

**Florida Agricultural and Mechanical University
2016-17 President’s Goals and Objectives
Status Report as of September 14, 2017**

Goal 1: Enhance Academic Excellence and Student Success

Objective 1.1: Improve retention and graduation rates (Strategic Plan Goal: 1.3)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
1.1.1	Six-year graduation rates (Full-time and Part-time FTIC). (PBF)** - Metric 4	38.61%	Develop and implement strategies to increase the six-year graduation rates	<p>Strategies: The PBF Metric 4 & 9A committee, chaired by Dr. Carl Goodman, Division of Academic Affairs, has developed the following strategies to improve the University’s performance on this metric that will be reported in the <u>2016-17</u> Accountability Report. The strategies include:</p> <ol style="list-style-type: none"> 1. Provide early assessment in the degree audits for the 2011, 2012, 2013 and 2014 Cohorts 2. Intrusive advising of 2011, 2012 and 2014 Cohorts with 85 credit hours or more 3. Provide financial assistance for students in the 2011 Cohorts, who might be experiencing hardship. 4. Improve communication with advisors on processes and policies. 5. Implement curriculum maps and dashboards on degree completion on the 2012 and 2014 Cohorts. 6. Provide math remediation courses during summer semesters for freshman students 7. Enhance instructional efforts for all general education courses. 8. Identify high failure rate courses and provide supplemental instruction for those courses with high failure rate in math and science. 9. Initiated a campaign to bring awareness to increase four-year graduation rates - “Out the door by four” Campaign 10. Establish a culture of achieving 30 credit hours/year. 	<p>100% achieved.</p> <p>Note: The strategies for this metric are ongoing.</p>

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				<p>11. Provide financial incentives for graduating in four years.</p> <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. The Registrars Office met with each academic unit during the week of November 28-December 2, 2016 for the 2011 Cohorts. 2. The Registrars Office also met over a two-week period from August 7-18, 2017 to identify potential graduates for the 2012 and 2014 Cohorts. 3. Academic coordinators/directors and advisors advised potential candidates of their remaining courses needed for the upcoming 2017-2018 academic year. 4. Identified funds for a "Strong Finish" for the 2014 Cohorts through the Financial Aid Office, FAMU Foundation or special non-restrictive funds. 5. Curriculum maps have been incorporated in iRattler for students, who log into the system and the degree completion dashboard will go live in Summer 2017. 6. Have degree audits completed by Spring 2017 and Summer 2017 for the 2012 Cohorts and 2013 Cohorts, respectively. Developed an intrusive advising and coaching model for Summer 2017. 	
1.1.2	Percentage of FTIC students returning with a 2.0 GPA or greater. (PBF) ** - Metric 5	75.4%	Develop and implement strategies to increase the number of FTIC returning the second year with a 2.0 GPA or greater	<p>Strategies:</p> <p>The PBF Metric 5 committee, chaired by Dr. Valencia Matthews, Division of Academic Affairs, has developed the following strategies to improve the University's performance on this metric that will be reported in the 2016-17 Accountability Report.</p> <ol style="list-style-type: none"> 1. Identify students whose GPA is above 2.0 but did not return for the Spring semester. Begin Call Campaign to students in January. 2. Identify students whose GPA is below a 2.1 and did return and begin immediate advisement of these students. 3. Mandate Pre-registration for students. 4. Identify high-failure rate courses. 	<p>100% achieved.</p> <p>Note: The strategies for this metric are ongoing.</p>

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				<p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Data has been collected on students whose GPA was below a 2.0 at the end of Fall 2016 but did return for Spring 2017. 2. Data has been collected on students whose GPA is below a 2.0 at the end of Fall 2016 but did not return for Spring 2017. 3. Data has been collected on students whose GPA was below a 2.0 at the end of fall 2016 but has increased above a 2.0 at the end of Spring 2017. 5. Presentation by the First-Year Experience Director. 6. Data analysis of non-returning students was conducted. 7. The calling campaign by the Undergraduate Student Success Center advisors is ongoing through the efforts facilitated by Associate Provost for Undergraduate Studies who provides updates. 8. Review of students in the 2013 cohort who have not registered to determine if for financial and/or academic holds, or is in good standing. 9. The calling campaign continues in order to encourage eligible students to register. <p>Actions Forthcoming:</p> <ul style="list-style-type: none"> • Establish express/intensive/parachute courses throughout the year (online & in-person) to begin spring 2018 or summer 2018. 	
1.1.3	Percentage of Bachelor’s graduates without excess credit hours for 2016-17 graduates. (PBF) ** - Metric 9A	29%	Develop and implement strategies to increase the percentage of graduates without excess	<p>Strategies: The PBF Metric 4 and 9A committee, chaired by Dr. Carl Goodman, Division of Academic Affairs, has developed the following strategies to improve the University’s performance on this metric that will be reported in the 2016-17 Accountability Report.</p> <ol style="list-style-type: none"> 1. Provide early communications about “Excess Hour Surcharges” and 	100% achieved. Note: The strategies for this metric are ongoing.

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			<p>credit hours</p>	<p>changing majors in their sophomore and junior years.</p> <ol style="list-style-type: none"> 2. Implement an intrusive advising and coaching strategies during the sophomore and junior years. 3. Implement curriculum maps and dashboards on degree completion on the 2012 and 2013 Cohorts. <p>Accurately excluding student credit hours as mandated by the BOG and creating queries that are void of errors in the Hours to Degree (HTD) file.</p> <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Discussing “excess hours surcharge” and “change of major” process with students during their freshmen and sophomores years. 2. Financial Literacy will have various discussions with students via venues (SLS 1101 courses, various academic forums and professional development courses, etc.) to discuss “excess hours surcharge” and “change of major” process with students during their freshmen and sophomores years. 3. Curriculum maps have been incorporated into the student’s iRattler and the degree completion dash board will go live in Fall 2018. 4. Meetings and discussions have started to improve the Hours to Degree (HTD) file reporting to accurately exclude student credit hours as mandated by the BOG. 5. The purchase of the Visual Schedule Builder will significantly assist in reducing excess credit hours and prevent students on having the ability to register for courses outside of their curriculum. The Visual Schedule Builder will provide students with courses that have been assigned by their advisors that are reflective of their curriculum only. The system will go live Spring 2018. 6. Several strategies are being discussed to see how other state institutions are reducing excess credit hours. 	
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Objective 1.2: Maintain regional accreditation (Strategic Plan Goal: 1.4)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
1.2.1	Accreditation status with Southern Association of Schools and Colleges Commission on Colleges (SACSCOC).		Successfully complete and submit the SACSCOC Compliance Certification Document (CCD) by the September 11, 2017 deadline	<p>Actions to Date The Compliance Certification Document was completed and mailed on Friday, September 8, 2017 to the SACSCOC identified off-site reviewers. The University met the Monday, September 11, 2017 deadline.</p> <p>The SACSCOC onsite visit scheduled for March 27, 2017 – March 29, 2017</p> <p>Historical accomplishments include:</p> <ul style="list-style-type: none"> • Lead Writers drafted narrative and supporting documentation to demonstrate evidence of the University’s compliance with the SACSCOC 90+ standards. • Attended Annual SACSCOC Conference in December 2016 to gain further knowledge on accreditation requirements. • Hiring of external consultants to review standards for compliance. • Colleges and schools faculty representatives received training on the Faculty Credentialing module. • Core University employees were trained on the Accreditation module. • One-day Boot-Camps were held with lead writers on: <ul style="list-style-type: none"> ○ June 15, 2016 ○ October 25, 2016 ○ May 18, 2017 ○ July 25, 2017 <p>Note: The purpose of the Boot Camps is to work with the lead writers of the various standards. The lead writers update their narratives based on feedback by Compliance Committee and externals</p>	100% achieved.

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				<p style="text-align: center;">consultants.</p> <p>Status: Pending submission in February 2018. On target to meet SACSCOC deadline.</p> <p>Quality Enhancement Plan (QEP) The QEP is a core requirement for SACSCOC accreditation (CR 2.12). The process involves the input of the entire FAMU community to come together to create a new university-wide initiative to enhance student learning. The QEP is a long-term plan to improve student learning by focusing on a specific topic. In the Plan, we must include clearly defined goals and outcomes, and have an assessment plan to measure how well those goals and outcomes are accomplished.</p> <p>The QEP Committee has completed its work on soliciting stakeholder feedback on potential QEP topics. The Committee has accomplished the following:</p> <ul style="list-style-type: none"> • Surveyed stakeholders • Analyzed University data • Solicited stakeholder input on top three topics • Held a topic focus session with representatives from each school and college <p>On Tuesday, May 16, 2017, the top three topics were submitted to the Senior Leadership Team:</p> <ol style="list-style-type: none"> 1. Oral and/or Written Communication Skills 2. Discipline Specific Content Knowledge 3. Technological Skills 	
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			<p>Written Communication Skills was selected as the topic.</p> <p><u>Committee’s Next Steps:</u></p> <p><u>Fall 2017</u> Develop Draft QEP Plan Develop Assessment Plan Develop Implementation Plan Host Stakeholder Listening and Feedback Sessions</p> <p><u>Early Spring 2018</u> Submit the QEP in February 2017</p> <p>Topic Selection: Oral and/or Written Communication Skills was selected as the topic.</p> <p>The FAMU QEP Overview: The FAMU Quality Enhancement Plan (QEP), #WriteOnFAMU, seeks to create a culture in which students become actively engaged in their learning through writing proficiency. #WriteOnFAMU will build a campus climate in which faculty are encouraged and supported to teach with high-impact educational practices and create opportunities for students to: enhance their writing proficiency, reflect on their own writing, and provide meaningful feedback to their peers.</p> <p>Written communication skills proficiency is a priority at Florida A&MUniversity. The University’s mission statement stresses the importance of fostering “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</p>	
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				skills and creativity in their service to society.” This emphasis is further supported by Strategic Priority 1 in the 2017-2022 Strategic Plan: FAMU Rising, which focuses on “providing our students a high- quality education, an exceptional student experience, and every available advantage to succeed while enrolled and after graduation.”	
Objective 1.3: Improve performance on licensure examinations (Strategic Plan Goal: 1.4)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
1.3.1	Corrective action plans to address licensure examinations for all licensure programs.		Develop and implement corrective action plans to address licensure examinations for all licensure programs by March 2017	<p>The colleges and schools have developed action plans (improvement plans) to address increasing students’ performance on all licensure exams. These action plans were discussed at the March 2017 Board of Trustees meeting. These improvement plans provide detailed strategies and action steps to increase pass rates on licensure exams, along with pass rates goals for the next four (4) years.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Evaluating and modifying admissions policies, as needed, to ensure incoming students are adequately prepared for the program rigor • More effective monitoring of key performance indicators for current students (e.g. GPA in key gateway courses) • Revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline • Implementing disciplinary matriculation processes beginning with the student’s first year and continuing through graduation • Increasing communication to students about the exams’ rigor • Providing critical thinking skills training • Infusing of standardized test-taking practices into courses • Establishing focused taskforce committees to review 	<p>100% achieved.</p> <p>Note: This metric is ongoing.</p>

