

**Florida Agricultural and Mechanical University  
Board of Trustees**



**Academic and Student Affairs Committee Meeting  
September 18, 2019  
8:30 am  
The Grand Ballroom**

**Committee Members:** Nicole Washington, Chair  
Ann Marie Cavazos, Thomas Dortch, David Lawrence,  
Rochard Moricette, and Robert Woody

**AGENDA**

- |      |  |                           |
|------|--|---------------------------|
| I.   | Call to Order                                | Trustee Nicole Washington |
| II.  | Roll Call                                    | Ms. Valeria Singleton     |
| III. | Approval of Minutes for June 5, 2019 Meeting | Trustee Nicole Washington |

**INFORMATION ITEMS**

- |     |   |   |
|-----|---|---|
| IV. | Student Affairs Update <ul style="list-style-type: none"><li>• FAMU Financial Aid Debt Reduction Plan</li><li>• Update – 2 + 2 Program</li><li>• Anti-Hazing Update</li></ul>   | Vice President William Hudson, Jr.<br>Vice President William Hudson, Jr.<br>Mr. Bryan Smith |
| V.  | Academic Affairs Update <ul style="list-style-type: none"><li>• Status Update on Key Initiatives<ul style="list-style-type: none"><li>○ Update on Physical Therapy Licensure Pass Rate</li><li>○ Update on Nursing Licensure Pass Rate</li><li>○ Update on Pharmacy Licensure Pass Rate</li><li>○ Update on Law Licensure Pass Rate</li></ul></li></ul> | Provost Maurice Edington  |
| VI. | Adjournment   |   |



**Florida Agricultural and Mechanical University  
Board of Trustees Action Item**

**Academic and Student Affairs Committee**

**Date: September 18, 2019**

**Agenda Item: III**

Item Origination and Authorization				
Policy ____	Award of Bid ____	Budget Amendment ____	Change Order ____	
Resolution ____	Contract ____	Grant ____	Other ____	

Action of Board				
Approved ____	Approved w/ Conditions ____	Disapproved ____	Continued ____	Withdrawn ____

**Subject:** Minutes for June 5, 2019

**Rationale:** In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

**Attachment:** Minutes for June 5, 2019

**Recommendation:** It is recommended that the Board of Trustees approve the minutes of June 5, 2019.

**Florida Agricultural and Mechanical University  
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**Academic and Student Affairs Committee Minutes  
Trustee Nicole Washington, Chair**

**June 5, 2019 @ 1 pm  
Grand Ballroom**

The meeting was called to order by Trustee Nicole Washington. Ms. Valeria Singleton called the roll and the following committee members were present: Thomas Dortch, Bettye Grable, David Lawrence, Rochard Moricette, Nicole Washington, and Robert Woody. A quorum was established.

Trustee Dortch moved to approve the minutes for the meeting on March 7, 2019. The motion was seconded by Trustee Lawrence and the motion carried.

Trustee Dortch moved to approve the minutes for the meeting on April 17, 2019. The motion was seconded by Trustee Lawrence and the motion carried.

**Leave Without Pay for Dr. Valerie White** – Dr. White’s request for leave without pay for academic year 2019 – 2020 (fall 2019 and spring 2020) was presented and discussed. Trustee Grable moved to approve the request for leave without pay. The motion was seconded by Trustee Dortch and the motion carried.

**Tenure** – Fifteen recommendations for tenure were presented and discussed.

Trustee Dortch moved to approve the recommendations for tenure for the following faculty members:

<u>Name</u>	<u>College/School</u>	<u>Rank</u>
Janelle Robinson	College of Agriculture and Food Sciences	Asst. Professor
Yolanda Jones	College of Law	Assoc. Professor
Arinzechukwi Okere	College of Pharmacy and Pharmaceutical Sciences	Asst. Professor
Antonio Carrion	College of Pharmacy and Pharmaceutical Sciences	Assoc. Professor
Rebecca Sager	College of Social Sciences, Arts and Humanities	Asst. Professor
Nzinga Metzger	College of Social Sciences, Arts and Humanities	Asst. Professor
Carlos Vega	College of Social Sciences, Arts and Humanities	Asst. Professor
Sheena Daniels	School of Nursing	Asst. Professor
Tarik Dickens	College of Engineering	Asst. Professor
Shonda Bernadin	College of Engineering	Assoc. Professor
Steve Morey	School of the Environment	Professor
Lauralyn Burke	School of Allied Health Sciences	Asst. Professor

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**Tenure Upon Hire**

<u>Name</u>	<u>College/School</u>	<u>Rank</u>
Warren Hope	College of Education	Professor
Johnnie Early	College of Pharmacy and Pharmaceutical Sciences	Professor
Michelle Ferrier	School of Journalism and Graphic Communication	Professor

The motion was seconded by Trustee Woody and the motion carried.

**Revised Accountability Plan** - Based on constructive feedback from the Board of Governors' staff and the Chancellor, we have revised the 2019 Accountability Plan that was approved by the BOT in April. Specific changes include the enrollment growth plan and increasing future targets for some of the metrics that were not met this year. The previous Accountability Plan included growing enrollment to 12,000 by 2020. However, at the system-level, there are concerns about growth and the BOG wants us to focus on quality as opposed to quantity. VP Barrington provided updates on the changes to the Accountability Plan.

- On page 9 of the Accountability Plan – adjustments were made to Metrics 1, 2, 4, and 5. Trustee Washington requested an in-depth discussion regarding these metrics during the Board Retreat.
- On page 10 of the Accountability Plan – adjustments were made to Metrics 6 and 8. By 2019-2020, we should be on track to meet the established goals in the Strategic Plan.
- On page 11 of the Accountability Plan – an adjustment was made to the *Bachelor's Degrees Awarded* for 2018-2019 to 1,500. This adjustment will allow us to increase our degree production to 1,660 by 2019-2020. Trustee Washington asked if this goal will affect the goals in the Strategic Plan. VP Barrington stated that based on the bachelor's degrees and graduate degrees, we should be on track to meet that goal in the Strategic Plan.
- On page 13 of the Accountability Plan – an adjustment was made to the *Percent of Undergraduate FTE in Online Courses* to ensure that the University was on target with the 2018 Accountability Plan.
- On page 14 of the Accountability Plan – an adjustment was made to the *Percent of Undergraduate FTE in Online Courses* to ensure that the University was on target with the last Accountability Plan.
- On page 16 of the Accountability Plan – adjustments were made to the *Fall Headcount Enrollment by Student Level*. The BOG wants us to focus on student retention and the quality of the academic profile of incoming students. VP Barrington stated that based on the projections presented, we will remain flat in the FTIC category. However, most of the growth will occur from the FCS AA Transfers category.

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- Trustee Dortch asked for clarification regarding no additional students. Are we going to become stagnant? Trustee Washington stated that over the last several years, the BOG has advised us to focus on the quality of our students and the four-year graduation rates. So if we focus on these things, growth will eventually come. Trustee Dortch reiterated that we should be strategic in our short-term and long-term goals.
- Trustee Washington asked that during the retreat we take a look at the bottom line as to how the growth or lack of growth impacts the budget. How much revenue is generated from students that are retained?
- On page 16 of the Accountability Plan – adjustments were made to the *Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours*. FAMU is one of the top institutions within the SUS where our students are earning at 15 credit hours a semester. We must continue to focus on the advisement process to ensure the students continue to progress.
- Page 17 of the Accountability Plan was adjusted to align FTE with enrollment projections that are on page 16.

Trustee Dortch moved to approve the revised Accountability Plan. The motion was seconded by Trustee Woody and the motion carried.

**Profile Assessors** – Dr. Hudson stated that the Board of Governors amended Regulation 6.002 that requires “the number of first-time-in-college students admitted through profile assessment at each university shall be determined by the university Board of Trustees.” The significant changes were amended August 31, 2017, and include:

- Eliminating the sliding scale for grade point averages and establishing a minimum of 2.5 GPA.
- Establishing a minimum score on each subsection of the ACT/SAT to include:
  - Reading:       24 SAT       20 ACT
  - Math:           25 SAT       20 ACT
  - Writing:       25 SAT       18 ACT

The University has reviewed the data regarding these students and will continue to work with such students via the Office of Undergraduate Student Success, colleges, and schools. Therefore, the staff recommended that the Board of Trustees set a maximum enrollment for profile (admits) assessors.

Trustee Dortch moved to approve the recommendations for profile assessors and the motion was seconded by Trustee Woody. The motion carried.

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**Student Affairs Updates** – The following informational updates were provided:

- An update was provided on the IGNITE program and the Anti-Hazing Initiative:
  - Dr. Teri Little-Berry provided updates relating to the IGNITE program to include an update on the signed articulation agreements. Since the last meeting two additional articulations have been signed: South Florida State College and Indian River State College.
  - Our partners will be invited to spend time on our campus and engage with our academic departments and Student Affairs in mid-July.
  - Previously, Trustee Mills asked, “What would it take to make the quantum leap with our IGNITE program?” A breakdown of the recurring costs (recruitment/marketing, staff, and technology) needed to make the quantum leap was discussed. The total cost requested is \$1,108,367.
    - Trustee Woody asked the process to evaluate the success of this investment? Dr. Little-Berry stated that recruitment goals would be strategically developed for the Transfer Specialists to include looking at the number of applications submitted and the number of students that enrolled as a direct result of their recruiting efforts.
- Mr. Bryan Smith provided an update on the hazing prevention initiatives.
  - There have been eight reports of hazing during 2018 – 2019. However, seven of the reports were unsubstantiated.
  - Provide an update on how FAMU will use the Alivetek module to enhance and advance the messaging.

