

Addendum To 2012-13 Work Plan



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Florida A&M University
Addendum to University Work Plan, 2012

Florida A&M University submits this addendum to the 2012 University Work Plan, based on feedback from Board members at the June Board of Governors meeting.

Student Retention and Debt Reduction Plan

Florida A&M University's top priority is to increase student retention and graduation rates. This is clearly reflected in the University's Strategic Plan 2020 Vision with Courage, adopted by the Board of Trustees in 2009. A goal in the first of five initiatives adopted in the Strategic Plan is to "Improve academic progression, performance and graduation rates." With the implementation of the Strategic Plan in 2010, began the focused and systematic effort to increase student retention and graduation, including the establishment of the Office of Student Retention and the adoption of a vigorous plan to reduce the number and percentage of Profile Admits to the University. The Board of Trustees' directive to reduce the number of profile admits forms the cornerstone of the University's plan to address student retention and graduation rates. The plan outlines the dramatic reduction in profile admits that has already occurred in fall 2010 and 2011, with projections to reduce profile admits to no more than 25% or 500 of First Time in College freshmen in Fall 2013. In addition to the reduction of profile admits, the University has begun a number of initiatives designed to increase student retention and graduation rates. These initiatives are based on proven best practices emerging from a growing body of research at the national level. Similarly, initiatives to decrease student debt are based on proven best practices at institutions that have won awards for debt reduction. The table in the pages that follow outlines the components of the University's plan to address student retention, graduation and debt, followed by a narrative that provides greater detail on the specific interventions.

New Programs to be Considered for Implementation

In this addendum to the Work Plan, the University is also submitting a revised list of new programs to be considered for implementation. The DMD in Dentistry has been removed from the list as requested by BOG staff in recognition of an earlier Board of Governors' discussion regarding FAMU's proposal.

Draft Student Retention and Debt Reduction Plan



**FAMU 2012/2013
RETENTION AND DEBT REDUCTION ACTION PLAN**

Strategic Plan Initiative 1: To create a 21st Century living and learning environment that fosters student retention, persistence and graduation

Work Plan Initiative: Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
Admission of Profile Admits	The Board of Trustees' directive to reduce the number of profile admits forms the cornerstone of the University's plan to address student retention and graduation rates.	On-Going and Continuously Monitored A dramatic reduction in the admission of profile admits has occurred in fall of 2010 and 2011. Currently, there is a further reduction in the admission of profile admits for Fall 2012. FAMU is projected to reduce profile admits to 25% or 500 of First Time in College freshman in Fall 2013.	
Retention of Existing Profile Admits	Diagnostic Testing Testing (PERT, ETS) is performed on incoming students to provide a detailed analysis of a student's strengths and weaknesses. Data from the testing is utilized to appropriately place students in courses that will enhance academic preparedness and increase opportunities for academic success. Additionally, data from diagnostic testing enhances student's awareness of academic strengths and weaknesses.	On-Going	
Retention of Existing Profile Admits:	Developmental Studies Program	The Developmental Studies Program is ongoing and was developed to: 1) provide a smooth adjustment to college for first-time-in-college students; 2) provide a structured program to enhance retention;	Tuition Differential

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
		3) ensure that students are prepared to meet the academic challenges of college; 4) provide a more individualized program of study for students placed into remedial/developmental education courses; 5) increase academic preparedness and performance.	
Graduation of Existing Profile Admits:	Intrusive Upper Level advisement and counseling This program will be introduced to academically assess all provisional admits in all majors. All profile admits will be assessed and will adhere to a developed academic plan to graduate. Students will be educated on the impact of excess credit hours and benefits of decreasing loan debt.	Currently in Progress Profile admits have been identified in each major.	
Retention and Graduation Rates	Office of University Retention In 2010, FAMU established the Office of University Retention to effectively address retention, persistence and graduation rates. The Office of University Retention coordinates: 1) academic advisement; 2) advisor training; 3) peer mentoring; 4) academic tutorials; 5) tutor training; 6) career development; 7) Grades First student tracking system; 8) on-line Academic Curriculum Mapping / Academic Advisement; 9) testing. Additionally, the Office of University Retention developed the First Year Experience (FYE) course to assist students with a successful transition, academically and socially, from high school to college, The FYE course was initially established in the Fall of 2011 as a pilot course and is now a mandatory course for all freshman students.	Established in 2010 In 2010, FAMU established the Office of University Retention to effectively address retention, persistence and graduation rates. The office decentralized advisement in the Fall of 2010 and advisors are now located in respective schools and colleges. The Office of University Retention is supported by Title III funding.	Title III
Retention and Graduation Rates	Academic Advisement Academic advisors will provide intrusive academic advisement and direct students into appropriate courses and majors. Additionally, advisors will provide accurate academic advisement and counseling to all undergraduate students, in	Currently in Progress (100% complete) There are currently fifteen (15) full-time advisors and eight (8) part-time advisors. Additionally, eleven (11) new advisors/counselors, funded by tuition	Title III / Tuition Differential

