

# Florida A&M University

## 2009-10 Institutional Effectiveness Report



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## INTRODUCTION

The 2009-2010 academic year at Florida A&M University was one in which a number of important activities to promote the effectiveness of the University occurred. The University's strategic plan "2020 Vision with Courage" and the Quality Enhancement Plan were implemented and analyses for the restructuring and reorganizing of the University intensified. New academic majors to serve emerging needs were implemented; accreditation and other program review and assessment activities designed to improve the quality of academic programs were also undertaken. These actions occurred even as the University absorbed severe budget reductions due to reductions in State revenue, in recognition of the need for the University to position itself as a vibrant, viable institution for the future while adapting to current realities.

Institutional effectiveness was a central consideration in the university's key activities and the Office of Institutional Effectiveness assisted in a number of the major undertakings that gained momentum in the 2009-2010 academic year. This report includes the following sections, designed to inform the university community and other stakeholders of institutional effectiveness at Florida A&M University in 2009-10.

### **Mission, Vision and Core Values**

The statements of mission, vision and core values were reviewed and revised in 2008-09 and approved by the Board of Trustees on October 15, 2009. The approved mission, vision and core values appear in this document.

### **FAMU 2009-10 Annual Report to the BOG, Volume I**

This section of the Institutional Effectiveness Report presents information from the FAMU Annual Report Volume I, that was submitted to the Board of Governors. 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.

### **Quality Enhancement Plan**

The Quality Enhancement Plan (QEP) of FAMU is a major activity to enhance student learning in a specific arena and is a requirement of the University's regional accrediting Agency, the Southern Association of Colleges and Schools. The title of FAMU's QEP is "Enhancing Performance in Critical Thinking." The first year of implementation of the QEP was 2009-10, and this section of the report reflects a high level summary of accomplishments in the first year.

### **Strategic Planning**

The strategic planning discussion in this report outlines the five main strategic initiatives; the process undertaken in 2009-10 to implement the University's Strategic Plan; and progress made on the initiatives.

### **Assessment Report**

The assessment section of this Institutional Effectiveness Report identifies some of the key findings, through assessment, of activities on which the University is performing well and activities on which performance needs to improve, which requires institutional attention. The report also summarizes assessment activities in 2009-10, discusses examples of improvements made based on assessment

results, and provides a link to the FAMU assessment website. The FAMU assessment website contains a wealth of information on FAMU assessment activities and includes the full 2009-10 Assessment Annual Report.

## **Mission, Vision and Core Values**

### **Mission Statement**

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

### **Vision Statement**

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

### **Core Values**

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

## 2010 FAMU Annual Report to Board of Governors

### Key University Achievements

#### ► Student awards/achievements

1. School of Business and Industry students won first place in the national Institute of Supply Chain Management Case Competition and first place in the national PNC Bank Case Competition.
2. Three Environmental Science undergraduate students placed first, second and third respectively in oral presentations at the annual meeting of the National Oceanic and Atmospheric Agency (NOAA) Combined Student Scholarship Program.
3. Several FAMU students received US Department of State scholarships and internships, including one who received a prestigious *Charles Rangel Scholarship* for the 2010-2011 academic year.

#### ► Faculty awards/achievements

1. Two FAMU faculty members received Fulbright awards.
2. Faculty and staff at FAMU received five new patents in 2009.
3. C.J. Chen, Dean of the FAMU-FSU College of Engineering, received the prestigious Fluids Engineering Award from the American Society of Mechanical Engineers.

#### ► Program awards/achievements

1. The FAMU Law School received their first full accreditation, and in the same year ranked third nationally in producing African American JDs and was ranked first in Most Diverse Law School by US News for the second year in a row.
2. The College of Pharmacy and Pharmaceutical Sciences was named to the 2009 Higher Education Community Service Honor Roll by President Obama for its commitment to volunteering, service-learning and civic engagement.
3. **The 2009 Design Futures Council ranked the School of Architecture second in the State of Florida and listed it in the Design Intelligence publication as a program *With Distinction*.**

#### ► Research awards/achievements

1. Florida A&M University College of Pharmacy and Pharmaceutical Sciences has been awarded a \$14 million grant to enhance its infrastructure to continue its efforts to conduct cutting edge research.
2. The awards in 2009-10 included several awards of over a million dollars each, including a NOAA award in interdisciplinary scientific environmental technology for \$2,345,000.
3. The Environmental Sciences Institute, as principle investigator in some projects and co-investigator in others, received 5 of 27 research projects awarded by Florida Institute of Oceanography to address the Gulf oil spill.

#### ► Institutional awards/achievements

1. On December 8, 2009, the Southern Association of Colleges and Schools (SACS) reaffirmed FAMU's accreditation for a 10-year period with no further reports required and no recommendations.
2. FAMU produces more African American baccalaureate graduates than any other traditional university.
3. FAMU is a top producer of African American graduates in a number of fields, including physical sciences and health professions at undergraduate and graduate levels, first professional degree in all disciplines combined, and in law.

## ► Summary of Dashboard Data (Addition to Annual Report )

Pursuant to Board of Governors Regulation 1.001 regarding University Board of Trustees (UBOT) Powers and Duties, "Each board of trustees shall prepare a multi-year workplan/ report for the Board of Governors that outlines its university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and system-wide goals. The workplan/report shall reflect the university's distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs." One section of this report, entitled "*Data Dashboard*", depicts the system-level defined goals and the University's targeted measure of success for each of the goal metrics. The following narrative provides a brief overview of the data depicted in the Data Dashboard:

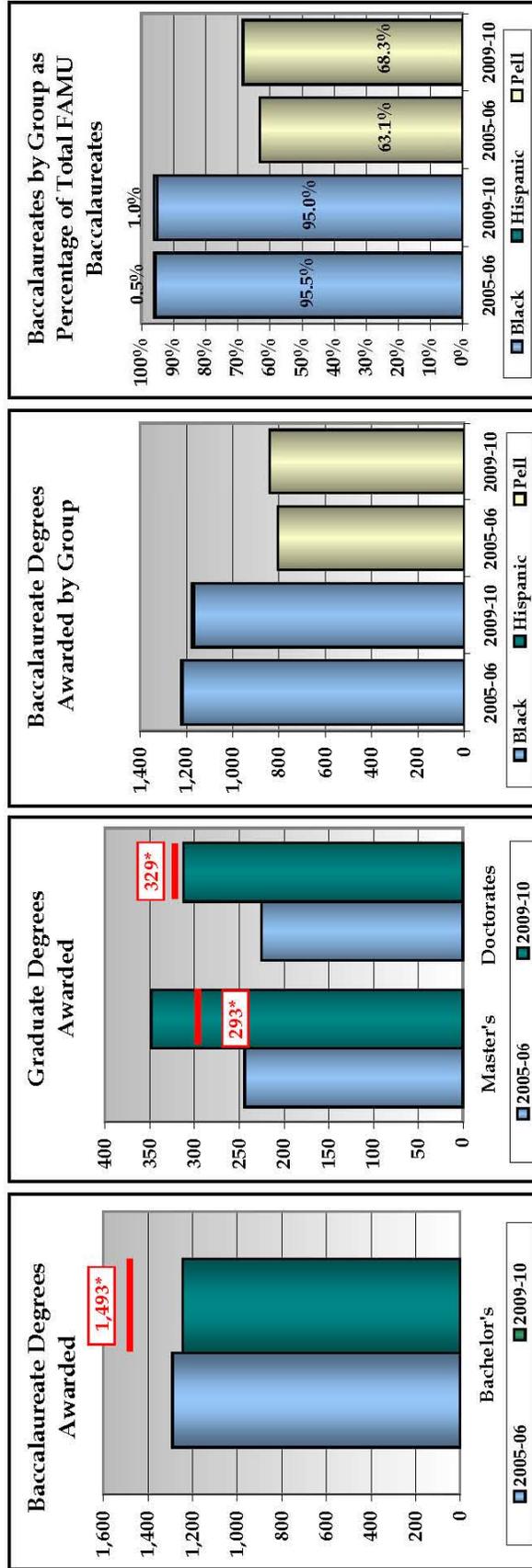
- The first section of the Data Dashboard provides general demographic information about the University and summarizes essential data pertinent to maintaining the Carnegie Classification. In the system-level Goal 1: "*Access to and Production of Degrees*" section, the bar graphs indicate the number of degrees awarded at the baccalaureate and graduate levels. In the first bar graph, the University established a targeted measure of 1,493 degrees to be awarded by the University by 2012-13 and in 2009-10, the University awarded 1,243 baccalaureate degrees, thus indicating the University needs to increase by 250 students to achieve target. The next bar chart indicates that the University has already met and exceeded its targeted measure for Master's level degrees awarded. In the same bar chart, the University projected for 2012-13 that 329 doctorate level degrees (includes PharmD) will be awarded. As shown in the graph the University is extremely close to meeting this target with 312 degrees already being awarded in 2009-10 academic year. The last two graphs provide data on the number and percentage of students earning a baccalaureate degree by ethnicity and Pell grant recipients (See Volume II-Table 4I for additional information). The University graduates a high number of Pell grant recipients indicating it successfully graduates a high percent of low income students.
- The second page of the Data Dashboard addresses system-level Goal 2: "*Meeting Statewide Professional and Workforce Needs*". The first two bar charts show the number of baccalaureate and graduate degrees awarded in areas of strategic emphasis (STEM, health professions and education - critical shortage areas). The University's goal is to continue to increase the number of degrees awarded at both undergraduate and graduate levels. The third chart depicts licensure pass rates for nursing, law and pharmacy of students taking the exam for the first time. In 2009-10, the University met the State/National Benchmark in Nursing, however, the Law and Pharmacy areas need additional attention to meet the BOG defined measures of success. Both colleges have developed strategies to address improving the passage rates of students. The chart, shown at the bottom of the page addresses system-level Goal 3: "*Building World-Class Academic Programs and Research Capacity*". During 2008-09, the University established the goal of \$27.4 million in 2011-12 for Research and Development Expenditures (federal only). In 2008-09, the University's academic research and development expenditures were \$23.5 million. The University must increase the federal research expenditures by approximately \$4 million to meet the three-year target. The University has projected that the total academic research expenditures (all sources) for 2011-12 at \$29.6 million. In 2008-09, the University had total research and development expenditures of \$27 million, thereby almost meeting the three year target already.