**Academic Affairs Updates** – The following informational updates were provided:

- Provost Edington provided updates on the key initiatives.
  - Dr. Allyson Watson, the new Dean of the College of Education, was introduced.
  - Two other new hires will start on July 1, 2019: Micheal Johnson (Superintendent for FAMU DR) and Heather Johnson (Marketing/PR Coordinator for Academic Affairs).
  - The three finalists for the Dean of the College of Law was on campus on June 3, 2019.
  - Applications are being reviewed for the Vice President for Research.
  - The position for the Title III Executive Director was advertised on May 24, 2019.
- Dr. Johnnie Early provided an update on the licensure pass rates for the Doctor of Pharmacy program.
- Dr. Henry Talley provided an update on the licensure pass rates for the School of Nursing.

There being no further discussion, the meeting was adjourned at 2:27 p.m.

Respectfully submitted,

Nicole Washington, Committee Chair



**Florida Agricultural and Mechanical University  
Board of Trustees Information Item**

**Academic and Student Affairs Committee**

**Date: September 18, 2019**

**Agenda Item: IV**

**Subject:** Student Affairs Update

**Summary:**

- FAMU Financial Aid Debt Reduction Plan
- Update – 2 + 2 Program
- Anti-Hazing Update

FLORIDA **A&M** UNIVERSITY



# FAMU Ignite Program

PRESENTED BY

**William Hudson Jr., Ph.D.**

Florida Agricultural and Mechanical University

Division of Student Affairs

Tallahassee, FL 32307

# FCS AA Transfer Headcount Enrollment

**Fall  
2016**

- Headcount of 749 increased by 21.39% previous year

**Fall  
2017**

- Headcount of 854 increased by 14.02% from previous year

**Fall  
2018**

- Headcount of 909 increased by 6.44% from last year

**Fall  
2019**

- Headcount of 1098 increased by 20.8% from last year



# Ignite Updates

- Hosted the 1<sup>st</sup> annual Summer Summit
- Launched new Ignite website  
<http://admissions.famu.edu/transfer>
- Commenced search for 5 transfer specialist positions



\*\* This is a recommended sequence of courses for general advisement purposes only. Students are encouraged to meet with their academic advisor\*\*

## School of Business and Industry

### Business Administration

❖ Limited Access – No	❖ Minimum GPA = 2.0
❖ College Application Required – No	❖ Test Required – N/A

### Required Pre-Requisite Courses

(C or higher in all courses)

#### FAMU COURSES

ACG 2021 Financial Accounting Principles (Pre-req. for ACG 2071)  
 ACG 2071 Managerial Accounting Principles  
 ECO 2013 Principles of Economics I  
 ECO 2023 Principles of Economics II  
 MAC 2233 Business Calculus  
 QMB 2100/QMB 3600/STA 2023  
 MAN 2543 Introduction to Business Systems

#### HCC COURSE EQUIVALENT

ACG 2021 Financial Accounting  
 ACG 2071 Managerial Accounting  
 ECO 2013 Principles of Macroecon  
 ECO 2023 Principles of Microecon  
 MAC 2233C Calculus for Business  
 STA 2023 Elementary Statistics  
 CGS 1000 Intro to Computers & Tech

#### YEAR 1 HCC

FALL		SPRING		SUMMER	
AMH 2020 or POS 2041	3	ECO 2013	3	BSC 1005/L or BSC 1092/L	4
ENC 1101	3	ENC 1102	3	CGS 1000	3
GEB 1011	3	SPC 1608	3	Behavioral Science Gen Ed	3
MAC 2233C	3	STA 2023	3		
Total:12		Total:12		Total:10	

#### YEAR 2 HCC

FALL		SPRING		SUMMER	
ACG 2021	3	ACG 2071	3		
ECO 2023	3	ESC 1000/L	4		
State Core Humanities	3	MAN 2021	3		
Elective	3	Humanities General Ed	3		
		IDS 2891	1		
Total:12		Total:14			

Total Credits: 60

**Foreign Language Requirements:** All undergraduate students are required to have two years of Foreign Language study prior to graduation with a bachelor's degree from Florida A&M University.



#### YEAR 3 FAMU START

FALL		SPRING		SUMMER	
QMB 3600/2100	3	QMB 3602	3	MAN 4942	1
FIN 3403	3	MAN 4653	3		
MAN 3025	3	ISM 3201	3		
MAR 3023	3	Business Elective	3		
GEB 3083	1	Business Elective	3		
		GEB 3084	1		
Total: 13		Total: 16		Total: 1	

#### YEAR 4 FAMU START

FALL		SPRING		SUMMER	
BUL 4130	3	MAN 4720	3		
MAN 4240	3	MAN 4544	3		
MAN 4504	3	Business Elective	3		
Accounting Elective	3	Finance Elective	3		
MAR 4808	3	GEB 4932	1		
GEB 4931	1				
Total: 16		Total: 13			

Total Credits: 120

### FAMU Transfer Requirements

**Please Note:** \*\*Complete the pre-major common course prerequisites with grade of B or better in 3 of the courses and no less than a grade of C or better in each of the other 4 courses.

\*\*Any student applying to transfer into SBI on the basis of college coursework completed at another school or college (inside or outside of Florida A&M University) are admitted into Pre-Business or Pre-Accounting if he or she does not qualify to transfer into one of SBI's degree programs.

#### Contact Information

P: 850-599-3565

F: 850-599-3533

E: SBI@FAMU.EDU

W: www.famu.edu/sbi/

# Academic Pathways Status

- **Total Articulation Agreements/Partner Colleges Completed - 15**
- **Articulation Agreements under Discussion - 2**
  - **Lake Sumter State College, College of Central Florida**
- **Total Number of Academic Pathways Completed - 73**





# Hazing Prevention Initiatives

PRESENTED BY

**Bryan F. Smith, JD**

Florida Agricultural and Mechanical University

## Hazing Prevention Initiatives

- ***RATTLER ROUNDUP – September 7, 2019***
- ***NATIONAL HAZING PREVENTION WEEK (NHPW) September 23-27, 2019***
- ***SAFTEY MEETINGS***
- ***ALIVETEK TESTING***
- ***ASSESSMENT & EVALUATION***





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## Academic Pathway Update (September 5, 2019)

- **Total Articulation Agreements/Partner Colleges- 15**
- **Articulation Agreements under Discussion- 2 (Lake-Sumter State College, College of Central Florida)**
- **Total Number of Academic Pathways- 73**
- **Process for Development of Academic Pathways with the Florida College System:**  
Academic maps of interest are identified during the development of the Articulation Agreement based upon areas of strategic emphasis (e.g. STEM majors). Maps are sent to the Florida College System and FAMU Transfer Academic Liaisons for review and updates. Corrections are made by Transfer Academic Success staff as maps are returned with comments. Lastly, each map is prepared for final posting on the Transfer Student Services Website.

### **Broward College- 5**

Animal Science

Business Administration

Journalism

Psychology

*\*Pharmacy (further discussion is needed)*

### **Florida Gateway College- 5**

Business Administration

Computer Science

Health Sciences

Environmental Science

*\*Elementary Education (recent changes have been made by the FAMU College of Education; awaiting final review/updates by staff)*

### **Florida State College at Jacksonville- 4**

Architecture Studies

Mechanical Engineering

*\*Elementary Education*

Health Sciences

### **Miami Dade College- 3**

Architecture Studies

Mechanical Engineering

Environmental Science

### **Hillsborough Community College- 4**

*\*Elementary Education*

Environmental Science

Animal Sciences

Business Administration

### **Palm Beach State College- 8**

Biology

Business Administration

Computer Science

Criminal Justice

*\*Elementary Education*

Health Sciences

Nursing

Psychology

### **Indian River State College – 0**

*\*Proposed Majors (under discussion):*

STEM Majors

Agriculture

Education

Environmental Science

**Santa Fe College- 12**

Animal Science  
Architecture Studies  
Biology  
Business Administration  
Computer Science  
Criminal Justice  
*\*Elementary Education*  
Mechanical Engineering  
Health Sciences  
Journalism  
Nursing  
Psychology

**Tallahassee Community College- 10**

Business Administration  
*\*Elementary Education*  
Health Sciences  
Criminal Justice  
Psychology  
Architecture Studies  
Biology  
Journalism  
English  
Political Science

**Polk State College- 6**

Business Administration  
Computer Science  
Mechanical Engineering  
Biology  
*\*Elementary Education*  
Health Sciences

**Pasco-Hernando College- 4**

Business Administration  
Health Sciences  
Computer Science  
Engineering

**South Florida State College- 0**

***\*Proposed Majors (under discussion):***

STEM Majors  
Agriculture  
Education  
Environmental Science

**State College of Florida- 5**

*\*Elementary Education*  
Agribusiness  
Veterinary Technology  
Environmental Science  
Environmental Studies

**St. Petersburg College- 6**

Business Administration  
Biology  
Criminal Justice  
Journalism  
Mechanical Engineering  
Health Sciences

**Valencia College- 1**

Mechanical Engineering



# Financial Literacy

PRESENTED BY

**William Hudson Jr., Ph.D.**

Florida Agricultural and Mechanical University

Division of Student Affairs

Tallahassee, FL

# Three Pillars of Debt Reduction

- ▶ Financial Aid Budgeting and Packaging
- ▶ Education and Training
- ▶ Student Success