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
	<p>an effort to increase the persistence/retention and graduating rates of all undergraduate students. More effective advisement will be achieved by a decrease in advisor / student ratio. In addition to these professional advisors, faculty devotes an average of 7% of their effort to student advising at the upper level.</p>	<p>differential, will be added in Fall 2012. The new positions have been advertised and are expected to be filled by September.</p>	
<p>Retention and Graduation Rates</p>	<p>Advisor Training FAMU will conduct 3 university-wide academic advisors workshops annually and update and enhance the advisement Program. The University will provide information that advisors need to know regarding concepts, policies, strategies, best practices, campus programs and resources which will support the develop of skills necessary to relate more effectively with students. Additionally, the Academic Advisor Procedural Manual will be reviewed and revised. Advisors will learn and incorporate best practices for advisement and counseling.</p>	<p>Training and development program for academic Advisors was fully implemented in Fall 2011. The program is on-going.</p>	<p>Title III</p>
<p>Retention and Graduation Rates</p>	<p>FIRST YEAR EXPERIENCE (FYE) PROGRAM – Course Mandatory Freshman Course, Seminar Series and Forums (two credit hours) Developed to assist students with a successful transition, academically and socially, from high school to college, instill Financial Management skills. FAMU will offer 1-2 seminars each semester on academic and social concerns facing students. In addition, the course will reinforce critical thinking about behaviors that lead to academic success and debt management.</p>	<p>The FYE course was established as a pilot in 2011-12 and students volunteered to enroll in the course. The university observed higher GPA’s for students enrolled in the FYE course compared to students who did not enroll in the course. The 2012-13 FYE course is now mandatory for all first year students not enrolled in professional programs.</p>	<p>Title III</p>
<p>Retention and Graduation Rates</p>	<p>Faculty Development In compliance with FAMU’s SACS Quality Enhancement Plan (QEP), the University will conduct 1-2 seminars annually for faculty on teaching and pedagogical strategies to: 1) promote curricular Innovations; 2) professionally develop faculty to</p>	<p>Implementation began 2010. Faculty development is continuously on-going. Two seminars on active learning were conducted this summer. The most recent seminar was during the August 2012</p>	<p>Title III</p>

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
	teach students who need additional assistance; 3) incorporate critical thinking into General Education Courses.	faculty pre-planning program.	
Retention and Graduation Rates	Academic Policies Review Academic policies that influence retention, progression and graduation rates will be reviewed by the Academic Policy Review Committee.	Continuous Academic Policy Refinement The University Academic Policy Review Committee meets consistently to make recommendations for new policies. In addition, the Committee reviews and refines outdated academic policies. Two policies undergoing the review process are: 1) Course Withdrawal Policy; 2) Academic Standing Policy.	
Retention and Graduation Rates	Academic Success Program The FAMU Academic Success program is the umbrella in which FAMU will streamline support services for “at-risk” students. This program is designed to play an integral role in providing interventions for first-time-in-college (FTIC) students, specifically the profile admits and students on academic warning or probation. Students will be active in the Academic Success Program through participation in orientation, academic advising, First Year Experience, tutoring, career development, symposia, lyceum series, and assessments. The program will identify all information students may need or any issue they may encounter and provide the support services necessary to guide them to graduation.	The program will be fully implemented in Fall 2012. Several of the components such as orientation, academic advising, First Year Experience, tutoring, career development, seminars and assessments are ongoing and will be enhanced under this initiative.	Title III
Retention and Graduation Rates	Academic Success Program - Peer Mentoring and Enhanced Training for Peer Mentors A Peer mentoring program was established to develop an atmosphere of responsibility and caring. Peer mentors guide and assist freshmen in their adjustment to college life and positively influence an increase in student morale and motivation. The program is designed to enhance leadership	The program was fully implemented in Fall 2011 and is ongoing.	E&G

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
	qualities and professional development skills.		
Retention and Graduation Rates	<p>Academic Success Program - Tutor training and Enhanced Tutorial Services</p> <p>FAMU tutors will review and incorporate theories, techniques, and skills that will assist them in better meeting the needs of at-risk students. Tutors will model, practice, evaluate, and develop tutoring techniques individually and in groups, and apply the learned principles and strategies in the tutoring programs. Tutors will assist at-risk students in becoming self-reliant learners. Mandatory tutorial hours will be implemented for at-risk students (10 hours per week).</p> <ol style="list-style-type: none"> 1. On-site tutorial labs (math, writing, biology, chemistry, physics) 2. Online tutorial labs (My Math Lab, My Writing Lab). <p>Additional supplemental Instruction (SI) will be mandatory and required for key academic disciplines in STEM.</p>	<p>Implementation Fall 2012 (75% complete)</p> <p>Additional Tutors hired for Fall 2012 – 10 tutors (6 English, 4 math)</p>	Title III
Retention and Graduation Rates:	<p>Academic Success Program - On-line Academic Curriculum Mapping / Academic Advisement Module (AAM) –Will be implemented to electronically analyze courses completed by the student-both successfully and unsuccessfully and determine what requirements are still outstanding. In addition, the module will provide alternative curricular scenarios to efficiently change majors. This initiative will: 1) enhance accuracy in academic advisement; 2) decrease accumulation of excess credit hours; 3) increase student retention, progression and graduation rates</p>	<p>Currently in Progress</p> <p>Tuition differential funding will be utilized to hire two (2) academic advisors/counselors for the Fall 2012 to complete the Student Academic Advisement Module. The module is expect to be completed and fully implemented by Summer 2013 The new positions have been advertised and are expected to be filled by mid-September.</p>	Tuition Differential
Retention and Graduation Rates:	<p>Academic Success Program - Grades First - Electronic Student Tracking System - Electronic student tracking system (class attendance, mid-term reporting, academic reporting) early alert system to promote student class attendance and higher performance in courses. The system will: 1) provide</p>	<p>The Grades First Tracking System was introduced during the August 2012 Faculty Pre-planning conference. Currently, the School of Business, the School of Allied Health Sciences and the College of Social</p>	E&G

