FLORIDA A&M UNIVERSITY

EDUCATIONAL PLANT SURVEY

EFFECTIVE: JULY 1, 2015 – JUNE 30, 2020

DR. ELMIRA MANGUM
FLORIDA A&M UNIVERSITY PRESIDENT

FLORIDA A&M UNIVERSITY

EDUCATIONAL PLANT SURVEY

Facilities Inventory Validation
September 16, 2014 (Crestview)
November 18 - 20, 2014 (Main Campus)
December 8, 2014 (College of Engineering)

Space Needs Assessment
March 24 - 25, 2015

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TAB I

INTRODUCTION

I

Introduction

The Educational Plant Survey process is required by Florida Statutes of all public educational entities. For the State University System it is a requirement that at a minimum of every five (5) years, each university must report on the use of its existing facilities and project its future facility needs five (5) years out. This projection is based on data on existing facilities and a projection of future needs based on anticipated university growth. The results are published in a document which is the Educational Plant Survey Report. This report is approved by the University's Board of Trustees prior to being transmitted to the Board of Governors for their approval.

The Educational Plant Survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. The fieldwork portion of the process is carried out by a survey team, which is directed by the Survey Leader from one of the University's sister institutions. Other survey team members include staff from the Board of Governors Office of Finance and Facilities and staff from other universities who serve in the planning and space inventory areas of their institutions. A Survey Facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, coordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. The table below identifies the main Survey activities and lead responsibilities for each activity.

Definitions and Requirements for the Educational Plant Survey

An Educational Plant Survey is defined in s. 1013.01(8), Florida Statutes, as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by the BOG.. The term "Educational plant" is defined in s. 1013.01(7), F. S., as those areas comprised of the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program. The term "Ancillary plant" is defined in s. 1013.01(1), F. S., as an area comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program. A Survey is required at least every five years pursuant to s. 1013.31(1) F.S. In addition, s. 1013.64(4)(a), F.S., requires that each remodeling and renovation project included in the BOG's 3-year PECO Project Priority List (s.1013.65 (1), (2)(a) F.S.) be recommended in a Survey and, that the educational specifications for new construction be approved by the Commissioner before appearing in the first year of this list. PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and support facilities. By definition, as found in Section 1013.01(16), Florida Statutes, a PECO Funded Project is any "site acquisition, renovation, remodeling, construction project, or site improvement funded through this source of revenue and all buildings, equipment, other structures, and special educational use areas that are built, installed, or established must be necessary to accommodate and serve the primary educational instructional program of… a University's Board of Trustees."

Surveys may be amended if conditions warrant a change in the construction program. Each revised Educational Plant Survey and each new Educational Plant Survey supersedes previous Surveys. This report may be amended, if conditions warrant, at the request of the BOG (s. 1013.31(1)(a), F. S.). Recommendations contained in a Survey Report are null and void when a new Survey is completed.

TAB II

OVERVIEW OF THE SURVEY PROCESS

II

Overview of the Educational Plant Survey

The Purpose of The Educational Plant Survey

The purpose of a survey is to aid in the formulation of five-year plans to house the educational program and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The survey should be considered as one element in the overall facilities planning process, which begins with the master planning process, includes the capital improvement element of the master plan for the long-term physical development of the university, the shorter-term five-year capital improvement program, and the development of specific building programs before submitting a request for funding. An overview of the Master Plan for the Main Campus can be found in Appendix C.

Types of Facilities Addressed in The Survey

The following ten categories of space have been identified as those needed to meet educational program requirements: Classroom, Teaching Laboratory, Research Laboratory, Study, Instructional Media, Auditorium/Exhibit, Teaching Gymnasium, Student Academic Support, Office/Computer and Campus Support Services. These categories are included within the nationally recognized space classification, as identified within the Postsecondary Educational Facilities Inventory and Classification Manual, dated November 1992. The need for merchandising facilities, residential facilities, and special-purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed in this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

The Survey Process

The survey process is comprised of two main components: the facilities inventory validation component and the needs assessment component. The fieldwork portion of the processes is carried out by a survey team, which is directed by the Survey Leader from one of the University's Sister Institutions. Other survey team members include a professional architect from the Florida Board of Governors and professional staff from other universities. A Survey Facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the survey team, ordination of university activities, and final preparation and publication of this document. Significant preparation is necessary before each of the two survey components are carried out. Table 1 identifies the main Survey activities and lead responsibilities for each, as per January 7, 2003.

TABLE 1

Educational Plant Survey Activities

	RESPONSIBILITY		
ACTIVITY	UNIVERSITY	BOARD OF GOVERNORS	SURVEY TEAM
Establish Schedule	X	X	
Letter to President		X	
Dates, Procedures, Responsibilities, Designation of Univ. Rep., Determine Inventory Sample for Validation	X		
Identification of Existing/Proposed "Ineligible" Space	X	X	
Prepare Facilities Inventory Reports/ (Site/Building/Room Reports)	X		
Coordinate Logistics for Validation Field Work	X	X	
Perform Validation (on-site field work)	X	X	X
Update Inventory Based on Validation	X		
Provide Established Enrollment Projections		X	
Prepare Formula Space Needs Analysis	X		
Develop Proposed Projects & Justification	X		
Develop Survey Workbook (Schedule, mission statement, site data, Academic Programs, Enrollment, Space Needs, Inventory Data, Project Summaries & Justifications)	X		
Develop Comments regarding Degree Program Facility Needs		X	
Develop Comments regarding Proposed Projects (CP & Master Plan)		X	
Coordinate Logistics for Needs Assessment Field Work	X	X	
Perform Needs Assessment (on-site field work) (Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification)		X	X
Perform Needs Assessment (on-site field work) (Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification)			
Exit Meeting		X	X
Prepare Initial Summary of Survey Recommendations		X	X
Prepare Letter of Final of Survey Recommendations	X		
Prepare Written Report	X		
Approve Written Report		X	

TAB III

FACILITIES INVENTORY VALIDATION

III
The Facilities Inventory Validation Process
(Part I of the Educational Plant Survey)

The Purpose of Validation

The main purpose of the validation component is to ensure that the facilities inventory data used in the subsequent space needs assessment component fairly represents the facilities available to support educational programs.

Sampling Technique

The validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms is selected from the Physical Facilities Space Inventory file, an inventory system that contains data about sites, buildings, and rooms. Annually, changes in the File are reconciled to specific project activities. The buildings selected for validation include all buildings constructed since the last survey, all buildings affected by major renovation or remodeling, all buildings in which the University desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories. An analysis of past legislative appropriations is conducted to ensure that all the buildings affected by major renovation are included. The table below includes the buildings included in the sample for FAMU's 2014 validation. Facilities inventory reports with room detail schematics were prepared to aid the Survey Team as they inspected rooms within the selected buildings.

Functions of Survey Team during Validation

The main function of the Survey Team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room use or space category classifications are the main items reviewed by the Survey Team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. There were no significant variances identified during FAMU's November 2014 validation process.

TABLE 2

LIST OF FAMU BUILDINGS SURVEYED NOVEMBER 2014

VALIDATION FOR NEW BUILDINGS ON MAIN CAMPUS

Site 0001 – Main Campus – New Construction – Tallahassee – None

VALIDATION FOR NEW BUILDING AT SITE 0011

Site 0011 - Crestview Site - New Construction – Crestview, FL
(VALIDATED BY FL BOG with FACILITIES PLANNING STAFF ON OCTOBER 15, 2014)

BLDG. #	BUILDING NAME	GSF	NASF
0091	Rural Diversity Healthcare Facility	40,000	28,666

VALIDATION FOR BUILDINGS AT SITE 0001 (OTHER THAN NEW BLDGS.)

Site 0001 –Main Campus – Restorations/Renovations/Additions – Tallahassee

BLDG. #	BUILDING NAME	GSF	NASF
0014	Tucker Hall	77,572	50,727
0032	M.S. Thomas Building	7,717	5,805
0054	Foote-Hilyer Admin Ctr. (HR Suite, 200)	5,800	5,239
0055	Jones Hall	51,318	32,515
0071	GORE	71,366	52,785
0090	Henry-Rilla White Modular	7,420	5,458
0093	Welcome Center	1,380	1,150
137A	Transitional Modular	670	525
137B	Transitional Modular	670	525
0562	Perry	64,893	39,002

VALIDATION FOR A BUILDING ACQUISITION AT SITE 0002

Site 0002 – Innovation Park – Property Acquisition – Tallahassee

BLDG. #	BUILDING NAME	GSF	NASF
0600	**Centennial Building**	**34,376**	**32,700**

RANDOMLY SELECTED BUILDINGS AND PLACES TO VIEW

BLDG. #	BUILDING NAME	GSF	NASF
136A	FAMU Village (800 Bed Dormitory)	318,183	244,722
0010	Track Field /Observation Tower	1,205	691
0029	Multi-Purpose Recreation Center	55,261	403,09
0027	FAMU/FSU College of Engineer- Bldg. A	116,366	76,225
0077	FAMU/FSU College of Engineer- Bldg. B	96,667	70,445

TAB IV

SPACE NEEDS ASSESSMENT

IV

The Space Needs Assessment

(Part II of the Educational Plant Survey)

Objective

The objective of the space needs assessment component is to develop specific project recommendations consistent with approved programs in the University's Capital Improvement Plan and Campus Master Plan. The space needs assessment activity includes an evaluation of the following elements:

- Projects proposed by the University
- The results of applying a quantitative space needs model
- Any special justification presented by the University.

University officials provide supporting information to the proposed projects, the results of the quantitative space needs model, and any special justifications to the Survey team in the form of a Survey Workbook and presentations by university officials.

Types of Recommendations

Projects proposed by the University include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan.

Space Needs Formula

The space needs model applied is the State University System Space Needs Generation Formula (Formula). The Formula was designed to recognize space requirements for a site based on academic program offerings, student enrollment by level, and research programs. The most important measure in the Formula is student full-time-equivalent (FTE) enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the Formula:

Instructional	Academic Support	Instructional Support
Classroom	Study	Student Academic Support
Teaching Laboratories	Instructional Media	Office/Computer
Research Laboratories	Auditorium/Exhibit	Campus Support Services
	Teaching Gymnasium	

Application of the Formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the Formula does not support proposed project, the justification provided by the University is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the Formula. This type of space is regarded as ineligible to meet the space needs generated by the Formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that Formula space needs are compared to facilities designed to meet those needs.

TAB V

OVERVIEW OF THE UNIVERSITY

V

OVERVIEW OF THE UNIVERSITY

Florida A&M University 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.

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university's mission:

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

FLORIDA A&M UNIVERSITY HISTORY

Florida Agricultural and Mechanical University was founded as the State Normal College for Colored Students, and on October 3, 1887, it began classes with fifteen students and two instructors. Today, FAMU, as it has become affectionately known, is the premiere school among historically black colleges and universities. Prominently located on the highest hill in Florida's capital city of Tallahassee, Florida A&M University remains the only historically black university in the eleven member State University System of Florida.

In 1884, Thomas Van Renssalaer Gibbs, a Duval County educator, was elected to the Florida legislature. Although his political career ended abruptly because of the resurgence of segregation, Representative Gibbs was successful in orchestrating the passage of House Bill 133, in 1884, which established a white normal school in Gainesville, FL, and a colored school in Jacksonville. The bill passed, creating both institutions; however, the stated decided to relocate the colored school to Tallahassee.

Thomas DeSaille Tucker [1887-1901], an attorney from Pensacola, was chosen to be the first president. Former State Representative Gibbs joined Mr. Tucker as the second faculty member. In 1891, the College received $7,500 under the Second Morrill Act for agricultural and mechanical arts education, and the State Normal College for Colored Students became Florida's land grant institution for colored people. The original College was housed in a single white-framed building and had three departments of study and recreation. At about this time, the College was relocated from its original site on Copeland Street to its present location, and its name was changed to the State Normal and Industrial College for Colored Students.

In 1905, management of the College was transferred from the Board of Education to the Board of Control. This event was significant because it officially designated the College as an institution of higher education. The name was changed in 1909 to Florida Agricultural and Mechanical College for Negroes (FAMC). The following year, with an enrollment of 317 students, the college awarded its first degrees. In spite of a setback caused by a tragic fire that destroyed Duval Hall, the main building which

housed the library, administrative offices, cafeteria and other college agencies, progress was made when a gift of $10,000 was presented to the College by Andrew Carnegie for the erection of a new library facility. This facility held the distinction of being the only Carnegie Library located on a black land-grant college campus. President Nathan B. Young [1901-1923] directed the growth of the College to a four-year degree-granting institution, despite limited resources, offering the Bachelor of Science degree in education, science, home economics, agriculture and mechanical arts.

Under the administration of John Robert Edward Lee, Sr., [1924-1944], the College acquired much of the physical and academic image it has today. Buildings were erected; more land was purchased; more faculty were hired; courses were upgraded, and accreditation was received from several state agencies. By 1944, FAMC had constructed 48 buildings, accumulated 396 acres of land, and had 812 students and 122 staff members. In 1949, under the guidance of William H. Gray, Jr. [1944-1949], expansion, along with reorganization, continued; the College obtained an Army ROTC unit, and student enrollment grew to more than 2,000.

Perhaps one of the greatest achievements came under the presidency of Dr. George W. Gore [1950-1968]. The Florida legislature elevated the College to university status, and in 1953, Florida A&M College became Florida Agricultural and Mechanical University. Obtaining university status meant restructuring existing programs and designing new academic offerings to meet the demands of producing quality students at the professional and graduate levels. Between 1953 and 1968, the Schools of Pharmacy, Law, Graduate Studies, and Nursing were created.

During the years 1950-1968, the University experienced its most rapid growth. Twenty-three buildings were constructed and renovated with costs totaling more than $14 million. These facilities included the Dairy Barn, Faculty Duplexes, Law Wing of Coleman Library, Gibbs Hall, Tucker Hall, Truth Hall, Agriculture and Home Economics Building [Perry Paige], Student Union Building, Demonstration School Building, Cafeteria, Health and Physical Education Building, Music and Fine Arts Complex, High School Gymnasium, Stadium, and Health and Physical Education Building. The FAMU Hospital was completed and became fully operational in 1956, serving as the only medical facility for Negroes within 150 miles of Tallahassee. FAMU achieved a significant first by becoming the first Negro institution to become a member of the Southern Association of Colleges and Schools (SACS). Enrollment grew to more than 3,500, and the number of faculty increased by more than 500.

The 50's and 60's were times of social unrest and change in the nation. The students of Florida A&M University were integral in sparking a boycott of the buses in Tallahassee that successfully staged integrated the city's public transportation. As a result of their courage and determination, the students of Florida A&M University established a legacy of social involvement and responsibility as a part of the collegiate experience for future generations of Rattlers.

The period following the turbulent 60's brought unprecedented growth to the University. At a time when federal laws were demanding desegregation, Dr. Benjamin L. Perry, Jr. [1968-1977] was credited with preserving the autonomy of Florida A&M. In 1971, FAMU was recognized as a full partner in the nine-university, public higher education system of Florida. The program and academic areas within the institution were extended to include the Black Archives Research Center and Museum, established as a state repository for Black History and Culture; the Division of Sponsored Research; the Program in Medical Sciences (PIMS), in conjunction with Florida State University and the University of Florida; the development of the School of Architecture; a Naval ROTC unit; establishment of the cooperative programs in agriculture; and a degree-granting program in Afro-American Studies. Enrollment increased from 3,944 (1960) to 5,024 (1970).

The University was re-organized into academic areas instead of departments. The University's physical plants increased with the addition of the Women's Complex (apartment-type dormitory), Clifton Dyson Pharmacy Building, new poultry building and dairy cattle resting shed, and renovation of University Commons, Coleman Library and Tucker Hall. The University Hospital, which was closed in 1971, was renovated and became the Foote-Hilyer Administration Center.

During the administration of Dr. Walter L. Smith [1977-1985], the University grew to eleven schools and colleges and a Division of Graduate Studies and Continuing Education. In 1984, the University was granted the authority to offer its first Doctor of Philosophy degree, the Ph.D. in Pharmacology. The 80's also saw the expansion of the Gaither Athletic Center, which included the construction of a new Women's Athletic Complex equipped with a track, an Olympic pool, men's and women's weight training rooms, and softball and baseball fields. Bragg Memorial Stadium was renovated and expanded to provide seating for 25,000 spectators, and a modern field house was erected. The old laundry was converted into the Industrial Education Classroom Laboratory. New facilities were constructed to house the Schools of Allied Health Sciences, Architecture, Business and Industry and Nursing. Construction and renovation projects amounted to more than $34 million. As the University prepared to observe one hundred years of its existence, the Smith administration launched the Centennial Celebration Fund to establish a University Endowment.

In 1985, Dr. Frederick S. Humphries [1985-2001] became the eighth president of Florida A&M University. The Humphries Years were heralded as a time of unprecedented

expansion and achievement. President Humphries presided over the University's Centennial Celebration that began with his inauguration and ended with the burying of a time capsule. During Humphries' tenure, enrollment soared from 5,100 [1985] to 9,551 [1992]. And by the 1998-1999 school year, enrollment had reached 12,000 students. Aggressive and competitive recruitment campaigns attracted more talented students, and FAMU consistently ranked nationally among the top five colleges and universities for enrolling National Achievement finalists. In 1992, 1995 and 1997, FAMU enrolled more National Achievement finalists than Harvard, Yale and Stanford. In 1999, Black Issues in Higher Education cited FAMU for awarding more baccalaureate degrees to African-Americans than any other institution in this nation.

During the 110th Anniversary Celebration, Florida A&M University was selected by the TIME Magazine-Princeton Review as The 1997-1998 College of the Year. FAMU was selected from among some of the most prestigious schools in the country to be the first recipient of this honor.

In 2002, as the State of Florida's education system underwent massive reorganization, Dr. Henry L. Lewis, III, Dean of the College of Pharmacy and Pharmaceutical Sciences was appointed interim president. Later the same year, on May 17, 2002, the Board of Trustees of Florida A&M University appointed Dr. Fred Gainous [2002-2004], an alumnus, as the ninth president. Dr. Gainous returned to Tallahassee with a vision of creating One FAMU.

On December 14, 2004, the Florida A&M University Board of Trustees made history by appointing Dr. Castell Vaughn Bryant as interim president. Dr. Bryant, an alumna, was the first woman to lead the University in its 117 years of existence. President Bryant came with the mission of revitalizing and restructuring the University for the twenty-first century.

Originally designed to meet the needs of the underrepresented and the underprivileged, Florida A&M University continues to serve the citizens of Florida and the world through its provision of pre-eminent educational programs. These programs are the building blocks of a legacy for the hallmark of Florida A&M University: "Excellence with Caring." FAMU, Florida's Opportunity University, is committed to meeting the challenges and need of future generations.

On July 2, 2007, Dr. James H. Ammons, became the tenth president of Florida A&M University. Prior to his appointment, he served as Chancellor of North Carolina Central University (NCCU) from 2001 through 2006 and as provost and vice president for Academic Affairs at FAMU.

While provost at Florida A&M University, he developed more than 22 bachelor's, master's and Ph.D. degree programs, and he worked to reestablish the FAMU College of Law. At NCCU, enrollment reached an all-time high during his tenure, climbing from 5,476 in 2000-2001 to 8,675 in 2006-2007 – a 58.4 percent increase. NCCU became the fastest growing institution in the University of North Carolina System.

Since Dr. Ammons' arrival at the University, he has built a top-notch, strong leadership team. In addition, he secured accreditation from the Accreditation Council for Pharmacy Education in which the board voted to reaffirm the College's accreditation status through June 30, 2010. Under his leadership, FAMU also received its first unqualified audit in three years from the Auditor General's Office; and this summer, the University will enroll students for the first time in a new doctorate program in physical therapy.

Making history as the first permanent female president in the institution's 127-year legacy, Elmira Mangum, Ph.D., began her tenure as the 11th president of Florida Agricultural and Mechanical University (FAMU) on April 1, 2014.

A seasoned administrator, Dr. Mangum has served at the executive level of nationally recognized institutions of higher learning for more than 28 years. From 2010 until her appointment at FAMU, Dr. Mangum served as vice president for planning and budget at Cornell University. While at Cornell, she was the senior administrator charged with managing the university's resources and annual budgeting process.

"Dr. Mangum brings to FAMU the experience, expertise and energy needed to lead the university into the next phase of its great legacy," said Trustee Karl White, chair of the presidential search committee. "She emerged from a noteworthy pool of applicants as the candidate who the Board believes is the best fit for this pivotal season in the university's history."

FAMU can credit much of its present academic stature to the leadership of its eleven distinguished presidents:

Thomas DeSalle Tucker
1887-1901

Nathan B. Young
1901-1923

J.R.E. Lee
1924-1944

William H. Gray
1944-1949

George W. Gore
1950-1968

Benjamin L. Perry
1968-1977

Walter L. Smith
1977-1985

Frederick S. Humphries
1985-2001

Fred Gainous
2002-2004

James H. Ammons
2007-2012

Dr. Elmira Mangum
2014-Present

Interim & Acting Presidents

Thomas Van Gibbs
First Vice President
1887-1900

William A. Howard
Acting President
1923-1924

J.B. Bragg
Acting President
April 5 - Sept. 1, 1944

H. Manning Efferson
Acting President
July 7, 1949 - April 1, 1950

Henry Lewis III
Interim President
Jan. 2002 - June 2002

Castell Vaughn Bryant
Interim President
Jan. 2005 - May 2007

Dr. Larry Robinson
Acting President
July 16, 2012 - April 1, 2014

For more than 120 years, Florida A&M University has served the citizens of the State of Florida and the nation through its provision of preeminent educational programs. . .programs which were the building blocks of a legacy of academic excellence with caring. With the approaching dawn of the 21st century, FAMU, "Florida's Opportunity University," is committed to meeting the challenges and needs of future generations.

(EXCERPTED FROM THE FAMU WEBSITE)

Florida A&M University Board Of Trustees

Chair **Rufus Montgomery** is President and CEO of The Cascon Group and a partner with Curt Mont Global. He has held several executive positions, most recently as managing director of government affairs at Hall Booth Smith P.C. and immediately prior as vice president at Cornerstone Communications Group. His HBCU background includes service as interim associate vice president for institutional advancement at Albany State University and interim associate vice president for external affairs at Fort Valley State University. Montgomery was a legislative assistant in the U.S. House of Representatives before leaving Capitol Hill to serve as executive director of the Center for Urban Renewal and Education. He directed African American outreach efforts for then-candidate Jeb Bush's first successful campaign for governor. Montgomery is a Desert Storm veteran with active duty service in Europe and Southwest Asia. He has also coordinated political campaign activity at state and federal levels in two states in addition to serving as a member of the Electoral College in 2008. He holds Master of Applied Social Science and Bachelor of Science degrees from Florida A&M University.

Email: rufus.montgomery@famu.edu

Vice Chair **Kelvin Lawson** is a national client service director with Acosta Sales and Marketing. In this role, he provides cross-functional leadership, direction and strategic planning to select clients to ensure maximum business results. He has managed the corporate relationships with large multinational organizations such as Kraft Foods, Starbucks and Diamond Foods. Prior to joining Acosta, he spent 17 years at Johnson and Johnson. During his tenure at Johnson and Johnson, he held positions of increasing responsibility including director of customer development and director of national accounts dealing with large retailers such as Wal-Mart, Costco, and Lenscrafters. Lawson is an active member of the Jacksonville (Fla.) community and serves on the board of a local non-profit as vice president of fundraising. Recently, he was appointed to the board of the Hubbard House of Jacksonville, Fla. He is a Florida A&M University graduate of the School of Business and Industry. He resides in Jacksonville, Fla.

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Torey L. Alston serves as Executive Director for the Miami-Dade Public Schools Office of Economic Opportunity. Alston previously served as Chief of Staff to both Broward County Commissioner Albert Jones and Barbara Sharief. From 2007-2010, Alston served as both Executive Director for Florida's Office of Supplier Diversity (OSD) and Interim Executive Director for the state's Council on Efficient Government. In 2009, he served as Vice-Chair of the Florida Council on the Social Status of Black Men and Boys. Alston, a FAMU graduate, received his bachelor's degree and an MBA with a concentration in marketing and management. While at FAMU, he served in various roles including Class President (two terms), Student Senator and President of the FAMU Student National Alumni Association. Alston is a Life Member of the NAACP, FAMU National Alumni Association and Province Life Member of Kappa Alpha Psi Fraternity, Inc. He resides in Fort Lauderdale, Florida.

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Lucas Boyce is the Director of Business Development and Legislative Affairs for the Orlando Magic. Appointed to this new role in July 2013, his responsibilities include strategic business planning with a focus on developing a new sports and entertainment district (SED) in downtown Orlando. He also oversees the company's efforts in statewide legislative and government affairs. Prior to the Magic, Boyce served at the White House in a number of different roles from 2005-2008. He is the author of Living Proof: From Foster Care to the White House and the NBA. He was honored by the University of Central Missouri Alumni Association as the 2012 Outstanding Recent Alumnus. In 2011, the Orlando Business Journal recognized Lucas as the 40 Under 40 Man of the Year. In 2010 he was recognized as one of the 10 Outstanding Young Americans by the Junior Chamber of Commerce. Boyce received his bachelor's degree in political science and speech communication from the University of Central Missouri and graduated with his Executive MBA from Rollins College in May 2013.

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Tonnette S. Graham is the 61st student body president. She is a fourth-year student pursuing a major in healthcare management. Shortly after arriving on campus in the Fall of 2010, Graham declared her candidacy for a seat in the Student Senate. She was overwhelmingly elected by her peers to serve for a two year term. As a member of the Senate, she bought reform to the halls of student government and championed legislation that improved the quality of student life on campus. She is the first student in FAMU's history to serve on the FAMU Foundation Board of Directors and is the co-founder of the FAMU Student Foundation, created to educate and inspire students to philanthropic support of the university. She also lends her time to numerous community service projects in the Tallahassee and Big Bend area. A native of Delaware, Graham was raised in Tallahassee, Florida. She attended James S. Rickards High School where she was ranked top of her class and was a student in the prestigious International Baccalaureate Program. During her final year of high school Graham began dual enrollment at Florida Agricultural and Mechanical University. It was also during this time that she served as Student Body President at Rickards.

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Spurgeon McWilliams has maintained a private practice in Tallahassee since 1975. He has served on numerous boards and commissions including the Florida Commission on Ethics and the Tallahassee Community College Board of Trustees. McWilliams was the first state consultant to the Florida Medicaid Program. He served as a member of the executive committee of the Florida Obstetric and Gynecologic Society from 1996-2013. In 2002-2003 he served as president of the Florida Obstetric and Gynecologic Society and simultaneously served as president of the Florida State Medical Association. McWilliams earned a bachelor's degree from FAMU, and graduated from Meharry Medical College in Nashville, Tenn. He is board certified in Obstetrics and Gynecology.