- The third page of the Data Dashboard, entitled “*Resources, Efficiencies and Effectiveness*”, illustrates the undergraduate retention and graduation rates, student-to-faculty ratio and funding per actual student FTE. The first graph deals with the retention and graduation rates and data indicates that the University must improve its 6-year graduation rate of first-time-in-college (FTIC) students in order to reach the target of 40.3%. Also, the University must work towards improving the 4-year graduation rates for the AA transfer students and 5-year rates for other transfer students. The University’s student-to-faculty ratio is 17:1. This ratio compares favorably with peer institutions, with ratios of peer institutions ranging from 16:1 to 23:1. The final chart shows the appropriated funding per actual student FTE by general revenue fund, trust funds, lottery funds and student fees.

## Florida A&M University 2010 Annual Report

Sites and Campuses		Main Campus, College of Law	
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2010)
TOTAL (Fall 2009)	12,261	100%	TOTAL 116
Black	11,123	91%	Baccalaureate 62
Hispanic	261	2%	Master's & Specialist's 39
White	586	5%	Research Doctorate 12
Other	291	2%	Professional Doctorate 3
Full-Time	10,970	89%	Faculty (Fall 2009)
Part-Time	1,291	11%	Full-Time 623
Undergraduate	10,083	82%	Part-Time 140
Graduate	1,993	16%	Tenure/I. Track 458
Unclassified	185	2%	Other Faculty/Instr. 139
		Carnegie Classification	
		Undergraduate Instructional Program:	Professions plus arts & sciences, some graduate coexistence
		Graduate Instructional Program:	Doctoral, professions dominant
		Enrollment Profile:	High undergraduate
		Undergraduate Profile:	Full-time four-year, selective, lower transfer-in
		Size and Setting:	Large four-year, primarily nonresidential
		Basic:	Doctoral/Research Universities
		Elective Classification:	N/A

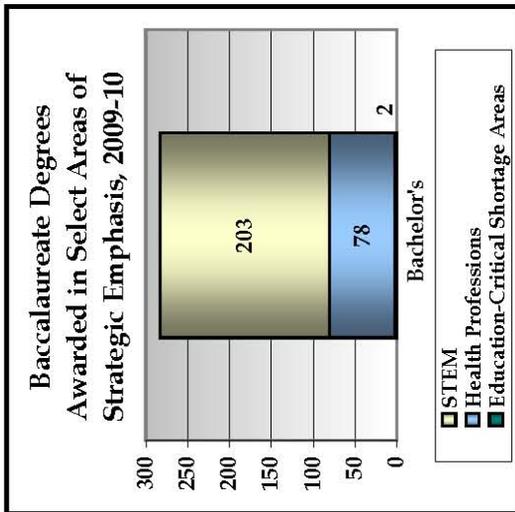
### BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



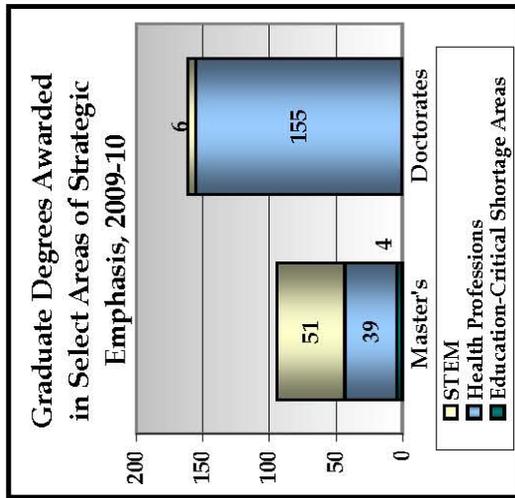
**\*2012-13 Targets for Degrees Awarded.**  
**Note: All targets are based on 2010 University Workplans.**

**[2012-13 Targets for Baccalaureates By Group Reported in Volume II - Table 4L.]**

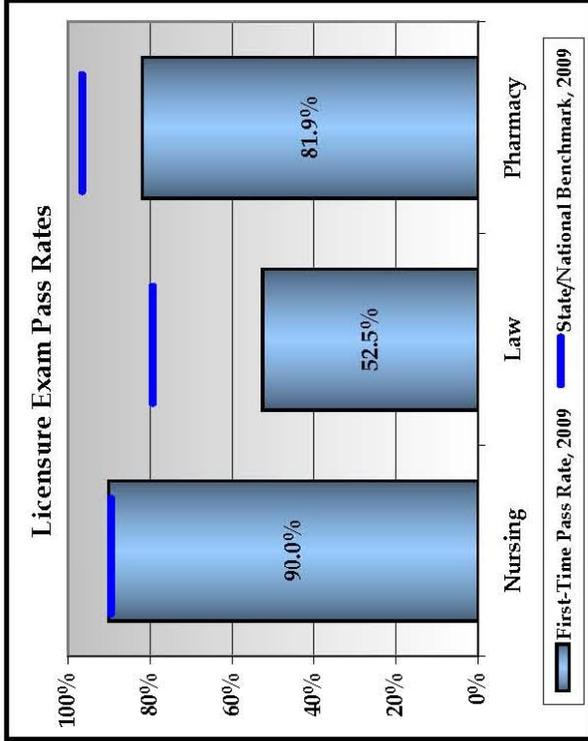
**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2:  
MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**



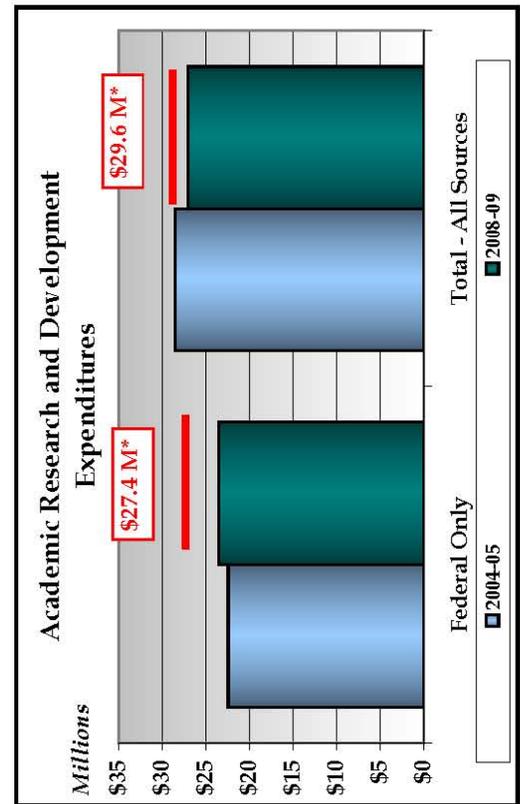
2012-13 Target: Increase  
(2008-09 Baseline: 368 Total)



