

FAMU 2010-11



2010-2011

Annual Accountability Report

Florida A&M University

Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.

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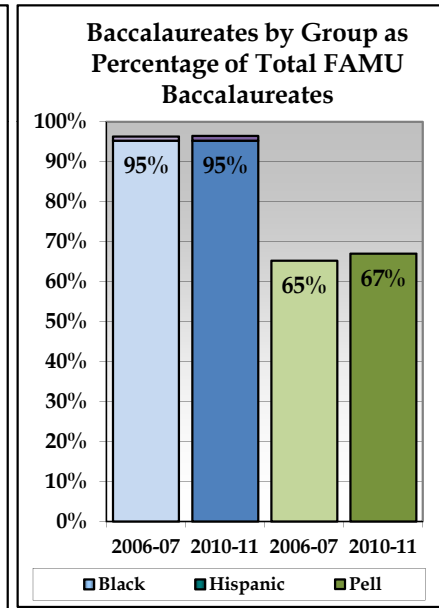
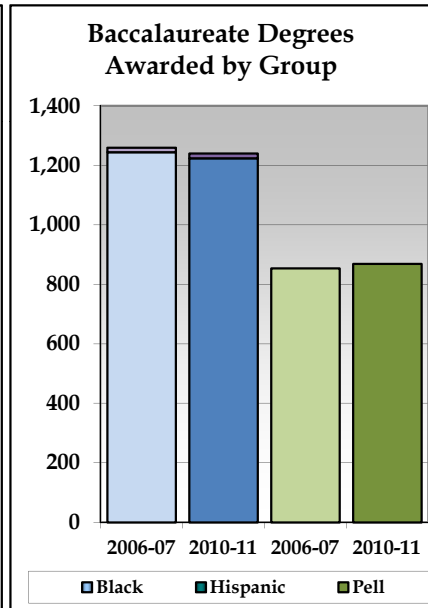
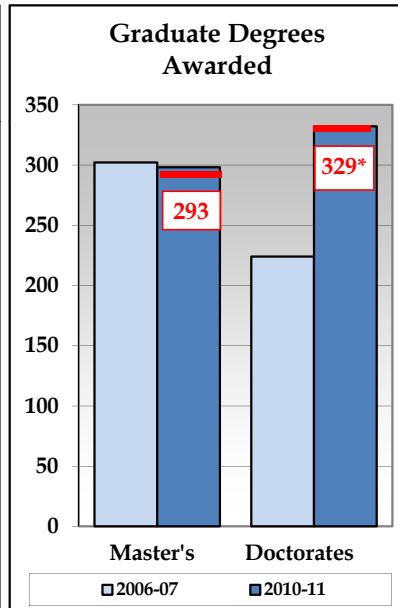
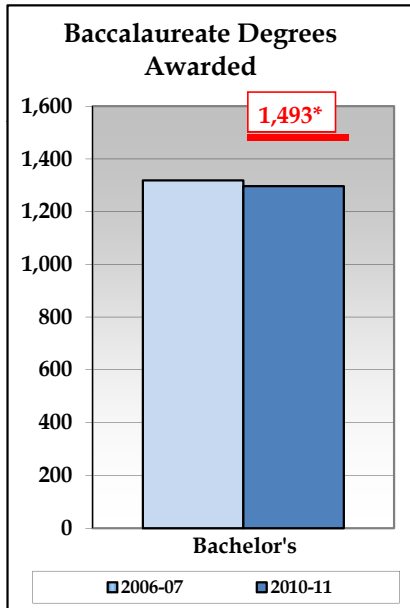
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Florida A&M University 2010-11 Dashboard

Sites and Campuses			Main Campus, College of Law				
Enrollments	Headcount	%	Degree Programs Offered (As of Spr. 2011)			Carnegie Classification	
TOTAL (Fall 2010)	13,277	100%	TOTAL	93	Undergraduate Instructional Program: Professions plus arts & sciences, some graduate coexistence		
Black	12,161	92%	Baccalaureate	51	Graduate Instructional Program: Doctoral, professions dominant		
Hispanic	207	2%	Master's & Specialist's	27	Enrollment Profile: High undergraduate		
White	601	5%	Research Doctorate	12	Undergraduate Profile: Full-time four-year, inclusive		
Other	308	2%	Professional Doctorate	3	Size and Setting: Large four-year, highly residential		
Full-Time	12,033	91%	Faculty (Fall 2010)	Full-Time	Part-Time	Basic: Doctoral/Research Universities	
Part-Time	1,244	9%		576		1	
Undergraduate	11,147	84%	TOTAL	434	1	Community Engagement: N/A	
Graduate	1,959	15%	Tenure/T. Track	142	0		
Unclassified	171	1%	Other Faculty/Instr.	142	0		

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES



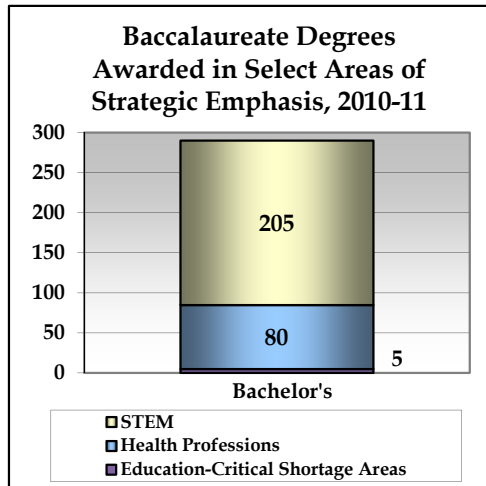
*2012-13 Targets for Degrees Awarded.
Note: All targets are based on 2010 University Workplans.

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

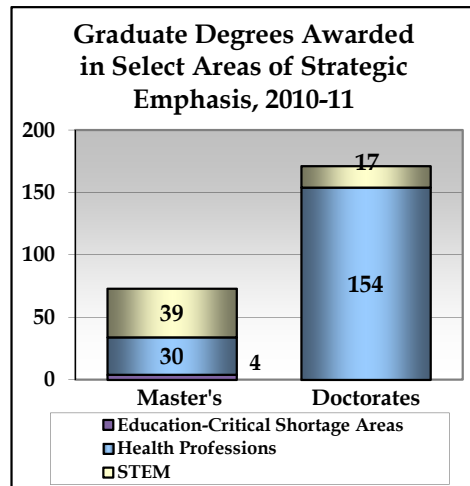
Florida A&M University 2010-11 Dashboard

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

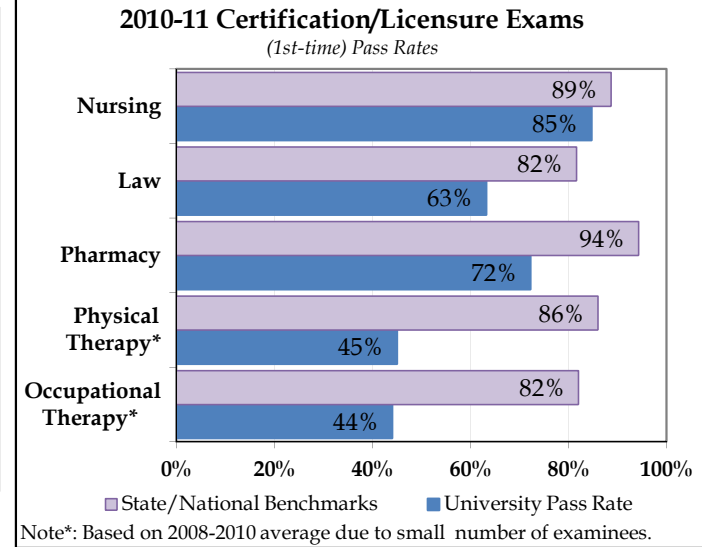
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