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
	monitoring and tracking of freshman, sophomore, juniors and seniors; 2) alert faculty, students and advisors of the student academic performance and status; 3) increase the persistence/retention rate of undergraduate students, leading to increased graduation rates	Sciences, Arts and Humanities are piloting the Tracking system. Full implementation is scheduled for the Fall 2013.	
Retention and Graduation Rates:	Academic Success Program - Academic Success Course Will be developed to assist at-risk students and students on academic warning or probation status to develop the study skills and personal success habits that enhance learning and encourage the highest level of success. Overall, the course will increase academic success for at-risk students and students on academic probation. Students that fall into this category will learn how to: 1) improve study skills; 2) improve test taking strategies; 3) develop a work ethic and study skills required for college-level academic success.	Positions for two (2) advisor/counselors have been advertised and are expected to be filled by September. The Academic Success Course will be offered in Spring 2013.	Tuition Differential
Retention and Graduation Rates:	Academic Success Program - Career Development Course To assist students to understand how to make an informed decision about choosing their major, exploring career options, and developing skills necessary for success in a global economy.	Positions for two (2) advisor/counselors have been advertised and are expected to be filled by September. The Career Development Course will be offered in Spring 2013.	Tuition Differential
Retention and Graduation Rates:	Faculty Hires (20) Full-time Tenured Faculty - FAMU will increase the number of full-time tenure earning faculty (20) in core critical academic disciplines. (math, English, chemistry, biology and criminal justice). The new faculty hires will: 1) provide quality instruction with full-time faculty in core critical academic disciplines; 2) offer additional course sections by full-time tenure track faculty in critical need areas; 3) decrease the number of adjunct faculty in core critical academic disciplines; 4) increase student exposure to permanent faculty and their respective instruction, advisement, consultation and research; 5) result in a decrease in class size; 6) increase instruction quality and	Currently in Progress Tuition differential funding will be utilized to hire 20 full-time faculty in core critical academic disciplines. The new positions are being advertised and expected to be filled with permanent or visiting professors by the start of the school year.	Tuition Differential

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
	curriculum delivery; 7) result in a decrease in accumulation of excess credit hours; 8) increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.		
Retention and Graduation Rates:	STEM Curriculum Redesign - Innovative Academic Instruction Project for STEM Programs (IAIP). Initiated to: 1) redesign and enhance core STEM Courses that improve student success rates in STEM courses; 2) enhance performance in critical thinking skills leading to higher GPAs, retention and graduation in the STEM disciplines. The IAIP is a Title III funded activity, initiated in the Fall of 2011 designed to impact class lectures, student interactive participation and provide a state-of-the-art educational experience that will enhance student-learning outcomes. The IAIP also focuses on implementing reforms to the STEM curriculum and the redesign of learning spaces that support the new pedagogy.	The IAIP is a five-year Title III funded activity, initiated in the Fall of 2011. To date, 16 core courses have been redesigned in the general education sequence for STEM Majors (biology, chemistry, physics, mathematics). Strategic campus partnerships have been developed to utilize technology and enhance faculty development.	Title III
Student Debt	Student Debt Management Program Student debt counselors will be hired to: 1) develop a default management program; 2) offer mandatory debt management workshops; 3) establish interventions to decrease student debt; 4) educate students on consequences on loan default; 5) educate parents concerning student loan debt; 6) reinforce importance of financial management in the FYE course; 7) conduct face-to-face exit counseling for graduating seniors; 8) educate students and parents of loan repayment policies and procedures; 8) decrease student loan default rate.	Currently in progress Positions have been advertised and are expected to be filled during the Fall 2012. Two (2) counselors will help implement our debt management strategies. Decline in student debt as early as 2015, reaching the national average for students in their respective family income bracket.	Tuition Differential
Student Debt	Increase financial awards of need-based students FAMU will increase financial awards of need-based students.	100% Complete To award 300 out-of-state students annually \$2000 and 1333 in-state students annually \$1500. An increased need-based award	Tuition Differential

ISSUE	STRATEGY/ INTERVENTION	IMPLEMENTATION AND CURRENT STATUS	FUNDING SOURCE
		population by 328 students based on the 1305 that received differential funds in 2011-12.	
Student Debt	Increasing student progression and timely graduation, as well as reducing excess hours through the strategies described under Retention and Graduation Rates will result in reduced student debt	See implementation and current status under each of the Retention and Graduation strategies above.	

Introduction

In 2009 Florida A&M University (FAMU) adopted its 2020 Vision With Courage Strategic Plan. A goal in the first of five initiatives adopted in the Strategic Plan is to “Improve academic progression, performance and graduation rates.” With the implementation of the Strategic Plan in 2010, began the focused and systematic effort to increase student retention and graduation, including the establishment of the Office of University Retention and the adoption of a vigorous plan to reduce the number and percentage of Profile Admits to the University. The FAMU Board of Trustees’ directive to reduce the number of profile admits forms the cornerstone of the University’s plan to address student retention and graduation rates. The plan outlines the dramatic reduction in profile admits that has already occurred in fall 2010 and 2011, with projections to reduce profile admits to no more than 25% or 500 of First Time in College (FTIC) freshmen in Fall 2013. In addition to the reduction of profile admits, the University has begun a number of initiatives designed to increase student retention and graduation rates.

In 2011, the Provost established an *Educating Post-Secondary at Risk Students Task Force* consisting of faculty and staff to review and provide recommendations regarding best practices and strategies for retention, progression and graduation. Recommendations from this committee have been included in the FAMU retention plan to assist with student access and success. These initiatives and input from other planning efforts have been incorporated into a Retention and Debt Reduction Action Plan to enhance retention, progression, graduation rates and reduce student indebtedness.