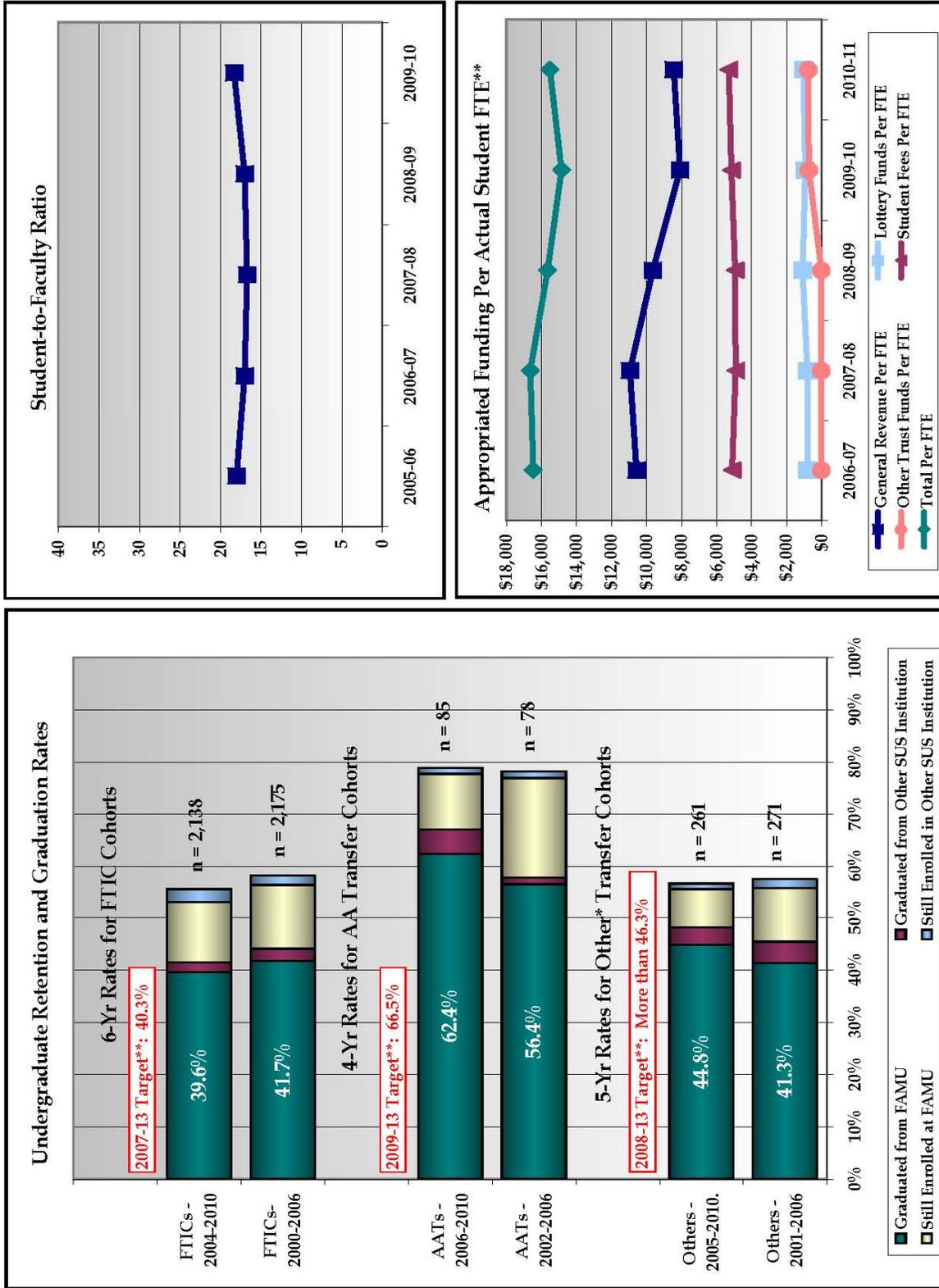
2012-13 Target: Increase  
(2008-09 Baseline: 208 Total)



**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3:  
BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**



\*2011-12 Targets for Research & Development Expenditures.



\*\* FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.

\* The composition of "Other Transfer" cohorts may vary greatly by institution and by year.

\*\* Graduation Rate from SAME Institution.

## INTRODUCTORY COMMENTS TO UNIVERSITY ANNUAL REPORT

During the 2009-10 academic year, FAMU had several major accomplishments that have positioned the University at a crossroads of possibilities, intersecting our strategic plan and creating a 21<sup>st</sup> century learning center of excellence. A new strategic plan “2020 Vision With Courage” was approved by our Board of Trustees to guide this journey.

We secured the first full accreditation of the FAMU College of Law this academic year and the reaffirmation of Accreditation by the Southern Association of Colleges and Schools (SACS) for the next ten years. This annual report summarizes some of our significant accomplishments that support the Board of Governor's (BOG) Strategic Plan as well as the goals of our University's Work Plan submitted to the BOG in June 2010.

### FAMU CONTRIBUTION TO BOARD OF GOVERNORS GOALS

#### BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

FAMU provides access to higher education for scholars, as well as many students who may not otherwise have such access, as part of FAMU's mission. The University reached its highest enrollment ever in Fall 2010 with 13,284 students (an increase of 8.3% when the system average is 4%). This increase was attained while maintaining the academic credentials of the incoming freshmen class as noted in the information below:

	<u>2010</u>	<u>2009</u>
Enrollment	13,284	12,261
SAT3 - (average) (verbal, math & writing)	1397.4	1397
ACT	19.89	19
GPA (average)	3.03	3.03

In addition to increasing access through enrollment growth, the University has initiated a number of activities to increase the production of degrees, including the establishment of an Office of Retention. As outlined in the University Work Plan, specific actions and targets were established to enable the University to reach its goals of increased graduation rates. Many of these are described in the “Progress on Primary Institutional Goals” section of this report. Another initiative is the Literacy and Numeracy Project, with funding from the Carnegie Foundation, to provide online skill-enhancing techniques for students to improve math, reading, and English competencies, which resulted in increased pass rates in those courses.

FAMU produces more African American baccalaureate graduates than any other traditional university. FAMU focuses on graduating all students, particularly African Americans, in programs where they are severely underrepresented in disciplines targeted by the Board of Governors within the New Florida Initiative. For example, at the national level, in the production of African American graduates, FAMU's production accounted for 25% of PharmDs, 25% of PhDs in pharmaceutical sciences, and 38% of PhDs in environmental sciences (2008 IPEDS data). In addition, among institutions ranging in size from 10,000 - 19,999 in enrollment, in the production of African American graduates, FAMU produced 100% of PhDs in civil engineering, 25% of PhDs in physics and 20% of PhDs in electrical engineering in 2008. Similarly for 2008-09 in the SUS production of African American graduates, FAMU produced over 80% PharmDs, over 60% JDs, over 40% PhDs in the physical sciences, and over 50% of the PhDs in engineering disciplines. 36% of graduate degrees in 2008-09

were awarded to students in Science, Technology, Engineering and Mathematics (STEM) and health professions identified by the BOG as strategic areas of emphasis.

FAMU not only ranks high among institutions producing graduates in targeted disciplines, but also ranks **first** in the nation as origin institution of 2002-2006 science and engineering doctorate recipients (NSF, 2010 publication at: <http://www.nap.edu/catalog/12984.html> based on WebCASPAR data).

The tables below demonstrate that nationally, FAMU is a top producer of African American graduates in a number of fields.

#### Florida A&M University Rankings\* (Baccalaureate)

Rank	Major
2	All Disciplines Combined
2	Health Professions and Related Clinical Sciences
3	Agriculture, Agriculture Operations and Related Sciences
6	Physical Sciences
7	Education
9	Social Science and History
11	Business, Management, Marketing and Related Support Services
12	Engineering
13	Biological and Biomedical Sciences
13	Psychology

#### Florida A&M University Rankings\* (Graduate)

Rank	Degree Type	Major
1	Masters	Physical Sciences
3	Masters	Social Sciences and History
4	Doctorate	Health Professions & Related Clinical Sciences
7	Doctorate	Engineering
2	First Professional	All Disciplines Combined
3	First Professional	Law

\* Source *Diverse Issues, Top 100 Degree Producers 2010* [www.diverseeducation.com](http://www.diverseeducation.com)

Financial aid and scholarships are essential to providing access to students from disadvantaged backgrounds and FAMU makes considerable efforts to provide such funding. For example, the School of Allied Health Sciences applied for and was awarded a grant from the federal Department of Health and Human Services for \$1.2 million for “Scholarships for Disadvantaged Students (SDS) who are enrolled in Occupational and Physical Therapy graduate programs.”

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

FAMU offers more professional programs than most universities of its size. These include professional programs in pharmacy, public health, nursing, allied health, social work, education, business, journalism and graphic communication, architecture, engineering, engineering technology, and law.

In 2009-10, 692 FAMU graduates, who constituted 32% of the total graduates, were awarded degrees in the BOG Areas of Strategic Emphasis.

The University also focuses on graduating minority students to help address the underrepresentation of minorities in many fields, especially the STEM disciplines, the health professions and law. FAMU ranks in the top 10 in the nation in the number of African American graduates produced in several fields, as discussed in Goal 1.

The FAMU Law School, in the few short years since its reestablishment, already ranks **third** in the nation for the production of African American JDs (source: *Diverse Issues*, 2010) and was ranked **first** in the nation as the most diverse law school by US News and World Report for the second consecutive year (source: US News and World Report, *America's Best Graduate Schools*, 2011 Edition).

Dr. James Hawkins, Dean of the School of Journalism and Graphic Communication, was named Educator of the Year in 2010 by the National Association of Black Journalists (NABJ) for his commitment to journalism education. FAMU continues to be one of the premier programs producing African American graduates in the profession of journalism.

