

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



Academic Affairs Committee Meeting

Date: November 10, 2016

Time: 2:30 pm

Location: Conference Call

Committee Members: Matthew Carter, Chair
Thomas Dortch, David Lawrence, Harold Mills, Belvin Perry, and Jaylen Smith

REVISED AGENDA

- | | | |
|------|--|------------------------|
| I. | Call to Order | Trustee Matthew Carter |
| II. | Roll Call | |
| III. | Approval of Minutes for September 14, 2016 Meeting | Trustee Matthew Carter |

ACTION ITEM

- | | | |
|-----|--|-------------------------------|
| IV. | Request for Leave of Absence Without Pay | Interim Provost Rodner Wright |
|-----|--|-------------------------------|

INFORMATION ITEMS

- | | | |
|-----|--|--|
| V. | Division of Academic Affairs Update <ul style="list-style-type: none">• Performance Based Funding Metrics• Law School Bar Pass Rate• 2 + 2 Program | Interim Provost Rodner Wright
Mrs. Beverly Barrington
Dean Felicia Epps
Dr. William Hudson, Jr. |
| VI. | Adjournment | |



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

Academic Affairs Committee

Date: November 10, 2016

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Approved _____	Approved w/ Conditions _____	Disapproved _____	Continued _____	Withdrawn _____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: Academic Affairs – Minutes for September 14, 2016

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 September 14, 2016

Recommendation: It is recommended that the Board of Trustees approve the minutes of September 14, 2016.

Florida Agricultural and Mechanical University Board of Trustees



Academic Affairs Committee Minutes Trustee Matthew Carter, Chair

Date: September 14, 2016 @ 9 am
Location: Grand Ballroom

The meeting was called to order by Trustee Matthew Carter. Ms. Valeria Singleton called the roll and the following committee members were present: Matthew Carter, Thomas Dortch, Harold Mills (phone), David Lawrence, Belvin Perry, and Jaylen Smith. A quorum was established.

The minutes for May 11, 2016, were approved.

Tenure Upon Appointment – Provost Marcella David briefly explained the tenure upon hire process. Provost David recommended Dr. John Murray Gibson, the new Dean of the FAMU-FSU College of Engineering, for tenure. His documentation was reviewed by the college’s tenure and promotion committee, Provost David, and President Mangum.

Trustee Lawrence moved to approve the recommendation for tenure for Dean John Murry Gibson and the motion was seconded by Trustee Perry. The motion carried.

Doctor of Nursing Practice - The proposal for a new degree program, Doctor of Nursing Practice, was presented and discussed. Trustee Perry moved to approve the new degree program—Doctor of Nursing Practice and the motion was seconded by Trustee Smith. The motion carried.

Textbook Affordability Report – The Textbook Affordability Report was presented and discussed. The report is due to the Board of Governors by September 30, 2016. Trustee Lawrence moved to approve the report and the motion was seconded by Trustee Perry. The motion carried.

Joint College of Engineering Memorandum of Understanding – The new Memorandum of Agreement on the Management Plan of the College of Engineering was presented and discussed. The MOU was developed in July/August 2016 to reflect the new assignment of responsibilities. Trustee Dortch moved to approve the MOU and the motion was seconded by Trustee Lawrence. The motion carried.

Academic Affairs Principles for Strategic Budgeting – As a result of the Board of Trustees’ request for information about the process to be used by the Division of Academic Affairs to implement strategic budgeting in light of persistent reduction in enrollment and the Board of Governors’ emphasis on student outcomes and university performance, the principles for strategic budgeting was presented and discussed.

Trustee Smith moved to approve the principles for strategic budgeting and the motion was seconded by Trustee Dortch. The motion carried.

There being no further discussion, the meeting was adjourned at 10:19 am

Respectfully submitted,

Matthew Carter, Committee Chair



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

Academic Affairs Committee

Date: November 10, 2016

Agenda Item: IV

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: **Request for Leave Without Pay – William Guzman**

Rationale: In accordance with BOT Policy Number 2005-21, the University will consider requests for unpaid leave of absence from regular employees who have at least one year of continuous service. The University grants leave of absence for the following reasons: parental, medical, educational, military service, and personal.

Attachment: Request for Leave of Absence

Recommendation: It is recommended that the Board of Trustees approve the Request for Leave Without Pay for the spring 2017 semester and fall 2017 semester.



Florida Agricultural and Mechanical University

Tallahassee, Florida 32307-3100

College of Social Sciences, Arts and Humanities
Office of the Dean

Telephone: (850) 599.3430
Fax: (850) 561.2290

MEMORANDUM

TO: Rodner B. Wright, Interim Provost
FROM: Valencia E. Matthews, Dean *Valencia E. Matthews*
RE: Dr. William Guzman's Request for Leave of Absence without Pay
DATE: 1 November 2016

Dr. William Guzman, Assistant Professor of History, has requested a one-year Leave of Absence without Pay for the spring 2017 and fall 2017 semesters (see attached request). I support his request for Leave without Pay. However, BOT Policy #: 2005-21 (4.A) states:

- A. **Length of Leave** - Each leave of absence without pay must be for a definite period with specific starting and ending dates. **A leave of absence without pay cannot extend beyond the end of a fixed-term appointment. All leave time must fall within the time of the employee's appointment, and must be taken without interruption.** Any proposed leave of absence without pay, for any length of time, must have the prior approval of the employee's supervisor.

Dr. Guzman is a 9-month faculty. As such, if summer constitutes an interruption, he would be required to make a request for the fall as well of which I am in support.

CC: Dr. William Guzman
Dr. Kyle Eidahl

Matthews, Valencia E.