Currently, FAMU’s retention and graduation rates are 79% and 39%, respectively. FAMU’s goals are to increase retention by 1% each year and increase graduation rates above 50% over the next five years. We plan to realize a decline in student debt as earlier as 2015, reaching the national average for students in our average income bracket. In addition to other university resources FAMU plans to utilize tuition differential funding to address these issues as described below.

Section 1: Planned Uses of Tuition Differential Funds

Seventy percent (70%) of tuition differential funds will be used to support undergraduate academic enhancement. We will hire a total of twenty tenure track faculty members in the disciplines of math, English, chemistry, biology and criminal justice. The addition of new faculty will reduce adjunct instructors, reduce faculty overloads and decrease class size in these critical areas vital to the foundation of student success. The new hires will offer approximately 80 additional course sections that will enhance academic quality, retention, progression and graduation rates. Additionally, career development counselors, debt counselors, academic advisors and academic success advisors, will be hired to provide assistance with student academic and social development for undergraduate students through career development, curricular mapping, intrusive advisement, student monitoring/tracking and debt management. Specifically, two counselors will be assigned to implement and maintain the On-line Academic Curriculum Mapping /Academic Advisement Module; two counselors will be assigned to career development, two counselors will help implement our debt management strategies, one counselor will be assigned to provide college placement testing and counseling, and four new academic advisors will augment the professional advisors already in the schools and colleges. These new initiatives as well as on-going retention efforts are described in detail below.

Need-based financial assistance will be provided utilizing thirty percent (30%) of tuition differential funds. The Office of Financial Aid and Scholarship will package the thirty percent tuition need based aid prior to awarding any loans to decrease the student loan debt. We plan to award 300 out-of state students annually \$2000 and 1333 in-state students annually \$1500. This would increase our need based award population by over 300 students based on the 1305 that received differential funds in 2011-12.

Section 2: Current Initiatives to Address Profile Admits

Postsecondary educationally at-risk students can be described as those who are academically underprepared for the rigors of a college education, have a high probability of failure and dropping out, and/or deprived of sufficient college preparatory guidance necessary for academic success and labor market participation. Specifically, profile admits are students that have not met the minimum admission criteria for the State University System of Florida. Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other factors in the review of the student's application for admission.

These factors may include, but are not limited to, the following:

- a combination of test scores and GPA that indicate potential for success,
- improvement in high school record,
- family educational background,
- socioeconomic status,
- graduation from a low-performing high school
- graduation from an International Baccalaureate program,
- geographic location,
- military service,
- special talents and/or abilities,
- other special circumstances.

Profile admits are also considered students "at-risk" due to the aforementioned factors that may impact student retention, progression, and graduation. Students meeting the minimum requirements for the SAT and ACT subtest scores enroll in college level courses, and all freshmen students are required to take a 2 credit hour course entitled "First Year Experience" as described above. Students who need remediation must enroll in developmental education courses. With that in mind, the instructors of the developmental education courses and the tutorial components play a vital role in the transition of students from high school academia to the college curriculum and expectations. The Office of Quality Enhancement and the Title III funded tutorial laboratories provide training for faculty and staff designed to assist at-risk students. This population requires specialized skills sensitive to the needs of at-risk students both academically and socially in the college environment.

FAMU is taking a comprehensive approach to address the issue of Profile Admits. Several initiatives are being employed to limit the number of Profile Admits and facilitate the graduation of existing Profile Admits enrolled at FAMU. The initiatives include: 2.1) Board of Trustees Directive to reduce admission of profile admits; 2.2) Diagnostic Testing; 2.3) Freshman Studies Program; 2.4) Intrusive upper level advisement and counseling.

2.1 FAMU Board of Trustees Directive

To address the issue of Profile Admits, the FAMU Board of Trustees during their December 2010 Board meeting gave a directive to reduce the number of Profile Admits. FAMU is making a concerted effort to decrease the number of students who are classified as profile admits with the goal of reaching 25% of FTIC students. Over the past four years, profile admits have decreased from 1600 in Fall 2009 to a projected 617 for the Fall of 2012.

2.2 Diagnostic Testing

FAMU performs diagnostic testing (PERT, ETS) on incoming students to provide a detailed analysis of a student's strengths and weaknesses. Data from the testing is utilized to appropriately place students in courses that will enhance academic preparedness and increase opportunities for academic success.

2.3 Freshman Studies Program

The Freshman Studies program provides students who do not meet the minimum criteria for admission (provisional admits) into the University with an opportunity to prove they can be academically successful at the college level. Students enter in the summer and must enroll in eight credit hours. Students are appropriately placed in courses to enhance their academic preparedness. Each student must enroll for eight (8) credit hours, consisting of the following: 1) six (6) credits of college preparatory courses; MAT0024, ENC0001, and/or REA0001 (if needed) or regular college level courses; 2) College Orientation (SLS1101), a two (2) credit course. Students must pass all eight credit hours (3 classes) with a minimum cumulative 2.0 GPA in order to progress to the fall semester. The goals of the Freshman Studies Program are:

- To provide students who do not meet minimum university admission criteria with an opportunity to demonstrate they can do college level work;
- To provide a smooth adjustment to college for first-time-in-college students;
- To provide a structured program to enhance retention; and
- To ensure that students are prepared to meet the academic challenges of college

2.4 Intrusive Upper Level Advisement and Counseling

This program will be introduced to academically assess all provisional admits in all majors. All profile admits will be assessed and will adhere to a developed academic plan to graduate. Students will be educated on the impact of excess credit hours and benefits of decreasing loan debt.

