assess Employees' Experiences***

- The Office of the General Council sponsored the Annual Management Seminar in February 2011 for senior-level administrators and directors.
- The Office of Organizational Training and Development staff researched, designed and implemented courses based on University employees' departmental job functions and responsibilities. These courses provided employees with the knowledge and skill sets required to maintain an effective and productive work environment. The department offered training in categories as Basic Technology Skills, Career Development Training, Fiscal Administration, Grants Management, Human Resources, Individual Performance Development, and University-wide Compliance.

***Goal 2.3: Enhance and Improve Accountability and Communication Processes***

- The University conducted the One Stop Shop Registration Process in fall 2010. Students were able to address registration issues such as, email and iRattler access, receive academic advisement, address financial aid and student account issues, register for classes and submit University required forms.
- EIT relocated the Helpdesk staff to a centralized location to offer prompt and efficient customer support to students, faculty and staff.
- Several Schools and Colleges implemented strategies to improve the student experiences, such as:
  - The Library, on a bi-annual basis, administers Library Universal User Survey to determine the overall satisfaction regarding library services and offerings to students.
  - The FAMU-FSU College of Engineering established an Office of Student Services and implemented the Student Executive Council (SEC). Professional staff in the College provide academic advising for undergraduate students in the Pre-engineering program in areas such as admissions, registration, interpretation of degree requirements and financial assistance opportunities.

***Goal 2.4: Reduce Institutional Risk through Risk Management Assessment and Annual Audit Plans***

- The Division of Audit and Compliance conducted financial and information technology risk assessments to ensure University-wide compliance and ability to meet required mandates.

***Goal 2.5: Develop on an annual basis, a University Audit Plan***

- The Division of Audit and Compliance completed an Audit Plan that was approved by the Board of Trustees in July 2010. Once audits are completed, a report of the results are provided to the Board of Trustees and the President.
- The Division of Audit and Compliance implemented strategies to maintain an open channel of communication between state, federal, and other external

auditors, thus resulting in the reduction of effort expended by state and federal auditors.

***Goal 2.6: Develop a Business Process Re-engineering Initiative***

- The Division of Audit and Compliance, through the Transformation Through Technology Enhancement (T<sup>3</sup>E) project, is deploying change management strategies that will help the University successfully accommodate the transition to new roles and activities related to the new business processes identified in the Restructuring and Reinvestment Plan and T<sup>3</sup>E project(see Goal 2.1).

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

**Excerpts of Accomplishments:**

***Goal 3.1: To provide stewardship, accountability and optimization of state appropriated resources***

- During the 2010-11 fiscal year, the State of Florida Auditor General conducted an annual audit of the University's financial records for 2009-10. The audit disclosed that the University's basic financial statements were presented fairly, in all material respects, in accordance with prescribed financial reporting standards. The audit did not identify any deficiencies in internal control over financial reporting.

***Goal 3.2: Retain and recruit excellent and diverse faculty, staff and students***

- CBS established the Harold Dow Professorship in the School of Journalism and Graphic Communication.
- Journalism students were named "Best of the South" in February 2011, by the Southeast Journalism Conference who were in competition with peers from eight states – Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina and Tennessee.

***Goal 3.3: Strengthen the institutions cyberinfrastructure and provide cost effective technology resources that enable high usability and efficiency***

- The Enterprise Information Technology (EIT) Division was awarded nearly \$1.5 million grant from the U.S. Department of Commerce to establish the FAMU Center for Public Computing and Workforce Development. Through the grant, the EIT Division and the College of Education Department of Workforce Education and Development will establish a new Center for Public Computing and Workforce Development on the FAMU campus to serve the public of Tallahassee and surrounding Gadsden and Jefferson Counties.

***Goal 3.4: Enhance visibility and productivity as a Doctoral/Research University***

- The Division of Research (DoR) organized a series of workshops, presentations and discussions regarding research opportunities and the commercialization of research at the University. In addition, the Division sponsors an awards program to recognize faculty members who have demonstrated outstanding achievements in research and scholarly activities.

- The DoR website is being enhanced to provide enhanced communication of funding opportunities and tools to researchers to increase sponsored research activity.