From: Guzman, Will
Sent: Tuesday, September 13, 2016 7:30 PM
To: Eidahl, Kyle O.; Matthews, Valencia E.
Subject: Request for 1-year of unpaid Leave...

Hello Chair K. Eidahl and Dean V. Matthews,

I would like to formally request a one-year Leave without Pay from the University to begin on Tuesday January 3, 2017 and end on Tuesday January 2, 2018.

I began employment with the University in August 2005 as an Adjunct Instructor and full-time as a Visiting Assistant Professor in August 2006 within the Department of History & African American Studies.

Please let me know if this request can be approved.

Thank you,

Will Guzmán

Matthews, Valencia E.

From: Eidahl, Kyle O.
Sent: Monday, September 26, 2016 3:19 PM
To: Matthews, Valencia E.
Subject: Re: Request for 1-year of unpaid Leave...

Dean Matthews

I support and approve Dr. William Guzmán's request for one year leave of absence without pay beginning on Tuesday January 3, 2017 and ending on Tuesday January 2, 2018. I will make him aware that he may need to apply for a semester's leave at a time because of the possible summer interruption. I will also make sure he is aware of the Collective Bargaining and BOT policies regarding a leave of absence without pay.

Thank you for your attention to this matter.

Dr. Kyle Eidahl, chair
Department of History and Political Science

From: Matthews, Valencia E.
Sent: Saturday, September 17, 2016 2:49:25 PM
To: Guzman, Will; Eidahl, Kyle O.
Subject: RE: Request for 1-year of unpaid Leave...

Good afternoon gentlemen,

Dr. Eidahl, please provide your response to Dr. Guzman's request. Please review Article 17 of the Collective Bargaining Agreement and the FAMU BOT Policy Number 2005-21 in crafting your response.

Thank you,
Valencia

From: Guzman, Will
Sent: Tuesday, September 13, 2016 7:30 PM
To: Eidahl, Kyle O. <kyle.eidahl@famuedu>; Matthews, Valencia E. <valencia.matthews@famuedu>
Subject: Request for 1-year of unpaid Leave...

Hello Chair K. Eidahl and Dean V. Matthews,

I would like to formally request a one-year Leave without Pay from the University to begin on Tuesday January 3, 2017 and end on Tuesday January 2, 2018.

I began employment with the University in August 2005 as an Adjunct Instructor and full-time as a Visiting Assistant Professor in August 2006 within the Department of History & African American Studies.

Please let me know if this request can be approved.

Thank you,
Will Guzmán



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

Academic Affairs Committee

Date: November 10, 2016

Agenda Item: V

Subject: Division of Academic Affairs Update

Summary: Updates will be provided on funding metrics, law school licensure rates, and articulation program.

Attachments:

1. Performance Based Funding
2. Law School Bar Pass Rate
3. 2 + 2 Program

INFORMATION ITEM

Division of Academic Affairs Update

- Performance Based Funding Metrics

Florida A&M University

Performance Based Funding Metrics

Committees Structure and Members

October 2016

Performance Based Funding Metrics Definitions

	Performance Funding Model Metrics	Primary	Definition
1	Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation	Vice President, Student Affairs	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now includes non-Florida employment data.
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation	Vice President, Student Affairs	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage.
3	Average Cost per Bachelor's Degree Costs to the university	Vice President, Finance and Administration	For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours.
4	Six Year Graduation Rate (Full-time and Part-time FTIC)	Provost	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Students of degree programs longer than four years (e.g., Pharm.D.) are included in the cohorts. Students who are active duty military are not included in the data. File includes all FTIC students enrolled in fall (includes FTIC students admitted in summer and progressed in the fall semester) and early admitted students. First-time are students who have earned less than 12 hours after graduation from high school.
5	Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	Provost	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year that had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)	Provost	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program (CIP) codes will be counted twice (i.e., double-majors are included).

	Performance Funding Model Metrics	Primary	Definition
7	University Access Rate (Percent of Undergraduates with a Pell-grant)	-	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell- grants, were excluded from this metric. Note: FAMU is considerably above the BOG Excellence reward for this metric. FAMU will focus on increasing diversity in Pell Grant recipients. Title III will monitor the enrollment trend (growth/decline) to determine impact on future Title III funding.
8a	Graduate Degrees Awarded in Areas of Strategic Emphasis (<i>includes STEM</i>)	Provost	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as ' <i>Programs of Strategic Emphasis</i> '. A student who has multiple majors in the subset of targeted Classification of Instruction Program (CIP) codes will be counted twice (i.e., double-majors are included).
9a	Percent of Bachelor's Degrees without Excess Hours	Provost	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandate 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (eg, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).
10	Percent of R&D Expenditures Funded from External Sources	Vice President, Research	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.
FAMU-A	Data Integrity and Timeliness for Performance Metrics	Vice President, Audit and Compliance	<p>The integrity of data provided to the Board of Governors is critical to the performance-based funding (PBF) decision-making process. To provide assurance that the data submitted for this process is reliable, accurate, and complete, the Board of Governors developed a Data Integrity Certification process in June 2014.</p> <p>University presidents and boards of trustees were directed to task their chief audit executives to perform an audit of the university's processes which ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors. Audits are to be conducted in accordance with professional auditing standards and are to be submitted to the Board of Governors for their annual meeting in March. Additionally, university presidents and boards of trustees are required to execute a Data Integrity Certification affirmatively certifying each representation. The audit results provide a basis of the University President's and BOT Chair certification. When the president and board chair cannot make the certification as prepared, a written explanation is required.</p>

Performance Based Funding Metric 1 & 2

Metric 1: Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation

Metric 2: Median Wages of Bachelor's Graduates Employed Full-time in Florida One Year After Graduation

