



FLORIDA A&M UNIVERSITY  
**DIVISION OF AUDIT**

## **24-25 Academic Affairs Advisory**

**Report 24-25-0003**

**College of Social Sciences,  
Arts, & Humanities**

**Student & Faculty  
Experiences**




**January 9, 2025**



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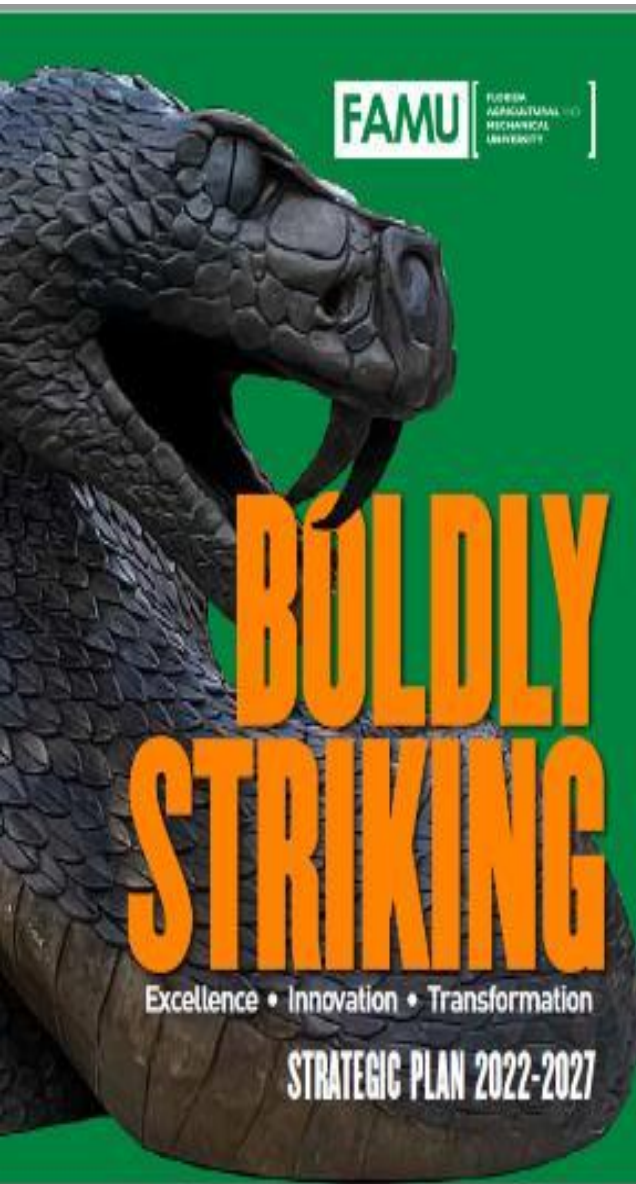
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A photograph of a diverse group of students sitting in a tiered lecture hall. In the foreground, a Black male student with glasses and a white shirt is looking towards the left. Behind him, a young woman with long dark hair and a red shirt is smiling. To the right, another young woman with a headband and a green shirt is also smiling. The background shows other students and the wooden structure of the lecture hall. An orange semi-transparent shape is overlaid on the left side of the image, containing text.

The Division of Audit (DoA) surveyed the College of Social Sciences, Arts, & Humanities (CSSAH) students and faculty members, between April and August 2023, to solicit insight of their experiences and satisfaction with the CSSAH operations, academics, leadership, and facilities.

## BACKGROUND



## Student & Faculty Experiences

Understanding student and faculty experiences is crucial for FAMU because it provides insight into our needs and challenges, directly influencing strategic plan priorities related to student success, academic achievement, and leveraging the brand. This understanding helps tailor our initiatives that enhance learning environments, improve retention rates, and strengthen FAMU's reputation, ultimately driving more targeted and effective strategies in achieving our institutional goals.



# Sample Surveyed

In Spring 2023, there were **1,898** Students enrolled in the CSSAH degree programs, and **146** full-time and part-time faculty members employed at the college.

## Response Rates

**2%** of Students (46 Responses)

**12%** of Faculty (18 Responses)

- Initially, 74 students started the survey, with only 2% (46) finishing it.
- At the start of the survey, 27 faculty members began, but only 12% (18) completed it.



# Survey Analysis Methodology

DoA's survey incorporated both quantitative and qualitative data. Respondents<sup>1</sup> (i.e., faculty and students) were asked to rate questions and provide written comments to explain their ratings.

## **Integration of Responses:**

- Quantitative Data:** Numerical ratings from survey questions were used to gauge overall satisfaction and identify trends across the respondent group.
- Qualitative Data:** Written comments were analyzed to provide context and deeper insights into the ratings.

Combining ratings with explanatory comments gave DoA a clearer picture of the factors influencing respondents' opinions. This methodology helped to identify specific issues and areas of concern that may not have been evident from ratings alone. The qualitative data facilitated the identification of common themes and patterns, which were then linked to the quantitative scores. This analysis enabled a more informed interpretation of the data and helps ensure that our recommendations are aligned with the specific concerns and suggestions of the faculty, it is our hope that this will lead to more targeted and practical improvements.