Our program in Architecture also received recognition for excellence in the profession. **The 2009 Design Futures Council's ranking of architecture programs in the US ranked FAMU School of Architecture second in the State of Florida and listed it in the Design Intelligence publication as a program *With Distinction*.**

The University has successfully prepared students to be "job ready" and excel in their professions; this effort is demonstrated by the success of students in national competitions that simulate real-world issues. Below are some of the successes of our students in 2009-10:

- School of Business and Industry (SBI) students won:
  - First Place – Institute of Supply Chain Management Case Competition
  - First Place – PNC Bank Case Competition
  - Second Place – National Selling Team Case Competition
- Three engineering technology majors were awarded the Eisenhower Transportation Fellowship.
- FAMU College of Law team placed Second in the 2009 National Moot Court Competition of the US Navy Judge Advocate General Corps.
- Environmental Sciences graduate student won second place at the National Oceanic and Atmospheric Administration (NOAA) Education Partnership Program Science and Education Forum.
- Three Environmental Sciences undergraduate students placed first, second and third respectively in oral presentations at the annual meeting of the NOAA Combined Student Scholarship Program.

As part of its initiative to stimulate the entrepreneurial mindset of our students, SBI launched its First Annual FAMU SBI Industry Global Leadership Conference in July 2010. The conference involved accomplished business leaders sharing knowledge and ideas on being competitive in the global economy.

Further, this year, two of the University's most popular programs, the PharmD and the MBA, collaborated to begin offering a joint PharmD-MBA major which would prepare students to enter the workforce with excellent skills to succeed as entrepreneurs in the pharmaceutical industry.

In order to meet regional workforce needs, the University is partnering with the City of Crestview, Florida, to provide educational programs in the health disciplines, including pharmacy, allied health and nursing. This center will permit students in the Crestview region to access high demand disciplines.

In Fall 2010, FAMU received nearly \$1.5 million in a grant from the U.S. Department of Commerce to establish the FAMU Center for Public Computing and Workforce Development. The Center will provide an economic boost to the community, by providing training and computer access to a segment of the population who may not have access otherwise. Through this center, FAMU will help build a highly skilled workforce for Tallahassee and the region.

### **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY**

Despite its size, FAMU's research productivity rivals that of other universities which are larger. In 2008-09 (most recent data available), FAMU's federally financed R&D expenditures exceeded \$23.5 million and total sponsored research expenditures were almost \$27 million.

The awards in 2009-10 included several awards of over a million dollars each, including a NOAA award in interdisciplinary scientific environmental technology for 2,345,000 and a Department of Defense award of \$1,412,000 for light detection of explosives.

In order to demonstrate FAMU's commitment to enhancing research activities at the University and increasing faculty research productivity the "Researcher of the Year" award was instituted in 2009-10. Eight principal investigators were honored during this inaugural year for research in fields ranging from pharmaceutical sciences to history.

To promote research activities among students, the University held its 30th annual Student Research Forum. The Forum attracted presentations and displays from 52 students comprising both undergraduate and graduate students, across multiple disciplines including the areas of biological sciences, physics/engineering, chemistry, nanosciences, and clinical/population studies.

The College of Pharmacy currently ranks fourth in the Southeast in terms of National Institutes of Health (NIH) funding per FTE PhD faculty member (Source: AACP 2009).

As we enhance our activities in technology transfer, in 2009-2010 individuals at FAMU received five (5) new patents. These include patents relating to estrogen receptors, antidepressants, herbal formulations for treatment of skin disorders, a pole/finger flag assembly, and a Cerenkov detector to detect radioactive materials.

The Environmental Sciences Institute (ESI) faculty participated in addressing the adverse impact of the BP oil spill in the Gulf of Mexico in 2010. As a member of the Oil Spill Academic Task Force, FAMU is actively addressing the Gulf Oil Spill. ESI, as principal investigator in some projects and co-investigator in other projects, is the recipient of five (5) of 27 research projects awarded by the Florida Institute of Oceanography (FIO) Council. The projects were selected from 233 proposals submitted by researchers at the 20 FIO member institutions and reviewed by top scientists from around Florida. ESI is also the recipient of an oil spill grant award from the National Science Foundation (NSF) to study the effect of certain bacteria on the bacterial community under oil conditions. Furthermore, FAMU was instrumental in the formation of the Historically Black Colleges and Universities (HBCU) Gulf Coast Sustainability and Public Policy Research Consortium. The Consortium will address community and ecosystem health and resilience. It is noteworthy that FAMU's Vice

President for Research, Dr. Larry Robinson, was appointed by President Obama as Assistant Secretary of Commerce for Oceans and Atmosphere at the NOAA in 2009-10.

**The University is committed to developing academic programs to address sustainability. FAMU received an NSF grant for \$691,428 to develop a program in sustainability science to enhance the workforce in this emerging field. The School of Architecture was awarded a grant from Wachovia Foundation to develop a Sustainable Architecture Studio.** As a result of the grant, FAMU Architecture and Landscape Architecture students will work with a Leon County school in a "hands-on" sustainability project. In early 2011, FAMU will host a *Sustainability Forum* that reconnects all of the participants in these activities and shares knowledge to build our network of scholars on this topic. Further, the University has a global perspective and has received research awards related to the US-Brazil Sustainability and Sustainable Development Education Initiative which is a project involving two US and three Brazilian universities.

Finally, the College of Engineering Sciences, Technology and Agriculture received a grant to establish a Storm Water Educational Facility, and the Center for Water and Air Quality received grants to build a Soil and Water Analysis Laboratory and to study the biological parameters of freshwater streams in North Florida.

#### **BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES**

The University's commitment to community service and outreach has garnered national attention. The College of Pharmacy and Pharmaceutical Sciences received President Obama's national recognition for community service, the 2009 President's Honor Roll for Community Service, which is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The College of Pharmacy and Pharmaceutical Sciences operates a new record of 11 contracted Pharmaceutical Care Centers around the State of Florida, filling more than 160,000 prescriptions annually for the indigent and the uninsured statewide.

The University is actively engaged in creating an informed citizenry. For example, prior to the passage of the Health Care Reform bill, FAMU held a Health Care Reform forum to inform students and the community through presentations by a panel of experts on the subject.

In accordance with our mission as a land-grant university engaged in extension and outreach, FAMU continues to be an important resource for small, limited resource farmers and minority farmers. FAMU hosted the first National Goat Conference, which was organized to help address critical issues and challenges faced by goat producers and farmers.

We are also actively engaged in many communities giving families important information regarding nutrition and food choices. We have directly reached over 15,000 Florida consumers and producers through our extension and outreach efforts in the past year, not including many more we have reached through the mass media. CESTA is offering courses in Gadsden County to assist 2,744 Hispanic farm workers to learn English.

The Viticulture Center was recently selected by the Board of the National Clean Plant from USDA/APHIS to become one of four Regional Clean Plant Centers in the nation to produce and distribute certified clean grapevines for warm climate grapes for the nation. Through this award and recognition, the Center joins the elite group consisting of the University of California, Davis; Cornell University; and Washington State University.

FAMU established a Haiti Relief Fund to help assist in the recovery process for our students from Haiti and their families.

FAMU has submitted a proposal to the BOG to establish an instructional center at Crestview, Florida, utilizing a building donated to the university. If approved, the Crestview Instructional Center will provide education in several health disciplines to help prepare the workforce of Northwest Florida in these high demand fields.

## **PROGRESS ON PRIMARY INSTITUTIONAL GOALS AND METRICS AS OUTLINED IN THE UNIVERSITY WORK PLAN**

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

Since the submission of the University Work Plan, the following progress has been made to meet the goals related to research:

- The Division of Research (DoR), in an attempt to increase faculty awareness of and activity in sponsored research has initiated roundtable discussions, workshops and visits to many of the colleges/schools and the institute to increase faculty research activity and to understand faculty needs in order to better serve them. The goal is to encourage, stimulate and strengthen faculty submissions of competitive proposals that are both interdisciplinary and multidisciplinary in approach.
- The DoR website is being enhanced, providing additional information and tools to researchers to increase their sponsored research activity.
- The University is also evaluating and enhancing its business processes related to sponsored research to maximize accountability and efficiency.
- The University submitted two (2) proposals for the New Florida Scholars Boost Grant program and seven (7) proposals for the New Florida Cluster Grants program. The University received one award in each category.
- The DoR is developing its Strategic Plan to meet the target goals in increased research activity articulated in the University Work Plan.

### **Goal: Increase University activities to address healthcare disparities among underserved populations**

Some of the contracts and grants awards FAMU faculty members received in 2009-10 are aimed at directly addressing issues of major concern to the communities and populations we serve by building coalitions and convening conferences. Examples include:

- a) the coalition to address childhood obesity
- b) a mental health conference focusing on African American women and the stigma of mental illness and depression
- c) a pre-conception health peer educator training workshop (co-sponsored by the national Office of Women's Health and the Florida Department of Health) to address black infant mortality in Florida
- d) a \$750,000 grant to address environmental health disparities in Jacksonville, Florida.

The University has submitted a proposal to the BOG to establish the Crestview Instructional Center which will focus on delivery of education programs and services in health care. FAMU is ready to begin renovation of the facility as soon as funds are released.

The University also undertook activities to further its exploration of establishing a College of Dentistry to address healthcare disparities in oral health.