Primary: Student Affairs
Secondary: Provost and University Advancement

Assisting: Finance & Administration (F&A), University Advancement, Communications, Athletics, Title III, IT

Chair
Thomas Alexander

Committee Members

Shawnta Friday-Stroud
David Jackson (Graduate School focus)
Valencia Matthews
Cynthia Hughes Harris
Ann Kimbrough
Traki Taylor
Ruena Norman
Reginald Perry - Engineering
Kelly Marsh - Advancement
Wanda Ford/Michael Rice - Title III
Mark Palazeski - F&A
Michael James - F&A (IT)

Performance Based Funding Metric 3

**Metric 3: Average Cost per
Bachelor's Degree
Costs to the University**

**Primary: Finance and Administration
Secondary: Provost, Student Affairs, Research**

Assisting: University Advancement, IT

**Chair
Angela Poole**

Committee Members

Tiffany Holmes
Michael James – F&A (ITS)
Carl Goodman – Academic Affairs
Herbert Bailey – Academic Affairs
Nigel Edwards – Student Affairs
Bryan Smith – Student Affairs
Glory Brown - Research
Pamela Blount - Research
Kelly Marsh – Advancement

Performance Based Funding Metrics 4 & 9A

Metric 4: Six Year Graduation Rate (Full-time and Part-time FTIC)

Metric 9A: Percent of Bachelor's Degrees without Excess Hours

Primary: Provost
Secondary: Student Affairs

Assisting: Finance & Administration, University Advancement, Communications, Athletics, Title III, IT

Chair
Carl Goodman

Committee Members

Valencia Matthews
Maurice Edington
Cynthia Hughes Harris
Michael Thompson
Robert Taylor
Reginald Perry - Engineering
Brenda Spencer
Nigel Edwards - Student Affairs
Lisa Stewart - Student Affairs
Joycelyn Ellenwood - Athletics
Charles Weatherford - Research
Tanise Jackson - Research
Shari Moore - Research
Wanda Ford/Delores Glover - Title III
Michelle English - Advancement
Michael James - F&A (IT)
Charlene Balewa/Sabrina Thompson/Kanya Stewart - Communications
Kwadwo Owusu/Sunny Li - Institutional Research (Data)

Performance Based Funding Metric 5

Metric 5: Academic Progress Rate (2nd Year Retention with GPA Above 2.0)

Primary: Provost
Secondary: Student Affairs

Assisting: Finance & Administration, University Advancement, Communications, Athletics, Title III, IT

Chair
Valencia Mathews

Committee Members

Sonya Stephens – Science and Technology
Barbara Mosley – Allied Health Sciences
Brenda Spencer
Angela Coleman - Student Affairs
Ivy Wilcox – Student Affairs
David Cantrell – F&A (ITS)
Michael James – F&A (ITS)
George Cotton - Advancement
Kanya Stewart/Charlene Balewa/Sabrina Thompson - Communications
Joycelyn Ellenwood - Athletics
Wanda Ford/Carlotta Mitchell - Title III
Kwadwo Owusu/Sunny Li - Institutional Research (Data)

Performance Based Funding Metrics 6 & 8A

Metric 6: Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Metric 8A: Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)

Primary: Provost
Secondary: Student Affairs

Assisting: Finance & Administration, University Advancement, Communications, Athletics, Title III, IT

Chair
Andrew Chin

Committee Members

Maurice Edington - STEM
Victor Ibeanusi
Cynthia Hughes Harris - Health
Michael Thompson - Health
Shawnta Friday-Stroud - GAP (Accounting)
Bryan Smith - Student Affairs
Dedra O'Neal - Student Affairs
Michael James - F&A (ITS)
Charles Weatherford - Research
Wanda Ford/Carlotta Mitchell - Title III
George Cotton - Advancement
Charlene Balewa/Sabrina Thompson/Kanya Stewart - Communications
Kwadwo Owusu/Sunny Li, Institutional Research (Data)

Performance Based Funding Metric 10

**Metric 10: Percent of R&D
Expenditures Funded from External
Sources**

**Primary: Research
Secondary: Provost**

Assisting: Title III, IT

**Chair
Timothy Moore**

**Co-Chair
Charles Weatherford**

Committee Members

Pamela Blount – Research
Glory Brown – Research
Michael Thompson
Murray Gibson
Robert Taylor
Maurice Edington
Wanda Ford/Latosha Adams-Francis – Title III
David Cantrell – F&A (ITS)

Data Integrity

FAMU-A: Data Integrity

Primary: Audit and Compliance

Assisting: Provost, Student Affairs, Finance and Administration, Research, University Advancement, Communications, Legal Affairs, Title III, IT

Chair

Richard Givens

Committee Members

Taiwo Ande – Academic Affairs
Kwadwo Owusu – Academic Affairs (OIR)
Agatha Onwunli – Academic Affairs (Registrar)
Angela Coleman – Student Affairs
Tanise Jackson – Research
Eric Swanigan - Advancement
Wanda Ford – Title III
David Cantrell – F&A (ITS)
Charlene Balewa/Sabrina Thompson/Kanya Stewart - Communications

INFORMATION ITEM

Division of Academic Affairs Update

- Law School Bar Pass Rate

MEASURES TO INCREASE BAR PASSAGE AT THE FAMU COLLEGE OF LAW

Submitted by, A. Felecia Epps, Dean of the FAMU College of Law

EXECUTIVE SUMMARY

The bar pass rate for FAMU College of Law was 52.9 % (36 of 68 students passing) for the July 2016 bar exam. We ranked 8 of the 11 Florida law schools. The actions described below have been initiated to improve our performance.

