

Florida A&M University



Institutional Effectiveness 2012-13 Annual Report

Office of Institutional Effectiveness
Division of Academic Affairs

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A NOTE FROM THE ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL EFFECTIVENESS

Gita Wijesinghe Pitter Ph.D.

The Office of Institutional Effectiveness initiates and supports activities designed to enhance the academic experience at the institution, including projects related to, planning, assessing, analyzing and reporting on the accomplishments of the University's mission and strategic goals. The Office of Institutional Effectiveness is the umbrella office under which the offices of University Planning, Program Quality, University Assessment, Institutional Research, the Quality Enhancement Program and Faculty Development operate. As you read this annual report you will find the highlights of these offices outlined along with statistical information provided by the Office of Institutional Research. These offices are committed to assisting the university administration, faculty and staff in providing an environment that embodies the University motto of "Excellence with Caring".

INTRODUCTION

The 2012-2013 Academic year was the year in which Florida A&M University celebrated its 125th anniversary and to commemorate this milestone the university had a series of special events highlighting the accomplishments of this great institution. The top priority of the University in enhancing teaching and learning is increasing student retention and graduation rates. In addition, the University continued to implement its Retention and Debt Reduction Plan. Several initiatives were put in place to increase progression, retention, graduation. Other activities for institutional effectiveness included strategic plan reviews, new degree approval, program reviews, accreditation, assessment and quality enhancement.

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

Mission, Vision and Core Values

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

Key Achievements and Dashboard Data

This section of the Institutional Effectiveness Report presents the key achievements and dashboard data from the 2012-2013 FAMU Accountability Report that was submitted to the Board of Governors.

Strategic Planning

During the 2012-13 academic year, the monitoring of strategic planning activities continued, targeting several initiatives identified in the University's Strategic Plan and the Board of Governors Work Plan

Quality Enhancement Plan

The Quality Enhancement Plan (QEP) of FAMU is a major activity to enhance student learning in a specific arena and is a requirement of the University's regional accrediting Agency, the Southern Association of Colleges and Schools (SACSCOC). The QEP office continued to improve on the major activity of enhancing student learning with a host of campus partnerships and activities as described in the QEP section of this report.

Program Quality

During the 2012 - 2013 academic year, the Office of Program Quality coordinated several academic program reviews, approval of new programs and majors, and assisted several colleges and schools with specialized accreditation. These activities and their results are summarized in the program quality section of this report.

University Assessment

The focus of assessment at Florida Agricultural and Mechanical University (FAMU) during the academic year of 2012-2013 was to continue to engage the university community in an effort to improve institutional effectiveness and to promote an environment of continuous improvement. This report highlights key assessment activities and achievements at the institutional, administrative, program, and student levels.

Narrative Highlights of University Achievements

The summary accomplishments of the university in the areas of teaching and learning; scholarship, research and innovation and community and business engagement are extracted from the University 2012-2013 Annual Report. The summary and full report contain important information on key performance indicators and progress on institutional goals as well as key accomplishments for the year and are available at: http://www.famu.edu/OfficeofInstitutionalEffectiveness/UserFiles/File/FAMU_2012-13_Accountability_Report_FINAL_2014-01-09.pdf.

MISSION, VISION AND CORE VALUES

Mission Statement

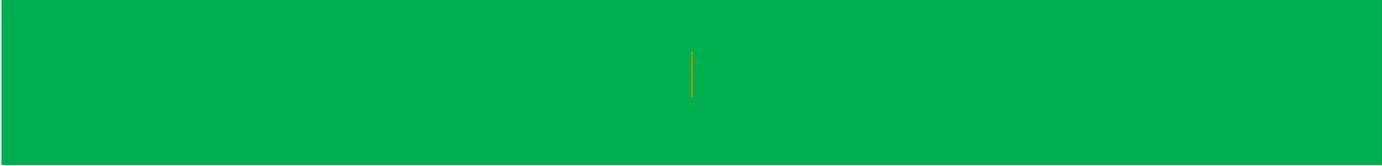
Florida Agricultural and Mechanical University (FAMU) is a 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Vision Statement

Florida A&M University (FAMU) will be internationally recognized as a premier land grant and research institution committed to exemplary teaching, research, and service preparing transformational graduates with high ethical values dedicated to solving complex issues impacting our global society.

Core Values

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality
- Freedom
- Ethics
- Shared Governance



2012-2013
KEY ACHIEVEMENTS
AND DASHBOARD
DATA



KEY ACHIEVEMENTS (2012 -2013)

STUDENT AWARDS/ACHIEVEMENTS

1. Two broadcast journalism students were honored at the 34th Annual College Television Award Gala with a gold statue commonly referred to as a Student Emmy from the Academy of Television Arts and Sciences Foundation.
2. School of Business and Industry (SBI) students placed First and Second at the 2012 Globe Without Borders Business Case Competition.
3. Saundra Wheeler, a student in the College of Agriculture and Food Science, won the Friends of Integrated Pest Management graduate student award in the master's category for her research. She is the first African American female and first student from a 1890s land grant institution to win this award.

FACULTY AWARDS/ACHIEVEMENTS

1. Dr. Sungmoon Jung, Assistant Professor of Civil and Environmental Engineering, won a National Science Foundation CAREER Award based on his work on Offshore Wind Turbines.
2. Dr. Jennifer Cherrier, associate professor in the School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to receive this recognition.
3. FAMU faculty and students were issued five patents in 2012-13 (College of Pharmacy (3), College of Agriculture and Food Sciences (1) and one patent to three students).

PROGRAM AWARDS/ACHIEVEMENTS

1. The Ph.D. program of the FAMU-FSU department of Mechanical Engineering ranked 27th in the country based on the NRC S-Rankings as reported in PhDs.org.
2. SBI was granted initial accreditation by the Accreditation Council of Business Schools and Programs (ACBSP) and selected as "Best-in-Class" for 2013 Undergraduate and Graduate schools initially accredited by ACBSP.
3. The National Science Foundation awarded \$1.6 million to the College of Science and Technology to support Student Centered Active Learning and Assessment Reform.

RESEARCH AWARDS/ACHIEVEMENTS

1. FAMU received \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in STEM and professional disciplines to strengthen ongoing research in plant and animal sciences.
2. The National Institutes of Health awarded the College of Pharmacy and Pharmaceutical Sciences a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer.
3. The U.S. Department of Defense awarded over \$1.8 million to support research on High Temperature Supersonic Jet; Flow Separation Control; Ultra-light Weight Hybrids; and Fluid-Structure Interaction for High-Reynolds-Number Compressible Flow.

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. FAMU was named one of Forbes magazine's America's Top Colleges in its ranking of the top colleges, and the list for "Best Research Colleges".
2. FAMU was recognized by The College Database in 2013 for "Highest Starting Salaries" in Florida. FAMU, with an average starting salary of \$41,000, was ranked no. 4 overall and no. 2 for public institutions in Florida.
3. FAMU's first year retention rate increased from 79% in 2010-11 to 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 72% in the preliminary 2012-13 data, exceeding the goals for these metrics.

SUMMARY OF DASHBOARD DATA

(Addition to Accountability Report)

The following narrative provides a brief overview of the data depicted in the Data Dashboard:

Dashboard 1 – In this dashboard is provided general demographic information about the University and summarizes essential data pertinent to maintaining the Carnegie Classification. It includes information on enrollment, number of degree programs offered, and number of faculty. It also includes baccalaureate and graduate degree data in relation to the base year of 2008-09 and also baccalaureate degrees without excess hours. The number of bachelor's degrees for blacks rose from 94% to 96% and those for Pell Grant recipients increased by 10 percentage points from 66% in 2008-09 to 77% in 2012-13 which is a higher percentage by far than any other institution in the SUS. Doctoral degrees awarded rose by 31% from 306 in 2008-09 to 401 in 2012-13, which was a significant increase in this area. In the 2012-13 academic year.