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

The University's strategy is to enhance the support of recruitment, retention, progression, graduation and critical thinking of our students. Plans for doing so have been developed in 2009-10 and will be implemented in 2010-11. Specific actions planned include the following:

- Students will be introduced to Orientation programs which will provide specific major information and academic maps, early exposure to that major, and build a student/advisor rapport. The students' schedules will be created with a minimum of 15 credits as part of the "Take 15" initiative.
- The First Year Experience Course will provide successful transition from high school to college; establish critical thinking skills; and establish student accountability. (*On-going strategy from 2009-10*).
- Upgrade the Academic Advisor Module (Technology). The purpose is to monitor each student's current academic status. This in turn will improve customer service, increase student accountability, provide automated system of delivery of information; monitor/document student progression, and provide an effective student tracking system.
- Location of academic advisors has been decentralized to the colleges and schools, allowing advisors to keep abreast of curriculum changes, provide early engagement with advisors in majors, and build collaboration between advisors and schools/colleges. (*On-going strategy from 2009-10*).
- Financial aid is a very critical part of the students' matriculation; therefore, we have instituted a Satisfactory Academic Progress (SAP)/Individualized Educational Plan (IEP)/Graduation Audit combination which help meet financial aid requirements. The students are required to meet with advisors, discuss issues that hinder progression and conduct a general education requirements check. This will enhance the timely progress toward the completion of degree requirements (*On-going strategy from 2009-10*).
- Establishment of the Retention Council. The Council provides faculty and staff input for reviews of academic policies/procedures and evaluates retention/progression/ graduation. As a result, the Council is abreast of relevant policies/procedures, national policies/procedures, and current strategies used to increase retention, progression, and graduation rates. (*On-going strategy from 2009-10*).
- The Academic Advisor Blackboard Site is utilized to provide a central location for information. The Site provided informed decisions and access to case studies, upcoming events, and advisor interaction (*On-going strategy from 2009-10*).

### **Goal: Initiate online academic degree programs**

Since the submission of the Work Plan in June 2010, FAMU has been engaged in intensive preparation for potentially launching three online programs in 2011:

1. Masters in Business Administration
2. Master of Science in Nursing
3. Masters in Public Health

The following indicate progress made on the Work Plan goal:

- A presentation was made to the Board of Trustees regarding the plans for distance learning and the trustees are considering the requested distance learning fees.
- Extensive discussions and negotiations in preparation for forging a partnership with a private company to assist with support services in this effort.
- Twenty (20) Smart Classrooms have been developed and are currently operational. This method of instruction serves as a component of the distance learning initiative because faculty have the ability to capture and record lectures for online students to access video on demand. One hundred and thirty three (133) faculty members have completed training for the smart technology in the classrooms.
- The video conferencing facility in the Office of Instructional Technology has been upgraded with state-of-the-art technology to support the distance learning program.
- The Blackboard 9.0 upgrade is complete.

## **Goal: Increase international opportunities for faculty and students.**

- Since the submission of our Work Plan, FAMU has engaged a consultant, who is a national expert in the field and is the former Chief, Africa Bureau of the Education Division of the US Agency for International Development. The consultant has outlined her vision to the faculty and met with several faculty to develop a planning document in 2010-11 for increasing the international activities and international presence of the University. An International Advisory Board has been established and had its initial meeting in Fall 2010. The Board includes former ambassadors, international corporate leaders and educators with a wealth of international expertise. Additional activities planned for 2010-11 include presenting the FAMU plan at the White House Initiative on HBCUs and identifying sources of funding.
- In 2009-10, FAMU hosted two Fulbright teaching assistants who are offering Portuguese and Hausa language classes to our students and the community through continuing education. Both languages comprise the initial stages of a proposed Critical Languages Institute.
- Two FAMU faculty received Fulbright awards. Dr. Peter Kalu, professor in Mechanical Engineering, received a Fulbright grant to spend a year at the University of Abuja in Nigeria conducting research in the hardening of steel using the cassava leaves and bark. Dr. Ralph Wills Flowers, professor and research scientist specializing in entomology in the Florida A&M University College of Engineering Sciences, Technology and Agriculture, was selected as a Fulbright scholar to Ecuador.
- Dr. Joe Ritchie, School of Journalism and Graphic Media, in collaboration with Shantou University, Guangdong Province of China, led a delegation of journalism students from FAMU and Shantou University to cover the 2010 FIFA World Cup in Johannesburg, South Africa. The students provided stories, blogs, photographs and video about the World Cup and features about everyday life in today's South Africa.
- In addition to several on-going study abroad experiences, FAMU students engaged in new service/experiential learning projects including a Spring Break service learning and health education mission coordinated by the Health Education Relief for Guyana, a FAMU-FSU organization, and a community outreach and research project in Ghana. In 2009-10, the University also planned a new service learning project to occur in December 2010 which will focus on installing wells and water purifiers for safe drinking water in rural villages of Senegal.
- Several FAMU students received US Department of State scholarships and internships, including Calvin Hayes, a political science student and former vice president for the FAMU student government association, who received a prestigious *Charles Rangel Scholarship* for the 2010-1011 academic year and an *internship* in Washington, D.C.
- Each year, the US State Department provides FAMU with a Diplomat-in-Residence who promotes international activities and experiences and serves as a valuable resource to encourage students to pursue careers in the US Diplomatic Corps.

## **ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS**

The University engaged in several initiatives designed to increase effectiveness and efficiency of university processes. Several of these initiatives are **summarized below**:

### **1. Business Process Reengineering**

The Division of Administrative and Financial Services has implemented an approach to improve, by means of elevating efficiency and effectiveness, fifteen (15) business processes that exist within the division and across the University. The key is to evaluate each business process from a "clean slate" perspective and then enhance through the use of technology. Effective reengineering will yield processes that are efficient, effective, customer focused, end-to-end focused, streamlined and aligned with the University's mission.

### **2. ImageNow**

The Division of Administrative and Financial Services has implemented ImageNow. This is a user-friendly document imaging and management tool that easily captures, organizes and manages data. The use of ImageNow has alleviated the time-consuming inefficiencies of manually filing and retrieving documents, has minimized the cost and space issues associated with maintaining paper, and has allowed indexed images to be retrieved simultaneously by different users on campus with the click of a mouse.

### **3. Siemens**

The University has completed energy conservation measures in lighting, pipe insulation, and steam trap repairs. These conservation measures have resulted in annual energy savings of \$400,000 and annual net savings of \$70,000.

### **4. Sustainability**

FAMU's Green Coalition, a student/faculty/staff organization that is promoting sustainability on the campus, won funding from the "Home Depot: Retool Your School Grant" and completed a project involving the collection of rainwater for irrigating a landscaped area in the heart of campus. Students in the School of Architecture completed the landscape design, incorporating all indigenous plants and sustainable materials.

### **5. Sampson & Young Renovation**

The renovation of Sampson and Young Residence Halls is underway and will be completed in time for occupancy in Fall 2011. The renovation will correct problems related to fire safety, deteriorated walls and ceilings, deficient electrical, plumbing, heating and air conditioning systems, and ADA compliance. The renovated space will result in 238 rooms with newly-finished walls and ceilings as well as remodeled bathrooms and recreation areas. New windows and elevators will outfit these buildings also.

## **Efficiencies in Student Registration and Academic Progression**

In 2009-10, the University initiated two events designed to enhance the efficiency of the registration process and to increase student progression and graduation rates, that were very successful and we intend to repeat each year:

### **1. One Stop Shop**

The One Stop Shop brought together in one location personnel from all offices and academic advisors that students would need in order to register successfully. This event was designed for students who had not already successfully registered online for the Fall 2010 semester and it significantly increased the efficiency of registering these students who would otherwise had to visit a number of offices to remove holds on their registration and pay fees.

### **2. Change of Major Fair**

The University changed previous policies of long-standing that inhibited some students from changing their major. Following this change, a well-publicized event was held with personnel and information from all colleges and schools, to facilitate students changing their major to majors that were better suited to their interests and academic backgrounds. Research on student progression and graduation has indicated that students who change majors are more likely to graduate than those who do not.

## **ADDITIONAL RESOURCES**

As the University faces opportunities of the 21st Century, private gift support must increase. As such, FAMU is planning its first comprehensive campaign in 2011. FAMU's Division of University Relations will organize and lead the overall campaign effort, with the professional assistance of the campaign counsel. Based on a formal feasibility study and other assessments, an internal working goal of \$50 million over a five-year span has been recommended for the campaign. The public campaign goal will be determined following an assessment of gift commitments secured during the first stage of the Campaign.

Three of the top priorities to fund through the capital campaign are the following:

- Scholarship funding. One of the University's highest priorities remains attracting and recruiting the best and brightest students from in and out-of-state. To remain competitive, FAMU must keep pace in its ability to offer attractive scholarship packages, which can only occur with additional scholarship funding.
- Faculty development and student research. An additional attraction for top students is to have the opportunity to study under the tutelage of world-renowned faculty. FAMU must attract, recruit and retain faculty who are at the top of their respective academic fields. Accordingly, the Campaign will seek funding for faculty development and student research.
- Responding to new opportunities and unexpected needs. Finally, as the University continues to attract extraordinary educators, scholars, and students, and advances its international recognition as a premier land grant and research institution, the need for annual support will be more critical than ever. These unrestricted, current-use funds will provide University leadership with maximum flexibility for responding quickly to new opportunities and meeting unexpected needs.