Comprehensive Bar Pass Study of the College of Law

The FAMU Office of University Assessment has been requested to conduct a bar pass study. The study will look for correlations between specific factors (LSAT scores, GPAs, law school courses) and students' performance on the bar exam. This study will be used to determine what changes should be made to our program of legal education.

Assessing Student Learning and Inclusion of Bar Exam Topics throughout the Curriculum

I encouraged the faculty to:

1. Use multiple assessments in courses. (ABA Standard 314 requires that we use formative and summative assessments in our curriculum.)
2. Use assessment formats similar to bar exam questions (essay questions and multiple choice questions.)
3. Review course syllabi to ensure that subjects tested on the bar exam are covered in bar courses.

Charges to Faculty Committee

Faculty committees were directed to review a list of bar related questions, answer the questions and report to the full faculty by the end of the semester. My goal is to have faculty committees make recommendations that will be adopted and implemented by the faculty.

Enhancing Teaching and the Overall Program of Legal Education at the College of Law

I provided all faculty the book *Best Practices for Legal Education*. This book provides guidance on construction of an effective law school curriculum and on effective teaching. I requested that faculty read this book. I plan to conduct a series of faculty discussions about this book and to encourage faculty to use the ideas in this book to revise courses.

Other Measures at the College of Law

In addition to the above measures, the College of Law will continue to strive to reach the goals and objectives outlined in the Licensure Rate Plan that was submitted to the University earlier this year.



Excellence With Caring

201 BEGGS AVENUE
ORLANDO, FLORIDA 32801

Florida Agricultural and Mechanical University

COLLEGE OF LAW

TELEPHONE: (407) 254-3268
FAX: (407) 254-3213

TO: Rodner Wright, Interim Provost and Vice President for Academic Affairs

FROM: A. Felecia Epps 
Dean and Professor of Law

SUBJECT: Bar Exam Measures

DATE: October 19, 2016

The bar pass rate for FAMU College of Law was 52.9 % (36 of 68 students passing) for the July 2016 Florida bar exam. We ranked 8 of the 11 Florida law schools. We are disappointed with these results and must take steps to improve. I have attached a memo from Alicia Jackson, Director of Academic Support and Bar Preparation, detailing our efforts related to the July 2016 exam.

In order to make effective changes we will need to gather and analyze data related to the bar exam. I have contacted the FAMU Office of University Assessment to facilitate conducting a bar passage study. The study will look for correlations between specific parts of our program of legal education and students' performance on the bar exam. The study will look for relationships between LSAT scores, law school GPAs and bar exam performance. I will have a conference call with Dr. Franz Reneau, Dr. Sundra Kinsey, and Director Alicia Jackson next week to discuss this project.

In response to the bar exam results, I immediately encouraged the faculty to take certain steps. As we gather information to support more extensive changes, we will continue to take steps that are supported by the ABA standards and that are designed to enhance student learning. For example, I encouraged faculty to use multiple assessments in courses. ABA Standard 314 requires that we use formative and summative assessments in our curriculum. To facilitate implementation of the standard, I encouraged faculty to use assessment formats similar to how the bar exam is administered. (i.e. essay questions and multiple choice questions.) Finally, I encouraged faculty that teach bar tested subjects to review their course syllabi to ensure that subjects tested on the bar exam are covered in the course.

Rodner Wright, Interim Provost and Vice President for Academic Affairs

October 19, 2016

Page Two

No matter how good we believe we are as teachers, there is always room for improvement. I provided all faculty the book *Best Practices for Legal Education*. This book is available free on-line and provides guidance on construction of an effective law school curriculum and on effective teaching. I requested that faculty read this book. I plan to conduct a series of faculty discussions about this book and to encourage faculty to use the ideas in this book to revise courses.

I created the attached list of bar exam related questions and gave the list to the faculty. I directed the appropriate faculty committees to review the list, answer the questions, and report back by the end of the semester. My goal is to have faculty committees gather the necessary data, answer the questions and make recommendations to the faculty that will be adopted and implemented by the faculty.

In addition to the above measures, the College of Law will continue to strive to reach the goals and objectives outlined in the licensure rate plan that was submitted to the University earlier this year.

If you have any questions please contact me.

Florida Board of Bar Examiners

ADMINISTRATIVE BOARD OF THE SUPREME COURT OF FLORIDA

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DIRECTOR OF ADMINISTRATION

September 19, 2016

July 2016 GENERAL BAR EXAMINATION OVERALL METHOD

The Supreme Court of Florida has released the following bar examination statistical information developed by the Florida Board of Bar Examiners. These results apply to the July 2016 General Bar Examination administered on July 26-27, 2016 in Tampa, Florida. This datum applies to only those persons sitting for both Parts A and B of the examination in Florida for the first time.

	Number Taking	Number Passing	Percent Passing
Ave Maria School of Law	36	24	66.7
Barry University School of Law	153	75	49.0
Florida A&M University College of Law	68	36	52.9
Florida Coastal School of Law	160	83	51.9
Florida International University College of Law	112	98	87.5
Florida State University College of Law	151	119	78.8
Nova Southeastern University College of Law	189	119	63.0
St. Thomas University College of Law	154	70	45.5
Stetson University College of Law	205	165	80.5
University of Florida College of Law	266	209	78.6
University of Miami School of Law	247	199	80.6
non-Florida law schools	413	269	65.1
Admitted to the Practice of Law	267	184	68.9
Totals	2421	1650	68.2

The Florida Bar Examination consists of the following:
General Bar Examination (Part A and Part B)
Multistate Professional Responsibility Examination

Notice: The enclosed results reflect the performance of individuals on the July 2016 General Bar Examination. These statistical data do not represent an evaluation of the listed law schools.