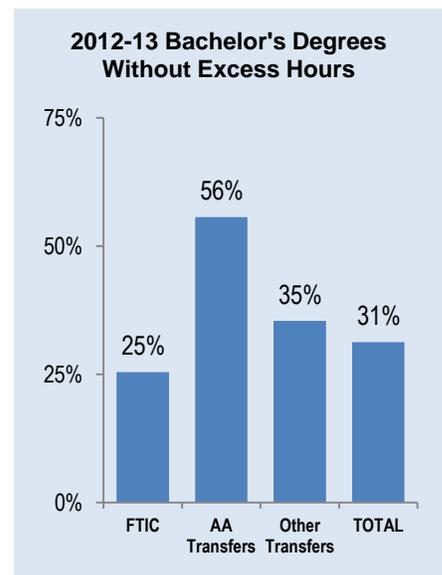
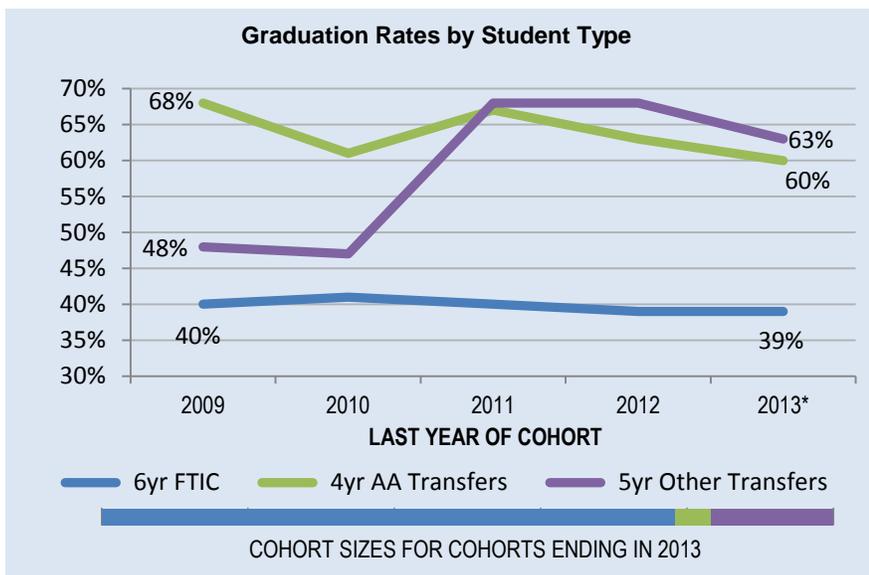
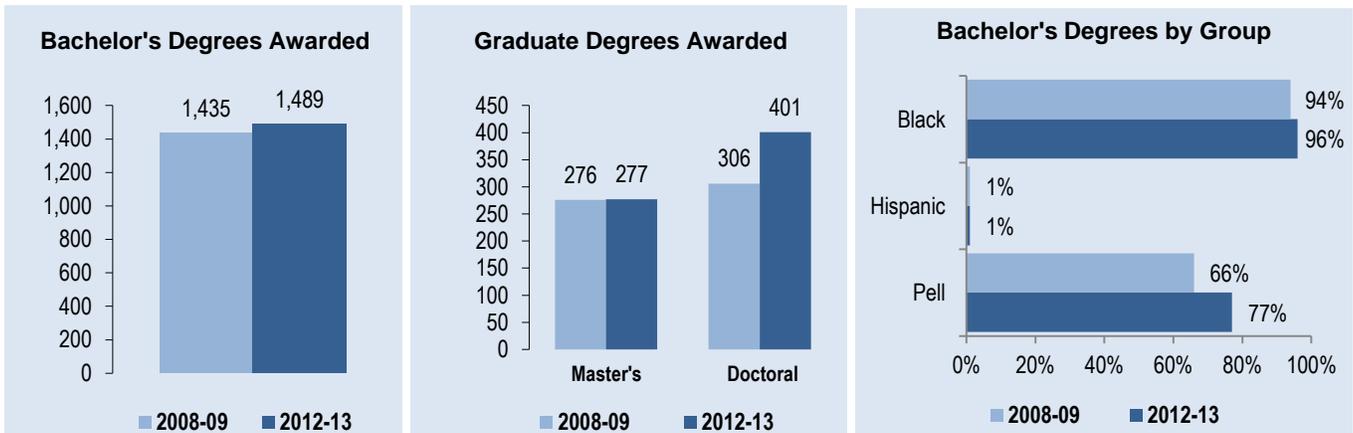
Dashboard 2 – This dashboard provided information on degrees awarded in STEM programs, other programs of strategic emphasis, Research and Development expenditures and other funding resources per FTE. The most marked increase in bachelor's degrees awarded in the Areas of Strategic Emphasis was in Security, which rose from 139 in 2008-09 to 179 in 2012-13, showing a 29% increase and in graduate degrees Health (Critical) rose from 164 in 2008-09 to 198 in 2012-2012 with a 21% increase. There has been a steady decline in state funding from 2008-09 through 2012-13.

Dashboard 3 – Dashboard 3 depicts post-graduation metrics on recent baccalaureate graduates who joined the work force and their wages after one year.

Dashboard 1

Headcount Enrollments	Fall 2012	% Total	2007-2012 % Change	Degree Programs Offered			2012 Carnegie Classifications	
				TOTAL (as of Spring 2013)	Full-Time	Part-Time		
TOTAL	12,051	100%	4%	TOTAL	94		Basic:	Doctoral/Research Universities
White	603	5%	7%	Baccalaureate	51		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate
Hispanic	228	2%	-2%	Master's	28		Graduate Instructional Program:	Doctoral, professions dominant
Black	10,935	91%	5%	Research Doctorate	12		Size and Setting:	Large four-year, highly residential
Other	285	2%	-19%	Professional Doctorate	3		Community Engagement:	n/a
Full-Time	10,807	90%	7%	Faculty (Fall 2012)				
Part-Time	1,244	10%	-15%					
Undergraduate	9,928	82%	3%	TOTAL	552	15		
Graduate	1,976	16%	16%	Tenure & Ten. Track	398	6		
Unclassified	147	1%	-37%	Non-Tenured Faculty	154	9		

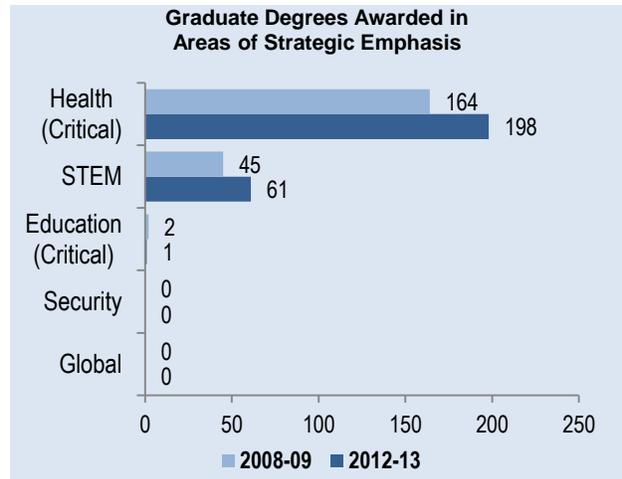
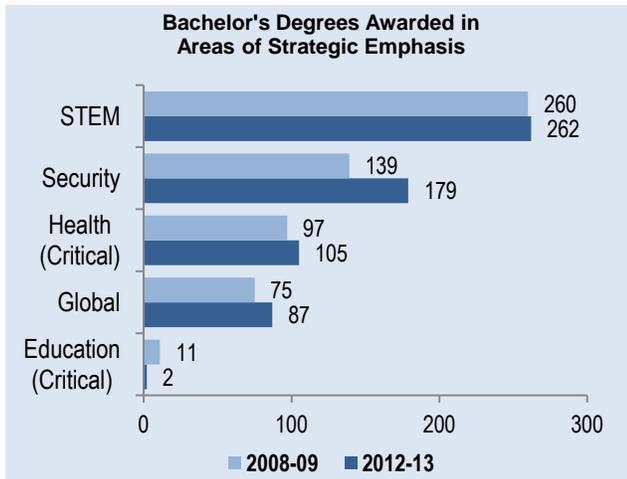
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



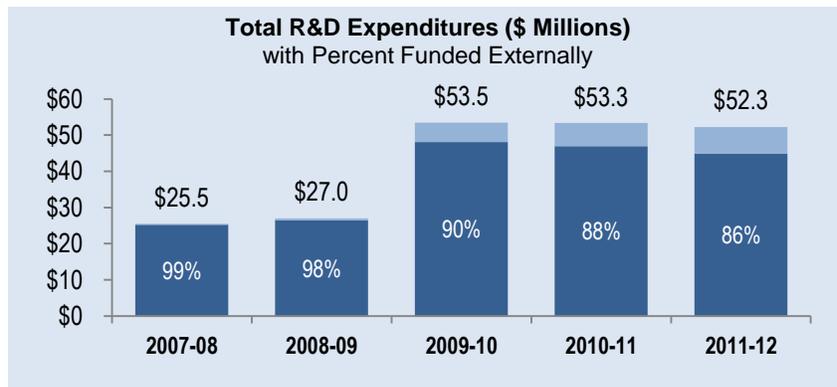
* Based on 2013 preliminary data

Dashboard 2

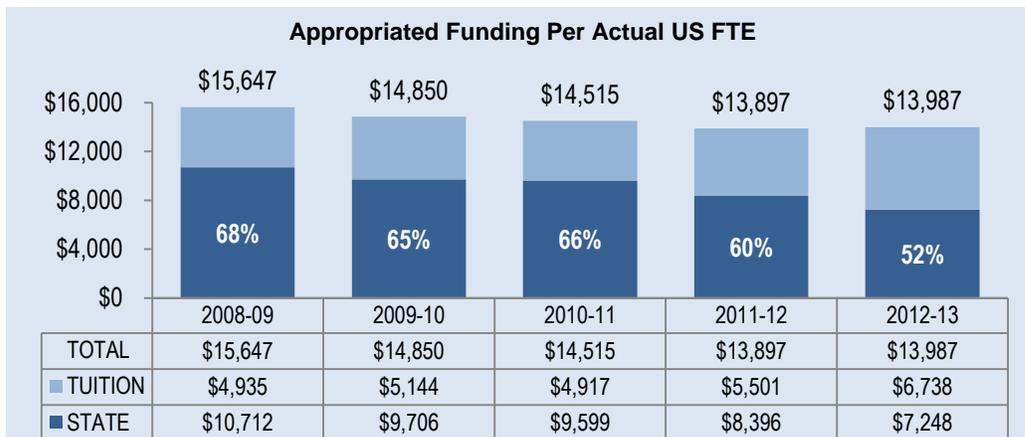
DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS