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Kimberly Moore has spent over a decade in the workforce development arena. She currently serves as the Vice President for Workforce Development at Tallahassee Community College (TCC). In the position of Vice President, she is responsible for developing strategic solutions that address the needs of employers and those seeking to enter and transition in the workforce. Prior to joining TCC, she served as the Chief Executive Officer of WORKFORCE PLUS, a recognized regional workforce development board, becoming the youngest person, the first African-American and the first woman to hold this top position. Ms. Moore is a 1993 graduate of Tallahassee Community College with an Associate of Arts degree. She continued her education at Florida State University, earning a Bachelor of Science degree in Criminal Justice in 1995. In May 2006, she earned her M.B.A from Webster University.

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Bettye A. Grable is a tenured associate professor in the FAMU School of Journalism & Graphic Communication. She joined the Journalism faculty in 2006. She teaches freshman student life skills courses, public relations courses, journalistic writing courses, and research and theory courses related to the field of journalism and mass communication. She is an award-winning teacher. She is one of the Founding Editorial Board Members of the Journal for Case Studies in Strategic Communication at the University of North Carolina at Chapel Hill School of Journalism & Mass Communication. Dr. Grable also serves on the Proposal Review Committee for the 34th Annual Conference in Dallas, Texas, on the First-Year College Experience. Grable is the president of the FAMU Faculty Senate. She also advises FAMU's chapter of the Public Relations Student Society of America. Dr. Grable earned a Bachelor of Science in Journalism from the University of Florida, a Master of Science in Journalism from Florida A&M University, and a Ph.D. in Mass Communication and Public Affairs from Louisiana State University in Baton Rouge.

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Belinda Reed Shannon serves as vice president of compliance, EEO, diversity and employee relations for GlaxoSmithKline (GSK). She is based in GSK's Research Triangle Park, North American headquarters. In her current role, Shannon leads the company's efforts in the areas of employment compliance, employee relations, diversity and inclusion, and other EEO-related matters. Previously, Shannon managed all U.S. based employment litigation for GSK. As in-house counsel, she provided strategic employment advice and counsel to the company's executives for matters related to employee conduct and performance, internal investigations, restructurings and reductions in force, and human resources processes and communications. Shannon served as chair of the GSK Legal Functions Global Diversity Steering Committee. Shannon belongs to a number of professional and civic organizations and is a founding member of the Next Generation of African American Philanthropists. She is a Florida A&M University graduate with a degree in marketing and a MBA. She earned her juris doctor from Wayne State University Law School.

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Cleve Warren is the president of Essential Capital Finance, Inc., in Jacksonville, Fla. He is a former banker and financial advisor, and has served in state and local government as executive director of the Florida Black Business Investment Board under former Gov. Bob Martinez, and as chief of Economic Development for the City of Jacksonville under former Mayor Ed Austin. He currently serves on the board of the Jacksonville Chamber of Commerce, the Jacksonville Civic Council, and the Jacksonville Transportation Authority. Warren also serves on the boards of several charitable and civic organizations, and is co-chair of the Jacksonville Urban Education Symposium. He is a retired Lieutenant Colonel in the U.S. Army Reserve, and an alumnus of both Leadership Jacksonville and Leadership Florida. Warren earned his bachelor's degree in banking and finance from the University of North Florida and his master's degree in business administration (MBA) from Jacksonville University. He is currently pursuing a doctoral degree in educational leadership at the University of North Florida.

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Karl E. White is the managing principal of Gracián & Co., a boutique advisory and consulting firm specializing in the hedge fund and private equity industries. He was previously appointed to the University of Massachusetts Board of Trustees where he served as vice chairman of the board and chairman of several committees. He received a bachelor's degree in pharmacy from Florida A&M University and received a MBA from the University of Chicago. His previous experience includes service as executive director of the MBTA Retirement Fund, Pension Fund and he has also held investment management positions with Putnam Investments, Scudder Kemper and Goldman Sachs Asset Management.

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Robert L. Woody is the director of Community and Business Development for Career Source. He retired as the deputy secretary for the Florida Department of Juvenile Justice two years ago. From 2008 through 2011 he was the director of the Alachua County Jail. Mr. Woody has served on the Florida Judicial Nominating Commission, was selected as the State of Florida Correctional Probation Officer of the Year, and the Gainesville Sun Civic Leader Person of the Year. He received the E.T. York Distinguished Service Award in recognition of his outstanding service to the community. Mr. Woody has served as vice chair and chairman of the Gainesville Area Chamber of Commerce. He earned a bachelor's degree from the State University of New York at Oneonta and a master's degree from Rollins College. Currently, Mr. Woody is the chairperson of the Santa Fe College Board of Trustees in Gainesville, Fla. Initially, he was appointed to the board in 1990, becoming vice chair and chair, and was reappointed in 1994 and 1998. In 1994 he was named the State Trustee of the Year by the Florida Association of Community Colleges. In 2012, he was re-appointed. His current term expires in 2018.

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Campus Sites

Site 1 – Main Campus

FAMU lies immediately south of the downtown area. The main campus covers over 419 acres located on the highest of seven hills in Tallahassee.

Site 2 – Innovation Park

The FAMU-FSU College of Engineering was authorized by the 1982 Legislature as a joint program between FAMU and Florida State (FSU). The College of Engineering is composed of five departments: Chemical, Civil, Electrical, Industrial and Mechanical Engineering. With a specially designed complex for research laboratories and classrooms near Innovation Park, the College of Engineering is located at 2525 Pottsdamer Street, Tallahassee, Florida. The 23 acre site has two state-owned permanent buildings, along with nine leased modular units with an approximate total of 241,445 gross square feet of space.

Site 3 – Gadsen County

The USDA Cooperative Teleconference Center of Quincy was built in 1994 and serves as an instructional, research, and cooperative extension facility for the study of animal sciences, food sciences, aquatic environmental science and agribusiness operations with strategic planning management to improve the quality of life. The Research and Extension Center is located at 4259 Bainbridge Highway in Quincy, Florida. The Center sits on 257.3 acres and consists of six owned buildings. Facilities available at the Center include a teleconference center, horse training facility, general storage, field office, caretaker office and youth pavilion with a pond.

Site 4 – Mulrennan Lab

Formally known as the John Mulrennan Sr. Research Laboratory, the John A. Mulrennan, Sr. Public Health Entomology Research and Education Center was acquired in 1993 and opened in 1994 and is used to study insects' (primarily mosquitoes) affect on public health. The Center is located at 4000 Frankford Avenue, Panama City, Florida approximately ten miles from the Gulf of Mexico on St. Andrews Bay. The Research and Education Center sits on ten acres with 20 owned buildings. The facilities include labs, chicken houses, insectaries, general storage, offices, and a boathouse.

Site 5 – Center for Viticultural and Small Fruit Research (FAMU Vineyards)

The Center was acquired in 1995 and sits on 45 acres at 6506 Mahan Drive, Tallahassee, Florida. Through leadership, research, extension and development activities, the Center contributes to a viable viticulture industry in Florida.

Campus Sites (continued)

Site 6 – Challenger Learning Center of Tallahassee

The Challenger Learning Center of Tallahassee is a 32,000 square feet facility located on Kleman Plaza in downtown Tallahassee, constructed in 2003-04 on 2.0 acres. The center is a K-12 outreach facility of the Florida A & M University-Florida State University College of Engineering, and uses aerospace as the theme.

Site 10 – FAMU Law School

The 3.16-acre Florida A & M University Orlando Campus is located in Orange County and provides 120,000 gross square feet of space. The law school located in a HUD Neighborhood Revitalization Strategy Area and is consistent with the Downtown Orlando Redevelopment Area plan Update.

Site 11 – Rural Diversity Healthcare Center, Crestview, Florida

This is a facility in Crestview, Florida comprised of 39, 200 gsf, constructed in 1937 as a manufacturing plant building which will be converted into a rural diversity healthcare center for FAMU. The redesigned building plans will include square footage for classrooms, teaching labs, and offices for the professional schools of Nursing, Allied Health Sciences and Pharmacy.

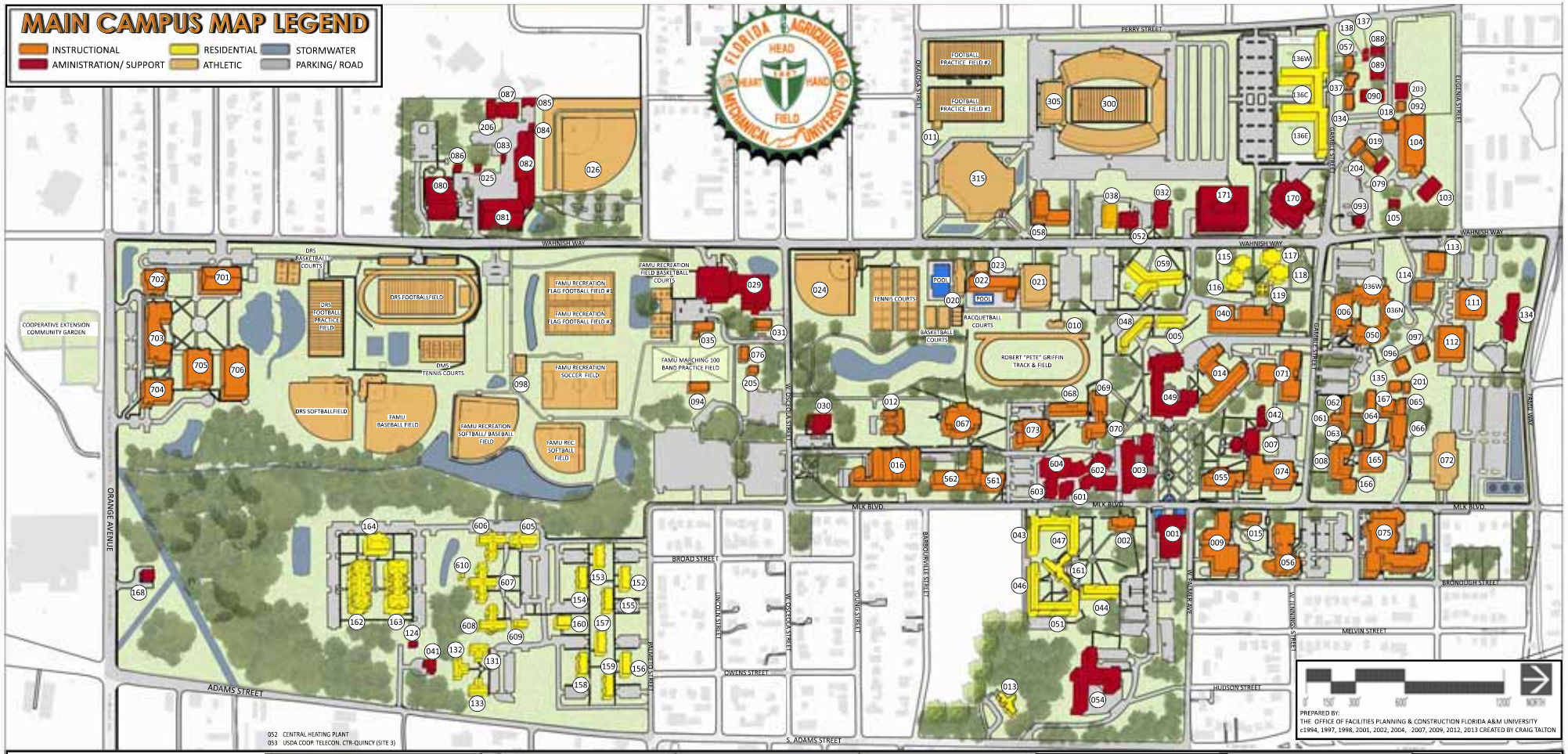
Florida A&M University
Aerial Map

Dated: March, 2015

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

MAIN CAMPUS MAP LEGEND

- INSTRUCTIONAL
- AMINISTRATION/ SUPPORT
- RESIDENTIAL
- ATHLETIC
- STORMWATER
- PARKING/ ROAD



BUILDING KEY

001 LEE HALL
002 JACKSON DAVIS HALL
003 UNIVERSITY COMMONS
005 N.B. YOUNG HALL
006 SCHOOL OF BUSINESS & INDUSTRY-SOUTH
007 CARNEGIE CENTER
008 LUCY MOTEN
009 WARE-RHANEY NURSING & ALLIED HEALTH
010 T RACK & FIELD OBSERVATION TOWER
011 ATHLETIC STORAGE BUILDING
012 GEORGE CONOLY GREENHOUSE
013 PRESIDENT'S HOME
014 TUCKER HALL
015 HONOR HOUSE
016 SCHOOL OF ARCHITECTURE
018 MAIN GARAGE
019 ENVIRONMENTAL SCIENCES INSTITUTE
020 SWIMMING POOL LOCKER HOUSE
021 GAITHER GYMNASIUM
022 GAITHER OFFICE & CLASSROOM
023 L.S. BARTLEY ATHLETIC COMPLEX
024 UNIVERSITY SOFTBALL FIELD
025 HAZARDOUS STORAGE C
026 UNIVERSITY BASEBALL FIELD
027 FAMU/FSU COLLEGE OF ENGINEER'G-(SITE 2)
028 PUMP HOUSE & STORAGE
029 MULTI PURPOSE RECREATION CTR.
030 USDA TELECONFERENCE CENTER
031 DAIRY BARN & WINERY
032 M.S. THOMAS BLDG.
034 CONT. EDUCATION CONF. CENTER FACULTY SENATE
035 UNIVERSITY BAND STORAGE
036 S.B.I. WEST & NORTH
037 CONTINUING EDUCATION
038 CENTRAL CHILLED WATER PLANT
039 COLLEGE OF LAW - (SITE 10)
040 SCHOOL OF JOURNALISM
041 UNIVERSITY ACTIVITIES CENTER - FAMU CLUB HOUSE
042 COUNSELING CENTER
043 McGUINN HALL
044 TRUTH HALL
045 FAMU/FSU C.O.E. MODULAR-(SITE 2)
046 CROPPER HALL
047 DIAMOND HALL
048 SAMPSON HALL
049 COLEMAN LIBRARY
050 S.B.I. EAST
051 WHEATLEY HALL
052 CENTRAL HEATING PLANT
053 USDA COOP. TELECON. CTR-QUINCY (SITE 3)
054 FOOTE-HILYER ADMINISTRATION CENTER
055 JONES HALL
056 SCIENCE RESEARCH FACILITY
057 OFFICE OF EQUAL OPPORTUNITY PROGRAM
058 HOWARD HALL
059 GIBBS HALL
060 VITICULTURE CENTER-(SITE 5)
061-066 OLD D.R.S.-TRANSITIONAL
067 GENERAL CLASSROOM
068 FOSTER-TANNER MUSIC CENTER
069 FOSTER-TANNER CERAMIC CENTER
070 FOSTER-TANNER ARTCENTER
071 GORE EDUCATION COMPLEX
072 OLD D.R.S.-GYMNASIUM
073 FOSTER-TANNER BAND BLDG.
074 DYSON PHARMACY
075 COLLEGE OF PHARMACY
076 SMALL ANIMAL LAB
077 FAMU/FSU C.O.E.-(SITE 2)
079 UNIV. PARKING SERVICES (MODULAR
080 PLANT OPERATIONS BLDG A
081 PLANT OPERATIONS BLDG B
082 PLANT OPERATIONS BLDG C
083 PLANT OPERATIONS HAZARDOUS STORAGE-A
084 PLANT OPERATIONS HAZARDOUS STORAGE-B
085 PLANT OPERATIONS MAINTENANCE SHOP-E
086 PLANT OPERATIONS MECH. CHILLER
087 PLANT OPERATIONS P.O.M. STORAGE
088 CEDAR - MAIN OFFICE
089 CEDAR - ACCESS CENTER
090 HENRY & RILLA WHITE TRANSITIONAL FACILITY
091 RURAL DIVERSITY HEALTHCARE CTR.- CRESTVIEW (SITE 11)
092 TRANSITIONAL (MODULAR)
093 WELCOME CENTER
094 FOSTER TANNER OBSERVATION TWR.
095 CHALLENGER CENTER (DOWNTOWN) (SITE 6)
096 S.B.I. (MODULAR I)
097 INTERNATIONAL LANGUAGE
098 RECREATION STORAGE LOCKER BLDG.
103 PHYSICAL PLANT STORAGE-A
104 TRIO/ ASAP
105 ELECTRICAL SUBSTATION-NORTH
111 BENJAMIN-BANNEKER BLDG A
112 BENJAMIN-BANNEKER BLDG B
113 BENJAMIN-BANNEKER BLDG C
114 BENJAMIN-BANNEKER BLDG D
115 PADDYFOOTE COMPLEX BLDG A
116 PADDYFOOTE COMPLEX BLDG B
117 PADDYFOOTE COMPLEX BLDG C
118 PADDYFOOTE COMPLEX BLDG D
119 PADDYFOOTE PAVILION
124 GIBBS COTTAGE
131-133 SCHOLARSHIP HOUSES
134 CHILDCARE CENTER
135 D.R.S. HEALTH TRANSITIONAL FAC.
136E 800 BED (EAST WING)
136W 800 BED (WEST WING)
137 TRANSITIONAL MODULAR
138 TRANSITIONAL MODULAR
152-160 PALMETTO STREET APARTMENTS
161 WILLIAMS GRAV JR. PLAZA
162 PALMETTO HOUSING PHASE III
163 PALMETTO HOUSING PHASE III
164 PALMETTO COMMONS/LAUNDRY
165-167 OLD D.R.S. TRANSITIONAL
168 ELECTRICAL SUBSTATION-SOUTH
170 STUDENT SERVICES CENTER
171 PARKING GARAGE-1
201 D.R.S. CAREER
203 FAMU UNDERGRAD PROGRAM
204 A&S ELECTRONIC CLASSROOM
205 SCHOOL OF ARCHITECTURE
206 POLICE STORAGE
207 BAND TOWER II
300 BRAGG STADIUM
305 GALIMORE-POWELL ATH. FIELDHOUSE
315 MULTI-PURPOSE GYMNASIUM
400-417 FAMU/FSU COLLEGE OF EDUCATION MODULAR-(SITE 2)
500 CARETAKER'S HOUSE (SITE 3)
501 PAVILLION (SITE 3)
502 OFFICE (SITE 3)
503 HORSE TRAINING CENTER (SITE 3)
504 GENERAL STORAGE (SITE 3)
505 USDA STORAGE (SITE 3)
506 USDA PUMP SHED (SITE 3)
507 USDA MODULAR CLASSROOM (SITE 3)
508 USDA GOAT FACILITY (SITE 3)
561 PAIGE BUILDING
562 PERRY BUILDING
600 CENTENNIAL BUILDING
601 STUDENT UNION OFFICE BLDG
602 STUDENT UNION MULTI-USE BLDG
603 STUDENT UNION CAREER CENTER
604 STUDENT UNION GRAND BALLROOM
605 SOUTH PALMETTO BLDG A
606 SOUTH PALMETTO BLDG B
607 SOUTH PALMETTO BLDG C
608 SOUTH PALMETTO BLDG D
609 SOUTH PALMETTO COMMONS BLDG E
610 SOUTH PALMETTO MECH. BLDG F
611 SOUTH PALMETTO BLDG G
701 NEW D.R.S. GYMNASIUM
702 NEW D.R.S. ADMINISTRATION BLDG
703 NEW D.R.S. ELEMENTARY SCHOOL
704 NEW D.R.S. CAFETORIUM
705 NEW D.R.S. MIDDLE SCHOOL
706 NEW D.R.S. HIGH SCHOOL

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TAB VI

ACADEMIC DEGREE PROGRAMS OF THE UNIVERSITY

TABLE 3

VI
FLORIDA A&M UNIVERSITY DEGREE MAJORS INVENTORY

CIP Code	Major Code	Degree Level	Program	Major
	College of Social Sciences, Arts and Humanities			
05.0201	25103	BS/BA	Bachelor of Science/Bachelor of Arts in African-American Studies	African-American Studies
		BS	Bachelor of Science in African-American Studies	African American Studies/3+3 Legal Scholars (LEGALSCHAS)
23.0101	23101	BA	Bachelor of Arts in English	English
30.0000	29101BS/ 29101BA	BS/BA	*Bachelor of Science/Bachelor of Arts in Interdisciplinary Studies *(Effective Fall 2014)*	Interdisciplinary Studies
38.9999	22101	BS/BA	Bachelor of Science/Bachelor of Arts in Philosophy & Religion	Philosophy & Religion
38.9999	22102	BS/BA	Bachelor of Science/Bachelor of Arts in Philosophy & Religion	Philosophy
38.9999	22103	BS/BA	Bachelor of Science/Bachelor of Arts in Philosophy & Religion	Religious Studies
42.0101	26101	BS/BA	Bachelor of Science/Bachelor of Arts in Psychology	Psychology
42.2802 (42.0401)	26181	MS	Master of Science in Community Psychology	Community Psychology
43.0104	27101	BCJ	Bachelor of Criminal Justice	Criminal Justice
			Bachelor of Criminal Justice (3+3)	Criminal Justice/3+3 Legal Scholars (LEGALSCHCJ)
44.0701	27102	BSW	Bachelor of Social Work	Social Work
44.0701	27186	MSW	Master of Social Work	Social Work
45.0101	27181	MASS	Master of Applied Social Sciences	Psychology
45.0101	27182	MASS	Master of Applied Social Sciences	Global Security and International Affairs

45.0101	27183	MASS	Master of Applied Social Sciences	Political Science
45.0101	27185	MASS	Master of Applied Social Sciences	Sociology
45.0101	27187	MASS	Master of Applied Social Sciences	Public Administration
45.0101	27188	MASS	Master of Applied Social Sciences	History
45.0101	27189	MASS	Master of Applied Social Sciences	Criminal Justice
45.1001	25301	BS/BA	Bachelor of Science/Bachelor of Arts in Political Science	Political Science
45.1001	25301	BS	Bachelor of Science in Political Science (3+3)	Political Science/3+3 Legal Scholars (LEGALSCHPS)
45.1001	25303	BS/BA	Bachelor of Science/Bachelor of Arts in Political Science	Public Administration
45.1101	27103	BS/BA	Bachelor of Science/Bachelor of Arts in Sociology	Sociology
		BS	Bachelor of Science in Sociology (3+3)	Sociology/3+3 Legal Scholars (LEGALSCHSO)
50.0501	22201	BS/BA	Bachelor of Science/Bachelor of Arts in Theatre	Theatre
50.0501	22202	BS/BA	Bachelor of Science/Bachelor of Arts in Theatre	Drama Education (Suspended)
50.0702	22301	BS/BA	Bachelor of Science/Bachelor of Arts in Fine Arts	Fine Arts
50.0901	21101A/ 21101B	BA/BS	Bachelor of Arts/Bachelor of Science in Music	Choral - Piano or Voice (major under Bachelor of Arts)
50.0901	21101BA/ 21101BS	BA/BS	Bachelor of Arts/Bachelor of Science in Music	Instrumental - Wind, Piano, Percussion (major under Bachelor of Arts)
50.0901	21106	BA/BS	Bachelor of Science in Music	Music Industry (Major under Bachelor of Science)
54.0101	25101	BS/BA	Bachelor of Science/Bachelor of Arts in History	History
		BS	Bachelor of Science in History (3+3)	History/3+3 Legal Scholars (LEGALSCHOL)
College of Science and Technology				
11.0101	A8182 (28182)	MS	Master of Science in Computer Information Sciences	Computer Science

11.0101	A8181 (28181)	MS	Master of Science in Computer Information Sciences	Software Engineering Science
11.0101	A8102	BS	Bachelor of Science in Computer Information Systems	Computer Information Systems
11.0101	A8103	BS	Bachelor of Science in Computer Science	Computer Science
11.0103	A8104	BS	Bachelor of Science in Information Technology	Information Technology
26.0101	A4102 (24102)	BS	Bachelor of Science in Biology	Biology Pre-Professional
26.0101	A4105 (24105)	BS	Bachelor of Science in Biology	Molecular Cellular Biology
26.0101	A4181 (24181)	MS	Master of Science in Biology	Molecular Cellular Biology
26.0101	A4182 (24182)	MS	Master of Science in Biology	Ecology
26.0101	A4183 (24183)	MS	Master of Science in Biology	Physiology
26.0101	A4185 (24185)	MS	Master of Science in Biology	Biological Sciences - Non Thesis Track
26.0101	A4101 (24101)	BS	Bachelor of Science in Biology	Biology
26.0101	A4101A (24101A)	BS	Bachelor of Science in Biology	Organismal, Ecological and Environmental Biology
27.0101	A4304 (24304)	BS	Bachelor of Science in Mathematics	Actuarial Science
27.0101	A4301 (24301)	BS	Bachelor of Science in Mathematics	Mathematical Sciences
27.0101	A4303 (24303)	BS	Bachelor of Science in Mathematics	Mathematics
40.0501	A4281 (24281)	MS	Master of Science in Chemistry	Chemistry
40.0501	A4201 (24201)	BS	Bachelor of Science in Chemistry	Chemistry
40.0501	A4203 (24203-T)	BS	Bachelor of Science in Chemistry	Pre Med / Dentistry

40.0501	A4204 (24204-T)	BS	Bachelor of Science in Chemistry	Biochemistry
40.0801	A4401 (24401)	BS	Bachelor of Science in Physics	Physics
40.0801	A4401A (24401A)	BS	Bachelor of Science in Physics	Applied Physics
40.0801	A4481 (24481)	MS	Master of Science in Physics	Physics
40.0801	A4491 (24491)	PhD	Doctor of Philosophy in Physics	Physics
School of Journalism and Graphic Communication				
09.0401	61101	BS	Bachelor of Science in Journalism**	Newspaper Journalism**
09.0401	61102	BS	Bachelor of Science in Journalism**	Magazine Production**
09.0401	61103	BS	Bachelor of Science in Journalism**	Broadcast Journalism**
09.0902	61104	BS	Bachelor of Science in Public Relations**	Public Relations**
50.0409	62104	BS	Bachelor of Science in Graphic Design	Graphic Design
College of Education				
13.0301	11281	MEd	Master of Education in Curriculum and Instruction	Curriculum and Instruction
13.0401	11181	MS/ MEd	Master of Science / Master of Education in Educational Leadership	Educational Leadership
13.0401	11191	PhD	Doctor of Philosophy in Educational Leadership	Educational Leadership
13.1199	11182	MS/ MEd	Master of Science / Master of Education in Counselor Education	Counselor Education
13.1202	12101	BS	Bachelor of Science in Elementary Education	Elementary Education
13.1202	12181	MS/MEd	Master of Science/Master of Education in Elementary Education	Elementary Education
13.1210	12102	BS	Bachelor of Science in Pre-Kindergarten/ Primary Education	Pre-Kindergarten / Primary Education

