

Florida A&M University



Institutional Effectiveness 2011-12 Annual Report

Office of Institutional Effectiveness
Division of Academic Affairs

Table of Contents

INTRODUCTION	3
MISSION, VISION AND CORE VALUES.....	5
KEY UNIVERSITY ACHIEVEMENTS IN 2011-2012.....	7
SUMMARY OF DASHBOARD DATA	9
FLORIDA A&M UNIVERSITY 2011-2012 NARRATIVE REPORT	12
QUALITY ENHANCEMENT PROGRAM.....	21
HIGHLIGHTS AND FACTS OF STRATEGIC PLAN 2011-12	23
PROGRAM QUALITY	27
UNIVERSITY ASSESSMENT	32

INTRODUCTION

In the 2011-2012 Academic year, Florida A&M University implemented the “Excellence in a New Era: Developing the Millennial FAMUan” plan. This plan continued the previous year’s efforts of restructuring the academic and administrative areas to increase the University’s overall effectiveness. Several new initiatives were launched in order to focus on student success, faculty development and productivity and community outreach. Other activities for institutional effectiveness included strategic plan reviews, new degree approval, program reviews, accreditation, assessment and quality enhancement.

This report includes part of the information from the BOG Accountability Report 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 2011-2012 Accountability Report

This section of the Institutional Effectiveness Report presents excerpts from the 2012 FAMU Accountability Report that was submitted to the Board of Governors. The summary and full report contains important information on key performance indicators and progress on institutional goals as well as key accomplishments for the year.

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.”

Strategic Planning

During the 2011-12 academic year, the monitoring of strategic planning activities continued, as outlined in the strategic planning section of this report.

Program Quality

During the 2011 - 2012 academic year, the Office of Program Quality coordinated several academic program reviews, approval of new programs and majors, and assisted several colleges and schools with specialized accreditation. These activities and their results are summarized in the program quality section of this report.

University Assessment

The focus of assessment at Florida Agricultural and Mechanical University (FAMU) during the academic year of 2011-2012 was geared towards closing the loop and emphasizing the importance of linking assessment and budget to further enhance the functionality of departments and programs. This report highlights key assessment activities at the institutional, administrative,

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

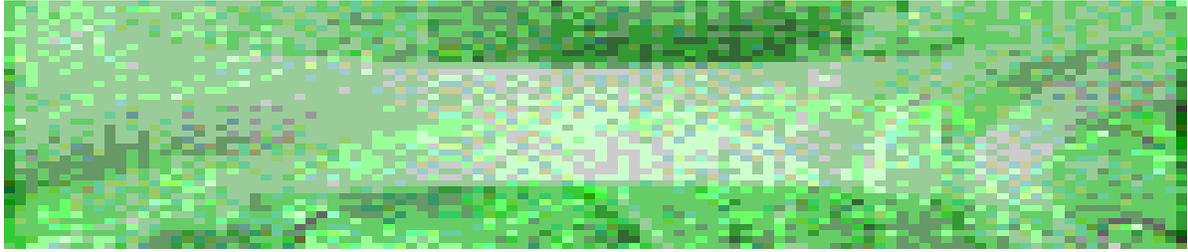
Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The 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
2011-2012
ACCOUNTABILITY
REPORT EXCERPTS

KEY UNIVERSITY ACHIEVEMENTS IN 2011-2012

► Student awards/achievements

1. The FAMU-FSU College of Engineering Senior Design Team won the 2012 IEEE SoutheastCon Student Hardware Competition beating out over 50 other teams.
2. Environmental science students were 1st Place winners in the 6th National Oceanic and Atmospheric Administration (NOAA) Educational Partnership Program (EPP) Education and Science Forum Poster and Oral Competition.
3. School of Business and Industry (SBI) students were crowned national champions of the National Black MBA Association's (NMBBAA) as well as the Deloitte National Student Case Competitions.

► Faculty awards/achievements

1. Dr. Primus V. Mtenga, FAMU-FSU College of Engineering, was a Fulbright Scholar grantee to teach courses in structural engineering at the University of Dar-es-Salaam (UDSM), Tanzania.
2. Dr. Nazarius Saah Lamango, College of Pharmacy and Pharmaceutical Sciences, received a patent for work to treat cancers using compounds that block the activity of a unique enzyme.
3. Dr. Seth Ablordeppey, College of Pharmacy and Pharmaceutical Sciences, received a patent for work on substances used in treatment of fungal infections and parasitic infestations.

► Program awards/achievements

1. In the Diverse: Issues In Higher Education Top 100 Producers of Minority Degrees 2012 publication, FAMU again ranked #1 in the nation in the number of professional degrees awarded to African Americans in Pharmacy.
2. FAMU was designated as a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and the Department of Homeland Security.
3. FAMU was recognized as a top 10 producer of doctoral degrees awarded to African Americans in engineering and in health professions and related programs by Diverse.

► Research awards/achievements

1. NOAA awarded an education and research grant totaling \$15 million to meet the agency's workforce needs in areas of science, technology, engineering and mathematics (STEM).
2. The National Institutes of Health (NIH) awarded a \$5,626,785 grant over five years to address the development of innovative cancer research in the most significant factors affecting the minority and socioeconomically disadvantaged populations.
3. The Department of Physics completed construction and conducted initial experiments inside one of the largest Spheromak fusion reactors in the world. The experiments may in the long term produce a sustainable clean energy source of electrical power.

Institutional awards/achievements

1. FAMU was ranked the No. 1 public historically black colleges and universities (HBCUs) in the 2012 U.S. News & World Report ranking for HBCUs.

2. FAMU was named one of the best colleges in the Southeast by The Princeton Review.
3. FAMU was ranked as a top 100 National University by the Washington Monthly magazine in recognition of its contribution to social mobility, research and service.

SUMMARY OF DASHBOARD DATA (Addition to Accountability Report)

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 base year of 2007-08.

The percentage of baccalaureate graduates who were Pell Grant recipients increased by 11 percentage points from 65% in 2007-08 to 76% in 2011-12. This is an extraordinarily high percent, both in relation to other institutions in the State University System and in relation to our peers, including HBCUs. National research indicates that graduation rates are highly correlated to income levels. Since Pell Grants are only available to low income students, the high percent of Pell Grant recipients indicates that FAMU is addressing one of the most challenging issues facing higher education today.

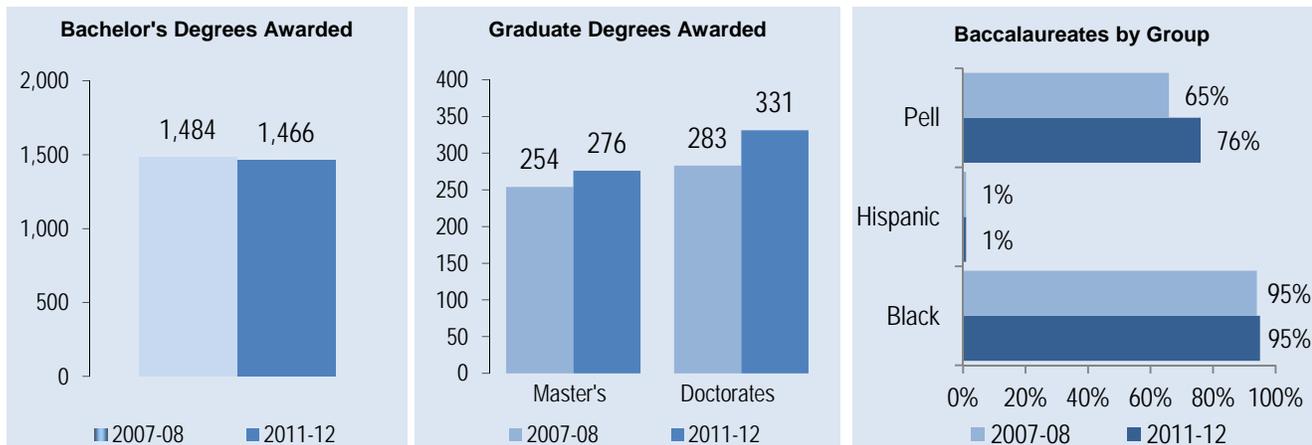
Improving student performance on licensure examinations has been a priority of the Board of Trustees for the past two years. The pass rates improved from the previous year but still lag state/national benchmarks. The colleges and schools are implementing a number of strategies to further increase pass rates in the programs depicted in Figure 1.