Selected comments were included in the report to illustrate key points and provide direct evidence of respondents' experiences and sentiments. The themes emerging from the comments were summarized and related to the corresponding survey questions, providing a cohesive narrative that explains why respondents rated the questions as they did.

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1. Faculty demographics are not included in this report to preserve faculty anonymity.

# Student Demographics of Survey Respondents

## Student Classification

### Undergraduate Program Enrollment

7% Freshman	36% Senior
19% Sophomore	1% Other
30% Junior	

### Graduate Program Enrollment

1% Applied Social Science (M.A.S.S.)
3% Community Psychology (M.S.)
3% Social Work (M.S.)



### Undergraduate Program Enrollment

3% African America Studies (B.S.)	1% Music (B.A. & B.S.)
12% Criminal Justice (B.S.)	13% Other
3% English (B.A.)	12% Political Science (B.A. & B.S.)
1% Fine Arts (B.A. & B.S.)	27% Psychology (B.A. & B.S.)
1% History (B.A. & B.S.)	12% Social Work B.S.W.
1% Humanities	3% Sociology B.S.
11% Interdisciplinary Studies (B.A. & B.S.)	



# STUDENT OBSERVATIONS

This report examines student satisfaction across several key areas, including Level of Satisfaction, Academic Preparation, Academic and Course Services, Faculty Services Satisfaction, Post-Graduation Outcomes, and Recommendations for improvement. Additionally, the survey highlights valuable student input and presents recommendations for improvement.

## STUDENT SURVEY FOCUS



Level of Satisfaction



Academic Preparation



Academic & Course Services



Faculty Services Satisfaction



Post Graduation Facts



Recommendations



## WHAT STUDENTS LIKED ABOUT CSSAH....

- Staff are incredibly passionate and helpful
- Faculty go the extra to mile help students
- The college has a lot to offer
- Acclimates students with their peers
- Students enjoy the overall atmosphere on campus
- The college works with its students
- Faculty are helpful, passionate, and available



# Level of Student Satisfaction

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**65% of Respondents were  
Satisfied with CSSAH**



**92% of Students Not  
Scheduled to Graduate Plan to  
Return**



**70% of Students Would  
Refer CSSAH to Friends  
and Colleagues**

# Student Feedback: Improvement Opportunities



## 1. Improve Academic Advisement Experience

### Student Feedback

- Academic advisors do not inform students of required courses
- Advisors do not communicate with students timely

### Recommendations

Some students expressed dissatisfaction with their academic advisement experience. We recommend that the Dean of CSSAH collaborate with the Division of Human Resources Organizational Development and Training (ODT) and Customer Service Initiative to educate academic advisors on various methods to improve customer service for advising, and develop and implement strategies to:

1. Provide clear and concise instructions pertaining to required courses that impact students' graduation eligibility.
2. Use multiple communication channels such as email, online forums, and virtual meetings to promptly notify students of important information and updates.
3. Provide timely and consistent feedback on academic progress and graduation eligibility.
4. Establish clear policies to improve student-academic advisor communication, including defining academic advisors' expected response times and guidelines for addressing student concerns.

# Student Feedback: Improvement Opportunities



## 2. Improve Online Learning Experience

### Student Feedback

- CSSAH should offer more online (hybrid) courses
- CSSAH should offer more eBook material
- CSSAH should increase the number of online History classes in the 3000 and 4000 levels

### Recommendations

We recommend the Dean of CSSAH explore opportunities to increase the number of online courses and degree programs offered for all CSSAH programs. Enhancing online course accessibility will bolster student enrollment, elevate the institution's marketability, and improve its financial resources which could contribute to the University's pursuit of higher national rankings. We recommend that the college survey students to identify preferred online courses and program areas.

To ensure the effectiveness of additional online courses and degree program implementations, it is imperative that all faculty members undergo Canvas training. We also suggest arranging for all CSSAH faculty to receive both initial Canvas training and periodic refresher sessions. Providing faculty members with a training manual can serve as a helpful tool for refreshing their understanding of the Canvas training material.

We also recommend that CSSAH explore the provision of affordable e-book alternatives by leveraging open educational resources and establishing partnerships with the university library to facilitate digital access to course materials. Additionally, CSSAH should consider securing cost-effective e-book licenses and multi-user licensing agreements, as well as collaborating with the campus bookstore to offer diverse e-book options. E-books should be integrated into the Learning Management System, and training sessions should be provided for students and faculty to ensure they can effectively use these resources.



# ACADEMIC PREPARATION

Surveying student satisfaction in the area of academic preparation is crucial for understanding how effectively a college is equipping its students for their academic and professional futures. Gathering this data helps identify strengths and areas for improvement in curriculum design, teaching methodologies, and academic support services. By analyzing student feedback, the college can make informed decisions to enhance educational quality, ensure that students are well-prepared for post-graduate success, and maintain a competitive edge in higher education. This proactive approach to quality assurance demonstrates the institution's commitment to continuous improvement and student success.