13.1305	13102	BS	Bachelor of Science in English Education	English Education
13.1311	14302	BS	Bachelor of Science in Mathematics Education	Mathematics Education
13.1312	11103	BS	Bachelor of Science in Music Education	Instrumental Music - wind, piano, percussion
13.1312	11104	BS	Bachelor of Science in Music Education	Piano or Voice
13.1314	14101	BS	Bachelor of Science in Physical Education K-12	Physical Education
13.1316	14104	BS	Bachelor of Science in Science Education	Biology Education
13.1316	14202	BS	Bachelor of Science in Science Education	Chemistry Education
13.1316	14402	BS	Bachelor of Science in Science Education	Physics Education
13.1317	15202 (25102)	BS	Bachelor of Science in Social Science Education	History Education
13.1317	15304 (25304)	BS	Bachelor of Science in Social Science Education	Political Science Education
13.1320	15105	BS	Bachelor of Science in Industrial Arts / Technology Education	Technology Education
13.1320	15184	MS	Master of Science/Master of Education in Industrial Arts / Technology Education	Technology Education (Suspended)
31.0501	14101	BS/BA	Health, Physical Education/Fitness	Physical Education - Teacher Certification
31.0501	14102	BS/BA	Health, Physical Education/Fitness	Health, Leisure, and Fitness Studies
31.0504	14281	MS	Master of Science in Sport Management	Sport Management
School of Business and Industry				
45.0601	55201	BS/BA	Bachelor of Science/Bachelor of Arts in Economics	Economics
52.0201	52101	BS	Bachelor of Science in Business Administration	Business Administration
52.0201	52106	BS	Bachelor of Science in Business Administration	Facilities Management
52.0201	52102	MBA	Professional MBA	Business Administration

52.0201	52181	MBA	Master of Business Administration	Business Administration One Year Program
52.0201	52181DL	MBA	Master of Business Administration	Business Administration (Online)
52.0201	52182	MBA	Master of Business Administration	Business Administration 5-Year Program
51.2001	52183	PharmD	PharmD MBA	PharmD/MBA
52.0301	51101	BS	Bachelor of Science in Accounting	Accounting
College of Pharmacy and Pharmaceutical Sciences				
51.2001	B1171	PharmD	Doctor of Pharmacy	Pharmacy
51.2001	B1173	PharmD	Doctor of Pharmacy	Pharm-D/ MBA
51.2099	B1102	BS	Bachelor of Science in Pharmaceutical Sciences	Pharmaceutical Sciences
51.2099	B1181	MS	Master of Science in Pharmaceutical Sciences	Pharmaceutical Sciences
51.2099	B1191	PhD	Doctor of Philosophy in Pharmaceutical Sciences	Pharmaceutical Sciences
51.2099	B1191A	PhD	Doctor of Philosophy in Pharmaceutical Sciences	Specialization in Health Outcomes Research and Pharmacoeconomics
51.2201	B1182	MPH	Master of Public Health	Public Health
51.2201	B1182DL	MPH	Master of Public Health	Public Health (Online)
51.2201	B1192	DrPH	Doctor of Public Health	Public Health
School of Allied Health Sciences				
51.0000	C6101	BS	Bachelor of Science in Health Science	Pre-Physical Therapy
51.0000	C6102	BS	Bachelor of Science in Health Science	Pre-Occuptational Therapy
51.0701	C1101	BS	Bachelor of Science in Health Care Management	Health Care Management
51.0701	C1181	MS	Master of Science in Health Care Administration	Health Care Administration
51.0706	C2101	BS	Bachelor of Science in Health Informatics and Information Management	Health Informatics and Information Management
51.0908	C4101	BS	Bachelor of Science in Cardiopulmonary Science	Cardiopulmonary Science
51.2306	C5181	MS	Master of Science in Occupational Therapy	Occupational Therapy

51.2308	C3191	DPT	Doctor of Physical Therapy	Physical Therapy
School of Nursing				
51.3801 (51.1601)	D1101	BS	Bachelor of Science in Nursing**	Nursing **
51.3801 (51.1601)	D1181	MS	Master of Science in Nursing	Nursing
51.3801 (51.1601)	D1181DL	MS	Master of Science in Nursing	Nursing (Online)
School of the Environment				
03.0103	01102BS / 01102BA	BS/BA	*Bachelor of Science/Bachelor of Arts in Environmental Studies *(Effective Fall 2014-15)*	Environmental Studies
03.0104	01101	BS	Bachelor of Science in Environmental Science	Environmental Science
03.0104	01181	MS	Master of Science in Environmental Science	Environmental Science
03.0104	01191	PhD	Doctor of Philosphy in Environmental Science	Environmental Science
College of Agriculture and Food Sciences				
01.0000	31201	BS	Bachelor of Science in Agricultural Science	Agricultural Science
01.0000	31202	BS	Bachelor of Science in Agricultural Science	Animal Science
01.0000	31203	BS	Bachelor of Science in Agricultural Science	Agriculture Education (Suspended)
01.0000	31204	BS	Bachelor of Science in Agricultural Science	Agronomy
01.0000	31205	BS	Bachelor of Science in Agricultural Science	Entomology
01.0000	31206	BS	Bachelor of Science in Agricultural Science	Ornamental Horticulture (Suspended Fall 2014)
01.0000	31207	BS	Bachelor of Science in Agricultural Science	Food Science
01.0000	31208	BS	Bachelor of Science in Agricultural Science	Veterinary Technology
01.0000	31288	MS	Master of Science in Agricultural Science	Agricultural Science (non-thesis)
01.0000	31288A	MS	Master of Science in Agricultural Science	Agricultural Science (thesis)
01.0000	31282	MS	Master of Science in Agricultural Science	Agricultural Science Grad

01.0000	31283	MS	Master of Science in Agricultural Science	Food Science (Suspended)
01.0000	31284	MS	Master of Science in Agricultural Science	Agribusiness
01.0000	31285	MS	Master of Science in Agricultural Science	Animal Science (Suspended)
01.0000	31286	MS	Master of Science in Agricultural Science	Entomology
01.0000	31287	MS	Master of Science in Agricultural Science	Plant Science
01.0000	31481	MS	Master of Science in Agricultural Science	Soil and Water
01.0102	31101	BS	Bachelor of Science in Agribusiness	Agribusiness
14.0301	31601	BS	Bachelor of Science in Biological & Agricultural Systems Engineering	Biological & Agricultural Systems Engineering
26.0702	31291	PhD	Doctor of Philosophy in Entomology (cooperative--degree awarded by UF)	Entomology
School of Architecture and Engineering Technology				
04.0201	71101	BS	Bachelor of Science in Architectural Studies	Architectural Studies**
04.0201	71171	BArch	Bachelor of Architecture**	Architecture**
04.0201	71182	MS	Master of Science in Architecture	Architecture
04.0201	71184	MS	Master of Science in Architecture	Facilities Management
04.0201	71181	MArch	Master of Architecture	Architecture
15.0303	73401	BS	Bachelor of Science in Electronic Engineering Technology	Electronic Engineering Technology
15.1001	73102	BS	Bachelor of Science in Construction Engineering Technology	Construction Engineering Technology
College of Engineering				
14.0501	44182	MS	Master of Science in Biomedical Engineering	Biomedical Engineering
14.0501	44192	PhD	Doctor of Philosophy in Biomedical Engineering	Biomedical Engineering
14.0701	44101	BS	Bachelor of Science in Chemical Engineering	Chemical Engineering

14.0701	44102	BS	Bachelor of Science in Chemical Engineering	Environmental Engineering
14.0701	44103	BS	Bachelor of Science in Chemical Engineering	Bioengineering
14.0701	44104	BS	Bachelor of Science in Chemical Engineering	Engineering Materials
14.0701	44105	BS	Bachelor of Science in Chemical Engineering	Biomedical Engineering
14.0701	44181	MS	Master of Science in Chemical Engineering	Chemical Engineering
14.0701	44191	PhD	Doctor of Philosophy in Chemical Engineering	Chemical Engineering
14.0801	41101	BS	Bachelor of Science in Civil Engineering	Civil Engineering
14.0801	41102	BS	Bachelor of Science in Civil Engineering	Environmental Engineering
14.0801	41181/ 41182	MS/MEng	Master of Science/Master of Engineering in Civil Engineering	Civil Engineering
14.0801	41191	PhD	Doctor of Philosophy in Civil Engineering	Civil Engineering
14.0901	42102	BS	Bachelor of Science in Computer Engineering	Computer Engineering
14.1001	42101	BS	Bachelor of Science in Electrical Engineering	Electrical Engineering
14.1001	42181	MS	Master of Science in Electrical Engineering	Electrical Engineering
14.1001	42182	BS/MS	Master of Science in Electrical Engineering 4+1	Electrical Engineering
14.1001	42191	PhD	Doctor of Philosophy in Electrical Engineering	Electrical Engineering
14.1901	45101	BS	Bachelor of Science in Mechanical Engineering	Mechanical Engineering
14.1901	45181	MS	Master of Science in Mechanical Engineering	Mechanical Engineering
14.1901	45191	PhD	Doctor of Philosophy in Mechanical Engineering	Mechanical Engineering
14.3501	46101	BS	Bachelor of Science in Industrial Engineering	Industrial Engineering
14.3501	46181	MS	Master of Science in Industrial Engineering	Industrial Engineering
14.3501	46191	PhD	Doctor of Philosophy in Industrial Engineering	Industrial Engineering

College of Law				
22.0101	E1171	JD	Juris Doctor	Law

**Limited Access Program

Legal Scholars Program Updated 03 13 15

FLORIDA A&M UNIVERSITY DEGREES AWARDED THROUGH 2014

- Degrees Awarded by Level
- Degrees Awarded by Gender
- Degrees Awarded by Race
- Degrees Awarded College/School and Programs
- Degrees Awarded by Cip

Degrees Awarded by Level (2009-10 through 2013-14)

Degree	2009-10	2010-11	2011-12	2012-13	2013-14
Bachelor	1,248	1,304	1,470	1,489	1,582
Master	341	294	270	274	277
Research Doctoral	16	22	23	23	23
Doc. Of Physical Therapy	14	13	21	23	28
Law	145	160	152	224	176
Pharmacy	140	139	135	131	108
Specialist	7	4	6	3	3
Total	**1,911**	**1,936**	**2,077**	**2,167**	**2,197**

TABLE 4

ENROLLMENT PLANNING

Planned Enrollment Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2008-13)	Fall 2013 ACTUAL HEADCOUNT		Fall 2014 PLANNED HEADCOUNT		Fall 2015 PLANNED HEADCOUNT		Fall 2016 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-32%	3,101	*35%*	3,043	*35.2%*	3,447	*38.0%*	3,846	*41.1%*
FTIC (Profile Admit)**	13%	4,022	*46%*	3,946	*45.6%*	3,746	*41.3%*	3,418	*36.6%*
AA Transfers*	-9%	938	*11%*	920	*10.6%*	1,129	*12.4%*	1,329	*14.2%*
Other Transfers	28%	756	*9%*	742	*8.6%*	749	*8.6%*	755	*8.6%*
Subtotal	**-9%**	**8,817**	***100%***	**8,651**	***100.0%***	**9,071**	***100.0%***	**9,348**	***100.0%***
GRADUATE STUDENTS									
Master's	-31%	620	*35%*	608	*34.9%*	683	*35.6%*	814	*37.7%*
Research Doctoral	87%	275	*15%*	270	*15.5%*	292	*15.2%*	332	*15.4%*
Professional Doctoral	-3%	884	*50%*	867	*49.7%*	945	*49.2%*	1,015	*47.0%*
Subtotal	**-9%**	**1,779**	***100%***	**1,746**	***100.0%***	**1,920**	***100.0%***	**2,161**	***100.0%***
NOT-DEGREE SEEKING	**-27%**	**138**		**135**		**137**		**138**	
MEDICAL	**n/a**	**n/a**		***n/a***		***n/a***		***n/a***	
TOTAL	**-9%**	**10,734**		**10,532**		**11,128**		**11,647**	

Note*: AA transfers refer only to transfers from the Florida College System.

** The Profile Admits in this row reflect all students enrolled who entered as profile admits, including those from past years who have been retained. New Profile Admits admitted in the fall were drastically reduced from 78% in fall 2009 to 28% in fall 2013 and will be 20% or less in fall 2014 as required by the FAMU BOT.

Planned Enrollment Growth by Method of Instruction *(for all E&G students at all campuses)*

	2 YEAR TREND (2010-11 to 2012-13)	2012-13 ACTUAL FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL	2016-17 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	n/a***	36	*.5%*	65	*1.1%*	110	*1.7%*	250	*3.8%*
HYBRID (50%-79%)	-100%	0	*0%*	30	*0.50%*	90	*1.4%*	240	*3.6%*
TRADITIONAL (<50%)	-.4	6,517	*99.5%*	5,857	*98.4%*	6,089	*96.8%*	6,092	*92.6%*
TOTAL	**.1%**	**6,553**	***100%***	**5,952**	***100.0%***	**6,289**	***100%***	**6,582**	***100.0%***
GRADUATE									
DISTANCE (80%)	n/a***	0	*0%*	0	*0.0%*	75	*5.4%*	250	*17.2%*
HYBRID (50%-79%)	n/a***	0	*0%*	0	*0.0%*	50	*3.6%*	200	*13.8%*
TRADITIONAL (<50%)	-2.2%	1,446	*100%*	1,315	*100.0%*	1,264	*91.00%*	1,004	*69.1%*
TOTAL	**-.3%**	**1,446**	***100%***	**1,315**	***100.0%***	**1,389**	***100%***	**1,454**	***100.0%***

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49%

ENROLLMENT PLANNING (continued)

Planned Enrollment Plan by Residency and Student Level *(Florida FTE)*

	Estimated Actual 2013-14	Funded 2014-15	Planned 2014-15	Planned 2015-16	Planned 2016-17	Planned 2017-18	Planned 2018-19	Planned 2019-20	Planned Annual Growth Rate*
STATE FUNDABLE									
Florida Resident									
LOWER	2,837	3,601	2,835	2,996	3,136	3,197	3,261	3,327	3.3%
UPPER	2,584	2,868	2,582	2,728	2,855	2,912	2,971	3,030	3.3%
GRAD I	328	475	328	346	362	370	377	385	3.3%
GRAD II	850	803	849	897	939	958	977	997	3.3%
TOTAL	**6,599**	**7,747**	**6,594**	**6,967**	**7,292**	**7,437**	**7,586**	**7,739**	3.3%
Non- Resident									
LOWER	283	n/a	282	299	311	319	325	331	3.3%
UPPER	253	n/a	253	267	280	285	291	297	3.3%
GRAD I	47	n/a	47	50	52	53	54	55	3.3%
GRAD II	91	n/a	91	96	101	103	105	107	3.3%
TOTAL	**674**	**1,119**	**673**	**712**	**744**	**760**	**775**	**790**	3.3%
TOTAL									
LOWER	3,120	n/a	3,117	3,294	3,447	3,516	3,587	3,659	3.3%
UPPER	2,837	n/a	2,835	2,995	3,135	3,197	3,261	3,327	3.3%
GRAD I	375	n/a	375	396	414	423	431	440	3.2%
GRAD II	941	n/a	940	993	1,040	1,061	1,082	1,103	3.2%
TOTAL	**7,273**	**8,866**	**7,267**	**7,678**	**8,036**	**8,197**	**8,361**	**8,528**	3.3%
NOT STATE FUNDABLE									
LOWER	326	n/a	326	326	326	326	326	326	0%
UPPER	219	n/a	219	219	219	219	219	219	0%
GRAD I	67	n/a	68	69	70	71	72	73	1.4%
GRAD II	13	n/a	13	13	13	13	13	13	0%
TOTAL	**625**	n/a	**626**	**627**	**628**	**629**	**630**	**631**	**0.2%**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. Note*:The average annual growth rate is based on the annual growth rate from 2014-15 to 2019-20.

Medical Student Headcount Enrollments

Medical Doctorate Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Dentistry Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**
Veterinary Headcounts									
RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**

STRENGTHS AND OPPORTUNITIES FOR FLORIDA A&M UNIVERSITY TO BE ACCOMPLISHED OVER THE NEXT THREE (3) YEARS

Florida A&M University is a doctoral research institution and is one of the Top Historically Black Colleges and Universities (HBCUs) in the nation. With a new President taking the helm, the University will seek to capitalize on its strengths and opportunities with renewed vigor. The University's strengths include: 1) over $50 million in research revenues annually, 2) recognition as a top producer of minority graduates, 3) offering an array of accredited professional programs, and 4) a focus on STEM and health- related disciplines, areas in which minorities are particularly underrepresented. In order to further enhance meeting its mission, the University will continue its efforts in increasing retention and graduation rates at all degree levels; meeting labor market expectations of employers and the professions; and increasing productivity in research. Opportunities Include, an amplified focus on student recruitment, retention and graduation, new leadership filling a number of interim positions, and increased expectations for performance throughout the institution. *Foremost among the challenges for improvement is the need for additional funding to offset the $30 million annual cut in state funds since 2008-09 which included the loss of many faculty lines. The University must pursue opportunities to make a financial investment in the land-grant mission of the University and in STEM disciplines, which includes the FAMU-FSU College of Engineering.

*Clarification: This figure is a reoccurring cut from the operating budget which is cumulative from the period 2008-09 to 2014 totaling $30 Million. As stated in the Work Plan this loss has mainly affected faculty. However, we have contacted the Budget Office to determine if there is more detail that can be provided.

KEY INITIATIVES & INVESTMENTS
TO BE ACCOMPLISHED OVER THE NEXT THREE (3) YEARS

1. **Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.** Strategies include: developing and implementing a comprehensive retention and debt reduction plan; increasing student participation in First Year experience activities; increasing student engagement in curricular and co-curricular initiatives; strengthening peer mentoring program; increasing career development opportunities; providing academic success workshops; offering professional development opportunities for faculty/advisors; and enhancing the electronic student progression via Blackboard Analytics. The University has invested in several of these activities designed to increase student retention and progression in the past three years, partly from tuition differential funds. The strategies are beginning to yield results as indicated in the Annual Accountability Report, showing an increase of seven percent (7%) in a single year to the retention rate of students earning a 2.0 GPA or higher. Additionally, FAMU has established community college scholarships to assist students financially as they transition to the institution. The Office of Enrollment Management has designated staff to communicate personally with each Florida College System institution concerning applicants and available support services.

2. **Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.** Several key initiatives are under way to increase the enrollment and number of STEM and Health graduates, including targeting $3.9 million from a Title III federal grant program to support retention, progression and graduation in STEM; a NSF grant to revamp and enhance approach for educating STEM students in lower-division courses; and hiring up to *13 tenure-track faculty in biology, chemistry, computer and information sciences, and mathematics for fall 2014. The University plans to strengthen its recruitment of STEM ready students and increase scholarships available to students in STEM, including engineering students.

3. **Increase the pass rates on licensure examinations.** The FAMU Board of Trustees has established increasing pass rates on examinations as a goal and set target pass rates for the programs in which passing licensure or certification is a condition of employment in the field. Each of the programs has developed detailed plans to guide their progress in accomplishing stated goals. The plans include a variety of strategies throughout the respective disciplinary matriculation process, beginning with the first year and continuing through graduation. The established strategies are beginning to yield results. Almost all the programs have experienced an increase in pass rates. It is expected that all pass rates will continue to increase until they meet or exceed the established targets.

*Clarification: As of 2014, 10 tenured track faculty have been hired: five (5) Biology Professors and five (5) Chemistry Professors.

Student Enrollment by School/College/Major/Gender
Fall 2013

College of Agriculture and Food Sciences

	Female		Male		Total
	#	%	#	%	#
31101 Agri-Business	19	39.58%	29	60.42%	48
31201 Agricultural Science	2	33.33%	4	66.67%	6
31202 Animal Science	65	81.25%	15	18.75%	80
31204 Agronomy	7	53.85%	6	46.15%	13
31205 Ent & Strctl Pest Control	4	66.67%	2	33.33%	6
31206 Ornamental Horticulture	1	50.00%	1	50.00%	2
31207 Food Science	34	85.00%	6	15.00%	40
31208 Veterinary Technology	10	71.43%	4	28.57%	14
31282 Agricultural Science Grad	3	37.50%	5	62.50%	8
31284 Agribusiness	2	100.00%	0	0.00%	2
31286 Entomology	7	87.50%	1	12.50%	8
31287 Plant Sciences	1	50.00%	1	50.00%	2
31288 MS in Agr Science (Non Thesis)	2	100.00%	0	0.00%	2
31291 Entomology Doctoral	1	50.00%	1	50.00%	2
31601 Bio & Agric Sys Engineering	12	52.17%	11	47.83%	23
Total	**170**	**66.41%**	**86**	**33.59%**	**256**

College of Education

	Female		Male		Total
	#	%	#	%	#
11100 Pre-Music Teacher Education	11	33.33%	22	66.67%	33
11103 MusicTchr Ed:Instr-Wind,Piano	2	33.33%	4	66.67%	6
11104 MusicTchr Ed:Choral Music-Voic	5	45.45%	6	54.55%	11
11181 Educational Leadership	16	80.00%	4	20.00%	20
11182 Counselor Education	18	81.82%	4	18.18%	22
11191 Educational Leadership-Doctora	35	68.63%	16	31.37%	51
12000 Pre-Elementary Edu	66	83.54%	13	16.46%	79
12100 Pre-Early Childhood Edu	17	100.00%	0	0.00%	17
12101 Elementary Education	69	85.19%	12	14.81%	81
12102 Pre-Kind/Primary Edu	13	100.00%	0	0.00%	13
12181 Elementary Education Grad	1	100.00%	0	0.00%	1
12200 Pre-Drama Education	0	0.00%	1	100.00%	1
13100 Pre-English Education	7	70.00%	3	30.00%	10
13102 English Education	10	90.91%	1	9.09%	11
14100 Pre-Physical Education	12	34.29%	23	65.71%	35
14101 Physical Education	5	26.32%	14	73.68%	19
14104 Biology Education	2	100.00%	0	0.00%	2
14202 Chemistry Education	1	100.00%	0	0.00%	1
14281 Sport Management Grad	7	53.85%	6	46.15%	13

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College of Education (cont)

	Female		Male		Total
	#	%	#	%	#
14300 Pre-Mathematics Education	7	70.00%	3	30.00%	10
14302 Mathematics Education	7	63.64%	4	36.36%	11
15100 Pre-Technology Education	1	50.00%	1	50.00%	2
15102 Admin Information Mgmt	0	0.00%	1	100.00%	1
15104 Technology Education	1	100.00%	0	0.00%	1
15200 Pre-History Education	8	50.00%	8	50.00%	16
15202 History Education	2	40.00%	3	60.00%	5
15300 Pre-Political Science Educ	1	50.00%	1	50.00%	2
15304 Political Science Education	1	50.00%	1	50.00%	2
21102 Music Education	0	0.00%	1	100.00%	1
23102 English Education	1	100.00%	0	0.00%	1
24300 Pre-Mathematics Education	1	100.00%	0	0.00%	1
25102 History Education	1	100.00%	0	0.00%	1
Total	**328**	**68.33%**	**152**	**31.67%**	**480**

College of Engineering

	Female		Male		Total
	#	%	#	%	#
40100 Pre-Engineering	2	33.33%	4	66.67%	6
41100 Pre-Engr Civil/Env	11	26.83%	30	73.17%	41
41101 Civil Engineering	5	27.78%	13	72.22%	18
41102 Environmental Engineering	1	100.00%	0	0.00%	1
41181 Civil Engineering Grad	1	100.00%	0	0.00%	1
41191 Civil Engineering - Doctoral	5	71.43%	2	28.57%	7
42100 Pre-Engr Electrical	4	18.18%	18	81.82%	22
42101 Electrical Engineering	5	19.23%	21	80.77%	26
42102 Computer Engineering	6	37.50%	10	62.50%	16
42181 Electrical Engineering Grad	1	25.00%	3	75.00%	4
42191 Electrical Engineering Doctor	1	33.33%	2	66.67%	3
42200 Pre-Engr Computer Eng	11	26.83%	30	73.17%	41
44100 Pre-Engr Chem/BioMed	15	50.00%	15	50.00%	30
44101 Chemical Engineering	6	66.67%	3	33.33%	9
44105 Chem Engr -Biomedical Engineer	3	75.00%	1	25.00%	4
44181 Chemical Engineering Grad	0	0.00%	1	100.00%	1
45100 Pre-Engr Mechanical Engr	8	13.56%	51	86.44%	59
45101 Mechanical Engineering	6	23.08%	20	76.92%	26
45181 Mechanical Engineering Grad	0	0.00%	1	100.00%	1
45191 Mechanical Engineering-Doctora	2	66.67%	1	33.33%	3
46100 Pre-Engr Industrial Engr	2	22.22%	7	77.78%	9
46101 Industrial Engineering	6	46.15%	7	53.85%	13
46181 Industrial Engineering Grad	1	33.33%	2	66.67%	3
46191 Industrial Engineering-Doctora	0	0.00%	1	100.00%	1
Total	**102**	**29.57%**	**243**	**70.43%**	**345**

College of Law

	Female		Male		Total
	#	%	#	%	#
E1171 JURIS DOCTOR	205	56.79%	156	43.21%	361
E1172 Law Professional 2	83	52.87%	74	47.13%	157
Total	**288**	**55.60%**	**230**	**44.40%**	**518**

College of Pharmacy and Pharmaceutical Sciences

	Female		Male		Total
	#	%	#	%	#
B0100 Pre-Pharmacy	1	100.00%	0	0.00%	1
B1171 Pharmacy Professional	629	69.81%	272	30.19%	901
B1181 Pharmaceutical Science	4	80.00%	1	20.00%	5
B1182 Public Health	41	73.21%	15	26.79%	56
B1191 Pharmaceutical Sci - Doctoral	24	61.54%	15	38.46%	39
B1192 Public Health Doctoral	19	70.37%	8	29.63%	27
Total	**718**	**69.78%**	**311**	**30.22%**	**1,029**