The next set of dashboard data in **Figure 2** includes data on expenditures from research and development. The data indicate an increase in both federal and total R&D expenditures.

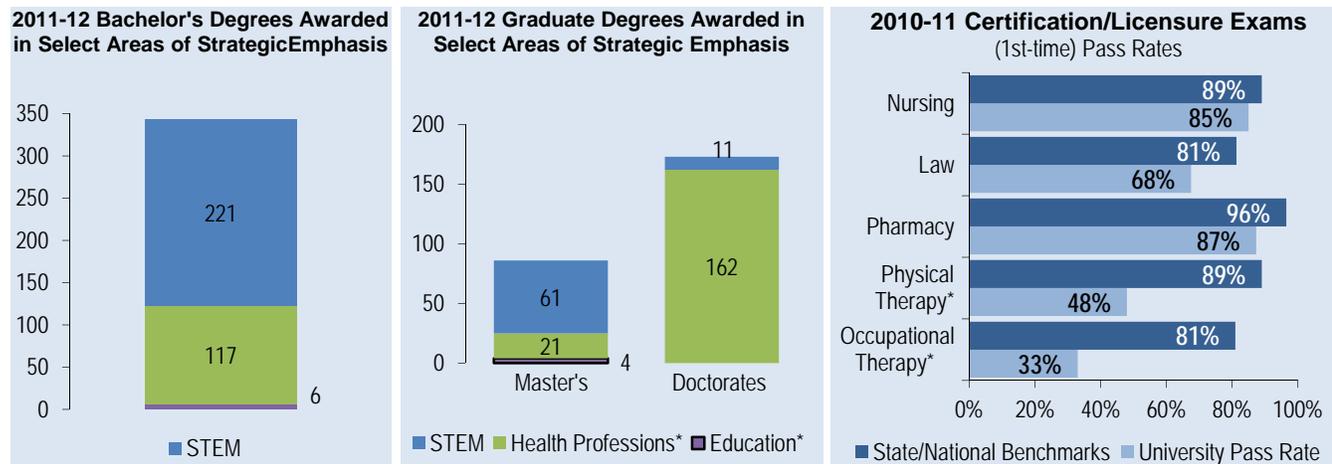
Figure 2 also includes retention and graduation rates. Improving these rates is the top priority of the University. The student-to-faculty ratio reflects an increase, corresponding to the decrease in state funding in the dashboard titled “Appropriated Funding per Actual US FTE. For the first time in the University’s history, revenue from tuition exceeded the state funding.

Campuses			Degree Programs Offered <i>(as of Spr. 2012)</i>			Carnegie Classification	
Enrollments	Headcount	%					
TOTAL (Fall 2011)	13,207	100%	TOTAL	94		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate coexistence
Black	12,080	91%	Baccalaureate	51		Graduate Instructional Program:	Doctoral, professions dominant
Hispanic	233	2%	Master's & Specialist's	28		Enrollment Profile:	High undergraduate
White	593	4%	Research Doctorate	12		Undergraduate Profile:	Full-time four-year, inclusive
Other	301	2%	Professional Doctorate	3		Size and Setting:	Large four-year, highly residential
Full-Time	11,933	90%	Faculty (Fall 2011)	Full-Time	Part-Time	Basic:	Doctoral/Research Universities
Part-Time	1,274	10%					
Undergraduate	11,022	83%	TOTAL	537	2	Community Engagement:	N/A
Graduate	2,009	15%	Tenured & Track	407	1		
Unclassified	176	1%	Non-Tenure	130	1		

ACCESS TO AND PRODUCTION OF DEGREES



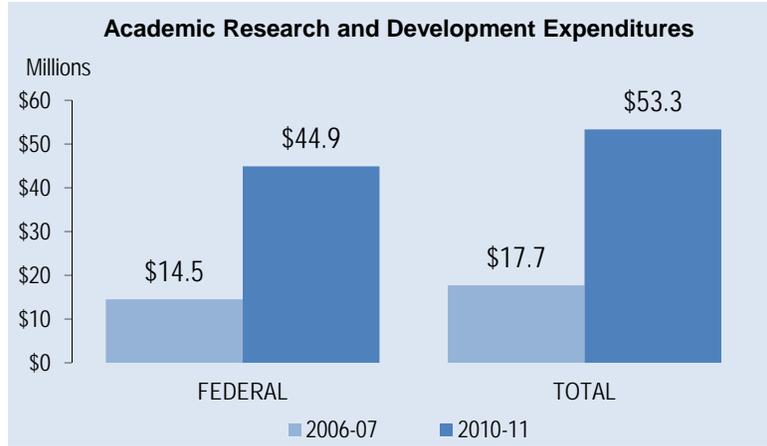
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



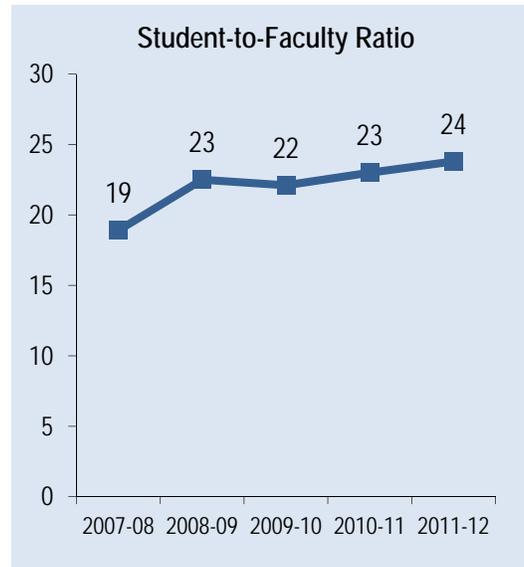
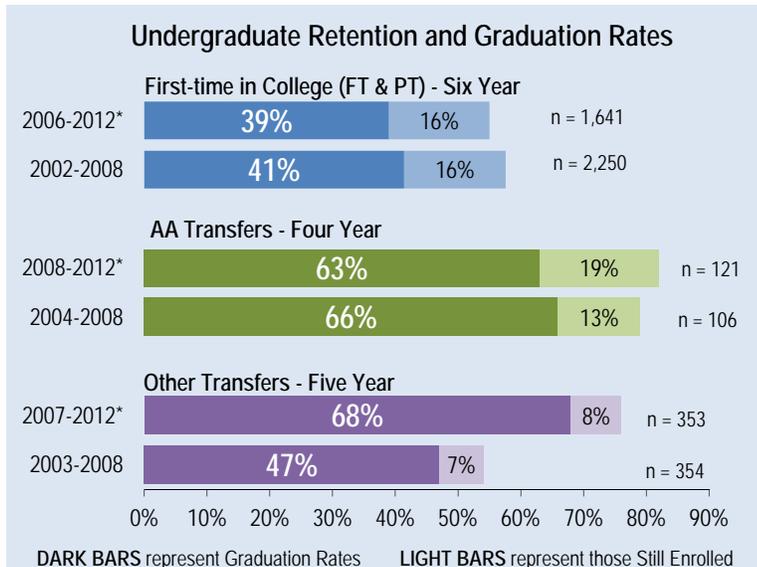
Notes for Areas of Strategic Emphasis: * Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline. Note on Exams: Based on 2008-2010 average due to small number of examinees.

FIGURE 2

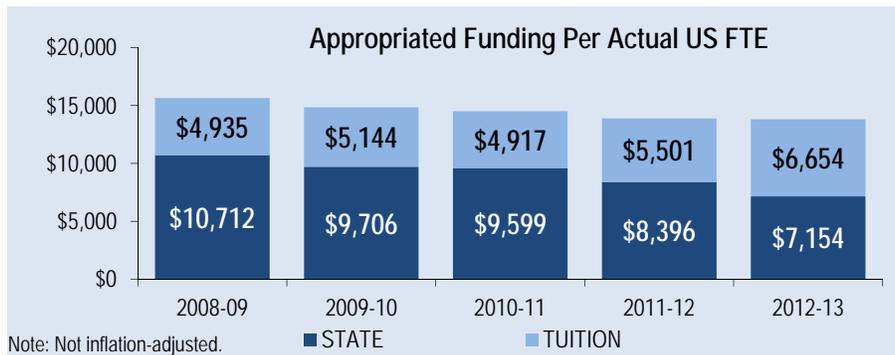
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



* Indicates most recent data are still preliminary rates.