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

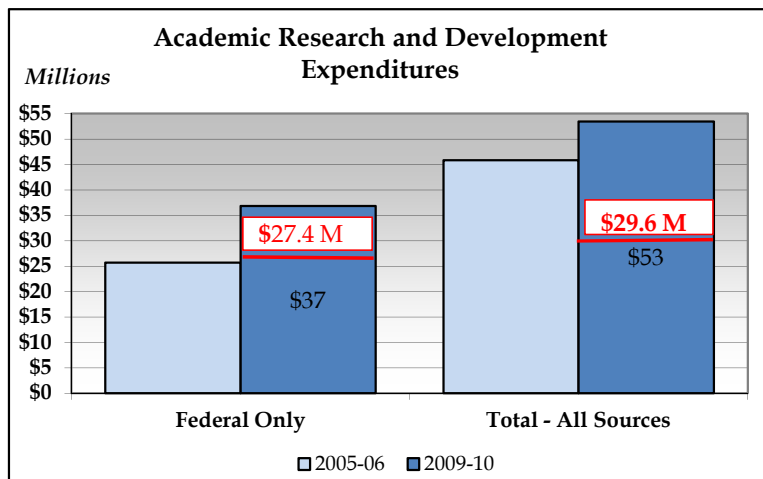


**2012-13 Target: Increase
(2008-09 Baseline: 208 Total)**



BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM 2005-2013 STRATEGIC PLAN GOALS

GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH CAPACITY



***2011-12 Targets for Research & Development Expenditures need to be revised due to a change in data reporting.**

Florida A&M University 2010-11 Dashboard

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM OF FLORIDA - 2005-2013 STRATEGIC PLAN

GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING UNIQUE INSTITUTIONAL RESPONSIBILITIES

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

Florida A&M University Rankings*

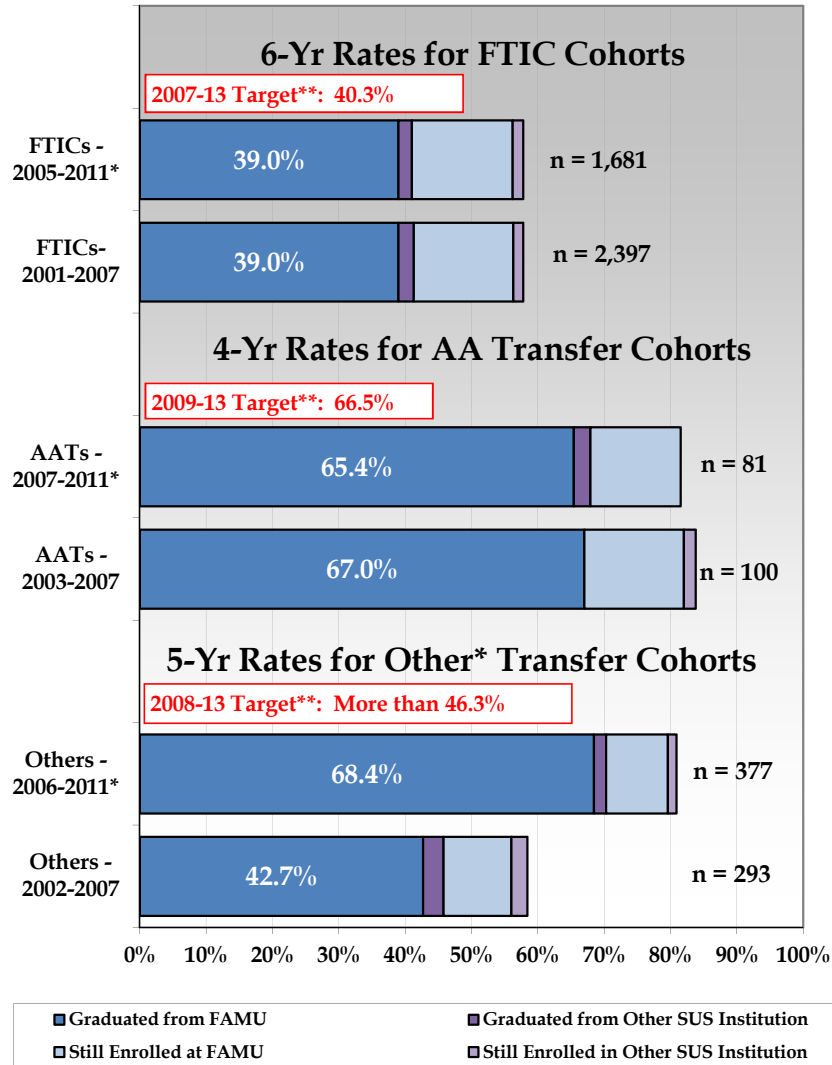
Degree Level	Rank	Program Category
Bachelors	2	Architecture and Related Services
Bachelors	2	Health and Medical Administrative Services
Bachelors	3	All Disciplines Combined
Bachelors	4	Health Professions and Related Programs
Bachelors	6	Agriculture, Agriculture Operations, and Related Sciences
Bachelors	6	Homeland Security, Law Enforcement, Firefighting and Related Protective Services
Bachelors	7	Engineering Technologies and Engineering-Related Fields
Bachelors	8	Education
Bachelors	9	Natural Resources and Conservation
Masters	2	Physical Sciences
Masters	2	Social Sciences
Masters	6	Architecture and Related Services
Masters	9	Rehabilitation and Therapeutic Professions
First Professional	1	Pharmacy, Pharmaceutical Sciences, and Administration
First Professional	2	All Disciplines Combined
First Professional	4	Law
First Professional	4	Rehabilitation and Therapeutic Professions

*Source: www.diverseeducation.edu

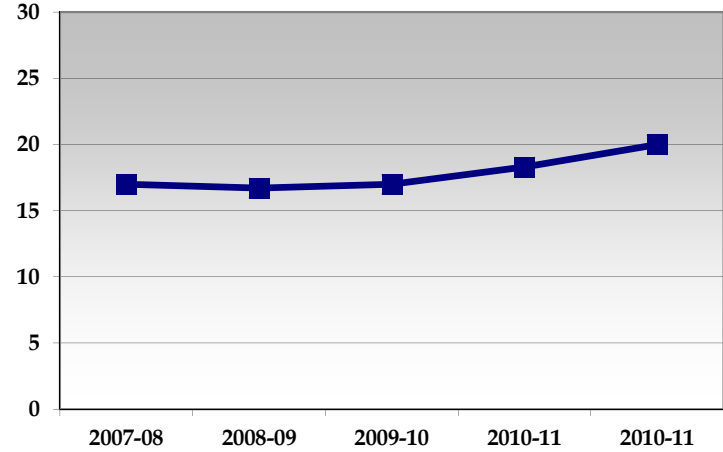
Florida A&M University 2010-11 Dashboard

RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

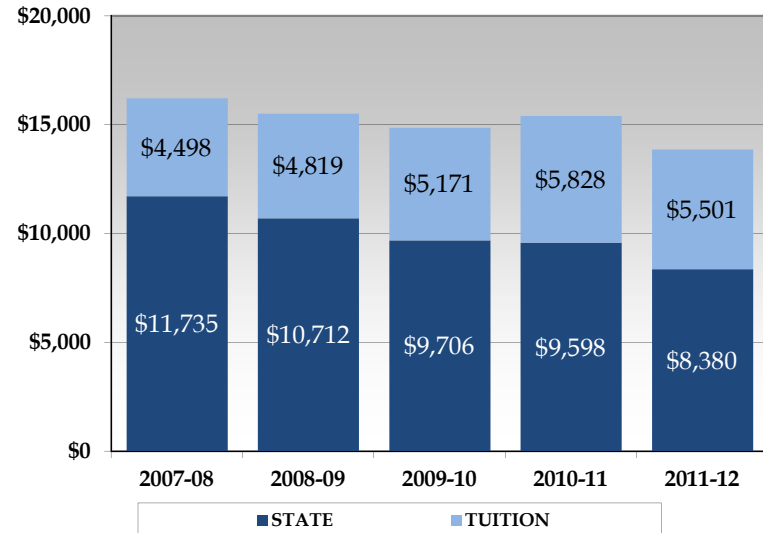
Undergraduate Retention and Graduation Rates



Student-to-Faculty Ratio



Appropriated Funding Per Actual US FTE



* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of "late degrees".