College of Science and Technology

	Female		Male		Total
	#	%	#	%	#
24101 Biology	2	66.67%	1	33.33%	3
24102 Biology Pre-Professional	1	100.00%	0	0.00%	1
24103 Pre-Medicine	2	100.00%	0	0.00%	2
24201 Chemistry	3	100.00%	0	0.00%	3
24301 Mathematical Sciences	0	0.00%	1	100.00%	1
24303 Mathematics	2	28.57%	5	71.43%	7
24304 Actuarial Science	0	0.00%	1	100.00%	1
24401 Physics	0	0.00%	1	100.00%	1
28100 Pre-Computer Info Systems	2	28.57%	5	71.43%	7
28102 Comp Info Systems	0	0.00%	2	100.00%	2
28103 Comp Info Science	1	100.00%	0	0.00%	1
28104 Information Technology	0	0.00%	1	100.00%	1
28182 Computer Science	0	0.00%	1	100.00%	1
A4101 Biology	233	68.53%	107	31.47%	340
A4102 Biology Pre-Professional	50	76.92%	15	23.08%	65
A4103 Pre-Medicine	180	75.00%	60	25.00%	240
A4105 Molecular Cellular Biology	42	77.78%	12	22.22%	54
A4181 Molecular Cellular Biology	5	71.43%	2	28.57%	7
A4183 Physiology	1	50.00%	1	50.00%	2
A4185 Biological Sciences -NonThesi	4	80.00%	1	20.00%	5
A4201 Chemistry	35	61.40%	22	38.60%	57

College of Science and Technology (cont)

	Female		Male		Total
	#	%	#	%	#
A4203 Chem Pre-med/Dent	13	76.47%	4	23.53%	17
A4204 Biochemistry	5	35.71%	9	64.29%	14
A4281 Chemistry - Grad	5	71.43%	2	28.57%	7
A4301 Mathematical Sciences	4	80.00%	1	20.00%	5
A4303 Mathematics	3	30.00%	7	70.00%	10
A4304 Actuarial Science	3	37.50%	5	62.50%	8
A4401 Physics	5	31.25%	11	68.75%	16
A4481 Physics Grad	0	0.00%	1	100.00%	1
A4491 Physics-Doctoral	3	50.00%	3	50.00%	6
A8100 Pre-Computer Info Systems	5	38.46%	8	61.54%	13
A8102 Computer Information Systems	26	27.66%	68	72.34%	94
A8103 Computer Science	8	24.24%	25	75.76%	33
A8104 Information Technology	19	21.11%	71	78.89%	90
A8181 Software Engineering Science	3	42.86%	4	57.14%	7
A8182 Computer Science	3	33.33%	6	66.67%	9
Total	**668**	**59.06%**	**463**	**40.94%**	**1,131**

College of Social Sciences, Arts and Humanities

	Female		Male		Total
	#	%	#	%	#
21101 Music - General	10	25.00%	30	75.00%	40
21106 Music Industry	5	10.42%	43	89.58%	48
22101 Philosophy & Religion	5	33.33%	10	66.67%	15
22102 Philosophy	3	50.00%	3	50.00%	6
22103 Religious Studies	0	0.00%	1	100.00%	1
22201 Theatre	35	60.34%	23	39.66%	58
22301 Fine Arts	14	70.00%	6	30.00%	20
23100 English	2	50.00%	2	50.00%	4
23101 English	56	72.73%	21	27.27%	77
25101 HISTORY	20	35.71%	36	64.29%	56
25103 African-American Studies	7	41.18%	10	58.82%	17
25301 Political Science	129	58.11%	93	41.89%	222
25302 Public Management	1	50.00%	1	50.00%	2
25303 Political Sci/Publ Admin Conc	7	53.85%	6	46.15%	13
25305 Political Science	0	0.00%	4	100.00%	4
26101 Psychology	310	74.34%	107	25.66%	417
26181 Community Psychology	26	74.29%	9	25.71%	35

College of Social Sciences, Arts and Humanities (cont)

	Female		Male		Total
	#	%	#	%	#
27100 Pre-Social Work	94	85.45%	16	14.55%	110
27101 Criminal Justice	373	53.44%	325	46.56%	698
27102 Social Work	124	80.52%	30	19.48%	154
27103 Sociology	82	62.12%	50	37.88%	132
27183 Political Science - Grad	4	44.44%	5	55.56%	9
27186 Social Work Grad	42	91.30%	4	8.70%	46
27187 Public Admininstration Grad	24	64.86%	13	35.14%	37
27188 History - Grad	3	42.86%	4	57.14%	7
27189 Criminal Justics - Grad	21	67.74%	10	32.26%	31
Total	**1397**	**61.84%**	**862**	**38.16%**	**2,259**

School of Allied Health Sciences

	Female		Male		Total
	#	%	#	%	#
C0100 Pre-Health Care	126	71.59%	50	28.41%	176
C0200 Pre-Health Information Mgmt	17	89.47%	2	10.53%	19
C0400 Pre-Cardiopumonary Science	59	79.73%	15	20.27%	74
C1101 Health Care Management	95	76.00%	30	24.00%	125
C1181 Health Care Administration	12	75.00%	4	25.00%	16
C2101 Hlth Informatics & Info Mgmt	82	82.00%	18	18.00%	100
C3181 Physical Therapy Graduate	3	60.00%	2	40.00%	5
C3191 Doctor of Physical Therapy	75	66.96%	37	33.04%	112
C4101 Cardiopulmonary Science	22	64.71%	12	35.29%	34
C5181 Occupational Therapy Grad	55	87.30%	8	12.70%	63
C6101 Health Sci - Pre-Physical Ther	247	57.04%	186	42.96%	433
C6102 Health Science-PreOccupTherapy	252	80.25%	62	19.75%	314
Total	**1045**	**71.04%**	**426**	**28.96%**	**1,471**

School of Architecture

	Female		Male		Total
	#	%	#	%	#
70100 Pre-Architecture	30	30.61%	68	69.39%	98
71101 Architectural Studies	20	50.00%	20	50.00%	40
71171 Architecture: 1st P	1	16.67%	5	83.33%	6
71181 Architecture - Grad	15	38.46%	24	61.54%	39
71184 Facilities Management - Grad	1	33.33%	2	66.67%	3
73102 Construction Engineering Tech	11	18.03%	50	81.97%	61
73401 Electronic Engineering Tech	7	14.58%	41	85.42%	48
73402 Electronic Engin Tech-Miami	1	100.00%	0	0.00%	1
Total	**86**	**29.05%**	**210**	**70.95%**	**296**

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School of Business and Industry

	Female		Male		Total
	#	%	#	%	#
51100 Pre-Accounting	27	51.92%	25	48.08%	52
51101 Accounting	71	55.47%	57	44.53%	128
52101 Business Administration	161	50.31%	159	49.69%	320
52102 Management	12	48.00%	13	52.00%	25
52106 Facilities Management	9	39.13%	14	60.87%	23
52181 Business Administrtn-1 Year MBA	57	52.78%	51	47.22%	108
52182 Business Admin Five-Year MBA	3	30.00%	7	70.00%	10
52183 PharmD/Business Administration	1	100.00%	0	0.00%	1
53101 Pre-Business	241	49.08%	250	50.92%	491
55201 Economics	10	20.83%	38	79.17%	48
Total	**592**	**49.09%**	**614**	**50.91%**	**1,206**

School of Journalism and Graphic Communication

	Female		Male		Total
	#	%	#	%	#
60100 Pre-Journalism	145	73.98%	51	26.02%	196
61101 Newspaper Journalism	3	60.00%	2	40.00%	5
61102 Magazine Production	10	83.33%	2	16.67%	12
61103 Broadcast Journalism	109	66.87%	54	33.13%	163
61104 Public Relations	110	74.32%	38	25.68%	148
62101 Graphics Production	0	0.00%	1	100.00%	1
62102 Photography	1	100.00%	0	0.00%	1
62104 Graphic Design	42	34.71%	79	65.29%	121
Total	**420**	**64.91%**	**227**	**35.09%**	**647**

School of Nursing

	Female		Male		Total
	#	%	#	%	#
D0100 Pre-Nursing	342	90.96%	34	9.04%	376
D1101 Nursing	153	91.07%	15	8.93%	168
D1181 Nursing Grad	20	100.00%	0	0.00%	20
Total	**515**	**91.31%**	**49**	**8.69%**	**564**

School of the Environment

	Female		Male		Total
	#	%	#	%	#
01101 Environ Sciences	11	57.89%	8	42.11%	19
01181 Environmental Science	6	60.00%	4	40.00%	10
01191 Environmental Science Doctoral	11	73.33%	4	26.67%	15
Total	**28**	**63.64%**	**16**	**36.36%**	**44**

Unidentified

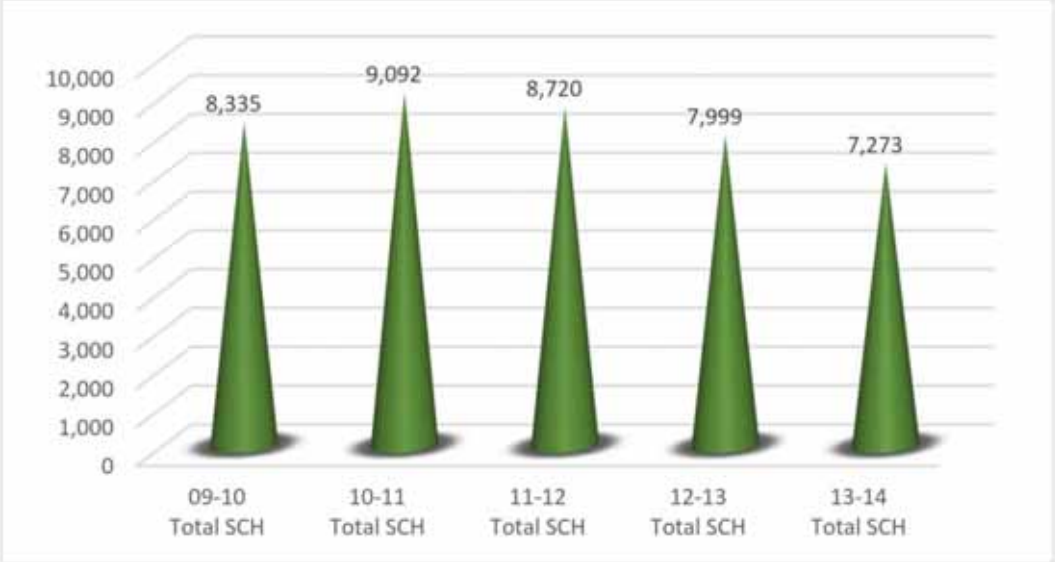
	Female		Male		Total
	#	%	#	%	#
81101 General Studies - TRIO	28	68.29%	13	31.71%	41
81201 CeDAR	3	15.79%	16	84.21%	19
81301 Undecided	41	51.25%	39	48.75%	80
81302 Freshman Studies	111	53.11%	98	46.89%	209
91101 Unclassified Undergrad	2	25.00%	6	75.00%	8
91181 Unclassified Graduate	25	59.52%	17	40.48%	42
911E1 NON-DEGREE TRANSIENT LAW FT	0	0.00%	1	100.00%	1
93381 Teacher Certification Graduate	0	0.00%	1	100.00%	1
94401 High School Dual Enrolled	6	85.71%	1	14.29%	7
95501 Community College Dual Enroll	1	10.00%	9	90.00%	10
97701 FAMU-FSU Cooperative Program	25	47.17%	28	52.83%	53
99901 Int'l Exchange Program-UG	4	25.00%	12	75.00%	16
99981 Int'l Exchange Program-Grad	0	0.00%	1	100.00%	1
Total	**246**	**50.41%**	**242**	**49.59%**	**488**

Total

	Female		Male		Total
	#	%	#	%	#
Total	**6,603**	**61.51%**	**4131**	**38.49%**	**10,734**

TABLE 5

Annual Fundable Full-Time Equivalency (FTE)
2009-10 through 2013-14



Levle	09-10 Total SCH	10-11 Total SCH	11-12 Total SCH	12-13 Total SCH	13-14 Total SCH
Remedial	186	215	138	89	63
Lower	3,832	4,405	4,066	3,522	3,057
Total Lower	4,018	4,620	4,205	3,611	3,120
Upper	2,806	2,965	2,999	2,942	2,836
Graduate I	645	553	500	415	376
Graduate II	867	954	1,017	1,032	941
Total Graduate	1,512	1,507	1,517	1,446	1,317
Grand Total	**8,335**	**9,092**	**8,720**	**7,999**	**7,273**

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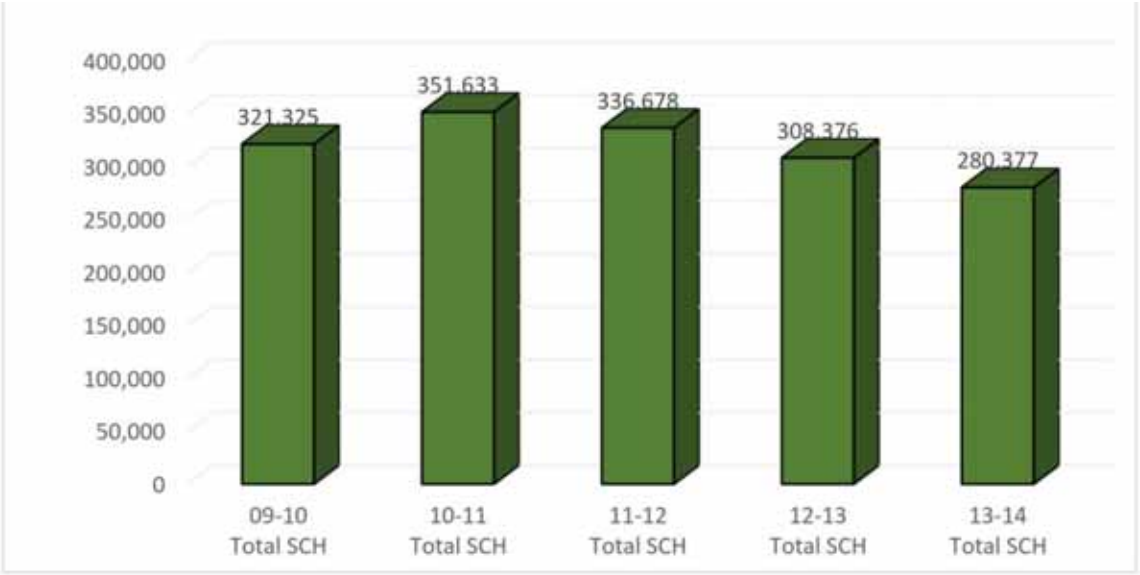
TABLE 6

Student Fundable Credit Hours Generated by Level 2009-10 through 2013-14



Levle	09-10 Total SCH	10-11 Total SCH	11-12 Total SCH	12-13 Total SCH	13-14 Total SCH
Remedial	7,446	8,586	5,532	3,561	2,526
Lower	153,267	176,208	162,652	140,872	122,270
Total Lower	160,713	184,794	168,184	144,433	124,796
Upper	112,235	118,616	119,945	117,665	113,436
Graduate I	20,647	17,692	15,991	13,268	12,021
Graduate II	27,730	30,531	32,558	33,010	30,124
Total Graduate	48,377	48,223	48,549	46,278	42,145
Grand Total	**321,325**	**351,633**	**336,678**	**308,376**	**280,377**

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FLORIDA A&M UNIVERSITY
FTIC GRADUATION AND RETENTION RATES 2003-2012

		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1st Year	Total # Enrolled	2565	2261	1681	1642	1869	2067	2352	2729	2003	1502
	Total # Graduate	1	0	1	0	0	0	0	0	0	0
	% Graduated	0.04%	0.00%	0.06%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Total # Retained	2565	2261	1681	1642	1869	2067	2352	2729	2003	1502
	% Retained	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
2nd Year	Total # Enrolled	2166	1827	1375	1370	1592	1657	1954	2202	1632	
	Total # Graduate	3	2	4	0	1	1	1	0	2	
	% Graduated	0.12%	0.09%	0.24%	0.00%	0.05%	0.05%	0.04%	0.00%	0.10%	
	Total # Retained	2167	1827	1376	1370	1592	1657	1954	2202	1632	
	% Retained	84.48%	80.81%	81.86%	83.44%	85.18%	80.16%	83.08%	80.69%	81.48%	
3rd Year	Total # Enrolled	1862	1613	1180	1168	1367	1424	1608	1722		
	Total # Graduate	17	17	12	5	4	7	11	10		
	% Graduated	0.66%	0.75%	0.71%	0.31%	0.21%	0.34%	0.47%	0.37%		
	Total # Retained	1865	1615	1184	1168	1368	1425	1609	1722		
	% Retained	72.71%	71.43%	70.43%	71.13%	73.19%	68.94%	68.41%	63.10%		
4th Year	Total # Enrolled	1662	1437	1065	1018	1227	1246	1346			
	Total # Graduate	298	270	186	157	217	248	263			
	% Graduated	11.62%	11.94%	11.07%	9.56%	11.61%	12.00%	11.18%			
	Total # Retained	1679	1454	1077	1023	1231	1253	1357			
	% Retained	65.46%	64.31%	64.07%	62.30%	65.86%	60.62%	57.70%			
5th Year	Total # Enrolled	1231	1050	811	810	929	870				
	Total # Graduate	699	672	450	428	545	590				
	% Graduated	27.25%	29.72%	26.77%	26.07%	29.16%	28.54%				
	Total # Retained	1529	1320	997	967	1146	1118				
	% Retained	59.61%	58.38%	59.31%	58.89%	61.32%	54.09%				
6th Year	Total # Enrolled	724	554	464	478	504					
	Total # Graduate	1027	926	664	647	762					
	% Graduated	40.04%	40.96%	39.50%	39.40%	40.77%					
	Total # Retained	1423	1226	914	906	1049					
	% Retained	55.48%	54.22%	54.37%	55.18%	56.13%					
7th Year	Total # Enrolled	316	255	214	217						
	Total # Graduate	1164	1035	749	747						
	% Graduated	45.38%	45.78%	44.56%	45.49%						
	Total # Retained	1343	1181	878	864						
	% Retained	52.36%	52.23%	52.23%	52.62%						
8th Year	Total # Enrolled	158	120	114							
	Total # Graduate	1213	1088	796							
	% Graduated	47.29%	48.12%	47.35%							
	Total # Retained	1322	1155	863							
	% Retained	51.54%	51.08%	51.34%							
9th Year	Total # Enrolled	100	58								
	Total # Graduate	1248	1118								
	% Graduated	48.66%	49.45%								
	Total # Retained	1313	1146								
	% Retained	51.19%	50.69%								
10th Year	Total # Enrolled	53									
	Total # Graduate	1268									
	% Graduated	49.44%									
	Total # Retained	1301									
	% Retained	50.72%									

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TAB VII

ANALYSIS OF STUDENT ENROLLMENT

VII

FLORIDA A&M UNIVERSITY ENROLLMENT BY LEVELS

- Spring 2015 Enrollment
- Enrollment by Level
- Enrollment by Full/Part Time
- Enrollment by Race
- Enrollment by Residency/County
- Enrollment by School/Major/CIP

Spring 2015 Enrollment (Preliminary Data File)

Level	Female			Male			Total		
	Full	Part	All	Full	Part	All	Full	Part	All
Lower Division	1,599	93	1,692	928	66	994	2,527	159	2,686
Upper Division	2,538	337	2,875	1,476	247	1,723	4,014	584	4,598
Begin. Graduate	775	145	920	437	88	525	1,212	233	1,445
Advanced Graduate	93	37	130	52	17	69	145	54	199
Unclassified	16	261	277	22	202	224	38	463	501
Total	**5,021**	**873**	**5,894**	**2,915**	**620**	**3,535**	**7,936**	**1,493**	**9,429**

Fall Enrollment by Classification Level (Updated in January 2015)

Level	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Lower Division	7,919	8,258	5,840	4,606	3,373
Upper Division	3,228	2,764	4,088	4,211	4,628
Beginning Graduate	1,854	1,897	1,851	1,644	1,494
Advanced Graduate	105	112	125	135	204
Unclassified	171	176	147	138	530
Total	**13,277**	**13,207**	**12,051**	**10,734**	**10,229**

Fall Enrollment by Institutional Level (Updated in January 2015)

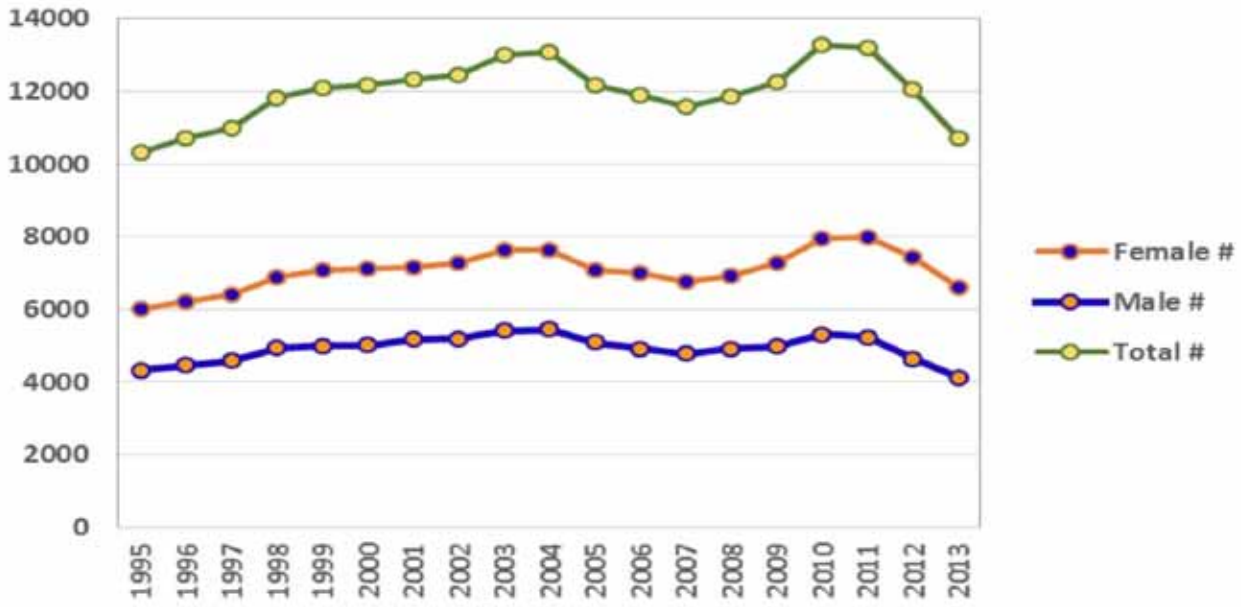
Level	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshman	4,385	3,778	2,508	1,857	1,967
Sophomore	2,108	2,047	2,219	1,810	1,404
Junior	1,981	1,963	1,985	2,079	1,930
Senior	2,440	2,614	2,621	2,535	2,672
Graduate	1,156	981	855	768	753
Professional	1,036	1,648	1,716	1,547	973
Unclassified	171	176	147	138	530
Total	**13,277**	**13,207**	**12,051**	**10,734**	**10,229**

Fall Enrollment by Full/Part-Time (Updated in January 2015)

	Female			Male			Total
	Full	Part	All	Full	Part	All	All
Fall 2010	7,225	739	7,964	4,808	505	5,313	**13,277**
Fall 2011	7,224	749	7,973	4,709	525	5,234	**13,207**
Fall 2012	6,676	743	7,419	4,131	501	4,632	**12,051**
Fall 2013	5,917	686	6,603	3,663	468	4,131	**10,734**
Fall 2014	5,473	872	6,345	3,255	629	3,884	**10,229**

FLORIDA A&M UNIVERSITY

HISTORICAL ENROLLMENT BY GENDER FALL SEMESTERS 1995-2013



	Female		Male		Total
	#	%	#	%	#
1995	6,009	58.15%	4,325	41.85%	10,334
1996	6,228	58.22%	4,469	41.78%	10,697
1997	6,408	58.27%	4,590	41.73%	10,998
1998	6,895	58.25%	4,942	41.75%	11,837
1999	7,097	58.65%	5,003	41.35%	12,100
2000	7,135	58.67%	5,026	41.33%	12,161
2001	7,166	58.03%	5,183	41.97%	12,349
2002	7,273	58.33%	5,195	41.67%	12,468
2003	7,620	58.51%	5,403	41.49%	13,023
2004	7,618	58.29%	5,449	41.69%	13,070
2005	7,070	58.06%	5,104	41.92%	12,177
2006	7,001	58.77%	4,909	41.21%	11,913
2007	6,783	58.64%	4,784	41.36%	11,567
2008	6,940	58.58%	4,908	41.42%	11,848
2009	7,279	59.37%	4,982	40.63%	12,261
2010	7,964	59.98%	5,313	40.02%	13,277
2011	7,973	60.37%	5,234	39.63%	13,207
2012	7,419	61.56%	4,632	38.44%	12,051
2013	6,603	61.51%	4,131	38.49%	10,734

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TAB VIII

INVENTORY OF EXISTING SITES AND BUILDINGS

VIII

Inventory of Existing Sites and Buildings

The overview of the University includes a general description of the sites where educational program activity is carried out by the University. This section provides information about buildings located at the sites.