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition.

FLORIDA A&M UNIVERSITY 2011-2012 NARRATIVE REPORT

The following are summaries of FAMU'S performance at the four primary Board of Governors Goals:

ACCESS TO AND PRODUCTION OF DEGREES

The University has, for over 125 years, strived to recruit, retain and graduate students who will make a global impact on the society as a whole. In 2011-12, the University recognized the need to develop and implement programs and activities to attract the best and brightest students from Florida and throughout the nation. During this period, the University has developed and implemented the following:

Recruitment of First-Time-In-College (FTIC) Students

In order to increase student success, the FAMU Board of Trustees (BOT) has focused on the academic preparation of FTIC admits. This initiative concentrated on reducing the number of FTIC students who were admitted as profile admits, while continuing to address the needs of underserved students. In Fall 2010, the University enrolled 1,317 profile admits and in Fall 2011, based on the new BOT policy, the number of profile admits enrolled was reduced to 822, a reduction of 37.6%. On November 1, 2012, the Board of Trustees approved a further reduction in the number of profile admits to a maximum of 500 FTICs annually. In addition to reducing the number of FTIC profile admits, the university has reestablished efforts to increase the number of high achieving students with a record of greater academic success in high school, which research has proven is significantly correlated to successful graduation from college. From Fall 2010 to Fall 2011, the average grade point average (GPA) of incoming freshmen increased from 3.03 to 3.15.

Recruitment of Transfer Students

The University continued its efforts in recruiting Associate of Arts (AA) graduates from colleges within the Florida College System. As part of this initiative, the University held several recruitment fairs across the state and signed articulation agreements with six colleges. Additionally, the University offers scholarships to well qualified Florida College System students. As a result, the number of AA transfer students increased by 14.9% from Fall 2010 to Fall 2011. Most students who elect to attend FAMU choose to come directly as freshmen. Therefore, the current percent of transfer students is relatively small.

Recruitment of Graduate Students

In an effort to increase graduate student enrollment, the School of Graduate Studies implemented several initiatives in 2011 which included a continuation of off-campus recruiting events at national conferences, utilization of the SUS Graduate Candidate Identification System database, and extensive work with the deans of the schools and colleges to identify prospective doctoral students. As a result of these initiatives, the University increased its enrollment of new graduate students by 22.9% from Fall 2010 to Fall 2011. With the additional funding to attract highly qualified graduate students, the University increased the number of new students who are pursuing a doctorate degree by 107% in Fall 2011, compared to Fall 2010.

Retention, Progression and Graduation Rates

The University's top strategic priority is to increase student retention, progression and graduation rates. With the implementation of the Strategic Plan in 2010, the University began a focused and systematic effort to increase student retention and graduation rates. FAMU's retention and graduation rate is significantly affected by the relatively high number of profile admits the University has accepted as part of its historic mission. The graduation rate of regular admits at FAMU is comparable to several other SUS institutions. The Board of Trustees' adopted a vigorous plan to sharply reduce the number of Profile Admits while keeping in mind that FAMU has a historic mission to serve underserved student populations and to provide educational opportunities to those who may not otherwise have the chance. Because Profile Admits tend to have lower graduation rates than regular admits, reducing this number should have a positive impact on the graduation rates.

In 2011-12, the University began its initial efforts to develop a comprehensive Retention Plan to be launched during the 2012-13 academic year. The Plan is being implemented by the newly reorganized Office of Retention under an umbrella Academic Success Program, which will focus on the implementation of an Online Academic Mapping/Advisement Module; a student early alert system; First Year Experience Course; intrusive advising; Tutor Training and Enhanced Tutorial Services; peer mentoring and enhanced training for peer mentors; an academic success course and a career development course. The Retention Plan was approved by the Board of Governors in September 2012. The University will conduct ongoing assessment of these activities to evaluate their effectiveness.

MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS

Online Programs and Courses

In Fall 2011, the University began to offer its first online degree programs on a cost-recovery basis to meet the needs of students seeking educational opportunities beyond the traditional campus environment. The first programs offered were: Master of Business Administration, Master of Public Health, and Master of Science in Nursing. The initial programs enrolled 75 students. The University also initiated five online courses fulfilling general education requirements to increase availability of high demand courses to aid in student progression. The University is planning to increase online programs and courses over the next three years to meet the needs of the workforce. FAMU is exploring other online initiatives such as Massive Open Online Courses (MOOCs), which is managed by third party companies, to include in our catalog of online course offerings. By the Spring, 2013 semester, the University will determine whether these initiatives will be feasible to adopt into its online program.

Professional Degrees

FAMU continues to offer a large number of professional degrees in business, pharmacy, allied health, nursing, public health, social work, journalism and graphic design, education, law, architecture and engineering. To further enhance its offerings in 2012, FAMU began offering a major in Facilities Management within its BS in Business Administration, designed to produce facility management professionals who are in high demand, domestically and internationally. This new major was a collaborative effort between the School of Business and Industry (SBI) and the School of Architecture (SOA). On October 23, 2012, the program received provisional accreditation from the International Facilities Management Association (IFMA). The program is the only one in the state of Florida and the only one at a historically black college or university (HBCU).

Crestview Center

Florida A&M received approval from the Florida Board of Governors to expand its educational reach with a new educational center in Crestview, Florida. FAMU began offering a Doctor of Pharmacy program in the new center beginning in Fall 2012, with an enrollment of 21 students. A site visit by the Accreditation Council for Pharmacy Education in Fall 2012 concluded successfully.

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY

As the nation's largest, single-campus Historically Black College and University (HBCU), FAMU is a premier doctoral/research institution with research and training expenditures exceeding \$47 million. In 2011-12, the University was awarded the following major grants:

- National Oceanic and Atmospheric Administration (NOAA) awarded an education and research grant totaling \$15 million over the next five years to meet the agency's workforce needs in areas of science, technology, engineering and mathematics (STEM).
- The National Science Foundation (NSF) awarded \$987,000 for a project titled "2011 FGLSAMP Bridge to the Doctorate." This program aims to provide support for the education and training of

underrepresented minorities pursuing the doctorate in STEM disciplines. This program ensures that 100% of the students complete the Ph.D. with transformative mentoring, retention and community building strategies.

- The National Institute of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Sciences a major grant in the amount of \$5,626,785 for five years. In addition, FAMU will receive \$1,477,585 over five years as indirect cost (F&A). The overall goal and objective of the grant is to focus on developing innovative cancer research (breast and lung) utilizing an interdisciplinary and synergistic approach toward addressing some of the most significant health consequences in minority and socioeconomic disadvantaged populations.

During the 2011-12 year, three faculty members and one director received a total of five U.S. patents. In the College of Pharmacy and Pharmaceutical Sciences, Dr. Nazarius Saah Lamango received a patent to treat cancers using compounds that block the activity of a unique enzyme, and a patent for Cancer diagnosis by measuring polyisprenylate methylated protein methyl esterase activity. Also in the College of Pharmacy and Pharmaceutical Sciences, Dr. Seth Ablordeppey received a patent for substances used in treatment of fungal infections and parasitic infestations, and Dr. John Cooperwood received a patent for treatment of estrogen receptor-mediated disorders. The Division of Research of the Office of Technology Transfer Licensing & Commercialization (OTTLIC), Tanaga A. Boozer, was awarded a patent for a web-based system designed to substantially reduce the cost and expense of running a small technology transfer office.

The University completed construction and conducted initial experiments inside one of the largest Spheromak fusion reactors in the world and the only one constructed and located at a historically black university. The experiments may in the long term produce a sustainable clean energy source of electrical power.

The University hosted the 6th NOAA Educational Partnership Program Education and Science Forum: “Developing STEM Talent: Increasing Innovation and National Competitiveness”. The Sixth Forum focused on expanding academic training in NOAA-mission science, technology, engineering and mathematics (STEM) disciplines, through partnership activities. The forum provided a venue to exchange results of collaborative research between NOAA and the academic community and discuss new engagement opportunities with NOAA scientists, academia, private and public sectors.