***Goal 3.5: Maintain and enhance functional, culturally relevant, sustainable, environmentally friendly and aesthetically pleasing campus facilities, infrastructure, and resources***

- The Princeton Review's Guide to 311 Green Colleges in April 2011, recognized the University's comprehensive recycling program. Currently, 75 percent of the University's grounds are maintained organically, 30 percent of the buildings on campus have undergone energy-related retrofits, and 75 percent of the campus buildings have designated recycling areas.
- The University entered into two agreements with EPA focused on green initiatives in February 2011 to address environmental issues ranging from energy policy and sustainability to food security, health disparities, environmental justice and children's health and conjunction with the Florida Department of Environmental Protection, the University is designated as the first Center of Excellence for Watershed Management in Florida.

**Strategic Initiative 4: Enable excellence in University Relations and Development**

**Excerpts of Accomplishments:**

***Goal 4.1: Enhance Institutional Fundraising***

- The University plans to launch a \$50 million Capital Campaign fundraiser. In spring 2010, the University conducted a Campaign Feasibility Study to determine the University's readiness. As a result of the study findings, the University is in the process of examining and implementing the recommendations. The Campaign is set to begin in fall 2011.
- The Division of University Relations implemented strategies to enhance the relationships and involvement with the Industry Cluster partners by conducting virtual cluster meetings throughout the year.

***Goal 4.2: Enhance the viability of Athletics support programs***

- The Office of Alumni Affairs conducted membership recruitment drives and leadership workshops during various athletic sponsored events, the FAMU National Alumni Association (NAA) events, and other friendship building university sponsored events to increase participation of alumni and giving.
- The FAMU Boosters sponsored several Booster Bashes in anticipation of increasing the organization's membership.

***Goal 4.3: Enhance the services provided to local, state, and national communities***

- FAMU joined forces with Florida State University, Tallahassee Community College, the City of Tallahassee, Leon County, the John S. and James L. Knight Foundation, Archibald Foundation, BB&T, Premier Bank, Sun Trust, Tri-Eagle Sales and other businesses to support the Town and Gown of Tallahassee Project

(TAG) to enhance collaborations between Tallahassee's higher education institutions and the community.

- The Office of the Provost organized the University's effort in bringing to the campus notable and distinguished artists of national and international prominence through the Lyceum Series. The series provided FAMU with an opportunity to boost the intellectual and cultural climate of students, faculty and staff, while also engaging the Tallahassee and regional community in support of the arts.

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

#### **Excerpts of Accomplishments:**

##### ***Goal 5.1: Produce diverse and culturally astute graduates for the global workforce***

- The University is No. 1 in the nation as the institution of origin for African Americans who earn doctorates in natural science and engineering according to the pre-publication of Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads, the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine in November 2010.
- *The National Jurist* magazine in April 2011 placed the College of Law among the top of the Diversity Honor Roll for law schools. Based on 2009 figures, the College of Law held a 61.5 percent student minority population and a 66.7 percent faculty minority population.

##### ***Goal 5.2: Enhance International Initiatives and Programs***

- The University hired a nationally recognized expert and former Chief, Africa Bureau of the Education Division of the US Agency for International Development. The consultant outlined the vision to faculty and staff to develop a planning document that can increase the international activities and international presence of the University. In addition, an International Advisory Board has been established to include former ambassadors, international corporate leaders and educators. Several schools and colleges engaged in international activities, such as:
  - The School of Business and Industry (SBI) hosted in July 2010, its inaugural Global Leadership Conference.
  - School of Architecture initiated a student exchange program with the College of the Bahamas and is developing a plan for five students to enroll in FAMU by fall 2011.
  - The College of Pharmacy and Pharmaceutical Sciences (COPPS) established collaborations with China/Japan Pharmacists.



# **PROGRAM QUALITY**

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## PROGRAM QUALITY

The Office of Program Quality is a unit within Institutional Effectiveness dedicated specifically to the work of enhancing and strengthening the quality of academic programs at Florida A&M University. This office is responsible primarily for overseeing the academic program review process, assisting colleges, schools, and departments with specialized accreditation, and also working with departments interested in developing new programs.

During the 2010 - 2011 academic year, the Office of Program Quality assisted the university, colleges, and schools in the following efforts:

### **Academic Program Review**

The primary purpose of academic program review is to examine programs on a periodic basis in an effort to continuously improve the quality of academic programs. This is done on a 7-year cycle in accordance with Board of Governors Regulation 8.015. Through this process, an assessment of student learning outcomes are conducted along with the quality of research and scholarly work, contributions of the program to the university and the field, and the future goals of the program. The overall objective is to evaluate the strengths and weaknesses of the program and to aid the department in reaching its goals towards maintaining and building a quality academic program at Florida A&M University.