The building information provided in Report II attached includes Status, Condition, Assignable Square Feet (ASF) and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the University and concurred with by the Survey Team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition. The university conducts an annual Building Condition assessment on all buildings 20 years and older to assist in making this determination. See Assessment Form, Appendix D.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas that have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

Instructional	Academic Support	Institutional Support
Classroom	Study Facilities	Student Academic Support
Teaching Laboratories	Instructional Media	Office/Computer
Research Laboratories	Auditorium/Exhibition	Campus Support
	Teaching Gymnasium	

TABLE 7

REPORT II - BUILDING INVENTORY REPORT FOR FLORIDA A&M UNIVERSITY

Bldgs.. NO.	RECORD TYPE	BLDG-NAME	BLDG ABBR	BLDG OWNERSHIP	BLDG STATUS	BLDG TYPE CONSTR	BLDG CONDITION	BLDG GSF	BLDG NASF	BLDG NUM ROOMS	BLDG YEAR CONSTR
10136	2	800-BED DORMITORY	DORM	1	4	4	1	318183	244722	455	2014
10204	2	ARTS & SCI ELECTRONIC CLASSRM	ELEC	1	3	27	4	3360	2800	2	1995
10011	2	ATHLETIC STORAGE BLDG	ATHL	1	1	16	4	450	300	1	1964
10112	2	BENJAMIN BANNEKER - B	BBTB	1	1	32	4	33512	20548	104	1966
10113	2	BENJAMIN BANNEKER - C	BBTC	1	1	32	4	6724	4454	21	1966
10114	2	BENJAMIN BANNEKER - D	BBTD	1	1	32	4	6724	4511	20	1966
10067	2	BENJAMIN L. PERRY, JR. (GEN CL	BLPC	1	1	32	1	45409	20200	75	1997
10111	2	BENJAMIN-BANNEKER - A	BBTA	1	1	32	4	33604	19183	88	1966
10300	2	BRAGG STADIUM	BRAG	1	1	66	4	140527	104113	83	1957
10007	2	CARNEGIE CENTER	CARN	1	1	32	1	28125	17542	109	1908
20600	2	CENTENNIAL BUILDING	CENT	1	1	1	1	34376	32700	68	1987
10038	2	CENTRAL CHILLED WATER PLANT	CCWP	1	1	32	1	10838	284	8	1995
10052	2	CENTRAL HEATING PLANT	CHPL	1	1	32	3	6006	637	8	1949
10203	2	COE UNDERGRADUATE PROGRAM	COEU	1	3	27	4	4320	4000	1	1997
10049	2	COLEMAN LIBRARY	COLE	1	1	32	1	129445	82337	271	1947
100039	2	COLLEGE OF LAW	CLAW	1	1	2	0	160385	94991	287	2005
10202	2	COMMUNITY DEVELOPMENT CORP	CDCO	1	3	27	4	1600	1300	1	1977
10034	2	CONTINU EDUC CONFERENCE CTR	CECC	1	1	32	1	2247	1207	22	1953
10037	2	CONTINUING EDUCATION	CEDU	1	1	32	1	2115	1192	19	1953
10075	2	COP PHASE I PHARM RESEARCH CTR	PHAR	1	1	33	1	71513	48026	247	2003
10042	2	COUNSELING CENTER	CCEN	1	1	21	4	4985	2923	40	1936
0001W046	2	CROPPER HALL	CROP	1	7	32	2	310	0	0	1947
10046	2	CROPPER HALL	CROP	1	1	32	4	36934	23007	13	1947
10031	2	DAIRY BARN AND WINERY	BARN	1	5	32	5	4770	3822	20	1951
10702	2	DEV RESEARCH SCHOOL-ADMIN(NEW)	NDSA	1	1	4	1	9953	7650	43	2007
10704	2	DEV RESEARCH SCHOOL-CAFE(NEW)	NDSC	1	1	4	1	14832	12928	37	2007
10703	2	DEV RESEARCH SCHOOL-ELEM(NEW)	NDSE	1	1	4	1	26030	19431	49	2007
10701	2	DEV RESEARCH SCHOOL-GYM (NEW)	NDSG	1	1	4	1	20209	17464	39	2007
10706	2	DEV RESEARCH SCHOOL-HIGH(NEW)	HIGH	1	1	4	1	25932	19453	47	2007
10705	2	DEV RESEARCH SCHOOL-MID(NEW)	NDSM	1	1	4	1	19618	14363	40	2007
10072	2	DEVE RESEARCH SCHOOL - GYM	DRSG	1	1	32	4	17423	13521	30	1968
0001W047	2	DIAMOND HALL	DIAM	1	7	32	2	150	0	0	1947
10047	2	DIAMOND HALL	DIAM	1	1	32	4	27296	14628	2	1947
0001W074	2	DYSON	DYSO	1	7	32	1	1875	0	0	1972
10074	2	DYSON PHARMACY BLDG	DYSO	1	1	32	4	57500	35868	167	1972
10134	2	EDUC RESEARCH & CHILD CARE CTR	ERCC	1	1	33	1	13526	7075	45	2000
10088	2	ENGINEERING & SCIENC SUPP PROG	H0PR	1	3	27	4	2808	2047	22	1994
10019	2	ENVIRONMENTAL SCIENCES INST	ESIN	1	1	32	4	2327	1494	21	1952
10078	2	EQUAL EMPLOYMENT OPPORTUNITY C	EEOC	1	3	27	4	3000	1248	8	1997
10057	2	EQUAL OPPORTUNITY PROGRAMS	EQOP	1	1	32	4	1972	1201	19	1953
10200	2	EVENING & WEEKEND COLLEGE	EWCO	1	3	27	4	2016	1700	1	1993
10004	2	FACILITIES PLANNING ANNEX	FPAN	1	2	21	5	784	699	3	1977
60095	2	FAMU/FSU CHALLENGER LEARNING C	FFCL	1	1	33	1	31800	19208	82	2003

20045	2	FAMU/FSU COLLEGE OF ENG - MODU	COEC	1	2	22	1	1785	1185	8	1996
0001W027	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEA	1	7	32	1	10032	0	0	1986
20027	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEA	1	1	33	1	116366	76225	315	1986
20077	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEB	1	1	33	1	96667	70445	340	1997
20400	2	FAMU/FSU COLLEGE OF ENGINEERIN	COED	1	3	27	2	1047	776	2	1980
20405	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEI	4	3	1	2	1789	981	10	1977
20406	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEJ	4	3	1	2	987	739	5	1980
20407	2	FAMU/FSU COLLEGE OF ENGINEERIN	COEK	4	3	1	1	1047	827	3	1980
20408	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	1	1	1	1	0	0	4	0
20410	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	2	1726	1416	2	2003
20411	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	4	3240	2880	14	2004
20412	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	4	3225	2880	1	2001
20413	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	4	2380	2160	2	1999
20414	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	4	2800	2688	1	2006
20415	2	FAMU/FSU COLLEGE OF ENGINEERIN	COE	4	3	3	4	2800	2688	1	2006
10054	2	FOOTE-HILYER ADM CENTER	FHAC	1	1	32	3	81251	47385	282	1949
0001W054	2	FOOTE-HILYER ADMIN CTR	FHAC	1	7	32	3	1430	0	0	1949
10073	2	FOSTER TANNER BAND	FTMB	1	1	32	1	19532	13549	35	1996
0001W070	2	FOSTER-TANNER ART CENTER	FTAC	1	7	32	1	500	0	0	1967
10070	2	FOSTER-TANNER ART CENTER	FTAC	1	1	32	1	15936	8518	62	1967
10094	2	FOSTER-TANNER BAND OBSERV TOW	BOTE	1	1	33	2	1203	399	8	1997
0001W069	2	FOSTER-TANNER CERAMIC CENTER	FTCC	1	7	32	1	500	0	0	1967
10069	2	FOSTER-TANNER CERAMIC CENTER	FTCC	1	1	32	1	29178	9702	71	1967
0001W073	2	FOSTER-TANNER MUSIC - BAND	FTMB	1	7	32	1	1055	0	0	1996
10068	2	FOSTER-TANNER MUSIC CENTER	FTMC	1	1	32	1	33598	17414	138	1967
10056	2	FRED S. HUMPHRIES (SCI RES FA)	FSHS	1	1	32	1	94738	45497	280	1995
10021	2	GAITHER GYMNASIUM COMPLEX	GYMC	1	1	32	4	25730	20688	17	1963
10022	2	GAITHER OFFICE & CLASSROOM	GOCL	1	1	32	4	28903	15435	80	1963
10012	2	GEORGE W CONOLY GREENHOUSE	CONO	1	1	35	4	7697	6210	17	1979
10124	2	GIBBS COTTAGE	GCOT	1	1	11	4	3577	3302	1	1900
10059	2	GIBBS HALL	GIBB	1	1	32	4	82500	43989	12	1955
0001W071	2	GORE EDUCATION COMPLEX	GECO	1	1	32	4	2550	0	0	1968
10071	2	GORE EDUCATION COMPLEX	GECO	1	1	32	1	71366	52785	163	1968
0001W083	2	HAZARDOUS WASTE STORAGE - A	HAZA	1	7	32	1	229	0	0	1993
10083	2	HAZARDOUS WASTE STORAGE - A	HAZA	1	1	21	1	707	342	5	1993
0001W084	2	HAZARDOUS WASTE STORAGE - B	HAZB	1	7	32	1	330	0	0	1993
10025	2	HAZARDOUS WASTE STORAGE - C	HAZC	1	1	77	1	625	565	1	2001
10084	2	HAZARODUS WASTE STORAGE - B	HAZB	1	1	21	1	204	196	1	1993
10090	2	HENRY&RILLA WHTE TRANSITION FA	HRWT	1	3	3	1	7420	5458	26	2009
10015	2	HONOR HOUSE	HONO	1	1	32	2	5248	2623	50	1954
10058	2	HOWARD HALL	HOWA	1	1	32	4	22158	16949	53	1954
10002	2	JACKSON DAVIS HALL	JACK	1	1	32	3	17473	8829	89	1927
10055	2	JONES HALL	JONE	1	1	32	1	51318	32515	226	1953
0001W023	2	L S BARTLEY WOMENS ATH COMPLEX	LSBW	1	7	32	2	1750	0	0	1980
10023	2	L S BARTLEY WOMENS ATH COMPLEX	LSBW	1	1	32	4	6696	5408	32	1980
10089	2	LEARNING DEVELOPMENT ED CENTER	LDEC	1	3	27	4	4305	2811	18	2002

10001	2	LEE HALL	LEEH	1	1	32	2	50052	24801	155	1927
0001W008	2	LUCY MOTEN (DRS)	LUCY	1	7	32	4	2158	0	0	1932
10032	2	M S THOMAS INDUSTRIAL ARTS LAB	MSTI	1	1	32	4	7717	5805	27	1949
10018	2	MAIN GARAGE	GARA	1	1	32	4	3119	2495	7	1955
0001W043	2	MCGUINN HALL	MCGH	1	7	32	2	250	0	0	1938
10043	2	MCGUINN HALL	MCGH	1	1	32	4	44740	27423	14	1938
10029	2	MULTI-PURPOSE/RECREATION CTR	MPRC	1	1	9	0	55261	40309	84	2006
10315	2	MULT-PURPOSE CTR TEACHING GYM	MPTG	1	1	3	1	139814	134198	170	2009
10005	2	N B YOUNG HALL	YOUN	1	1	32	1	20899	16850	80	1929
10105	2	NORTHERN ELECTRICAL SUBSTATION	NOES	1	1	1	1	1750	1680	1	2004
10028	2	OLD PUMP HOUSE & STORAGE	PUMP	1	2	15	4	544	40	2	1963
10119	2	PADDYFOOTE APART COMP PAVILION	PACP	1	1	32	4	918	660	4	1967
10115	2	PADDYFOOTE APARTMENT COMPLEX A	PACA	1	1	32	4	19386	9791	1	1967
10116	2	PADDYFOOTE APARTMENT COMPLEX B	PACB	1	1	32	4	21078	8655	1	1967
10117	2	PADDYFOOTE APARTMENT COMPLEX C	PACC	1	1	32	4	19386	9207	1	1967
10118	2	PADDYFOOTE APARTMENT COMPLEX D	PACD	1	1	32	4	15408	8172	1	1967
0001W115	2	PADDYFOOTE COMPLEX A	PACA	1	7	32	1	424	0	0	1967
0001W116	2	PADDYFOOTE COMPLEX B	PACB	1	7	32	3	393	0	0	1967
0001W117	2	PADDYFOOTE COMPLEX C	PACC	1	7	32	3	150	0	0	1967
0001W118	2	PADDYFOOTE COMPLEX D	PACD	1	7	32	3	150	0	0	1967
0001W119	2	PADDYFOOTE PAVILION	PACP	1	7	32	3	1680	0	0	1967
10561	2	PAIGE	PAIG	1	1	32	4	19551	11177	71	1954
0001W164	2	PALMETTO COMMONS & LAUNDRY	PH3C	1	7	32	3	552	0	0	1996
10164	2	PALMETTO COMMONS & LAUNDRY	PH3C	1	1	32	1	7412	5376	11	1996
10162	2	PALMETTO HOUSING PHASE THREE	PH3A	1	1	32	1	57696	38919	3	1996
10163	2	PALMETTO HOUSING PHASE THREE	PH3B	1	1	32	1	54510	33846	3	1996
10160	2	PALMETTO ST APART - PAVILION	PSAE	1	1	32	1	2501	2302	11	1995
10152	2	PALMETTO STREET APARTMENTS	PSAE	1	1	3	1	8846	7304	48	1974
10153	2	PALMETTO STREET APARTMENTS	PSAB	1	1	1	1	8846	7304	1	1974
10154	2	PALMETTO STREET APARTMENTS	PSAC	1	1	32	1	8846	7304	48	1974
10155	2	PALMETTO STREET APARTMENTS	PSAD	1	1	32	1	8846	7304	48	1974
10156	2	PALMETTO STREET APARTMENTS	PSAE	1	1	32	1	8846	7304	48	1974
10157	2	PALMETTO STREET APARTMENTS	PSAF	1	1	32	1	8846	7304	48	1974
10158	2	PALMETTO STREET APARTMENTS	PSAG	1	1	32	1	8846	7304	48	1974
10159	2	PALMETTO STREET APARTMENTS	PSAE	1	1	32	1	8846	7304	48	1974
10171	2	PARKING GARAGE - I	SPGA	1	1	86	1	131040	120254	14	1998
10079	2	PARKING SERVICES ADMINISTRATIO	PSAD	1	3	27	4	2046	1418	11	2000
0001W093	2	PARKING SERVICES/INFO CTR	PSIC	1	7	32	1	583	0	0	1996
0001W562	2	PERRY	PERR	1	7	32	3	1100	0	0	1954
10562	2	PERRY	PERR	1	1	32	4	64893	39002	216	1954
10103	2	PHYSICAL PLANT STORAGE - A	PPSA	1	1	32	4	6070	5644	1	1974
10104	2	PHYSICAL PLANT TRANSITION CTR	PPTC	1	1	32	4	19844	5927	32	1974
10087	2	PLANT OPERATI & MAINTE STORAGE	POMD	1	1	26	1	6040	4977	13	1993
10086	2	PLANT OPERATI MECHANIC CHILLER	CHIL	1	1	21	2	782	0	3	1993
0001W082	2	PLANT OPERATINS & MAIN - C	POMC	1	7	32	1	3616	0	0	1993
0001W080	2	PLANT OPERATIONS & MAIN - A	POMA	1	7	32	1	450	0	0	1993

0001W081	2	PLANT OPERATIONS & MAIN - B	POMB	1	7	32	1	1584	0	0	1993
10080	2	PLANT OPERATIONS & MAINTENANCE	POMA	1	1	32	2	21771	13791	103	1993
10081	2	PLANT OPERATIONS & MAINTENANCE	POMB	1	1	32	2	27003	22702	42	1993
10082	2	PLANT OPERATIONS & MAINTENANCE	POMC	1	1	32	2	23700	17212	46	1993
10013	2	PRESIDENT'S HOME	PRES	1	1	22	2	5557	3673	33	1988
10098	2	REC CTR STORAGE LOCKER BLDG.	RCSL	1	1	1	1	2325	2125	5	2011
110091	2	RURAL DIVERSITY HEALTHCARE CTR	CRES	1	1	1	1	40000	28666	94	2010
10048	2	SAMPSON HALL	SAMP	1	1	32	4	38280	23333	159	1938
10096	2	SCH OF BUS & INDU - MODU I	SBI1	1	3	27	4	3360	2685	20	2001
10097	2	SCH OF BUS & INDU - MODU II	SBI2	1	3	27	4	3360	1941	18	2001
10036	2	SCH OF BUS & INDU - WEST (N&W)	SBIW	1	1	33	1	50386	33988	162	2002
10040	2	SCH OF JOURNALISM, MEDIA & GRA	SJMG	1	1	33	1	104500	64055	363	2005
10050	2	SCHO OF BUSINESS & INDU - EAST	SBIE	1	1	32	1	39000	16370	125	1993
0001W016	2	SCHOOL OF ARCHITECTURE	ARCH	1	7	32	1	15510	0	0	1983
10016	2	SCHOOL OF ARCHITECTURE	ARCH	1	1	33	1	102526	59771	219	1983
10205	2	SCHOOL OF ARCHITECTURE	ARCS	1	1	27	4	1000	850	1	1990
10006	2	SCHOOL OF BUSINES & INDU SOUTH	SBIS	1	1	32	1	49260	29639	234	1982
0001W050	2	SCHOOL OF BUSINESS (EAST)	SBIE	1	7	32	1	1074	0	0	1993
10076	2	SMALL ANIMAL LABORATORY	SALB	1	5	33	5	3200	2922	1	1972
10606	2	SO PALMETTO - STUDENT HOUSI B	SPAB	1	1	32	1	25018	19848	3	1992
10605	2	SO PALMETTO - STUDENT HOUSI A	SPAA	1	1	32	1	14515	10486	3	1992
10608	2	SO PALMETTO - STUDENT HOUSI D	SPAD	1	1	32	1	25018	19848	3	1992
10607	2	SO PALMETTO - STUDENT HOUSIN	SPAC	1	1	32	1	32125	25572	3	1992
10609	2	SOUTH PALMETTO COMMONS	SPCO	1	1	32	1	2104	1331	9	1992
10611	2	SOUTH PALMETTO MAILBOX	SPMA	1	1	32	1	44	0	0	1992
10610	2	SOUTH PALMETTO MECHANICAL	SPME	1	1	32	1	429	0	0	1992
10168	2	SOUTHERN ELECTRICAL SUBSTATION	SOES	1	1	1	1	1750	1680	1	2011
10170	2	STUDENT SERVICES CENTER	NSSC	1	1	32	1	46724	31425	91	1998
10603	2	STUDENT U CAREER DEVE & CONFEF	SUCC	1	1	32	4	11786	6860	57	1965
10604	2	STUDENT U GRANDBALL & BOWLING	SUGB	1	1	32	4	25150	15450	28	1965
10601	2	STUDENT U OFFICE & ACTIVITIES	SUOA	1	1	32	4	6149	4118	30	1965
10602	2	STUDENT UNION - MULTIUSE	SUMU	1	1	32	4	25411	16380	68	1957
0001W604	2	STUDENT UNION GRANDBALL RM/BOW	SUGB	1	7	32	2	1200	0	0	1965
10020	2	SWIMMING POOL LOCKER HOUSE	POOL	1	1	32	4	18455	16946	18	1981
10010	2	TRACK&FIELD OBSERVATION TOWER	TRAC	1	1	32	1	1205	691	3	1980
10063	2	TRANSITIONAL CLASSROOMS (DRS)	DRSC	1	1	32	4	2953	2905	9	1956
10065	2	TRANSITIONAL CLASSROOMS (DRS)	DRSE	1	1	32	4	2832	2040	10	1956
10066	2	TRANSITIONAL CLASSROOMS (DRS)	DRSF	1	1	32	4	8862	5682	16	1956
10135	2	TRANSITIONAL FACILITY (DRS)(M)	DRSH	1	3	27	4	2808	1595	13	1999
10064	2	TRANSITIONAL LABS (DRS)	DRSD	1	1	32	4	14560	10797	31	1956
10092	2	TRANSITIONAL MODULAR	TMOD	1	3	27	4	3011	2486	19	1944
0001137B	2	TRANSITIONAL MODULAR - 137B	TM	1	3	3	3	670	525	6	2012
0001137A	2	TRANSITIONAL MODULAR-137A	T M	1	3	3	3	670	525	7	2012
10008	2	TRANSITIONAL OFFICES	LUCY	1	1	32	4	12989	9457	52	1932
10062	2	TRANSITIONAL OFFICES (DRS)	DRSB	1	1	32	4	4110	3875	13	1956
10165	2	TRANSITIONAL OFFICES (DRS)	DRSI	1	3	27	4	1680	1385	15	1980

10166	2	TRANSITIONAL OFFICES (DRS)	DRSJ	1	3	27	4	2890	2350	9	2000
10167	2	TRANSITIONAL OFFICES (DRS)	DRSK	1	3	27	4	3042	2323	8	2000
10201	2	TRANSITIONAL OFFICES (DRS)	DRSL	1	3	27	4	1680	1300	1	1997
10061	2	TRANSITIONAL OFFICES(DRS)	DRSA	1	1	32	4	1400	859	13	1956
10044	2	TRUTH HALL	TRUT	1	1	32	4	32000	17483	4	1958
10014	2	TUCKER HALL	TUCK	1	1	32	1	77572	50727	201	1956
0001W066	2	UNIV HIGH CAFETORIUM (DRS)	DRSF	1	7	32	2	2343	0	0	1956
0001W064	2	UNIV HIGH CLASSROOMS (DRS)	DRSD	1	7	32	2	6080	0	0	1956
0001W063	2	UNIV HIGH H.E. (DRS)	DRSC	1	7	32	1	1664	0	0	1956
0001W062	2	UNIV HIGH LIBRARY (DRS)	DRSB	1	7	32	1	1650	0	0	1956
0001W061	2	UNIV HIGH SCHOOL OFFICE (DRS)	DRSA	1	7	32	1	1296	0	0	1956
0001W065	2	UNIV HIGH SHOPS (DRS)	DRSE	1	7	32	4	1239	0	0	1956
10041	2	UNIVERSITY ACTIVITIES CENTER	UACE	1	4	21	4	2708	1575	11	1940
10035	2	UNIVERSITY BAND STORAGE	BSTO	1	2	32	4	2510	2200	5	1985
10026	2	UNIVERSITY BASEBALL DUGOUT	BASE	1	1	38	2	945	430	5	1993
10003	2	UNIVERSITY COMMONS	COMM	1	1	32	1	57062	27395	123	1925
10206	2	UNIVERSITY POLICE STORAGE	POLI	1	2	27	1	1600	1300	1	1995
10024	2	UNIVERSITY SOFTBALL DUGOUT	SOFT	1	1	38	2	945	430	5	1993
10093	2	UNIVERSITY WELCOME CENTER	UWEL	1	1	32	1	1380	1150	9	1996
30500	2	USDA CARETAKER HOUSE	FARB	1	5	23	1	2039	1359	1	1994
30509	2	USDA CATTLE FACILITY	FARK	1	5	5	1	185	185	1	2009
30053	2	USDA COOPERATIVE TELE CONF	FARA	1	5	11	1	6045	3122	22	1994
30502	2	USDA FIELD OFFICE	FARD	1	6	77	2	288	192	1	1994
30504	2	USDA GENERAL STORAGE	FARF	1	5	77	2	4510	3469	3	1994
30508	2	USDA GOAT FACILITY	FARJ	1	5	5	1	1108	1057	4	2009
30503	2	USDA HORSE TRAINING FACILITY	FARE	1	5	12	1	5220	3794	4	1994
30507	2	USDA MODULAR CLASSROOM	FARI	1	5	5	1	3920	3287	20	2009
30506	2	USDA PUMP SHED	FARH	1	1	77	3	96	96	1	1994
30505	2	USDA STORAGE SHED	FARG	1	6	77	2	540	360	1	1995
10030	2	USDA TELECONFERENCE CTR - TALL	TELE	1	1	32	1	6099	2939	20	1993
30501	2	USDA YOUTH PAVILION	FARC	1	5	23	3	3685	258	7	1994
50060	2	VITICULTURE CENTER	VITI	1	1	33	1	15104	13072	49	1995
10305	2	W GALI POWE ATHLETIC FIELD HOU	GPFH	1	1	82	4	26816	10762	51	1983
0001W009	2	WARE-RHANEY	WARE	1	7	32	2	250	0	0	1981
10009	2	WARE-RHANEY	WARE	1	1	32	2	95576	57362	309	1981
10051	2	WHEATLEY HALL	WHEA	1	1	32	4	38996	24905	4	1947
10161	2	WILLIAM H GRAY JR PLAZA & CTR	GRAY	1	1	32	4	9636	2651	26	1977

TAB IX

QUANTITATIVE SPACE NEEDS

IX

Quantitative (Formula) Space Needs

The space needs formula (Formula) applied as a quantitative tool to measure space needs of the University is explained in detail within Appendix B. The formula does include basic room and station utilization assumptions for classrooms and teaching laboratory facilities.

Table 8 reports the results of comparing the generated space needs to the existing satisfactory and eligible facilities inventory for the main campus.

Table 10 shows the details of these comparison results. This report is also known as the 'Form B'.

TABLE 8

Comparison of Existing Satisfactory Space with Generated Square Footage Needs By Category

Space Category	Space Needs By Space Type	Satisfactory Space Inventory
Instructional		
Classroom	102,348	115,391
Teaching Laboratory	127,935	205,904
Research Laboratory	219,195	36,099
Academic Support		
Study	161,795	115,363
Instructional Media	17,058	3,625
Auditorium/Exhibition	25,587	12,020
Teaching Gymnasium	94,542	90,931
Institutional Support		
Student Academic Support	0	0
Office/Computer	312,136	238,943
Campus Support Services	51,382	43,577

Teaching Gymnasium

TABLE 9

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B

Florida A&M University
Main Campus

'Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

TOTAL FTE= 8,529
On-Line FTE= 0
Total Less On Line FTE= 8,529

			Class-room**	Teaching Lab	Study	Research Lab	Office	Audi/ Exhib.	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type*:	**2019-2020**		102,348	127,935	161,795	219,195	312,136	25,587	17,058	0	61,579	51,382	1,079,015
1) Current Inventory as of:		**June-14**											
	A)	Satisfactory Space	115,391	205,904	115,363	36,099	238,943	12,020	3,625	0	44,851	43,577	815,773
	B)	Unsatisfactory Space to be Remodeled	1294	7672	0	6806	36516	0	0	0	0	8160	60,448
	C)	Unsatisfactory Space to be Demolishe	12,689	11,497	0	20,262	44,757	0	2637	0	0	1,228	93,070
	D)	**Total Under Construction**	4,500	0	14,000	10,000	12,000	0	1,500	760	0	8,000	50,760
		Pharmacy Phase II	4,500		14,000	10,000	12,000		1,500	760		8,000	50,760
													0
													0
													0
TOTAL CURRENT INVENTORY:			133,874	225,073	129,363	73,167	332,216	12,020	7,762	760	44,851	60,965	1,020,051
2) Projects Funded for Construction thru:		**June-14**											
													0
													0
	Total Funded Construction:		0	0	0	0	0	0	0	0	0	0	0
Plus:Total Planned Demolition			12,689	11,497	0	20,262	44,757	0	2,637	0	0	1,228	93,070
Net Space Needs			**(18,837)**	**(85,641)**	**32,432**	**166,290**	**24,677**	**13,567**	**11,933**	**(760)**	**16,728**	**(8,355)**	**152,034**
Percent of:	Current Inventory and Funded Projects Minus Demolition Space Needs		118%	167%	80%	24%	92%	47%	30%	#DIV/0!	73%	116%	86%

(**Online FTE excluded from Classroom needs.)