Section 3: Current Initiatives to Address Retention, Persistence and Graduation

FAMU has several current and proposed programs to improve student access and success. Several of these current programs operate under the Office of University Retention in the Division of Academic Affairs and include: 3.1) Office of University Retention; and 3.2) Academic Advisement; 3.3) Advisor Training; 3.4) First Year Experience Course; 3.5) Faculty Development; and 3.6) Academic Policies Review.

3.1 Office of University Retention

In 2011, the School of General Studies was discontinued due to restructuring and its function was transitioned to the Office of University Retention. The Office of University Retention has an emphasis on student matriculation, retention, progression, and graduation. However, retention is a function of the many attributes that ultimately lead to the success of students. The Office of University Retention utilizes many nationally proven strategies on student's success whose outcomes have been researched and documented. Vincent Tinto (1993) identifies three major sources of student departure: (1) academic difficulties, (2) the inability of individuals to resolve their educational and occupational goals, and (3) their failure to become or remain incorporated in the intellectual and social life of the institution. Many of the initiatives described below will be coordinated by or involve the participation of the Office of University Retention.

3.2 Academic Advisement

Academic advisors will provide intrusive academic advisement and direct students into appropriate courses and majors. Additionally, advisors will provide accurate academic advisement and counseling to all undergraduate students, resulting in an increase the persistence/retention and graduating rates of all undergraduate students. More effective advisement will be achieved by a decrease in advisor / student ratio. In addition to these professional advisors, faculty devotes an average of 7% of their effort to student advising at the upper level. There are currently fifteen (15) full-time advisors and eight (8) part-time advisors. Additionally, eleven (11) new advisors/counselors, funded by tuition differential, will be added in Fall 2012. The new positions have been advertised and are expected to be filled by September.

3.3 Advisor Training

FAMU will conduct 3 university-wide academic advisors workshops annually and update and enhance the advisement Program. The University will provide information that advisors need to know regarding concepts, policies, strategies, best practices, campus programs and resource designed to develop skills to relate more effectively with students. Additionally, the Academic Advisor Procedural Manual will be reviewed and revised. Advisors will learn and incorporate best practices for advisement and counseling. Training and development program for academic Advisors was fully implemented in Fall 2011. The program is on-going.

3.4 First Year Experience Course Pilot Program

The First-Year Experience (FYE) course at Florida A&M University was piloted in 2011-12. The course includes numerous curricular and extracurricular initiatives designed to assist freshmen students to successfully transition, both academically and socially, from high school to college. The program enhances student learning; promotes increased retention to the second year and supports the various campus-wide programs that increase student success and graduation rates. The university observed higher GPA's for students enrolled in the FYE course compared to students who did not enroll in the course. Based on the pilot project some enhancements were made and the FYE course will be fully implemented as a mandatory course for all first year students not enrolled in professional programs. The FYE course provides:

- Information regarding FAMU history, campus resources, time management, study skills, goal-setting, career development. (999 freshman general education students enrolled, 22 sections, 22 instructors for Fall 2011)
- First Year Seminars (motivational speakers, critical thinking skills, campus resources, informational sessions)
- Learning outcomes which include the following:
 - Compare and contrast what constitute higher level thinking and what does not constitute higher –level thinking.
 - Apply principles and strategies of higher level thinking in class discussions and written assignments.
 - Generalize Florida A&M University’s History.
 - Formulate a time management plan.
 - Use the Cornell Note-taking system.
 - Identify strategies for reading comprehension and information retention.
 - Identify short-term and long-term goals.
 - Create a career and educational plan.
 - Identify and locate campus resources and summarize the usefulness of each.
 - Be able to navigate iRattler.
 - Compare and contrast the different ethnic groups, cultures, religions, etc. of students on the campus of Florida A&M University.
 - Locate resources inside of Coleman Library than can aid in academic success.

3.5 Faculty Development

In compliance with FAMU’s SACS Quality Enhancement Plan (QEP), the university will conduct 1-2 seminars annually for faculty on teaching and pedagogical strategies to: 1) promote curricular innovations; 2) professionally develop faculty to teach students who need additional assistance; and 3) incorporate critical thinking into General Education Courses. Implementation began 2010. Faculty development is continuously on-going. Two seminars on active learning were conducted this summer. The most recent seminar was during the August 2012 faculty pre-planning program.

3.6 Academic Policies Review

Academic policies that influence retention, progression and graduation rates will be reviewed by the Academic Policy Review Committee. The committee meets consistently to make recommendations for new policies. In addition, the committee reviews and refines outdated academic policies. Two policies undergoing the review process are: 1) Course Withdrawal Policy; 2) Academic Standing Policy.

Section 4: New Initiatives to Address Retention, Progression and Graduation

To address the needs of postsecondary educationally at-risk students including profile admits, FAMU will implement several best practices and nationally validated strategies for undergraduate student academic success. These strategies include: 4.1) Academic Success Program; 4.1.1) Peer Mentoring and Enhanced Training for Peer Mentors; 4.1.2); Tutor Training and Enhanced Tutorial Services; 4.1.3). On-line Academic Curriculum Mapping/Academic Advisement Module; 4.1.4) Grades First Early Alert System; 4.1.5) Academic Success Course; and 4.1.6) Career Development; 4.2); New Faculty Hires; 4.3) STEM Curriculum Redesign;. Each of these programs is described below.