Doctoral Research Students

The initiatives to increase doctoral research students mirror the initiatives to increase recruitment of graduate students described under “ACCESS TO AND PRODUCTION OF DEGREES.”

MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

Degrees Awarded

Florida A&M University continues to remain one of the top producers of African American students earning baccalaureate degrees. According to the most recent Diverse Issues Top 100 Degree Producers, FAMU is ranked as one of the top 10 producers of African American baccalaureates in 2010-2011 for the following fields: Health Professions and Related Programs (3); Health and Medical Administrative Services (ranked #4 for African American graduates and #7 total degrees awarded to all minorities); History (4); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (6); Agriculture and Related Sciences (7); Visual and Performing Arts (8); Engineering Technologies (9); and Communication and Journalism (10). For all disciplines combined, FAMU is ranked #4 for the total number of baccalaureate degrees awarded to African Americans in the 2010-2011 academic year.

In the production of graduate degrees at the master's level, FAMU also ranks in the top 10 producers of African American students for the following areas: Physical Sciences (1); Social Sciences (ranked #1 for African American graduates and #2 total degrees awarded to all minorities); Architecture and Related Services (5); and Rehabilitation and Therapeutic Professions (5). In the same academic year, FAMU ranked in the top 10 producers of doctoral degrees awarded to African Americans in Engineering (7) and Health Professions and Related Programs (8).

For professional degrees, FAMU ranked #1 in the number of degrees awarded to African Americans in Pharmacy, Pharmaceutical Sciences, and Administration. For all minorities combined, FAMU was ranked #7 in the nation for producers of first professional graduates in Pharmacy, Pharmaceutical Sciences, and Administration. In the field of Rehabilitation and Therapeutic Professions, FAMU ranked #3 in degrees awarded to African Americans and also ranked #5 in degrees awarded to African Americans in Law. For all disciplines combined, FAMU ranked #2 in the nation by Diverse Issues in the production of African American graduates earning a first professional degree.

Source: Diverse: Issues In Higher Education analysis of U.S. Department of Education reports submitted by institutions. Rankings are based on the review of 2010-2011 preliminary data.

Center for Public Computing and Workforce Development

After receiving a grant for nearly \$1.9 million from the U.S. Department of Commerce National Telecommunications and Information Administration in 2011, FAMU opened the Center for Public Computing and Workforce Development. Currently, the Center is available at no cost to citizens of Gadsden, Jefferson, Leon and Wakulla counties. According to the U.S. Department of Commerce, the three-county region of northern Florida targeted by FAMU has poverty and unemployment rates well above the state and national averages, and many residents lack the 21st century skills necessary for industry certifications and job preparation. To address the needs of these three counties, FAMU's Center for Public Computing and Workforce Development provides access to computing and training resources as well as programs and services designed to increase the number of skilled individuals for current and future employments needs. It also provides a number of training courses to residents and has future plans to serve as a resource to other public computing centers in the region.

The Center plans to train 14,500 residents with approximately 87,000 hours of teacher-led training conducted annually over the three years of the project. The project's training and broadband programs include specific disciplines important to the northern part of the state.

PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS (as outlined in University Work Plan)

Goal 1: Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates

In 2011-12, the University enhanced initiatives to address the retention, progression and graduation of its students and prepare its students to compete and succeed in a global economy. As part of the Restructuring Initiative, the University created an Academic Success Program to focus on the challenges facing the University in regards to student success. FAMU remains committed to student academic success by improving academic progression, performance and graduation rates. FAMU will continue to focus on interventions that address these issues with the ultimate goals to reduce time to degree and indebtedness for all undergraduates. In Summer 2012, the University developed a new comprehensive retention plan (Academic Success Program) which was presented to the Florida Board of Governors at its September 2012 meeting. The Plan, consistent

with the BOG Strategic Plan, University Work Plan and national best practices, outlines initiatives that will be implemented to target problem areas that have been identified as barriers to student success. These initiatives include: Diagnostic Testing, Developmental Studies program, intrusive advisement and counseling, advisor training, a First Year Experience Program, Peer Mentoring and enhanced training for Peer mentors, tutor training and enhanced tutorial services, electronic monitoring of student progression through an early alert system and ongoing assessment to determine effectiveness as described below:

Increasing student participation in First Year Experience activities:

- The First Year Experience course, which is now a mandatory requirement for all first-time-in-college freshmen, has been implemented to assist students with using critical thinking skills to successfully aid them in navigating through problems they may encounter while at the University. The students are introduced to topics including, health, diversity, finances, time management, educational planning, and career planning. The students also attended evening seminars which focused on various topics including Academic Success and Critical Thinking.
- Change of Major Fairs are conducted to assist students who desire to change majors.
- Career Development Workshops provide students with resources to guide their academic success. The workshops provide students with a deeper understanding of self-exploration, as well as values, interests and skills that will develop and allow students to make an informed decision regarding the selection of a major.
- Academic Success Seminars are provided throughout the academic year to focus on student academic success, critical thinking and other topics that focused on student success. In Fall 2012, over 550 students attended each of the sessions.
- Increasing student engagement in curricular and co-curricular initiatives
 - In Fall 2012, freshman orientation and academic advising sessions targeted at least 1,212 incoming FTIC students to help students build their class schedules and begin acclimation to the university environment. The orientation and advising sessions, in particular, help to ensure that students were taking the appropriate number of general education courses required for the major and also taking advantage of the One Stop Shop services, if needed. These services combined provide a strong foundation for retention, progression, and graduation of students in a timely manner, and could result in reducing the number of excess hours accumulated from taking unnecessary courses.
- Tutoring and Peer Training opportunities for students and faculty/advisors
 - The FAMU Writing Resource Center trained 21 undergraduate and professional tutors between October 1, 2011, and September 30, 2012. During this time tutors received training on how to write and respond to different essay types frequently written by students in first year composition courses. Tutors also received training on how to conduct in-class workshops with regard to content and management, how to operate the My Writing Lab (online tutorial system), and how to conduct in-class orientation sessions.
 - The Mathematics Tutorial Lab trained 12 tutors in one month from September to October 2012. Topics included: tutoring strategies, team building exercises, and learning styles.
 - The Peer Mentor Training initiative resulted in 84 peer mentors receiving training in topics related to expectations and ethics, effective communication, listening skills, conflict resolution, confidentiality, team building and lesson facilitation.
- Enhancing the electronic monitoring of student progression
 - Two (2) academic advisors/counselors were hired in Fall 2012 to complete the Online Academic Curriculum Mapping/Academic Advisement Module within the iRattler system.
 - An early alert system will be introduced in the 2012-13 to three (3) colleges as a pilot.

- Ongoing Assessment to determine effectiveness
 - The University will conduct ongoing assessment of the initiatives to determine their effectiveness and make changes as needed.

The University is utilizing tuition differential funds in 2012-13 to hire 22 new, full-time, tenure-track faculty to teach an additional 80 course sections, particularly in core academic areas (math, English, chemistry, and biology) by the start of this academic year. This will reduce bottlenecks in key courses and will also reduce the number of adjunct faculty who teach these courses, thereby helping to increase student progression.

Goal 2: Enhance visibility and productivity as a Doctoral/Research University

FAMU actively engages in research, training, development, and grants amassing 215 in current activities throughout FAMU’s academic units. In 2011-12, FAMU faculty submitted 221 contracts and grants proposals, received new awards totaling over \$40.2 million, and had research expenditures over \$47.7 million.

Research Awards

At the beginning of the 2012-13 award year, the University has been awarded more than \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in science, technology, engineering and mathematics (STEM) and professional disciplines, and to strengthen ongoing research in plant and animal sciences. The funding agencies, amounts and programs are as follows:

Agency	Amount
National Institute of Food and Agriculture/USDA	\$1,067,323
U.S. Department of Education	\$1,435,075
Health Resources and Services Administration	\$6,400,000
National Science Foundation	\$4,587,000

During the period of July 1, 2012 to October 9, 2012, the University has received 104 awards from federal, state and private sponsors totaling \$26,646,855, a 5.4% increase from last year at this time. During this same period, 56 proposals were submitted to federal, state and private sponsors, totaling \$32,811,367, which is a 16.6% increase in the amount sought in proposals last year at this time.