MEMORANDUM

TO: FAMU College of Law Faculty and Administration

FROM: Alicia Jackson, Director of Academic Success and Bar Preparation

DATE: September 26, 2016

RE: **Bar Exam Success Training (B.E.S.T.) Program July 2016 Bar Exam Report**

The Bar Exam Success Training ("B.E.S.T.") Program is a vital component of the Academic Success and Bar Preparation ("ASBP") Program. The B.E.S.T. Program is designed to have a direct impact on College of Law ("COL") graduates, by optimizing their chances of success on the bar exam, on the first attempt. Participation in the B.E.S.T. Program is *voluntary*, however *all* COL graduates are invited and encouraged to participate.

INTERACTION WITH STUDENTS BEFORE THE BAR STUDY PERIOD

On February 2, 2016, ASBP hosted the '*B.E.S.T. Open House and Early Start Bar Workshop*.' This bi-annual workshop is designed to jump start early bar preparation by encouraging soon-to-be graduates to consider the undeniable benefits of starting early to prepare for the bar exam. Various topics are discussed during the workshop, including a thorough explanation the B.E.S.T. Program, the importance of completing (or converting) the bar application, strategies for financially preparing for the bar exam, as well as tips for students to prepare their family, friends, and employers for the intensive 10-11 week bar preparation period in advance of graduation.

Staying in contact with students in the months prior to graduation was a *priority*. In addition to the Open House, I personally sent out emails to each of the perspective graduates throughout the Spring 2016 semester. The emails were sent to the graduates' FAMU email accounts and directly to graduates that were registered on the B.E.S.T. TWEN page. In the emails, I outlined the B.E.S.T. Program, and I also included a detailed F.A.Q. about the B.E.S.T. Program and the steps that needed to be taken to gear up for the bar exam. In each of the communications, I also encouraged the soon-to-be graduates to schedule an early bar preparation conference, as well as encouraged them to participate in the B.E.S.T. Program during the actual bar review study period.

During the Spring 2016 semester, ASBP faculty also hosted individual early start bar preparation conferences specifically designed for students that were planning to take the July 2016 bar exam. The conferences provided students the unique opportunity to meet *privately* with a bar coach to ask questions about the bar exam and to address any concerns or reservations they may have had about the bar exam. Also during the conferences, students were provided instructions and guidance about general bar exam preparation. The bar conferences were scheduled at students' convenience to ensure both day and evening students were able to take advantage of the one-on-one conferences. A total 37 May 2016 graduates signed up for a conferences, and 36 actually completed an early start bar preparation conferences.

The B.E.S.T. Program for the July 2016 bar exam formally began on May 11, 2016 with the B.E.S.T. Orientation and Bar Exam Skills Workshop from 9:00AM to 5:00PM. The workshop was split into three sessions, and included a panel lunch hosted by FAMU alums that passed the February 2016 bar exam. The first session was a general session designed to familiarize graduates with the B.E.S.T. Program, the anatomy of a comprehensive study schedule, and learning and applying black letter law for the bar exam. The second session focused on substance, skills and strategies for success on the Multistate Bar Exam (MBE). After the MBE

Skills Session, lunch was provided for graduates. During lunch, graduates received *candid* information, advice and encouragement from a panel that consisted of COL alums who had recently passed the February 2016 bar exam. After the luncheon, graduates taking the Florida bar exam attended the Florida Essay Writing Skills Session, while out-of-state takers attended the Multistate Performance Test (MPT) Skills Session in a different classroom. To close the day, both groups were brought back together for a question and answer session, and to meet as a group briefly with their assigned B.E.S.T. coach.

UPDATES TO B.E.S.T.

The B.E.S.T. Program has continued to evolve since the inception of the program, from the addition of essay skills labs, to enhanced progress tracking of graduates. However, the ASBP Team is always looking for ways to further enhance the programming and services available to COL students and graduates. With that in mind, one area of concern that has been increasing with each new bar exam administration, is the *drastic* decline in the number of graduates that actually come to the law school to study for the bar exam. Like other law schools around the country, we started to notice over the last few years that fewer and fewer graduates were actually using the law school as a location to watch bar review lectures or to study for the bar exam. Although graduates are always advised to utilize the COL facilities for their studies, many of them still opted to study at home, or other locations like Starbucks and Panera.

The decline is due primarily to the availability of ‘*on demand*’ bar exam preparation course delivery formats provided by the commercial bar review course providers. Due to advances in technology, the delivery method and format of bar review courses has changed considerably over the last 10 years. Unlike ten years ago when bar takers would camp out at their law school library for 10-12 hours a day to watch bar review videos and complete practice questions, today, thanks to the advances in technology, very few graduates utilize their law school or traditional libraries as a study location. In fact, bar review lectures are available completely online now, as well as the availability of online practice question banks and electronic essay submission portals. On a positive note, there is value in the technological enhancements made to the commercial bar review courses, including the increasing number of assessments, quizzes, remediation and progression tracking. However, the increasing reliance and use of technology is also a slippery slope for bar takers who may lack the discipline to study at home alone and stay of schedule. Also, I thought it would be equally problematic for millennials who often thrive off of the support of each other to accomplish major tasks and goals.

Based on my research and direct observation of millennials, they often share in what has been coined as the “group think” mentality. According to the 2014 Millennials Impact Report, which examined millennials in the work place, “The next biggest factor in retention was bonds with co-workers, followed by belief in the company’s mission and purpose.” So I decided to use this research to our advantage by developing a strategy to get as many graduates as possible back on campus, working together, to accomplish the goal of passing the bar exam on the first attempt. To encourage more graduates to take advantage of COL facilities and services available at the COL while preparing for the bar exam, we created the B.E.S.T. Lounge (“Lounge”) in May 2016.