- University Strategic Plan

<http://www.famu.edu/strategic>

- Common Data Set <http://www.famu.edu/index.cfm?oir&CommonDataSet>

- College Navigator

<http://nces.ed.gov/COLLEGENAVIGATOR/?q=Florida+A+%26+M+University&s=all&id=133650>

- Institutional Peers

Cleveland State University

Howard University

North Carolina A&T State University

Nova Southeastern University

University of Texas, Arlington

- Aspirational Peer Institutions

Old Dominion University

University of Louisville

George Mason University

University of Arkansas-Main Campus

Temple University

- Office of Institutional Research

<http://www.famu.edu/oir>

## 2010-2020 STRATEGIC PLAN - 2020 VISION WITH COURAGE

### STRATEGIC PLAN DEVELOPMENT

President James H. Ammons, in fall 2008, appointed a university-wide committee to conduct a comprehensive review of the 2004-05 to 2013-14 Strategic Plan. The committee was given the responsibility to conduct a comprehensive review of the plan and recommend the future strategic initiatives for the University to engage in over the next ten year. The committee conducted a SWOT analysis, reviewed the Board of Governors and Board of Trustees' goals, Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC) standards, and other relevant internal and external factors. In addition, the committee administered an online survey of faculty, staff, administrators, students, alumni, and corporate partners as well as a review of the accomplishments of the 2004-05 to 2013-14 plan. Courageous visioning and actions have been and will continue to be keys to FAMU's success. As such, this strategic plan is yet another courageous step toward FAMU 2020.

After a thorough analysis of the current plan, the committee recommended five initiatives that the University will engage in over the next decade. The revised plan was submitted to the Board of Trustees, and the Board approved the new Strategic Plan, '2020 Vision With Courage' on October 15, 2009.

### STRATEGIC PLAN IMPLEMENTATION AND MONITORING

The Office of Planning, in conjunction with the Offices of the President and Provost, monitored the implementation of the University's strategic planning process. The Office of Planning assisted the vice presidents, deans and other department heads to develop a unit strategic plan that aligns with the University's plan. Beginning in January 2010, the Office of Planning met with each of the aforementioned to discuss the President's charge that the 2010-2020 Strategic Plan will become an integral part of each unit's agenda and the responsibility as it relates to the implementation of the Plan. During these meetings, each received a binder that contained the identified goals, strategies and/or performance measures that must be included in the unit's plan to assure alignment with the University's plan..

Each vice president, dean and director provided a mid-year report on the progress made to bring the strategic initiatives to fruition. Highlights of these initiatives are presented to illustrate the work efforts to date. There were numerous initiatives, but for the sake of brevity, the following provides a few of the highlights of initiatives during 2010-11 that support the University's 2010-2020 Strategic Plan. A full report of the initiatives is available for viewing at ([www.famu.edu/](http://www.famu.edu/))?

### **STRATEGIC INITIATIVE 1: *Create a 21<sup>st</sup> century living and learning collegiate community***

*The goal of the University is to recruit, retain, develop and graduate global leaders and change agents with critical thinking, information literacy, collaboration, and life-long learning competencies.*

### PROGRESS REPORT HIGHLIGHTS

#### **Online Degree Program Initiative (Goal 1.1)**

The Instructional Media Center, Provost and Vice President of Academic Affairs and Enterprise Information Technology (EIT) units developed a plan to begin offering online degree programs as

early as fall 2011 semester. Enhancements were made in the iRattler Student Application and the Blackboard Learning Management System was upgraded to 9.1. The University also obtained approval from the Board of Trustees and the Southern Association of Colleges and Schools (SACS) for two programs: an online Executive MBA program and MS Nursing (MSN). The University will partner with a private company to assist with support services in this initiative.

### **Quality Enhancement Plan Initiative (Goals 1.2 and 3.2)**

The Office of Quality Enhancement Program (QEP) continued to offer seminars, forums and workshops to enhance the critical thinking skills of undergraduate students. Again, this year, QEP together with the Office of Student Affairs required all incoming freshman students to read the assigned book, "Bombingham", and complete a writing assignment prior to the fall 2010 semester. Students subsequently participated in small book discussion groups and a campus-wide forum during *Welcome Week* in August 2010, as well as the students received assignments in various courses throughout the academic year based on the assigned reading. In addition, QEP sponsored fourteen (14) seminars to include topics such as "Critical Thinking 101 in the College Environment", "Effective Strategies for Managing Challenging Personal Situations" and "An Introduction to Financial Literacy". The QEP also conducted several faculty development workshops/seminars to promote the enhancement of student learning. These workshops/seminars were conducted by national renowned faculty in the field of critical thinking on topics such as the "The Joy and Responsibility of Teaching Well" and "Improving Student learning Through Course Design".

### **Retention and Graduation Rates Initiative (Goal 1.3)**

The University's established Retention Committee developed several strategies to address student retention, progression and graduation. Based on recommendations of the committee the following actions were taken:

- Office of University Retention, in collaboration with the Office of Financial Aid, developed Individual Educational Plans for all students requesting aid who are on Student Academic Progress hold. Also, in conjunction with the Office of New Student Orientation included Early Advisement in the New Freshmen Students Orientation process.
- The School of General Studies sponsored several University Change of Major Fairs to place all General Studies students into academic majors or to assist students in changing and/or declaring a major of intent.
- The Division of Student Affairs, in conjunction with the Provost's Office/College Deans, administered the Noel-Levitz Student Satisfaction Survey to identify, develop and implement strategies to enhance the student retention efforts.

## **STRATEGIC INITIATIVE 2: *Enable excellence in University processes and procedures***

*In a rapidly changing information technology environment, the University's goal is for processes to be effective and efficient that reflects an environment of change, innovation, accountability, and transparency.*

### **PROGRESS REPORT HIGHLIGHTS**

#### **Restructuring Initiative (Goal 2.1)**

The University embarked on a process to determine how the university will look 10 years from today, with the development of a Restructuring and Reinvestment Plan. The plan, being prompted by anticipated budget cuts, affords the University the opportunity to review its current administrative

and academic structures. Over the past three years, various committees were established and task force groups and focus group meetings have occurred to gather information from the campus community and stakeholders on the future FAMU. Consequently, the university's organizational structure, academic degree programs productivity, staffing of areas, business processes were reviewed. As a result of the review findings, a proposed restructuring plan, "Excellence in a New Era: Developing the Millennial FAMUan", has been developed and will be presented to the University Board of Trustees for approval. Upon approval of the plan, administration will begin to solidify the future FAMU by eliminating the programs and positions impacted. The goal of the restructuring initiative, in alignment with the University's 2010-2020 Strategic Plan, is create a 21st century living and learning community that fosters innovation, excellence and engagement.

### **Administrative Processes Re-engineering Initiative (Goal 2.1)**

The Division of Administrative and Financial Services through the Transformation Through Technology Enhancement (T<sup>3</sup>E) project, reviewed the Oracle/PeopleSoft (iRattler) business process for financial management. The review will enable the University to fully leverage the capabilities of the iRattler system so that the University can improve dramatically its core business processes. The review process was conducted in partnership with the Division of Enterprise Information Technology (EIT) and the Division of Audit and Compliance. Key stakeholders from these areas met and reviewed the work that has been done to date regarding the problem areas previously identified with the PeopleSoft system and its associated processes. The T3E group reengineered approximately 15 processes, including travel, payroll, and purchasing.

### **Customer Service Initiative (Goal 2.3)**

In the 2009-10 academic year, the President established a committee to review the student customer service offerings at the University to ensure prompt attention is given to student concerns and to alleviate any unnecessary pressures students may encounter in the quest for the achievement of academic goals. Throughout this academic year, several units participated in the Six Sigma Green Belt certification and Black Belt training classes. Currently, there are plans to offer this training to other student-focused and academic departments.

**STRATEGIC INITIATIVE 3: *Develop, enhance, and retain appropriate fiscal, human, technological, research and physical resources to achieve the University's mission***

*The University's goal is to build its world-class academic research capacity and develop new areas of excellence, thus enhancing its standing as a premier Doctoral/Research University.*

## **PROGRESS REPORT HIGHLIGHTS**

### **Visibility and Productivity as a Doctoral/Research University Initiative (Goal 3.4)**

The Division of Research (DoR) organized a series of workshops, presentations and discussions regarding research opportunities and the commercialization of research at the University. To date, faculty submitted over 208 proposals, and received over 233 new contract and grant awards in excess of \$45 million. The Enterprise Information Technology (EIT) division was awarded a major grant award of approximately \$1.5 million from the U.S. Department of Commerce. Through this grant, the EIT Division and the College of Education's Department of Workforce Education and Development Office will establish a new Center for Public Computing and Workforce Development

on the FAMU campus to serve the public of Tallahassee and surrounding Gadsden and Jefferson Counties.