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				<ul style="list-style-type: none"> • Revising and developing policies and remediation plans • Conducting focused workshops on test-taking preparations • Using of descriptive dashboards and scorecards to monitor and evaluate key performance indicators 	
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Objective 1.4: Enhance the quality of academic programs *(Strategic Plan Goals: 1.4, 1.5)*

#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
1.4.1	Percentage of Bachelor’s Graduates Employed and/or Continuing their Education Further One (1) Year after Graduation earning \$25,000 or more. (PBF) ** Metric 1	59.4%	Develop and implement strategies to increase the percentage of graduates employed and/or continuing education	<p>Strategies: The PBF Metrics 1 and 2 committee, chaired by Ms. Shereada Harrell, Division of Student Affairs, has developed the following strategies to improve the University’s on performance on these two metrics that will be reported in the 2016-17 Accountability Report.</p> <ol style="list-style-type: none"> 1. Require all students to update and maintain profiles with the Career Center through its online career portal (Venom Track – soon to be HireARattler (Handshake)) by not allowing students to register for classes until they have registered and/or updated their Venom Track profiles 2. Centralize the Career Development/Internship/Placement process. Career Center liaison committee recently met and will be utilized to implement this goal 3. Enhance marketing efforts of all Career Center events 4. Professional developmental courses in the various academic units should be enhanced and extended to effectively prepare students for employer engagement, as well as have workshops held by the Career Center 5. Work with engaging student organizations 6. Hire a team of students to serve as student career liaisons (OPS or work- 	100% achieved. Note: The strategies for this metric are ongoing.
1.4.2	Median Average Full-time Wages of Undergraduates Employed in Florida One (1) Year after	\$31,100	Develop and implement strategies to increase the median average full-		

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	<p>Graduation. (PBF) ** Metric 2</p>		<p>time wages</p>	<p>study)</p> <ol style="list-style-type: none"> 7. Survey the students that are not attending the Career Fairs to determine reasons for not attending (In progress) 8. Graduating seniors are required to provide first destination survey information prior to graduation. (Administered along with the university’s exit survey) 9. To assist with alumni tracking purposes, request that graduates retain their FAMU student email address forever as done by most universities 10. Implementing employer hosted programs to increase career readiness 11. Encourage campus partners to post employment opportunities in Handshake, i.e – work-study, volunteer, and part-time opportunities 12. Implement year experiences series of programming 13. Conduct First Destination Survey to graduates of Spring 2016, Summer 2016, and Fall 2016 14. Send Blackboard connect message to recent graduates telling them about the career expo. 15. Marketing in high traffic areas of campus regarding events and resources available 16. Work with alumni to create a strategy to help connect with alumni and engage them with programming and recruiting opportunities <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Career Center Advisory Committee established 2. Presented some of the current services to advisory committee 3. Enhanced marketing efforts of Career Center <ul style="list-style-type: none"> • Updated career center website with additional student resources • Met with communications and discussed plan to re-brand the career center • Created marketing piece of our services 	
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				<ul style="list-style-type: none"> • Renaming career expo to “Career & Internship Expo” <ol style="list-style-type: none"> 4. List of Spring and Summer 2016 bachelor’s degree graduates sent to Academic Deans <ul style="list-style-type: none"> • Scheduling meetings with deans to discuss strategies 5. Metric 1&2 committee as well as Career Advisory Committee reviewed employer responses which addressed improvement areas for FAMU students 6. Calling campaign has been initiated to offer our services to graduates of Spring 2016, Summer 2016, Fall 2016, and Spring 2017 7. Career Center roadshows scheduled to promote Career Center services in the schools & colleges 8. Employer led workshop series scheduled to prepare students for the career and internship expo. 9. Focus group scheduled to learn how to best engage with our students. 	
1.4.3	Cost to the Student: Net Tuition per Degree for Resident Undergraduates in 120hr Program. (PBF) ** Metric 3 New metric		Develop and implement strategies to reduce the net tuition per degree for resident undergraduates	<p>The PBF Metric 3 committee, chaired by Dr. Wanda Ford, Division of Finance and Administration.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Develop additional fundraising activities targeting an increase in Foundation scholarship funding for students. 2. Ensure applicable contracts and grants research proposals include funding support for students. 3. Adopt e-book initiatives to reduce the cost of books and supplies to students. 4. Reduce number of excess credit hours. 5. Increase enrollment of Bright Futures Scholars. 	<p>100% achieved.</p> <p>Note: The strategies for this metric are ongoing.</p>

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1.4.4	Percent of online, general education course offerings.	3%	4%	<p>Status: General education courses sections offered percentage based on class sections, the result was 4.72%</p> <p>The Office of Instructional Technology (OIT) worked collaboratively with the College of Science and Technology, the College of Social Sciences, Arts and Humanities, the Faculty Senate and the Registrar's Office to increase FAMU's online general education course offerings.</p> <p>Strategies:</p> <p>1. Identify Requirements for Online Expansion</p> <ul style="list-style-type: none"> • Worked with the President's Office and Governmental Relations to develop and promote a Legislative Budget Request (LBR) to: <ul style="list-style-type: none"> ○ Increase the inventory of General Education online course offerings. ○ Provide faculty stipends. ○ Acquire hardware and software technology resources. ○ Expand online support services. ○ Extend professional development opportunities. • Hired two (2) Instructional Designers in Spring 2017, funded by Title III Programs. • Worked with the Office of Academic Affairs and the Vice President for Strategic Planning to develop FAMU's Online Education Growth Plan. <p>2. Faculty Development</p> <ul style="list-style-type: none"> • Opened newly renovated Online Education Faculty Development Laboratory, equipped with state-of-the-art technology including twenty (20) All-In-One Apple and Windows computers, Smart Learning Technologies and a High Definition Video Conferencing system. • Delivered training and certification to sixty-two (62) Faculty members, 	100% achieved.
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				<p>which is a requirement to teach online. The instruction focuses on the Learning Management System and Pedagogical Principles, highlighting instructional tools that enhance student learning. The certification requires mastering of five key modules including: Online Pedagogy, Building Your Online Course, Enhancing Online Communication, Assessing Online Learners, and Online Course Evaluation.</p> <ul style="list-style-type: none"> • Provided resources for faculty to attend conferences where innovators in online education exchange ideas, share best practices, find solutions to challenges and instill a culture of quality in delivering online education. <p>3. Leverage Data to Develop Course Conversion Strategy</p> <ul style="list-style-type: none"> • Used analytics to identify courses that should be prioritized for conversion to online delivery that are categorized as: <ul style="list-style-type: none"> ○ Traditional high demand courses. ○ Barrier courses. ○ Transient / Summer courses. <p>4. Collaborations and Presentations</p> <ul style="list-style-type: none"> • Key staff were appointed to the Board of Governors, Innovations and Online Sub-committees for Quality, Access, Affordability and Infrastructure, which is tasked with investigating initiatives that will lead to cost efficiencies and effectiveness of programs and services, as well as funding models for online education, collaborative efforts for online courses and programs, and meeting the state's needs in online education. • Provided Online Education Orientation and Update to Deans and Academic Leaders from every college and school, focusing on quality standards, instructional design methodologies and analytics to identify opportunities to develop and offer additional online courses. • Presented a comprehensive overview of online education at FAMU to the inaugural FAMU Leadership Academy and collaborated on strategies for increasing online education that were presented at the Fall 2016 Faculty 	
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				<p>Pre-planning Conference.</p> <p>5. Enhance Administrative Processes</p> <ul style="list-style-type: none"> • Worked with the University Curriculum Committee to streamline the process to approve online courses, which reduces the time to add the approved courses to the university catalog. • Worked with Information Technology Services to identify strategies to enhance visibility of online course offerings during registration cycles. • Worked with Information Technology Services (ITS) to establish a process to upload FAMU online course offerings to the Florida Virtual Campus (FLVC) FloridaShines website. <p>Note: In academic year 2016-2017, the percentage of general education online courses available in the University Catalog increased from 24.6% to 27.6%.</p>	
1.4.5	Degree of faculty compliance with State and BOG Textbook Affordability guidelines.	90%	100%	<p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Best practices from other institutions are being explored to provide a more user-friendly method for notifications and adoptions of textbooks. 2. Meetings will take place at the start of the Fall 2017 semester. 3. Provide an announcement during Deans’ Council Meetings in February and April 2017 by the Associate Provost for Undergraduate Education regarding the deadline date for Summer 2017 and Fall 2017 Textbook Adoption as March 1, and April 1, 2017, respectively. (Completed) 4. Provide a similar announcement at the Associate Deans’ Meeting in February and April 2017 that the Summer 2017 and Fall 2017 Textbook Adoption were March 1 and April 1, 2017, respectively. (Completed) 5. Forward an email to each academic dean to distribute to their faculty of deadline date for the Summer 2017 (March 1, 2017) and Fall 2017 (April 1, 2017) Textbook Adoption on March 1, 2017. (Completed) 6. A notice was posted on the Academic Affairs website on March 20, 2017, 	95% in compliance 95% of target achieved

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				<p>providing the deadline for Fall 2017 textbook adoption as April 1, 2017. A statement was also posted saying, “These dates will allow students to review their course textbooks and materials in advance. More importantly, this early notice will aid them to seek better prices.” (Completed, see screenshot below)</p> <p>7. Provide weekly and/bi weekly updates via emails to deans/faculty of textbooks that were not adopted by March 1-July 1, 2017. (Completed, but a few faculty were not in compliance)</p> <p>In Fall 2016, 98% of faculty were in compliance with State and BOG Textbook Affordability guidelines.</p> <p><u>Actions to Date:</u></p> <p>8. Best practices from other institutions are being explored to provide a more user-friendly method for notifications and adoptions of textbooks.</p> <p>9. Meetings will take place at the start of the Fall 2017 semester.</p>	
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Objective 1.5: Increase faculty, student, and staff buy-in and engagement with student success initiatives (Strategic Plan Goals: 1.2, 1.3, 2.3, 3.2)

#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
1.5.1	Action plans to increase campus-wide engagement to support BOG Performance Metrics.		Implement a campus-wide approach to increase awareness and engagement in efforts to address BOG Performance	In an effort to improve on the BOG 10 Performance Based Funding(PBF) Metrics, Dr. Robinson established PBF Metrics Committees to assist the University’s effort to improve on all 10 metrics. Dr. Robinson, in conjunction with his senior leadership, identified vice presidents to be responsible for the PBF metrics assuming the roles of primary, secondary and assisting. After the assignment of VPs, based on the VP’s role for each metric, the vice presidents identified core senior leaders in their units to serve as chair and members on the established committees.	100% achieved. Note: The implementation of these strategies is ongoing.