4.1 Academic Success Program

The Academic Success Program (ASP) is the umbrella in which FAMU will streamline support services for all students to increase retention, progression and graduation.. The new initiative of the Academic Success Program will bring together under its umbrella, current programs including advising, tutoring and the First Year Experience Course, and implement a number of enhancements and new initiatives. Some of the major components that will fall within the Academic Success Program are described under 4.1.1 through 4.1.6. This program is a priority of this administration to develop the Millennial FAMUan. The Millennial FAMUan is a student primarily focused on academics and being the “best in class”. This student makes the most of their academic experience, strives to lend a helping hand, and upholds high moral and ethical character in the Global Community. The FAMU Academic Success Program is designed to play an integral role in providing interventions for first-time-in-college students (FTIC), specifically profile admits and students on academic warning or probation.

One of the major new initiatives under the Academic Success Program will be the online Academic Mapping/Academic Advisement Module. Another important new initiative is the Grades First early alert system to track student attendance in classes. Academic advisors will be assigned to each student in an effort to provide assistance with their academic map and career development. Career development is a very important function as students decide to change majors or have an epiphany with the curriculum assigned and need to determine the options available in other fields of study. Students will be also be active in ASP through participation in orientation, academic advising, first year experience course, career development, symposiums, lyceum series and assessments. The ASP venue will also introduce students to the campus and the surrounding area helping them to navigate a range of systems from public transportation to student financial aid. An added feature is the focus on campus safety and conflict resolution. Peer mentors will assist with structured activities for students challenging their critical thoughts and assisting with the transition to college through graduation. Peer mentors collaborate with advisors on specific issues that are affecting at-risk students academically, socially, and emotionally.

The Academic Success Program will continue to monitor and assist students through graduation and encourage graduate study. ASP will monitor several academic support functions including the tutorial labs located campus-wide. The Division of Academic Affairs and the Division of Students Affairs will collaborate with an early alert approach to student class attendance by leveraging technology. Students who are absent for two (2) days in a freshman level course will receive communication from their assigned academic advisor or coach. Students absent three (3) days will receive communication from their academic advisor to reiterate the importance of attending class. The Division of Academic Affairs and the Division of Student Affairs will collaborate on several initiatives within the Academic Success Program and will also incorporate flexible programming providing academic and social activities on-campus for FAMU students via lyceum series, general assemblies, critical thinking seminars, campus activities and recreational services. The programming will provide opportunities for students to have engaging activities during the late evening hours.

Outcome Objective 1: Increase the persistence/retention rate of undergraduate students (Supports the New Florida outcome of improving graduation rates and retention rates).

Anticipated Results to Measure Success:

Retention Rates 79%: Increase FTIC Retention Rate rates by 1% each year (80% for the first year). This is a general objective that is already stated elsewhere

Outcome Objective 2: To provide appropriate course placement and enroll first-time-in college students in a timely manner. This will improve time-to-major declaration.

Anticipate Results to Measure Success:

90% of Fall FTIC students will have a declared major by the end of the spring term.

Outcome Objective 3: To increase the passage rate of students enrolled in college preparatory courses through mandatory tutorial hours. Students who use the tutorial labs and supplemental instruction will have a higher passage rate in the college preparatory courses.

Anticipate Results to Measure Success:

70% of students participating in tutorial services at least 10 hours weekly will receive a satisfactory grade in college preparatory courses. Students receive a satisfactory/unsatisfactory (S/U) grade in the preparatory courses.

Some of the major components of the Academic Success Program are described in more detail below.

4.1.1 On-line Academic Curriculum Mapping /Academic Advisement Module

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. Using data from student records and requirements entered in AAM, this application automatically tracks a student's degree progress. It can also be used to perform what-if scenarios for students to see what courses they might need to complete for a particular major if they are interested in changing majors. At Florida A&M University this application will be used to serve the following purposes:

1. Curriculum planning and management: Degree program definition including state and university wide requirements, i.e. Gordon Rule, general education, minimum credit hours (120) required for graduation, hours required in residence, minimum GPA (2.00), and competencies (writing and Foreign Language);
2. Assist academic advisors in:
 - Tracking the requirements and policies a student must satisfy in order to graduate, encouraging reasonable time to degree
 - Provide accurate and timely program information to both students and advisors, while providing flexibility for student program exceptions and course substitutions
 - Advising students interested in changing majors using the 'What-If features'. This will help to ensure smooth transition for students declaring and changing majors.
 - Analyze all course restrictions, pre-conditions, and/or conditions thereby removing guesswork in advising
 - Determine requirements that are still outstanding

- Based on setup, track a student's degree progress and enable advising from an integrated perspective of general education and other requirements
 - Stay informed on defined degree programs including agency and school-wide requirements as updates will be maintained in the module
3. Graduation management: using the audit to determine student completion of prescribed degree programs and produce degree progress data for State reports (i.e. Hours-to-degree file)

4.1.2 Tutor Training and Enhanced Tutorial Services

A major component of ASP is the Tutor Training Program. The Tutor Training Program is a hands-on, process-oriented curriculum that is designed to foster the professional development of tutors. Through meetings, workshops, journals, readings, evaluations, and actual tutorials, tutors will be trained in theories, techniques, and skills that will assist them in better meeting the needs of the at-risk students. Participation in the training program is mandatory for those who are hired as tutors. Failure to submit assignments and/or attend training sessions will result in the employee's termination.