**Targets Based on Graduation Rate from SAME Institution.

TUITION is the appropriated budget authority, not the amount actually collected. Does not include non-instructional local fees.

STATE includes General Revenues, Lotter and Other Trust Funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only).

Florida A&M University Key University Achievements in 2010-2011

► Student awards/achievements

1. Velencia Witherspoon, Chemical and Biomedical Engineering, was named recipient of the NSF Graduate Research Fellowship, spring 2011. She is pursuing her PhD at the University of California- Berkeley.
2. School of Business and Industry students won first place in several national competitions including the National Institute for Supply Chain Management Case Competition, National PNC Bank Case Competition; and the National Selling Team Case Competition.
3. Tremaine Reese, a law student at FAMU College of Law, was elected to the position of National Chair of the American Bar Association, Law Student Division.

► Faculty awards/achievements

1. Dr. Egwu E. Kalu was awarded a Fulbright Scholar grant to lecture and conduct research in Nigeria.
2. Dr. Seth Ablordeppey received a Fulbright Award to study novel anti-infective agents for the treatment of opportunistic infections associated with AIDS from plant sources in Ghana.
3. Dr. Donald Palm, Professor and Assistant Vice President for Academic Affairs, was selected by the American Council on Education (ACE) as a 2011-2012 ACE Fellow.

► Program awards/achievements

1. The FAMU Law School ranked fourth nationally in producing African American JDs and was ranked first as Most Diverse Law School for the third year in a row by the US News and World Reports.
2. The Department of Civil and Environmental Engineering was ranked 19th of 212 schools in the number of Civil Engineering bachelor of science degrees awarded in 2010.

3. During 2010-2011, the Center for Biological Control was awarded 12 new grants with a total value of \$1,752,618.00 to work on research and extension activities focused on management of invasive pests.

► Research awards/achievements

1. Two patents were received in FY 2010-11, one in the College of Pharmacy for inhibitors used for treatment of cancer and the other in the College of Agriculture and Food Sciences for a new muscadine grape variety.
2. The Physics department was awarded an NSF grant for \$1 million to support the "Center for Astrophysical Science and Technology."
3. The University received multiple other grants for over \$1million from agencies including NSF, NIH and NOAA. Total research awards for 2010-11 were over \$53 million.

Institutional awards/achievements

1. The University was ranked No. 1 in the nation as the institution of origin for African Americans who earn doctorates in natural science and engineering. (NSF, 2010 based on WebCASPAR data)
2. Florida A&M University won the 2011 Honda Campus All-Star Challenge Champion in April 2011.
3. FAMU was selected as one of the Princeton Review's 311 Green Colleges: 2011 Edition. FAMU was the only HBCU listed.

Florida A&M University 2010-11 Narrative Report

Introduction

During the 2010-11 year, the Florida A&M University (FAMU) engaged in one of the most significant exercises the University had undertaken in its 124-year history - a complete review of its academic programs and business processes. After major reductions in state funding, FAMU was at a crossroad and needed to determine how it would carry out its mission. Under the auspices of the FAMU Board of Trustees, a restructuring and reinvestment plan was developed. The plan, "Excellence in a New Era: Developing the Millennial FAMUan," focuses on strengthening academic programs and the academic structure, increasing efficiencies and productivity and reinvesting in focused areas of strength.

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

The University is addressing the access goal by increasing the enrollment of first-time-in-college students (FTICs) while maintaining GPAs and test score averages. A number of initiatives involving recruitment activities were undertaken in 2010-11, as described below.

Recruitment of First Time In College Students

In fall 2010, FAMU enrolled its largest freshmen class, with 2,201 students. The GPA of incoming freshman remained the same at 3.03. The SAT and ACT test scores also remained constant, at 1397.4 and 19.89 respectively.

Recruitment of Transfer Students

The University renewed and redoubled its efforts to recruit transfer students. The Office of Academic Affairs completed the revision of the Transfer Manual to inform prospective transfer students regarding the general guidelines that applicants should know about the admission process to ensure a smooth transition from the previous institution. One of the initiatives the University implemented to attract local transfer students was sponsoring a Recruitment Fair at Tallahassee Community College with all FAMU's schools and colleges participating. As a result of all the efforts, in fall 2010, the University increased its enrollment of state and community college transfer students by 5% and expects the upward trend to continue.

Recruitment of Graduate Students

In the fall of 2010, additional funding was earmarked for the recruitment of the best and the brightest students. In addition, there was a small increase in assistantship/fellowship dollars and waivers.

A Task Force was established to conduct a comprehensive review on how to strengthen the graduate programs.

Several initiatives to enhance retention and increase production of degrees were undertaken and are described under Goal 4 of institutional goals.

Degrees Awarded

Florida A&M University continues to remain one of the top producers of African American students earning a baccalaureate degree in the nation.

In relation to its peer institutions, FAMU had the third highest production of baccalaureate and professional degrees, but lagged its peers in the production of master's and research doctorates. FAMU surpassed all its peer institutions in number of baccalaureates awarded to Non-Hispanic Blacks and percentage of Pell grant recipients earning baccalaureates.

Source: National Center for Education Statistics, IPEDS Data Center
**IPEDS data available up to year 2008-2009 for university degrees awarded.*

At the national level, in the production of African American graduates, FAMU's production accounted for 14% of the PharmDs and 14% of PhDs in environmental sciences (2010 IPEDS data). In addition, in 2010-11, FAMU produced 77% of PharmDs, 100% of PhDs in environmental sciences, 17% of doctorates in physical sciences and 29% of doctorates in engineering of the degrees offered by FAMU, awarded to African Americans enrolled in the State University System of Florida. In 2010-2011, FAMU produced 15% of all juris doctorates awarded in the SUS and 60% of juris doctorates awarded to African Americans within the SUS.

In 2010-11, FAMU produced 22% of all PharmD degrees and 100% of all PhDs in Environmental Sciences awarded within the State University System.

The University increased its degrees awarded in 2010-11, with the largest increases being at the baccalaureate level (4.3%) and research doctoral level (37.5%).

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

FAMU offers more professional degree programs than institutions of its size. Professional program offerings include business, pharmacy, allied health, nursing, public health, social work, journalism and graphic design, education, law, architecture and engineering.

In 2010-11, FAMU had 750 students earn degrees in the Board of Governors Areas of Strategic Emphasis, constituting 33.6% of the total graduates at the University. Data provided in Goal 4, demonstrates that FAMU continues to be a leader in the awarding of degrees to African American students and other minority students.

During 2010-11, the University developed an Oral Health proposal seeking to establish a College of Dental Medicine to address the dental health care disparities in rural areas in Florida.

The School of Allied Health Sciences (SOAHS) collaborated with the Claude D. Pepper American Independence Center Grant and Office of Academic Affairs - Villages Project geriatric initiatives. This project is mutually beneficial in that it provides an important workforce for the Villages retirement community in Central Florida and provides valuable internship experiences to FAMU students, which may ultimately result in employment opportunities.

The University continues to prepare students to be "job ready" and excel in the workforce. This achievement is demonstrated by the success of students in national competitions that simulate real-world issues. Some of the successes of FAMU students in 2010-11 are outlined under Key Achievements.

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

In 2010-11, faculty submitted over 300 proposals, and received over 200 awards in excess of \$53 million.

The University received several awards in excess of a million dollars:

- A National Oceanic and Atmospheric Administration (NOAA) award of \$2,221,860 to the Environmental Sciences Institute, now the School of the Environment.
- A National Institutes of Health award for the Pharmaceutical Research Center in the College of Pharmacy and Pharmaceutical Sciences for \$2.9 million.
- A U.S. Department of Commerce award of \$1.4 million for development of the FAMU Center for Public Community and Workforce Development (CPCWD) under the directions of the Office of Enterprise Information and Technology Services.
- A National Science Foundation grant of \$1 million to the Department of Physics to support the "Center for Astrophysical Science and Technology." The Department of Physics also received an award from the Department of Army for \$843,537 to support research on the "Standoff Light Detection of Explosives."