# Packaging and Budgeting

- ▶ Institutional funds
- ▶ Revised packaging of FTIC Florida resident students
- ▶ Pell PLUS Program (3P)
- ▶ Retention and Completion Grants
- ▶ Specified Loan Options



## Education and Training

- ▶ Redesign First Year Experience course (FYE)
- ▶ Established two full-time FYE positions
- ▶ Increased financial literacy efforts
- ▶ Fifth Third Bank
- ▶ FAMU Summer Symposium



## Student Success

- ▶ Academic Recovery Program
- ▶ Increased data collection from schools/colleges
- ▶ Increase number of support service personnel
- ▶ Increase On-Campus OPS student Employment
- ▶ Redesign academic curriculum maps
- ▶ Improve online or hybrid course offerings
- ▶ Increased allocation to expand participation in undergraduate research
- ▶ Predictive analytics



# Measuring Progress

Baseline	Metric	2022 Goal
50% (2012-18)	Six-Year Graduation Rate	60% (2016-22)
22.5% (2014-18)	Four-Year Graduation Rate	40% (2018-22)
4.9 (2017-18)	Time to Degree	4.1 (2021-22)
81% (2017-18)	Retention Rates (Second Year)	88% (2021-22)
9.5% (2015)	Three-Year Cohort Default Rate	8.5% (2018)
\$7,960 (2017-18)	Annual Average Loan of Resident Dependent Undergraduates (Federal)	\$6,800 (2021-22)
\$30,126 (2017-18)	Average Amount of Debt for Bachelor's Degree students who have graduated with debt	\$28,000 (2021-22)





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2019

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**STUDENT DEBT REDUCTION PLAN**

**SEPTEMBER 2019**

# Florida Agricultural and Mechanical University

## Student Debt Reduction Plan

### 2019

Florida Agricultural and Mechanical University continues to review best practice strategies, to add to those already in place, to increase student success and decrease student debt. In 2012, FAMU began its Student Debt Reduction Initiative, which was presented and approved by the Board of Governors in November 2012. This initiative provided the University’s action plan to enhance retention, progression, graduation rates and reduce student indebtedness and cohort default rate. Since then, FAMU remains committed to student academic success by improving academic progression, performance and graduation rates. The University has made significant improvement in key areas of focus illustrated in Table 1 below:

**Table 1. FAMU Student Academic Progression**

39% (2008-14)	Six-Year Graduation Rate	50% (2012-18)
18.3% (2010-14)	Four-Year Graduation Rate	22.8% (2014-18)
5.3 (2013-14)	Time to Degree	4.9 (2017-18)
18.3% (2009)	Three-Year Cohort Default Rate	9.5% (2015)

*Sources: Integrated Postsecondary Education Data System (IPEDS), 2019 Accountability Plan, Department of Education*

In 2017, Florida A&M University (FAMU) adopted its 2017-2022 Strategic Plan, “FAMU Rising.” In the strategic plan, FAMU identified six Strategic Priorities that provide a roadmap to focus on the essential elements that will contribute to student success. Consistent with Strategic Priority 1 – Exceptional Student Experience, FAMU remains committed to student academic success by improving academic progression, performance and graduation rates through initiatives to enhance academic support services, strengthen our academic degree programs, enhancing our living-learning environment, and promoting innovative co-curricular activities. Goal 2 of the plan focuses on achieving national distinction for success in retention and graduation rates. Strategies include:

- **Intensifying student success initiatives** to improve retention and persistence that include:
  - Enhancing academic advising training and resources
  - Expanding academic support services
  - Increasing the use of predictive analytics
  - Enhancing early alert retention mechanisms for at-risk students
  - Expanding the Living-Learning Communities
- Increase faculty use of pedagogical best practices in undergraduate and graduate programs

- Promote **financial wellness education to minimize student debt** and improve financial health.

As evidenced in the strategic plan, FAMU’s top priority remains to increase student retention and graduation rates, thus having a direct impact on our student indebtedness.

**Profile of FAMU Students**

In fall 2018, the University had 8,137 undergraduates with 64% being Pell Grant eligible. Fifty-nine percent (59%) of these students received the maximum amount of \$6,095 and 41% received from \$642 to \$6,042. The average loan for bachelor’s graduates’ is \$30,126 for students graduating in 2017-18. Table 2 below provides the Estimated Family Income for students receiving financial aid in 2017-18.

**Table 2. Estimated Family Income**

Income Range	Headcount	Percent
Below \$30,000	3,740	49.5%
\$30,000-\$48,000	1,425	18.9%
\$48,001-\$60,000	565	7.5%
\$60,001-\$75,000	443	5.9%
\$75,001-\$100,000	508	6.7%
\$100,001+	871	11.5%
<b>TOTAL</b>	<b>7,552</b>	<b>100%</b>

Source: Office of Institutional Research

Table 3 below provides the average cost for a Florida resident attending FAMU:

**Table 3. Average Annual Cost per Florida Resident**

Tuition and Fees (per 30 hours)	Room and Board	Books and Supplies	Other Required Fees	Total
\$5,645	\$10,038	\$1,138	\$140	\$16,961

Source: Office of Institutional Research (Does not include Health Insurance)

Table 4 below provides the average student financial need and average student unmet need after need based aid have been awarded to resident students. Some students do not receive the federal Pell grant which increase the unmet need.

**Table 4. Student Need and Unmet Need**

Average Need	Average Unmet Need
\$17,167	\$10,228

Source: Office of Institutional Research

Based on the 2013 Debt Reduction Plan, the initiatives implemented were based on proven best practices emerging from a growing body of research at the national level. Similarly, initiatives to

decrease student debt are based on proven best practices at institutions that have won awards for debt reduction. Today, FAMU has several of these initiatives/interventions that are ongoing such as provided in Table 5 below:

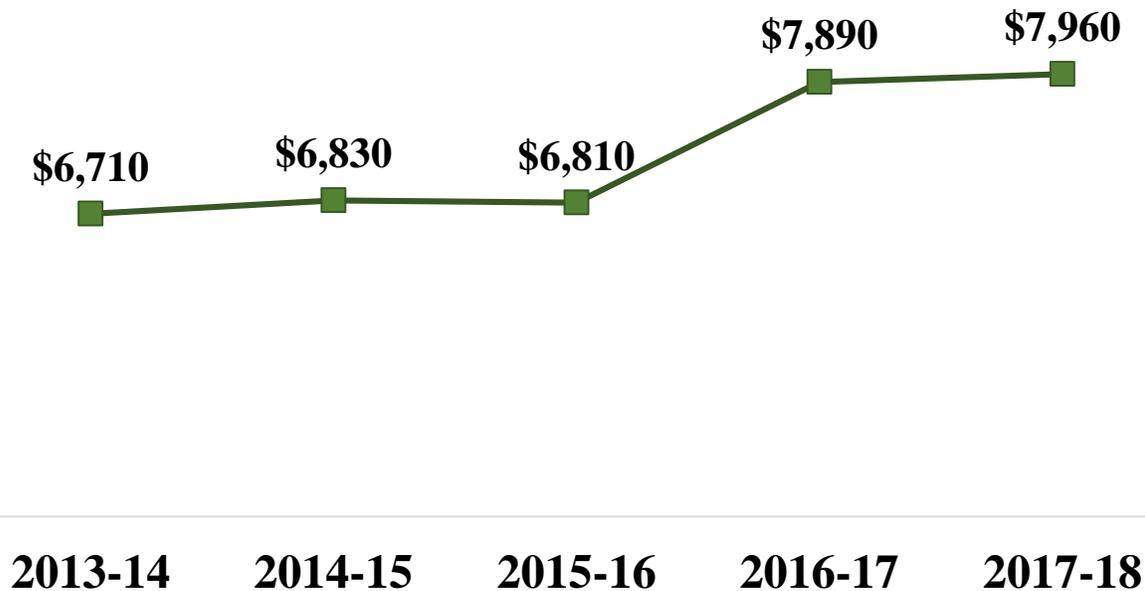
**Table 5. Previous Interventions to Increase Student Success and Reduce Student Debt**

Issue	Interventions
Retention and Graduation – Increasing student progression and timely graduation	<ul style="list-style-type: none"> <li>• Reduction in profile admits (Board of Trustees directive)</li> <li>• Intrusive advisement and counseling</li> <li>• Enhancement of the First-year Experience Program</li> <li>• Enhanced tutorial services</li> <li>• Faculty Development</li> <li>• Peer Mentoring Program</li> <li>• Career Development Initiatives</li> </ul>
Debt Reduction – Increase of financial aid awards to need-based students and financial literacy to students.	<ul style="list-style-type: none"> <li>• Debt Management/Financial Literacy Program               <ul style="list-style-type: none"> <li>○ Hiring of Debt Counselors</li> <li>○ Offering mandatory debt management workshops</li> <li>○ Establishing interventions to decrease student debt</li> <li>○ Reinforcing importance of financial management in the First Year Experience (FYE) course;</li> <li>○ Conducting face-to-face exit counseling for graduating seniors</li> <li>○ Educating students and parents of loan repayment policies to decrease student loan default rate.</li> </ul> </li> <li>• Use of Tuition and Differential Fees for need-based students (30%).</li> </ul>

### The Concern

The University has made significant improvements in regard to its focus and efforts to address student debt, however, additional attention must be given to the annual average loans for resident/dependent undergraduates. In Figure 1 below, the trend is provided from 2013-14 to 2017-18 depicts an 18.6% increase.