FAMU tutors will review and incorporate theories, techniques, and skill that will assist them in better meeting the needs of at-risk students. Tutors will model, practice, evaluate, and develop tutoring techniques individually and in groups, and apply the learned principles and strategies in the tutoring programs. Tutors will assist at-risk students in becoming self-reliant learners. Mandatory tutorial hours will be implemented for at risk students (10 hours per week). On-site tutorial labs include math, writing, biology, chemistry, and physics. Online tutorial labs include My Math Lab and My Writing Lab. Ten (10) additional English and math tutors will be hired for Fall 2012. Additionally, supplemental Instruction (SI) will be mandatory and required in Fall 2012 for key academic disciplines in the STEM disciplines.

Tutorial labs assist students with college preparatory coursework to assist with completion of certain educational requirements. Tutorials are not limited to only remedial coursework but as student's progress academically the services remain consistent. Supplemental instruction for key academic disciplines math, biology, chemistry, physics, and computer science will be available for all students as a compliment to college level courses. Profile admits will be required to complete ten (10) mandatory tutorial hours per week. These hours will be tracked and monitored. All FAMU students are able to utilize the services of ASP to reach their full potential academically and socially.

4.1.3 Peer Mentoring and Enhanced Training for Peer Mentors

FAMU established a peer mentoring program to develop an atmosphere of responsibility and caring. Peer mentors guide and assist freshmen in their adjustment to college life and positively influence an increase in student morale and motivation. The program is designed to enhance leadership qualities and professional development skills. The program was fully implemented in Fall 2011 and is ongoing.

4.1.4 Grades First Early Alert System

The university's retention efforts will be enhanced through the implementation of Grades First, an early alert system that analyzes data captured from multiple sources and provides a centralized database for student information. The university can more effectively monitor academic performance and receive

access to student progress reports and timely feedback from instructors and others on campus before it is too late for positive intervention. Grades First allows academic advisors to send text messages to any number of students, and enables students to reply in the manner they choose via text, email, phone call or Facebook messages. The application also tracks advising and tutoring appointments, reduces student no-shows and increases appointment confirmations. By collectively monitoring a student's lack of participation in academic and on-campus activities, and financial and health-related concerns, retention staff and the university community can intervene before the student fails or drops out. In Grades First, faculty, staff and administrators will now see each other's notes and communications with students. This will help to decrease support time per student, increase opportunities for assessment, and positively impact the retention and progression of students.

4.1.5 Academic Success Course

An academic success course will be developed to assist at risk students and students on academic warning or probation status to develop the study skills and personal success habits that enhance learning and encourage the highest level of success. Overall, the course will increase academic success for at risk students and students on academic probation. Students that fall into this category will learn how to: 1) improve study skills; 2) improve test taking strategies; 3) develop a work ethic and study skills required for college-level academic success. Positions for two (2) advisor/counselors have been advertised and are expected to be filled by September. The Academic Success Course will be offered in Spring 2013.

4.1.6 Career Development Course

A career development course will be developed to assist students to understand how to make an informed decision about choosing their major, exploring career options, and developing skills necessary for success in a global economy. Positions for two (2) advisor/counselors have been advertised and are expected to be filled by September. The Career Development Course will be offered in Spring 2013.

4.2 Faculty Hires (20) Full-time Tenure track faculty –

FAMU will increase the number of full-time tenure track faculty (20) in core critical academic disciplines. (math, English, chemistry, biology and criminal justice). The new faculty hires will: 1) provide quality instruction with full-time faculty in core critical academic disciplines; 2) offer additional course sections by full-time tenured track faculty in critical need areas; 3) decrease the number of adjunct faculty in core critical academic disciplines; 4) increase student exposure to permanent faculty and their respective instruction, advisement, consultation and research; 5) result in a decrease in class size; 6) increase instruction quality and curriculum delivery; 7) result in a decrease in accumulation of excess credit hours; 8) increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.

4.3 STEM. Curriculum Redesign

The specific objective of the Innovative Academic Instruction Project (IAIP) at Florida A&M University is to enhance academic instruction in STEM disciplines through innovative curricular redesign and implementation that increases the University's capacity to successfully prepare students for careers in

STEM professions. This will be achieved by identifying tools and innovations that increase interactive participation by students through enhanced teaching and learning constructs that provide robust contemporaneous evaluation, assessment, as well as student feedback and reflection. In the Fall of 2011, IAIP initiated a work plan with several objectives and strategic initiatives.

Objectives:

- Redesign and enhance (6) core STEM courses per year that improve student success rates in physics, mathematics, biology and chemistry courses.
- Pilot a cohort of 30-50 students utilizing the new, redesigned and innovative curriculum in the STEM academic programs to ensure the success of the materials.
- Develop a pilot program for STEM faculty providing highly customizable and innovative workspace to support active learning strategies (Faculty Virtual Workspace).

Strategic Initiatives

- Identify and implement innovations that provide a state-of-the art experience for faculty and students through **active learning practices and strategies**.
- Provide **faculty development** to support curriculum innovations.
- Identify and promote innovations that **leverage partnerships with existing programs and activities**.
- Identify **campus and non-campus partners** to help promote interactive learning solutions.
- Promote **scholarship** through research, sharing and dissemination.