The Lounge was designed to provide graduates a comfortable and inviting space on campus to take a break during the long study days. The Lounge was stocked with *FREE* coffee, bottled water, and an assortment of snacks, including fresh fruit, granola bars, chips, crackers and cookies. In addition, B.E.S.T. coaches would rotate shifts to spend time in the Lounge to give “on-demand” support and to answer questions and address student concerns as they occur. The former SBA president graciously provided the SBA room for the location of the Lounge this summer. The SBA room was transformed from a lecture style classroom that contained rows of tables and chairs, into a comfortable space, by removing the tables and chairs and arranging small couches, conformable chairs, and other furniture

to create a relaxing environment for study breaks. We arranged a few tables to house the coffee maker, condiments and snacks, and added a mini-refrigerator to store bottles of water.

From the onset, the B.E.S.T. Lounge was a huge success, as there was a notable increase in the number of graduates on campus this summer to study for the bar exam. The increase was noted by the library staff, faculty teaching summer classes, and others throughout the building. The graduates often commented on how amazing everyone at the COL was this summer, always stopping to give words of encouragement and support, or a “*get back to work*” reminder. Whether it was one of the program assistants, library staff or one of the security concierges- the graduates felt the overwhelming support. Approximately 30 or so students utilized the lounge daily, Monday through Friday. There was always a steady stream of graduates coming in and out of the lounge during the long arduous study days. *By the end of the 10-week bar exam study period, the lounge provided over a thousand of cups of coffee and bottles of water, almost a hundred pounds of apples, oranges and bananas, hundreds of packs of peanuts, granola, chips and sandwich crackers.* The overwhelming majority of the graduates that were sworn-in Tuesday evening were on-campus studying in the library and routinely using the Lounge this summer.

In addition to getting graduates back on campus, it was amazing to see graduates supporting each other and holding each other accountable. They were an amazing support system for each other, and a constant reminder that they were not alone. They shared the good and bad days together. Graduates that hardly knew each other as students, built bonds and life-long friendships through this process. With each new day, graduates begin to buy into the B.E.S.T. mantra #ONEANDDONE and #IAMFAMULAW, and with this their confidence grew little by little. To see them grow and evolve right before my eyes was phenomenal. It was through this process, and spending time together in the Lounge and the library, that graduates realized that they had more in common than differences. They started to realize their role and accept responsibility, and more importantly they were determined not to let FAMU down. This summer was the ultimate display of team effort, which required graduates to work together and be responsible for each other- all of which are major traits of their generation of learners. The result was a melting pot of diverse backgrounds, temperaments and GPAs, all working together, supporting each other and fighting to accomplish ONE AND DONE!

I would like to extend a very special thank you to the faculty and staff that provided encouragement and support to graduates this summer. Starting with Dean Epps for fully supporting the B.E.S.T. Lounge, including approving financial resources to fund the coffee, water, and snacks and other items. After noticing the number of students in the building, Professor Jennifer Smith wanted to help out. Professor Smith was insistent on having *healthy* snack options for graduates, including fresh fruit, so she was known to dash into the Lounge to drop off Publix bags filled with organic apples, bananas and other healthy snacks. Professor Rhoda Cato also regularly stopped to check-in on graduates, and she provided lunch on a few occasions. From her home cooked red beans and rice to her New Orleans style Jambalaya, the graduates were appreciative that they could grab a bite for lunch without leaving the building. Professor Ann Marie Cavazos also wanted to pitch in to support the graduates she saw at the COL this summer, so she graciously sponsored a special lunch day by providing an assortment of sandwiches, cookies and other lunch items for graduates. Professor Carlos Woody also sponsored a pizza day during one of the long simulated testing days.

The resolve and hard work of this small group of dedicated graduates didn't go unnoticed by the students either, especially those taking summer classes. In fact, members of Phi Alpha Delta participated by sponsoring a continental breakfast for graduates to show additional support for their efforts preparing for the bar exam. Finally, the ASBP Program assistant Ms. Penny Hammond would routinely come to work early just to make sure the coffee maker was warmed-up and items were stocked for graduates each morning.

According to graduates, the many acts of kindness and support shown to them this summer, truly made a difference. In the end, the Lounge was much more than a location, it became a symbol of support, hard work and unity for the graduates studying at the COL.

SIMULATED EXAMS

The B.E.S.T. Program administered four, 3.5 hour, simulated exams for four consecutive weeks during the bar preparation period. Each exam consisted of 50 MBE-style multistate multiple choice questions and two Florida released essay questions. Exams were proctored by ASBP Program faculty. Self-assessment and evaluation is essential during bar preparation and the weekly simulated exams helped graduates assess their weaknesses and gauge their progress. Following simulated exams, graduates were encouraged to discuss their performance with their assigned B.E.S.T. coach (more on coaching below).

ESSAY GRADING

The B.E.S.T. Program collected and graded one of the two essays graduates completed during the B.E.S.T. simulated exams (detailed above.) Students studying outside the Orlando area were strongly encouraged to participate in the simulated exams remotely. They were also provided the opportunity to submit their essays from the simulated exams for grading and feedback from the essay graders.