**Figure 1. Annual Average Loans for Resident/Dependent Undergraduates**



### **FAMU Focus in 2019 and Beyond**

FAMU has developed a three-pillar approach to guide the strategies for decreasing student debt and increasing student success. The three pillars are:

- Pillar One: Financial Aid Budgeting and Packaging;
- Pillar Two: Education and Training, and
- Pillar Three: Student Success

#### **Pillar One: Financial Aid Budgeting and Packaging**

To address the issue of student debt, FAMU packages student financial aid awards based on grant, institutional scholarships, private scholarships, and eligibility for loans. The Pell grant program is the foundation of our packaging policy. We frame our awards based on whether the student is eligible for the Federal Pell Grant. The other determinant is whether the student applies for financial aid by the January 1 priority date. Therefore, we have several categories we have to account for in our packaging strategies: in-state and out-of-state, on-time, late, undergraduate, graduate, and professional.

Student financial aid and scholarships are very important to all students and specifically to FAMU students who are first generation and/or economically disadvantaged. Within our student population, 64% are Pell eligible and have an average family income of approximately \$45,000

annually. With increasing cost to educational expenses, we began in 2012 looking at financial aid packaging and how to positively impact students by strategically packaging students, including awarding institutional funds to close the financial gap students may experience and decrease student debt. During the 2018-19 academic year, FAMU reviewed student files and replaced student loans with institutional aid to decrease student debt with funds recognized at the end of the spring term. It is allowable to replace loan funds with institutional funds through June 30<sup>th</sup>. Starting with the 2019 fall cohort we plan to increase awarding of institutional funds prior to the disbursement of financial aid specifically for resident students who complete the financial aid file by the priority deadline. This process will be ongoing as the university provides academic recovery through retention and completion grants. We have also modified the packaging of FTIC Florida-Resident students to offer less loans and more institutional funds provided they complete the financial aid file by the priority deadline. This includes up to \$1,500 in additional grant aid to decrease overall indebtedness. We send communication to current students and applicants indicating the necessity to complete the FASFA and subsequent verification information required by the US Department of Education. This year, it is our intent to:

1. Allocate more institutional funds to student financial aid awards prior to offering unsubsidized loans to FTIC resident students. It is our hope that by offering these funds, students will have decreased financial need and reliance on unsubsidized loans, which accumulate interest while the student is enrolled.
2. Invest more university resources in our students, not just through a reliance on institutional funds but also through employment at the university. Work study funds allocated by the US DOE will assist with student expenses and we have requested all departments university-wide to consider students for Other Personnel Services (OPS) part-time employment. This keeps them on campus, gaining valuable experience and developing the soft skills necessary to be competitive in the global economy.

### **Pillar Two: Education and Training**

Educating and training our students about money management became a focus of FAMU with the 2013 debt reduction plan. Students were hired and intensely trained on financial aid and financial literacy. These financial liaisons have been integral in helping to decrease the student default rate by working with the First Year Experience program, at special events, attending residence hall meetings, and facilitating scheduled appointments through the Office of Financial Aid. For fall 2019, the First Year Experience (FYE) Course has been redesigned to include a critical thinking assessment of financial literacy to ensure students understand the value of decreasing loan debt. Three full time instructors have been hired and charged with ensuring assessment and accountability for students and parents. Students will receive financial literacy in FYE and parents will receive information during the recruitment and orientation process. Many of our students are first generation. The need to inform their parents of all options to finance their student's education is imperative. As a result, we have made financial literacy an integral aspect of our recruitment and onboarding strategy for students and parents alike. Beginning fall 2019, we will increase our efforts by improving the presence of our financial liaisons throughout the university community. We continue to increase our presence in the local community by conducting workshops in collaboration with local high schools and accompanying our enrollment management teams in the recruitment process. This is in part funded through a partnership with Fifth Third Bank. An essential part of students enrolling at FAMU is ensuring that they have a complete understanding

of the costs and ways of supplementing the costs in such a way that limits unnecessary borrowing. This summer, FAMU hosted a summit with high school counselors and our Florida College System partners where detailed discussions were held on the admission process, cost of attendance, the importance of filing financial aid information on time, and utilization of student loans as a last resort for covering educational expenses.

FAMU's goal is to provide information and guidance to help student borrowers understand how to manage their debt and repay their loans. The University has implemented a series of professional development initiatives for students in order to develop and enhance their financial literacy skills and to provide them with information on student loans, debt obligations, repayment options, and loan alternatives. Several units will continue to enhance their processes to provide information and guidance to help student borrowers understand how to manage their debt and repay their loans.

#### A. Financial Aid Office

The Office of Financial Aid plays a key role in educating FAMU's student borrowers by providing information and guidance to increase student awareness about debt management strategies and effective financial planning. Through the Office website, the office provides information to students on budgeting strategies, and it includes links to external websites that serve as resources on financial literacy. In addition, the Office of Financial Aid requires all first-time student loan borrowers (Federal Direct Loan and Graduate Plus) to complete entrance loan counseling before any loans are dispersed. As noted on the Office's website, this entrance loan counseling reinforces the commitment that comes with the acceptance of a student loan and helps students understand how to better manage their student loans for educational purpose. All student borrowers (Federal Direct Loan and Graduate Plus) are also required to complete exit loan counseling to prepare them for loan repayment after graduation or withdrawal.

The Office of Financial Aid also will continue to provide several debt management initiatives in conjunction with the Undergraduate Student Success Center, as described below.

#### B. Undergraduate Student Success Center (USSC)

##### Debt Counselors

The Undergraduate Student Success Center (USSC) employs two full-time debt counselors to facilitate ongoing campus-wide workshops, class presentations, and one-on-one sessions on financial literacy. The main goal of the counselors is to educate students on the importance of budgeting and to make them aware of the potential loan debt obligation upon graduation. Examples of ongoing sessions conducted by the debt counselors are listed below.

- Financial Literacy Workshops
- Student Loan Debt obligations (Exit counseling) [10]
- Student Loan Debt obligations (Information on various Repayment Plans, Loan Forgiveness, Loan Consolidation and Rehabilitation)

##### The First Year Experience Program

The FAMU First Year Experience Program (required for most freshmen and financial literacy is a topic on the course syllabus) focus is to enhance the mission of the University by providing

comprehensive services to aid in the transition of newly admitted undergraduates by stimulating intellectual growth, social and fiscal responsibility, personal wellness, and career development. One goal of the program is to help students understand the principles of financial literacy by:

- Explaining the difference between a Pell Grant and a student loan
- Identifying the basic skills necessary to effectively manage money.

### **Pillar 3: Student Success**

Student success is the major component of our debt reduction plan. Ensuring students have the necessary coursework and resources to persist to graduation and reducing excess credit hours is the center of student success initiatives. Through initiatives defined in our Graduation Plan, the following initiatives will be implemented to reduce the time-to-degree for our students. Initiatives include:

- 1. Finish in Four Campaign:** The University has launched our four-year graduation campaign “Finish in Four” starting with the 2018 Cohort. The plan is designed to raise awareness of the importance of obtaining a degree in four years through new tools in the SIS (Student Information System), website and social media campaigns. To date, the plan has been rolled out to approximately 1,500 Students.
- 2. Strengthen and enhance academic support services:** The University has initiated a restructuring of undergraduate advisement, which includes allocating funding to hire seventeen (17) new advisors/academic coaches. First-year students will have dedicated academic coaches to assist with enhancing academic skills (note taking, time management, study skills, etc.) necessary for student success. We have also created the Office of Transfer Services to better meet the needs of transfer students.
- 3. Living Learning Communities:** The University has increased funding for the initiative by \$200,000 to enhance programming and accommodate an expansion of the program to serve additional students.
- 4. Peer Mentoring:** We have allocated \$300,000 in funding to the peer mentor program. To date, over 60 new peer mentors have been hired to provide increased support to tutoring labs and existing first-year courses.
- 5. Early Warning System:** The University allocated \$100,000 in new funding to acquire a new early warning system. The University is currently evaluating various early-alert systems (Civitas and Starfish) for implementation during the Fall 2019 semester. Moreover, we are revamping the technology stack used by our advisors, academic coaches, tutors, and other academic and student affairs services to facilitate significantly improved student tracking and accountability.
- 6. SLS Course Redesign:** The University has launched the redesign of our first-year course to shift the focus to developing core academic skills and the Growth Mindset (Grit).
- 7. Preparing Scholars for Success (PS2) Summer Program:** The University is developing a summer boot camp to help address math deficits in STEM majors. Students will do online

math remediation during the summer and come to campus a week early for the fall semester to participate in an intensive boot camp program designed to prepare the student for the upcoming semester. The program has been modeled on the successful BIOS program at LSU which reports increased retention and graduation rates for participants.

- 8. Strengthen the financial literacy program:** The FYE Financial Literacy program is designed to educate students on the importance of repaying their student loans. When the program was initiated, the Cohort default rate for the University was 18%. Due in part to the success in our program, the default rate now is at 9%. Student Debt Counselors come to each SLS 1101 course to provide students with critical information about taking out student loans and repaying their debt.

With over 64% of all undergraduate students receiving federal loans, we will continue our efforts to educate students on student debt and implement strategies to ensure student success. We have made progress over the past several years in improving student success outcomes in several areas, such as six-year graduation rates, reducing the time-to-degree, student average loan amounts and student default rate. However, the University acknowledges that rapid and significant progress is needed with respect to the number of students who are receiving federal student loans. FAMU will continue to research best practices for increasing student/family knowledge about how to pay for college and how to successfully navigate higher education without taking on excess or unnecessary debt. Table 6 below provides the targets the University has established to monitor the effectiveness of strategies implemented.