Section 5: Student Debt Reduction Strategies

With student loans being the primary source of Federal Student Aid, student debt across the nation is on the rise. Students are borrowing twice what they did a decade ago after adjusting for inflation per the College Board. This is largely due to rising college costs and decreasing grant funding. The amount of student loans taken out last year crossed the \$100 billion mark for the first time and total loans outstanding will exceed \$1 trillion for the first time this year. Americans now owe more on student loans than on credit cards, reports the Federal Reserve Bank of New York, the U.S. Department of Education and private sources (<http://www.tgslc.org/>). The dream of a free ride to college sounds great, but it is very rare. Students and parents should prepare for potential out-of-pocket costs. Those expenses will differ depending on the type of college a student attends. A student attending a Public University can expect to pay \$7,640.00 of unmet need (<http://www.tgslc.org/>).

Unlike many of the SUS institutions, seventy nine percent (79%) of Florida A&M University students have a reported family income below \$60,000. This has a significant impact on students' ability to remain enrolled and progress to graduation at a consistent rate. Currently at FAMU, approximately 85% of our students receive need-based funding. This is the highest rate of any SUS institution. FAMU currently receives approximately 3.4 million in Bright Futures funding annually, and \$400,000 in first generation. Both figures are substantially less than other institutions. FAMU relies heavily on the Florida Student Assistance Grant, and First Generation Matching Grant as state programs in conjunction with the federal grant programs to provide funds to need based students as a means to lower student debt.

5.1 Financial Aid Packaging

To address the issue of student debt, FAMU packages student financial aid awards based on grant, institutional scholarships, private scholarships, and eligibility for loans. The Pell grant program is the foundation of our packaging policy. We frame our awards based on whether the student is eligible for the Federal Pell Grant. The other determinant is whether the student applies for financial aid by the March 1 priority date. Therefore, we have several categories we have to account for in our packaging strategies: in-state and out-of-state, on-time, late, undergraduate, graduate, and professional. Thirty (30) percent of the Tuition differential funds will be provided in need based aid. Our goal is to award 300 out-of state students annually \$2000 and 1333 in-state students annually \$1500. This will increase need based award population by 328 students based on the 1305 that received differential funds in 2011-12. Also key among our plans is to increase communication with students and parents concerning debt management and financial literacy, hire student debt management counselors, and continue to revise and incorporate financial management in the mandatory First Year Experience Course and the Freshmen Seminar Series. It is important for students and parents to have timely and accurate information on student debt during the transition to college in order to think critically and make informed decisions by reviewing and understanding loan repayment rates and debt-to-income ratios. If successful our goal is to see a decline in student debt as earlier as 2015 with respect to the family income bracket. USA Funds recognizes Excellence in Debt Management and provides best practices for universities debt management and student loan default prevention. FAMU will implement these strategies in the 2012/2013 academic year. These efforts include contacting student loan borrowers, beginning when a former student is more than 30 days past due on a student loan payment, and conducting a monthly telephone blitz to reach borrowers whose loan payments are more than 180 days past due. Florida A&M University's Office of Financial Aid Outreach Team will serve as a point of contact for students, parents and community based organizations. Valuable information will be conveyed through our on-campus presentations, Office of Financial Aid website, and printed materials. In collaboration with the Florida Department of Education Office of Student Financial Assistance (OSFA) we have and will continue to provide topics for each stage of a student's financial life. The aforementioned strategies for student access and success have a direct correlation to student debt. The ability of students to be retained, progress academically and graduate in preferably four years can minimize student debt.

Reference:

Tinto, V. (1993). *Leaving college: Rethinking the causes of student attrition*, (2nd ed.) Chicago: University of Chicago Press.



**New Proposed Programs
to be Considered
by the University in
2012-15 for Implementation
(Revised)**



New Proposed Programs to be Considered by the University for Implementation

Florida A&M University (FAMU) has revised its list of new proposed programs to be considered. The list no longer contains the DMD Dentistry, in response to the request by Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, State University System of Florida. The FAMU Board of Trustees met on August 22, 2012, and approved this change in the University's work plan. The University remains interested in establishing a School of Dentistry to serve the significantly underserved populations in the State and may reconsider it at a later time. Furthermore, the University requests that if, at a future date, a new dental school in the State University System is considered, Florida A&M University has priority consideration for submitting a proposal to address that interest.

ACADEMIC PROGRAM COORDINATION**New Programs To Be Considered by University in 2012-13 for Implementation**

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Pharmaceutical Sciences	51.2099	STEM	None	None	140	06-2012
Environmental Studies	03.0103	STEM	FGCU, FIU	None		04-2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Curriculum and Instruction	13.0301	NO	FAU, FGCU, FIU, UCF, UF, USF, UWF	FGCU, UWF, USF, UF	80	04-2013
DOCTORAL PROGRAMS						

New Programs To Be Considered by University in 2013-15 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Food Sciences	01.1001	NO	UF	None	70	06-2013
Digital Media	09.0702 or 50.0102	STEM	FAU, FGCU, UCF, UF	None	100	09-2014
Health and Fitness	31.0501 or 31.0504	NO	UWF, FSU, UF, UNF	UF	60	06-2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Biomedical Sciences	26.0102	STEM	FSU, FAU	None	30	08-2013
Health Informatics	51.0706	CRIT: HEALTH	UCF	None	30	06-2013
Golf Management	31.0302	NO	Tracks at UF, FGCU	None	40	06-2014
DOCTORAL PROGRAMS						
Chemistry	40.0501	STEM	FAU, FIU, FSU, UCF, UF, USF	None	20	04-2014
Doctor of Nursing Practice	51.3818	CRIT: HEALTH	FAU, FIU, FSU UCF, UF, UNF, USF	UCF, FIU, FAU	50	06-2013
Public Health (PhD)	51.2201	CRIT: HEALTH	FIU, UF, USF	None	25	04-2015