# Academic Preparation

Students were asked to rate their level of satisfaction in the following areas by indicating whether they were satisfied (agree), neutral, or dissatisfied (disagree).

Academic Preparation	Agree	Neutral	Disagree
Curriculum	70%	18%	12%
Degree Field of Study	76%	16%	8%
Hands-on Activities/Experience	62%	28%	10%
Internship Opportunities*	42%	42%	16%
Research Techniques	64%	22%	14%
Secure Employment	38%	42%	20%
Technology	52%	36%	12%

\* To gauge student satisfaction with internship opportunities, we focused on upperclassmen. We identified 43 respondents who were juniors, seniors, or master's degree students, with majors including Social Work, Community Psychology (MS), and Master of Applied Social Sciences.

# ACADEMIC & COURSE SERVICES

Surveying student satisfaction in academic and course services is crucial for understanding how effectively the college supports its students' educational experiences. This includes assessing the quality of advising, accessibility of resources, availability of courses, and the overall academic environment.



# ACADEMIC & COURSE SERVICES

COURSE SERVICES	Satisfied	Neutral	Dissatisfied
Adequate Course Availability	52%	13%	35%
Adequate Student - Teacher Ratio	83%	9%	8%
Courses Rarely Cancelled	79%	13%	8%
Courses Start & End on Time	77%	15%	8%
Graded Assignments Returned Timely	46%	23%	31%
ACADEMIC SERVICES	Satisfied	Neutral	Dissatisfied
Adequate Academic Support Available Outside of Classroom	71%	14%	15%
Administrative Procedures Fair	56%	21%	23%
Adequate Tutoring Services	69%	25%	6%
Adequate Internship Opportunities	42%	43%	15%
Cost of Courses were Economical	52%	31%	17%
Helpful Administrative Staff	52%	13%	35%



# Student Feedback: Improvement Opportunities



## 3. Improve Course Availability

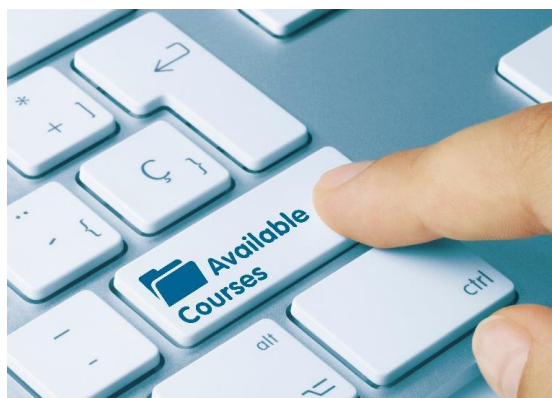
### Student Feedback

- Some classes are not available
- Certain courses are only available once a year or less frequently

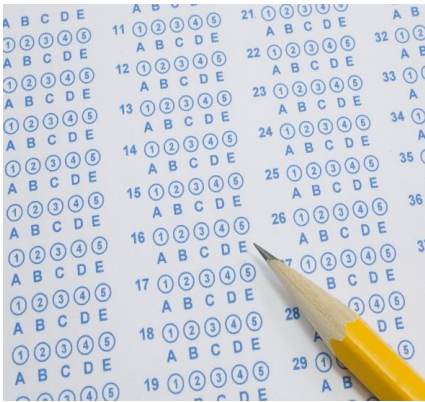
### Recommendations

The Division of Audit recommends that the Dean of CSSAH evaluate the current course schedule to optimize the number of offerings and determine whether additional classes are needed to meet student demand. Additionally, we recommend that the Dean consult with academic advisors to gather their input, based on interactions with student, on whether there is a pattern of specific courses needing more availability. This process should include:

- Assess the adequacy of mandatory classes required for graduation;
- Conduct a comprehensive review of curriculum requirements to ensure sufficient course availability;
- Analyze historical enrollment data to identify courses that should be offered more frequently and to ensure adequate faculty coverage;
- Closely monitor waitlists and registration data to identify trends and patterns in student interest, enabling informed decisions on whether to offer additional courses; and
- Conduct a feasibility study to identify resources needed to implement additional graduation-required classes and popular courses.



# Student Feedback: Improvement Opportunities



## 4. Return Grades in a Timely Manner

### Student Feedback

- Grades are not returned in a timely manner.