The Office of Technology Transfer, Licensing and Commercialization (OTTLC) contracted with Altitude Media to advertise FAMU's patented technologies on two major airlines (USAir and American) and on CNN's Airport Network.

The University's emphasis on technology transfer has yielded two patents during the 2010-2011 fiscal year: 1) Nazarius S. Lamango, associate professor, College of Pharmacy and Pharmaceutical Sciences (CoPPS) received a patent that will help diagnose and treat Triple Negative Breast Cancer (TNBC) and 2) a patent was issued to Dr. Jiang Lu in Viticulture for a new muscadine grape variety named Majesty.

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

The University is actively engaged in creating partnerships with local agencies to collectively meet the needs of the community. The following are examples of such initiatives:

- In 2010-11, the University sought and received approval to begin offering a PharmD degree, which leads to a pharmacy license, in Crestview, Florida.
- School of Journalism and Graphic Communication assumed the responsibility for the publication of the Negro Educational Review (NER). The NER is an international, scholarly, professional quarterly journal in publication since 1950 that seeks scholarly articles and research reports, competent analyses and descriptions of social problems and compilations and creative works.
- FAMU joined forces with Florida State University, Tallahassee Community College, the City of Tallahassee, Leon County, the John S. and James L. Knight Foundation, Archibald Foundation, BB&T, Premier Bank, Sun Trust, Tri-Eagle Sales and other

businesses to support the Town and Gown of Tallahassee Project (TAG). The purpose of TAG is to enhance collaborations between Tallahassee's institutions of higher education and the broader community. It also focuses on addressing areas related to economic development and promotes the universities' involvement in research areas to create jobs, retain students and address public safety matters.

Data indicating FAMU's success in producing African American graduates in a number of fields is presented in Goal 4.

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

#1 - Enhance visibility and productivity as a Doctoral/Research University (Supports New Florida outcome of increasing research funding).

Research Awards and Expenditures

In 2010-11, the University expended over \$53 million in research funding. One of the key areas in which the University is building strength is in environmental science, which expended \$2.2 million in 2010-11 through the grant funding the Environmental Cooperative Science Center.

In 2010-11, the University was awarded over \$53 million in research funding. In addition, the University received several awards in excess of a million dollars:

- The National Oceanic and Atmospheric Administration (NOAA) award to the Environmental Sciences Institute for \$2,221,860.
- The National Institutes of Health (NIH) award to the Pharmaceutical Research Center in the College of Pharmacy and Pharmaceutical Sciences for \$2.9 million.
- The U.S. Department of Commerce award of \$1.4 million for development of the FAMU Center for Public Community and Workforce Development (CPCWD) under the direction of the Office of Enterprise Information and Technology Services.

Number of Research Proposals Submitted

In 2010-11, faculty submitted 303 proposals, and received over 200 new awards. In the baseline year of 2008-09, the faculty submitted 263 proposals. Therefore the number of proposals submitted increased by 15% over the baseline, exceeding the target of 5% in the Work Plan.

Doctoral Degrees Awarded

In 2010-11, the University awarded 22 research doctorate degrees, an increase of 37.5%; 158 juris doctorates, a 4.38% increase and 310 professional doctoral degrees, a 10.5% increase in comparison to 2009-10.

#2 - Increase University activities to address healthcare disparities among underserved populations (supports New Florida initiatives of Medical breakthroughs that improve the longevity and quality of life; increasing research funding and increasing degree production).

In 2010-11, the award amounts for health related disciplines totaled \$9,901,233 million. The baseline awards in health-related disciplines in 2008-09 was \$7,338,570. Therefore the awards in health-related disciplines reflect an increase of 35% over the baseline. In addition, the University expended over \$9 million in research funding in health related disciplines in 2010-11.

In 2010-11, the University received approval to begin offering to students a PharmD degree, which leads to a pharmacy license, in Crestview, Florida. FAMU has hired 8 faculty and staff to facilitate the academic programs for the Crestview Learning Center. The College moved into the rental property in fall 2011. Additionally, several affiliation agreements with surrounding hospitals, clinics and pharmacies are being established to accommodate the experiential requirements of the program. The University has begun the process of identifying students who will begin the advanced pharmacy practice experience in Crestview in May 2012.

Florida A&M University continued the development of a proposal for a new College of Dental Medicine. The proposal includes a feasibility study and an economic impact study. The proposal addresses the following three major oral health care issues: 1) disparities in access to dental care for low-income, rural, and underserved communities; 2) a serious lack of diversity in the Florida dental workforce; and 3) inadequate numbers of primary care dental residency positions. The proposal was presented to the BOG Strategic Planning Committee in fall 2011.

#3 - Initiate online academic degree programs (supports the New Florida outcome of increasing degree production.

In support of the University's current initiative in offering online degree programs, in fall 2010, the Office of Instructional Technologies upgraded the Blackboard Learning Management System to 9.1. This upgrade offers significant enhancements in the way students and faculty members interact in courses.

FAMU signed a contract with an external company to launch its recruitment efforts in the online distance learning initiative. The programs were officially launched in August 2011. The University now offers online master's degrees in nursing, business and public health.

#4 - Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates (Supports the New Florida outcome of improving graduation rates and retention rates).

The first-year persistence rates of FTICs entering fall 2009 improved 3.7% from the previous cohort. The goal of the University is to increase the retention/persistence rates annually by 1% point. Time-to-major declarations for all FTIC's in the 2009 cohort has improved.

Several initiatives were undertaken to enhance retention, progression and graduation rates, as described below:

Academic Affairs and Student Affairs collaborated to develop a systematic set of activities and programming to achieve and maintain optimum retention and progression of students. The activities included the Freshmen Seminar Series, Meet Your Advisor Day, Change of Major Fairs, the Freshmen Orientation, the First Year Experience Course and several new

activities in conjunction with the University's Quality Enhancement Plan "Enhancing Performance in Critical Thinking." In the "Take 15 Initiative" students were encouraged to decide on a major early in their matriculation and take at least 15 credit hours in fall and spring semesters in order to graduate in four years. Money management seminars provided a breakdown of the cost savings associated with this strategy.

Technology is being utilized more fully to improve student retention and progression. For example, the Academic Advisor Module will maintain students' current academic status. This in turn will improve customer service, increase student accountability, provide an automated system to deliver information; monitor/document student progression, and provide an effective student tracking system. Accessing the admission application, email, and I-Rattler account prior to arrival on campus facilitates student transition to the University through a consistent application of technology.

Academic advising was also decentralized. This allows advisors to keep abreast of curriculum changes, provides early engagement with advisors in majors, encourages intrusive advising, and builds collaboration between advisors and schools/colleges. This initiative will increase communication and collaboration between advisors and schools/colleges, build rapport between advisors, students, and schools/colleges, and provide uniform advising processes.

On the 2010-11 Graduate Exit Surveys conducted, 88.06% of students surveyed indicated that their advisement session was "Excellent", "Good"; or "Satisfactory".

Financial Aid is a very critical part of the students' matriculation; therefore, a SAP (Satisfactory Academic Progress)/IEP (Individualized Educational Plan)/Graduation Audit combination was instituted. The students are required to meet with advisors, discuss issues that hinder progression; conduct an audit of general education requirements and other degree completion requirements; understand methods/requirements for SAP; and establish an educational plan.

#5- Increase international opportunities for faculty and students.