**Table 6. Student Success and Debt Reduction Metrics**

Baseline	Metric	2022 Goal
50% (2012-18)	Six-Year Graduation Rate	60% (2016-22)
22.5% (2014-18)	Four-Year Graduation Rate	40% (2018-22)
4.9 (2017-18)	Time to Degree	4.1 (2021-22)
81% (2017-18)	Retention Rates (Second Year)	88% (2021-22)
9.5% (2015)	Three-Year Cohort Default Rate	8.5% (2018)
\$7,960 (2017-18)	Annual Average Loan of Resident Dependent Undergraduates (Federal)	\$6,800 (2021-22)
\$30,126 (2017-18)	Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	\$28,000 (2021-22)

The following action plan (Table 6) will provide the additional steps/initiatives that will be implemented to address student success, thus reducing debt.

**Table 6: Retention and Debt Reduction Action Plan**

Area of Focus	Strategy/Intervention	Unit Responsible	Proposed Implementation Date
Financial Aid Budgeting and Packaging	<ul style="list-style-type: none"> <li>• Utilized institutional funds to decrease student loan debt</li> <li>• Revised packaging of FTIC Florida resident students</li> <li>• Pell PLUS Program (3P) FTIC Florida Residents with completed files by February 1</li> <li>• Specified Loan Options</li> </ul>	Office of Financial Aid	Spring 2019 (Ongoing)   Fall 2019 (Ongoing)
Education and Training	<ul style="list-style-type: none"> <li>• Redesign First Year Experience course (FYE) to include critical thinking assessment of financial literacy</li> <li>• Financial literacy efforts in residence halls, student union, and virtually</li> <li>• Implemented 5/3 Bank early financial literacy education with high school students</li> <li>• Hired two full time FYE Instructors to monitor and track student critical thinking</li> <li>• Summer Summit with High School Counselors and FCS partner institutions</li> </ul>	Office of Financial Aid and Student Success Center	Initial implementation 2012-13 and ongoing  Fall 2013 (Ongoing)  Fall 2018 (Ongoing)  Summer 2019 (Ongoing)

Area of Focus	Strategy/Intervention	Unit Responsible	Proposed Implementation Date
Student Success	<ul style="list-style-type: none"> <li>• Online or Hybrid Course Offerings</li> <li>• Implementation of the Four-Year Graduation Plan in 2019 Accountability Plan</li> <li>• Increased data collection from schools/colleges</li> <li>• Hired 5 Freshmen Academic Coaches</li> <li>• Academic Recovery Program</li> <li>• Retention and Completion Grants</li> <li>• Leveraging Civitas and Impact software to evaluate effectiveness of programs</li> <li>• On-campus OPS student employment</li> <li>• Retention and Completion Grants</li> </ul>	Academic Affairs and Student Affairs	<p>Fall 2017 (Ongoing)</p> <p>Summer 2019 (Ongoing)</p> <p>Fall 2019 (Ongoing)</p> <p>Summer 2019 (Completed)</p> <p>Summer 2019 (Ongoing)</p> <p>Spring 2020 (Ongoing)</p> <p>Fall 2019 (Ongoing)</p> <p>Summer 2019 (Ongoing)</p>



**Florida Agricultural and Mechanical University  
Board of Trustees Information Item**

**Academic and Student Affairs Committee**

**Date: September 18, 2019**

**Agenda Item: V**

**Subject:** Academic Affairs Update

**Summary:**

- Status Update on Key Initiatives
  - Update on Physical Therapy Licensure Pass Rate
  - Update on Nursing Licensure Pass Rate
  - Update on Pharmacy Licensure Pass Rate
  - Update on Law Licensure Pass Rate

# **Update on Key Initiatives**

**Maurice Edington, PhD**

**Provost and Vice President for Academic Affairs**

**Florida A&M University  
BOT Academic and Student Affairs Committee Meeting  
September 18, 2019**

# **Update on Student Success Initiatives**

# Student Success Framework

## Approach

- 1. Pinpoint the student success metrics/outcomes that need the most attention**
- 2. Evaluate data and historical trends to determine where strategic intervention is most needed**
- 3. Identify and implement proven best practices for increasing student success**
- 4. Allocate resources towards areas/initiatives that have the greatest impact on the outcomes**
- 5. Ensure that we have the appropriate organizational structure and staffing to foster student success**

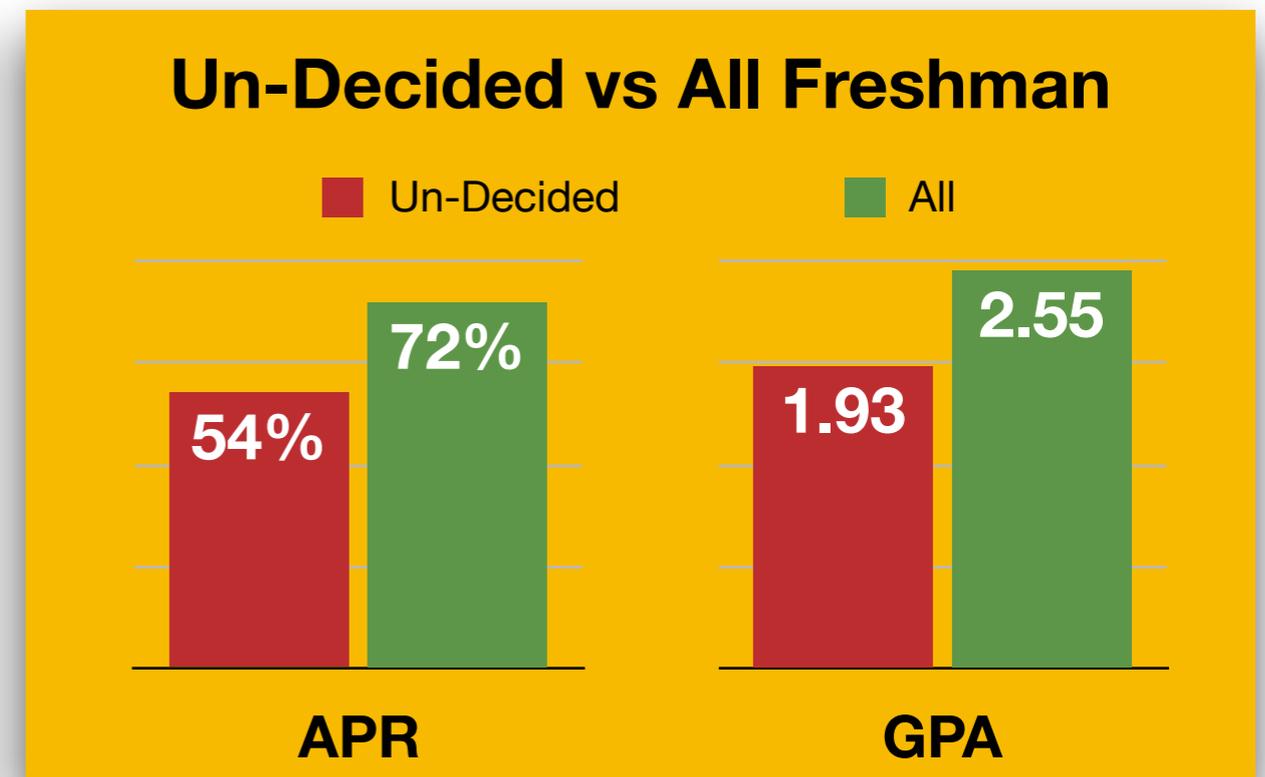
# Key Lessons Learned

- 1. Enhance the transition from high school to university level work**
- 2. Use the first-term academic performance as predictor of success**
- 3. Place students in appropriate majors earlier in their careers**
- 4. Better align faculty pedagogy with today's learners**
- 5. Revamp academic policies, procedures and curricula to promote timely matriculation**
- 6. Accelerate remediation to address deficiencies**
- 7. Increase ownership of student success outcomes at academic program level**

# Office of Freshmen Studies

**Established Fall 2019**

- Enhance on-boarding process
- Coordinate first-year student success initiatives
- Coordinate programs and initiatives for undecided students
- Partner with academic units to promote the use of pedagogical best practices in first-year courses



PBF Metrics Impacted:

1	2	3	4	5	6	7	8	9	10
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# Data Analytics

## Data Analytics Workgroup - Established Fall 2019

- Develop predictive models for enrollment management and targeted aid to improve retention & persistence
- Drive academic policy changes to improve student success via detailed data analysis
- Develop University Student Success Data Calendar
- Identify leading indicator metrics to track student progression in real time



PBF Metrics Impacted:

1

2

3

4

5

6

7

8

9

10

# Academic Coaching

## Focus on academic skills development



**Problem Solving**  
**Study Strategies**  
**Time Management**  
**Note-Taking Strategies**  
**Test Taking Tips**  
**Goal Setting**  
**Motivation**  
**Calendar Scheduling**  
**Efficient Reading and Listening Tips**