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			<p>Metrics through the establishment of committees and the development of plans consisting of quantitative, measurable outcomes to address PBF metrics by March 2017</p>	<p>After the establishment of the committees, Dr. Robinson and senior leadership met with the PBF chairs and deans to emphasize the importance of these committees and their role in developing strategies to improve on these metrics. To date, all the committees have met and strategies are being developed and finalized. Please note that these PBF Committees are meeting on a continual basis.</p> <p>This metric is 100% complete.</p>	
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Goal 2: Enhance Student Life, Growth, and Development

Objective 2.1: Increase the Student Enrollment <i>(Strategic Plan Goal: 1.1)</i>					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
2.1.1	Total undergraduate student headcount enrollment. <small>*Fall 2016 preliminary</small>	7,365 (Fall 2016)* 7,705 (Fall 2015)	8,384	The Divisions of Student Affairs and Academic Affairs are engaged in developing targeted enrollment management strategies inclusive of recruitment, retention, and persistence strategies to increase the number of students enrolled at the University in these areas.	Total Enrollment: 90.1% of target Actual enrollment = 9,913 students
	2.1.1.1 New FTIC enrollment.	1,330 (Fall 2016)* 1,618 (Fall	1,500	Undergraduate enrollment: Strategies are being developed to retain currently enrolled students at the University. Several of these strategies are	Total undergraduate Enrollment: 90% of

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	(In addition to new fall FTICs, it also includes summer semester FTICs who enrolled in the fall semester)	2015)		being developed through the PBF committees established. Including all undergraduate level applications received to date, the University is experiencing ~ 19% increase in the number of applications received as of August 18, 2017.	target Actual = 7,552
	2.1.1.2 New Florida AA transfers. (Only includes AA transfers with an AA degree)	162 (Fall 2016)* 126 (Fall 2015)	200	FTIC: As of August 18, 2017, the University experienced a 25% increase in the number of applications in comparison to last year this time and 67% in the number of students admitted in comparison to last year this time. Targeted recruitment events were held to attract high quality students (e.g., National Merit scholars) and other students demonstrating college-readiness. Dr. Robinson, the Provost and Deans have been actively involved in the 2016-17 recruitment process by attending receptions hosted by various BOT members, various alumni, select high school recruitment, and other University recruiting events. Additionally, several colleges and schools are hosting events to attract students to the University (e.g., College of Science and Technology, School of Business and Industry, School of Allied Health Sciences, etc.).	Total new FTIC = 100% achieved Actual = 1,686
	2.1.1.3 Number of targeted 2+2 Transfer Articulation Agreements with the Florida College System.	0	2		Total new Florida Transfer Enrollment 87% of target Actual = 162
2.1.2	Total graduate student enrollment.	1,808 (Fall 2016)* 1,754 (Fall 2015)	1,916	Other accomplishments include: 1. In the final stages of debuting a new and updated enrollment splash page designed to assist new students with navigating the enrollment process. 2. Securing a new Customer Relationship Management (CRM) system. Designed to assist us with managing student interactions throughout the enrollment process. This will assist us with increasing our retention and yield activities through the strategic utilization of email, text messaging, and social media interaction. 3. Secured funding for the purchasing of names. This all allow us to increase our prospect pool by approximately 50,000 students. This will	Total graduate enrollment: 97.2% of target Actual = 1,863
	2.1.2.1 Research doctoral students. (Includes all students enrolled in doctoral level majors)	265 (Fall 2016)* 274 (Fall 2015)	270		Total research doctoral students: 100% achieved Actual= 275 (based on BOG definition)

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				<p>allow us to increase the number of applicants, which in turn will increase the number of admits, which in turn will increase the number of matriculated new students.</p> <ol style="list-style-type: none"> 4. Increased the number of Financial Aid packages awarded by 20% from last year. 5. Debuted a new, fully electronic admissions application on August 1st. This will decrease the number of incomplete applications, simplify the process for new students and increase our efficiency as it relates to turnaround time for decisions. <p>AA transfers: Several targeted articulation agreements are being developed with the Florida College System (FCS). At the conclusion of 2015-16 academic year, there were 50 articulation agreements in place. As of September 15, 2017, there are 89 articulation agreements finalized, pending, or under discussion.</p> <p>2+2 specialized transfer articulation agreements: The Divisions of Student Affairs and Academic Affairs are engaged in developing targeted enrollment management strategies inclusive of recruitment, retention, and persistence strategies to increase the number of students enrolled at the University in these areas.</p> <p>Accomplishments to Date:</p> <p>2+2 specialized transfer articulation agreements: The University is in the process of finalizing completion of seven specialized 2+2 articulation agreements. As of August 2017, five specialized agreements have been completed (Palm Beach State College, Santa Fe College, St. Petersburg College, Tallahassee</p>	
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				<p style="text-align: center;">Community College and Valencia College).</p> <p>The initial pathways will focus on Animal Science, Architecture, Biology, Business Administration, Computer Science, Criminal Justice, Elementary Education, English, Engineering, Health Science, Journalism, Nursing, Pharmacy, Political Science, Psychology, and Social Work.</p> <p>Graduate: The School of Graduate Studies and Research is employing several strategies to increase graduate enrollment at the University. Strategies include: Hosting an on-campus graduate recruitment fair during the spring semester; increasing the University's presence at off campus recruitment fairs at other Universities; recruiting students through the Academic Common Market; utilize data analytics to better manage and process current applications in a more timely fashion; implement a new admissions process through CollegeNet that will be 100% online; and, develop targeted recruitment approaches for recent FAMU undergraduates. We will also be exploring the options of expanding the number of graduate programs offered online.</p> <p>As of August 18, 2017, graduate applications received were up 16% over the previous year on August 19, 2016. Graduate admissions is also up by 16% over the same period.</p> <p>Research Doctorates The Graduate School plans to continue to recruit students widely into our doctoral programs; in particular, in physics, engineering, entomology, environmental sciences, and education where there is a larger capacity for growth. The Graduate School also plans to work with environmental sciences and education to add/activate tracks in their doctoral programs to provide an expanded scope of</p>	
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				<p>options to students interested in earning a doctorate from FAMU.</p> <p>In order to support more doctoral students financially, some funding will be shifted from master’s level students to doctoral students. Also, beginning fall 2017 graduate assistantships are going to be based on merit and all graduate assistants will have to complete an “Application for Graduate Funding” to receive support as graduate assistants. This new process will provide the Colleges and Schools with flexibility in terms of how they allocate their funds. Thus, the best students can be fully funded, while students who are not as strong can receive partial or no financial support from the Colleges and Schools. Also, we plan to recruit more international students into our graduate STEM doctoral programs who will be fee paying students. Out of that effort, we would expect that some of the funds received will be funneled back to the Graduate School to support even more students. (Includes all students enrolled in doctoral level majors)</p> <p><u>Graduate Feeder Efforts:</u></p> <p>The Graduate School is working to reestablish formal partnerships with our Feeder Schools. Even though agreements were entered into three decades ago, they have not been maintained and updated. Also, the Graduate School has created a formal process for inducting students as “FAMU Feeder Scholars”, something they view as an honor. In fact, momentum continues to build around this program to the point that we have around 500 active Feeder Scholars in communication with the Graduate School. What is more, last year was record setting in terms of student participation in the 2016 Graduate Feeder Conference. More than 600 students participated in the fair. Increasing our students’ enrollment in graduate schools across the country helps to solidify the FAMU brand, provides more educational options for our graduates, and helps the University with Performance Metric 1.</p>	
<p>Objective 2.2: Enhance Student Academic Support Services and Professional Development Activities <i>(Strategic Plan Goals: 1.2, 2.1, 3.2, 3.4, 5.1, 5.2)</i></p>					

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#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
2.2.1	Number of living and learning communities.	5	6	<p>The number of Living-Learning Communities (LLCs) has increased from five (5) programs in the 2016-17 academic year to nine (9) in 2017-18. Living-Learning Communities include:</p> <ul style="list-style-type: none"> • Honors LLC • School of Allied Health Sciences LLC • School of Business and Industry LLC • School of Journalism and Graphic Communication LLC • Science, Technology, Engineering, and Math (STEM) LLC • College of Education LLC - <u>New</u> • School of Agriculture and Food Sciences LLC - <u>New</u> • School of the Environment LLC – <u>New</u> • <i>College of Engineering LLC (formerly part of the STEM LLC, now separate LLC)</i> • <i>College of Science and Technology LLC (formerly part of the STEM LLC, now separate LLC)</i> <p>The number of LLC students has increased from 227 in 2016-17 to 282 students in Fall 2017.</p> <p>The cumulative GPA for the 2016-17 LLC freshman student cohort (by the end of Spring 2017) is 2.95 compared to 2.69 for non-LLC freshman students.</p> <p>Additionally, the University has increased its marketing efforts to high school students, parents, guidance counselors, and faculty/staff to further promote awareness regarding the Living-Learning Community Program.</p>	<p>100% achieved.</p> <p>A total of nine (9) LLCs.</p>