During the 2010-2011 academic year, the following programs underwent academic program review:

- Economics;
- History;
- African American Studies;
- Political Science; and
- Master's in Applied Social Sciences.

In each of the programs, external reviewers noted the strengths of the programs, giving specific praise to dedicated faculty and students who exemplify high achievement. Repeatedly, reviewers commented on the faculty's personal commitment to the academic program of study and their students as a strength of the programs. Comments regarding the faculty included their charismatic nature and desire for teaching, along with heavy student involvement as it relates to advising and mentoring. In all programs, it was deemed that the student learning outcomes are adequate and that students are receiving a quality education at Florida A&M. Specific to Political Science, the external reviewer noted the accomplishment in the department being awarded a \$2.5M grant in 2009 to support the program activities of the Center for Global Security and International Affairs.

In specific programs, such as Economics, History, and African American Studies, recommendations were made to revise the curriculum. Other areas of focus should be on recruitment of students for all programs, increased retention efforts, and scholarship productivity for all faculty.

### **Accreditation**

In the 2010-2011 academic year, the Office of Program Quality in conjunction with Institutional Effectiveness provided support to twenty-one academic degree programs seeking initial accreditation, reaffirmation, or state approval in 2010-2011. Those programs were:

- Chemistry (B)
- Health Informatics and Information Management (B)
- Occupational Therapy (M)
- Business Administration and Management (B)
- Business Administration and Management (M)
- Accounting (B)
- Guidance and Counseling (M)
- Elementary Education w/ ESOL Endorsement (B)
- Art Education (B)
- Business Education (B)
- English Education (B)
- Mathematics Education (B)
- Music Education (B)
- Physical Education (B)
- Biology Education (Major)
- Chemistry Education (Major)
- Physics Education (Major)
- Social Science Education (B)
- School Psychology (Ed.S.)
- Early Childhood Education (B)
- Drama Education (Major)

In early November of 2010, the College of Education had its review by the Florida Department of Education to review the status of its state approved teacher preparation programs. From that review, all fifteen programs were recommended for state approval with three of them being granted conditional approval. On June 1, 2011, the Chemistry department submitted its reevaluation report for reaffirmation of its undergraduate program to the American Chemical Society (ACS), which was accepted in November 2011 and will be reviewed in January 2012. A decision regarding the continued status of the program will be forwarded to the university at the end of April 2012. In that same year, July 2011, the bachelors in Health Informatics and Information Management was reaffirmed by the Commission on Accreditation for Health Informatics and Information

Management (CAHIM). This program is reviewed on an annual basis by CAHIM; thus the accreditation expires 2012, which at that time the program will submit another report for review.

Other programs seeking reaffirmation or initial accreditation in 2010-2011 included the Master's in Occupational Therapy, which is accredited by the American Occupational Therapy Association (AOTA) and the Accreditation Council for Occupational Therapy Education (ACOTE). While the master's in occupational therapy was reaffirmed during its May 2011 site visit, it was placed on probation due to pass rates on licensure examinations. The Bachelor of Science in Cardiopulmonary Sciences was also placed on probation for the same reason. Because of these actions, the Office of Institutional Effectiveness has worked with the programs to analyze the causes and develop a comprehensive action plan designed to increase pass rates on the exam. In addition, the School of Business and Industry sought initial accreditation of its bachelor's and master's in business administration and the bachelor's in accounting by the Association to Advance Collegiate Schools of Business (AACSB). However, SBI withdrew from the AACSB accreditation process on December 16, 2011 and will seek accreditation in three years.

### **New Degrees/Majors/Tracks**

The Office of Program Quality in conjunction with Institutional Effectiveness contributed to a number of new academic programs implemented in 2010-2011. At the undergraduate level, assistance was provided to the School of Music to initiate a new major in Music Industry within the existing BA/BS Music degree and to the Computer Science Department to implement a new degree in Information Technology that will prepare students to meet the computer technology needs of business, government, healthcare, schools and various other organizations.

At the graduate level, assistance was provided to the College of Education to implement a new master's degree in Sport Management. This office also provided support to the College of Pharmacy and the School of Business and Industry in developing its joint PharmD/MBA program, which will allow students who enter the program to graduate with a PharmD and MBA degree. Furthermore, the Office of Program Quality played a key role in the development of Florida A&M University's first online offerings in Business Administration (M), Nursing (M), and Public Health (M); although these programs were not implemented until the 2011-12 academic year.