Patents

In 2011-12, three faculty members and one director received five patents as described in the BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY section above. This was a 150% increase in the number of patents issued from the 2010-11 year.

Doctoral Degrees Awarded

In 2011-12, FAMU awarded 23 research doctorates, a 4.5% increase over 2010-11. To increase the number of research doctoral degrees awarded and graduation rates, the following initiatives are taking place:

- Implementing the revised Graduate Academic Policies to better track the academic progress of students;
- Providing increased opportunities for students to gain information on thesis/dissertation writing and research statistics;

- Offering Graduate Student Research Awards and Travel Grants to assist students with research efforts and to present research findings at professional meetings.

Goal 3: Increase online courses and online academic degree programs

In Fall 2011, FAMU began to offer its first degree programs online, on a cost-recovery basis. The first programs offered were: Master of Business Administration, Master of Public Health, and Master of Science in Nursing. The initial programs enrolled 75 students. The University also initiated five online courses fulfilling general education requirements to increase availability of high demand courses to aid in student progression. . The University plans to increase online programs and courses over the next three years to meet the needs of the workforce. In addition, the University is collaborating with other institutions nationwide, to include members of the SUS, who have demonstrated success in delivering online education. Finally, FAMU is exploring other online initiatives such as Massive Open Online Courses (MOOCs), which is managed by third party companies, to include in our catalog of online course offerings. By the Spring, 2013 semester, the University will determine whether these initiatives will be feasible to adopt into its online program. In addition, the Crestview Center is utilizing technology to deliver a number of courses from the main campus to the Pharmacy students at Crestview.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES AND EFFECTIVENESS

Restructuring Plan Implementation

In 2011-12, as part of the University restructuring, the College of Arts and Sciences was split into two colleges, the College of Science and Technology and the College of Social Sciences, Arts and Humanities. In the 2010-2020 Strategic Plan, the University has a goal to increase the number of African American graduates in the STEM fields. The College of Science and Technology emerges as a premier area for the production of African American graduates in the STEM disciplines and will serve as the catalyst in meeting this goal.

SUS Collaboration

FAMU partnered with the Charles E. Schmidt College of Medicine at Florida Atlantic University to establish a first-of-its-kind Medical Honors Program (MHP) between the two institutions. FAMU and FAU have signed an affiliation agreement to formally establish the MHP with the overall goal of attracting and enrolling outstanding high school seniors who have made an early and informed decision to ultimately pursue a doctoral degree in the field of medicine. The primary goal of this program is to admit academically talented high school students to the MHP at FAMU, with a conditional acceptance to FAU's College of Medicine. The students will have to successfully complete the MHP and satisfy the requirements of the Liaison Committee on Medical Education, American Association of Medical Colleges, American Medical College Application Service and FAU's College of Medicine.

Reengineering of Business Processes

The Transformation through Technology Enhancements (T3E) project continues to fully leverage the capabilities of our PeopleSoft (iRattler) system so that the University can improve dramatically its core business processes including faster processing of travel reimbursements requests for travelers. In 2011-12, the University implemented the travel module of the iRattler system, which now requires all units to submit travel requests and reimbursements through the electronic system.

Campus Energy Efficiency

FAMU is the only HBCU chosen in 2011 and 2012 for The Princeton Review's list of the top "green campuses" in the U.S. and Canada. To maintain that recognition, the university must control its energy usage campus wide. For that reason, FAMU has partnered with Siemens Corporation, a global powerhouse in electronics and electrical engineering, to make the campus more energy efficient. Having completed a previous energy

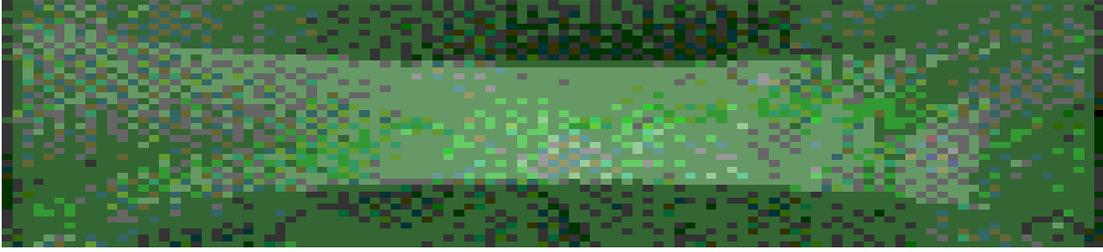
conservation project with Siemens in 2010, resulting in significant annual savings, in April 2012, the University entered into a \$12.3 million guaranteed energy savings contract which added the following energy conservation measures: (a) partial decentralization of the steam generation and distribution system; (b) improvements in the efficiency of the University's central chilled water plant; (c) automatically controlling and scheduling the temperatures in selected buildings to minimize energy consumption; and (d) solar thermal heating for the swimming pool and the Student Recreation Center. These conservation measures will result in annual energy savings of approximately \$1.2 million.

Anti-Hazing Initiative

In response to the November 2012 tragic incident, the University has implemented several initiatives and taken corrective actions to help prevent hazing in future, including the following:

- Suspended the Marching Band indefinitely
- Established a Crisis Management Team
- Developed an Anti-Hazing Plan
- Created two new positions (Special Assistant to the President for Anti-Hazing and Band Compliance Officer) to monitor and enforce academic policies
- Revised the Anti-Hazing Policy (approved by Board of Trustees in April 2012)
- Conducted several educational and town-hall meetings
- Instituted mandatory acceptance of Anti-Hazing Resolution (Spring 2013) for students
- Reviewed current University Policies and Procedures
- Revised intake procedures for all certified clubs and organizations
- Collaborated with SUS on Anti-hazing Initiatives
- Launched Anti-Hazing Website to report any potential hazing issues and inform students on University Anti-hazing position
- Improved communication between student affairs, campus safety and audit and compliance.

*The complete Annual report is available at:
www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/BOG*



QUALITY ENHANCEMENT PROGRAM

QUALITY ENHANCEMENT PROGRAM

In the 2011-2012 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, as well as the First Year Experience Course, developed as a result of a partnership formed with the Office of Retention. 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 3 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 were provided copies of the book during Welcome Week, and instructed to respond to three prompts provided. The written responses were submitted electronically and evaluated by instructors teaching First Year Experience courses. QEP assisted with the curriculum design of the First Year Experience course, and authored a chapter in the current textbook being used. Assessment results garnered from class activities will provide additional information on student progress in the area of critical thinking.
- Approximately 1,700 freshman students (84% of the freshman class) participated in the program during the second year. The author of the 2011 book selection (*WENCH*) visited the campus during the fall semester to engage in discussions with the University community.

Year 3 of the Freshman Critical Thinking Seminar Series

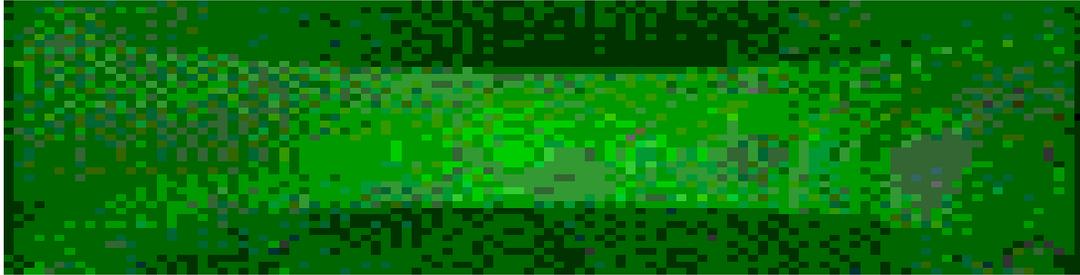
- This co-curricular activity is designed to enhance students' critical thinking skills through the participation in interactive dialogue sessions addressing life skills and academic issues.
- Approximately 1,200 students (71% of the freshman class) participated in the program during the second year.
- Topics of the 2011-2012 seminar session topics included: 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, course redesign, and enhancing student learning were held during the academic year.
- Three hundred eighty-seven (387) faculty and staff attended at least one of the workshop sessions.
- Twelve (12) 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 (FLC)* were supported in which twelve (12) faculty were selected to participate in a year-long interactive activity to redesign courses and instructional approaches. One of the FLC provided training for faculty to participate.
- Through a grant for student technology, (1,100) student response systems (clickers) were purchased for use by 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

HIGHLIGHTS AND FACTS OF STRATEGIC PLAN 2011-12

During the 2011-12 academic year, the University focused on several initiatives in the University's Strategic Plan that were centered around the President's Annual goals. This report provides highlights of the accomplishments and successes in 2011-12:

Goal: Continue work toward "Center of Excellence" Concept (Ph.D. programs)

In spring 2011, as part of the comprehensive restructuring of the University, the Board of Trustees approved the division of the College of Arts and Sciences into two colleges. The newly formed College of Science and Technology was activated in summer 2012. The University administration has worked with the college leadership to make continued progress on the Center of Excellence concept. The new college houses a majority of the programs identified in the original Center of Excellence proposal. An initial step will be the hiring of several new faculty in Chemistry, Biology and Mathematics.