Approximately 180 essays were graded this summer. Graders provided extensive comments and suggestions for improvement on each graded essay. This would not have been possible without the contributions of our full-time and adjunct faculty members who volunteered their time to grade essays. Graduates were extremely grateful for the essay writing practice and assistance. The commitment from the essay graders to assist our graduates continues to be an invaluable asset to the B.E.S.T. Program. The volunteer, faculty graders were:

Professor Clinton Cagle
Professor Caroleen Dineen
Professor Robert Minarcin
Professor Rebecca Olavarria
Professor Lori Ross
Professor Tonya Walker
Professor Carlos Woody

It is important to note that once again this summer, many of the essay graders reported that the work product of many graduates was moderate, and in some cases weak, especially at the onset of simulated testing. However, through repeated skills training and practice, a significant number of graduates were able to show *substantial* gains in their essay writing immediately before the administration of the bar exam. Unfortunately, some graduates after receiving scores that were unfavorable, decided to *stop* participating in the simulated exams early in the process. While others used the simulated exams as a tool of assessment and were even more determined to turn things around. As noted below, the number of graduates to submit the designated essays for grading, declined sharply as the summer progressed. The table below illustrates the drop-off in participation of the simulated exams.

Simulated Exam #1	57 Essays
Simulated Exam #2	50 Essays
Simulated Exam #3	40 Essays
Simulated Exam #4	34 Essays

The drop-off in participation in the simulated exams is also devastating in light of the fact that many of the issues in the essays graduates practiced/completed during the four B.E.S.T. Simulated Exams this

summer, were very similar to the issues in the essays on the actual July 2016 Florida bar exam according to graduates.

ADDITIONAL SKILLS LECTURES

I worked with Professor Carlos Woody to enhance the B.E.S.T. Essay Skills Writing Labs for graduates. After each of the four B.E.S.T. Simulated Exams, Professor Woody conducted a corresponding essay skills lab the following week. Each 45-minute lab included a detailed deconstruction of each graded essay from the simulated exam the week before. During the labs, participants were taught strategies and critical skills to improve and optimize their performance on the essay portion of the Florida bar exam. A major focus was placed on the development and application of rule statements and thorough legal analysis. During each lab, at least one released Florida bar exam essay question was deconstructed line-by-line, while critical reading, issue spotting, analysis through matching facts to law, and essay writing protocols and strategies were highlighted.

Professor Woody also conducted an additional bar strategies workshop focusing on the area of Florida Constitutional Law July 15, 2016.

INDIVIDUAL MENTORING AND COACHING

Mentoring and coaching is a valuable component of the B.E.S.T. Program. It is important to note (as cited above) that while the B.E.S.T. Program reached out to all of the May 2016 graduates prior to the start of the bar preparation period to offer assistance, some graduates blatantly *refused* or simply opted not to receive any assistance from the College of Law. Although not all graduates want to participate in the B.E.S.T. Program, I nonetheless still assign *every* graduate to a bar preparation coach *before* the start of the bar exam preparation study period. As such, *all* May 2016 graduates were assigned a coach/mentor and split into groups (also known as TEAMS). While some graduates make it clear via email or telephone at the start of the bar preparation study period that they have ZERO interest in participating in B.E.S.T., others simply ignored our calls and emails. Some of the reasons cited for not wanting to participate include, "I did well in law school, so I don't need it.", "I don't learn that way.", "My friend said B.E.S.T. adds unnecessary work.", and "I work full-time so I won't have time to participate."

On average, the ASBP professors were assigned teams of approximately 20-22 first-time and repeat bar takers. Throughout the summer, B.E.S.T. coaches sent weekly team emails and was available to meet weekly with each graduate on their respective teams. On a daily basis, coaches received emails, walk-in appointments, and telephone calls from graduates with questions or those seeking guidance or motivation. Approximately 25-30 graduates meet weekly with B.E.S.T. coaches either in person or via telephone. During the bar prep period, graduates experienced everything from adjustment issues, serious health problems to family crisis. The coaches were there through it all, to provide encouragement and support, while helping graduates balance unexpected life occurrences along with the stress of bar preparation. Students also received weekly updates, score reports, support and encouragement from me via email.

The graduates that did interact with their assigned coach, repeatedly expressed their appreciation for the support offered.

SUPPLEMENTAL STUDY SCHEDULE

Most commercial bar companies now offer comprehensive and interactive, online daily study schedules that require participants to complete designated tasks each day. These programs track participant progress online as well and allow participants to compare their performance and progress to others preparing for the exam in each state. As such, the B.E.S.T. Program encouraged students preparing for the July 2016 bar exam, to follow the schedule provided by their commercial bar company. B.E.S.T. participants signed waivers which allowed B.E.S.T. and the coaches to access

participants' online bar review course accounts. The B.E.S.T. coaches logged into the accounts weekly and tracked participants' progress.

The B.E.S.T. Program provided graduates taking the Florida bar exam with a supplemental study schedule. The B.E.S.T. supplemental schedule included a *small* amount of *unassigned* materials provided by the commercial bar review companies. B.E.S.T. creates a separate supplemental schedule for graduates enrolled in BarBri and Kaplan courses. The supplemental schedule included assignments like multiple choice question drills and additional essay writing practice. Again, all of the study materials listed in the supplemental schedule were provided to each graduate by their respective bar review course provider. The supplemental schedule along with the tracking helped graduates optimize their experience with their commercial bar company, contributing to their confidence and preparation before the exam.

Primarily due to lower cost, a designated number of students opted to enroll in the Themis bar review course. While the Themis bar review course is structured differently from BarBri and Kaplan, the B.E.S.T. Program still made every effort to assist Themis students with coaching/mentoring and essay grading to the extent that it was possible based on the unique structure of the Themis bar review course and the availability of materials provided by Themis.

OUT-OF-STATE BAR TAKERS

Approximately 6 out-of-state bar takers participated in the B.E.S.T. Program, with California being the largest known out-of-state jurisdictions for COL graduates. To assist out-of-state bar takers, the B.E.S.T. Program provided a 4-hour Multistate Performance Test ("MPT") and essay writing skills workshop before the start of bar preparation period. While the MPT is not administered in Florida, 40 of 50 states (including Georgia) administer the MPT and California administers a similar performance test. The MPT skills workshop is designed to expose out-of-state takers to the structure of the MPT and strategies for properly preparing for the MPT.