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2.2.2	Effectiveness of advisement structure.		Evaluate and enhance the current advisement structure to align with best practices in higher education by June 2017	<p>The Division of Academic Affairs appointed an interim to serve as the director of the Undergraduate Student Success Center (USSC). Plans are to do a national search for a director. The Division is in the process of developing a Student Success Plan to enhance the campus advisement structure.</p> <p>Structurally, the following changing have been made within the FAMU USSC:</p> <p>A hybrid advisement system has been employed. Advisors are embedded into every academic unit, with academic directors or coordinators serving as their site supervisors. There will continue to be a central office that houses USSC administration.</p> <p>Excerpts from the Student Success Plan Proposed Initiatives</p> <ol style="list-style-type: none"> 1) Advisement Model: An intrusive academic advisor model will be utilized to engage and direct students to achieve their academic goals and career development. Students will become fully aware of their academic maps via iRattler, and will be issued hardcopies of these maps so they can view all courses needed for completion of their intended majors. 2) Early Alert System: The early alert system through Blackboard Analytics has been employed in July 2017. Academic advisors have received training and weekly analysis of students' progress has been monitored. 3) Academic coordinators/directors and professional advisors from the various academic units will be trained to utilized Blackboard Analytics before the start of the Fall 2017 semester. 4) Students, who received an exam grade of 73 or lower will be notified by their academic advisors (emails and texts) to seek consultation and intervention through scheduled appointments with the tutorial services 	<p>100% achieved.</p> <p><i>This will be ongoing based on assessment of the effectiveness of changes.</i></p>
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				<p>2-8 hrs/week.</p> <p>5) Technology: iRattler (PeopleSoft Student Information System) will also provide prerequisite requirements and minimum grade point averages specifically for the limited access programs and STEM curriculum.</p> <p>6) Extended Tutoring Hours: To aid in helping students become independent learners, the hours of operations in providing tutorial service has been extended. Face-to-face tutoring is provided in the Writing Resource Center, Math and Science Labs, and Gaither Multipurpose Center from 8 AM to 6 PM Monday through Thursdays and 8 AM to 5 PM Friday. Additional hours for tutoring have been extended in the Coleman Library from 6 PM – 10 PM Monday-Thursday that covers writing, math and science.</p> <p>7) Online (24/7) Tutorial Services has been implemented through Tutor.com in the following areas (ENC 1101, ENC 1102 and foreign languages) during the Fall 2017 semester. We are looking to incorporate the following subject areas for all math, science and accounting course during the Spring 2017 semester.</p> <p>8) Supplemental instruction: Supplemental instruction for key academic disciplines including math, biology, chemistry, physics, and computer science will be available for all students as a compliment to college level courses. All students are encouraged to utilize the services of supplemental instruction to reach their full potential academically and socially.</p> <p>9) At-Risk Services: Students, who GPA falls below a 2.4 will be required to spend 2-3 hours per week with an academic coach. The overall purpose is to provide additional guidance to place to students on the path to academic success. Fundamentals on learning techniques and study habits, note taking skills will be acquired.</p>	
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				<p>Monitoring attendance in the classrooms and tutorial sessions will also be provided.</p> <p>10) Other Service Offerings: Other services that are provided include the First and Second Year Experiences (Peer Mentoring), Living Learning Communities, Honors Program, Access Summer Bridge Program, SLS 1101 and other related courses, Developmental Studies Program, Debt Reduction Program, Career Counseling, and Transfer Student Services.</p> <p>The USSC will focus on:</p> <ul style="list-style-type: none"> a. Enhancing academic advising training and resources b. Enhancing coordination with colleges/schools c. Using intrusive advising methods d. Using predictive analytics to direct at risk students e. Maintaining awareness of campus learning centers workshops, hours and locations f. Maintaining collegial relationship with academic unit through attendance at departmental meetings, committee involvement, etc. in an effort to increase awareness of academic unit resources. 	
2.2.3	Number of students participating in international education opportunities.	84	100	<p>The Office of International Education and Development has been actively engaged in promoting study abroad on campus and informing FAMU students about international education opportunities. Activities have included:</p> <p>1. Promoting study abroad:</p> <ul style="list-style-type: none"> a. Presenting to all first-year experience classes. b. Holding an annual study abroad fair, roughly 300 students participated and 15 partner institutions or organization took part in 2016. The 2017 study abroad fair is scheduled for 	<p>100% achieved.</p> <p>In academic year 2016-17, 114 FAMU students studied abroad.</p>

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				<p style="text-align: center;">September 29.</p> <p>2. Partnerships:</p> <ul style="list-style-type: none"> a. FAMU has developed new exchange partnerships with universities in Austria, Cameroon, France, Germany, and Spain. Exchange partnership offer students an opportunity to study abroad for a semester while paying FAMU tuition. Students are responsible for their flight and room and board. Exchanges are one of the most cost-effective ways to study abroad for a semester. FAMU has also developed direct study abroad agreements with institutions in Australia, Ireland and Hungary. b. Several new partnerships with institutions in Brazil, Chile, Colombia, France, Mexico, and the UK are pending approval of exchange agreements. <p>3. Faculty-led Programs:</p> <ul style="list-style-type: none"> a. Spring break: Over sixty students participated in one of the three spring break programs offered in South Africa, Dubai and Cuba. b. Summer: 37 students participated in two faculty-led summer programs in Spain. One led by professors from the School of Architecture and Engineering Technology and the other for Honors and Engineering Living and Learning Community students. <p>4. Passports:</p> <ul style="list-style-type: none"> a. FAMU's OIED (Office of International Education and Development) is a U.S. Department of State passport acceptance facility. Students, faculty, staff and the general public may apply for a passport at the OIED office in Lee Hall. 	
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				<ul style="list-style-type: none"> b. OIED held a free passport event in September 2016. c. FAMU has been chosen as one of the stops on the CIEE passport caravan for spring 2018. Fifty FAMU students will have the opportunity to receive a free passport on February 7, 2018. <p>5. China-HBCU: For the third year in a row FAMU has participated in the China-HBCU initiative. This program offers students a six-week study abroad opportunity in China and covers the cost of tuition room and board.</p>	
2.2.4	Action plan to increase undergraduate students’ engagement in research.		Completion of plan by June 2017	<p>Since Dr. Robinson’s tenure, there has been continuous effort to increase undergraduate students’ engagement in research. The establishment of the FAMU Undergraduate Research Organization (FAMU-UgRO) spearheaded by Dr. Richard Gragg (School of the Environment) has established an interest group to recruit FAMU professors for high-quality undergraduate student-faculty collaborative research and scholarships through the national program – Council of Undergraduate Research (CUR). The goal is to establish an undergraduate research program that will:</p> <ul style="list-style-type: none"> 1. Enhances student learning through mentoring relationships with faculty 2. Increases retention 3. Increases enrollment in graduate education and provides effective career preparation 4. Develops critical thinking, creativity, problem-solving, and intellectual independence 5. Develops an understanding of research methodology 6. Promotes an innovation-oriented culture 	<p>100% Achieved.</p> <p>Note: Ongoing</p>

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				<p>Other opportunities available for students to engage in research</p> <p>Florida A&M University Energy Water Food Nexus (EWFN) International 2017 Summit</p> <ul style="list-style-type: none"> • The Energy Water Food Nexus is a new science enterprise launched at through a global public-private partnership that seeks to provide sustainable and innovative solutions for energy, water and food security. One of the goals for ESN is to establish an International Scholar-in-Residence program that promotes global engagement in resolving energy, water and food issues through the training of the next generation of scientists, innovators and policy-makers. • The Summit also promoted undergraduate research poster presentations in the area of Environmental Sciences, Agriculture & Food Sciences, Biology & Chemistry, and Engineering. <p>FAMU Florida Georgia Louis Stokes Alliance for Minority Participation</p> <ul style="list-style-type: none"> • Undergraduate research grant initiative funded by the National Science Foundation (NSF). The goal is to significantly increase the numbers of STEM baccalaureate, masters and Ph.D. recipients through the implementation of best practices. • The FGLSAMP model employs a holistic approach to meet FAM's goal of increase in STEM recruitment, retention and graduation. <p>FAMU-TCC Bridges to the Baccalaureate Program in the Biomedical Sciences</p> <ul style="list-style-type: none"> • The Bridges to the Baccalaureate Program is an initiative to attract underrepresented minority students to careers in the biomedical sciences. The program is funded by the prestigious National Institute of Health (NIH). • The mission is to cultivate and increase the numbers of qualified African- 	
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				<p>American, Hispanic, Native American and other underrepresented minority students from Tallahassee Community College (TCC) whose future goals are to obtain a four year degree in biomedical sciences from Florida A&M University.</p> <ul style="list-style-type: none"> • The Bridges program is a partnership between FAMU and TCC to provide participants with the academic skills, research experience and support network for successful careers in biomedical sciences. • The baccalaureate programs at FAMU include Life Sciences (Agronomy, Food and Animal Sciences); Biology; Chemistry/Biochemistry; Biomedical Engineering; Environmental Health Science and Pharmaceutical Sciences. <p>FAMU Research Experience for Undergraduates (REU) Program</p> <ul style="list-style-type: none"> • The REU in Genomics, Proteomics and Bioinformatics” award to Florida A&M University located in Tallahassee FL, will support the training of eight undergraduate students for ten weeks during the summers of 2016-2019. • The program goal is to enhance student’ learning experience in “Systems Biology” and stimulate their appetite for graduate studies and careers in STEM disciplines. This research training will occur at Department of Biological Sciences located on campus focusing the areas of genomics, proteomics, metabolomics, and bioinformatics. <p>FAMU NOAA Environmental Cooperative Science Center (ECSC) The mission of the FAMU NOAA Environmental Cooperative Science Center (ECSC) Program is to meet the agency’s workforce needs in the STEM areas (science, technology, mathematics and engineering). FAMU NOAA ECSC Program focuses on the following goals:</p> <ul style="list-style-type: none"> • Increasing the number of well trained and highly qualified scientists and managers, particularly from under-represented minority groups entering the NOAA and NOAA-related workforce (The center has increased the number of scientists, particularly from under-represented minority groups in the environmental, coastal, and oceanic sciences. Of the 180 plus 	
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				<p>postsecondary student participants, the ECSC graduated 19 Ph.D. degree recipients, 41 master's degree holders, and 56 bachelor's degree recipients. Graduates of ECSC and the FAMU School of the Environment have a 100% placement rate);</p> <ul style="list-style-type: none"> • Enhancing the scientific understanding of how people interact with the coastal environment as it relates to the response of coastal and marine ecosystems to natural and human induced stressors; • Improving the scientific bases for coastal resource management to develop tools and research products to characterize, evaluate, and forecast coastal and marine ecosystem responses to natural and human induced stressors; and • Facilitating community education and outreach related to the function and relevance of coastal ecosystems and the services they provide to society. <p>FAMU Sustainable Food, Energy, and Water Systems (SFEWS) This research project is funded by the National Science Foundation Research Traineeship (NRT). The mission of the project is to form an interdisciplinary traineeship program that will train graduate students in the skills needed to produce sustainable supplies of food, energy and water (FEW) for a more heavily populated earth. The project anticipates training 48 PhD students, including 24 funded trainees, from agronomy, agricultural and biological engineering, electrical and computer engineering, chemical engineering, materials science and engineering, chemistry, and agricultural economics.</p>	
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Objective 2.3: Attract and retain talented and diverse faculty (Strategic Plan Goals: 3.2, 5.1)