RESEARCH AND COMMERCIALIZATION ACTIVITY



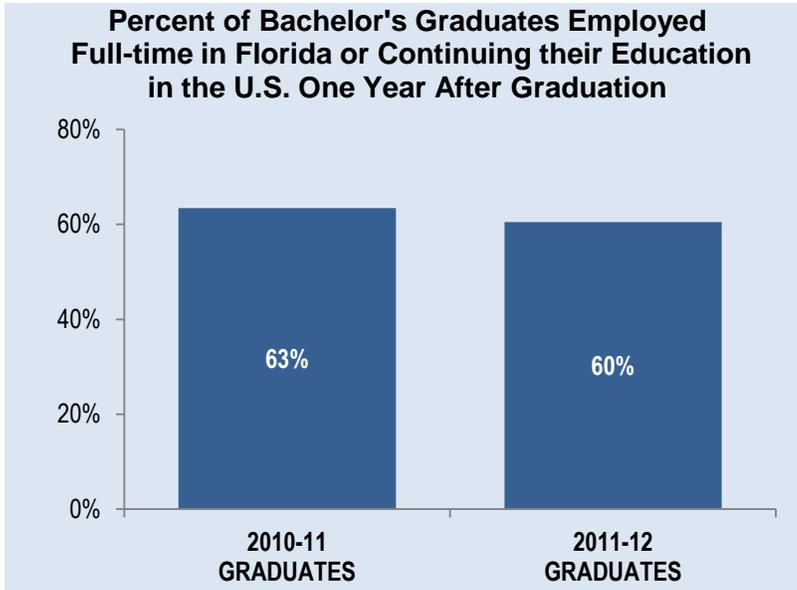
RESOURCES



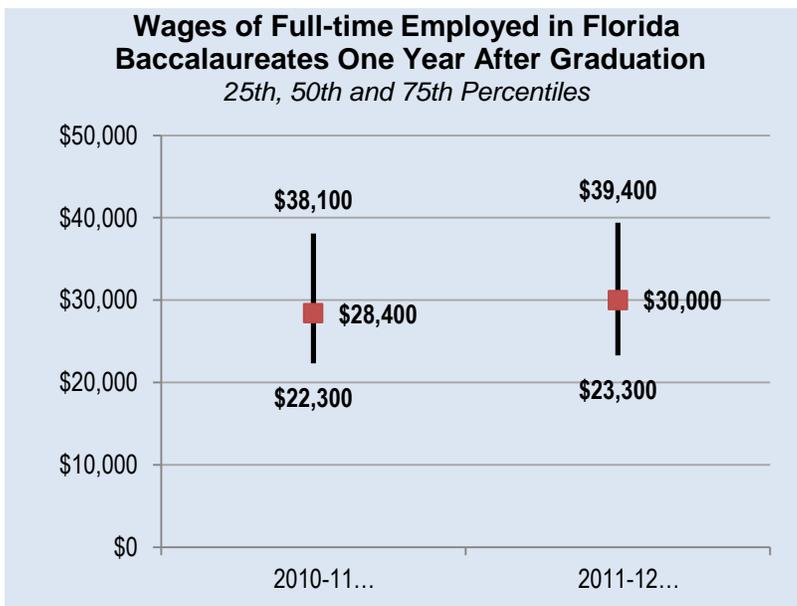
Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). State funded financial aid programs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

Dashboard 3

POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time in Florida (based on FETPIP data) or continuing their education in the U.S. (based on the National Student Clearinghouse data). Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 90% and 83% of the total graduating class for 2010-11 and 2011-12, respectively. BOG staff are actively working on adding non-Florida employment data to this measure for future reports.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 42% and 39% of the total graduating class for 2010-11 and 2011-12, respectively. Wages rounded to nearest hundreds.



STRATEGIC PLANNING



HIGHLIGHTS AND FACTS OF STRATEGIC PLAN 2012-13

In the 2011-12, the FAMU Board of Trustees developed goals for the University to focus on, targeting several initiatives identified in the University's Strategic Plan and Board of Governors Work Plan. The following summary provides accomplishments and successes in 2012-13 academic year:

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

- The newly formed College of Science and Technology continues to work with the college leadership to make continued progress on the Center of Excellence concept. Several doctoral level programs are being considered such as a Ph.D. in chemistry, biology, mathematics, computer science and computational science.

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

- During the 2012-13 academic year, the Office processed over eleven disclosures, twelve (12), patent applications, five patents and two trademarks. Eleven disclosures, 12 patent applications, five patents issued and two trademarks have been facilitated. These tangible performance metrics, along with presentations/workshops, commercialization activities, reports submitted, and related marketing activities have contributed to FAMU's success in commercialization.
- In 2012-13, University faculty received new grant award totaling over \$42.4 million. The Division of Research (DoR) continues to provide workshops, presentations and discussions regarding research opportunities and the commercialization of research at the University. During 2012-13, several awards in excess of \$1 million were received:
 - FAMU received \$13 million in funding from various agencies to provide education and training for underrepresented minority students pursuing the Ph.D. in STEM and professional disciplines to strengthen ongoing research in plant and animal sciences.
 - The National Institutes of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Science a \$5.6 million grant over five years to study novel approaches to treating breast and lung cancer --- two of the leading causes of cancer deaths among African Americans. The funds will also support the establishment of sustainable organizations through university and community partnerships to reduce health disparities in African-American communities and to train more health-care professionals from neighborhoods that suffer from health disparities.
 - FAMU received an award totaling more than \$1.8 million from the U.S. Department of Defense (DoD) to support research at the University for the next three years. The U.S. DoD Research and Education Program for Historically Black Colleges and Universities/Minority-Serving Institutions (HBCU/MI) provides support through the DoD's U.S. Army Research, Development and Engineering Command Army Research Office. The grant supports the following research projects of faculty at the FAMUFSU College of Engineering:
 - High Temperature Supersonic Jet Noise-Fundamental Studies and Control Using Advanced Actuation Methods (Farrukh Alvi);
 - A Novel Approach to Adaptive Flow Separation Control (Emmanuel Collins);
 - Towards Ultra-light Weight Hybrids, Foams and Green Bodies: Structure-Property Relationships in Novel Polymer Grafted Nanoparticles (Subramanian Ramakrishnan); and
 - Simulation of Fluid-Structure Interaction for High-Reynolds-Number Compressible Flow (Kunihiko Taira).

Patents and Inventions

- During the 2012-13 academic year, several faculty and students were issued patents:
 - Dr. Elizabeth Mazzio, Research Associate College of Pharmacy and Pharmaceutical Sciences and Karam Soliman, Distinguished Professor, College of Pharmacy and Pharmaceutical Sciences received a patent for Nutraceutical Agent for Attenuating the Neurodegenerative Associated with Parkinson's disease.
 - Faculty members, Dr. Kinfe Ken Redda, Interim Vice President and Professor, Dr. Nelly Mateeva, Associate Professor, Department of Chemistry, College of Science and Technology, and Mrs. Chavonda Mills, received a patent for Synthetic Flavonoids and Pharmaceutical Compositions and Therapeutic Methods of Treatment of HIV Infection and Other Pathologies.
 - Dr. Seth Ablordeppey, Professor and Division Director, Basic Pharmaceutical Sciences, College of Pharmacy and Pharmaceutical Sciences received a patent for the treatment of MRSA Infection.
 - Dr. James Muchovej, Professor of Plant Pathology, College of Agriculture and Food Sciences and Oghenekome U. Onokpise, Professor of Agronomy, Forestry, and Natural Resources/Associate Dean, College of Agriculture and Food Sciences, received a patent for Mycoherbicide for Controlling Congongrass.
 - Students, Mr. Malcolm Kelly, Ms. Nordian Brown and Ms. Leitoya Snelling, received a patent for Collapsible, Sanitized Straw Assembly.