### Recommendations

The delay in returning students' grades hinders students' ability to identify areas needing improvement. As a result, students may not be able to adjust their study habits, potentially leading to poor test scores or the need to retake the class. To optimize student academic success, progress toward degrees, and graduation rates, we recommend that the CSSAH Dean and leadership team use data analytics to address the issue of delayed grade notifications. This includes identifying the root causes of recurring patterns where faculty return grades late. We also recommend collaborating with ODT to develop and provide time management and organizational skills training to faculty members who are identified as having a pattern of not returning grades to students in a timely manner. In addition, we recommend that the CSSAH's Dean analyze academic outcomes to understand the impact of delayed notifications on student success, progress to degree, and graduation rates. With thorough outcomes analysis, CSSAH leadership can gain valuable insights into the consequences of delayed notifications on student performance. In addition, the CSSAH dean should develop a clear and reasonable student grade notification policy to improve student success. Through this process, faculty members can demonstrate their commitment to transparency and accountability, foster a culture of prompt feedback, and empower students to take ownership of their learning journey by promptly evaluating their performance.

## FACULTY SERVICES

Surveying student satisfaction regarding faculty services is vital for assessing the effectiveness and impact of faculty on students' academic experiences. This includes evaluating the quality of teaching, the accessibility of faculty for guidance, and the overall support provided by professors. The quantitative data on the following page will equip the college's leadership with essential insights into students' perspectives on faculty services. By examining this feedback, the college can pinpoint areas for enhancement and ensure that faculty members are meeting students' needs, thereby promoting a supportive and engaging educational environment. This information is key to continually improving faculty-student interactions and the overall academic experience.



## FACULTY SERVICES

Faculty Services	Agree	Neutral	Disagree
Accessible and Helpful	60%	19%	21%
Adequate Instructional Quality	71%	14%	15%
Communicate Subject Knowledge	73%	15%	12%
Integrate or Use Technology	67%	21%	12%
Provide Applicable Real-life Experiences	75%	13%	12%

# FACILITY SERVICES

Student perception of facility services can shape students' overall satisfaction with their college experience. Facility services encompass a range of elements, including the cleanliness, accessibility, functionality, and ambiance of campus buildings and amenities. Positive perceptions in these areas can significantly enhance students' well-being and support their academic and social engagement. Student perceptions of campus facilities can affect the institution's reputation and appeal to prospective students.



## FACILITY SERVICES

FACILITY SERVICES	Satisfied	Neutral	Dissatisfied
Classroom Facilities	81%	11%	8%
Computing Facilities	69%	23%	8%
Laboratory Facilities	55%	39%	6%
Library Facilities	87%	9%	4%
Study Facilities	76%	20%	4%
Restroom Facilities	62%	19%	19%
Common Areas (e.g., Breezeways, Building, Atrium, etc.)	75%	17%	8%
Recreational Facilities	75%	17%	8%

# POST GRADUATION EMPLOYMENT FACTS

We surveyed students to learn about their post-graduation plans concerning employment. This analysis examined how many students received job offers immediately after completing their studies and the percentage of students who accepted them. Additionally, the data highlights the average starting salaries of our alumni. These findings underscore the effectiveness of our programs in preparing students for successful careers and illustrate the tangible benefits of the education we offer.

Of the students surveyed, 16 out of 69 (23%) were scheduled to graduate. We asked these students to provide the DoA with their employment plans after graduation and their starting salaries, which is outlined on the following page.



# Post Graduation Employment

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11%

Five of 46 of Students

Offered  
Employment But  
Not Accepted  
Offer

13%

Six of 46 Students

Offered  
Employment and  
Accepted Offer\*

76%

35 of 46 Students

Not Offered  
Employment

\* Out of the six students who shared their starting salary information, only three reported earning over \$40,000 post-graduation.



## FACULTY OBSERVATIONS

Surveying university faculty members to understand their perceptions can offer many benefits, such as highlighting areas of strength, identifying opportunities for improvement, and aligning the college's efforts with the University's mission. It also provides a clear picture of faculty satisfaction, which is crucial for fostering a positive work environment and retaining top talent. High faculty satisfaction often translates into increased productivity, innovative research, and enhanced teaching quality, contributing to higher University rankings.

Moreover, engaging faculty in such surveys fosters a sense of ownership and accountability. When faculty members feel their input is valued and see how it shapes strategic decisions, they are more likely to be invested in their college's success. This sense of ownership is essential for reaching ambition goals, such as achieving Carnegie R1 status, as it encourages collaboration, dedication, and a shared commitment to excellence.

# Faculty Experiences

## Survey Focus

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Faculty members were surveyed to gain insight of faculty experiences in the following areas.



Influence on University Goals



Business Operations Satisfaction



Faculty Level of Satisfaction



Recommendations



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# Faculty Perception on Impact of CSSAH on Key University Goals



82%

Agree CSSAH  
Contributes to  
Effectively Fulfilling  
University's Mission

18% Selected moderately effective



94%

Agree CSSAH Effectively  
Assists University Achieve  
Top 100 National Rank

6% Selected neither effective nor ineffective



## SATISFACTION WITH BUSINESS OPERATIONS

Gathering faculty insights on the effectiveness of their college's business operations is crucial for strategic planning and operational efficiency. Understanding their perspectives on resource allocation, ease of obtaining teaching materials, and the ability to report complaints without fear of retaliation ensures financial resources are used effectively, teaching quality is maintained, and a positive work environment is fostered. Addressing these areas improves job satisfaction and retention, enhances institutional reputation, and aligns the college's efforts with its mission.