**3 Coaches currently on staff**  
**7 Additional Coaches targeted for hire this year**

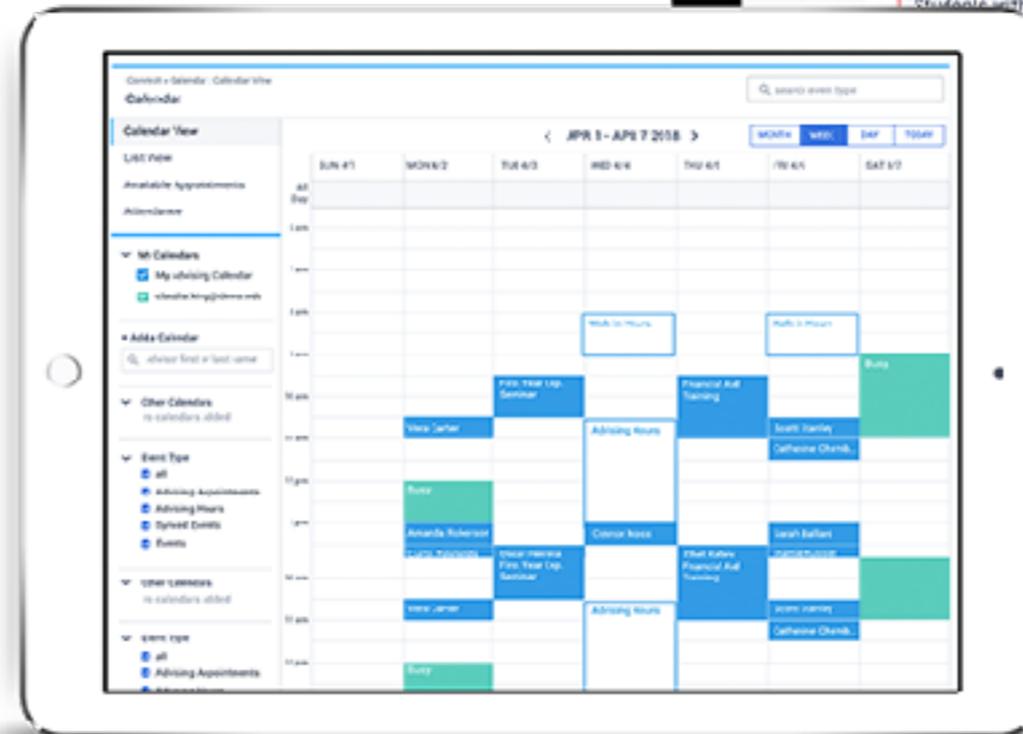
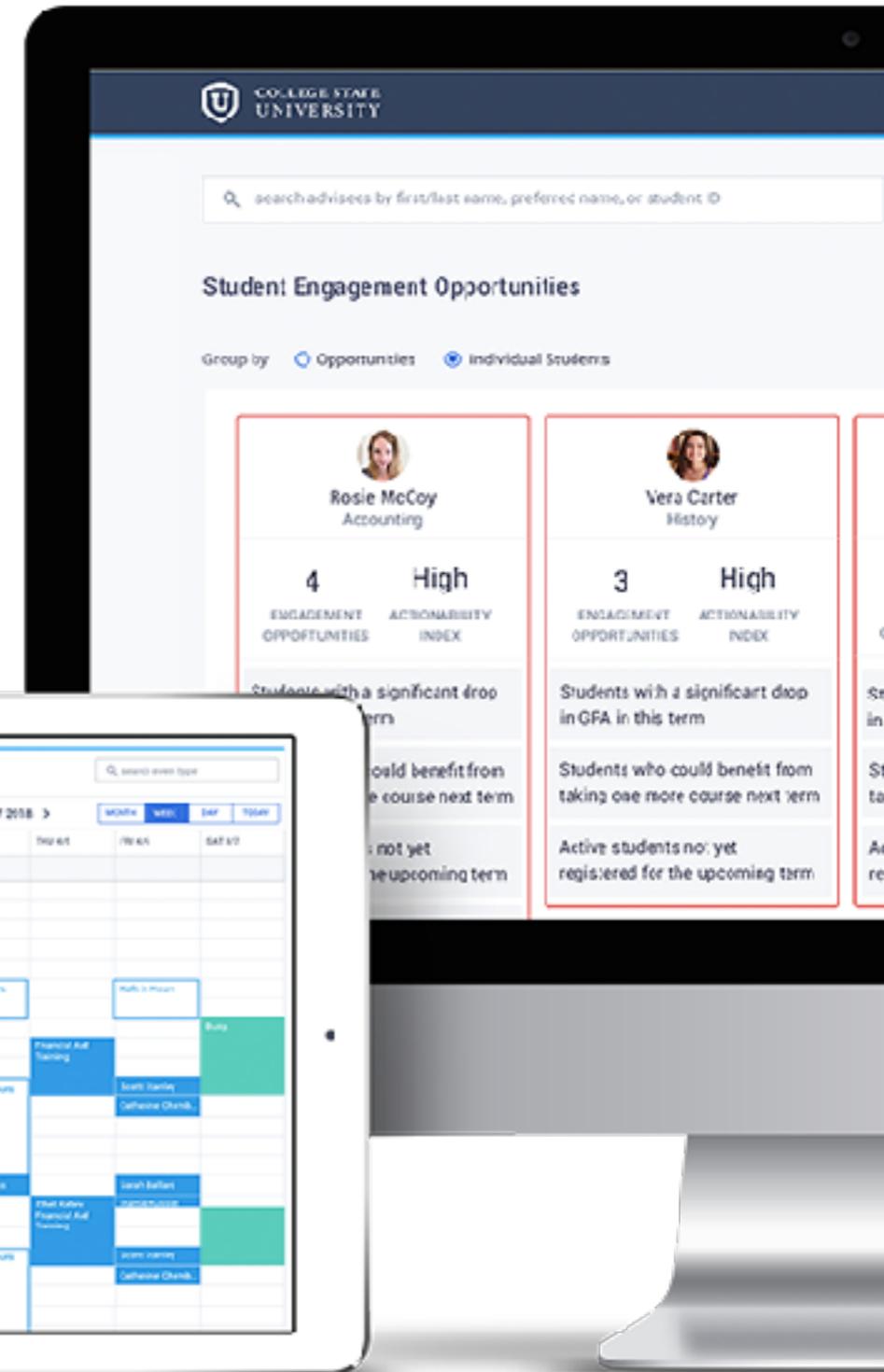
**PBF Metrics Impacted:**

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# Early Alert & Tracking System

## CIVITAS Inspire

- Student Tracking (Case Management)
- Predictive Analytics to identify At-Risk Students
- Early-Alert Platform



PBF Metrics Impacted:

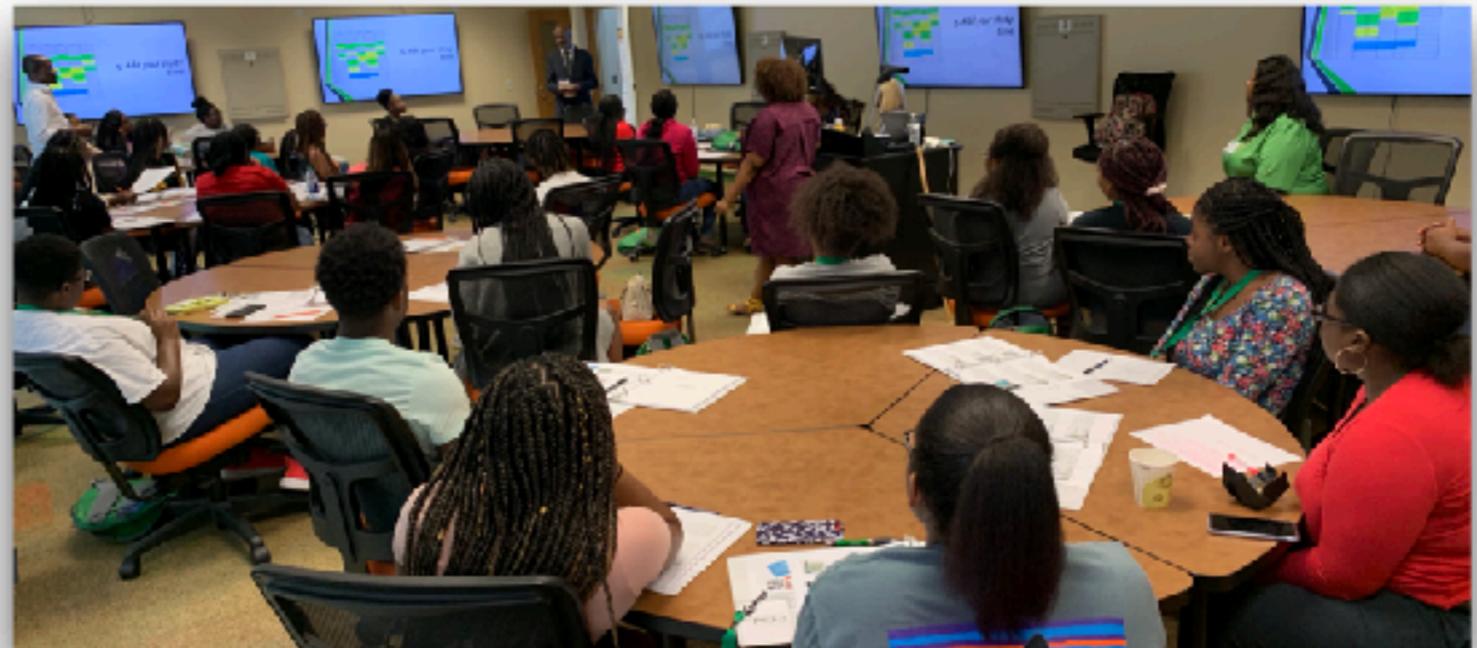
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# Math Bootcamp