Lastly, Florida A&M University's College of Pharmacy and Pharmaceutical Sciences (FAMU COPPS) received approval from the Board of Governors to offer the entire four-year professional Doctor of Pharmacy Degree (PharmD) at the Crestview center beginning in Fall 2012. This program will provide a combined academic and clinical experience for pharmacy students whose abilities and career aspirations suggest potential for innovative leadership roles in professional pharmacy practice.

Beyond program approval, twenty-three degree programs were terminated in 2010-2011. These programs were terminated as part of the university's restructuring process due to significant budget cuts as a result of a reduction in State funding and were approved by the FAMU BOT in April 2011.

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# **UNIVERSITY ASSESSMENT**

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# UNIVERSITY ASSESSMENT

## Highlights

### Introduction

The following highlights key assessment activities at the institutional, administrative, academic program, and student levels. They also provide major assessment findings with regards to strengths, weaknesses, and actionable recommendations to improve the University's effectiveness in achieving desired student learning outcomes and services.

### INSTITUTIONAL LEVEL ASSESSMENT ACTIVITIES

#### Exit Survey

The Exit Survey is designed to provide information about graduating students in both undergraduate and graduate levels regarding their experience at FAMU and their future plans. The survey targets student support services, facilities, departments, availability of services, program assessment, major field of study, and collegiate experience.

Data collected during the academic years of 2006-07 to 2010-11 were analyzed to identify patterns of strengths and weaknesses as reported by our graduates based on their experiences. Positively, the results indicate that graduating students are:

- Generally satisfied (83% to 96%) with their General Education outcomes which include communication, critical thinking, technology literacy, collaboration, ethical values, life-long learning, and cultural diversity.
- Highly (92% to 97%) satisfied with their program's outcomes in terms of intellectual challenge, application of knowledge, and sense of competence.

Unacceptable findings include:

- Consistent low ratings for 'Availability of Parking' (24% to 34%) and Financial Aid processes (22% to 35%).
- A decline in graduates' satisfaction with student services since 2008.

It is highly recommended that units with low ratings use these findings in the plan for the improvement of functional objectives and related activities. Units may need to conduct or review own surveys or feedbacks of students they serve. Overall, the results indicate that there is room for improvement in all areas including those that have been highly rated.

#### ETS Proficiency Profile

This standardized test measures college-level reading, mathematics, writing, and critical thinking skills in the context of the humanities, social sciences, and natural

sciences. The University administers it to students at entry (freshmen) and exit (senior) levels in an effort to evaluate General Education learning outcomes. Results obtained over time (2006-2011 period) were compared with those of the corresponding national samples. The following summarizes the main findings.

- In 2007, the percent of freshmen (55%) classified as “Proficient” in *Reading Level 1* was higher than that of the national sample (52%).
- In 2007, the percent of freshmen (19%) classified as “Proficient” in *Writing Level 2* was higher than that of the national sample (15%).
- Except for the reading/ writing components, both the entering freshmen and graduating seniors’ scores are below the national sample in all the other dimensions of the test over the time periods of 2006-2010 (freshmen) and 2009-2011 (seniors).
- The scores have continued to decrease since 2008 for freshmen and since 2009 for seniors.
- The performance of graduating seniors in 2011 was almost identical to that of the entering freshmen of 2010.

## INSTRUCTIONAL PROGRAMS ASSESSMENT ACTIVITIES

### General Education Assessment Activities

Under the leadership of a new committee chair, Dr. Genyne Boston, the GEAC and the QEP will work more closely together to ensure that efforts in assessing student learning outcomes are not duplicated.

During the academic year 2010-2011, the main focus in General Education Assessment was to re-evaluate the assessment strategies/methods used over the last five years, starting with revisiting the number of outcomes, rubrics, methods of collecting artifacts, and restructuring the organization of the General Education Assessment Committee (GEAC) committee. The following summarizes the activities of the GEAC: proposed a new committee structure to the Provost decided to move to an institutional e-portfolio, and discussed reducing the number of outcomes being assessed from five to three.

Due to budget constraints, a majority of the plans and recommendations made during the previous year by the committee were halted.