#	Metric		Goal	Summary of Achievements to Date	Status
2.3.1	Action plan to support high performance of faculty in teaching and research.		Develop, and implement an action plan to support high performance of	<p>Since Dr. Robinson's tenure, there has been continuous effort to support high performance of faculty in teaching and research. This effort is evidenced by the following:</p> <p>1. Increased opportunities for faculty to participate in professional and</p>	<p>100% achieved.</p> <p>Note: This metric is ongoing Divisions of</p>

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			<p>faculty in teaching and research by June 2017</p>	<p>scholarly activities, (e.g., increase in Faculty Travel Grant Awards, sabbatical and professional development leaves)</p> <ol style="list-style-type: none"> 2. Increased faculty awards that recognize and celebrate teaching excellence, (e.g., Innovative Teaching Award, Teacher of the Year) 3. Increased faculty awards that recognize and celebrate research excellence, (e.g., Researcher of the Year Awards) 4. Increased professional development opportunities that emphasize teaching/instructional enhancement, (e.g., Provost's Digital Learning Initiative, Faculty Learning Communities, Instructional workshops/trainings). 5. Development and completion of a Faculty Retention Plan <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Faculty Travel Grant Awards sponsored by the Office of Academic Affairs have increased by 57% since 2015-2016. 2. Faculty Awards (3) recognizing teaching excellence have been awarded to junior and senior faculty annually 3. Sabbaticals and Professional Development Leaves have increased by 12% since 2015-2016. 4. Workshops/Trainings sponsored by the Teaching and Learning Center that emphasize teaching have increased by 39% since 2015 – 2016. 5. Completion of Faculty Retention Plan. 	<p>Academic Affairs and Research.</p>
2.3.2	<p>Communication Plan to highlight faculty achievements.</p>		<p>Develop and implement a communication plan to focus on recognition of faculty</p>	<p>The Communication Plan include, but not limited to:</p> <ul style="list-style-type: none"> • Facilitating morning show bookings to display professors' expertise, projects, and programs • Matching faculty with reporters to serve as experts for articles and interviews • Publishing faculty spotlights in the online newsletter "FAMU Forward" 	<p>100% achieved.</p>

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			<p>achievements by June 2017</p>	<p>and the print publication "A&M Magazine"</p> <ul style="list-style-type: none"> • Submitting faculty news to the local newspaper of record, the "Tallahassee Democrat," for its campus notes section • Sending out press releases, pitches, and media advisories that promote faculty achievements locally, regionally, and nationally and to educational news mediums such as the "Chronicle" and "Diverse Issues." <p>The Office of Communications, in conjunction with members of its Communicators Network, worked with new and existing media partners to help promote the impact of FAMU's renowned faculty. Faculty members were featured or interviewed in new and national/regional publications such as Out Front Magazine in Pensacola, Fla., Diverse Issues, Rapid News, Capitol News, HBCU Research Magazine in Washington, D.C., and trade publications.</p> <p>Other efforts included:</p> <ul style="list-style-type: none"> ▪ Featuring the University's top 10 principal investigators in the Summer issue of A&M magazine ▪ Promoting the Principal Investigator Appreciation Luncheon & Researcher of the Year Awards ▪ Pitching Professor Thomas Sawicki's (of the College of Science and Technology) new species discoveries to producers at CNN and Science Daily ▪ Announcing Actress T'Keyah Crystal Keymáh as a new Artist-in-Residence at FAMU ▪ Pitching professors as experts to national and local media such as National Federation of Independent Business News, Capital Outlook, 	
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				<p>CBS-WCTV, NPR-WFSU, ABC-WTXL</p> <ul style="list-style-type: none"> ▪ Working closely with the Tallahassee Democrat to publish more highlights about our faculty, especially in the campus notes section ▪ Publishing content on three faculty-related grants ▪ Utilizing Wire Services to obtain national reach of faculty-related news ▪ Focusing on capturing more video and photos of faculty in action and at events on campus ▪ Publishing content around faculty community presentations ▪ Sending out press releases and news tips that promote faculty achievements locally, regionally, and nationally and to educational news mediums ▪ Working to update faculty experts database <p>Examples of reporting of faculty achievements include:</p> <p><i>As of September 2017:</i></p> <p>Florida A&M University Launches a New Digital Learning Initiative https://www.jbhe.com/2017/06/florida-am-university-launches-a-new-digital-learning-initiative/</p> <p>Ablordeppey, Sachdeva earn top research honors at FAMU http://www.tallahassee.com/story/news/2017/08/11/ablordeppey-sachdeva-earn-top-research-honors-famu/560817001/</p> <p>FAMU awarded \$4.9m for 3D printing micro and biomedical materials https://3dprintingindustry.com/news/famu-awarded-4-9m-3d-printing-micro-biomedical-materials-119884/</p>	
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				<p>FAMU Agriculture Professors Receive Statewide Honors http://www.tallahassee.com/story/news/2017/07/09/campus-notes/460366001/</p> <p>Florida A&M awarded \$2 million NSF grant to advance STEM studies http://www.tallahassee.com/story/news/2017/06/14/florida-a-m-awarded-2-million-nsf-grant-advance-stem-studies/397365001/</p> <p>Two FAMU COPPS Professors Granted Study Section Membership By HHS http://www.tallahassee.com/story/news/2017/06/25/campus-notes/424037001/</p> <p>FAMU Awarded \$4.9M Grant to Promote Research Excellence in Novel Materials, Devices and Additive Manufacturing http://www.blackprwire.com/press-releases/bprw-famu-awarded-4-9m-grant-to-promote-research-excellence-in-novel-materials-devices-and-additive-manufacturing</p> <p>FAMU Professor Partners with FSU Professor to Diversify Education Ranks http://www.tallahassee.com/story/news/2017/07/08/fsu-famu-partners-awarded-1-million-diversify-research-ranks/460979001/</p> <p>Interim dean of FAMU's journalism school racks up long list of firsts http://capitaloutlook.com/site/driven-in-her-ways/</p> <p>Chicago's Own T'Keyah Crystal Keymah awarded FAMU Artist-In-</p>	
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				<p>Residence http://www.chicagonow.com/seven-gunn-says/2017/08/chicagos-own-tkeyah-crystal-keymah-awarded-famu-artist-in-residence/</p> <p>How FAMU's LeRoy Pernel plans to continue the College of Law's path toward a bright future https://www.bizjournals.com/orlando/news/2017/07/24/how-famus-leroy-pernell-plans-to-continue-the.html</p> <p>FAMU's Robert Taylor Discusses Hemp Research Program http://www.nbc-2.com/story/35709681/florida-universities-begin-laying-framework-for-industrial-hemp-projects</p> <p>FAMU Health Ed Professor Offers Insight About State's Indoor Recess Option http://www.wtxl.com/news/florida-schools-have-the-option-to-hold-recess-indoors/article_22853c62-6ccd-11e7-ad3c-579208bcceb6.html</p> <p>LaTanya White says investments, entrepreneurship key to sustainable Southside http://capitaloutlook.com/site/investments-entrepreneurship-key-to-sustainable-southside/</p> <p><u>As of May 30, 2017</u></p> <p>NSA and Homeland Security Designate FAMU as a National Center of Academic Excellence in Cyber Defense Education <i>The Charleston Chronicle</i></p>	
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				<p>http://www.charlestonchronicle.net/115269/2152/nsa-and-homeland-security-designate-famu-as-a-national-center-of-academic-excellence-in-cyber-defense-education</p> <p>FAMU Designated a Leader in Cyber Defense Education <i>The Journal of Blacks in Higher Education</i> https://www.jbhe.com/2017/04/florida-am-university-designated-a-leader-in-cyber-defense-education/</p> <p>FAMU-FSU College of Engineering Dean Eyes the Top Tier Prize <i>WFSU</i> http://news.wfsu.org/post/famu-fsu-college-engineering-dean-eyes-top-tier-prize</p> <p>FAMU signs agreement to create ecologically engineered energy-water-waste facility <i>WCTV</i> http://www.wctv.tv/content/news/FAMU-signs-agreement-to-create-ecologically-engineered-energy-water-waste-facility-419315924.html</p> <p>FAMU unveils new campus solar pod <i>Tallahassee Democrat</i> http://www.tallahassee.com/story/news/2017/04/23/campus-notes/100762264/</p> <p>Florida A&M gets Ivy League invite to help diversify corporate workforce <i>Tallahassee Democrat</i> http://www.tallahassee.com/story/news/2017/04/26/florida-m-gets-ivy-league-</p>	
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				<p>invite-help-diversify-corporate-workforce/100898716/</p> <p>FAMU professor honored as a 'Woman on the Move' <i>Tallahassee.com</i> http://www.tallahassee.com/story/news/2017/03/19/campus-notes/99321524/</p> <p>People on the move <i>Orlando Sentinel</i> http://www.orlandosentinel.com/business/os-bz-people-on-the-move-tuesday-041117-story.html</p> <p><u>As of March 23, 2017</u></p> <p>http://www.tallahassee.com/story/news/2017/02/03/discovery-event-opens-door-startup-possibilities-initiated-tallahassee/97425306/</p> <p>http://www.wtxl.com/news/famu-professor-talks-about-black-history-month-involvement/article_d09f83b8-e8d2-11e6-a13a-cb18ad5719b2.html</p> <p>http://www.orlandosentinel.com/news/space/os-famu-mars-20161123-story.html</p> <p>http://www.wtxl.com/news/hbcu-community-and-law-enforcement-strategize-to-strengthen-relations/article_df3a22fc-de73-11e6-9e80-33cfcb53bbcb.html</p> <p>http://www.famunews.com/2017/03/engineering-professors-receive-first-crest-rise-award/</p> <p>http://www.wtxl.com/lifestyle/coming-soon-the-famu-new-high-tech-hospital-</p>	
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2.3.3	Strategies to increase faculty engagement.		Develop and implement strategies to increase faculty engagement by June 2017	<p>simulation-lab/article_f2964300-eec5-11e6-9b4e-7344a095a975.html</p> <p>Dr. Robinson has made a concerted effort to include and engage members of the FAMU faculty through invitations to serve on several key committees and meetings.</p> <ul style="list-style-type: none"> • Performance Funding Metrics Committees were established during Dr. Robinson's tenure. Each committee has as two or more faculty as members. • The SACSCOC Quality Enhancement Program (QEP) Steering Committee was established in an effort to initiate the selection process for the new QEP topic. This committee has eight faculty representatives who regularly participate in the meetings. This Committee meets monthly. • The President's Leadership Team includes two faculty representatives who participate in this weekly meeting. • During the Provost Dean's Council Meetings, a faculty senator is invited to participate. The Dean's Council meets monthly. • The Provost and his leadership team conducted visits with several colleges/schools in spring 2017 in order to facilitate faculty engagement and create a forum encouraging dialogue and transparency. The Provost and his team conducted separate meetings with both the faculty and each Dean's leadership team. • The Tenure and Promotion Steering Committee (Ad Hoc) was formed to review and develop the framework for the online tenure and promotion platform to be used for process management. There were two faculty representatives who participated in these meetings. This Committee met bi-weekly. 	100% achieved.
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				<p>Actions to Date:</p> <ul style="list-style-type: none"> • The Provost and his leadership team completed visitations with five (5) of the thirteen (13) colleges and schools during the fall term. • The Office of Academic Affairs has assembled the search committees for three dean searches, which include faculty members and faculty senate representation on each committee. • The Office of Academic Affairs hosted the 3-day faculty Pre-Planning Conference that generated attendance of more than 300 faculty. 	
Objective 2.4: Increase the number of baccalaureate and graduate degrees awarded (Strategic Plan Goal: 5.1)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
2.4.1	Percentage of Bachelor's Degrees Awarded in Programs of Strategic Emphasis (PSE). (PBF)** Metric 6	48%	Develop and implement strategies to increase the percentage of bachelor's degrees awarded in PSEs	<p>Strategies: The PBF Metrics 6 and 8A committee, chaired by Interim Dean Andrew Chin, Division of Academic Affairs, has developed the following strategies to improve the University's on performance on these two metrics that will be reported in the 2016-17 Accountability Report.</p> <ol style="list-style-type: none"> 1. Review entire 2011, 2012 and 2013 cohort for possible completion (graduation) by Spring 2017 2. Develop guidelines for changing students out of a Programs of Strategic Emphasis (PSE) to Interdisciplinary Studies (IDS) to reduce the loss of students in PSEs. 3. Develop an advisement tool that highlights the Programs of Strategic Emphasis that a "Change of Major" should consider. 4. Communicate the process for IDS students to return for a 2nd Bachelor's or Master's in a Program of Strategic Emphasis. 5. Communicate the Student Support Services (funded by Title III Programs Office) available. 6. Recruit high school students to Programs of Strategic Emphasis with 	<p>100% achieved.</p> <p>Note: The strategies for this metric are ongoing.</p>