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

- In 2012-13, FAMU awarded 23 research doctorates.

Goal: Increase licensure passage rates

- In 2011-12, the Board of Trustees established targets/goals for first time pass rate for each of the programs as follows:

Program	Target/Goal for first time pass rate for 2012-13	Actual in 2012-13	Status
Nursing	87%	90%	Exceeded goal by 3%
Pharmacy	90%	86%	Did not meet goal, passage rate decreased by 1% from previous year.
Law	80%	73%	Did not meet goal, however, increased passage rate by 8.9% over previous year.
Allied Health Sciences:		2010-12 (Three year average)	
Cardiopulmonary Science	80%	74% CoARC requirement and 64% per BOT	2% increase
Occupational Therapy (First-time takers)	70%	47%	Did not meet goal.
Physical Therapy	80%	41%	Did not meet goal. However, passage rate increased by 24% from previous three-year average.

Goal: Meet the accreditation standards for select disciplines

- In 2012-13, the following programs went through specialized accreditation (please see Program Review section for additional information):
 - Facilities Management, Bachelors level
 - Pharmacy (Main Campus and Crestview), PharmD, Doctorate level
 - Public Health, Masters and Doctorate levels
 - Business Administration, Bachelor's and Master's levels
 - Accounting, Bachelor's and Master's levels

Goal: Achieve goals for Distance Education

- In 2012-13, FAMU graduated its 1st Cohort of students in the School of Business and Industry (SBI) (Online MBA), School of Nursing (Master in Nursing), and College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (Masters in Public Health).

Goal: Enrollment Management***FTIC Students***

- In fall 2012, the University continued to experience a slight decline in the number of FTICs enrolled due to an effort to reducing the number of profile admitted students each year based on the new Board of Trustee policy. In addition to reducing the number of FTIC profile admits, the University has reestablished efforts to increase the number of high achieving students with a record of greater academic success in high school, which research has proven is significantly correlated to successful graduation from college. From fall 2011 to fall 2012, the average grade point average (GPA) of incoming freshmen increased from 3.15 to 3.21.

Transfer Students

- In fall 2012, the University's enrollment of state and community college transfer students declined to 275, a -11% decrease from the fall 2011 semester.

Retention

- In September 2012, the University presented to the Florida Board of Governor its Retention and Debt Reduction Plan. The activities undertaken are broad and far reaching, as described in the Plan submitted to the BOG. In 2012-13, the University created 25 new faculty lines using tuition differential funds and hired faculty to fill these positions. The University also hired 49 additional tutors, 19 additional advisors (including 6 who had previously been on temporary lines), implemented a new online Academic Mapping/Academic Advisement Module, hired two new advisors to staff this system, hired two debt counselors and two career counselors. The University implemented the Academic Success Program (ASP) as the umbrella under which FAMU streamlined support services for all students to increase retention, progression and graduation, including intrusive advising, tutoring and the First Year Experience Course, and implemented a number of enhancements and new initiatives:
 - In fall 2012, only 388 FTIC students were profile admits, thus meeting the Plan's limit of not to exceed 500.
 - The First Year Experience course was fully implemented in 2012-13. Preliminary results indicate that a higher percentage of students who took the course had a subsequent college GPA of 2.0 or greater (85%) compared to students who did not take the course (76%). These results indicate that the FYE course is having a significant positive impact on students' academic performance.

- The first year retention rate increased from 79% in 2010-11 to 80% in 2011-12 and 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 65% in 2011-12 to 72% in the preliminary 2012-13 data. This is a dramatic increase, far surpassing the university goals for these metrics.
- In 2012, the University's SCALE-UP project was implemented utilizing innovative teaching methods to engage students and is already yielding very encouraging results, indicating decreases in D, F and W grades in courses which previously had high failure rates.



QUALITY ENHANCEMENT PROGRAM



QUALITY ENHANCEMENT PROGRAM

In the 2012-2013 academic year, the Office of the Quality Enhancement Program (QEP) continued to improve on the major activity of enhancing student learning with a host of campus partnerships and activities. Some of the student activities included the Freshman Summer Reading Program, the Freshman Critical Thinking Seminar Series, The QEP also worked closely with the Office of Retention to co-facilitate various activities and instructional training for First Year Experience Course. In addition to student activities, the QEP also hosted professional development opportunities for faculty. Below are highlights of activities carried out through the academic year.

Year Four (4) of the Freshman Summer Reading Program

- This co-curricular activity promotes student learning by requiring all incoming freshman students to read an assigned book and complete a writing assignment during the summer preceding the fall term. Students were provided copies of the book during Welcome Week, and instructed to respond to three prompts provided. The written responses were submitted electronically and evaluated by instructors teaching First Year Experience courses. QEP also provided instructional training to FYE faculty on how to utilize the book through the use of critical thinking pedagogy strategies. Assessment results garnered from class activities will provide additional information on student progress in the area of critical thinking.
- More than 500 freshman students submitted written essays about the Summer Reading selection. The author of the 2013 book selection (*Making the Impossible Possible*) visited the campus during the fall semester to engage in discussions with the University community.

Year Four (4) of the Freshman Critical Thinking Seminar Series

- This co-curricular activity is designed to enhance students' critical thinking skills through the participation in interactive dialogue sessions addressing life skills and academic issues.
- Approximately 1,100 students (81% of the freshman class) participated in the program during the fourth year.
- Topics of the 2012-2013 seminar sessions included: Critical Thinking, Financial Literacy, Ethics, Mental Health, and Entrepreneurship.

Year Four (4) QEP Faculty Development Program

- Through this program, faculty are provided with opportunities to attend on-campus training sessions, travel to professional conferences, and engage in curriculum development activities.
- Fifteen (9) on-campus workshops on critical thinking, course redesign, and enhancing student learning were held during the academic year.
- An average of one hundred nineteen (119) faculty and staff attended at least one of the workshop sessions and a total of six hundred and sixty-seven attended all of the workshops.
- Seven (7) faculty and staff trips to off-campus conferences and workshops on enhancing teaching and assessment of student learning were funded by the QEP during the academic year.
- Two *QEP Faculty Learning Communities (FLC)* were supported in which eleven (11) faculty were selected to participate in a year-long interactive activity to redesign courses and instructional approaches. One of the FLC provided training for faculty to redesign the curriculum for developmental education courses at the University.
- Through a grant for student technology, (1,100) student response systems (clickers) were purchased for use by faculty in various disciplines. The impact of the clickers on student learning will be assessed and the results will be used to guide future use of the clickers across campus.

- Through a partnership with Turning Technologies, a student intern was assigned to QEP to provide technical support for faculty using clickers in instruction.
- The QEP secured campus space to house a Teaching and Learning Center for faculty and staff. This Center (TLC) will provide a central location for all training and faculty development workshops.

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

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



PROGRAM QUALITY



PROGRAM QUALITY

The Office of Program Quality is dedicated to the work of enhancing and strengthening the quality of academic programs at Florida A&M University. Our office continually strives to provide direct oversight of the academic program review process, assist colleges, schools, and departments with specialized accreditation, and work with departments interested in developing new programs.

During the 2012-2013 academic year, the Office of Program Quality assisted the university, colleges, and schools in the following efforts:

Academic Program Review

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

During the 2012-2013 academic year, the following programs underwent academic program review.

- BA/BS Fine Arts
- BA/BS Philosophy and Religion
- BA/BS Theatre

In each of the programs, external reviewers noted the strengths of the programs, giving specific praise to dedicated faculty and students who exemplify high achievement. Repeatedly, reviewers commented on the faculty's personal commitment to the academic programs of study and their students as strengths of the programs. In all programs, it was deemed that the student learning outcomes are adequate and that students are receiving a quality education at Florida A&M. Specific to the Fine Arts program at FAMU, the external reviewer noted that faculty members in Visual Art are working artists and active in presenting their work to the public as scholars and professional artists. Their work is predominantly displayed in the Foster Tanner Fine Arts Gallery reflecting a strong understanding of the professional dimensions of their discipline, as well as effective approaches to traditional media and materials.

The external reviewer for the Philosophy and Religion programs was particularly impressed with the quality of teaching and the productivity of the faculty within the classroom. He indicated in his report that the strengths of this Philosophy and Religion program lie in its faculty and the alignment of its mission with the core mission of Florida A&M University. Similar to Philosophy and Religion and the Fine Arts programs, the consultant for the BA/BS Theater was also equally impressed with the quality of faculty in Theatre. Beyond the faculty, the consultant also noted the enthusiasm of the students in the program and the program's ability to provide students with diverse opportunities, and experiences of being onstage and backstage as shown in the student production of the Color Purple.