### Licensure/Certification Examination Pass Rates

The results of 2010-2011 Licensing/Professional Examinations pass rates are indicated below:

- **College of Arts and Sciences** - Reported 100 % non-first attempt pass rates for Biology Education (1/1), English Education (1/1), Math Education(3/3), Music Education ( 2/2), Social Sciences Education100 (7/7), and Theatre(Drama)

Education (1/1). No results were reported by the Physics Education (BS), Chemistry Education (BS) and School Psychology (Ed.S).

- **College of Education** - Reported 100% non-first attempt pass rates for completers of programs in Early Childhood (BS) (2/2), Educational Leadership (MS) (10/10), Elementary Education (BS) (33/33), Counselor Education (MS/M.Ed.) (3/3), and Physical Education (BS) (16/16). No results were reported by the Business Education (BS).
- **College of Law** - Reported 63% (91/144)
- **College of Pharmacy and Pharmaceutical Sciences** - Reported 72.18% (96/133) first attempt pass rates for Pharmacy (Pharm.D).
- **School of Nursing** - Reported 84.72% (61/72) first attempt pass rates for Nursing (BS).
- **School of Allied Health Sciences** - Reported the following pass rates:
  - Cardiopulmonary Science - 2010 (overall pass rates) of 90 % (9/10)
  - Cardiopulmonary Science - 2011 (overall pass rates) of 75%(3/4)
  - Health Informatics and Information Management(B.S.) - 2010 (first attempt pass rates) 44%(7/16)
  - Health Informatics and Information Management(B.S.) - 2011 (first attempt pass rates) As of 9/30/11 - 60%( 6/10)
  - Occupational Therapy (M.S.) - 2010 (first attempt pass rates) 15%(2/13)
  - Occupational Therapy (M.S.) - 2011 (first attempt pass rates) To Date - 63%(5/8)
  - Physical Therapy (DPT) - 2010 (overall pass rates) 85%(11/13).

The following summarizes trends in the submission of annual assessment reports in the last six (6) years.

#### **Administrative and Educational Support Units**

- As of December 15, 2011, 80% (37/46) of assessment reports were submitted by the ADESUs for the academic year 2010-2011. For the previous years, there were 91% (43/47) in 2009-2010, 80% (39/49) in 2008-2009, 100% (56/56) in 2007-2008, 88% (44/50) in 2006-2007, and 17% (10/60) submissions in 2005-2006.

#### **Instructional Programs (IP)**

- As of December 15, 2011, 76% (81/107) of assessment reports were submitted by the IPs for the academic year 2010-2011. 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, the submission rates were 97% (104/107) in 2009-2010, 67% (72/108) in 2008-2009, 100% (108/108) in 2007-2008, 94% (100/106) in 2006-2007 and 94% (102/108) in 2005-2006.

### **Research and Community/Public Service Assessment Reports**

- As of December 15, 2011, 83% (10/12) of assessment reports were submitted by the various Colleges/Schools/Institute for the academic year 2010-2011. There was 67% (8/12) in 2009-2010 and 92% (11/12) submission in the year 2008-2009.

### **Educational Support Services Assessment Reports**

- As of December 15, 2011, 83% (5/6) of assessment reports were submitted by the ESS units for the academic year 2010-2011. There was 75% (6/8) in the year 2009-2010, 75% (6/8) submission in the year 2008-2009, 75% (6/8) submission in the year 2007-2008, 75% (6/8) submission in the year 2006-2007.

## **MISCELLANEOUS ASSESSMENT ACTIVITIES**

### **Professional Development**

A total of four (4) workshops and two (2) training sessions were offered to staff and faculty during the 2010-2011 academic year. Faculty and staff members attended five (5) academic conferences during the year. Unfortunately, we were unable to host the 2011 ATaRI as planned because of low registration, which would have resulted in our inability to break-even. Those interested in one-on-one training were accommodated. As a result, three participants (two from overseas and one from Tennessee) were on our campus for a two-day mini training.

### **Web-Based Assessment System**

The Web-based assessment system has been modified and deployed in collaboration with EIT. Newly added features include:

- "Email notification after an assessment plan/report is submitted or changed",
- "Increasing size of the display text on each form so that information is more clearly visible",
- "Removal of plans/reports that were incorrectly submitted".

Three training sessions for users were held on August 24, 2011, September 8, 2011 and September 13, 2011 respectively. A two-page guide on how to use the system was prepared and distributed for the benefit of users.