# Faculty Satisfaction with Business Operations



## Business Operations

61% Effective  
39% Moderately Effective  
0% Ineffective



## Use Funds Strategically

77% Appropriate  
17% Neutral  
6% Inappropriate



## Teaching Resources

39% Easy to Obtain  
28% Neutral  
33% Difficult to Obtain



## Report Complaints without Fear of Retaliations

67% Comfortable  
17% Neutral  
16% Uncomfortable



## FACULTY LEVEL OF SATISFACTION

Understanding faculty perceptions on critical aspects such as course assignments, online instructional resources, career advancement opportunities, professional development, teaching qualifications, faculty reputation, research opportunities, scholarly work, teaching workload, and overall workplace satisfaction is essential for university leadership. These insights enable the identification of areas needing improvement, ensuring that resources are effectively allocated to support both teaching and research endeavors. Addressing faculty concerns about their professional environment and opportunities can significantly enhance job satisfaction, improve faculty retention, and elevate the institution's reputation. A comprehensive understanding of faculty perspectives fosters a supportive and productive academic atmosphere, leading to a more cohesive and successful institution aligned with its strategic goals.

## FACULTY LEVEL OF SATISFACTION

FACULTY LEVEL OF SATISFACTION	Satisfied	Neutral	Dissatisfied
Compensation (salary)	41%	6%	53%
Course Assignment(s)	95%	5%	0%
Online Instructing Resources	76%	18%	6%
Opportunities for career advancement	44%	39%	17%
Professional development opportunities	66%	23%	11%
Qualification of teaching faculty	100%	0%	0%
Reputation of faculty	77%	11%	12%
Research opportunities	38%	43%	19%
Scholarly work by faculty	61%	28%	11%
Teaching workload	72%	11%	17%
The college as a workplace	78%	16%	6%
University as a workplace	61%	27%	12%

*Note: The DoA has not provided a recommendation on faculty compensation concerns because the university has partnered with Segal for a compensation study.*





The division surveyed faculty satisfaction with compensation as part of Strategic Priority Five: Organizational Effectiveness and Transformation. Since then, the university has engaged Segal, a human resource consulting firm, to conduct a comprehensive compensation study. To avoid potential duplication of recommendations, the division will not include our proposed recommendations in this report.

# Improvement Opportunities



## 5. Improve Research Opportunities

The DoA noted that 38% of faculty were satisfied with research opportunities, while the remaining faculty did not provide feedback explaining their ratings. The recommendations below outline industry best practices to address concerns related to the availability of research opportunities.

### Recommendations:

We recommend CSSAH Leadership develop and implement the following strategies to improve research opportunities:

- ❖ **Balance Teaching Workload and Research Responsibilities by**
  - **Budgeting Time:** Schedule dedicated time for teaching and research activities.
  - **Prioritize and Delegate:** Identify urgent tasks and delegate appropriately.
  - **Integrate Research into Teaching:** Apply a teaching-research nexus where feasible.
  - **Form Research Teams:** Utilize students, honors students, graduate and post-graduate researchers, colleagues, and high-school students. Enlist honor students from specific degree programs to assist with research.
- ❖ **Support Research Activities by**
  - Partnering with the Office of Academic Affairs and Human Resources to assess the need for additional staff.
  - Requesting resources to support new hires as needed.
  - It is recommended that the Division of Academic Affairs partner with the Vice President of the Division of Research to enlighten faculty members about the services and opportunities provided by the Division of Research and the Office of Sponsored Programs.
- ❖ **Assist with Research Funding by**
  - Partnering with the Division of Research to assist faculty in locating grants and writing grant proposals.
  - Partnering with the Division of Research to provide grant writing training to all faculty members to develop effective techniques for soliciting funds.
  - Encouraging senior faculty to mentor newer faculty on finding research funding sources.



# Improvement Opportunities



## 6. Improve Career Advancement Opportunities



The DoA also noted that 44% of faculty were satisfied with career advancement opportunities; however, the specific concerns of the remaining faculty were not provided. The recommendations below outline industry best practices to enhance career advancement opportunities.

### Recommendations:

To address the following concerns expressed by faculty, we recommend the following actions:

- ❖ Establish mentorship programs where senior faculty guide junior faculty members on career development, research, and teaching excellence.
- ❖ Develop and communicate clear, transparent criteria for promotion and tenure to ensure all faculty understand the expectations and requirements.
- ❖ Offer workshops, seminars, and training programs focused on leadership, grant writing, and research skills to enhance faculty career growth.
- ❖ Create programs to recognize and reward outstanding teaching, research, and service, which can motivate faculty and highlight pathways to advancement.
- ❖ Encourage and support interdisciplinary research and teaching collaborations, providing faculty with broader innovation and career development opportunities.