#### **STRATEGIC INITIATIVE 4: *Enable excellence in University Relations and Development***

*The goal is the attainment of the necessary financial resources to continue growth, improvement, and performance at the University. In addition, the University plans to continue to engage in economic development initiatives and provide services to aid students, faculty, staff, the local community and other stakeholders.*

#### **PROGRESS REPORT HIGHLIGHTS**

##### **Institutional Fundraising Initiative (Goal 4.1)**

The Division of University Relations is planning to launch a \$50 million Capital Campaign fundraiser. In the Spring 2010, the University conducted a Campaign Feasibility Study to determine the University's readiness. As a result of the study findings, the University is in the process of examining and implementing the recommendation. The Campaign is set to begin in fall 2011.

The FAMU Industry Cluster, a partnership program, which originated from the 1968 "Plans for Progress" initiative of the Johnson Administration, has grown to 50 corporations. The Industry Cluster has enabled employers to access highly-qualified FAMU students across the academic disciplines. This year, in collaboration with the National Black Executive Exchange Program (BEEP) and Industry Cluster, used a information delivery model where eight (8) visiting executives had interaction with FAMU students by speaking to classes remotely. The topics included work culture, employee conduct, job readiness, college courses and other topics related to success in the workplace. Approximately 1,700 students participated in these sessions..

The Division of University Relations implemented strategies to increase the percentage of alumni giving to the University. As of March 2011, the percentage increased to 6.4%, a 2% increase from the previous year.

##### **Healthcare Disparities Initiative (Goal 4.3)**

To address the gaps between the health status of minorities and non-minorities, several schools and colleges engaged in activities across the state to offer and provide services to indigent patients. In May 2010, the Florida Legislature approved \$8.5 million for the University to renovate a new facility in downtown Crestview, Florida, donated by City of Crestview. In February 2011, the Florida Board of Governors approved the University to expand its educational reach with the establishment of a new educational center in Crestview. Beginning in fall 2012, the College of Pharmacy and Pharmaceutical Sciences will offer a Doctor of Pharmacy (PharmD) program in the new center. The university plans to enroll 30 undergraduate students in 2013. By 2016, the University anticipates to have 60 undergraduate and 60 graduate students enrolled at the site.

#### **STRATEGIC INITIATIVE 5: *Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness***

*The University's goal is to continue to be a top producer of African American students earning baccalaureate, STEM and doctorate degrees. The University also promotes international research and education opportunities for faculty and students.*

## **PROGRESS REPORT HIGHLIGHTS**

### **Top Producer of Degrees Awarded to African American Students Initiative (Goal 5.1)**

The University is No. 1 in the nation as the institution of origin for African Americans who earn doctorates in natural science and engineering according to the pre-publication of Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads, the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine.

### **International Opportunities for Faculty and Students Initiative (Goal 5.2)**

As a result of hiring a national expert in the field for International Development, several faculty and students have been involved in international study and activities during the 2010-11 academic year. International activities included:

- The Student Government President was selected by the Open World Leadership Center, the Congressional agency working to increase the U.S.-Eurasian understanding and partnership, to travel to Russia during the spring 2011 semester as a guest of the host country.
- The College of Pharmacy and Pharmaceutical Sciences, Basic Pharmaceutical Sciences Division Director, was awarded a Fulbright Fellowship to conduct research in Kumasi, Ghana, located in West Africa.
- In November 2010, a researcher in the College of Engineering, Sciences, Technology and Agriculture Center for Viticulture and Small Fruit Research, participated in a two-month visit to Tsukuba, Japan by National Institute of Crop Research to conduct research on grape and peanut proteomics.

## **QEP HIGHLIGHTS FROM THE 2009-10 ACADEMIC YEAR**

### **• A *Freshman Summer Reading Program* was established.**

- This new 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 also participate in small book discussion groups during *Welcome Week* in August and they are given assignments based on the assigned reading in various courses throughout the academic year.
- Approximately 1,300 freshman students participated in the program during the first year. The authors of the book selection (*The Pact*) were brought to campus to engage in discussions with the University community.

### **A *Freshman Critical Thinking Seminar Series* was established.**

- This new co-curricular activity is designed to enhance students' critical thinking skills through the participation in interactive dialogue sessions addressing life skills and academic issues. All incoming freshman students are required to attend at least one session during the academic year.
- Approximately 1,743 students (85% of the freshman class) participated in the program during the first year.

### **A campus-wide *QEP Faculty Development Program* was established.**

- Through this program, faculty are provided with opportunities to attend on-campus training sessions, travel to professional conferences, and engage in curriculum development activities.
- 10 on-campus workshops on critical thinking and enhancing student learning were held during the first year.
- 240 faculty and staff attended at least one of the workshop sessions.
- 28 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 first year.
- A *QEP Faculty Learning Community* was established in which 11 faculty were selected to participate in a year-long interactive activity to redesign courses in the FAMU General Education Core.

### **The University developed and implemented 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 will be used to guide future improvements in faculty instruction and assessment of students' critical thinking skills in the classroom setting.

### **Courses in the University General Education Core were redesigned to enhance how critical thinking skills are taught and assessed.**

- A uniform scoring rubric was developed to assess students' critical thinking skills on written assignments in English composition and African-American history courses.

- The English composition and African-American history courses were redesigned to include specific critical thinking learning and assessment activities.

**A campus-wide pilot study was initiated to assess the feasibility of using instructional technology to enhance students' critical thinking skills.**

The Office of Institutional Effectiveness purchased 360 student response systems (clickers) for use by a group of faculty in various disciplines. The impact on student learning will be assessed and the results will be used to guide future use of the clickers.

The full first year report for the QEP is available upon request.

### INTRODUCTION

Assessment was relevant yesterday, assessment remains relevant today and assessment will be relevant tomorrow, both at the national level and gradually emerging international level. As an institution, making systematic assessment a routine practice is the best way to generate reliable data for planning, institutional effectiveness, improvement, and accountability to accrediting bodies at state and federal levels, as well as to our students, their parents, and employers. Yes, the Southern Association of Colleges and Schools (SACS) has come and gone and we proudly earned reaffirmation without any recommendations for ten years! But, we must not rest on our laurels. This institutional-wide motivation was at the center of assessment activities during the academic year 2009-2010 at Florida A&M University. The following sections provide an executive summary of those activities.

### INSTITUTIONAL LEVEL ASSESSMENT ACTIVITIES

#### Exit Survey

- A total of 1615 (536 in fall and 1079 in spring) graduating seniors responded to the Exit Surveys in 2009-2010. About 92% (1462) of respondents “Strongly Agreed” or “Somewhat Agreed” that FAMU has provided them with needed Educational Outcomes abilities; about 96% (1508) “Strongly Agree” or “Somewhat Agree” that their Major Field of Study provided them “a sense of competence”, the “ability to apply theoretical knowledge to a practical situation”, and that their “major field of study was intellectually challenging”. But satisfaction rates were lower than expected for the availability of *Parking* (29%), the *Financial Aid Process* (31%), *Campus Police* (52%), the *Advising Process* (52%), and the *Registrars Office* (54%).

#### ETS Proficiency Profile (formally MAPP)

- Based on the Norm-Referenced Scaled Scores, the results of the statistical tests indicate that the 2010 seniors performed significantly better than the 2006 freshmen in reading ( $M_{2010} = 114.80 > M_{2006} = 113.99$ ,  $t = 2.87$ ,  $p < 0.004$ ), mathematics ( $M_{2010} = 111.04 > M_{2006} = 110.07$ ,  $t = 4.15$ ,  $p < 0.000$ ), and humanities ( $M_{2010} = 113.74 > M_{2006} = 111.39$ ,  $t = 9.81$ ,  $p < 0.000$ ).
- Based on the Criterion-Referenced Proficiency Classifications, the results of the 2010 seniors as compared to those of the 2006 freshmen indicate improvement for all the skills measured by the test; the lowest improvement was in Critical Thinking (1% to 2%) and the highest in Mathematics Level 2 (11% to 25%).

#### State Mandated Academic Learning Compacts (ALC)

- The Academic Learning Compacts Status Report was submitted to the BOG System on December 17, 2009 by the Office of University Assessment. For each undergraduate program with a CIP Code, seven criteria were established. A total of 58 undergraduate programs were reviewed for the report. All 58 programs met criteria 1-6 and showed evidence that each Process/Product was completed and in continuous improvement mode. 57 programs met criteria 7 and showed evidence that the process was completed and in continuous improvement mode. One program only showed evidence that the process was partially completed.

## INSTRUCTIONAL PROGRAMS ASSESSMENT ACTIVITIES

### General Education Assessment Activities

During the 2009-2010 academic year, the main goal of the committee was to pause, reflect and project. The following summarizes the activities of the committee.