Florida A&M University

2019-2020		Class-room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type	**2019-2020**	102,348	127,935	161,795	219,195	312,136	25,587	17,058	0	61,579	51,382	1,079,015
Net Space Needs from Form B		(18,837)	(85,641)	32,432	166,290	24,677	13,567	11,933	(760)	16,728	(8,355)	152,034
Percent of Space Needs		**118.40%**	**166.94%**	**79.95%**	**24.14%**	**92.09%**	**46.98%**	**30.04%**	**0.00%**	**72.83%**	**116.26%**	**85.91%**
3) Projects Funded for Planning												
Proj. 1)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(18,837)	(85,641)	32,432	166,290	24,677	13,567	11,933	(760)	16,728	(8,355)	152,034
	Sub Total Percent	118.40%	166.94%	79.95%	24.14%	92.09%	46.98%	30.04%	0.00%	72.83%	116.26%	85.91%
Proj. 2)		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(18,837)	(85,641)	32,432	166,290	24,677	13,567	11,933	(760)	16,728	(8,355)	152,034
	Sub Total Percent	118.40%	166.94%	79.95%	24.14%	92.09%	46.98%	30.04%	0.00%	72.83%	116.26%	85.91%
4) CIP Projects												
Proj. **1) Utilities Infrastructure Capital Renewal/Roofs**		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(18,837)	(85,641)	32,432	166,290	24,677	13,567	11,933	(760)	16,728	(8,355)	152,034
	Sub Total Percent	118.40%	166.94%	79.95%	24.14%	92.09%	46.98%	30.04%	0.00%	72.83%	116.26%	85.91%
Proj. **2) Student Affairs Building**		0	0	9,700	0	24,500	8,900	0	0	0	0	43,100
	Sub Total Net Space	(18,837)	(85,641)	22,732	166,290	177	4,667	11,933	(760)	16,728	(8,355)	108,934
	Sub Total Percent	118.40%	166.94%	85.95%	24.14%	99.94%	81.76%	30.04%	0.00%	72.83%	116.26%	89.90%
Proj. **3) Engineering Technology Building**		0	0	10,600	35,000	0	4,500	2,000	0	0	0	52,100
	Sub Total Net Space	(18,837)	(85,641)	12,132	131,290	177	167	9,933	(760)	16,728	(8,355)	56,834
	Sub Total Percent	118.40%	166.94%	92.50%	40.10%	99.94%	99.35%	41.77%	0.00%	72.83%	116.26%	94.73%
Proj. **4) Land Acquisition**		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(18,837)	(85,641)	12,132	131,290	177	167	9,933	(760)	16,728	(8,355)	56,834
	Sub Total Percent	118.40%	166.94%	92.50%	40.10%	99.94%	99.35%	41.77%	0.00%	72.83%	116.26%	94.73%
Proj. **5) Perry - Paige Addition**		0	0	1,000	5,000	2,000	0	0		0	0	8,000
	Sub Total Net Space	(18,837)	(85,641)	11,132	126,290	(1,823)	167	9,933	(760)	16,728	(8,355)	48,834
	Sub Total Percent	118.40%	166.94%	93.12%	42.38%	100.58%	99.35%	41.77%	0.00%	72.83%	116.26%	95.47%
Proj. **6) Social Science Building**		26,980	0	0	0	15,000	0	0	3,000	0	1,500	46,480
	Sub Total Net Space	(45,817)	(85,641)	11,132	126,290	(16,823)	167	9,933	(3,760)	16,728	(9,855)	2,354
	Sub Total Percent	144.77%	166.94%	93.12%	42.38%	105.39%	99.35%	41.77%	0.00%	72.83%	119.18%	99.78%
Proj. **7) Coleman Library Phase III**		0	0	38,500	0	3,000	0	0	0	0	0	41,500
	Sub Total Net Space	(45,817)	(85,641)	(27,368)	126,290	(19,823)	167	9,933	(3,760)	16,728	(9,855)	(39,146)
	Sub Total Percent	144.77%	166.94%	116.92%	42.38%	106.35%	99.35%	41.77%	0.00%	72.83%	119.18%	103.63%
Proj. **8) Computer Information & Sciences**		18,000	15,000	10,000	16,000	10,000		6,000	3,500	0	1,000	79,500

	Sub Total Net Space	(63,817)	(100,641)	(37,368)	110,290	(29,823)	167	3,933	(7,260)	16,728	(10,855)	(118,646)
	Sub Total Percent	162.35%	178.67%	123.10%	49.68%	109.55%	99.35%	76.94%	0.00%	72.83%	121.13%	111.00%
Proj. **9) General Classroom Phase II**		47,000		6,800	0	0	0	0	9,365	0	4,380	67,545
	Sub Total Net Space	(110,817)	(100,641)	(44,168)	110,290	(29,823)	167	3,933	(16,625)	16,728	(15,235)	(186,191)
	Sub Total Percent	208.27%	178.67%	127.30%	49.68%	109.55%	99.35%	76.94%	0.00%	72.83%	129.65%	117.26%
Proj. 10) Howard Hall		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(110,817)	(100,641)	(44,168)	110,290	(29,823)	167	3,933	(16,625)	16,728	(15,235)	(186,191)
	Sub Total Percent	208.27%	178.67%	127.30%	49.68%	109.55%	99.35%	76.94%	0.00%	72.83%	129.65%	117.26%
Total Net Space Needs		(110,817)	(100,641)	(44,168)	110,290	(29,823)	167	3,933	(16,625)	16,728	(15,235)	(186,191)
Total Percent of Net Space Needs		208.27%	178.67%	127.30%	49.68%	109.55%	99.35%	76.94%	0.00%	72.83%	129.65%	117.26%
Space Needs by Space Type 0		102,348	127,935	161,795	219,195	312,136	25,587	17,058	0	61,579	51,382	1,079,015
Net Space Needs from Form B		(110,817)	(100,641)	(44,168)	110,290	(29,823)	167	3,933	(16,625)	16,728	(15,235)	(186,191)
Percent of Space Needs		**208.27%**	**178.67%**	**127.30%**	**49.68%**	**109.55%**	**99.35%**	**76.94%**	**0.00%**	**72.83%**	**129.65%**	**117.26%**
Proj. 11) Lucy Moten Renovation		0	0	0	0	0	0	0	0	0	0	0
	Sub Total Net Space	(110,817)	(100,641)	(44,168)	110,290	(29,823)	167	3,933	(16,625)	16,728	(15,235)	1
	Sub Total Percent	208.27%	178.67%	127.30%	49.68%	109.55%	99.35%	76.94%	#DIV/0!	72.83%	129.65%	117.26%
Proj. 12) Arts / Sciences Teaching Facility		34,000	44,100	1,500	0	0	0	0	1,500	0	0	81,100
	Sub Total Net Space	(110,817)	(144,741)	(45,668)	110,290	(29,823)	167	3,933	(18,125)	16,728	(15,235)	(81,099)
	Sub Total Percent	241.49%	213.14%	128.23%	49.68%	109.55%	99.35%	76.94%	#DIV/0!	72.83%	129.65%	124.77%
Proj. 13) Perry -Paige Renovation		0	0	0	0	0	0	0	0	0	0	0

State University System
Board of Govenors

Prepared 15-Sep-14

	PROJECTED FTE 2019-2020					
	Total	On-Line	Main	Year	Current Inventory as of:	Current Funded for Construction
FAMU	8,529	0	8,529	2019-2020	June-14	June-14

FTE Assumptions (Main Campus)

	14-15	15-16	16-17	17-18	18-19	19-20
Lower Division	3,117	3,294	3,447	3,516	3,587	3,659
Upper Division	2,835	2,995	3,135	3,197	3,261	3,327
Grad I	375	396	414	423	431	440
Grad II	940	993	1,040	1,061	1,082	1,103
TOTAL MAIN FTE [1]	7,267	7,678	8,036	8,197	8,361	8,529
Avg Annual Growth Rate [2]		3.3%	3.3%	3.3%	3.3%	3.3%

TOTAL FTE **8,529**

NOTES

[1] 2012-13 Estimated FTE taken from 2012-2013 Accountability Report, pg 22

[2] Five Year projected average annual growth rate taken from 2014-15 University Work Plan, pg 23

[3] Based on FAMU's number of FTE we did not include percentage of Distance Learning

Main Campus only unless otherwise noted

Medical Headcounts excluded (if applicable)

TAB X

RECOMMENDATIONS OF SURVEY TEAM

RECOMMENDATIONS OF SURVEY TEAM

FLORIDA A&M UNIVERSITY

Validation: November 18-19, 2014
Needs Assessment Dates: March 24-25, 2015

Survey Team Members: Gloria Jacomino, Team Leader (FIU), Kenneth Ogletree (BOG), Teira E. Farley (BOG), Kristen Connors (BOG), Brittany Farrior (BOG), Tina D'Auria (UF), Becky Owens, (NCF)

Site Improvements Recommendations:

1.1 Land Acquisition – This is a general recommendation that allows the university to purchase properties in the adopted Campus Master Plan.
1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. As presented, remodeling/renovation recommendations yield no significant changes to existing space use categories. Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.

2.1 Howard Hall Remodeling
2.2 Lucy Moten Renovation
2.3 Perry Paige Renovation

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B.

3.1 Student Affairs Building
3.2 Engineering Technology Building
3.2 Perry Paige Expansion (Addition)

Demolition Recommendations:

Per Board Regulation 9.004, Razing of Buildings, demolition projects beneath the $1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected on the Form B. *(Please identify existing square footage for projects listed below in submission of final report.)*

4.1 Banneker Building A - Bldg. #111 | 33,604 GSF; 19,183 NASF
4.2 Banneker Building B -Bldg. #112 | 33,512 GSF; 20,548 NASF
4.3 Banneker Building C -Bldg. #113 | 6,724 GSF; 4,454 NASF
4.4 Banneker Building D -Bldg. #114 | 6,724 GSF; 4,511 NASF
4.5 Dyson Pharmacy Building -Bldg. #074 | 57,500 GSF; 35,868 NASF

Projects Based on Exception Procedure:

5.1 N/A

Standard University-wide Recommendations:

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

SR5. Projects requiring renovations to space vacated in conjunction with new construction that result in no significant changes in space categories, are recommended.

Notes:

A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).

C. The Survey Team recommendations to the Board of Governors cannot exceed 100% utilization in any of the nine (9) space categories. Any project that exceeds 100% utilization must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:

1. Re-verify classification /utilization
2. Delete project or space utilization category
3. Reduce space utilization category
4. Trade with other space category within the project
5. Shift project priorities
6. Provide sufficient data to support any overage

D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

APPENDICES

APPENDIX A

EDUCATIONAL PLANT SURVEY PROCESS OVERVIEW BOARD OF GOVERNORS

Office of Finance & Facilities

FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA

Revised: January 25, 2011

Section 1013.31, Florida Statutes, requires that, at least once every five years, each University Board of Trustees shall arrange for an educational plant survey to aid in providing physical facilities necessary to accommodate its academic programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The University to be surveyed (the "University") appoints the Survey Team Coordinator. The Survey Team Coordinator correlates information provided by the Survey Team Leader, the University Survey Team Facilitator, and the Board of Governors (the "Board") staff during the survey process. It is recommended in order to expedite the overall process and to maintain consistency and quality that the coordinator be a staff person from the Board.

It is recommended that the Survey Team Leader be requested from a university not being surveyed in the same year. In conjunction with the Survey Team Coordinator, the Survey Team Leader coordinates the work of the survey team members. All team members are also recommended to come from staff of other universities not being surveyed in that same year. The Survey Team Leader maintains contact with the Survey Team Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process.

The University President appoints the Survey Team Facilitator for its University from its own staff. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the University activities for the team during the survey process at the University.

For continuity and consistency of the final report, Survey Team Members will consist of staff from universities not being surveyed that year and should include a representative from a university to be surveyed in the next fiscal year, as well as a representative from a university surveyed in the previous fiscal year. Board staff should also be included.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections based on the work plans submitted annually to the Board by the universities pursuant to Board regulation 2.002. One undergraduate capital outlay full-time-equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full-time-equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

EDUCATIONAL PLANT SURVEY OVERVIEW
Page 2 of 6

3. Educational Programs and Services

The survey uses projections for programs approved by the Board of Governors through the academic program review process for the State University System. Staff of the University prepare a list of programs for the survey, indicating which existing programs the University wishes to continue, expand and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula (the "Formula"). The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, faculty, staff, contract & grant positions, as well as, minimum space allowances. Thus, the Formula results in aggregate space generations for nine(9) standard space categories based on the combination of students, programs, faculty and staff unique to the University.

4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the physical facilities inventory is evaluated by the survey team. The Inventory Validation is scheduled three (3) to four (4) months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, (the "Space File") as well as building schematics.

Staff of the University and validation team members visit all sites and selected buildings. The buildings to be visited for Inventory Validation purposes should include any buildings that have not been previously surveyed, buildings which the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the validation.

An important part of the Inventory Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the Formula and
thus not included in the current inventory used in space needs analyses.
University staff furnishes a list of all ineligible spaces which identifies each space and justifies why it is excluded.

EDUCATIONAL PLANT SURVEY OVERVIEW
Page 3 of 5

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

Administrators and staff of the University undergoing the survey prepare lists for each site of needs identified by the University for site acquisition, development and improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the list of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the University Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for nine categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula, the Survey Team Coordinator ensures the preparation of space needs analyses by the University for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University staff develops requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

In conjunction with the Formula, Space Factors (the "Factors"), have been developed as part of the process and are used to expedite the use of the Formula in determining university space needs. The Factors are periodically reviewed and revised by the Board Office of Finance and Facilities. Each university at the time of its survey, after the Inventory Validation and prior to the Needs Assessment, may make a presentation and request a recommendation from the survey team to revise one or all of their Factors as a result of data or policy actions taken by its Board of Trustees and its university. The presentation should include, at a minimum, data based on the projected space needs using existing factors, a presentation on changes at the University that make the current factors inappropriate (i.e. the policy action by its Trustees or University), and documentation of what the space impact of the requested revised factors would be. In addition, a comparison against the other universities in the System should be included.

EDUCATIONAL PLANT SURVEY OVERVIEW
Page 4 of 5

The survey team will review the data and make a recommendation to modify or leave the factors unchanged as part of their survey recommendations. The team will evaluate the request for consistency with other universities in the system and comparison for similar issues.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence which demonstrates genuine facility needs beyond Formula generations. In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage. Cost estimates are provided by the University for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

EDUCATIONAL PLANT SURVEY OVERVIEW
Page 5 of 5

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

7. Financial Information

The Survey Team Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the University make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with University administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The Board of Governors will reimburse travel costs and pay standard state per diem for members of the Validation and Needs Assessment team. The Board will not pay for materials and supplies necessary to conduct the survey.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities.

Details about the status of previous survey recommendations, identification of needs through the Formula approach, modification of Factors and the exception procedure, cost estimates for recommendations, and the university- wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 1013.31 Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been recommended and authorized by the Legislature.

10. Written Survey Reports

The University prepares the draft and the fmal written report of the findings and recommendations of the survey team for review and approval by the University Board of Trustees (UBOT's). After approval by the UBOT's, the university must submit the official copy of the report to the Chancellor, State University System of Florida.

APPENDIX B

STATE UNIVERSITY SYSTEM OF FLORIDA

EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA

The space needs generation formula uses three types of information to determine unmet space needs:

1. Workload measures such as enrollment, positions, and library materials
2. Space standards including station sizes and utilization levels
3. Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detain allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

Instructional	Academic Support	Institutional Support
Classroom Facilities	Study Facilities	Student Academic Support Facilities
Teaching Laboratory Facilities	Instructional Media Facilities	Office/Computer Facilities
Research Laboratory Facilities	Auditorium/Exhibition Facilities	
Teaching Gymnasium Facilities	Campus Support Facilities	

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equip-ment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that require no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general purpose classrooms. Related service areas such as projection rooms, telecommunications control booths, preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms. The net assignable square feet (NASF) needed for classrooms is based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

.92 (Space Factor) X 15.0 (Weekly Student Hours Per FTE) = 13.8 NASF Per FTE

where Space Factor = $\frac{\text{Station Size}}{\text{Hours Per Week X Occupancy Rate}}$ or $\frac{22}{40 \text{ X } .60}$ = .92 NASF

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

7.81 (Space Factor) X 5.0 (Weekly Student Hours Per FTE) = 39.05 NASF Per FTE

where Space Factor = $\frac{\text{Station Size}}{\text{Hours Per Week X Occupancy Rate}}$ or $\frac{125}{20 \text{ X } .80}$ = 7.81 NASF

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non class public service laboratories which promote new knowledge in academic fields are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities is based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Non-Law Stacks	Law Stacks
0.10 NASF/volume for the first 150,000 volumes	0.14 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes	0.12 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes	0.10 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000	0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first-aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 1992, published by the U. S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

Executive Summary

INTRODUCTION

The development of the 2010-2020 FAMU Master Plan Update is a requirement pursuant to Subsection 1013.30 (9) F.S. The Final Master Plan and Supporting Inventory and Analysis documents are used to determine necessary facility requirements, building placement and proposed campus expansion to support the proposed student enrollment.

Resolution No. XX-XX of the Board of Trustees of FAMU signed on November 1, 2012 authorized the completion of the University's 2010-2020 Master Plan Update given that the 2000-2015 FAMU Master Plan Update was approved by the FAMU Board of Trustees in December 2002.

The 2010-2020 FAMU Master Plan Update is being completed in response to only those changes requested by FAMU to update the 2010-2020 Master Plan to encompass the next ten-year planning period. As part of this update, all 18 master plan elements were included and data was collected where available. In addition the following Branch Campus locations have been included in the update: Lafayette Vineyards Center Viticulture Sciences in Tallahassee / Leon County, Florida; Quincy Farms Campus in Quincy / Gadsden County, Florida, and the Alatex Building in Crestview / Okaloosa County, Florida. Documentation and graphics are offered in this update for submittal to and review by those agencies responsible for review.

The completion of these elements will serve as the basis for a new Campus Development Agreements to be executed between the University's Board of Trustees and the City of Tallahassee/Leon County, City of Quincy / Gadsden County, and the City of Crestview / Okaloosa County, Florida.

The following data summarizes the elements that were updated to reflect FAMU's projected student enrollment and facilities development to support this enrollment.

STUDENT ENROLLMENT PROJECTIONS

Within the 10-year planning period, student enrollment is projected to increase. Table 1 reflects FAMU's projected growth pattern through 2020 for the Main and Branch Campus locations.

Table 1 Anticipated Total Student Headcount Projections

	2014-2015	**2019-2020**
Total Headcount	12,695	13,676

Source: FAMU Office of Institutional Research, 2010

ELEMENT 1 –ACADEMIC MISSION OF THE UNIVERSITY

Since the first mandated Comprehensive Master Plan was adopted in 1995 to the current 2010-2020 Master Plan Update, FAMU has continued to provide optimum learning in an environment that allows each student to utilize the latest technology available throughout their educational careers. In view of the impact of rapidly developing technology, the University strengthened and will continue to strengthen its programs that prepare its students, particularly Blacks and other ethnic minorities, for careers in international affairs. During the last five years, the University achieved a national reputation for attracting high-achieving students. It will increase its efforts to provide attractive and stimulating student activities complementary to formal classroom instruction and academic performance. Among these will be a structured honors program, an

artist and lecture series, intramural and intercollegiate athletics, and student organizations. Specific attention will be focused on the health of students and on maintaining conditions of wellness therefore ensuring an optimal quality of life in the university community.
During the previous planning period the annual update of the 2010-2020 Strategic Plan was submitted to and approved by the FAMU Board of Trustees in October 2009.

ELEMENT 2 – ACADEMIC PROGRAM ELEMENT

The University is currently evaluating its Academic Program offerings to determine its core strengths as well as new degree offerings. Key degree offerings from the University include Allied Health Sciences, Architecture, Business and Industry, Engineering Sciences, Technology, and Agriculture, Education, Engineering, Journalism and Graphic Communication, Nursing, and Pharmacy and Pharmacy Sciences. The University will look to expand enrollment in these key programs. Future Academic offerings will respond to the changing and competitive marketplace and technologically versed environment of the nation as well as that of the global economy while simultaneously expanding research and service activities congruent with a land grant institution. Table 2-4 provides the Headcount Enrollment for Fall School Year 2009 – 2010 and Anticipated Student Total Headcount through the School Year 2014-2015 and 2019-2020 for undergraduate and graduate students. As part of its target growth the University will look toward expanded opportunities to attract and retain graduate –level students.

Table 2 Headcount Enrollment: Fall SY 2009/2010

Campus	Undergraduate	Graduate*	Total
Main Campus	9,757	1,389	11,146
Innovation Park	472	36	508
Total	**10,229**	**1,425**	**11,654**

Table 3 Anticipated Student Total Headcount SY 2014/15

Campus	Undergraduate	Graduate*	Total
Main Campus	10,537	1,554	12,092
Innovation Park	560	43	603
Total	**11,097**	**1,597**	**12,695**

Table 4 Anticipated Student Total Headcount SY 2019/20

Campus	Undergraduate	Graduate*	Total
Main Campus	11,351	1,674	13,027
Innovation Park	603	46	649
Total	**11,654**	**1,720**	**13,676**

*For purposes of this study, Graduate school numbers do not include law school students, located in Orlando.

Source: FAMU Office of Institutional Research, 2010

ELEMENT 3 – URBAN DESIGN ELEMENT

Historically, the majority of the other spaces on campus are fragmented and disjointed from the campus core. With the exception of the Library and Student Services areas of the campus core, the campus reads principally as a collection of buildings rather than as a planned ordering of spaces, axis or building masses. The Quadrangle and The Set, each located within the confines of the traditional FAMU campus, are examples of ordered spaces with a continuity of design associations. A consistency in form, pattern, materials and color connect architectural and landscape architectural elements together to form a strong overall fabric.

An expansive undeveloped open space situated between the campus core and the recreational facilities along Wahnish Way has the potential for passive uses. This open space is organized around the track and a large retention pond. The broad, linear open space centrally anchored by the retention pond has further potential for development as a greenway for unstructured recreation and contemplation (see Photograph 3.4).

The exceptional exterior spaces at FAMU are primarily located within the traditional campus core. The Student Union has also been established as a reference landmark. Exemplary exterior spaces associated with the Student Union, The Commons and Coleman Library include The Quadrangle, the Eternal Flame, The Set, the Campanile Clock Tower, and the Coleman Library Plaza.

FAMU should continue to focus on entrance image improvements to the host community. The addition of perimeter entrance features is a vital part of the campus identity. Some improvements relative to campus identification and edge treatments have been initiated with entrance signage installed at primary campus entrance points at the intersections of FAMU Way and Wahnish Way and Palmer Street and South Adams.

There are a number of pedestrian and vehicular conflicts along Wahnish Way, Gamble Street, Martin Luther King Jr. Drive, and Osceola Street. Some of these conflicts will be eliminated with potential street closures and the construction of parking garages along the perimeter of campus.

Continued use of landscape and hardscape features should be incorporated into all new construction to further enhance the campus aesthetic. This will require new construction to program areas beyond merely the building envelope to include the broadest possible context, unifying, linking and enhancing adjacent spaces.

With the exception of the Alatex Building in Crestview, the remaining Branch Campus locations do not provide for an urban design environment as they are supportive of academic research of an agricultural type and setting.

ELEMENT 4 - FUTURE LAND USE

The Future Land Use Element represents existing and proposed development patterns within the campus boundaries to be coordinated and not conflict with the adjacent areas planned by the City of Tallahassee and Leon County. The Future Land Use Map (4.0 Future Land Use Element, Figure 4.0) identifies the developable parcels of University property and depicts the land use zones appropriate for each.

The academic functions of the University are projected to remain concentrated within the northern portion of the campus throughout this planning period with primary emphasis placed on efficient infill of available lands in this area. This will become most evident within those areas designated as academic land use zones. This initiative will, however, be met with an equal placement of importance on the retention and creation of campus green spaces. The northern portion of the campus will also absorb the majority of recommended transportation improvements that will create a more efficient traffic pattern around the University. Included in these plans are the development of an arrival plaza and the closing of certain roadway segments including a portion of Wahnish Way. These improvements will combine to improve vehicular circulation around the periphery of the University and will assist in limiting pass-through traffic enabling FAMU to better function as a true destination.

Recreation and open space land use zones, including those along Wahnish Way, will continue to have their activities focused in clustered arrangements. This is particularly true for intercollegiate athletic and intramural facilities that will continue to be expanded and arranged in a larger centralized area around the street closure formed by Wahnish Way. The southern portion of campus will continue to evolve as a location for the placement recreation and conservation uses.

ELEMENT 5 – ACADEMIC FACILITIES ELEMENT

Over 50 percent of the Academic Facilities located on the main campus were constructed prior to 1980 with a majority of those facilities constructed prior to 1970. Historical and other older buildings may naturally have lower net assignable area and space utilization factors due to larger areas devoted to structure, circulation, and to natural light and ventilation. Newer buildings and new projects will likely have more area demands for energy and building systems. In addition to building age, existing space utilization may also be affected by eligible or ineligible, satisfactory or not satisfactory space determinations.

Table 5 provides area data across eleven types of space uses, and organizes that data according to eligible or ineligible categories. Report VII indicates that 20% or one-fifth of existing inventory is “ineligible” spaces, or over 150,000 net square feet. This includes academic and academic support facility buildings, many of which are mixed-use and some may even include residential use areas.

Buildings that are primarily academic uses have 12.5% or one-eighth of their total area as “ineligible” spaces, or over 75,000 net assignable square feet. However, support facilities reportedly have roughly 50% of area as ineligible for various reasons. Some buildings and spaces have been taken off-line due to age, deficiencies, code or safety concerns, or other professional building issues. Moreover, most buildings have an element of mixed uses, for example a classroom building that includes teacher’s offices or an exhibition space. In conclusion, existing space utilization and future space needs based on utilization should be adjusted accordingly.

Table 5 Main Campus Age of Buildings

Year Built or Occupied	Total No. of Buildings	Percent of Total	Cumulative %
1900-1909	2	1.6%	
1910-1919	0	0.0%	1.6%
1920-1929	4	3.1%	4.7%
1930-1939	4	3.1%	7.8%
1940-1949	7	5.5%	13.3%
1950-1959	22	17.2%	30.5%
1960-1969	21	16.4%	46.9%
1970-1979	7	5.5%	52.3%
1980-1989	11	8.6%	60.9%
1990-1999	30	23.4%	84.4%
2000-2009	20	15.6%	100.0%
TOTAL	**128**	**100%**	

Note: includes all building use types, including mixed uses, academic support and housing, with the exception of Polkinghorne Village and Palmetto Street Apartments

Source: FAMU, 2007, Physical Facilities Space File, Building Inventory Report, Report II

An analysis translating the future net and gross building area requirements into building "increments" has been noted and prioritized in the University's Capital Improvement Plan. Projects are prioritized 1-18 in Capital Improvement Plan (CIP)-2 and descriptions are included in CIP-3. Most projects are described as having Primary Space Type(s) as classrooms or labs although they all have some element of mixed use.