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				<p>supplemental scholarships.</p> <p>7. Recruit Florida State College transfer students to Programs of Strategic Emphasis with supplemental scholarships</p> <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. The Division of Interdisciplinary Studies (IDS) is developing guidelines for “Change of Majors”. 2. An Academic Partnerships advisement tool is being developed that highlights the Programs of Strategic Emphasis that a “Change of Major” should consider (e.g. Chemistry to Environmental Studies; Architecture to Business FM, Engineering to Engineering Technology). 3. A Blackboard Connect campaign is being developed to encourage IDS students to return for a 2nd Bachelors in a Program of Strategic Emphasis. 4. The Office of Institutional Research is developing a “Freshman PSE Report” that identifies the % in Programs of Strategic Emphasis (PSE) for each year from 2011 though 2016. 5. The Office of Institutional Research is developing a “Potential PSE Graduation Report” that identifies the % of students with more than 120 credits in Programs of Strategic Emphasis (PSE) for each year from 2011 though 2016. 	
2.4.2	Percentage of Graduate Degrees Awarded in Programs of Strategic Emphasis. (PBF)** Metric 8A	55%	Develop and implement strategies to increase the percentage of graduate degrees awarded in	<p>Strategies:</p> <p>The PBF Metrics 6 and 8A committee, chaired by Interim Dean Andrew Chin, Division of Academic Affairs, has developed the following strategies to improve the University’s on performance on these two metrics that will be reported in the 2016-17 Accountability Report. Strategies include:</p> <ol style="list-style-type: none"> 1. Review 2012 through 2015 Cohorts for possible completion (graduation) by Spring 2017 2. Develop an advisement tool that highlights the Graduate Programs of 	100% achieved. Note: The strategies for this metric are ongoing.

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			PSEs	<p>Strategic Emphasis that an Interdisciplinary graduate can pursue.</p> <p>3. Recruit graduate students to Programs of Strategic Emphasis with supplemental fellowships and assistantships</p> <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. The Office of Institutional Research is developing a "IDS Undergraduate GPA Report" that identifies the IDS graduates with a 3.0 GPA for each year from 2011 through 2016. 2. A Blackboard Connect campaign is being developed to encourage IDS students to return for a Masters in a Program of Strategic Emphasis 3. An Advisement/ Recruitment tool is being developed that highlights the Programs of Strategic Emphasis that FAMU IDS Alumni should consider. 	
Objective 2.5: Enhance campus facilities and infrastructure (<i>Strategic Plan Goal: 3.5</i>)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
2.5.1	A revised facilities plan for CASS and P3 projects.		Review and recommend a revised facilities plan for CASS and P3 projects by June 2017	<p>Actions to Dates:</p> <p><u>Center for Access and Student Success (CASS)</u></p> <p>In February 2017, the Board approved the change in site location for Center for Access and Student Success (CASS) Building from McGuinn Diamond Hall site to the parking lot North of Gaither gymnasium. The University has selected an architect and engineering firm, along with a construction management company that will have the responsibilities for pre-construction services. Additionally, the University has signed a contract for construction audit services. The Facilities, Planning, Construction and Safety department has identified tasks and timelines to ensure final completion in 2019.</p> <p>The project team has so far completed conceptual schematic design,</p>	100% achieved.

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				<p>advanced schematic design, and design development documents. The construction manager has reviewed each of these phases and provided an estimate of project construction cost. Ground breaking ceremony for this project was held on June 8, 2017. The project will be phased based on the current funding appropriated. Site and utility work will be part of phase 1 and is scheduled to commence in November 2017. Foundation and structure package will be part of phase 2 and will begin in April 2018, the rest of the building construction will be part of phase 3 and will be dependent on the future year appropriations.</p> <p><u>Public Private Partnership (P3)</u> FAMU is exploring various financing options to address its housing challenges. One such option is the Public Private Partnership (P3) program. We envision a project, including:</p> <ul style="list-style-type: none"> - Development of Student Housing along the East Corridor - Development of a Mixed Use-Town Center - Development of an Athletics Complex <p><u>Initiatives Completed to date:</u></p> <ul style="list-style-type: none"> • Issuance of Request for Qualifications (RFQ) to qualify partners • Retain Jones Lang LaSalle (JLL) as the Owner’s representative with P3 industry expertise • Market study and housing demand studies • Issuance of Invitation to Negotiate (ITN) • Review proposals submitted in response to the “Intent to Negotiate” (ITN) for the Public Private Partnership (P3) Project • Engage Owner’s P3 consultant and utilize their expertise in reviewing the ITN documents • Selection committee has been formed and is reviewing the proposals
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				<p>submitted in response to the “Intent to Negotiate” (ITN) for the Public Private Partnership (P3) project</p> <ul style="list-style-type: none"> • Owner’s P3 consultant has been engaged to utilize their expertise in reviewing the ITN documents and proposals received • Procurement office has compiled a list of questions and clarifications to be shared with the responding partners, based on the reviews by the committee and the consultant • President has approved the project development to date and has requested the selection committee to seek Best and Final Offer from the highest ranked firm • Procurement office, Controller, and CFO met with Finance experts from UCF and USF to leverage their in-state expertise in financing • A non-binding pre-development agreement has been drafted and will be shared with the private partner to allow them to seek financial information from the financing institutions. 	
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Goal 3: Enhance visibility and productivity as a R2: Doctoral Universities - Higher Research Activity

Objective 3.1: Increase Research Funding <i>(Strategic Plan Goals: 3.4, 5.2)</i>					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
3.1.1	Average value of the grant proposals submitted.	\$325,000	\$350,000	A total of 224 proposals were submitted during 2016-17 fiscal year ending June 30, 2017, totaling \$137,145,252 million (\$612K average).	100% achieved.
3.1.2	Amount of research expenditures.	\$46.4M	\$47M	The University’s total expenditures for 2016-17 total ~ \$45.6M* . In comparison to 2015-16 fiscal year, expenditures totaled \$45.4M , reflecting a	97.2% achieved.