Some of the overall concerns for the programs noted above included recommendations for curriculum revision and outreach to alumni as a tool to market the existing programs.

Accreditation

In the 2012-2013 academic year, the Office of Program Quality in conjunction with Institutional Effectiveness provided support to eight academic degree programs and majors seeking initial accreditation or reaffirmation.

Those programs were:

- Accounting (B)
- Business Administration (B, M)
- Facilities Management Major within existing Business Administration degree
- Doctor of Pharmacy (Crestview and Main Campus)
- Occupational Therapy (M)
- Public Health (M, D)

All programs for which decisions have been rendered received reaffirmation of its programs for a time certain based on the guidelines of their respective accrediting agencies. The PharmD program has not received notification from its accrediting body as of yet. While the Accreditation Council for Pharmacy Education (ACPE) found the program to have demonstrated compliance with most of the standards, the program and University must satisfy specific concerns identified by ACPE in order to demonstrate full compliance regarding resources, specifically relating to faculty salaries and identifying a plan to address the faculty salary issue.

We must congratulate the School of Business and Industry and the Institute of Public Health for the dedication put forth in preparing for their reviews. The School of Business and Industry was awarded initial accreditation April 22, 2013 by the Accreditation Council for Business Schools and Programs (ACBSP) for its programs in Business Administration (B,M) and Accounting (B). The Facilities Management Major within the existing Business Administration, was also granted initial accreditation by the International Facilities Management Association (IFMA) and is also the first program in Florida and at an Historically Black College and University (HBCU).

At its October 15-16, 2012 site visit, the site team found no areas of noncompliance during the accreditation visit for reaffirmation of the master's and doctorate in Public Health. Both programs were reaffirmed for the full length of accreditation, seven years, at the June 2013 meeting of the Council on Education for Public Health (CEPH).

In addition to the programs above that underwent reaffirmation or initial accreditation, the Office of Program Quality in conjunction with the Associate VP, Institutional Effectiveness, continued its work with the College of Law as follow-up to its accreditation site visit, which was conducted March 25-26, 2012. Since the visit in 2012, the College of Law has submitted all requested information to the American Bar Association (ABA) to demonstrate compliance with required standards. The university is awaiting decision on the final outcome of the 2012 visit. The Accreditation Council for Occupational Therapy Education (ACOTE) granted a Certificate of Accreditation for the Master's in Occupational Therapy program at FAMU for a period of three (3) years from academic year 2012-2013 to 2015-2016 at its August 1-4, 2013 meeting. During this meeting, ACOTE also voted to change the status of the program from Probationary Accreditation to Accreditation because the program no longer had any outstanding areas of noncompliance.

New Degrees/Majors/Tracks

The Office of Program Quality in conjunction with Institutional Effectiveness worked with colleges and schools to develop new academic tracks within existing degree programs, which were implemented in 2012-2013. At the undergraduate level, two new tracks were added to existing degree programs already offered at FAMU. The School of Environment implemented a concentration in Environmental

Sustainability with the existing BA/BS Environmental Science effective Fall 2012. The Department of Music also added a new concentration in Jazz Studies within the existing BA/BS Music, effective Spring 2013. During this time, the drama education track within the existing BA/BS Theatre was also suspended due to low enrollment.



UNIVERSITY ASSESSMENT



OFFICE OF UNIVERSITY ASSESSMENT

The Office of University Assessment at Florida A&M University continues to engage the university community in effort to improve institutional effectiveness and to promote an environment of continuous improvement. During the 2012-2013 academic year, the Office of University Assessment welcomed a new Director (Dr. Mark Howse) and an Assistant Director (Dr. Franz H. Reneau). Through our concerted efforts, OUA achieved several accomplishments over the course of the 2012-2013 reporting period. Of significance, is the improvement in the timeliness' and quality of the assessment plans and reports submitted by instructional programs and administrative and educational support units. At the end of 2013, OUA had received 99% (n=104) of the assessment reports and plans from instructional programs and 83% (n=43) and 81% (n=42) of the assessment reports and plans from administrative and educational support units, respectively. When compared to performance for the 2011-2012 academic year, there was a twenty one percentage point increase in the number of plans and reports received from instructional programs and approximately a ten percentage point increase in the number of reports and plans received from administrative and educational support units. This success is largely attributed to targeted efforts over the course of the year (i.e. site visitations, workshops etc.) in creating more awareness of the important role that assessment plays in enhancing institutional effectiveness.

Collaborative Efforts

In an effort to enhance awareness and accountability relative to assessment, OUA held Assessment Update sessions with programs and departments around campus. The purpose of these sessions was to discuss: 1. why assessment is important; 2. area-specific assessment issues; and 3. strategies for improving assessment plans/reports. The sessions also provided an opportunity to review the "FAMOUS" Approach and to assist units in completing/updating their assessment reports if needed. The program/department targeted training was well received. There was a general consensus among the participants that the sessions were helpful in increasing understanding of best assessment practices. Given the success of this approach, the OUA will continue this format during the course of the next assessment cycle. As some participants stated that they wanted more time for the training we will continue to offer 1 hour sessions with the option to extend the time on an as needed basis. Some participants also stated that they would like more information and clarification on the differences between direct and indirect measures. We will look into developing webinar series and course modules for those who would like area-specific and general assessment training.

Institutional Level Assessment

The assessment activities conducted at the institutional level included the administration of the *ETS Proficiency Profile* for entering freshmen and graduating seniors, *Exit Survey* to graduating seniors, and focus groups on general education to current students. Assessment activities also included the review and submission of Academic Learning Compacts to the Board of Governors. The OUA also conducted an extensive review of results and advanced recommendations relative to each of the aforementioned areas. A sample of the results from the assessment tools and activities follow.

Exit Survey

Overall the analysis of the 2012-2013 Exit Survey results and their comparison with the results of the past three years suggest that graduating students have consistently provided low ratings relative to their level of satisfaction with the Availability of Parking and Financial Aid Processes. Satisfaction ratings ranged from 30% to 40% for Financial Aid Processes and from 26% to 30% for Availability of Parking. This trend is also reflected in how graduating students have rated Student Support Services and Departmental Processes for the last three years; the two main areas of the survey that have been

consistently rated relatively low. Ratings range from 56% to 67% for Student Support Services and from 51% to 70% for Departmental Processes for the last three years.

Considering these findings, the respective departments and units need to identify and implement programmatic strategies to combat these areas of opportunity. They may also need to conduct or review their own surveys or feedbacks from students on the type of processes and services they provide. Finally, although graduating students have consistently rated the following relatively high - Educational Outcomes, and Major Field of Study as well as Grade Reporting Process, Size of classroom, and University Library, overall, the results suggest room for improvement. Consistent with a continuous improvement philosophy, these units also need to review their results and identify mechanisms to further enhance their processes in meeting the needs of their most important stakeholder (i.e. students).

ETS Proficiency Profile

In an effort to evaluate the General Education Program and the flow of knowledge within degree programs, all incoming freshmen and students graduating with a bachelor's are asked to take the ETS Proficiency Profile (EPP). In the Fall of 2012, (n=409) incoming freshmen attempted to take the EPP test. Results were calculated for (n=354) of those students who completed 75% or more of the test items. Of those students that completed the EPP, (n=2) students had a perfect score. The mean score for incoming freshmen was 431.26. This is 6.2 points below the National Average for Four Year Institutions (437.46). In the Spring 2013, (n=312) graduating seniors took the EPP test. Results were calculated for (n=287) of those students. Twenty five students completed less than 75% of the test and as such, their scores were excluded from the analysis. Results show that the total mean score for the graduating seniors was 434.28. This is 13.61 points below the National Average for Four Year Institutions (447.89).

After further analysis, the results confirm that our students are entering the university with a severe deficit in critical thinking skills, especially in the 'Evaluate Hypothesis' area. It is important that more emphasis is placed on this skill and its relationship with student's critical thinking. For the seniors, more development is needed in the area of writing. Areas to focus on should include the following - 'recognize inappropriate parallelism' and 'recognize correct usage'. By improving writing and reading across the curriculum, this will enhance students' critical thinking skills. Finally, the focus to improve critical thinking needs to flow into the programs and not just in the general education sequence.

Recommendations for Improvement

The following recommendations are based on activities and assessments conducted during the 2012-2013 academic year. Some recommendations are included from previous years, as there was no evidence to date to suggest that actions were taken to remediate areas of opportunity. These recommendations are summarized below.