The following projects will be accomplished through renovations or remodeling: Dyson Building, Banneker Complex, and Howard Hall.

Other new construction or addition projects include: Pharmacy Building Phase II, FAMU/FSU College of Engineering Phase III, Engineering Technology Building, Social Science Building, College of Arts and Sciences Teaching Facility, Classroom Complex, Computer Information System, and General Classroom Phase II.

"Form B" dated 5/26/2010 based on a projected FTE of 12,013 was used in Table 6.

Table 6 Future Building Requirements for Academic Space Types

	CLASS-ROOM	TEACH LAB	STUDY	RSCH LAB	INSTR. MEDIA	TOTAL NASF
Space Needs by Space Type 2015-16*	143,796	182,117	220,679	128,419	19,341	**694,352**
Current Inventory June 2009						
A) Satisfactory Space	68,404	141,122	103,067	32,732	9,016	354,341
B) Unsatisfactory Space to be Remodeled	39,829	54,225	25,139	35,782	0	154,975
C) Unsatisfactory Space to be Demolished/Terminated	0	228	0	780	0	1,008
D) Total Under Construction (remodeling / renovation)	10,331	21,335	1,628	20,674	0	53,968
Total Current Inventory	***118,564***	***216,910***	***129,834***	***89,968***	***9,016***	***564,292***
Projects Funded for Construction thru 2009-2010						
Pharmacy Building Phase II	4,500	0	14,000	10,000	1,500	30,000
Gore Education Complex	7,218	6,591	3,080	653	0	17,542
Total Funded Construction	***11,718***	***6,591***	***17,080***	***10,653***	***1,500***	***47,542***
Plus: Planned Demolition	0	9,050	0	0	0	**9,050**
Net Space Needs	**13,514**	**(32,334)**	**73,765**	**27,798**	**8,825**	**91,568**

*Space Needs by Space Type 2015-16 with projected FTE of 12,013

Source: FAMU, Analysis of Space Needs by Category – Form B, 5/26/2010

ELEMENT 6 – SUPPORT FACILITIES ELEMENT

No new or expanded future support service activities have been identified other than what has been noted in the FAMU CIP 2010-11 through 2014-15. The CIP primarily highlights the need for academic classroom and lab facilities. However, significant needs are also identified for utilities, infrastructure, capital renewal, roofing, additions, renovations and land acquisition.

Table 7 provides projected future net and gross academic support building area needs based on FAMU CIP-2 2010-11 through 2014-15. Due to the mixed-use nature of buildings the gross square feet has been estimated.

Table 7 Projection of Future Net Support Space and Gross Building Area Needs

Academic Support Space Type	Net Square Feet Needs / Required	Gross Square Feet Needs / Required
Admin Office	119,700	185,222
Exhibition / Auditorium	41,300	63,907
Student Support Services	35,007	54,169
Gymnasia / Athletics	-	-
Campus Support / Physical Plant	21,780	33,702
"Remodeling" (undetermined)	24,229	37,492
Total	**242,016**	**374,488**

Source: FAMU Capital Improvement Plan (CIP-2) 2010-11 through 2014-15

ELEMENT 7 - HOUSING ELEMENT

FAMU presently maintains 2,975 bed spaces in 13 on-campus housing facilities. An inventory of bed spaces by facility and age of each facility is shown in Table 8.

Table 8: Inventory of Existing Beds, Main Campus

Bldg. No(s).	Name of Residence	Year	Maximum Bed Capacity	FY 2007-08 Capacity
	Female Residences			
0043	McGuinn Hall	1938	216	214
0044	Truth Hall	1960	111	106
0046	Cropper Hall	1947	168	162
0047	Diamond Hall	1946	310	106
0051	Wheatley Hall	1947	202	204
0117	Paddyfoote Complex "C" (Single)		56	50
0118	Paddyfoote Complex "D" (Double)	1967	121	133
	Male Residences			
0059	Gibbs Hall	1955	305	305
	Paddyfoote Complex "A"		121	133
0116	Paddyfoote Complex "B" (Single)	1967	56	49
	Apartments			
	Palmetto Street North	1975	180	186
	Palmetto Street North Family		17	16
	Palmetto Street South (sngl./dbl.)	1993	360	356
0162-63	Palmetto Street Phase III (sngl./dbl.)	1996	360	356
	TOTAL Existing, Main Campus		**2,583**	**2,376**

Source: FAMU Housing Department and FAMU Facilities Planning, 2010

Two of the first residence halls on campus, Young and Sampson Halls, are under scheduled renovations with anticipated opening of Fall 2011, which will add an estimated 238 beds for a total maximum bed capacity of 2,821. An additional 800-bed new residence facility has been proposed to replace the current Polkinghorne Village which is currently off-line and scheduled for demolition. When completed the total bed count will increase the total maximum bed capacity to 3,621 on the Main Campus. Currently the Branch Campus locations do not provide on-campus housing. No on-campus housing is currently proposed for these locations.

The University's current policy is to provide housing for at least 25 percent of its student body. The University intends to increase its current policy to provide for housing for at least 30 percent of its student body by the year 2015 and then increase to 33 percent by the year 2020.

Current and projected trends for student housing in general call for more attention to privacy while still maintaining some degree of sharing (socialization) among students. At this time, the University anticipates a future need for suite and apartment-style residences only. Future trends in student housing may change these anticipated needs and should be weighed accordingly in future decisions regarding the construction of housing residences at FAMU.

ELEMENT 8 - RECREATION AND OPEN SPACE

FAMU has made several strides towards the maintenance and provision of adequate recreation and open space facilities including those for Intercollegiate Athletics over the course of the prior planning period. A new intramural field was designed and construction initiated as well as Phase II of the Recreation Center, and construction of the Teaching Gymnasium was completed. The University continues to make strides towards the renovation of existing recreation facilities including the resurfacing of the track, renovations to the dive and swimming pool, and resurfacing of the football field at Bragg Stadium. With the completion of these and other planned improvements to recreation and open space facilities the University is poised to meet its adopted level of service standards.

The Branch Campus locations do not currently provide for recreation and open space as they are primarily in support of academic research. At this time are no plans to provide recreation and open space at these locations.

ELEMENT 9 - GENERAL INFRASTRUCTURE ELEMENT

DRAINAGE:

The current level of stormwater management practiced at FAMU is limited to only collection, conveyance and disposal. A new retention pond has been constructed to handle runoff from the addition of academic facilities and stormwater management improvements are in place to accommodate levels of retrofit activity. Prior to the construction of any new treatment facility, the University must coordinate and obtain an approved drainage permit from the City of Tallahassee (the stormwater utility) and state regulatory agencies including the Florida Department of Environmental Protection (FDEP), Northwest Florida Water Management District (NWFWMD) and the Environmental Protection Agency (EPA).

Currently the University does not have additional capacity for stormwater management on-the Main Campus. The city of Tallahassee does not provide or offer additional capacity for stormwater management. As the University develops stormwater management facilities are being constructed on a project-by-project basis. The University should explore opportunities for a centralized or regional stormwater to accommodate future development. Additional consideration should be given to a partnership for a joint stormwater management facility with the city of Tallahassee as the FAMU Way Extension is being designed.

The Branch Campus locations do not provide for on-site stormwater management.

WATER:

The majority of the water distribution facilities including water mains, water meters, and fire hydrants are currently operated and maintained by the City of Tallahassee. In most cases, FAMU is only responsible for the water service laterals routed between the water supply main and the individual buildings. Future full-time student enrollment (FTE) at FAMU is projected to increase during the planning period. Due to this increase, it is believed that water consumption will also increase during the same time period. To ensure adequate water supply and pressure in the future, FAMU shall coordinate with the City of Tallahassee to complete a water distribution analysis and study of the entire water system which serves the campus. All water distribution deficiencies determined by the study shall be made known to the City of Tallahassee for correction by the appropriate agency. The Branch Campus locations water distribution facilities including water mains, water meters, and fire hydrants are currently operated and maintained by the local service providers. FAMU is responsible for the water service laterals routed between the water supply main and the individual buildings.

SEWER:

FAMU is only responsible for the sewer collection system located on campus. The regional sewer collection system (off campus) and associated wastewater treatment plant are the responsibility of the City of Tallahassee. Therefore, it is critical that there exist close coordination between FAMU and the City of Tallahassee in order to maintain adequate sewer collection, wastewater treatment and disposal through and beyond this planning period. The Branch Campus locations sewer collection systems is currently operated and maintained by the local service providers.

SOLID WASTE:

Solid waste is currently being collected and disposed of by the City of Tallahassee. FAMU is only responsible for the collection and disposal of yard trash and debris. Solid waste is currently either recycled or sent to the Leon County landfill for the Main Campus and Viticulture Campus. The operation and maintenance of the landfill is the responsibility of Tallahassee-Leon County. To be consistent with the policies within the county's comprehensive plan, FAMU shall adopt a recycling goal to reduce the solid waste volume by at least thirty (30) percent from existing levels. The Branch Campus locations solid waste is currently collected and disposed of by local operators.

ELEMENT 10 – UTILITIES ELEMENT

The Main Campus has provisions for Chilled Water, a Steam Plant, Natural Gas & Fuel and Telecommunications on site. The Branch Campus locations make no on-site facility or infrastructure provisions for the supply of the above.

CHILLED WATER:

The University operates and maintains a Central Chilled Water Plant that distributes chilled water for distribution throughout the piping network, serving the majority of buildings on campus. The current chilled water demand on the building is 4,480 Tons with a spare capacity equal to 2,120 Tons.

Overall, the chilled water plant is in good condition. Normal useful chiller life should extend from 2015 to 2020 (with chiller #1 and #2 due for replacement in approximately 2015). Primary and Secondary chilled water pumps will require replacement in approximately 2015 to 2020.

An additional Condenser Well should be planned and installed as soon as possible as a well failure will limit the Plant capacity to 3,300 Tons – less than the current peak Plant load requirement. A fourth well will provide a stand-by well in the event one well is lost. The Secondary Chilled Water Pump Variable Speed Drives as well as the Well Pump Variable Speed Drives are at the end of their useful life and require replacement.

The projected Future Load is 5,410 Tons. With this added load, the Plant will still have 1,190 Tons of spare capacity. (Note: As a general guideline, the Plant should maintain one chiller for stand-by capacity. Once this additional load is added to the Plant, additional chiller capacity should be planned and added. The Plant is designed to expand to the West with a total build out capacity of 10,000 Tons.

The existing Plant is quite energy efficient. High Efficiency Chillers have been installed. A Primary/Secondary Pumping System is installed which can vary Chilled Water flow to just meet building demand requirements. The Existing Condenser Water Wells are also controlled by variable speed pumps. The constant 70°F to 72°F condenser water temperature allows the chillers to operate very efficiently (particularly when compared with cooling towers). In addition, the entire plant is controlled by a central Energy Management Control System.

STEAM PLANT:

In addition the University operates a Central Steam Plant with a capacity of 175,200 Pounds / Hour and a demand of 65,000 Pounds /Hour. One of the steam boilers was installed in 1963 and has a capacity of 60,000 Pounds / Hour. Given the age of this steam boiler the University will need to evaluate the need to replace the boiler in the future in order to ensure adequate service delivery.

Overall, the steam Plant is in fair to poor condition. Boiler #4 is in need of immediate replacement. Boiler #1 is approaching 30 years old and in need of replacement. Existing boiler feed water systems are also approaching 30 years old and should be scheduled for replacement.

The projected Future Load is tied to building Additions and Major Building Renovations. During the next 5 years, the steam load on the plant is expected to increase to approximately 70,000 pounds per hour. The existing plant has more than adequate capacity to meet this demand. However, when replacing Boiler #4, consideration should be given to increasing the boiler capacity from 60,000 #/HR to 70,000 #/HR.

FAMU has considered several energy related projects: Boiler Replacement, Flue Gas Heat Recovery, Installation of High Efficiency Burners, installation of pipe insulation and replacement of Steam Traps. FAMU is currently repairing leaks in all Campus Steam Manholes. This project should allow FAMU to lower the current steam operating pressure. The boiler plant is also in need of an Energy Management Control System; current operation is manual control.

FAMU should also consider replacement of all building steam and condensate systems. These systems are currently being replaced during building renovation projects.

NATURAL GAS & FUEL OIL:

Natural Gas is provided by the City of Tallahassee. Natural Gas is the primary fuel used in the operation of the Steam Plant (however, as indicated above, the boilers have duel-fuel burners and may be fired on fuel oil as a back-up fuel source). FAMU is responsible for natural gas piping downstream of the gas meter. The City of Tallahassee is responsible for the Natural Gas piping system upstream of the gas meter.

Fuel Oil is stored in two above ground storage tanks located behind the Steam Plant. Tank #1 is 50,000 Gallons; tank #2 is 60,000 Gallons. The Fuel Oil Tanks are located within a secondary containment system. The Plant has ample capacity to meet the current and future needs of the campus. The Natural Gas supply to the steam plant is more than sufficient to meet future needs.

Fuel Oil is primarily used as a back-up source of fuel for the steam plant. The two tanks provide adequate back-up capacity for the current and future needs of the campus. Typically, a ten (10) day supply of fuel oil is stored in the tanks (6,000 Gallons per Day is required).

TELECOMMUNICATIONS:

The telecommunications system originates from the Perry-Page building complex. Interconnectivity is via a fiber optic and copper cable distribution system. This distribution system is routed throughout the campus via a duct bank and manhole system. Each building consists of a main distribution frame room with vertical racks consisting of electronics for campus wide data and voice transmission and communications. The campus standards need to be updated and published. The voice-data-communications system appears to be adequate at the present time, however upgrades are needed to keep on the cutting edge of technology. The

University is also evaluating the installation of redundant path network infrastructure to support its current voice-data network needs. The current duct bank network running through campus shall provide the needed routing for the redundancy upgrades.

ELEMENT 11 – TRANSPORTATION ELEMENT

ROADWAY NETWORK:

In the future FAMU will seek to expand its current campus boundary. A key component of this expansion is the closure of Wahnish Way from Gamble Street to Osceola Street with the provision of a perimeter loop road along the western edge of campus. With the closure of Wahnish Way the campus core will be united with the Student Services Center and the proposed 800-bed dormitory to replace Polkinghorne Village. Further, this closure will help to reduce the vehicular and pedestrian conflicts along Wahnish Way.

Additional local streets will also need to be closed once FAMU acquires land to the west as well as planned campus expansion in the northeast. Coordination with the city of Tallahassee and Leon County shall be required along with further detailed analysis of a proposed perimeter loop road and local road closures.

PARKING:

Most of the new parking spaces provided between 2000-2005 had been on unpaved parking lots, most new lots were located along the perimeter of the University Main Campus site. In SY 2009/2010, there was an increase in parking spaces, with the greatest increase located at the Palmetto South and Palmetto III lots. In addition, parking spaces were eliminated with the removal of the lots including; Carnegie Library, Student Union, Lee Hall Gravel Lot, University Scholarship Houses, Recreational Center and the Green House lot. The total number of current parking spaces includes:

SY 2009/2010: 5,112 spaces in 64 lots/designated parking areas

Only one multi-level parking facility exists on campus, the 410-space parking garage (Building #171), located on the west side of Wahnish Way and south of Gamble Street and the Student Services Facility (Building #170). All other parking is provided by means of surface spaces. Of the 4,702 surface parking spaces, 77 spaces are located parallel to the Wahnish Way curb, between Osceola Street and Gamble Street, and 19 spaces are located parallel to Martin Luther King, Jr. Boulevard. The remaining 4,606 spaces are located in parking lots and along select internal circulation service drives. FAMU is committed to evaluating and identifying locations for additional multi-level parking facilities as part of the plan update. Consolidation of surface parking lots into structured parking will help to free up land for new facility development while simultaneously reducing conflicts for both University and non-University traffic and pedestrians. Table 9 indicates the Number of Vehicles to be accommodated in 2010-2020 for the Main Campus. Based on additional analysis conducted in this report, the University will face a parking sufficiency of nearly 500 additional surface spaces in 2015. Despite this sufficiency the University is committed to restructuring its current parking configuration from surface lots to multi-level facilities.

PEDESTRIAN AND NONVEHICULAR CIRCULATION:

The existing pedestrian and nonvehicular circulation faculties on the University Main Campus consist primarily of concrete sidewalks. In the campus core and the student services area, walkways are broader and are often associated with pedestrian plazas and special pavings comprised primarily of scored concrete and concrete paver blocks. The campus core and student services areas are linked to the parking areas, dormitories, athletic and support facilities by

typical five (5) foot wide concrete sidewalks. There is no separation of facilities for bicycles. The only existing bicycle racks on campus are located at the School of Architecture and Tucker Hall. Despite the presence of an extensive sidewalk network, circulation and way-finding on the Main Campus is in need of enhancement in order to provide direct and discernible pedestrian circulation routes.

As the campus grows and the City's priority in achieving a multi-modal transportation system advances, the planning for secure and central parking areas for bicycle commuters in the primary University land uses; housing, student services, academic and athletic areas is necessary. Bicycle facilities and usage should be further promoted through the designation of 'Shared Lane' markings and signs to indicate roadways are shared with cyclists.

Pedestrian linkages from existing campus activities to anticipated expansion should offer comfortable and convenient access to accommodate peak loads of pedestrian traffic. Specifically, FAMU should pursue the City to install recommended east-west sidewalk connections to the Main Campus from Adams Street and a bicycle route with sidewalks on both sides along M.L. King (both projects as indicated in their current Bicycle-Pedestrian Plan). An installation of a sidewalk on the south side of Osceola Street is desired for enhanced mobility, along with a need for additional bus shelters or benches at transit stops.

Table 9 Number of Vehicles to be Accommodated: 2000-2015 in 5-year increments, Main Campus Only

Users	Vehicle Occupancy Rate	2000	2005	2010	2015
Students	2.54	*4,606*	*4,743*	*4,827*	*5,203*
Residential	2.54	1,171	896	1,007	1,561
Commuter	2.54	3,435	3,847	3,820	3,642
Employees	1.87	1,027	886	1,036	1,117
TOTAL No. of Vehicles		5,634	5,628	5,863	6,320

Source: FAMU Housing Department, 2010; Office of Institutional Research, 2010

ELEMENT 12 – INTERGOVERNMENTAL COORDINATION ELEMENT

Table 10 provides an inventory of the agencies and regulatory authorities with whom Florida Agricultural and Mechanical University (FAMU) interacts as it carries out its mission. The agency coordination described in Table 8 reflects the historical coordination mechanisms and not those required to meet the goals, objectives and policies of this 2010-2020 Campus Master Plan Update. With the inclusion of the Branch Campus locations in this update the University will expand its intergovernmental coordination efforts with local, state, and federal agencies.

Both local and regional comprehensive plans were reviewed at several stages throughout development of this 2010-2020 Campus Master Plan Update. The local government (City of Tallahassee/Leon County) Comprehensive Master Plans contains no specific recommendations which require action on the part of FAMU. However, several key policies in the local plans do invite and encourage involvement of the University in activities occurring in the context area. Examples of these are the upgrading of the Adams Street corridor, FAMU Way Extension, redevelopment of the St. Augustine area northwest of the campus, study of alternate mode corridors development between FAMU and FSU and between FAMU and the downtown/government center.

Throughout the Master Plan, FAMU has included policies which provide for agreement or consistency between the local government and University comprehensive plans. For example, where the University states levels of service standards for such stormwater drainage or roadway operations, FAMU requires that its standards "not be in conflict with" City of Tallahassee standards for the same service. In other instances, the University accedes directly to local standards, such as deferring to the City of Tallahassee landscape and tree preservation ordinance provision when setting minimum standards for landscape design.

Table 10 Host Community Government Agencies

CITY	**COUNTY**
Tallahassee	Bay County Emergency Mgmt. Dept.
Tallahassee-Leon County	Gadsden County Emergency Mgmt. Dept.
Tallahassee Police Dept.	Leon County Emergency Mgmt. Dept.
Tallahassee-Leon County Planning Dept.	**STATE**
Tallahassee-Leon County Urban Area MPO	Florida Dept. of Environmental Protection (FDEP)
Tallahassee Water and Sewer Dept.	State Fire Marshal
Tallahassee Fire Dept.	Florida Dept. of Education
Tallahassee Concurrency Mgmt. Dept.	Construction Trades Qualifying Board
Tallahassee Electric Dept.	State Preservation Society
Tallahassee Gas Dept.	Florida Dept. of Agriculture and Consumer Services, Division of Forestry
Tallahassee Public Works Dept.	Florida Dept. of Community Affairs (DCA)
Tallahassee Environmental Mgmt. Division	Florida Dept. of Transportation (FDOT)
Tallahassee Building Inspection Dept.	Florida Board of Governors
Tallahassee Parks and Recreation	Florida State University
REGIONAL	**FEDERAL (CONT.)**
Northwest Florida Water Mgmt. District (NWFWMD)	National Aeronautics and Space Administration (NASA)
FEDERAL	U.S. Department of Agriculture (USDA)
Public Service Commission	U.S. Department of Defense
U.S. Army Corps of Engineers (ACOE)	Federal Highway Administration (FHA)
U.S. Environmental Protection Agency (USEPA)	U.S. Geological Survey
Federal Emergency Management Agency (FEMA)	

ELEMENT 13 – CONSERVATION ELEMENT

FAMU actively monitors and inventories existing environmental resources to ensure the conservation, protection, and wise use of all natural ecosystems and natural resources on its campuses. Appropriate monitoring reports, management plans, preventative and response activities are undertaken on a routine basis in accordance with local, state, and federal requirements as required by law. As the University integrates sustainability practices into new development and renovation and restoration projects the conservation of natural resources will be furthered. Objectives including but not limited to multi-modal transportation systems, stormwater management and treatment, green building construction practices, and renewable energy sources will further enhance the University's conservation initiatives.

ELEMENT 14 - CAPITAL IMPROVEMENTS ELEMENT

FAMU relies heavily on the timing and receipt of funds generated from PECO and CITF. These funds are administered by SUS and therefore require that planned improvements be funded and

consistent with state approval and timing, particularly as they relate to the use of PECO Funds. The University does maintain more flexibility in funding housing and parking area improvements since these are typically funded through the commitment of rental rates and parking fees towards debt service requirements. The timing of these improvements is, however, guided by the demand for such facilities since their efficient utilization is needed to pay for these improvements. Table 11 identifies a partial listing of those facilities, currently set forth in the Five-year Capital Improvement Plan (CIP), necessary to fulfill the mission of the University and its projected student enrollment.

Table 11 Five-Year Capital Improvement Plan and Legislative Budget Request Period 2010-11 through 2014-15 Source: FAMU, CIP 2010-11 through 2014-15, August 2009

Priority No.	Project	2010-11	2011-12	2012-13	2013-14	2014-15	Total
1	Utilities / Infrastructure Capital Renewal/Roofs	$8,000,000	$8,000,000	$8,000,000			$24,000,000
2	Pharmacy Building Phase II	$30,960,440	$2,500,000	$0			$33,460,440
3	FAMU/FSU College Engineering Phase III	$13,014,335	$2,000,000	$0			$15,014,335
4	Student Affairs Building	$3,255,000	$25,737,505	$3,100,000			$32,092,505
5	Dyson Building Remodeling	$1,751,500	$13,450,000	$2,500,000			$16,503,250
6	Engineering Technology Building	$3,238,000	$29,893,510	$2,640,068			$35,771,578
7	Land Acquisition	$5,000,000	$3,500,000	$3,500,000			$12,000,000
8	Perry-Paige Addition	$693,311	$4,350,710	$619,390			$5,663,401
9	Banneker Complex Remodeling	$2,016,000	$18,225,880	$1,700,000			$21,941,880
10	Social Science Building		$1,891,000	$16,181,495	$1,277,408		$19,349,903
11	Coleman Library Phase III		$1,287,294	$11,663,926	$1,054,820		$14,006,040
12	Performing Arts Center			$40,621,850	$2,024,673		$42,646,523
13	College of Arts and Sciences Teaching Facility			$2,478,482	$25,396,429	$2,622,232	$30,497,143
14	Classroom Complex			$1,909,295	$21,294,026	$1,368,420	$24,571,741
15	Computer Information System			$2,315,467	$26,379,565	$2,625,898	$31,320,930
16	Howard Hall Remodeling			$456,368	$4,311,680	$518,640	$5,286,688
17	Lucy Moten Renovation			$721,093	$4,747,910	$1,000,000	$6,469,003
18	General Classroom Phase II			$982,000	$10,228,670	$1,001,000	$12,211,670
	Total	$67,928,586	$110,835,899	$99,389,424	$96,715,181	$9,136,190	$356,765,055

ELEMENT 15 - ARCHITECTURAL DESIGN GUIDELINES ELEMENT

From a comprehensive campus-wide survey and review of the previous Master Plan document, several structures would appear to qualify for placement on either the State of Florida or National Historic Register. Table 12 identifies Candidate Buildings for the State of Florida or National Historic Register List.

FAMU received a grant from the State of Florida, Bureau of Historic Preservation to conduct a campus-wide survey to evaluate existing buildings for the purpose of establishing a historical district if warranted. The FAMU campus and its surrounding community were designated as a National Historic District in 1996, and listed on the National Register of Historic Places. This survey was conducted by Bureau of Historic Preservation staff members, a historical buildings consultant, FAMU students and faculty representatives from the FAMU School of Architecture. The survey focused on the north and northwest University property. Results and determinations resulting from this survey have a moderate effect on allowable interior/exterior renovations and maintenance upgrades for those buildings identified to have architecturally historical significance.

Table 12 Candidate Buildings for the State of Florida or National Historic Register List

Building Name	Year Constructed	Style	Register Designation
Bldg. 124 Gibbs Cottage	1892	Vernacular Wood Frame	None
Bldg. 1 Lee Hall	1928	Georgian Revival	None
Bldg. 2 Jackson Davis	1926	Colonial Phase	None
Bldg. 5 Young Hall	1929	Colonial Phase	None
Bldg. 7 Carnegie Library	1908	National Phase	1978
Bldg. 49 Coleman Library	1947	National Phase	None

The thirteen distinctly different architectural design styles present within the campus core testify to the lack of much needed design guidelines. The separate styles present an uncoordinated collage of old/new, strong and weak design forms coupled with contradictions in building siting. An individual is likely to experience some level of discontent with the campus as a result of the visual discontinuity. The existing buildings also do not hint at all what their function is through their architecture which further confuses the student. The lack of a standard system of site graphics (building identification, parking identification, amenities locations, information kiosks, etc.) in strict defined locations from building to building is also a burden and promotes frustration to new students and University visitors. The University should work to develop design guidelines to coordinate future campus development in a manner that is consistent with creating a harmonious balance among buildings the formal and informal spaces in between. Once in place these guidelines must be adhered and not simply overlooked due to a given designers preferred style.