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				<p>slight increase in expenditures.</p> <p><i>*2016-17 expenditures numbers are an estimate, until completion of accounts receivable schedule at a later date.</i></p>	Total expenditures for 2016-17 total ~ \$45.6M.
3.1.3	Percent of research expenditures funded by external sources. (PBF)** Metric 10A	81%	Develop and implement strategies to increase the overall percentage of research expenditures funded by external sources by March 2017	<p>Fiscal year 2016-17, ending June 30, 2017, 184 contracts and grants were awarded, totaling \$44,534,636 million (10% increase). During 2015-16 fiscal year, 171 contracts and grants was awarded, totaling \$40,460,363 million.</p> <p>Fiscal year 2015-16, external research of \$45.4 million expenditures represented 84% from external non-state sources. The increase in percentage is a result of eliminating DoR salaries and expenses as part of the institutionally financed research per NSF. During 2014-15, external research expenditures of \$46.5 million represented 80% from external non-state sources.</p> <p>Strategies: The PBF Metric 10A committee, chaired by Dr. Timothy Moore, Division of Research, has developed the following strategies to improve the University’s on performance on this metric that will reported in the 2016-17 Accountability Report. The strategies include:</p> <ul style="list-style-type: none"> • Collaboration with Dean’s and Departmental Chairs to encourage PI’s to spend research grant funds timely. • Ongoing monitoring of PI’s grant expenditures with slow-spending notification sent by OSP staff. • Providing research incentives to PI’s through return of generated release-time. 	<p>100% achieved.</p> <p>The strategies for this metric are ongoing.</p>

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Goal 4: Enhance Fund Raising and University Relations

Objective 4.1: Increase institutional fundraising <i>(Strategic Plan Goals: 2.3, 4.1)</i>					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
4.1.1	Amount of annual giving.	\$5.8M	\$6.0M	<p>Action to Date: The Division of University Advancement has identified three areas of fundraising priorities: 1) Student success; 2) Recruiting and retaining world-class faculty; and 3) Facility improvements.</p> <p>As a strategy to increase the amount of dollars raised for mission critical academic needs, the Division is proposing a process of de-centralizing fundraising by hiring additional development officers to work collaboratively in designing targeted appeals that focus on specific initiatives, and direct fundraising to colleges and schools.</p> <p>Specific funding allocated during the 2016-17 includes: 1. \$500,000 in support of Recruiting and retaining world-class faculty The University received \$500,000 in 16-17 for faculty incentives. 2. \$1.6 million to enhance FAMU Athletics and Facilities improvements 3. In 16-17, \$1,493,215 was provided to FAMU Athletics for program enhancements and facility improvements. 4. \$5 million for student success and educational scholarships</p>	<p>100% achieved.</p> <p>The total fundraising is \$8,575,284.32 as of June 30, 2017.</p> <p>A 34% increase over the 2016-17 giving amount of \$6.4M.</p>

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				5. Total scholarship support provided to the University was \$8,476,100 in FY 16-17 (general and athletics).	
Objective 4.2: Increase engagement with key stakeholder groups <i>(Strategic Plan Goals: 4.1, 4.3)</i>					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
4.2.1	Effective university relations with key stakeholders, including students, faculty, alumni, BOG, Florida Legislature, Industry Cluster and the private sector.		Enhance relationships through meetings, outreach and invitations to University sponsored events to promote dialogue and engagement with the campus community	<p>As interim president, my focus has been to stabilize and renew credibility with external entities, particularly with alumni, legislators, Board of Governors (members and staff), FAMU Board of Trustees and the FAMU community as a whole. Examples include:</p> <p>Below is a select listing of engagements:</p> <ul style="list-style-type: none"> • National Alumni Association Annual Conference, Baltimore Maryland • Media Outlets: Miami Herald, Orland Sentinel, Florida Times Union, Tallahassee Democrat • Board of Governors members • Spring 2017 Commencement (One on Friday and Two on Saturday) • SACSCOC Small College Initiative, Atlanta Georgia • Florida Legislature • FAMU Day at the Capitol • Honda Campus All-Star Challenge Team, California • Northrop Grumman, California • Alumni events in Washington, DC, Orlando, Houston, Los Angeles and Lakeland • Honoring of Bob Hayes during 2017 Super Bowl • Trustee Woody hosted event for high school scholars in Gainesville 	100% achieved.

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				<ul style="list-style-type: none"> • Hosted Senator Bill Nelson on his visit to campus to discuss STEM education and Space Exploration • Monthly Faculty Senate meetings • Legislature meetings (discuss Legislative Budget Requests) • Attended HBCU Summit in Washington, DC. • Spring Preview for high school students (March 25, 2017). • United Way Board of Directors • Attended the Unity Harvest Luncheon at FAMU DRS • Luncheon meeting with FSU and TCC Presidents • Recruitment events at homes of Trustees Lawrence, Dortch, Mills and Lawson • Keynote speaker – Tallahassee Urban League Annual Dinner • Hosted President’s Toy Drive • Supreme Court Retirement Celebration for Justice Perry • NAFFEO HBCU Briefing and Annual meeting • Attended MEAC Mid-Winter Delegate Assembly • Tallahassee ML King Celebration Speaker • Met with Greater Tallahassee Chamber of Commerce • Dinner with Southern Scholarship Foundation Students • Black History Keynote Speaker for Oak Ridge National Laboratory, Oak Ridge, TN • Attended Polk County NAA Chapter Endowment Gala, Lakeland • HBCU-Fly-In Meet with members of Congress, Washington, D.C. • Hosted the Florida Black Caucus at the President’s House • Keynote Speaker for the Scholarship Banquet for the NW Florida Chapter of the NAA • Attended investiture of alumnus Congressman Al Lawson 	
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				<ul style="list-style-type: none"> • Speaker for the Rotary Club of Tallahassee • Participated in the William F. Crumel Jr. Foundation, The Villages, FL • Keynote Speaker for the Best and Brightest Award Ceremony, FSU • Keynote for 100 Black Men of Tallahassee 	
4.2.2	A Legislative Strategy Plan.		Develop and implement a Legislative Strategy Plan to facilitate legislative support for university initiatives	<p>In January 2017, Dr. Robinson hired Barbara Cohen-Pippin, an experienced individual with extensive background in Florida politics and higher education, as the University’s governmental liaison. Since the hiring, both Dr. Robinson and Ms. Pippin have been actively engaged in the upcoming legislative session by developing a “FAMU Legislative Priorities” document and the Legislative Strategy for 2017-18.</p> <p>During the 2017 legislative session, the Legislature funded the following items:</p> <p>Center for Access and Student Success (CASS) facility - \$3.5M CASS will improve the efficiency and effectiveness of services to students and constituents. Designed to be a multipurpose building serving as a one-stop shop for recruitment, admissions, financial aid and enrollment management, CASS will also house the registrar and scholarship offices, counseling services and the Center for Disability Access and Resources.</p> <p>Online Course Offerings - \$1M Expanding our online course offerings will allow FAMU to offer a broad array of courses for degree programs that will respond to the needs of the large number of students who must work during the summer or who have obstacles that conflict with class schedules.</p>	100% achieved.

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			<p>FAMU/FSU Joint College - \$1M This appropriation will align FAMU faculty salaries with FSU salaries in the joint College of Engineering</p> <p><u>Meeting Engagements</u> June and July - In conjunction with the Vice President for Strategic Planning, Analysis, and Institutional Effectiveness developed and presented the 2018-2019 Legislative Budget request (LBR).</p> <p>August- Assisted with and attended meetings with legislators and alumni chapters at their respective "Meet and Greet" events in Polk County, Jacksonville, Gainesville, and Tampa.</p> <p>Met with the Department of Agriculture and the University of Florida to discuss proposed rules for implementation of SB 1726 relating to Hemp.</p> <p>Held post session legislative meetings with staff of the House and Senate Higher Education Appropriations Committees to discuss FAMU's 2017 legislative projects.</p> <p>September- Held pre-session meetings with staff of the House and Senate Higher Education Appropriations Committees to present 2018-2019 Legislative Budget Request (LBR).</p>	
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Goal 5: Enhance Administrative Processes

Objective 5.1: Enhance customer service and delivery of services by increasing the efficiency and effectiveness of University operations (Strategic Plan Goals: 2.1, 3.2)

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#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
5.1.1	Corrective Action Plan to increase efficiency and effectiveness in university operations.		Develop and implement an action plan to improve the efficiencies of major administrative units such as Admissions and Financial Aid by June 2017	<p>Established the Division of Strategic Planning, Analysis and Institutional Effectiveness. Through this Division, we will have an increased oversight and evaluation of critical academic and administrative operations. Our key areas of focus will be:</p> <ol style="list-style-type: none"> 1. Improving progress on strategic plan goals and key performance indicators, including the Performance Based Funding Metrics. 2. As previously noted, an increased monitoring of academic programs. 3. Enhancing engagement, communication and reporting with the BOT, BOG, and other oversight organizations and stakeholder groups; 4. Establishing and maintaining a campus-wide data-driven culture; 5. Enhancing campus-wide customer service, with a focus on student-service areas. <p>The Division of Student Affairs is in the process of developing a Corrective Action Plan to improve the efficiency and effectiveness of the admissions and financial aid offices. Initiatives to date are:</p> <p><u>Initiatives to improve Admissions processing:</u></p> <ul style="list-style-type: none"> • Mandatory customer service training opportunities • Moving to College Net which will allow for a single web client for reviewing and processing applications which will reduce time lags by utilizing auto accept and self-reporting • Purchasing and utilizing Intelligent Capture for Transcript Processing • Realigning staff to ensure maximum efficiency with processing and 	<p>100% achieved.</p> <p>Note: The Action Plan for this metric are ongoing.</p>