# Florida A&M University Division of Audit



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**Joseph Maleszewski**

VP for Audit/CAE

**MEET THE  
TEAM**





FLORIDA A&M UNIVERSITY  
**DIVISION OF AUDIT**



**To:** Dr. Allyson L. Watson, Vice President of Academic Affairs and Provost

**From:** Joseph Maleszewski, Vice President for Audit/CAE  
Trystal Wright, Audit Director  
Erica Thames, Senior Auditor and Investigator

**CC:** Dr. Valencia Matthews, Dean of the College of Social Sciences, Arts, and Humanities

**Date:** January 9, 2025

**Re:** Request for Management Action Plan: Advisory 24-25-0003 - College of Social Sciences, Arts, and Humanities Advisory - Student and Faculty Experience

The Division of Audit is requesting that you provide an official management action plan to address the observations identified in the **CSSAH Advisory - Student and Faculty Experience** by **February 9, 2025**. The management action plan should include at a minimum the following items:

- Management's planned action to develop, or improve, controls related to the findings;
- Responsible party for each planned management action; and
- Expected completion date for each planned management action.

Ensure the Dean, Provost, and Chief Operating Officer sign this plan before returning management's responses to our office.

In accordance with the Division of Audit's charter, we will be performing follow-up reviews of the management actions on or immediately after the target completion dates provided in the Plan. We perform follow-up reviews to determine the status and the effectiveness of the implementation of the management actions.

Please let us know if you have any questions or concerns. Thanks.