## Piloted Summer 2019 (25 students)

- Created to help improve math placement scores and ease the transition to college
- Targets STEM majors to accelerate math remediation
- Students spend a week on campus prior to start of fall semester
- Peer mentors assist with facilitation

**Summer 2019**  
**72% of Students Increased Math Placement Score (average increase of 10%)**  
**85% of Participants Rated the Experience 4 or 5 Stars**



PBF Metrics Impacted:

1	2	3	4	5	6	7	8	9	10
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# Office of Undergraduate Research (OUR)

**Launched Summer 2019**

- On-Campus Research Opportunities with Faculty**
- Support to Identify External Research Opportunities**
- Seminars/Workshops/Mentoring/Networking**



**OUR Summer 19' Research Students (37) and Faculty Mentors**

**PBF Metrics Impacted:**

1	2	3	4	5	6	7	8	9	10
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# Peer Mentors

**Upper-class students employed to provide mentorship and academic support to first-year students**

**Fall Semester - Two (2) peer mentors assigned to each SLS class section to assist with classroom activities and develop relationships with the students.**

**Spring Semester - Peer mentors regularly meet individually and in groups with students to conduct wellness checks and provide support.**



**PBF Metrics Impacted:**

1	2	3	4	5	6	7	8	9	10
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# Targeted Student Financial Assistance

Type	Target	FY2020 Allocation
<b>Retention</b>	<b>Students enrolled in first or second year</b>	<b>\$750,000</b>
<b>Persistence</b>	<b>On-track students with unmet financial need</b>	<b>\$500,000</b>
<b>Completion</b>	<b>Students within 1-2 semesters of graduation</b>	<b>\$750,000</b>
<b>Tuition Waivers</b>	<b>Students enrolled in graduate Programs of Strategic Emphasis (PSE)</b>	<b>\$450,000</b>

Students are identified for potential funding via data analysis

PBF Metrics Impacted:

1	2	3	4	5	6	7	8	9	10
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# Student Progression Model

## Pre-Freshman

Assessment and  
On-Boarding

Summer Bridge/Bootcamp Programs

## Freshman

Acclimation

Peer Mentors

Freshmen Communities

Academic Skills Course

Freshman Certified Courses

## Sophomore

Retention

2nd Year Experience

## Junior

Persistence

## Senior Year

Transition

Capstone Course

Experiential Learning (UG Research)

Academic Coaches

Career Counselors

Tutorial / SI Services

Intrusive Advising / Predictive Analytics / Early Alert System

Honors Program

### PRE-FRESHMAN

New Student Orientation  
Summer Bridge Programs  
ALEKS  
Math Bootcamp

### FRESHMAN

FYE  
SLS Courses  
STEM Tutoring  
Writing Resource  
Center  
SI Instruction  
Honors Program  
Academic Coaches

### SOPHOMORE

Writing Resource Center  
STEM Tutoring  
SI Instruction  
UG Research &  
Internships  
Academic Coaches

### JUNIOR

Writing Resource Center  
STEM Tutoring  
SI Instruction  
UG Research  
Internships  
Academic Coaches

### SENIOR

Capstone Course  
UG Research  
Internships  
Graduate & Professional  
Initiatives

# **Update on Licensure Pass Rates**

# Academic Deans

## **Doctor of Physical Therapy (DPT) Program**

**Cynthia Hughes Harris, Dean**  
**School of Allied Health Sciences**

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## **Baccalaureate Nursing (BSN) Program**

**Mary Ella Graham, Interim Dean**  
**School of Nursing**

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## **Doctor of Pharmacy (PharmD) Program**

**Johnnie L. Early, Dean**  
**College of Pharmacy and Pharmaceutical Sciences**

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## **Juris Doctorate (JD) Program**

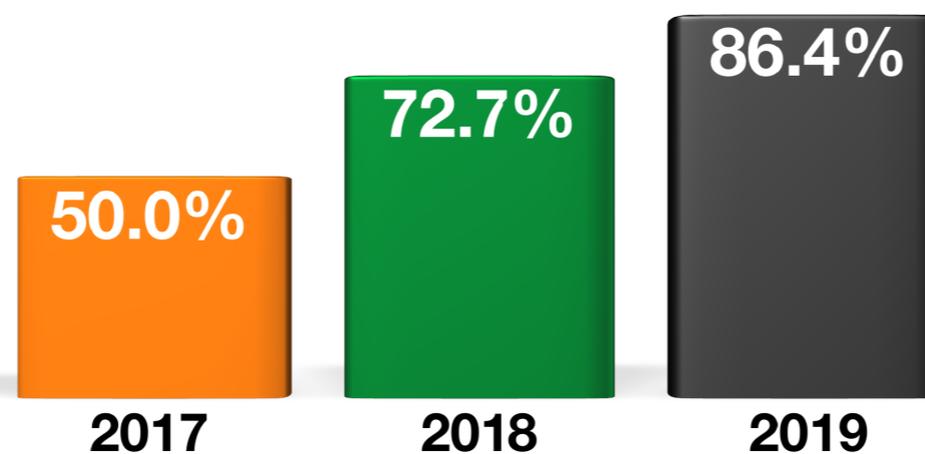
**Nicky A. Boothe, Interim Dean**  
**College of Law**

# Physical Therapy Pass Rates

## National Physical Therapy Licensure Examination (NPTE)

	<u>2017</u>	<u>2018</u>	<u>2019</u>
<b>Examinees</b>	24	22	22
<b>FAMU (First-time takers)</b>	50.0%	72.7%	86.4%
<b>FAMU Ultimate</b>	95.8%	90.9%	86.4%
<b>National Benchmark</b> (First time takers)	92.5%	91.0%	91.4%
<b>Accreditation Standard</b>	85% ultimate two-year average (next testing date Oct. 24, 2019)		

### Physical Therapy First-Time Pass Rates



# Key Strategies and Best Practices

## Physical Therapy

### Curriculum Development

- Curriculum mapped to 2016 revised CAPTE standards
- Added 5 weeks part-time (40 hours) to the already 32 weeks of full-time clinical internships

### Faculty Professional Development

- Continuing education requirement per content taught
- Teaching and learning pedagogy workshops
- NPTE Exam Preparation workshops

### Admissions Criteria

- ↑ GPA  $\geq$  3.0: cum; last 60; prerequisite courses and math/science
- ↑ GRE  $\geq$  297-300 minimum

# Key Strategies and Best Practices

## Physical Therapy

### Academic Support/Test Preparation

- Practice Exam and Assessment Tool (PEAT®)
- PHT 6960 devoted entirely to exam prep
- Comprehensive Exam –multiple administrations
- Therapy Education (O’Sullivan NPTE Prep Exam) course

### Other

- ExamSoft implementation
- Reassignment of faculty per content expertise
- Graduate Assistants as tutors in barrier courses
- Exams modeled after NPTE
- Student progression policies

# Leading Indicator Metrics

## Physical Therapy

### Predictors of NPTE Success

- A minimum score of 563 on the PEAT exam
- Admission: Math/science GPA 3.0
- Sitting for licensure examination within 8 weeks after graduation
- Minimum program GPA of 3.20 (continuing)
- Admission: Minimum Quantitative GRE score 147; Analytic writing minimum 3.5/5.0 (continuing)
- Course GPAs and pass rates in “critical” courses

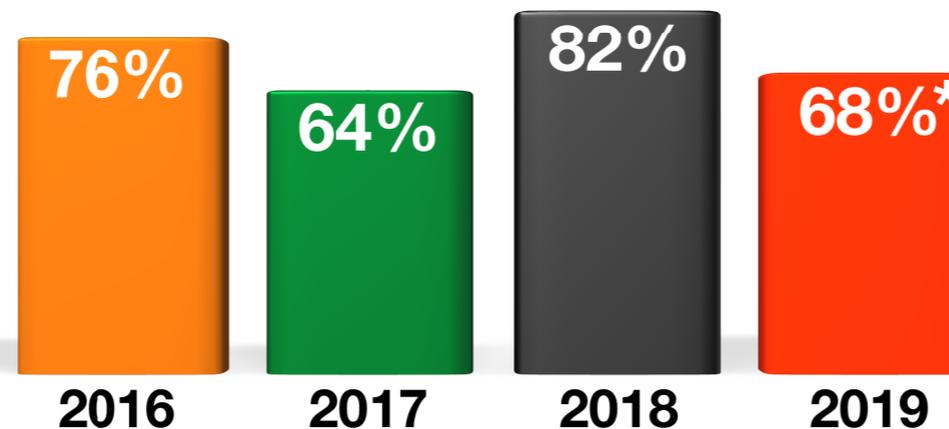
# Nursing Pass Rates

## National Council Licensure Examination (NCLEX)

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<b>Examinees</b>	82	74	89	56*
<b>FAMU First-time Pass Rate (Baccalaureate)</b>	76%	64%	82%	68%*
<b>National Benchmark (Baccalaureate)</b>	88%	90%	92%	93%*
<b>Accreditation Standard</b>	Accreditation Commission for Education in Nursing (ACEN): 80% for first-time takers during the same 12-month period.			
	Florida Board of Nursing (FBON): Within 10% of national average.			