Goal: Increase extramural funding by 10% over current expenditures Research

In 2011-12, the University engaged in research, training, development, and grants amassing 215 in current activities throughout FAMU's academic units. Additionally, investigators submitted 221 contracts and grants proposals, received new award totals over \$40.2 million with expenditures over \$47.7 million. 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 sponsored an awards program to recognize faculty members who have demonstrated outstanding achievements in research and scholarly activities. The categories are: Distinguished Researcher Award, Research Excellence Award and Emerging Researcher Award. The DoR website was enhanced to provide improved communication of funding opportunities and tools to researchers to increase sponsored research activity.

In 2011-12, several awards in excess of \$1 million were received:

- Florida A&M University (FAMU) has been awarded an education and research grant totaling \$15million from the National Oceanic and Atmospheric Administration (NOAA) to meet the agency's workforce needs in areas of science, technology, engineering and mathematics (STEM) that support NOAA's mission. This is the largest single grant awarded in the history of the University.
- The National Science Foundation (NSF) awarded \$987,000 for a project titled "2011 FGLSAMP Bridge to the Doctorate." This program aims to provide support for the education and training of underrepresented minorities pursuing the doctorate in STEM disciplines. This program ensures that 100% of the students complete the Ph.D. with transformative mentoring, retention and community building strategies.
- The National Institute of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Sciences a major grant in the amount of \$5,626,785 for five years. In addition, FAMU will receive \$1,477,585 over five years as indirect cost (F&A). The overall goal and objective of the grant is to focus on developing innovative cancer research (breast and lung) utilizing an interdisciplinary and synergistic approach toward addressing some of the most significant health consequences in minority and socioeconomic disadvantaged populations.

Patents and Inventions

During the 2011-12 year, three faculty members and one director received a total of five U.S. patents:

- Dr. Nazarius Saah Lamango, in the College of Pharmacy and Pharmaceutical Sciences, received a patent to treat cancers using compounds that block the activity of a unique enzyme, and a patent for

Cancer diagnosis by measuring polyisprenylate methylated protein methyl esterase activity.

- Dr. Seth Ablordeppey, in the College of Pharmacy and Pharmaceutical Sciences, received a patent for substances used in treatment of fungal infections and parasitic infestations.
- Dr. John Cooperwood received a patent for treatment of estrogen receptor-mediated disorders.
- Director of the Office of Technology Transfer Licensing & Commercialization (OTTLC), Tanaga A. Boozer, was awarded a patent for a web-based system designed to substantially reduce the cost and expense of running a small technology transfer office.

Goal: Increase graduation of doctoral research students (10% increase over three (3) years)

A Task Force was formed to review the graduate students’ progression at the university. The committee conducted a comprehensive review on how to strengthen the graduate programs. As a result, partial funding will be made available to the schools and colleges by December of the previous year so that they could recruit the best and the brightest students. In addition, there was a small increase in assistantship/fellowship dollars and waivers.

Based on initiatives to address doctoral student enrollment, in fall 2011, the University increased its new enrollment to 23 students and experienced a 92% increase from the previous fall semester.

In 2011-12, FAMU awarded 23 research doctorates, a 4.5% increase over 2010-11.

Goal: Increase licensure passage rates

In 2011-12, action plans were developed by each program that requires a licensure exam, to implement strategies designed to improve first-time-takers passage rates. Additionally, the Board of Trustees established targets/goals for each of the programs as follows:

Program	Target/Goal
Nursing	87%
Pharmacy	90%
Allied Health Sciences:	
Cardiopulmonary Science	80%
Occupational Therapy (First-time takers)	70%
Physical Therapy	80%
Law	80%

Goal: Meet the accreditation standards for select disciplines

In 2011-12, the following programs went through specialized accreditation (please see Program Review section for additional information Architecture, College of Agriculture and Food Sciences (Biological and Agricultural Systems Engineering (BASE)), Education, Allied Health Sciences (Occupational Therapy and Cardiopulmonary Sciences), School of Journalism and Graphic Communication (Journalism and Public Relations (BS)), and Law.

Goal: Achieve goals for Distance Education

In Fall 2011, the University began to offer its first online degree programs on a cost-recovery basis to meet the needs of students seeking educational opportunities beyond the traditional campus environment. Programs were offered were: Master of Business Administration, Master of Public Health, and Master of Science in Nursing. The initial programs enrolled 75 students. Additionally, the University initiated five online courses fulfilling general education requirements to increase availability of high demand courses to aid in student progression.

Goal: Enrollment Management

FTIC Students

In fall 2011, the University experienced a slight decline in the number of FTICs enrolled due an effort in reducing the number of profile admitted students each year based on the new Board of Trustee policy. In addition to reducing the number of FTIC profile admits, the university has reestablished efforts to increase the number of high achieving students with a record of greater academic success in high school, which research has proven is significantly correlated to successful graduation from college. From Fall 2010 to Fall 2011, the average grade point average (GPA) of incoming freshmen increased from 3.03 to 3.15.

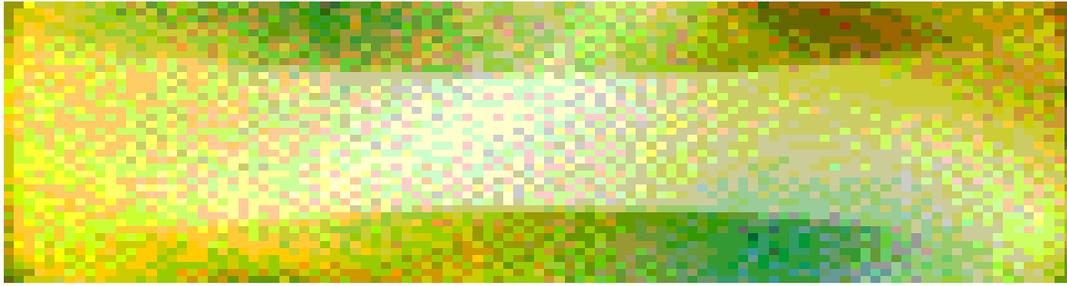
Transfer Students

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 2011, the University increased its enrollment of state and community college transfer students to 309, an 14.9% increase over fall 2010 and expects the upward trend to continue.

Retention

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 University is in the process of configuring the Academic Advisor Module that 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.



PROGRAM QUALITY

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 2011 - 2012 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 2011-2012 academic year, the following programs underwent academic program review.

- Chemical and Biomedical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Industrial and Manufacturing Engineering
- Mechanical Engineering
- BA English
- BS Health Sciences
- BS Agricultural Science
- BS Agribusiness
- MS Agricultural Science

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 programs of study and their students as strengths of the programs. 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 the Engineering programs, external reviewers for all programs noted that faculty members are research active and new hires are developing strong research programs, mentoring students, and securing external funding.

In other programs, such as the B.A. in English, the consultant commented graciously on the strengths of the faculty and students. In her final report, she stated, "The program's most important strength is its faculty, which is comprised of hard-working, professors dedicated to excellence in education. Student's needs are placed first and faculty members are fully committed to giving their very best." Similar accolades were given to faculty

teaching in the B.S. Health Sciences as well as the programs offered in the College of Agriculture and Food Sciences. Each of the consultants was particularly impressed with both students and faculty in these programs and stated that faculty are committed to the growth and development of the programs and its students.