It is apparent that, for the most part, there is no "direct" access to every building at either the primary or secondary entry points. Some buildings are responsive to a disabled person's access but most are not. The topography of the University property and the poorly maintained condition of the pedestrian thoroughfares magnify this problem. Additionally, since the majority of student parking occurs at the campus core perimeter, a disabled person is forced to negotiate steeply sloped street parking, no sidewalks, few curb cuts, limited ramping except at specific buildings and limited reserved parking in general areas where disabled students may have classes.

The University receives operational and grant funding from both state and federal sources. Because of this funding structure, it is believed that a comprehensive campus-wide ADA

compliance project (for each building, parking area and pedestrian way) will be required as a retrofit measure for existing structures. Planned future facilities would, of course, be required to incorporate ADA design parameters before construction begins. Requirements for ADA compliance should also be a part of the architectural design guidelines, once being prepared.

ELEMENT 16 - LANDSCAPE DESIGN GUIDELINES ELEMENT

The FAMU property's existing landscape features are divided functionally into two severely different developmental zones. The campus core and student services areas contain the more intensively planned landscape treatments. The dormitories, athletics and support facilities contain minimal landscape enhancements and no overall plan of landscape treatments.

The simple, underdeveloped landscape treatments along University property need reinforcement to improve awareness of campus edges and to offer a unified transition with the campus core's open spaces. A valuable resource that contributes greatly to the campus landscape character is the large, freestanding live oaks interspersed throughout the FAMU property. Diligence should be taken to continue to preserve these stately trees.

With few exceptions, paving materials, site furnishings and graphics have been limited to a selected range of compatible materials, textures, styles and colors. The exceptional campus graphics and signage system, which has been installed on the campus, consists of a more unified system of coordinated messages, styles, colors and materials. The signs are attractive and the messages easy to read. The primary sign colors are compatible with other campus site furnishings and the sign's accent colors are consistent with the school colors. The limited plant palette of hardy trees and shrubs utilized on the campus serves as a modest landscape framework upon which a more comprehensive and standardized system should be established.

Site furnishings in the newer developed landscape areas within the campus core are coordinated with one another and with the campus architecture. The landscape treatments at The Set and the Quadrangle enhance the visual and functional quality of these outdoor spaces. There are unfortunately few other good examples of defined open spaces in combination with the adjacent buildings. Some of the latest buildings, including the Recreation Center and Teaching Gymnasium should continue to define the adjacent spaces with landscaping and features that will strengthen the relationship to adjacent buildings.

There are a number of the newer facilities constructed on campus that have installed insufficient landscaping commensurate with the scale and grandeur of these structures. Recently constructed buildings that merit additional landscape treatments include the School of Journalism, School of Business and Industry, Science Research Facility, Foster Tanner Arts Complex, the East Wing and West Wing of the and the Parking Garage Facility. The B. L. Perry Industry General Classroom Building has modest foundation plantings but like other buildings along Ponder Drive lacks street tree plantings. As newer buildings are constructed on campus it affords an opportunity to establish street tree themes and parking tree plantings.

New plantings have been added to the east side of Martin Luther King Drive in an effort to improve the entrance to the open space at the women’s dormitories. Sable Palms, low level ground cover and shrub and native grass plantings have all helped to improve the lack of landscape, stabilize badly eroded areas and remove areas where turf suffered. This improvement is a good enhancement for this area which was suffering from lack of plantings.

The existing landscape treatments have only minor impacts on campus safety. An assumption could be made that the characteristic open nature of the campus landscape offers good sight visibility for vehicular and pedestrian circulation. Present directional and regulatory signage is satisfactory for maintaining campus safety. There is an overall exterior lighting system for the campus core. However, some of the areas in the campus core, including the area behind Coleman

Library, the Architecture Building and in the vicinity of the Counseling Center, and many of the perimeter areas on University property need an improvement in light intensity to offer increased safety. A number of security cameras with weatherproof housing have been installed on buildings in critical areas on campus to improve campus safety. In addition large flood lamps have been wall mounted in some areas of critical concern and emergency call boxes have been installed in strategic locations. Also, in certain areas, such as along the Osceola parking lot, temporary, gas powered roadway, flood lights have been utilized in various locations of campus, where lighting is of particular concern (see Figure 16.2B for various lighting examples) .

The removal of all vehicular traffic from The Set, with the exception of buses and service vehicles, was an excellent example of a planned landscape feature that has significantly improved campus safety while adding a significant pedestrian campus space.

The existing campus landscape features require moderate maintenance to retain their function and appearance. The majority of the site furnishings, concentrated in the campus core, are presently relatively new. The substantial site furnishings and the procured site furnishings utilized in the campus core should endure even with heavy usage. The use of native and site-adapted plant materials require minimal maintenance with the exception of the existing mature canopy trees which will require additional care to preserve adequate levels of vitality and safety. The required level of maintenance for lighting and signage is normal for maintaining satisfactory functional operation levels.

ELEMENT 17 - FACILITIES MAINTENANCE ELEMENT

Several surveys have been prepared to assess the existing conditions and identify required improvements to existing buildings. The referenced documents are listed below in Table 13.

Table 13 Existing Conditions Surveys and Required Improvements Reports

Document	Prepared By	Date
Condition Assessment Survey of Academic Buildings, Buildings Occupied Before 1982	Peck and Associates	April 29, 1992
Fire Safety Survey Report	State Fire Marshall	July 1993
FAMU Facility Survey	Barnett Fronczak	
Estimated Survey and Abatement Costs of FAMU Buildings	Professional Service Industries, Inc.	July 14, 1992
FAMU Space Inventory File	State University Plant Survey Team	November 4, 1994
FAMU Facilities Inventory Validation	State Univerity Plan Survey Team	October 14, 2004
Space Needs Assessment	State University Plant Survey Team	April 28, 2005
FAMU 2008-2009 Fact Book	FAMU	2008
Building Inventory Report	FAMU	March 11, 2010

FAMU has developed a list of all buildings constructed prior to 1978 to be considered when construction/renovation projects are planned. These activities require that these buildings be considered for lead impacted projects. These buildings should be considered under Operations and Maintenance unless surveyed and proven to be lead free. As the University continues to evaluate facilities maintenance it should consider repurposing and assignment of these facilities over new construction which may prove more costly.

ELEMENT 18 - COASTAL MANAGEMENT ELEMENT

None of FAMU's Campus locations are located directly within a Coastal Management Zone. However, in April 1998, FAMU instituted an Emergency Contingency Plan for the University. The Statement of Purpose reads as follows;

It is the intention of Florida Agricultural and Mechanical University to ensure that each member of the campus community is provided a safe environment for both work and study. In support of this goal, this emergency contingency plan has been developed to provide an organized, expeditious plan of action by all key response personnel, to both prepare for and respond to major natural and man-made threats to the safety of personnel and the preservation of University facilities.

The objectives for the Emergency Contingency Plan reads as follows;

1. To provide for the protection of lives and property from the threat presented by a natural or manmade disaster.
2. To provide for quick, effective preparation for emergency conditions and response to the aftermath of a disaster.
3. To provide for rapid dissemination of accurate information to the University community.
4. To provide specific procedures to be followed in both preparation for, and response to the aftermath of a disaster.
5. To reduce, as much as possible, the impact of a natural or man-made disaster.
6. To enable orderly and timely evacuation of personnel when necessary.

This plan identifies Interagency Communication and Interface between University personnel and the host community. The initiation of this interaction is deemed necessary with state, county, city and Red Cross emergency response personnel to: identify any issues of support or reliance between University and such agencies during the state of emergency; and to insure cooperation and compliance with any requirements of such agencies to which the University is subject. Also, to provide for a quick response to any requests from such agencies regarding disaster planning, preparedness, or response, or requests for assistance; and maintain communication with Florida State University, as deemed necessary in a state of emergency, to offer or request assistance with preparedness or response activities. The University should work to continually develop and enhance emergency preparedness / response plans including further evaluation of emergency generators for dormitory facilities on the Main Campus.

APPENDIX D

BUILDING SYSTEM CONDITION SURVEY
STATE UNIVERSITY SYSTEM OF FLORIDA

University Name: _____ **Date:** _____

Building Name: _____ **Building No.** _____

Building Occupancy Date: _____ **Building Age:** _____

Building Envelope: **Condition Code:** _____
(Data Element 10067)

Window/Glazing:	Condition Code: _____
Exterior Wall:	Condition Code: _____
Foundation:	Condition Code: _____
Exterior Doors	Condition Code: _____

Building Roof System (See CM-N-16 for components): **Condition Code:** _____
(Data Element 10068)

Mechanical Systems: **Condition Code:** _____
(Data Element 10069)

HVAC System:	Condition Code: _____
Elevator Systems:	Condition Code: _____

Electrical System: **Condition Code:** _____
(Data Element 10070)

Lighting	Condition Code: _____
Grounding	Condition Code: _____
Internal Distribution	Condition Code: _____

Plumbing System: **Condition Code:** _____
(Data Element 10071)

Fixtures	Condition Code: _____
Piping	Condition Code: _____

Building Interior **Condition Code:** _____
(No Data Element)

Doors	Condition Code: _____
Ceilings	Condition Code: _____
Floors	Condition Code: _____
Walls/Partitions	Condition Code: _____

Life Safety Systems
(No Data Element) **Condition Code:** _____

Fire Alarm	Condition Code: _____
Fire Suppression	Condition Code: _____
Emergency Generator	Condition Code: _____

Notes: _____

Completed By: _____

Condition Codes:

1. **Satisfactory**. Building component is suitable for continued use with normal maintenance.
2. **Renewal A**. Needs minimal capital renewal. The approximate cost is not greater than 25% of the estimated replacement cost of the component.
3. **Renewal B**. Needs more than minimal capital renewal. The approximate cost is greater than 25% but not greater than 50% of the estimated replacement cost of the component.
4. **Renewal C**. Requires major capital renewal. The approximate cost is greater than 50% of the replacement cost of the component.
5. **Replacement**. Component should be replaced.

REV. 9/28/99

APPENDIX E

FLORIDA STATUTE 1013.01 DEFINITIONS

Ancillary plant is comprised of the building, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support services to an educational program.

Auxiliary facility means the spaces located at educational plants which are not designed for student occupant stations.

Board, unless otherwise specified, means a district school board, a community college board of trustees, a university board of trustees, and the Board of Trustees for the Florida School for the Deaf and the Blind. The term "board" does not include the State Board of Education.

Capital project (for the purpose of s. 9(a)(2), Art. XII of the State Constitution, as amended) means sums of money appropriated from the Public Education Capital Outlay and Debt Service Trust Fund to the state system of public education and other educational agencies as authorized by the Legislature.

Core facilities mean the media center, cafeteria, toilet facilities, and circulation space of an educational plant.

Educational facilities means the buildings and equipment, structures, and special educational use areas that are built, installed, or established to serve primarily the educational purposes and secondarily the social and recreational purposes of the community and which may lawfully be used as authorized by the Florida Statutes and approved by boards.
Educational plant comprises the educational facilities, site, and site improvements necessary to accommodate students, faculty, administrators, staff, and the activities of the educational program of each plant.

Educational plant survey means a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student based on projected capital outlay FTE's approved by the Department of Education.

Feasibility study means the examination and analysis of information related to projected educational facilities to determine whether they are reasonable and possible.

Long-range planning means devising a systematic method based on educational information and needs, carefully analyzed, to provide the facilities to meet the goals and objectives of the educational agency for a period of 5 years.

Low-energy usage features means engineering features or devices that supplant or minimize the consumption of fossil fuels by heating equipment and cooling equipment. Such features may include, but are not limited to, high efficiency chillers and boilers, thermal storage tanks, solar energy systems, waste heat recovery systems, and facility load management systems.

Maintenance and repair means the upkeep of educational and ancillary plants, including, but not limited to, roof or roofing replacement short of complete replacement of membrane or structure; repainting of interior or exterior surfaces; resurfacing of floors; repair or replacement of glass; repair of hardware, furniture, equipment, electrical fixtures, and plumbing fixtures; and repair or resurfacing of parking lots, roads, and walkways. The term "maintenance and repair" does not include custodial or grounds keeping functions, or renovation except for the replacement of equipment with new equipment of equal systems meeting current code requirements, provided that the replacement item neither places increased demand upon utilities services or structural supports nor adversely affects the function of safety to life systems.

Need determination means the identification of types and amounts of educational facilities necessary to accommodate the educational programs, student population, faculty, administrators, staff, and auxiliary and ancillary services of an educational agency.

New construction means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

Passive design elements means architectural features that minimize heat gain, heat loss, and the use of heating and cooling equipment when ambient conditions are extreme and that permit use of the facility without heating or air-conditioning when ambient conditions are moderate. Such features may include, but are not limited to, building orientation, landscaping, earth bermings, insulation, thermal windows and doors, overhangs, skylights, thermal chimneys, and other design arrangements.

Public education capital outlay (PECO) funded projects means site acquisition, renovation, remodeling, construction projects, and site improvements necessary to accommodate buildings, equipment, other structures, and special educational use areas that are built, installed, or established to serve primarily the educational instructional program of the district school board, community college board of trustees, or university board of trustees.

Remodeling means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

Renovation means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term "materials" does not include instructional materials.

Satisfactory educational facility means a facility that has been recommended for continued use by an educational plant survey or that has been classified as satisfactory in the state inventory of educational facilities.

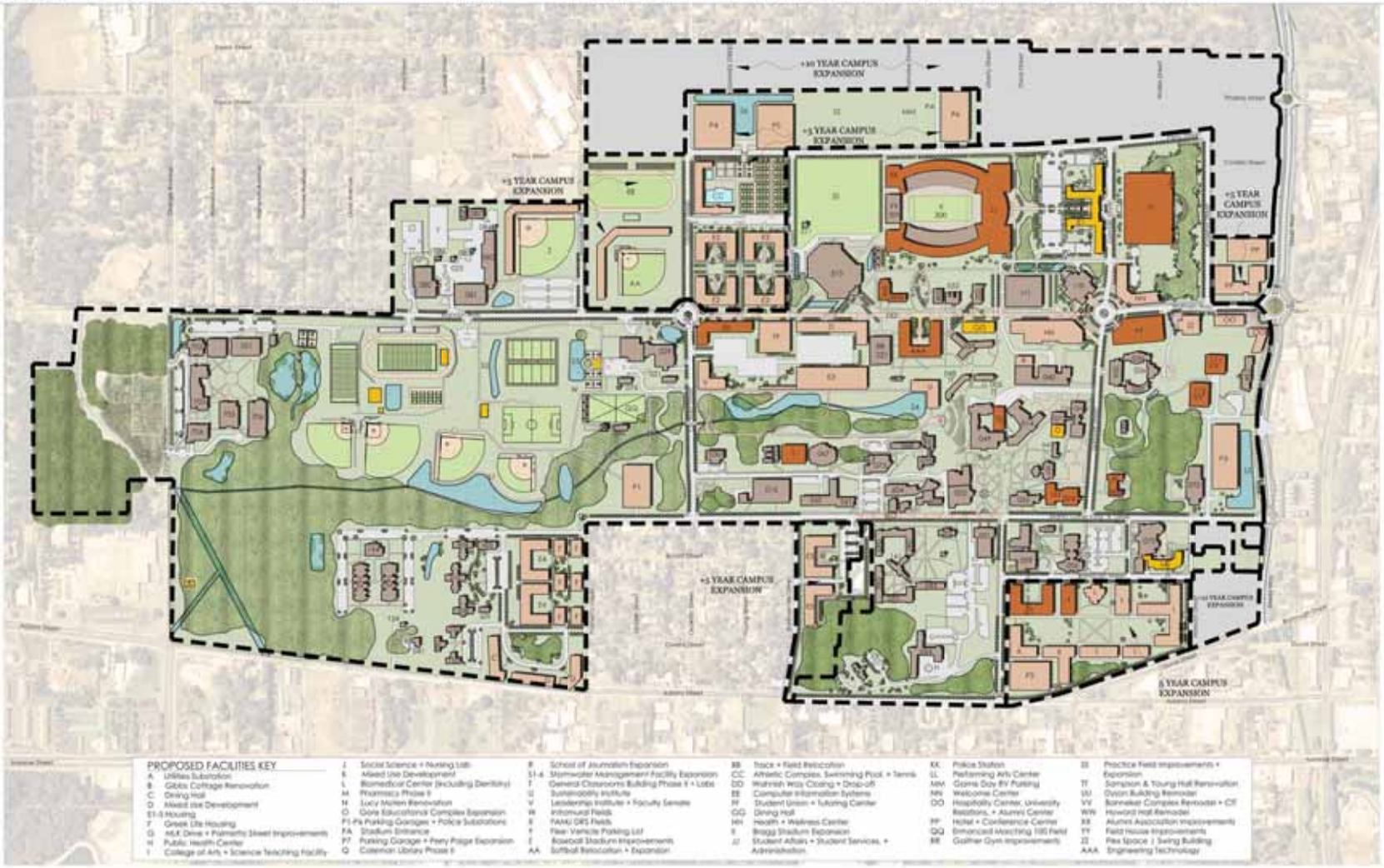
Site means a space of ground occupied or to be occupied by an educational facility or program.

Site development means work that must be performed on an unimproved site in order to make it usable for the desired purpose or work incidental to new construction or to make an addition usable.

Site improvement means work that must be performed on an existing site to improve its utilization, correct health and safety deficiencies, meet special program needs, or provide additional service areas.

Site improvement incident to construction means the work that must be performed on a site as an accompaniment to the construction of an educational facility.

Satellite facility means the buildings and equipment, structures, and special educational use areas that are built, installed, or established by private business or industry in accordance with chapter 6A-2, Florida Administrative Code, to be used exclusively for educational purposes to serve primarily the students of its employees and that are staffed professionally by the district school board.



EXISTING FACILITIES KEY

001	LEE HALL	012	GEORGE CONDLY GREENHOUSE	031	DAIRY/BARN AND WINERY	047	DIAMOND HALL	659	GIBBS HALL	075	COLLEGE OF PHARMACY	111	BENJAMIN BANNEKER A	171	PARKING GARAGE I
002	JACKSON DAVIS HALL	013	PRESIDENT'S HOUSE	032	M.S. THOMAS INDUSTRIAL ARTS	048	SAMPSON HALL	661	OLD DBS	076	SMALL ANIMAL LAB	112	BENJAMIN BANNEKER B	356	POLICE STORAGE
003	UNIVERSITY COMMONS	014	TUCKER HALL	036	S.B.I WEST & NORTH	049	COLEMAN LIBRARY	667	GENERAL CLASSROOM	080	P.O.M. BLDG. A	124	GIBBS COTTAGE	360	BRAGG STADIUM
005	N.B. YOUNG HALL	015	HONOR HOUSE	038	CENTRAL CHILLED WATER PLNT.	050	S.B.I. EAST	668	FOSTER-TANNER MUSIC CTR.	081	P.O.M. BLDG. B	131-133	SCHOLARSHIP HOUSES	366	GAUMORE-POWELL ATHLETIC FIELDHOUSE
006	S.B.I SOUTH	016	SCHOOL OF ARCHITECTURE	040	SCHOOL OF JOURNALISM	051	WHEATLEY HALL	669	FOSTER-TANNER CERAMIC CTR.	083	P.O.M. BLDG. C	134	CHILDCARE CENTER	515	LAWSON TEACHING GYMNASIUM
007	CARNEGIE CENTER	017	GAITHER GYM	041	UNIV. ACTIVITIES CENTER	052	CENTRAL HEAT PLANT	670	FOSTER-TANNER ART CTR.	083	P.O. HAZARDOUS STORAGE-A	161	WILLIAM GRAY JR. PLAZA	561-563	PERRY-PAIGE BUILDING
008	LUCY MOTEN	020	HAZARDOUS STORAGE	042	COUNSELING CENTER	054	FOOTE-HILYER ADMIN. CENTER	671	GORE EDUCATION COMPLEX	084	P.O. HAZARDOUS STORAGE-B	162	PALMETTO HOUSING PHASE II	601	STUDENT UNION OFFICE BLDG.
009	HAMS-BHANEY	024	UNIV. BASEBALL DUGOUT	043	MC GUINN HALL	055	JONES HALL	672	D.R.E.-GYM	086	P.O. MECH. CHILLER	163	PALMETTO HOUSING PHASE III	602	STUDENT UNION MULTI-USE BLDG.
009	HAMS-BHANEY	029	RECREATION CENTER	044	TRUTH HALL	056	SCIENCE RESEARCH FACILITY	673	FOSTER-TANNER BAND BLDG.	087	P.O.M. STORAGE	164	PALMETTO COMMONS/LAUNDRY	603	STUDENT UNION CAREER CENTER
011	ATHLETIC STORAGE	030	USDA TELECONFERENCE CTR.	046	CROPPER HALL	058	HOWARD HALL	674	DYSON PHARMACY	094	FOSTER TANNER OBSERV. TWR.	170	STUDENT SERVICES CENTER	604	STUDENT UNION GRAND BALLROOM

605-608	SOUTH PALMETTO BLDG. A-D														
609	SOUTH PALMETTO COMMONS BLDG-E														
610	SOUTH PALMETTO MECHANICAL BLDG-F														
701	NEW D.R.S. GYMNASIUM														
702	NEW D.R.S. ADMINISTRATION BUILDING														
703	NEW D.R.S. ELEMENTARY SCHOOL														
704	NEW D.R.S. CAFETORIUM														
705	NEW D.R.S. MIDDLE SCHOOL														
706	NEW D.R.S. HIGH SCHOOL														

PROPOSED FACILITIES KEY

A	Utilities Substation	J	Social Science + Nursing Lab	P	School of Journalism Expansion	BB	Track + Field Relocation	KK	Police Station	SS	Practice Field Improvements + Expansion
B	Gibbs Cottage Renovation	K	Mixed Use Development	S1-6	Stormwater Management Facility Expansion	CC	Athletic Complex, Swimming Pool, + Tennis	LL	Performing Arts Center	TT	Sampson & Young Hall Renovation
C	Dining Hall	L	Biomedical Center (including Dentistry)	T	General Classrooms Building Phase II + Labs	DD	Wahnish Way Closing + Drop-off	MM	Gorma Day BY Parking	UU	Dyson Building Remodel
D	Mixed Use Development	M	Pharmacy Phase II	U	Sustainability Institute	EE	Computer Information Systems	NN	Welcome Center	VV	Bannaker Complex Remodel + CIT
S1-5	Housing	N	Lucy Moten Renovation	V	Leadership Institute + Faculty Senate	FF	Student Union + Tutoring Center	OO	Hospitality Center, University Relations, + Alumni Center	WW	Howard Hall Remodel
T	Greek Life Housing	O	Gore Educational Complex Expansion	W	Intramural Fields	GG	Dining Hall	PP	Hotel + Conference Center	XX	Alumni Association Improvements
G	MLK Drive + Palmetto Street Improvements	P1-P6	Parking Garages + Police Substations	X	FAMU DRS Fields	HH	Health + Wellness Center	QQ	Enhanced Watching 100 Field	YY	Field House Improvements
H	Public Health Center	FA	Stadium Entrance	Y	Flex Vehicle Parking Lot	II	Bragg Stadium Expansion	RR	Gaither Gym Improvements	ZZ	Pre Space / Swing Building
I	College of Arts + Science Teaching Facility	PT	Parking Garage + Perry Paige Expansion	Z	Baseball Stadium Improvements	JJ	Student Affairs + Student Services, + Administration			AAA	Engineering Technology
		Q	Coleman Library Phase II	AA	Softball Relocation + Expansion						

LEGEND

- EXISTING FACILITY
- 2015 - 2020 PROPOSED FACILITY
- 2010 - 2015 PROPOSED FACILITY
- + 2020 PROPOSED FACILITY

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY

FINAL MASTER PLAN

CAMPUS MASTER PLAN UPDATE 2010 - 2020

TALLAHASSEE, FLORIDA
NOVEMBER 2012

Florida Agricultural and Mechanical University
Board of Trustees

Facilities Committee Meeting
May 19, 2015
Conference Call, Tallahassee, Florida
1:00 p.m.

Committee Members: Spurgeon McWilliams, Chair
Lucas Boyce, Kelvin Lawson, Kimberly Moore, Cleve Warren, Karl White

AGENDA

I. Call to Order	Chairman McWilliams
II. Roll Call	
ACTION ITEMS	
III. Approval of Minutes – March 4, 2015	Chairman McWilliams
IV. Discussion and Approval of building program and A/E selection for the Center for Access and Student Success (CASS)/Student Affairs Building	Director POM Kendall Jones and Project Manager Emory (LaMont) Eakins
V. Approval of Five-year Capital Improvement Plan (CIP) and 2015-20 Educational Plant Survey (EPS)	Assistant Director Blounche' (Karen) Brown
VI. Ratify FAMU/FSU College of Engineering Phase III Construction Manager Amendment #3	Director POM Kendall Jones
INFORMATION ITEMS	
VII. Project Updates	Director POM Kendall Jones
VIII. Adjournment	

Florida Agricultural and Mechanical University
Board of Trustees
ACTION ITEM

Facilities Planning Committee
May 19-20, 2015
Agenda Item: V

Item Origination and Authorization				
Policy ____	Award of Bid____	Budget Amendment____	Change Order____	
Resolution____	Contract____	Grant____	Other____	

Action of Board				
Approved____	Approved w/ Conditions ___	Disapproved ___	Continued____	Withdrawn ____

Subject: Approval of Five-year Capital Improvement Plan (CIP) and 2015-20 Educational Plant Survey (EPS)

Rationale: Every year the Board of Governors (BOG) provides the legislature with a recommended budget for additional academic and academic support facilities that are needed for the state Universities in the upcoming five-year period. In support of this effort the BOG requires each University to submit a Fixed Capital Outlay (FCO) legislative budget request and an updated five-year Capital Improvement Plan (CIP). This year the BOG request has been modified to include non-academic facilities.

An Educational Plant Survey, which evaluated existing academic facilities and recommended future capital projects for the University, was completed in March 2015. The University has prepared its FCO legislative budget request for academic facilities and the corresponding CIP section (attached) consistent with the findings of the 2015 Educational Plant Survey and the University's Master Plan. The non-academic facilities in the CIP are consistent with the Master Plan.

Attachments: Five-year Capital Improvement Plan and 2016–2017 Legislative Budget Request and Educational Plant Survey.

Recommendation: That the Board of Trustees approves the Five-year Capital Improvement Plan, 2016–2017 Legislative Budget Request and the 2015-20 Educational Plant Survey and authorizes the President to forward them to the BOG.