Based on the Results of the ETS Proficiency Profile Test

- Encourage competition among and within colleges to win awards for a greater number of test takers and high performers.
- Require all students in capstones and terminal classes to take the test for credit.
- Require programs to emphasize the skills measured by the test in the curriculum with the goal of improving seniors' performance at or beyond the national average.
- Provide incentives to students and academic programs.

Based on the Results of the Exit Surveys

- Units with low satisfaction ratings need to use their findings in developing and implementing programmatic strategies to combat areas of opportunity.
- All departments are encouraged to conduct their own departmental surveys. The OUA is now offering assistance in this endeavor.

Based on Institutional Level Assessment Committee (ILAC) Activities

- Develop a policy to provide release time, and guidelines to qualify, to faculty members that are responsible for assessment in their areas.
- Develop a process and evaluation plan to include assessment activities in Deans and VP's evaluations.
- Develop a process to enhance the quality of assessment reports by adding a quality review process to be conducted by ILAC members.

Based on General Education Assessment Committee (GEAC) Activities

- Provide students with more opportunities for hands on tutorial assistance. . A growing number of students lack basic knowledge and skills taught during middle school. From freshman level to senior level, student writing continues to reflect great (to grave) deficiencies in communication.
- Secure approximately 150 artifacts for each outcome from a larger number of faculty to acquire a more reliable account of student proficiency.

Based on Quality Enhancement Plan Committee Activities

- Develop a faculty development training lab on campus to improve pedagogy of Faculty to enhance students' critical thinking skills.
- Increase off-campus faculty workshops and training to site campuses and FAMU law school.this will allow for faculty to network with other institutions to learn best practices in active learning related to critical thinking skill.



NARRATIVE HIGHLIGHTS OF UNIVERSITY ACCOMPLISHMENTS



NARRATIVE HIGHLIGHTS OF UNIVERSITY ACCOMPLISHMENTS

The following are summaries of FAMU's performance in the following areas: Teaching and Learning; Scholarship, Research and Innovation and Community and Business Engagement. The summaries are extracts from the University Annual Accountability Report.

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

- The top priority of the University in enhancing teaching and learning is increasing student retention and graduation rates. The University continued to implement its Retention and Debt Reduction Plan which was presented to the Board of Governors at the September 2012 meeting. The activities undertaken are broad and far reaching, as described in the Plan submitted to the BOG. In 2012-13, the University created 25 new faculty lines using tuition differential funds and hired faculty to fill these positions. The University also hired 49 additional tutors, 19 additional advisors (including 6 who had previously been on temporary lines), implemented a new online Academic Mapping/Academic Advisement Module, hired two new advisors to staff this system, hired two debt counselors and two career counselors. The University implemented the Academic Success Program (ASP) as the umbrella under which FAMU streamlined support services for all students to increase retention, progression and graduation, including intrusive advising, tutoring and the First Year Experience Course, and implement a number of enhancements and new initiatives. The Academic Advisement Module (AAM) is a tool used to track the requirements and policies that a student must satisfy in order to graduate. As a student progresses towards graduation, AAM analyzes those courses completed by the student-both successfully and unsuccessfully-and determines what requirements are still outstanding. This keeps students on track and avoids excess credit hours. Also, Blackboard is now used to track student usage of tutorial services and course pass rates.
 - The University dramatically decreased the number of profile admits to no more than 500 of fall freshmen class. In fall 2012, only 388 FTIC students were profile admits.
 - The First Year Experience course, piloted in 2011-12, was fully implemented in 2012-13. Preliminary results indicate that a higher percentage of students who took the course had a subsequent college GPA of 2.0 or greater (85%) compared to students who did not take the course (76%). These results indicate that the FYE course is having a significant positive impact on students' academic performance.
 - Data analyses indicate that even in this early period of implementing the retention and debt reduction plan, the initiatives are having a significant positive impact. As evidenced in Table 4B of this Accountability Report, the first year retention rate increased from 79% in 2010-11 to 80% in 2011-12 and 82% in the preliminary 2012-13 data. Similarly, the percent retained with GPA of 2.0 or higher increased from 59% in 2010-11 to 65% in 2011-12 to 72% in the preliminary 2012-13 data. This is a dramatic increase, far surpassing the university goals for these metrics.
 - University's SCALE-UP project utilizing innovative teaching methods to engage students was implemented in calendar year 2012 and is already yielding very encouraging results, indicating decreases in D, F and W grades in courses which previously had high failure rates.
- FAMU prides itself on the high percentage of accredited programs it offers, as verification of the quality of its academic programs. The percentage of eligible programs with specialized accreditation is 85%. In 2012-13, FAMU programs in Pharmacy, Public Health, Architecture, and Biological and Agricultural Systems Engineering were reaccredited. In addition, the School of Business and Industry (SBI) received initial accreditation for its undergraduate and

graduate business programs and was selected “Best-in-Class” for 2013 by the Accreditation Council of Business Schools and Programs (ACBSP). Also in SBI, the new Facilities Management Program received provisional accreditation by the International Facilities Management Association (IFMA) in October 2012 and is the only accredited facilities management degree program in the State of Florida and the only such program at a historically black college or university in the nation. This is the first time in the history of SBI that its programs have been accredited. FAMU implemented a new Pharmacy program in Crestview, Florida in Fall 2012, and it was deemed by the accrediting body to meet all standards.

- The University has utilized its Quality Enhancement Plan (QEP) required for SACS accreditation to create transformative change in teaching and learning through numerous initiatives and partnerships across the campus. The QEP, titled “Enhancing Performance in Critical Thinking”, is credited for significant changes in student performance evidenced by the cohorts of students entering FAMU since the inception of the QEP, in relation to prior cohorts. In some cases, these students are outperforming graduating students, who entered prior to the QEP, on reasoning tests.
- FAMU’s online Master of Public Health, implemented in Fall 2011, was cited as one of the best online programs by Master’s Degree Online in June 2013. FAMU was ranked 27th, ahead of online public health master’s programs offered by institutions such as Yale University, University of Massachusetts, Pennsylvania State University and SUNY at Albany and New York University. Master’s Degree Online rankings are based on teacher surveys, student feedback, and reviews by experts in the field. The methodology includes data from hundreds of universities around the country for the most accurate results possible.
- Several FAMU faculty and administrators have assumed leadership positions in their respective disciplines, helping to enhance the reputation of FAMU and their specific programs.
 - Interim President Larry Robinson was appointed to the National Action Council for Minority Engineers (NACME) Board of Directors and the USDA/1890 Task Force.
 - Dr. Roscoe Hightower, Professor of Marketing in the School of Business Industry is the president elect and Spring 2014 conference program chair for the Marketing Management Association, an international organization. This position will enhance the reputation of FAMU in the field of Marketing and Management and allow Professor Hightower to provide FAMU researchers with access to a multitude of scholarly marketing and management activities, while being responsible for an international marketing organization.
 - Dr. Cynthia M. Harris was selected as a member of the U.S. Environmental Protection Agency’s (EPA) Science Advisory Board for a three-year term ending September 30, 2015. Harris will serve as a special government employee and will provide independent advice on technical issues underlying the EPA’s policies and decision-making.
 - Dr. David H. Jackson Jr., chair of Department of History, Political Science, Public Administration, Geography and African American Studies, has been selected as president of the Southern Conference on African American Studies, Inc. (SCAASI) for 2013-2014.
 - Dr. Robert Taylor, Dean of the College of Agriculture and Food Sciences, was appointed to an extended term with the USDA National Agricultural Education, Extension and Economics (NAREEE) Advisory Board to the Secretary of Agriculture.
 - Dr. Margaret Gitau of the Department of Biological and Agricultural Systems Engineering was elected Chair of the Environmental Quality Coordinating Committee of the American Society of Agricultural and Biological Engineers, and appointed to the Editorial Board of the Journal of Soil and Water Conservation.

- Dr. Jennifer Taylor, Coordinator of FAMU Statewide Small Farm Programs, currently serves on the National Organic Standards Board as chair of the NOSB Genetically Modified Organisms Ad hoc Subcommittee, and member of the Materials Subcommittee, and Policy Development Subcommittee. Her designated role on the National Organic Standards Board is advocate for national consumer and public interests.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

- FAMU graduated its first cohort of students in the School of Business and Industry (SBI) (Online MBA), School of Nursing (Master in Nursing), and College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (Masters in Public Health).
- FAMU now offers a new major in Facilities Management within the existing BS in Business Administration. This new major has been created, planned, and developed with SBI, the School of Architecture, and the professional organization International Facilities Management Association (IFMA).
- FAMU also implemented a new concentration in Jazz Studies within the existing BS/BA Music program effective Spring 2013.
- Successfully managing one's finances while in college is an important factor influencing student progression and graduation. In addition to several university initiatives to decrease student debt, the University has also sought external funding to assist in this effort. FAMU was one of 15 universities to receive a grant from the Council of Graduate Schools to design the "Enhancing Student Financial Education" initiative, a program that prepares students to play an active role in managing their personal finances and make informed decisions about saving, spending and borrowing.

INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

- The Board of Trustees approved a new Bachelor of Science in Pharmaceutical Sciences that will create a new avenue for more undergraduate students to major in a STEM program and prepare them to enter graduate STEM programs. FAMU also implemented a new Environmental Sustainability Science Concentration within the existing BS Environmental Science in Fall 2012.
- In calendar year 2012, the University implemented a SCALE-UP project to enable faculty to utilize innovative teaching methods to enhance student performance through increase student engagement in the classroom. The project initially targeted STEM courses with high failure rates in order to increase production of STEM graduates, as well as help all undergraduate students in STEM courses. The project is already yielding very encouraging results, indicating decreases in D, F and W grades in courses that previously had high failure rates.
- On the strength of the SCALE-UP project, the College of Science and Technology applied for and received a \$1.6 million from the National Science Foundation to implement active learning into STEM curricula. It is expected that this grant will significantly increase the implementation of active learning strategies in STEM courses, thereby increasing student performance and successful completion of STEM degrees.

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

- The National Institutes of Health (NIH) awarded the College of Pharmacy and Pharmaceutical Science a \$5.6 million grant over five years to study novel approaches to treating breast and lung

cancer --- two of the leading causes of cancer deaths among African Americans. The funds will also support the establishment of sustainable organizations through university and community partnerships to reduce health disparities in African-American communities and to train more health-care professionals from neighborhoods that suffer from health disparities.

- Associate Professor Dr. Jennifer Cherrier, in the FAMU School of the Environment, was selected as a 2013 Leopold Leadership Fellow, one of 20 environmental researchers to be awarded. The Leopold Leadership Program provides outstanding academic researchers with the skills, approaches, and theoretical frameworks for translating their knowledge to action and for catalyzing change to address the world's most pressing sustainability challenges.

INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

Technology Transfer, Licensing and Commercialization Initiatives

- The Office of Technology Transfer, Licensing and Commercialization continues to assist faculty, staff and students with the transfer of novel research results and other innovative and creative ideas to commercial markets for public use. During the 2012-13 academic year, the Office processed over eleven disclosures, twelve (12), patent applications, five patents and two trademarks. These tangible performance metrics, along with presentations/workshops, commercialization activities, reports submitted, and related marketing activities have contributed to FAMU's success in commercialization.
- During the 2012-13 academic year, several faculty and students were issued patents:
 - Dr. Elizabeth Mazzio, Research Associate College of Pharmacy and Pharmaceutical Sciences and Karam Soliman, Distinguished Professor, College of Pharmacy and Pharmaceutical Sciences received a patent for Nutraceutical Agent for Attenuating the Neurodegenerative Associated with Parkinson's disease.
 - Dr. Kinfu Ken Redda, Interim Vice President and Professor, Dr. Nelly Mateeva, Associate Professor, Department of Chemistry, College of Science and Technology, and Mrs. Chavonda Mills, received a patent for Synthetic Flavonoids and Pharmaceutical Compositions and Therapeutic Methods of Treatment of HIV Infection and Other Pathologies.
 - Dr. Seth Ablordeppey, Professor and Division Director, Basic Pharmaceutical Sciences, College of Pharmacy and Pharmaceutical Sciences received a patent for the treatment of MRSA Infection.
 - Dr. James Muchovej, Professor of Plant Pathology, College of Agriculture and Food Sciences and Oghenekome U. Onokpise, Professor of Agronomy, Forestry, and Natural Resources/Associate Dean, College of Agriculture and Food Sciences, received a patent for Mycoherbicide for Controlling Congongrass.
 - Mr. Malcolm Kelly, Ms. Nordian Brown and Ms. Leitoya Snelling, received a patent for Collapsible, Sanitized Straw Assembly.

INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

- Faculty from the FAMU School of Allied Health Sciences Divisions of Occupational Therapy and Health Care Management recently collaborated with the FAMU/FSU College of Engineering and the FSU Departments of Psychology and Urban Planning for a Tier 1 University Transportation Center. The grant was funded by the Department of Transportation and the faculty of the colleges and schools are now collaborating in multidisciplinary research.
- The Division of Research initiated the formation of "Research Focus Groups" to form cross-disciplinary collaborations among the various colleges, schools, and departments. This initiative has just begun and the intent is to form teams of researchers that may work together effectively on topics that span a number of disciplines.

- Collaboration with the Federal University of Technology, Nigeria
FAMU and the Federal University of Technology, Akure, signed a Memorandum of Understanding (MOU) to establish and strengthen scholarly academic opportunities. FAMU and the Federal University of Technology, Akure agreed to exchange faculty and staff for short, medium or long-term periods, which will enhance and guarantee further scientific and scholarly cooperation in teaching and research. In addition, the collaboration also includes the following:
 - Increase student and faculty global research development in the science, technology, engineering and mathematics (STEM);
 - Increase international student enrollment at FAMU at the master's and doctoral levels;
 - Increase FUTA graduate students' research capability using state-of-the-art research equipment at FAMU; and
 - Pursue joint research opportunities to fund students/faculty research, curriculum and institutional capacity development at both universities.

This partnership provides the FAMU faculty opportunities to expand their research and educational activities and prepares our students to more effectively compete in the global marketplace.

- Collaboration with the United Arab Emirates
FAMU and the TLB Enterprises Group Holding Ltd. (United Arab Emirates) signed a Memorandum of Understanding to implement programs such as promoting research and economically sustainable development, providing technical assistance to support the production, trade and marketing of agriculture products by small farmers and strengthening farmer organizations in Abu Dhabi, the United Arab Emirates and surrounding developing areas to gain, develop and improve the quality of agricultural products. The parties also share the common goal of empowering individuals through education and training and improving their livelihoods through sustainable agriculture resources. Collaboration will include, but not be limited to, research and educational cultural exchanges, which will include research promotion and exchange, joint research and development projects and other scholarly pursuits.
- Collaboration with the University of Florida
The Prostate Cancer Research Training Opportunities for Outstanding Leaders (ReTOOL) Program is a partnership program between FAMU and the University of Florida (UF) to address the lack of well-trained minority prostate cancer scientists in Florida. The ReTOOL program was established in February 2012 with funding support from the Department of Defense (DOD) Prostate Cancer Research Program (PCRP) of the office of the Congressionally Directed Medical Research Programs (CDMRP) to train at least 10 FAMU minority students to create opportunities and promote prostate cancer research careers for these students in the areas of basic, behavioral, biomedical and clinical sciences. The Program held its first Research Showcase in July 2012.

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy and Pharmaceutical Sciences launched a Center for Health Equity to improve health care of medically underserved populations through research, education and service.
- The Small Business Development Regional Center (SBDC) at FAMU continues to target and deliver services to Small to Medium Enterprises (SMEs) through outreach, education, and the provision of technical assistance. SMEs benefit greatly from the one-on-one consultation services provided through the Center's Certified Business Analysts. Advanced market research, in depth technical assistance (i.e. cash flow management, marketing strategy development), and capital formation are the areas of greatest concern to our market's SMEs. The Center has

established ties with the majority of the regional chambers of commerce and economic development councils. SBDC hosts and/or co-hosts quarterly functions that provide the opportunity for the Center to engage the SMEs and accurately ascertain service needs. The Center continues to leverage resources with community stakeholders to transition the delivery of core services from Start-Ups to Pre-Venture, Micro Businesses and SMEs. To meet the needs of the Micro Businesses and SMEs, the Center provides more in-depth technical assistance utilizing a higher level of market research and analysis. The Center has secured subscriptions with Hoover's/First Research, Reference USA, ProfitCents, RMA and other analytical tools that assist our Business Consultants in the delivery of the core services to our clients. In addition to the analytical tools, the Center's leadership ensures that the Business Consultants enhance their skills through increased professional development opportunities.

INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

- The College of Pharmacy is the only College of Pharmacy in the State of Florida responsible for managing and providing clinical education to underserved HIV patients in the AIDS Drug Assistance Program (ADAP) through HRSA and the Florida Department of Health (through Leon County Health Department and FAMU Pharmacy). The College also manages pharmacy services at the Duval County Health Department in Jacksonville.
- One of the ways in which FAMU cultivates and nurtures engagement with business and industry at a national level is through its Industry Cluster. The FAMU Industry Cluster is an academic-industry collaboration designed to engage corporations and corporate leadership in building broad-based, long-term and mutually-beneficial strategic partnerships. Considered to be the core of the University's corporate engagement and stewardship process, Cluster partners with FAMU's Schools and Colleges to provide a channel of communication, support and investments to enrich the educational experience of our students and prepare them for the corporate work world. Approximately 40 businesses are involved with the University through Cluster membership and/or the Cluster-sponsored Black Executives Exchange Program (BEEP). Cluster has seen an 8% growth in engagements over last year with 24 corporations currently signed on as investment partners.
- In 2012, FAMU Extension Programs in the College of Agriculture and Food Sciences initiated numerous activities of community engagement that serve to enhance the state in agriculture-related endeavors. For example:
 - FAMU Extension Programs made 114,132 connections with farmers, families and individuals, including field or site visits, office, telephone and email consultations, group learning activities and other direct contacts. Assessments performed with those to whom services are provided found that the vast majority indicated increased levels of knowledge and changes in behavior as a result.
 - FAMU Cooperative Extension received over \$1 million in external funding which will enable the University to further increase its assistance to Florida farmers and citizens.
 - As a result of the FAMU Master Farmer Program, twenty five (25) small farmers are now able to develop enterprise budgets and use the Internet, including social media, to market their product. Eleven (11) farmers were trained in the fundamentals of grant writing, and two (2) of these farmers have since been awarded competitive grants to help fund and develop their farm business operations.
 - The FAMU Expanded Food and Nutrition Education Program (EFNEP) reached approximately 5,600 citizens in North Florida.
 - Over 50 collaborative programming efforts and/or projects among teaching, research and/or extension faculty to enhance profitability and sustainability of small farms, and urban and rural communities.

- Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
- The Extension Programs developed 50 cooperative networks. For example, through regional Farm to School efforts, approximately 20 southeastern school districts in Florida, Georgia, Alabama and Tennessee improved nutritional value of school meals for over 300,000 children due to incorporation of local and regional fresh products. FAMU Extension also has an international outreach.
- In 2012-13, faculty participated in international development activities in South Africa, Haiti and Guyana, and provided training for farmer cooperatives in Kenya and Malawi through the USAID-funded Farmer-to-Farmer program (FTF).
- Over 18,000 youth in Florida were engaged in experiential and hands-on training, cooperative education and other opportunities in agriculture and related sciences for youth and students.
- Twenty-six (26) extension programs were conducted for urban and rural audiences in Florida in the four areas of Cooperative Extension: Agriculture & Natural Resources, Community Resource Development, 4-H/Youth Development, Family and Consumer Science.
- FAMU Statewide Small Farm Programs received nongovernmental organization status and UN accreditation to participate in the global 2012 United Nations Conference on Sustainable Development and other related global meetings. The United Nations General Assembly endorsed a decision to accredit several organizations to the 2012 United Nations Conference on Sustainable Development. These accredited organizations were found to exhibit the necessary attributes of an organization demonstrating expertise in an area of sustainable development relevant to the UN Conference.
- In 2012-13, the Tallahassee Childhood Obesity Prevention Education (COPE) Program funded 34 community-based projects in the Tallahassee/Leon County Area (with a total of approximately \$340,000 in mini-grant funding). These projects involved such activities as funding for the support of community gardens, physical education activities, and health and wellness programs engaging families and youth. In addition, a signature program of Tallahassee COPE is the Tallahassee COPE Youth Health Leadership (YHL) Program. This program is designed to support the development of middle-high school students in becoming advocates and leaders for health and wellness through the development of a wellness curriculum and dissemination of information as peer educators for health. Former Secretary of Health, Dr. Louis Sullivan, and Interim FAMU President Larry Robinson were present to greet and present YHL youth with a certificate of curriculum completion. The Tallahassee COPE Coalition is one of the Embrace a Healthy Florida initiatives of the Florida Blue Foundation of Blue Cross and Blue Shield of Florida. The initiative has a focus on the reduction and prevention of childhood obesity in Florida. The FAMU Institute of Public Health co-directs the Tallahassee COPE Coalition with the Florida Family Network, Inc. Other leadership team members are the FSU Center for Better Health and Life for the Underserved and the Greater Frenchtown Revitalization Council.
- Entities engaged in fostering economic development on the local level and throughout the state have reached out to the University through its Small Business Development Regional Center (SBDRC) to become part of the dialogue focusing on job creation, small business support and the commercialization of institutional research. Representatives of the University have participated in focus groups, roundtable discussions, and strategic planning sessions with various agencies and organizations including the Tallahassee Chamber of Commerce, the Tallahassee Leon County Economic Development Council, the City of Tallahassee MBE Department, the Big Bend United Way, Work Force Florida, the Big Bend Minority Chamber of Commerce, the Department of Economic Opportunity, FDIC, the Northwest Florida Black Business Investment Board, Imagine Tallahassee, the Florida Department of Management Service's Office of Supplier Diversity, Florida Department of Transportation, the Capital City Chamber of Commerce, Florida State

University's Jim Moran Institute, and the Panacea Waterfronts Florida Community. These activities also provide an opportunity for the SBDC to assist collaborative partners through technical assistance and training.

INCREASE COMMUNITY AND BUSINESS WORKFORCE

- The Small Business and Development Regional Center at FAMU has very close ties with the local chambers of commerce throughout its service area. The Center has opened a satellite office in the Greater Tallahassee Chamber of Commerce facility and has a physical presence there which enables the Center to conduct workshops and training seminars at the Chamber's office. The Greater Tallahassee Chamber's website has a link to the SBDC website and cosponsors events on a regular basis. The same relationships and partnerships have been forged among six of the eight counties within the service area (Gadsden, Wakulla, Jefferson, Madison, Taylor, and Franklin Counties).
- FAMU opened the University's new Rural Diversity Healthcare Center in Crestview. The center, a 40,000-square-foot facility is a satellite campus for FAMU's College of Pharmacy and Pharmaceutical Sciences and a much-welcomed healthcare educational facility for Okaloosa County. This is a joint program between the City of Crestview and FAMU to increase educational opportunities for residents of this area, provide a highly trained workforce in pharmacy, and potentially attract pharmaceutical industries and businesses to this region. The initial cohort of pharmacy students began in Fall 2012.
- FAMU signed a Memorandum of Understanding with VetPower LLC, and IIECS Military Veteran Training to Work Business Academy. The memorandum will create a partnership that is intended to provide training and job opportunities to military veterans and other students, specifically in the area of agriculture. The agreement will further allow the university to recruit military veterans and increase support to veterans and their families. The partnership allows the College of Agriculture and Food Sciences to conduct collaborative research, training and extension/outreach programs in areas to include aquaculture and other agriculture related programs.
- One of FAMU's most significant contributions to both the state and national workforce is by being a top producer of African American graduates, particularly in fields in which they are underrepresented. According to the 2013 Diverse Issues in Higher Education Top 100 Degree Producers, FAMU is ranked as one of the top 10 producers of African American baccalaureate graduates in the nation in 2011-2012 for the following fields: Allied Health Diagnostic, Intervention, and Treatment Professions (1); Architecture and Related Services (2); Agriculture, Agriculture Operations, and Related Sciences (3); Visual and Performing Arts (3); Health and Medical Administrative Services (5); Health Professions and Related Programs (5); Homeland Security, Law Enforcement, Firefighting and Related Protective Services (6); Engineering Technologies and Engineering Related Fields (7); Biological and Biomedical Sciences (8); Psychology (9); Communication, Journalism and Related Programs (10); and Philosophy and Religious Studies (10). For all disciplines combined, FAMU ranked 4th for the total number of baccalaureate degrees awarded to African Americans in the 2011-2012 academic year.

In the production of graduate degrees at the master's level, FAMU also ranks in the top 10 producers of African American students in the nation in the Social Sciences (1) and Architecture and Related Services (2). In the same academic year, FAMU ranked #7 in the producers of research doctorates awarded to African Americans in Health Professions and Related Programs.

For professional degrees, FAMU is ranked as one of the top 10 producers of African American graduates in the nation for the following fields: Pharmacy, Pharmaceutical Sciences and Administration (1); Rehabilitation and Therapeutic Professions (4); and Law (7). For all

disciplines combined, FAMU ranked number two for the total number of professional degrees awarded to African Americans in the 2011-2012 academic year. *Source: Diverse Issues in Higher Education, Top 100 Producers, 2013*

- One of the most important ways in which FAMU contributes to the workforce is by providing an education to students from low-income families, so that they can become productive citizens and break the cycle of poverty in a single generation. As noted in the dashboard data of this report, 77% of FAMU's baccalaureate graduates were Pell Grant recipients, a higher percentage by far than any other institution in the SUS. Further, 66% of undergraduate students enrolled at FAMU come from families making below \$40,000 per year. As indicated in the College Database recognition cited under Key Achievements, our graduates earn an average of \$41,000 in starting salaries. Therefore, as a result of their education at FAMU, with their starting salary, our graduates are able to surpass the income of their entire family.

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



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