\*2019 scores represent 1st and 2nd quarters only

### Nursing First-Time Pass Rates



# Key Strategies and Best Practices

## Nursing

### Curriculum Development

- Data from NCLEX Profile Reports was used to complete a curriculum crosswalk to identify if content being tested on NCLEX exam was taught in the curriculum; decision was made to place more emphasis on specific areas where the data indicated that students were not performing well.
- Dr. Linda Caputi, a nationally known curriculum expert, will conduct a consultation visit on October 21, 2019, to evaluate the curriculum and provide guidance for effective delivery to ensure success of students on the NCLEX exam.

# Key Strategies and Best Practices

## Nursing

### Curriculum Development, cont.

- Implementation of Assessment Technologies Institute (ATI) program.
- The Professional Career Development Seminar in Nursing course taught in the final semester was revised to include more direct faculty involvement; faculty will now provide focused and intensive reviews for all major subject areas where students have been identified per ATI assessments to be deficient in this course.
- Writing test questions that are similar to NCLEX test questions in all courses.

# Key Strategies and Best Practices

## Nursing

### Admissions Criteria

- The GPA for admission into the BSN Generic Professional nursing major has been increased from 2.9 to 3.1, effective Fall 2019.
- Evaluating raising admission GPA and standardized test scores for freshman students.

### Academic Support

- Engage faculty to provide intensive tutoring in preparation for NCLEX exam.
- Implementation of a boot camp for intensive NCLEX preparation/remediation.

# Key Strategies and Best Practices

## Nursing

### Faculty Professional Development

- Training on how to write NCLEX type questions for in-class exams.
- Provide support to attend workshops/conferences that focus on baccalaureate education and NCLEX scores improvement.
- Hold yearly faculty training sessions aimed at enhancing skills and knowledge regarding student success on NCLEX exam.

# Leading Indicator Metrics

## Nursing

### Predictors of NCLEX Success

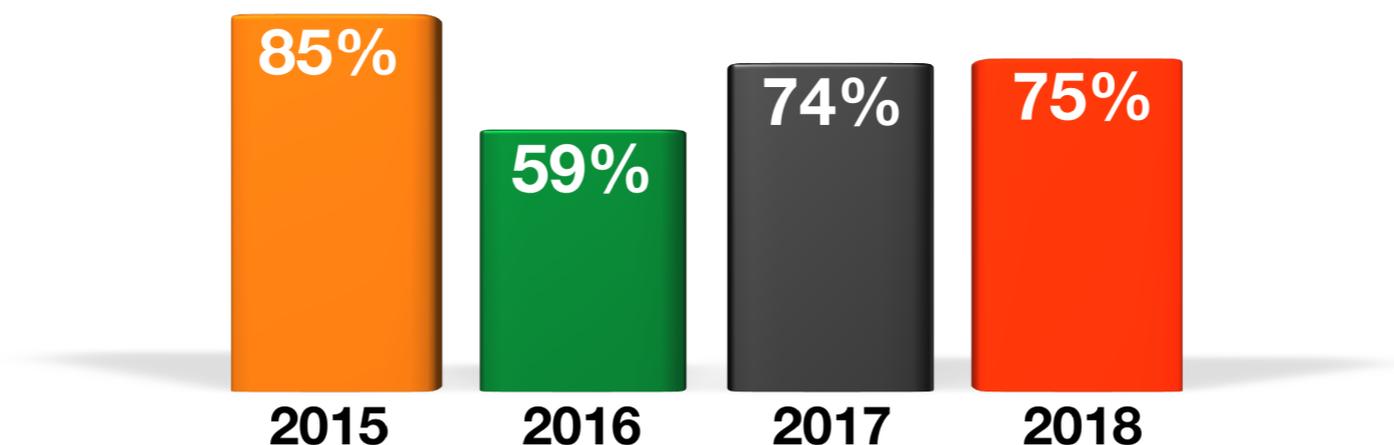
- Assessment Technologies Institute (ATI) RN Comprehensive Predictor score of at least 72%.
- Course GPAs and pass rates in “critical” courses.
- Improvement in ATI Unit Course Proctored Exam Scores.
- Demonstration of clinical judgment competency in a simulated setting.

# Pharmacy Pass Rates

## North American Pharmacy Licensure Examination (NAPLEX)

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
<b>Examinees</b>	<b>129</b>	<b>144</b>	<b>159</b>	<b>148</b>
<b>FAMU</b>	<b>85%</b>	<b>59%</b>	<b>74%</b>	<b>75%</b>
<b>National Benchmark</b>	<b>93%</b>	<b>86%</b>	<b>88%</b>	<b>89%</b>
<b>Accreditation Standard</b>	Within 2 standard deviations of the national average for first-time test takers.			

### Pharmacy First-Time Pass Rates



# Key Strategies and Best Practices

## Pharmacy

### Curriculum Development

- August 2019: new P3 curriculum started
- Revision of each new curriculum course based on outcomes

### Faculty Professional Development

- Teaching Scholars Summer Institute
- American Association of Colleges of Pharmacy workshop on teaching
- Academic dishonesty workshop
- Managing the classroom workshop

# Key Strategies and Best Practices

## Pharmacy

### Admissions Criteria

- P1 admission GPA threshold increased to 2.75
- Evaluating further increases in both cumulative and science GPAs for P1 admission

### Academic Support/Test Preparation

- Evaluating Pharmacy Curriculum Outcomes Assessment (PCOA) as a high stakes requirement before entering P4
- Evaluating the BS in Pharmaceutical Sciences degree as an option for learners not retained in the PharmD program

# Leading Indicator Metrics

## Pharmacy

### Predictors of NAPLEX Success

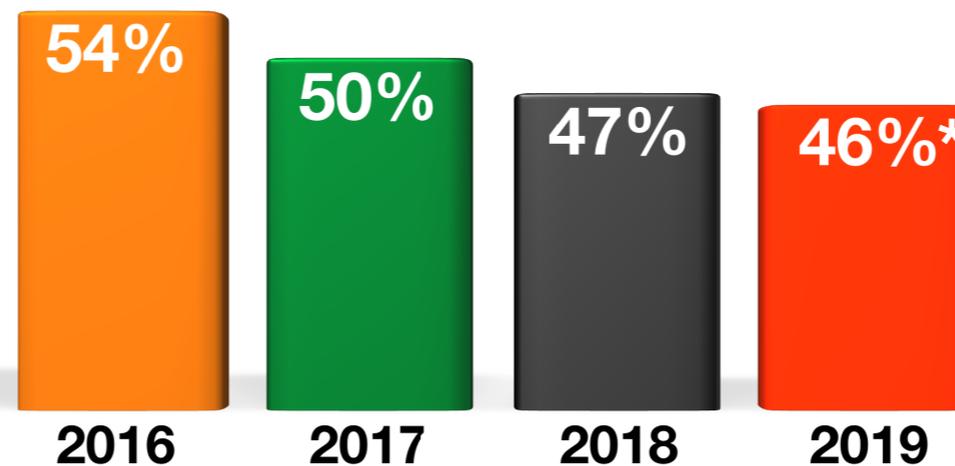
- Progression without a term on suspension
- PCOA examination for P3 and P2 learners
- NAPLEX diagnostic test performance
- RxPREP and Pass NAPLEX now performance
- Comprehensive examination
- Course GPAs and pass rates in “critical” courses

# Bar Pass Rates

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
<b>Examinees</b>	<b>90</b>	<b>117</b>	<b>50</b>	<b>22*</b>
<b>FAMU First-time Pass Rate</b>	<b>54%</b>	<b>50%</b>	<b>47%</b>	<b>46%*</b>
<b>State Benchmark</b>	<b>66%</b>	<b>68%</b>	<b>65%</b>	<b>58%*</b>
<b>Accreditation Standard</b>	At least 75 percent of a law school's graduates in a calendar year who sat for a bar examination must have passed a bar examination administered within two years of their date of graduation.			

\*2019 scores represent February results only

**Law First-Time Pass Rates**



# Key Strategies and Best Practices

## Law

### Curriculum Development

- Curricular review regarding required courses
- Curricular review to adjust 1L curriculum to allow for additional Bar tested courses to be offered
- Reduce section sizes of foundational doctrinal courses
- Increase use of formative and summative assessments throughout semester
- Increase number of students participating in SCALE program

# Key Strategies and Best Practices

## Law

### Admissions

- Review and Analysis of current required incoming credentials
- Increase incoming LSAT score and GPA
- Employ two new admissions recruiters
- Targeted recruiting and increased visibility
- Create new and enhance existing pipeline projects

# Key Strategies and Best Practices

## Law

### Academic Support/Test Prep

- Enhanced Advising (creation of Academic Advisor for Success position)
- Retain consultant to review Academic Success/Bar Passage program
- Revision of IAS and AAS curriculum
- Enhancement of BEST program
- Aggressive counseling for bar takers
- Implementation of “Homestretch Tutoring” for bar takers
- Increased use of student utilization of AdaptiBar MBE Course

# Key Strategies and Best Practices

## Law

### **Faculty Professional Development**

- Implementation of updated Faculty Evaluation Reports (FER) [evaluate teaching effectiveness and provide feedback for improvement]
- Implementation of all adjunct faculty (previously only new faculty) teaching Bar-tested courses
- Establishment of Faculty Development Committee

# Leading Indicator Metrics

## Law

### **Predictors of Bar Success**

- Upper-Level Diagnostic Exam
- Increase in final exam scores on the Multistate Bar Exam (MBE) style final exam
- Increased percentage of student use of resources (such as BarBri) each semester.
- Course GPAs and pass rates in “critical” courses



“At FAMU, Great Things Are Happening Every Day.”

established 1887