The University has formed several strategic partnerships to broaden the international perspectives and experiences of students and faculty. These include:

- Signing Memoranda of Understanding with the Government of Kenya.
- Establishing partnerships with several institutions in Brazil that allow for an exchange of students.
- Establishing opportunities for students at the College of Law to intern or study abroad in over twenty-two countries.
- Establishing an International Advisory Council to facilitate the internationalization of FAMU. The members of the council include a former ambassador and several CEOs, all of whom have a wealth of experience and international connections.
- Offering a number of internationally focused academic programs in the College of Law, the School of Business and Industry and the College of Agriculture and Food Sciences.

- Increasing faculty/ student international experiences including 35 students participating in study abroad and 75 faculty members presenting their research findings and attending conferences abroad.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

During the 2010-11 academic year, the University engaged in a comprehensive restructuring effort that will increase efficiencies and productivity. The University engaged aggressively in a comprehensive review of its academic and administrative operations to ensure that the institution is optimizing resources in an efficient and productive manner to achieve three (3) distinct goals:

- Strengthen academic programs and academic structure while contending with fiscal constraints,
- Increase academic and administrative efficiencies and productivity, and
- Reinvest in focused areas of strength.

The Plan was approved in April 2011 by the Board of Trustees. (See introduction statement). The implementation of the Plan resulted in a number of changes including:

- Termination of 23 academic programs and suspension of one program
- Reengineering of about 15 business processes including travel, payroll, and purchasing
- Reduction of personnel
- Reorganization of colleges and schools

The termination of academic programs followed an extensive analysis of data and qualitative factors including:

- Enrollment of majors
- Degrees awarded
- Student Full Time Equivalent (FTE)
- Sponsored research awards
- Cost per credit hour
- Return on investment (ROI) on research
- Need for the program based on BOG areas of strategic emphasis
- Centrality to University mission
- University priorities for the future
- Comparison to productivity of similar programs at other institutions

The reengineering of business processes focused on using technology as an enabler of change. The Transformation through Technology Enhancements (T3E) project is designed to fully leverage the capabilities of our PeopleSoft (iRattler) system so that the University can improve dramatically its core business processes. To begin, the University has focused efforts in the area of administrative and financial services, re-vamping and reengineering these processes to create a more efficient operation. In the future, the University plans to expand this reengineering effort to include a broader spectrum of business processes beyond the financial realm. In total, the T3E group has reengineered about 15 processes, including travel, payroll, and purchasing. Now the applicable PeopleSoft modules are being re-implemented to leverage the technology to make the new business processes a reality. Along with the implementation, the team is also deploying change management strategies that help the university to successfully accommodate the transition to new roles and activities related to the new business processes.

The reorganization of the colleges and schools included review of structures at our peers as well as other institutions, and were based on three criteria:

- Program effectiveness
- Program efficiency
- Program focus

The University expects that these significant changes implemented in 2010-11 will have far-reaching impact, positioning the University to distinguish itself and thrive in a new era.

ADDITIONAL RESOURCES

- University Strategic Plan
<http://www.famu.edu/strategic>
- University Work Plan
<http://www.famu.edu/index.cfm?OfficeofInstitutionalEffectiveness#> - *Select Reports and Publications, then Click BOG Annual Work Plans*
- Voluntary System of Accountability Portrait of Undergraduate Education
<http://www.collegeportraits.org/FL/FAMU>
- Common Data Set
<http://www.famu.edu/index.cfm?oir&CommonDataSet>
- College Navigator

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

- President's Annual Reports
 - 2007-08 President's Report
<http://www.famu.edu/officeofcommunications/prep/ort/2010-2011/>
 - 2008-09 President's Report
http://www.famu.edu/President/2010%20FAMU%20President%20Report_low.pdf
 - 2009-10 President's Report
<http://www.famu.edu/President/Presidents%20Report%202007-2008.pdf>
 - 2010-11 President's Report
<http://www.famu.edu/officeofcommunications/prep/ort/2010-2011/>
- Institutional Peers
 - Cleveland State University
 - Howard University
 - North Carolina A&T State University
 - Nova Southeastern University
 - University of Texas, Arlington
- Aspirational Peer Institutions
 - Old Dominion University
 - University of Louisville
 - George Mason University
 - University of Arkansas-Main Campus
 - Temple University
- Office of Institutional Research
<http://www.famu.edu/oir>

Section 1 - Financial Resources

TABLE 1A. University Education and General Revenues

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Recurring State Funds (GR & Lottery)	\$121,044,809	\$113,475,881	\$99,264,736	\$101,521,534	\$91,631,534
Non-Recurring State Funds (GR & Lottery)	\$3,327,533	\$1,093,586	\$669,622	\$6,379,472	\$6,000,982
Tuition (Resident & Non-Resident)	\$46,871,869	\$50,925,033	\$56,148,042	\$66,438,001	\$57,939,052
Tuition Differential Fee	\$0	\$0	\$1,102,404	\$3,245,773	\$5,256,779
Other Revenues (Includes Misc. Fees & Fines)	\$779,753	\$609,853	\$835,513	\$973,993	\$895,803
Federal Stimulus Funds	\$0	\$0	\$7,936,118	\$8,460,902	\$0
TOTAL	\$171,976,443	\$166,104,353	\$165,956,435	\$187,019,675	\$161,724,150

TABLE 1B. University Education and General Expenditures

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Instruction/Research	\$91,229,013	\$95,231,299	\$93,846,937	\$98,191,207	\$87,486,507
Institutes and Research Centers	\$268,897	\$98,773	\$123,257	\$114,650	\$182,057
PO&M	\$18,291,690	\$21,388,605	\$20,330,222	\$18,401,551	\$19,041,802
Administration and Support Services	\$30,321,757	\$26,634,365	\$26,852,328	\$26,150,741	\$37,826,700
Radio/TV	\$0	\$0	\$0	\$0	\$0
Library/Audio Visual	\$6,706,185	\$5,730,715	\$5,929,520	\$5,943,759	\$5,632,022
Museums and Galleries	\$167,023	\$170,657	\$156,550	\$148,141	\$145,756
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Student Services	\$12,642,791	\$12,643,537	\$12,050,479	\$11,846,764	\$11,112,809
Intercollegiate Athletics	\$325,991	\$235,921	\$263,036	\$320,879	\$296,498
TOTAL	\$159,953,347	\$162,133,872	\$159,552,329	\$161,117,692	\$161,724,151

The table reports the actual and estimated amount of expenditures from revenues appropriated by the Legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the Legislature. Also, the table does not include expenditures from funds carried forward from previous years.

Section 1 - Financial Resources (continued)

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Appropriated Funding per FTE					
General Revenue per FTE	\$10,934	\$9,636	\$8,075	\$7,934	\$7,268
Lottery Funds per FTE	\$801	\$1,076	\$917	\$967	\$1,112
Tuition & Fees per FTE	\$4,898	\$4,935	\$5,144	\$4,917	\$5,501
Other Trust Funds per FTE	\$0	\$0	\$714	\$698	\$0
Total per FTE	\$16,633	\$15,647	\$14,850	\$14,515	\$13,881
Actual Funding per FTE					
Tuition & Fees per FTE	\$4,498	\$4,819	\$5,171	\$5,828	\$5,501
Total per FTE	\$16,233	\$15,531	\$14,877	\$15,427	\$13,881

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. University Other Budget Entities

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Auxiliary Enterprises					
Revenues	\$26,635,287	\$25,179,702	\$22,808,023	\$25,267,943	\$24,894,597
Expenditures	\$22,039,280	\$23,351,697	\$20,755,632	\$20,695,955	\$27,768,586
Contracts & Grants					
Revenues	\$66,839,803	\$63,093,814	\$52,808,492	\$56,742,558	\$54,352,200
Expenditures	\$53,385,591	\$60,695,388	\$54,634,109	\$55,271,357	\$49,853,532
Local Funds					
Revenues	\$50,638,997	\$50,523,788	\$63,365,611	\$78,439,036	\$78,161,895
Expenditures	\$47,493,459	\$46,516,278	\$60,432,397	\$75,777,718	\$80,399,310

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures.