- Reviewed and amended the General Education assessment plan.
- Reached a consensus to decrease the number of outcomes for General Education from eight (8) to five (5) outcomes.
- (Decided) to adopt? an E-portfolio to collect artifacts for the General Education Institutional Portfolio. The E-Portfolio pilot project is tentatively scheduled to begin in the Fall of 2010 once the new version of Blackboard is deployed at the university.
- Proposed a new structure for the committee including creating a position of Director of General Education (Gen Ed) Assessment. The director would report to the committee and the committee would provide support to the director.
- Administered the MAPP test (now ETS Proficiency Profile) to incoming freshmen in Fall 2009 and to graduating seniors in Spring 2010.
- Conducted two (2) focus groups to elicit students' perspectives on the Gen Ed outcomes. Participants were satisfied with their learning outcomes with regards to collaborative learning (upper level and major course), quantitative reasoning, cultural diversity, and communication.
  - Students were of the opinion that collaborative learning rarely takes place in General Education courses. It most often takes place in the context of upper level and major courses.
  - Students generally believe, with few exceptions, that quantitative reasoning is often used and emphasized in General Education Courses across disciplines. Students had specific concerns about (a) perceived "language barriers" between instructors and students, (b) available office hours for adjuncts and (c) tutorial resources. Some suggested that developing their quantitative reasoning skills was equally dependent on the discipline, commitment and self-initiative of the student as much as the instructor.
  - With regards to life-long learning, students suggested that General Education courses are required and have no relationship to life after the university. Students suggested that they are rarely encouraged or given assignments "outside" of the classroom. In addition, students generally suggested that they have not been encouraged to participate in professional or academic organizations related to their courses/major discipline. Students felt that if they could "relate" to General Education course content, they would more than likely retain and use this knowledge after graduation.
  - In general, students felt that it is problematic that faculty are not inspiring, energetic, passionate and informed about what they are teaching.

### Licensure/Certification Examination Pass Rates

- The results of 2009-2010 Licensing/Professional Examinations pass rates indicate a 100% (1/1) pass rate for Theatre Education, a 100% (6/6) pass rate for School Psychology, a 100% pass rate for Business Education, a 77.27% pass rate for Educational Leadership, 61.11% (66/108) for Law, 81.9% (95/116) for Pharmacy, 90% (63/70) for Nursing, 40% for Health Information Management, 88% for Cardiopulmonary Science, 63% for Occupational Therapy, and 86% for Physical Therapy.

The following summarizes the progress made regarding to the submission of annual assessment reports in the last five (5) years.

### Administrative and Educational Support Units (ADESU)

- As of December 15, 2010, 91% (43/47) of assessment reports were submitted by the ADESUs for the academic year 2009-2010. For the previous years, there were 17% (10/60) submissions in 2005-2006, 88% (44/50) in 2006-2007, 100% (56/56) in 2007-2008 and 80% (39/49) in 2008-2009.

### Instructional Programs (IP)

- As of December 15, 2010, 97% (104/107) of assessment reports were submitted by the IPs for the academic year 2009-2010. This low submission is largely due to timeline contingencies encountered by the delinquent colleges: one for specialized accreditation related preparation and the other because of relocation challenges. For the previous academic years, there were 94% (102/108) in 2005-2006, 94% (100/106) in 2006-2007, 100% (108/108) in 2007-2008, and 67% (72/108) in 2008-2009.

### Research and Community/Public Service Assessment Reports

- As of December 15, 2010, 67% (8/12) of assessment reports were submitted by the various Colleges/Schools/Institute for the academic year 2009-2010. There was 92% (11/12) submission in the year 2008-2009.

### Educational Support Services Assessment Reports

- As of December 15, 2010, 75% (6/8) of assessment reports were submitted by the ESS units for the academic year 2009-2010. There was 75% (6/8) submission in the year 2008-2009, 75% (6/8) submission in the year 2007-2008 and 75% (6/8) submission in the year 2006-2007.

## **MISCELLANEOUS ASSESSMENT ACTIVITIES**

### Professional Development

- A total of seven (7) workshops and two (2) training sessions were offered to staff and faculty during the academic year. The second annual Assessment Training and Research Institute was held May 17-19, 2010 at the Aloft Tallahassee Downtown Hotel with the theme "The Closed Loop: Where is the Evidence?" A total of 50 people from 14 different institutions registered to attend the event. A total of 41 people actually attended the event. There were also 13 participants from various areas at FAMU who assisted the event in different capacities.

### Web-Based Assessment System

- Those functions of the web-based system that were not working properly last year have been fixed and new features have been added in collaboration with EIT; the system was re-deployed in Fall 2010.

### Assessment Milestones

- In spring 2010, the Office of University Assessment (OUA) adopted a new schedule for the submission of assessment plans/reports in collaboration with the Institutional Level Assessment Committee (ILAC) and based on a review of the previous schedule and on feedback from instructional programs and administrative units. To ensure that these activities are implemented

and monitored properly, the OUA and the ILAC have also adopted an “*Annual Assessment Milestones*” which outlines specific tasks and responsible parties.

## RECOMMENDATIONS

- Encourage departments and units with low ratings on the Exit Survey to consider these ratings in future planning and implementation of their objectives.
- The results of the ETS Proficiency Profile (formally, MAPP) suggest a need for infusing teaching of core skills across the curriculum with the goal of improving seniors’ performance at or beyond the national average. It also calls for boosting student motivation to do well on the test during freshmen orientation and in the QEP activities.
- The results of the General Education focus groups indicate a need for an action plan to address the issues raised by the students about these Gen Ed outcomes: collaboration, quantitative reasoning, and life-long learning.
- Provide ILAC Representatives the necessary support including release time to carry out their assessment tasks for the areas they are representing. This includes time to attend ILAC meetings, to guide planning and documenting discussions about assessment plans and results to report assessment activities back and forth to ILAC and their respective areas.
- Implement an E-portfolio as recommended by GEAC to collect artifacts for the General Education Institutional Portfolio.
- Adopt the recommended new structure for GEAC which includes creating a position of Director of General Education Assessment.
- Enforce the responsibility of Program/Divisions Level Assessment Committee (P/DLACs) to review assessment plans and reports before they are submitted to the Office of University Assessment.
- Practicalize the desirable linkage between assessment results and budgeting and planning decisions; which requires collaboration between ILAC, the Office of Institutional Effectiveness, and the University’s budgeting planning entities.
- Implement the “*Annual Assessment Milestones*” established by the Office of University Assessment in collaboration with ILAC.

**Additional information on assess may be found at [www.famu.edu/asseessment](http://www.famu.edu/asseessment)**

## **Lessons for Institutional Effectiveness from assessing student learning outcomes and institutional processes**

The following summarizes lessons learned that are beneficial to decision making about institutional effectiveness and provides evidence of the impact of assessment activities on student learning outcomes, student support service outcomes, and institutional processes outcomes.

### **Strengths of academic programs and student support services**

- Stronger Assessment documentation: Dramatic reduction in the number of professional accrediting agencies citing program assessment as a weakness in the compliance documentation
- Professional Competence: 2009-2010 recorded improvements in passing rates of Licensing/Professional Examinations in such programs as Theatre Education, School Psychology, Business Education, Pharmacy, Nursing, Cardiopulmonary Science and Physical Therapy.
- Evidence of Value-added: 2010 FAMU seniors' performance improved significantly compared to the 2006 freshmen in mathematics Level 2 and in the humanities dimension of the pre-post ETS Proficiency Profile (MAPP test) based on the Norm-Referenced Scaled Scores.
- Global Awareness: The results of focus groups conducted by the General Education Assessment Committee suggest that FAMU students have a better understanding and appreciation of cultural diversity. Participants (opined)? that faculty often share their cultural heritage and experiences within the classroom, contributing to the student's awareness of other cultures and people. In addition, they approved of the job the International and Study Abroad program is doing in exposing students to cultural diversity by encouraging students to move outside of their comfort zone.
- Satisfaction with Intellectual Experience: Graduating Seniors(who responded to Exit Survey) "Strongly Agreed" or "Somewhat Agreed" that FAMU has provided them with needed Educational Outcomes abilities, their Major Field of Study provided them "a sense of competence" and the "ability to apply theoretical knowledge to a practical situation" and that their "major field of study was intellectually challenging.

### **Observed Weaknesses that need to be addressed**

- The results from the ETS Proficiency Profile (MAPP test) indicate the 2006 entering freshmen and 2010 seniors scored significantly below the national average in all the skills measured by the test. Lowest improvement was noted in the area of Critical Thinking skills. Hence a need for action that will require instructional programs to put more emphasis on infusing teaching of core skills including Critical Thinking into the curriculum with the goal of improving seniors' performance at or beyond the national average. It is desirable that activities to boost student motivation and effort in taking the test be included with freshmen orientation and QEP activities.
- Generally, the results of indirect measures point to important issues that need to be addressed in some key areas of student support services and institutional effectiveness processes as highlighted below:
  - Results from institutional surveys indicate that for the last three years graduating seniors satisfaction for all *Student Support Services* ranged from 46% to 65%. In particular

ratings ranged from 27% to 36% for *Financial Aid Processes*, 25% to 34% for *Availability of Parking*, and from 56% to 74% for the *Registrar Office*.

- Finally, and most important is the need for more explicit and systematic processes to link assessment results more directly to decision making and budgeting decisions at various levels.