As you are aware, each state supreme court reserves the right to administer the bar exam in the format of their choice, however 49 of the 50 states still administer the Multistate Bar Exam (MBE) during day two of the bar exam in each of those states. The out-of-state takers were strongly encouraged to strictly follow their state specific study schedule and materials to ensure they received adequate essay, multiple choice, Multistate Essay Examination, and/or MPT practice for their respective state. To further assist out-of-state takers, were provided a B.E.S.T. coach throughout the bar preparation period.

AT THE BAR EXAM IN TAMPA

The ASBP Team joined graduates in Tampa during the administration of the July 2016 Florida bar exam. While in Tampa, I observed the confidence displayed by B.E.S.T. Program participants. Many graduates reported that they felt well prepared and that they appreciated the presence and support of their B.E.S.T. coaches in Tampa. As you know, attitude is a major contributing factor in their ability to combat testing anxiety. Thanks to the contributions of the Development and Alumni Affairs Department (Ms. Graham, Ms. Beale, and Ms. Hayslip), all graduates were able to enjoy a lunch both days of the bar exam. Graduates paid 50% of the cost for their lunch, while the Development and Alumni Affairs Department covered the remaining costs associated with the luncheon. Approximately 40 graduates attended the luncheon each day.

The ASBP Team was there to greet COL graduates at the Convention Center in the morning before the start of each exam day, at lunch each day, and then again in the afternoon after testing. Ms. Beale, the Assistant Director of Alumni Affairs joined us in Tampa to host the luncheon and provide support to our graduates along with recent COL graduates.

If you have any questions about the B.E.S.T. Program, please contact me.

Questions for COL Faculty Committee

Curriculum

Should we require writing across the curriculum?

Should bar courses be required?

Should we require assessments in all bar tested subjects? How many? Type?

Should there be limits on ungraded academic credit? (Note: ABA limit on co-curricular credit)

Should the Advanced Analytical Skills course be required for all students?

Is our curriculum/teaching rigorous enough?

How do we increase rigor in the classroom?

Is the sequence of the curriculum correct?

Assessment

What knowledge, skills, and values do we want our students to have?

Where are these taught in our current curriculum?

What needs to be added?

Where does it need to be added?

Admissions

Should our admissions criteria be adjusted in any way? LSAT? GPA? Class size?

Faculty Development

What teaching programs should be presented? (teaching, active learning, exam writing)

What resources do we need to support effective teaching?

How does class size relate to effective teaching?

Should we have formative reviews of teaching for all teaching faculty?

Academic Standards Committee

Are the criteria for readmission rigorous enough?

INFORMATION ITEM

Division of Academic Affairs Update

- 2 + 2 Program



Academic Affairs Committee

PRESENTED BY

William Hudson Jr., Ph.D.

Florida Agricultural and Mechanical University

FLORIDA **A&M** UNIVERSITY



FAMU 2+2 Program

PRESENTED BY

William Hudson Jr., Ph.D.

Florida Agricultural and Mechanical University

Division of Student Affairs

Tallahassee, FL 32307

Enrollment Strategy: Increase Transfers

Performance Based Funding Metrics

- ▶ Percent of Bachelor's Graduates Enrolled or Employed (Metric # 1)
- ▶ Median Wages of Bachelor's Graduates Employed Full-Time (Metric # 2)
- ▶ Bachelor's Degrees Awarded within Programs of Strategic Emphasis (Metric # 6)



FAMU Pilot Program

Fall 2017 Launch

- ▶ Redirection Letters/Deferred Acceptance
- ▶ Miami Dade College and Broward College
- ▶ Graduation in 3 years
- ▶ Venom Paths (5 majors)
 - Students will receive
 - Comprehensive Advising Teams
 - Guaranteed Scholarships
- ▶ Transfer Orientation
- ▶ Priority Registration





Cornerstone 1

Technology

- Transfer Website
- Electronic Transcripts

Cornerstone 2

Communication Plan

- Branding (Name Program)
- Marketing and Outreach Advertising
- Social Media Campaign



Cornerstone 3

Human Resources

- Assistant Director, Admissions
- Transfer Admissions Specialist
- Academic Advisor

Cornerstone 4

Online Options

- Degree Offering
- Course Offerings

Budget Recommendation

Itemized Budget

Item	Year 1	Year 2	Year 3	Year 4	Year 5
Technology	351,300	191,220	177,780	177,780	177,780
Communications	125,500	82,700	58,900	58,900	58,900
Personnel (4)	334,882	334,882	334,882	334,882	334,882
Online	643,800	643,800	643,800	643,800	643,800
Total	1,456,482	1,252,602	1,215,362	1,215,362	1,215,362



Implementation Timeline

Fall 2017 Implementation

- ▶ Memorandum of Understanding (Fall 2016)
- ▶ Name Branding Competition (Fall 2016)
- ▶ Identify 5 majors to pilot through data sharing (Fall 2016)
- ▶ Communication Plan (Fall 2016/Spring 2017)
- ▶ Redirection Letters (Spring 2017)
- ▶ Personnel Hiring (Spring 2017)
- ▶ Pilot Class (Fall 2017)



Next Steps

March Board of Trustees Meeting

- ▶ Work to develop MOU with Miami Dade College and Broward College
- ▶ Develop communication plan
- ▶ Hire staff
- ▶ Develop transfer orientation program
- ▶ Develop Venom Paths
- ▶ Establish Advising Teams





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

established 1887