TABLE 1E. University Total Revenues and Expenditures

	2007-08 Actual	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Estimates
Total Revenues	\$316,090,530	\$304,901,657	\$304,938,561	\$347,469,212	\$319,132,842
Total Expenditures	\$282,871,677	\$292,697,235	\$295,374,467	\$312,862,722	\$319,745,579

Section 1 - Financial Resources (continued)

	2005-06	2006-07	2007-08	2008-09	2009-10
Endowment Market Value (Thousand \$)	\$103,295	\$118,799	\$112,354	\$87,770	\$96,154
Annual Gifts Received (\$)	\$718,706	\$523,054	\$967,638	\$1,179,137	\$765,987
Percentage of Graduates Who are Alumni Donors	1.8%	1.9%	2.8%	3.7%	4.5%

	2009-10 Actual	2010-11 Actual
Jobs Saved/Created	\$7,936,118	\$7,593,699
Scholarships	\$0	\$867,203
Library Resources	\$0	\$0
Building Repairs/Alterations	\$0	\$0
Motor Vehicles	\$0	\$0
Printing	\$0	\$0
Furniture & Equipment	\$0	\$0
Information Technology Equipment	\$0	\$0
Financial Aid to Medical Students	\$0	\$0
Other	\$0	\$0
TOTAL	\$7,936,118	\$8,460,902

Section 2 - Personnel

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Total Tenure/Tenure-track Faculty	493	0	449	0	468	1	458	1	434	1
Total Non-Tenure Track Faculty	126	0	130	0	130	0	165	0	142	0
Instructors Without Faculty Status	39	176	38	140	39	156	0	139	38	148
Total Graduate Assistants/Associates	0	231	0	170	0	132	0	253	0	236
Total Executive/Administrative/Managerial	139	0	157	0	195	0	193	0	195	1
Total Other Professional	564	0	573	0	536	0	551	0	447	0
Total Non-Professional	513	4	544	10	555	9	541	7	602	5
TOTAL	2,285		2,211		2,221		2,308		2,249	

Section 3 - Enrollment

TABLE 3A. University Full-Time Enrollment (FTE)

	2009-10		2010-11		2011-12	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	3,601	3,751	3,601	4,293	3,601	3,601
Upper	2,868	2,544	2,868	2,702	2,868	2,796
Grad I	651	558	651	477	651	475
Grad II	627	755	627	812	627	803
Total	7,747	7,607	7,747	8,284	7,747	7,675
NON-FLORIDA RESIDENTS						
Lower		267		327		431
Upper		262		263		347
Grad I		87		76		98
Grad II		112		142		188
Total	1,119	728	1,119	808	1,119	1,064
TOTAL FTE						
Lower		4,018		4,620		4,032
Upper		2,806		2,965		3,143
Grad I		645		553		573
Grad II		867		954		991
Total FTE (FL Definition)	8,866	8,335	8,866	9,092	8,866	8,739
Total FTE (US Definition)	11,821	11,113	11,821	12,123	12,123	11,652
Headcount for Medical Doctorates						
Florida Residents	0	0	0	0	0	0
Non-Residents	0	0	0	0	0	0
Total	0	0	0	0	0	0

Notes: Florida definitions of FTE (Undergraduate FTE = 40 and Graduate FTE = 32 credit hours per FTE) are used for all items except the row named Total FTE (US Definition), which is based on an Undergraduate FTE = 30 and Graduate FTE = 24 credit hours. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 - Enrollment (continued)

TABLE 3B. Enrollment by Location

	2009-10	2010-11	2011-12
	Actual	Actual	Estimated
MAIN CAMPUS			
Lower	4,007	4,610	4,018
Upper	2,741	2,909	3,069
Grad I	629	547	567
Grad II	355	383	397
TOTAL	7,732	8,449	8,051
SITE: COLLEGE OF LAW			
Lower	0	0	0
Upper	0	0	0
Grad I	0	0	0
Grad II	511	569	591
TOTAL	511	569	591
VIRTUAL/DISTANCE LEARNING			
<i>For the sum of current or planned State-fundable FTE enrollments not served at a physical location.</i>			
Lower	0	0	0
Upper	0	0	0
Grad I	0	0	0
Grad II	0	0	0

Section 4 - Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2010-11

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Information Technology	11.0103	Bachelors	Jul. 28, 2010	Fall 2010	
Terminated Programs					
Landscaping and Groundskeeping	1.0605	Bachelors	Apr. 07, 2011	Spr 2011	
International Agriculture	1.0701	Bachelors	Apr. 07, 2011	Spr 2011	
Art Teacher Education	13.1302	Bachelors	Apr. 07, 2011	Spr 2011	
Business Teacher Education	13.1303	Bachelors	Apr. 07, 2011	Spr 2011	
Civil Engineering Technology/Technician	15.0201	Bachelors	Apr. 07, 2011	Spr 2011	
Manufacturing Engineering Technology/Technician	15.0613	Bachelors	Apr. 07, 2011	Spr 2011	
French Language and Literature	16.0901	Bachelors	Apr. 07, 2011	Spr 2011	
Spanish Language and Literature	16.0905	Bachelors	Apr. 07, 2011	Spr 2011	
Design and Applied Arts, Other	50.0499	Bachelors	Apr. 07, 2011	Spr 2011	
Music Performance, General	50.0903	Bachelors	Apr. 07, 2011	Spr 2011	
Jazz/Jazz Studies	50.091	Bachelors	Apr. 07, 2011	Spr 2011	
Business/Managerial Economics	52.0601	Bachelors	Apr. 07, 2011	Spr 2011	
Inactive Programs					
New Programs Considered By University But Not Approved					
Pharmaceutical Sciences, B.S. (51.2099)					
Information Technology, B.S. (11.0103), program was eventually approved, but University Board of Trustees sent initial proposal back for substantive revisions.					
Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.					

Section 4 - Undergraduate Education (continued)

TABLE 4B. First-Year Persistence Rates

Term of Entry	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009 Preliminary
Cohort Size <i>Full-time FTIC</i>	1,642	1,615	1,854	2,046	2,331
From Same University					
% Still Enrolled	82.5%	83.4%	85.3%	80.4%	83.4%

TABLE 4C. Federal Definition - Undergraduate Progression and Graduation Rates for Full-Time First-Time-in-College (FTIC) Students

Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full-time FTIC</i>	2,356	2,244	2,526	2,219	1,644
6 - Year Rates					
From Same University					
% Graduated	39.3%	41.9%	40.6%	41.7%	39.5%
% Still Enrolled	15.1%	16.4%	15.4%	13.3%	15.3%
% Success Rate	54.4%	58.3%	56.0%	55.0%	54.8%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 - Undergraduate Education (continued)

TABLE 4D. SUS Definition - Undergraduate Progression and Graduation Rates for First-Time-in-College (FTIC) Students					
Term of Entry	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005 Preliminary
Cohort Size <i>Full- & Part-time</i>	2,397	2,284	2,565	2,561	1,681
4 - Year Rates					
<i>From Same University</i>					
% Graduated	14.7%	12.5%	11.7%	12.0%	11.1%
% Still Enrolled	50.3%	56.3%	54.0%	52.7%	53.1%
<i>From Other SUS University</i>					
% Graduated	0.7%	0.5%	0.4%	0.5%	0.5%
% Still Enrolled	2.2%	2.4%	2.8%	3.2%	2.0%
<i>From State University System</i>					
% Graduated	15.4%	13.1%	12.0%	12.5%	11.6%
% Still Enrolled	52.5%	58.6%	56.9%	55.9%	55.1%
% Success Rate	67.9%	71.7%	68.9%	68.4%	66.7%
6 - Year Rates					
<i>From Same University</i>					
% Graduated	39.0%	41.4%	40.2%	41.2%	39.0%
% Still Enrolled	15.0%	16.2%	15.5%	13.3%	15.2%
<i>From Other SUS University</i>					
% Graduated	2.3%	2.2%	2.1%	2.5%	2.0%
% Still Enrolled	1.5%	1.5%	1.6%	1.7%	1.6%
<i>From State University System</i>					
% Graduated	41.2%	43.5%	42.4%	43.7%	41.0%
% Still Enrolled	16.5%	17.7%	17.0%	15.0%	16.9%
% Success Rate	57.7%	61.3%	59.4%	58.8%	57.9%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 - Undergraduate Education (continued)