Management Action Plan  
CSSAH Advisory - Student and Faculty Experience

Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
1	Improve Academic Advisement Experience	We recommend that the Dean of CSSAH collaborate with the Division of Human Resources Organizational Development and Training (ODT) and the Customer Service Initiative to educate academic advisors on various methods to improve customer service and student interactions.	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Pass	Per a Memorandum of Agreement (MOA) between CSSAH and the Center for Academic Advising (CFAA) which was signed July 2024, academic advisors will be hired, trained, and administratively managed through Academic Affairs, specifically the Center for Academic Advising (CFAA).  Therefore, to address the issues of educating academic advisors on various methods to improve customer service and student interactions, we will collaborate with the Center for Academic Advising (CFAA).	Responsible Party: Annette Washington, CSSAH Academic Advising Liaison  Implementation Date: <b>Fall 2025</b>	(Examples: Additional Personnel, New Technology, New Process or Workflow, etc.)
		Develop and implement strategies to:  1. Provide clear and concise instructions pertaining to required courses that impact students' graduation eligibility.	X Accept <input type="checkbox"/> Pass	This issue has been addressed through the MOA which outlines clear instructions as to how students are to be advised regarding their academic program	Responsible Party: Annette Washington, CSSAH	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
				and requirements by utilizing the curriculum map, Academic Advising Report (often referred to as Advisement Module) found in iRattler, and degree audit for the intended major. The MOA also requires that advisors participate in appropriate/Council of Chairs monthly meetings.	Academic Advising Liaison  Implementation Date: <b>Fall 2025</b>	
		2. Use multiple communication channels such as email, online forums, and virtual meetings to notify students of important information and updates promptly.	X Accept <input type="checkbox"/> Pass	To address the issue of using multiple communication channels to notify students of important information and updates promptly, we will collaborate with the Center for Academic Advising (CFAA).	Responsible Party: Annette Washington, CSSAH Academic Advising Liaison  Implementation Date: <b>Fall 2025</b>	
		3. Provide timely and consistent feedback.	X Accept <input type="checkbox"/> Pass	To address the issue of timely and consistent feedback from advisors we will collaborate with the Center for Academic Advising (CFAA).	Responsible Party: Annette Washington, CSSAH Academic Advising Liaison  Implementation Date: <b>Fall 2025</b>	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
		4. Establish clear procedures to improve student-academic advisor communication, including defining academic advisors' expected response times and guidelines for addressing student concerns.	X Accept <input type="checkbox"/> Pass	To address the issue of improving academic advisor communication, including defining academic advisor's expected response times and guidelines for addressing student concerns, we will collaborate with the Center for Academic Advising (CFAA).	Responsible Party: Annette Washington, CSSAH Academic Advising Liaison  Implementation Date: <b>Fall 2025</b>	
2	Improve Online Learning Experience	We recommend the Dean of CSSAH explore opportunities to increase the number of online courses and degree programs offered for all CSSAH programs. Enhancing online course accessibility will bolster student enrollment, elevate the institution's marketability, and improve its financial resources.	Accept X Pass	CSSAH has 4 online undergraduate programs and 1 online graduate program. In addition, all Gen Ed courses have been converted to the online modality which allows us the flexibility in offering online sections.  We will continue to convert courses to the online modality as practicable based on faculty capacity.	Responsible Party:  Implementation Date:	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
		We recommend that the college survey students to identify preferred online courses and program areas. This expansion of online offerings would contribute to the University's pursuit of higher national rankings.	<input type="checkbox"/> Accept X Pass	We are continuing to convert courses to the online modality as practicable based on faculty capacity.	Responsible Party:  Implementation Date:	
		To ensure the effectiveness of additional online courses and degree program implementations, it is imperative that all faculty members undergo Canvas training. We also suggest arranging for all CSSAH faculty to receive both initial Canvas training and periodic refresher sessions. Providing faculty members with a training manual can serve as a helpful tool for refreshing their understanding of the Canvas training material.	X Accept <input type="checkbox"/> Pass	Collaborate with the Office of Institutional Technology and the Dean of FAMU Online (new position as of February 2025) to provide training and resources.	Responsible Party: Valencia Matthews, Dean  Implementation Date: <b>Fall 2025</b>	
3	Improve Course Availability	The Division of Audit recommends that the Dean of CSSAH evaluate the current course schedule to optimize the number of offerings and determine whether additional classes are needed to meet student demand.	<input type="checkbox"/> Accept X Pass	Course schedule evaluations are ongoing, and we adjust as appropriate to meet student demand to the extent possible based on faculty capacity and student enrollment.  Curriculum maps outline the rotation of the courses.	Responsible Party:  Implementation Date:	
		Additionally, we recommend that the Dean consult with academic advisors to gather their input, based on their interactions with students, regarding the need for increased course availability.	<input type="checkbox"/> Accept X Pass	Course schedule evaluations are ongoing, and we adjust as appropriate to meet student demand to the extent possible based on faculty capacity and student enrollment. The course	Responsible Party:	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
				schedule evaluations include feedback through the Center for Academic Advising.	Implementation Date:	
		Additionally, we recommend that the Dean consult with academic advisors to gather their input, based on interactions with students, on whether there is a pattern of specific courses needing more availability.	<input type="checkbox"/> Accept X Pass	Course schedule evaluations are ongoing, and we adjust as appropriate to meet student demand to the extent possible based on faculty capacity and student enrollment. The course schedule evaluations include feedback through the Center for Academic Advising.	Responsible Party:  Implementation Date:	
		<p>This process should include:</p> <ul style="list-style-type: none"><li>Assess the adequacy of mandatory classes required for graduation.</li><li>Conduct a comprehensive review of curriculum requirements to ensure sufficient course availability.</li><li>Analyze historical enrollment data to identify courses that should be offered more frequently and to ensure adequate faculty coverage.</li><li>Closely monitor waitlists and registration data to identify trends and patterns in student interest, enabling informed decisions on whether to offer additional courses.</li><li>Conduct a feasibility study to identify resources needed to implement additional graduation-required classes and popular courses.</li></ul>	<input type="checkbox"/> Accept X Pass	Course schedule evaluations are ongoing, and we adjust as appropriate to meet student demand to the extent possible based on faculty capacity and student enrollment. The course schedule evaluations include feedback through the Center for Academic Advising.	Responsible Party:  Implementation Date:	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
4	Return Grades in a Timely Manner	To optimize student academic success, progress toward degrees, and graduation rates, we recommend that the CSSAH Dean and leadership team use data analytics to address the issue of delayed grade notifications. This includes identifying the root causes of recurring patterns where faculty return grades late.	X Accept <input type="checkbox"/> Pass	We will work with the Office of Institutional Effectiveness staff to discuss the utilization of data analytics to identify possible causes of late grade submissions. The data collection and analysis process will be designed to facilitate an understanding of the impact of delayed notifications on student success, progress to degree, and graduation rates.	Responsible Party: Phyllis Walker, Associate Dean  Implementation Date: <b>Fall 2025</b>	
		We also recommend collaborating with ODT to develop and provide time management and organizational skills training to faculty members who are identified as having a pattern of not returning grades to students in a timely manner.	<input type="checkbox"/> Accept X Pass	This will be addressed as part of the data analytics process.	Responsible Party:  Implementation Date:	
		In addition, we recommend that the CSSAH's Dean analyze academic outcomes to understand the impact of delayed notifications on student success, progress to degree, and graduation rates. Through thorough outcomes analysis, CSSAH leadership can gain valuable insights into the consequences of delayed notifications on student performance.	X Accept <input type="checkbox"/> Pass	This will be addressed as part of the data analytics process.	Responsible Party: Phyllis Walker, Associate Dean Implementation Date: <b>Fall 2025</b>	