Of particular interest for CAFS were the centers operating as part of the college. The CAFS' consultant had great interest in these centers and commented, "The Centers for Biological Control, Viticulture and Small Fruit Research, and Water and Air Quality bring very positive visibility, nationally and internationally, to FAMU and to CAFS. These centers are guided by commendable missions, goals and objectives that are very appropriate for the state of Florida. There is much evidence to demonstrate the productivity of the centers in applied and basic research and the leadership, faculty and staff are all to be commended for their scholarship".

Some of the overall concerns for many of the programs included recommendations to provide a consistent mechanism for surveying graduates, curriculum revision and greater emphasis on external funding and scholarship activity.

Accreditation

In the 2011-2012 academic year, the Office of Program Quality in conjunction with Institutional Effectiveness provided support to twenty-one academic degree programs and majors seeking reaffirmation in 2011-2012.

Those programs were:

- Journalism (B)
- Public Relations (B)
- Bachelor of Architecture (B)
- Master of Architecture (M)
- Juris Doctor (Law)
- Biological and Systems Engineering – BASE (B)
- Guidance and Counseling (M)
- Elementary Education w/ ESOL (B)
- Elementary Education w/ ESOL (M)
- Educational Leadership (M,D)
- English Education w/ ESOL (B)
- Mathematics Education (B)
- Music Education (B)
- Physical Education (B)
- Biology Education (Major)
- Chemistry Education (Major)
- Physics Education (Major)
- Social Science Education (B)
- Industrial Arts Education/Technology Education (B,M)
- School Psychology (Ed.S.)
- Early Childhood Education (B)
- Drama Education (Major)

All programs for which decisions have been rendered received reaffirmation of its programs for a time certain based on the guidelines of their respective accrediting agencies. The College of Law will not receive a decision on its programs until late spring/early summer 2013.

We must congratulate the College of Education and its faculty for the dedication put forth in preparing for its review. All programs within the College were reaffirmed by the National Association of Colleges of Teacher Education (NCATE) without qualifications. All six standards were met with no weaknesses and recommendations. The undergraduate programs in Journalism and Public Relations also received full re-accreditation with all nine standards met by the Accrediting Council on Education in Journalism and MASS Communications (ACEJMC).

At its 2012 summer meeting, the Engineering Accreditation Commission (EAC) of ABET voted to reaccredit Florida A&M University's program in Biological and Agricultural Systems Engineering (BASE). The program was granted four years and will expire September 30, 2016. The bachelor's and master's of Architecture also received full accreditation from the National Architectural Accrediting Board (NAAB) for the next six years.

Of notable mention are the efforts undertaken by the School of Allied Health for its efforts towards increasing the number students who successfully pass the required licensure exam in Cardiopulmonary Science. In last year's IE Report, we reported that the Bachelor of Science in Cardiopulmonary Science was placed on probation due to pass rates on the licensure examinations. However, this year in 2011-2012, we favorably report that the Commission on Accreditation for Respiratory Care (CoARC) voted to remove Probationary Accreditation and return the accreditation status of Continuing Accreditation to the BS Cardiopulmonary Science at its November 2012 meeting.

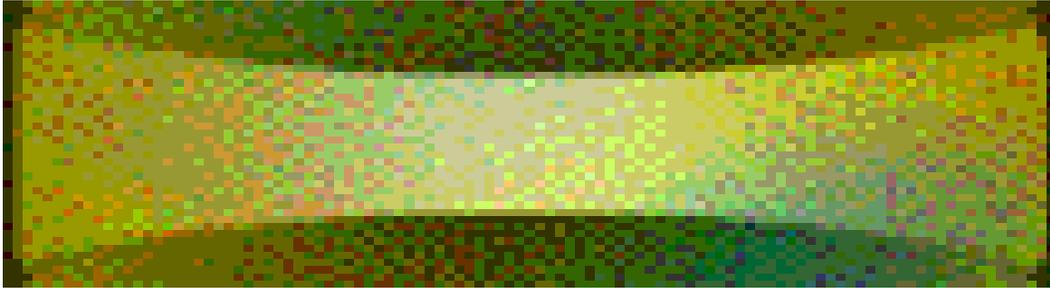
In the upcoming 2012-2013 academic year, the programs in Healthcare Administration and Veterinary Technology will be seeking initial accreditation of its master's and bachelor's programs, respectively. The School of Business and Industry is also seeking initial accreditation by the Accreditation Council for Business Schools and Programs (ACBSP).

New Degrees/Majors/Tracks

The Office of Program Quality in conjunction with Institutional Effectiveness contributed to a number of new academic programs implemented in 2011-2012. At the undergraduate level, assistance was provided to the College of Pharmacy and Pharmaceutical Sciences to initiate a new degree in Pharmaceutical Sciences designed to provide graduates with the knowledge and skills needed for employment in the pharmaceutical industry research and development. This office also provided support for a number of tracks and majors to be implemented within existing degrees as follows:

- 3+3 Legal Scholars Program within several existing degree programs
- Major in Facilities Management with the existing BS in Business Administration
- Certificate in Global Security (undergraduate and graduate)
- Master of Engineering in Civil Engineering
- MS Biological Sciences (non-thesis track)
- Concentration in Soil and Water within the existing MS Agricultural Sciences

The program in Facilities Management was a historical milestone at FAMU in that the School of Business and Industry was granted its first accreditation when it received provisional accreditation from the International Facilities Management Association (IFMA), making it the first program in Florida and at an HBCU, to offer an accredited Facilities Management Program.



UNIVERSITY ASSESSMENT

UNIVERSITY ASSESSMENT

Highlights 2011-2012

The focus of assessment at Florida Agricultural and Mechanical University (FAMU) during the academic year of 2011-2012 was geared towards closing the loop and emphasizing the importance of assessment to departments and programs. Additionally, the office went through administrative changes during the academic year, when the founding Director of Assessment, Dr. Uche Ohia, entered retirement in March 2012. The Office of University Assessment Staff would like to thank Dr. Ohia for her many years of excellent service and wish her the best as she transitions to greater life experiences.

The following highlights key assessment activities at the institutional, administrative, 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.

The various assessment committees continued to successfully lead the institutional assessment efforts. The following highlights their activities this year:

Institutional Level Assessment Committee Activities:

- The committee was awarded funds from the student government association in excess of \$25,000.
- The budget committee awarded the funds to deserving colleges/schools to enhance their assessment efforts.
 - Four areas were awarded assessment grants: School of Allied Health Sciences, College of Education, School of Nursing and College of Law.
- The ETS subcommittee provided recommendations to address increasing student participation and performance on the ETS.
- Prizes were purchased to be given to students who do well on the ETS Proficiency Profile.
 - Two iPads and four iPods will be distributed to incoming freshmen.
 - Four iPads and two iPods will be distributed to graduating seniors.

General Education Assessment Committee Activities:

- The BOT reviewed the recommendations by the committee to change from 8 to 5 outcomes being assessed by the GEAC.
- Several new members were added to the committee.
- The committee developed a plan to start assessing the new outcomes over the next two years.
- The committee researched various options for an e-portfolio.
- The committee began the development of several common assessment assignments.
- The committee assisted in organizing and updating the list of general education courses within the online catalog and the degree programs.
- Discussions were held about revamping the general education curriculum as well.
- Conducted two focus groups to elicit student's perspectives on the Gen Ed outcomes.
- Administered the ETS Proficiency Profile to incoming freshmen in Fall 2011 and to graduating seniors in Spring 2012.
- Due to budget constraints, a majority of the plans and recommendations made during the previous year by the committee were halted.