## **RECOMMENDATIONS**

### **Based on the Results of the ETS Proficiency Profile Test Conducted from 2006 to 2011**

- Develop an action plan to boost student participation and motivation in taking the ETS Proficiency Profile test. This plan can include formal information of students about the importance of the ETS Proficiency Profile test and how their performance on it can influence the value of the degree they earn from the University as their performance is compared to that of other Universities.

- Make the test a requirement for all students which will allow the University to randomly select representative samples of entering freshmen, juniors, and graduating seniors.
- Encourage competition among and within colleges to win awards for greatest number of test takers and high performers.
- Require all students in capstones and required terminal classes to take the test for credits.
- Require programs to emphasize the skills measured by the test in the curriculum with the goal of improving seniors' performance at or beyond the national average.
- Provide incentives and more information about the importance of the test to students and academic programs, especially now that the University has joined the Voluntary System of Accountability.

**Based on the Results of the Exit Surveys Conducted From 2006-2007 to 2010-2011**

- Require units rated low by graduating students to take into account these ratings in the planning and implementation of objectives and related activities. They may also need to conduct or review their own surveys to gain feedback from students they serve.
- Request Instructional Programs to review their curriculum to make sure that the general education outcomes, especially technology literacy, are properly included in the general education courses addressing these outcomes
- Create a consistent database of the exit survey results, to allow efficient data query, analysis, and timely reporting.

**By the Institutional Level Assessment Committee (ILAC)**

- Allow ILAC Representatives release time to carry out their assessment tasks. This includes time to attend ILAC meetings, to plan and document discussions about assessment plans and results, and reporting assessment back and forth to ILAC and their respective areas.
- Require Program /Division Level Assessment Committees to review assessment reports/plans before OUA receives them.
- Revise proposed evaluation rubric for assessment plans to include the Board of Trustees' metric plan.
- Develop university-level recommendations for continuous improvements.
- Develop a process that visibly ties results of the assessment process to the budgeting process.
- Revise proposed sample budget to include BOT metric and demonstration of how requested "Closing the Loop Funding" can be used to close the assessment gap.

## LESSONS LEARNED

The following summarizes lessons learned from all activities that are beneficial to decision making about the assessment of institutional effectiveness specific to student learning outcomes, student support services, and institutional processes.

### **Strengths of Academic Programs and Student Support Services**

- Evidence of academic quality improvements as reflected in the Annual Institutional Assessment Report disseminated campus wide in early spring. The report contains actionable recommendations based on results from institutional level assessment of student learning and satisfaction which include results of the ETS Proficiency Profile test, Exit Survey, Focus Groups, and the Institutional Portfolio.
- The ETS Proficiency Profile test results of 2006 freshmen and 2010 seniors indicate that proficiency increased by 6% in Reading, writing, and mathematics, and by 3% in critical thinking.
- The submission rates have improved to 83% from past year (67%) for the Research/Community Service. For the Educational Support Services the rate was 83% which was highest of the past five years.
- Reviewed and provided feedback to 100% (35) assessment plans and reports of instructional programs renewing accreditations or undergoing program reviews in 2010-2011.
- Satisfaction with Intellectual Experience: Graduating Seniors responding to the Exit Survey confirmed that FAMU has provided them with needed educational outcomes knowledge, that their “major field of study was intellectually challenging, and provided them “a sense of competence” and the “ability to apply theoretical knowledge to a practical situation”.

### **Observed Weaknesses That Need To Be Addressed**

- The results from the ETS Proficiency Profile indicate the 2006 entering freshmen and 2010 seniors scored significantly below the national average in all the skills measured by the test. The lowest improvement was noted in the area of Critical Thinking skills. Hence, a need to require instructional programs to deliberately infuse Critical Thinking across the curriculum with the goal of improving seniors’ performance at or beyond the national average.
- Generally, the results of indirect measures point to important issues that need to be addressed in some key areas of student support services and institutional effectiveness processes. Results from institutional surveys indicate that for the last three years graduating seniors satisfaction for all *Student Support Services* ranged from 46% to 65%.
- *There is a lack of evidence that the college/school/program/department level assessment committees are functioning actively. This may be partly due to non*

*inclusion of assessment tasks in the assignment of responsibility for those charged to be lead persons at the various department/unit level committees.*

- The perceived absence of a functioning process that explicitly links assessment results to decision making and budgeting decisions.
- A decrease in the submission rates of assessment plans/reports from Instructional Programs (IP), Administrative and Educational Support Units (ADESU) due in part to the University-wide restructuring during this academic year.

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