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		In addition, the CSSAH dean should develop a clear and reasonable student grade notification policy to improve student success. Through this process, faculty members can demonstrate their commitment to transparency and accountability, foster a culture of prompt feedback, and empower students to take ownership of their learning journey by promptly evaluating their performance.	Accept X Pass	This will be addressed as part of the data analytics process.	Responsible Party:  Implementation Date:	
5	Improve Research Opportunities	We recommend the following actions to improve research opportunities: ❖ <b>Balancing Teaching Workload and Research Responsibilities:</b> <ul style="list-style-type: none"><li>• <b>Budget Time:</b> Schedule dedicated time for teaching and research activities.</li><li>• <b>Prioritize and Delegate:</b> Identify urgent tasks and delegate appropriately.</li><li>• <b>Integrate Research into Teaching:</b> Apply a teaching-research nexus where feasible.</li><li>• <b>Form Research Teams:</b> Utilize students, honors students, graduate and post graduate researchers, colleagues, and high-school students. Enlist honor students from specific degree programs to assist with research.</li></ul>	<input type="checkbox"/> Accept X Pass	We try to balance teaching workload with research responsibility to the extent of our capacity. This includes providing course release time for tenure earning faculty and faculty participating in research to the extent possible.  We will continue to enhance our ongoing efforts to integrate research into teaching and forming research teams. The college currently hosts research opportunities and institutes.	Responsible Party:  Implementation Date:	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
		<b>❖ Supporting Research Activities:</b> <ul style="list-style-type: none"><li>Partner with the Office of Academic Affairs and Human Resources to assess the need for additional staff.</li><li>Request resources to support new hires as needed.</li><li>It is recommended that the Division of Academic Affairs partner with the Vice President of the Division of Research to enlighten faculty members about the services and opportunities provided by the Division of Research and the Office of Sponsored Programs. Encourage senior faculty to mentor newer faculty on finding research funding sources.</li></ul>	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Pass	The college is already pursuing these initiatives.	Responsible Party:  Implementation Date:	
		<b>❖ Assisting with Research Funding:</b> <ul style="list-style-type: none"><li>Partner with the Division of Research to assist faculty in locating grants and writing grant proposals.</li><li>Partner with the Division of Research to provide grant writing training to all faculty members to develop effective techniques for soliciting funds.</li></ul>	<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Pass	The college is already providing these opportunities for faculty.	Responsible Party:  Implementation Date:	



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
6	Improve Career Advancement Opportunities	DoA recommends the following actions: ❖ Establish mentorship programs where senior faculty guide junior faculty members on career development, research, and teaching excellence.	X Accept <input type="checkbox"/> Pass	While some areas already have existing mentorship programs, we plan to implement mentorship opportunities across the entire college. This will begin with surveying faculty to identify those interested in both being mentored and serving as mentors. Data collected will help determine the specific types of mentoring support needed.	Responsible Party: Brenda Spencer  Implementation Date: <b>Fall 2025</b>	
		❖ Develop and communicate clear, transparent criteria for promotion and tenure to ensure all faculty understand the expectations and requirements.	X Accept <input type="checkbox"/> Pass	The tenure and promotion criteria are in place and available to all faculty via the provost's website. The dean will continue to invite all tenure earning faculty annually to discuss tenure and promotion criteria.	Responsible Party: Valencia Matthews, Dean  Implementation Date: <b>Ongoing</b>	
		❖ Offer workshops, seminars, and training programs focused on leadership, grant writing, and research skills to enhance faculty career growth.	Accept X Pass	We will however, enhance our efforts to be more consistent and intentional in informing faculty of training happening on campus such as the Teaching and Learning Center, the Office of ODT, etc. in these areas and encourage them to take advantage of the plethora of training opportunities existing on campus and through webinars.	Responsible Party:  Implementation Date: <b>FALL 2025</b>	



FLORIDA A&M UNIVERSITY  
DIVISION OF AUDIT



Item #	Issue	DoA Recommendations	Accept/Pass	Management Action Plan	Responsible Party & Implementation Date	Resources Required for Implementation
		❖ Create programs to recognize and reward outstanding teaching, research, and service, which can motivate faculty and highlight pathways to advancement.	X Accept <input type="checkbox"/> Pass	Use of The Conscience Magazine (CSSAH publication) and recognition during faculty and staff meetings. We will brainstorm ways to recognize and reward outstanding teaching, research and service which will motivate faculty.	Responsible Party:  Implementation Date:	
		❖ Encourage and support interdisciplinary research and teaching collaborations, providing faculty with broader innovation and career development opportunities.	Accept X Pass	We are already doing this.	Responsible Party:  Implementation Date:	



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The above plan was approved by:

*Valencia E. Matthews*

Dr. Valencia Matthews, Dean of the CSSAH

2/24/2025

Date

*Allyson Watson*

Dr. Allyson L. Watson, Vice President of Academic Affairs and Provost

4/30/2025

Date

*Donald Palm*

Dr. Donald E. Palm, Executive Vice President/Chief Operating Officer

5/1/2025

Date



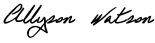
Certificate Of Completion

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Certificate Pages: 1	Initials: 0	Ameshia Williams
AutoNav: Enabled		ameshia.williams@famuedu
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4/30/2025 1:56:13 PM	ameshia.williams@famuedu	

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allyson.watson@famuedu		Viewed: 4/30/2025 4:25:12 PM
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valeria.singleton@famuedu		
Special Assistant		
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Security Level: Email, Account Authentication (None)		

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