TABLE 4E. SUS Definition - Undergraduate Progression and Graduation Rates for AA Transfer Students					
Term of Entry	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007 Preliminary
Cohort Size <i>Full- & Part-time</i>	100	104	72	85	81
2 - Year Rates					
<i>From Same University</i>					
% Graduated	29.0%	19.2%	36.1%	24.7%	17.3%
% Still Enrolled	63.0%	64.4%	48.6%	63.5%	70.4%
<i>From Other SUS University</i>					
% Graduated	0.0%	0.0%	2.8%	1.2%	1.2%
% Still Enrolled	1.0%	2.9%	5.6%	3.5%	0.0%
<i>From State University System</i>					
% Graduated	29.0%	19.2%	38.9%	25.9%	18.5%
% Still Enrolled	64.0%	67.3%	54.2%	67.1%	70.4%
% Success Rate	93.0%	86.5%	93.1%	92.9%	88.9%
4 - Year Rates					
<i>From Same University</i>					
% Graduated	67.0%	64.4%	63.9%	62.4%	65.4%
% Still Enrolled	15.0%	10.6%	2.8%	10.6%	13.6%
<i>From Other SUS University</i>					
% Graduated	0.0%	1.0%	6.9%	4.7%	2.5%
% Still Enrolled	2.0%	1.9%	0.0%	1.2%	0.0%
<i>From State University System</i>					
% Graduated	65.7%	65.6%	67.3%	68.0%	67.9%
% Still Enrolled	17.0%	12.5%	2.8%	11.8%	13.6%
% Success Rate	84.0%	77.9%	73.6%	78.8%	81.5%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

Section 4 - Undergraduate Education (continued)

TABLE 4F. SUS Definition - Undergraduate Progression and Graduation Rates for Other Transfer Students					
Term of Entry	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006 Preliminary
Cohort Size <i>Full- & Part-time</i>	293	343	285	261	377
5 - Year Rates					
From Same University					
% Graduated	42.7%	44.6%	46.3%	44.8%	68.4%
% Still Enrolled	10.2%	7.6%	7.0%	7.3%	9.3%
From Other SUS University					
% Graduated	3.1%	2.9%	3.2%	3.4%	1.9%
% Still Enrolled	2.4%	2.6%	1.8%	1.1%	1.3%
From State University System					
% Graduated	45.7%	47.5%	49.5%	48.3%	70.3%
% Still Enrolled	12.6%	10.2%	8.8%	8.4%	10.6%
% Success Rate	58.4%	57.7%	58.2%	56.7%	80.9%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

TABLE 4G. Baccalaureate Degrees Awarded					
	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	1,318	1,484	1,435	1,243	1,296

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis					
	2006-07	2007-08	2008-09	2009-10	2010-11
Education	10	12	11	2	5
Health Professions	60	79	97	78	80
Science, Technology, Engineering, and Math	264	260	260	203	205
Security and Emergency Services	123	144	139	120	145
Globalization	83	101	75	76	71
SUBTOTAL	540	596	582	479	506

Section 4 - Undergraduate Education (continued)

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups					
	2006-07	2007-08	2008-09 <small>BASELINE YEAR</small>	2009-10	2010-11
Non-Hispanic Black					
Number of Baccalaureate Degrees	1,245	1,374	1,331 <i>Increase*</i>	1,166	1,224
Percentage of All Baccalaureate Degrees	95.3%	94.4%	94.3% <i>Maintain*</i>	95.0%	95.3%
Hispanic					
Number of Baccalaureate Degrees	15	20	21 <i>Maintain*</i>	12	16
Percentage of All Baccalaureate Degrees	1.1%	1.4%	1.5% <i>Maintain*</i>	1.0%	1.2%
Pell-Grant Recipients					
Number of Baccalaureate Degrees	854	961	938 <i>Increase*</i>	839	869
Percentage of All Baccalaureate Degrees	65.3%	65.9%	66.4% <i>Maintain*</i>	68.3%	67.1%

Note: Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation. This does not include degrees awarded to students whose race/ethnicity code is missing (or not reported) or for students who are non-resident aliens.
Note: Directional goals for the 2012-13 year were established in the 2010 University Work Plan.*

TABLE 4J. Baccalaureate Completion Without Excess Credit Hours					
	2006-07	2007-08	2008-09	2009-10	2010-11
% of Total Baccalaureate Degrees Awarded Within 110% of Hours Required for Degree	35%	28%	21%	22%	21%

TABLE 4K. Undergraduate Course Offerings					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of Course Sections	1,477	1,455	1,428	1,361	1,430
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	56%	58%	61%	53%	50%
30 to 49 Students	31%	30%	25%	29%	30%
50 to 99 Students	9%	9%	13%	17%	16%
100 or More Students	3%	3%	2%	1%	4%

Section 4 - Undergraduate Education (continued)

TABLE 4L. Faculty Teaching Undergraduates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Percentage of Credit Hours Taught by:					
Faculty	75%	77%	77%	78%	73%
Adjunct Faculty	24%	12%	20%	19%	26%
Graduate Students	0%	0%	2%	3%	0%
Other Instructors	1%	11%	2%	1%	1%
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.					

TABLE 4M. Undergraduate Instructional Faculty Compensation					
	2006-07	2007-08	2008-09	2009-10	2010-11
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$75,616	\$74,527	\$72,483	\$85,462	\$80,647
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.					

TABLE 4N. Student/Faculty Ratio					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Student-to-Faculty Ratio	17.0	16.7	17.0	18.3	20.0
Note: The definition of faculty varies for Tables 4L, 4M and 4N. For Student/Faculty Ratio, the definition of faculty is consistent with Common Data Set reporting (which counts full-time equivalent instructional faculty as full-time faculty plus 1/3 part-time faculty).					

TABLE 4O. Professional Licensure/Certification Exams for Undergraduate Programs					
	2006-07	2007-08	2008-09	2009-10	2010-11
Nursing: National Council Licensure Examination for Registered Nurses					
Examinees	51	60	70	70	72
Pass Rate	94%	75%	87%	90%	85%
National Benchmark	88%	86%	88%	90%	89%

Section 4 - Undergraduate Education (continued)

TABLE 4P. Tuition Differential Fee			
	2009-10	2010-11	2011-12 Projected
Total Revenues Generated By the Tuition Differential	\$1,102,404	\$3,245,773	\$5,256,779
Unduplicated Count of Students Receiving a Financial Aid Award Funded by Tuition Differential Revenues	84	359	
Average Amount of Awards Funded by Tuition Differential Revenues (per student receiving an award)	\$2,422	\$1,894	
Number of Students Eligible for Florida Student Assistance Grant (FSAG)	4,965	5,567	
Number of FSAG-Eligible Students Receiving a Waiver of the Tuition Differential	0	1	
Value of Tuition Differential Waivers Provided to FSAG-Eligible Students	\$0	\$320	

Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2010-11

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
Sport and Fitness Administration/Management	31.0504	Masters	Dec. 02, 2010	Spr. 2011		
Terminated Programs						
Landscape Architecture	4.0601	Masters	Apr. 07, 2011	Spr. 2011		
Journalism	9.0401	Masters	Apr. 07, 2011	Spr. 2011		
Adult and Continuing Education and Teaching	13.1201	Masters	Apr. 07, 2011	Spr. 2011		
Secondary Education and Teaching	13.1205	Masters	Apr. 07, 2011	Spr. 2011		
Business Teacher Education	13.1303	Masters	Apr. 07, 2011	Spr. 2011		
English/Language Arts Teacher Education	13.1305	Masters	Apr. 07, 2011	Spr. 2011		
Mathematics Teacher Education	13.1311	Masters	Apr. 07, 2011	Spr. 2011		
Science Teacher Education/General Science Teacher Education	13.1316	Masters	Apr. 07, 2011	Spr. 2011		
Social Science Teacher Education	13.1317	Masters	Apr. 07, 2011	Spr. 2011		
School Psychology	42.2805	Masters	Apr. 07, 2011	Spr. 2011		
School Psychology	42.2805	Specialist	Apr. 07, 2011	Spr. 2011		
Inactive Programs						
Trade and Industrial Teacher Education	13.1320	Masters	Apr. 07, 2011	Spr. 2011		
New Programs Considered By University But Not Approved						
Dentistry (DMD) – was approved by the University Board of Trustees, but was not approved by the Board of Governors.						
Sports Management, M.S., (31.0504), this program was eventually approved, but University Board of Trustees sent initial proposal back for substantive revisions.						
Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the program changes between May 5, 2010 and May 4, 2011. New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university’s inventory of degree programs. Inactive Programs are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated.						