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				<p>customer engagement</p> <ul style="list-style-type: none"> • Monthly reviews of Admission Applications for accuracy and self-analysis • Cross training initiatives <p><u>Initiatives to improve Financial Aid processing:</u></p> <ul style="list-style-type: none"> • Earlier awarding and Financial Aid Processing <ul style="list-style-type: none"> ○ December 1 processing date for upcoming academic year • Cross training opportunities • Mandatory customer service training opportunities • Annual review of office functions and processes • Improve reconciliation and awarding <ul style="list-style-type: none"> ○ Review of auto verification software ○ Review the feasibility of moving to Smart Docs which will reduce lag time, allow the student to self-authenticate and fill out forms electronically <p>Additionally, the Division is conducting semi-annual and annual evaluations of staff and internal processes.</p>	
Objective 5.2: Implement the Debt Reduction Plan for Athletics (Strategic Plan Goals: 1.6, 4.2)					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
5.2.1	Debt Reduction Plan for Athletics.		Implementation, monitoring and adherence to the BOT approved debt reduction plan for Athletics	<p>At the January 2017 Board of Governors meeting, the BOG Inspector General provided an update on the progress of the Debt Reduction Plan for Athletics. Actions to date indicate that FAMU is making process in adhering to the BOT approved debt reduction plan for athletics.</p> <p><u>Accomplishments to Date:</u></p>	<p>100% achieved.</p> <p>This metric is ongoing.</p>

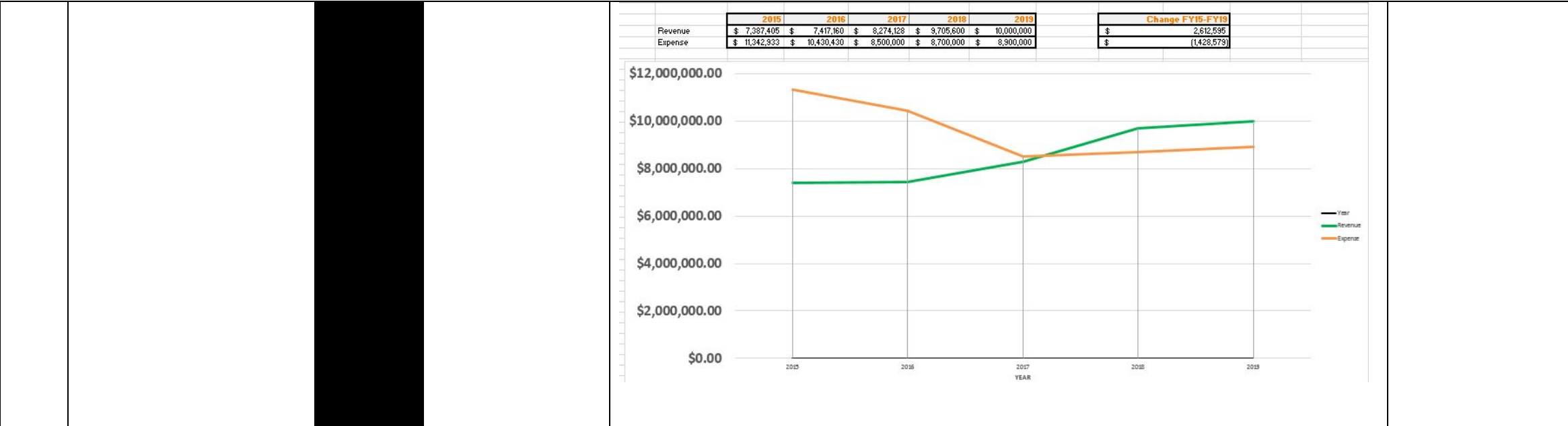
Note: **Due to the reporting timeline of data for these metrics, no impact can be achieved during the 2016-17 academic year; however, the development of strategies and/or action plans will impact these metrics in future years (Dr. Robinson's efforts to improve this metric will be unable to impact data reported during the 2016-17 evaluation period). Baseline data provided for performance metrics are based on 2014-15 academic year since data for the 2015-16 academic year are still being verified and validated.

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			<ol style="list-style-type: none"> 1. Developed 5 Year Athletics Reduction Plan and Business Growth Strategy <ul style="list-style-type: none"> - Change of note include reorganizing department of athletics senior staff 2. FY 2015-2017 27% or \$1.4M Reduction in Operating Expenses <ul style="list-style-type: none"> - Change of note include combining sports teams to reduce travel expenses, Scholarship reduction, reduction in salaries, reduction in contracted services and recommission of the athletics owned bus 3. FY 2016-2017 Increased Revenue by (10.5%) or \$856k <ul style="list-style-type: none"> - Changes of note include a \$640K or (49%) increase in FB and Olympic Sport Game Guarantees, 458% increase in fundraising, Increase in NCAA revenues, FB Ticket Sales, and other axillary revenue 4. \$200K Payment to Replenishment Auxiliary Cash Accounts <ul style="list-style-type: none"> - Change of note include FAMU Foundation/Athletics 12 Year Payment Plan 5. Athletics Projects a Balanced Budget in 2016-2017 <ul style="list-style-type: none"> - Changes of note include successful execution of a 2017 \$651K projected deficit reduction strategy 6. Financial Quality Assurance & Accountability <ul style="list-style-type: none"> - Change of note include weekly budget meeting between athletics, CFO, Budget Office and Controller. Additionally, there is also a bi-weekly meeting with Athletics, BOT Chair, President and BOG Members. <p><u>Athletics Revenue/Expense Reduction Graph</u></p>	
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Objective 5.3: Improve measures of the University's financial health (Strategic Plan Goal: 3.1)

#	Metric	Baseline	Goal	Summary of Achievements to Date	Status												
5.3.1	<p>Composite Financial Index (CFI).</p> <p>Incorporates primary reserves ratio, viability ratio, return on net assets ratio, and net operating reserves ratio to compare revenues, expenses, cash flow, and debt levels.</p>	-1.93	.25	<p>Financial Ratio Analysis in Support of Financial Viability Fiscal Year 2013-2017 Composite Financial Index</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Year</th> <th>Primary Reserve Score</th> <th>Net Operating Revenue Score</th> <th>Return of Net Assets Score</th> <th>Viability Score</th> <th>Composite Financial Index (CFI)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year	Primary Reserve Score	Net Operating Revenue Score	Return of Net Assets Score	Viability Score	Composite Financial Index (CFI)							<p>100% achieved (based on preliminary results)</p>
Year	Primary Reserve Score	Net Operating Revenue Score	Return of Net Assets Score	Viability Score	Composite Financial Index (CFI)												

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				2013	0.91	-1.06	-0.27	0.94	0.52
				2014	0.73	-0.88	-0.21	0.86	0.50
				2015*	0.65	-0.66	0.06	0.79	0.84
				2016*	0.46	-3.06	-0.18	0.56	-2.23
				2017*	0.45	0.04	0.19	0.59	1.27
				5-year average	0.64	-1.13	-0.08	0.75	0.18
				*Adjusted to remove the impact of GASB 68, Accounting for Pension Liabilities					
				**FY 2017 is preliminary pending the release of the final audited statements					

Goal 6: Complete the University’s Strategic Plan

Objective 6.1: Complete the University’s Strategic Plan					
#	Metric	Baseline	Goal	Summary of Achievements to Date	Status
6.1.1	University’s Strategic Plan for BOT approval.		Completion of University’s Strategic Plan for BOT approval by June 30, 2017	<p>The FAMU Board of Trustees approved the “FAMU Rising” Strategic Plan 2017-2022 on June 8, 2017. The following provides the Strategic Planning Process:</p> <p>The Strategic Plan has six strategic priorities with corresponding goals and metrics in the new Plan:</p> <p>Strategic Priority 1: Exceptional Student Experience Strategic Priority 2: Excellent and Renowned Faculty Strategic Priority 3: High Impact Research, Commercialization, Outreach and Extension Services</p>	100% achieved.

Note: **Due to the reporting timeline of data for these metrics, no impact can be achieved during the 2016-17 academic year; however, the development of strategies and/or action plans will impact these metrics in future years (Dr. Robinson’s efforts to improve this metric will be unable to impact data reported during the 2016-17 evaluation period). Baseline data provided for performance metrics are based on 2014-15 academic year since data for the 2015-16 academic year are still being verified and validated.

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				<p>Strategic Priority 4: Transformative Alumni, Community and Business Engagement Strategic Priority 5: First-Class Business Infrastructure Strategic Priority 6: Outstanding Customer Experiences</p> <p>The Plan is located at www.famu.edu/strategic.</p> <p>Actions to Date:</p> <ol style="list-style-type: none"> 1. Purchase of Envisio to monitor the Strategic Plan's progress 2. Colleges and Schools submission of Improvement Plans 3. Development of Scorecards for Colleges and Schools <p><u>Prior to June 2017:</u></p> <p>The following provides a historical overview of the Strategic Planning Process:</p> <p>The Workgroup engaged the campus and various stakeholders in the development of the Plan. Meetings have occurred with deans, senior leadership and other stakeholders including the Board of Trustees. On February 20, 2017, senior leadership, along the workgroup will engage with the Board of Trustees on key discussion topics including enrollment size/mix, recruitment focus, new academic programming, budgeting, research focus, and fundraising focus.</p> <p>At the March 2017 Board of Trustees meeting, the Strategic Plan Workgroup provided an update on the Strategic Priorities goals, high level metrics that will be reported to the BOT on a quarterly basis, along with the preliminary budgets</p>
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			<p>to support the Strategic Plan priorities.</p> <p>Other activities to support the development of the new strategic plan:</p> <ul style="list-style-type: none"> • Development of Narratives for each Strategic Priority Goals • Development of Budget to support Strategic Plan Priorities • Development of plans (student recruitment, student retention, budget, fundraising, faculty recruitment, faculty retention) • First draft of plan (w/o graphical layout) ready for review <p>Focus Groups Sessions Conducted in 2017:</p> <p>Exceptional Student Experience Roundtable – March 8, 2017 Strategic Plan Research Thrust Refinement – March 13, 2017 Faculty – May 2, 2017 Senior Leadership Team Boot Camp – May 3, 2017 National Alumni Association Executive Board – April 19, 2017 Administrators and Staff – May 5, 2017 Students (SGA Leadership) – May 18, 2017 FAMU National Alumni Association members at national conference (Baltimore, Maryland) – May 27, 2017</p>	
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