Assessment of Quality Enhancement Plan:

- 1,183 students (70%) attended the QEP Freshmen Critical Thinking Seminar Series.
- 86% of students participated in the Freshmen Summer Reading Program.
- 41% of freshmen obtained a minimum mean score of 3 (on a 4-point scale) on a written interdisciplinary case study analysis.
- Students wrote pre and post essays and an argumentative essay in ENC 1101 ; 61 (81%) of students demonstrated proficiency:
- The University Libraries conducted information literacy workshops for more than 50% of ENC 1101 and ENC 1102 courses taught during the Fall 2011 / Spring 2012 semesters
- The Critical Thinking Assessment Test was administered to freshman at the beginning and end of the academic year; 44% of students assessed showed at least a 5% mean score gain between pre and post-test scores.
- The Critical Thinking Assessment Test was administered to freshman at the beginning and end of the academic year; 44% of students assessed showed at least a 5% mean score gain between pre and post-test scores.
- Conducted 29 on campus workshops, 3 off campus workshops; which were attended by 387 faculty and staff.
- Increased clicker usage by faculty.

The following highlights assessment results as glimpsed from specified assessment instruments.

Exit Survey

Unless otherwise specified, please note that the percentages represent the proportion of respondents who are either “satisfied” or “very satisfied” or who “agree” or “strongly agree” with the statements used in the survey to measure a specific area. The summary of results indicates 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.

Additionally:

- Ratings for Availability of Parking (70%) have improved in 2011-2012 from 30% in 2010-2011
- Ratings for Intercollegiate Athletics were higher (70%) in 2011-2012 as compared to 2010-2011 (33%).
- Ratings for Financial Aid processes were higher (38%) in 2011-2012 as compared 2010-2011 (33%).
- Students gave the lowest satisfaction rating (26%) in 5 years to Size of Classes which was rated as high as 82% in 2010-2011.

ETS Proficiency Profile (EPP)

In Spring 2012, 451 graduating seniors took the EPP test. Among those only 408 completed 75% or more of the test and were included in the analysis. Results show that the total mean score was 434.64 (SD 20.47) based on a 400-500 range. This is an increase over the Spring 2011 mean score of 430.84. Additionally, the Spring 2012 Seniors showed an increase in their scaled scores and proficiency levels in all skill dimensions over the Spring 2011 Seniors.

In Fall 2011, 574 incoming freshmen took the EPP test. Results are calculated for 508 of those students. 66 students completed less than 75% of the test and therefore their scores were excluded in the analysis. Results show that the total mean score for the incoming freshmen was 431.61 (SD 16.07) based on a 400-500 range.

This is an increase over the Fall 2010 mean score of 429.67. Additionally, the Fall 2011 Freshmen showed an increase in their all their scaled scores and three of the proficiency levels in skill dimensions measured over the Fall 2010 Freshmen.

National Survey of Student Engagement (NSSE)

In 2011, a total of 643 FAMU students participated in the survey, of whom 291 were freshmen and 352 were seniors. The results of 2011 NSSE indicated that freshmen and seniors had a significantly higher mean score than their counterparts in the selected peers group, particularly in terms of the benchmark of Active and Collaborative Learning (ACL) and Student-Faculty Interaction (SFI). Freshmen and seniors also reported higher levels of engagement in terms of Level of Academic Challenge (LAC) and Enriching Educational Experiences (EEE) than the Selected Peer group. However, there was a decline in levels when compared to the 2008 administration in all categories except for Seniors SFI and EEE.

Focus Groups

In general, students were satisfied overall with the general education curriculum; however some felt that individual courses needed improvement. The students discussed different levels of students' development within one course and were concerned about how professors can meet the needs of all the levels of students. They believe that critical thinking takes place at all levels and in all course types as well. Most discussions were focused on preparedness and how students felt that general education will help them with future courses.

With regards to the submission of assessment reports, the following summarizes the progress made in the last seven (7) years:

Assessment Report Submission Rates.

- *Instructional Programs (IP)* - As of December 11, 2012, 77% (84/109) of assessment reports were submitted by the IPs for the academic year 2011-2012. For the previous academic years, the submission rates were 76% (81/107) in 2010-2011, 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 11, 2012, 46% (6/13) and 54% (7/13) of Research and Community/Public Service (respectively) assessment reports were submitted by the various Colleges/Schools/Institute for the academic year 2010-2011. There was 83% (10/12) in 2010-2011, 67% (8/12) in 2009-2010, and 92% (11/12) in 2008-2009 for both Research and Community/Public Service.
- *Administrative and Educational Support Units* - As of December 11, 2012, 69% (34/49) of assessment reports were submitted by the ADESUs for the academic year 2011-2012. For the previous years, there were 80% (37/46) in 2012-2011, 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.
- *Educational Support Services Assessment Reports* - As of December 11, 2012, 40% (2/5) of assessment reports were submitted by the ESS units for the academic year 2011-2012. Previous year submission rates were 83% (5/6) in 2010-2011, 75% (6/8) in 2009-2010, 75% (6/8) in 2008-2009, 75% (6/8) in 2007-2008, and 75% (6/8) in 2006-2007.

RESULT-DRIVEN RECOMMENDATIONS

Based on the Results of the ETS Proficiency Profile Test

- Implement the action plan developed by the institutional level committee in response to previous low participation on the test.
- Encourage competition among and within colleges to win awards for a greater 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 to students and academic programs.

Based on the Results of the Exit Surveys

- Units with low ratings need to use these findings in the planning and implementation of objectives and related activities. They may also need to conduct or review their own surveys or feedbacks of students they assist.
- The results indicate room for improvement for all areas including those that have consistently been highly rated.
- The survey is not set up in a format that allows efficient data query, analysis, and timely reporting; an interactive Exit Survey results database can ease this problem.
- Frequent changes to survey items makes longitudinal analyses more difficult.

Based on the Results of the National Survey of Student Engagement

- Provide additional training to faculty to improve teaching methods and feedback to students.
- Enhance opportunities for faculty, staff, and students to engage in order to improve relationships.
- Improve and assess support services offered to students for academic success.
- Review curricula to Integrate additional writing assignments and activities across majors
- Enhance opportunities for students to study aboard.

Based on Institutional Level Assessment Committee (ILAC) activities

- Allow ILAC Representatives release time to carry out their assessment tasks.
- Require Program /Division Level Assessment Committees and ILAC representatives to review assessment reports/plans before OUA receives them.
- Develop university-level recommendations for continuous improvements.
- Develop a process that visibly ties results of the assessment process to the budgeting process.
- Based on General Education Assessment Committee (GEAC) activities; Limit the number of outcomes assessed and the number per academic year.
- Continue to cap class size in writing intensive classes to 22-25 students to afford students an opportunity to write more often and get analytical feedback.
- Provide students with more opportunities for hands on tutorial assistance in convention. Far too many students lack basic knowledge of skills taught normally during middle school. From freshman level to senior level, student writing continues to reflect great (to grave) deficiencies in communication..
- Secure approximately 75-80 artifacts from a larger number of faculty to acquire a more reliable account of student proficiency. This should include samples from speech faculty as well as samples from General Education courses other than English.
- Revisit the rubric; a 5-point scale would be more accurate to assess student performance

Based on Quality Enhancement Plan Committee activities

- Continue development of FYE course to address retention
- Introduce QEP Teaching Awards for FAMU faculty
- Increase off-campus faculty workshops and training to site campuses and FAMU law school

SUMMARY

The 2011-2012 academic year was very productive in terms of activities focused on the assessment of student learning outcomes and support services within the University. The OUA was able to provide evidence of academic quality improvements as reflected in the Annual Institutional Assessment Report disseminated campus wide. 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, National Survey of Student Engagement, Focus Groups, and the Institutional Portfolio. It is evident, based on assessment results, that our efforts and good works are making a difference. The quality of the students, coming in and going out, is improving. Students are more aware of assessment activities and results of those activities due to an aggressive dissemination plan and the efforts of the various assessment committees around campus. However, just as with program level assessment, continuous improvement is key. Hence, a need to encourage instructional programs to deliberately infuse Writing across the curriculum with the goal of improving seniors' performance at or beyond the national average on the ETS Proficiency Profile. Additionally, 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. Lastly, there is a perceived absence of a functioning process that links assessment results to decision making and budgeting decisions at any level that must be addressed. The effects of administrative changes and the lack of permanent employees is evident by the decrease in submission rates of assessment plans/reports from Instructional Programs (IP), Administrative and Educational Support Units (ADESU). As we begin to prepare for the SACS 5th Year Review, it is imperative that we not only continue our good works, but make improvements and implement action plans following published policies and procedures.



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