Section 5 – Graduate Education (continued)

TABLE 5B. Graduate Degrees Awarded

	2006-07	2007-08	2008-09	2009-10	2010-11
TOTAL	721	809	858	944	927
Masters and Specialist	302	254	276	348	298
Research Doctoral	29	11	19	16	22
Professional Doctoral	195	272	287	297	310
<i>a) Medicine</i>	0	0	0	0	0
<i>b) Law</i>	92	122	160	143	158
<i>c) Pharmacy</i>	103	150	116	140	139

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

	2006-07	2007-08	2008-09	2009-10	2010-11
Education	3	7	2	4	4
Health Professions	130	185	164	194	184
Science, Technology, Engineering, and Math	61	37	45	58	56
Security and Emergency Services	0	0	0	0	0
Globalization	0	0	0	0	0
SUBTOTAL	194	229	211	256	244

Section 5 – Graduate Education (continued)

TABLE 5D. Professional Licensure Exams - Graduate Programs					
Law: Florida Bar Exam					
	2007	2008	2009	2010	2011
Examinees	96	105	139	108	144
Pass Rate	58%	66%	53%	61%	63%
State Benchmark	81%	84%	79%	79%	82%
Pharmacy: North American Pharmacist Licensure Exam					
	2006	2007	2008	2009	2010
Examinees	124	109	145	116	133
Pass Rate	83%	94%	88%	82%	72%
National Benchmark	93%	95%	97%	97%	94%
Physical Therapy: National Physical Therapy Examinations					
	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	19	30	52	58	59
Pass Rate	26%	30%	33%	40%	45%
National Benchmark	n/a	n/a	85%	85%	86%
Occupational Therapy: National Board for Certification in Occupational Therapy Exam					
	2004-06	2005-07	2006-08	2007-09	2008-10
Examinees	*	*	*	*	16
Pass Rate	*	*	*	*	44%
National Benchmark	85%	87%	86%	83%	82%

Notes: (1) To protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported; (2) We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs; (3) The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test; (4) to protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

Section 6 – Research and Economic Development

TABLE 6A. Research and Development					
	2005-06	2006-07	2007-08	2008-09	2009-10
R&D Expenditures					
Federally Funded Expenditures (Thousand \$)	\$25,674	\$14,502	\$23,657	\$23,535	\$45,856
Total Expenditures (Thousand \$)	\$36,824	\$17,695	\$25,515	\$27,018	\$53,474
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$74,392	\$35,892	\$56,826	\$57,731	\$116,755
Technology Transfer					
Invention Disclosures	18	17	15	16	13
Total U.S. Patents Issued	0	4	1	0	6
Patents Issued Per 1,000 Full-Time, Tenure and Tenure-Earning Faculty	0	8	2	0	0
Total Number of Licenses/Options Executed	1	1	2	0	0
Total Licensing Income Received (\$)	\$15,000	\$7,500	\$7,500	\$7,500	\$0
Total Number of Start-Up Companies	0	0	0	0	0

Note: Awards and Expenditures are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey.

Section 6 – Research and Economic Development (continued)

TABLE 6C. State University Research Commercialization Assistance Grants			
Project Name by Type of Grant	Year Grant Awarded	Cumulative	
		Awards	Expenditures
Phase II Grants			
FAMU's Innovative Approach to Accelerating the Commercialization of Five (5) Patented Technologies: A Holistic Approach	2010	\$65,000	\$60,572
Phase III Grants			
Total for all SURCAG Grants		\$65,000	\$60,572
Narrative Comments: For each project, provide a brief update on (1) the project's progress towards completing its key milestones/deliverables; and (2) the project's return on investment for the university and state.			
Phase II Grants: Projects Progress			
(1) FAMU's Innovative Approach to Accelerating the Commercialization of Five Patented Technologies has three core project objectives: <ol style="list-style-type: none"> 1. Prepare comprehensive business plans for the patented technologies 2. Provide a commercialization training program and forum for faculty innovators 3. Support SBIR-type training and assistance for project inventors The project objectives are organized around 13 project deliverables; eight of which are complete at the time of submission of the SURCAG progress report. The completed deliverables are as follows: <ul style="list-style-type: none"> • Business plans have been written and market research has been conducted for each of the five patented technologies associated with this project. • Each inventor has had an opportunity to review their business plan and the accompanying market research and discuss next steps and opportunity strategies with the project's Principal Investigator, director, and others. • The project team designed a commercialization strategy that includes a concerted effort to expand the professional networks of opportunity for the inventors specifically, but FAMU's tech transfer community in general. A team of project administrators and inventors traveled to the AUTM (Association of University Technology Managers) Meeting in early 2011. • In March of 2011, with assistance from the SURCAG funds, the FAMU Office of Technology Transfer, Licensing and Commercialization hosted meeting of the Licensing Executives Society (Commercialization Forum). Close to 100 inventors, tech transfer managers, and others participated in the meeting. • In May of 2011 the FAMU Office of Technology Transfer rolled out an SBIR Phase-Zero Program and provided travel grants for project inventors to attend SBIR conferences. • Project inventors attending the SBIR conference and similar meetings were provided an opportunity to hear from angel investors and venture capitalists attending the meetings • Two of the project deliverables are personnel-related; hire a Commercialization Coordinator and hire a Commercialization Assistant. Professor Gina Kinchlow serves as the Commercialization Coordinator and the Commercialization Assistant position has been divided between two FAMU graduate students; Devora Simmons and Emerson Naylor. The remaining milestones will be completed on or before June 30, 2012.			

TABLE 6C. State University Research Commercialization Assistance Grants
Narrative (continued):
<p>Phase II Grants: Projects Return on Investment (ROI)</p> <p>(2) The exact dollar figure representing the State's return on its investment of a \$65,000 grant awarded to Florida A&M University vis-à-vis the SURCAG project is not measureable in dollars at this time. Despite providing a definitive ROI measured in dollars, this is a project with incredible long-term returns that are yet to be realized, because this project allowed five of FAMU's strongest inventors to gain the visibility, connectedness, and exposure needed to take their inventions to the next level of development. For example, as a result of the dollars invested in the commercialization projects, the patented technologies and inventors have been entered into a national/international network of technologies and professional with complimentary technologies that can be match with the needs of industry, government agencies, angel investors, venture capitalists, and other sources for continued commercialization work. The long-term, ongoing return on this investment to the State will be new startup businesses and/or licensing revenues for the SURCAG inventions based on market assessments and business plans. SURCAG has enabled the assessment of each technology and a recommended pathway to commercialization--startup company or license--two distinct paths that benefit both the state and FAMU. From the business plans to the commercialization strategy; from the commercialization forum to the investor presentations; the project has been a springboard for these novel technologies to increase the likelihood that the five inventions will be successfully commercialized and funds leveraged with the federal SBIR Program.</p>