Greetings Colleagues!
The academic year that just ended was indeed an exciting one. Due to the hard work of all of you, some significant strides were made in installing an assessment system that will enable us to document evidence of our effectiveness as an institution. As members of various institutional assessment committees, many of you contributed to these initiatives, particularly in formulating the policy guidelines and procedures in response to the Florida Board of Governors mandate to develop and implement the Academic Learning Compact (ALC). These guidelines stipulate that each baccalaureate program must develop an Academic Learning Compact, which at a minimum, determines the expected core student learning outcomes and robust assessments in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills, as defined in the joint teaching-learning process.

The Academic Learning Compacts will serve to document the expected learning outcomes to be achieved by students matriculating through each undergraduate program. Periodic measurements of the extent to which student learning has taken place will be accomplished by the use of tools, such as rubrics, products of student work, and other course-embedded assessments.

Effective fall semester 2005, these compacts will be made available to all prospective and current students of the University. Academic programs will distribute their Academic Learning Compacts to students through the University website and course syllabi. The academic division director or department chair will demonstrate that the plans of study for a specified program graduates systematically include all courses used to evaluate student learning outcomes. The awarding of the diploma will certify that the graduate has completed a program that has met the criteria of the Academic Learning Compacts.

Evaluation of the ALC will be done at various levels prior to submission. At the program level, each program chair will consult with their faculty members to evaluate assessment plans from their areas. The plans will then be sent to the Office of Assessment to be reviewed and feedback (if any) sent to program chairs. The GEAC and the ILAC committees will then review the submissions. Those responsible for program reviews and accreditation processes will involve external consultants in reviewing the assessment reports and students’ work.
As of July 21, 2005, ninety-seven percent (97%) of all FAMU's baccalaureate degree programs had developed the Academic Learning Compacts as depicted in the following table.

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of Baccalaureate Programs</strong></td>
</tr>
<tr>
<td><strong>Number of Programs with ALC Submission</strong></td>
</tr>
<tr>
<td><strong>Percent of SUBMITTED ALC to the total number of programs</strong></td>
</tr>
</tbody>
</table>

### Breakdown of the SUBMITTED ALCs (N=58)

<table>
<thead>
<tr>
<th>Identification of Expected Core Student Learning Outcomes</th>
<th>Identification of Corresponding Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs</td>
<td>Percent</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Task Completed</td>
<td>29</td>
</tr>
<tr>
<td>Advanced Stage</td>
<td>20</td>
</tr>
<tr>
<td>Initial Stage</td>
<td>9</td>
</tr>
</tbody>
</table>

### Institutional Annual Assessment Report Highlights

Significant strides made in FAMU’s assessment effort in 2004-2005 include:

1. Adoption of the “FAMOUS” Approach streamlining six sequential and precise steps in assessment planning and implementation.
2. Inventory of existing assessment methods that revealed that the most commonly used methods by degree programs are: accreditation reviews, program reviews and course evaluations by students while the commonly used assessment methods by non-academic units include, but are not limited to, activity record, audit, benchmarking, compliance reports, employer survey, external evaluation reports, self-evaluation, student survey and suggestion box.
3. Conduct of workshops and training sessions to prepare campus constituencies in fundamental principles and practices of assessment.
4. Development of assessment plan by 81% of Instructional (degree) Programs (IP) and 82% of ADESU identifying learning outcomes/functional objectives, assessment methods and the criteria for success.
5. Establishment of policy guidelines and procedures for developing and implementing Academic Learning Compact mandated by the Florida Board of Governors.
6. Development of an Assessment web page, related databases and an Assessment Newsletter: “FAMU Assessment Digest”.

### Assessment Plan Development

Most programs /units have now developed an assessment plan. A few went the extra mile to implement planned strategies and to submit a summary of results as requested to the Office of Assessment. For the instructional programs, the following table shows the summary of the submission for assessment plans as of July 21, 2005.
As shown in Table 2 above, of the one hundred and nine (109) degree programs offered at FAMU, only eighty-nine (89) submitted assessment plans. Of the 89 submitted plans, fifty-six (56) are acceptable while thirty-three (33) need revisions. In addition, of the eighty-nine (89) submitted plans, thirty-three submitted summary of actual results.

The overall progress made by the Administrative and Educational Support Units (ADESU) has been slower. This area will be targeted for improvement with respect to submission of acceptable assessment plans and reporting of actual results.

Table 3 above confirms this concern. As of July 21, 2005, of the fifty-seven (57) Administrative units at FAMU, forty-eight (48) submitted assessment plans. Of the 48 submitted plans, twelve (12) are acceptable while thirty-six (36) still need revisions. In addition, of the forty-eight (48) submitted plans, twelve (12) submitted actual results.

### Summary of Assessment Results

The following represents sample summary of results of implemented assessment activities for both academic and non-academic units submitted to the Office of Assessment. The full annual report can be reviewed on the Assessment web page at the following URL: [www.famu.edu/assessment_report.php](http://www.famu.edu/assessment_report.php)

#### Instructional Programs (IP)

- 92% of Nursing students who took [NLN Critical Thinking in Clinical Nursing Practice/ RN Examination](http://www.nln.org) in Spring 2005 passed compared to 84% in Fall 2004. At least 80% of students in majors (philosophy and Psychology) requiring the [CLAST](http://www.famu.edu/assessment_report.php) passed the exam. Ninety-five percent of Social Work students received grade of "B" or better on the [NASW Code of Ethics](http://www.famu.edu/assessment_report.php) and the Florida social work regulatory statutes and its rules. Of six employer satisfaction surveys received by Educational Leadership, 66% gave “very satisfied” rating to [Specific Job Related Knowledge](http://www.famu.edu/assessment_report.php) while 100% reported they are “satisfied” or “very satisfied” with the graduates’ oral and written communication skills. 81% of Mechanical Engineering (MS) students rate their ability as excellent or very good on the senior exit survey.

- Cardiopulmonary Science students pass rates on [SAE Level Examinations](http://www.famu.edu/assessment_report.php) was above 90%. Pass rate on [NBRC Certified Respiratory Therapist Examinations](http://www.famu.edu/assessment_report.php) was above 85%.

- All Health Information Management graduating students responding to the [Exit Interview](http://www.famu.edu/assessment_report.php) survey item - How would you rate the HIM professional level courses in meeting your career needs? - indicated a satisfactory or above rating. Employers responding to the [Occupational Therapy “Employer Survey”](http://www.famu.edu/assessment_report.php) item: “How would you evaluate the performance of the FAMU graduates ” assigned a 4 point or above. In 2004, Occupational Therapy graduates average scaled score in the [National Board for Certification in Occupational Therapy (NBCOT)](http://www.famu.edu/assessment_report.php) was 504 compared to US Average of 486.

- 80% of Graphic Communication students passed the Comprehensive Exit examination in GRA 1433 Basic Computer Operation with a “B” grade or better; while 95% demonstrated the acquisition of critical and analytical thinking skills in lecture/lab courses on projects by earning grade “B” and higher.
Administrative and Educational Support Services Units (ADESU)

100% of program participants of the New Beginnings provided positive feedback on the impact of project STAARS. Program participants indicated that participation in project STAARS enhanced their academic progress. (New Beginnings Child Care)

100% of the returned Ombuds' Customer Service Questionnaire stated that the student was given accurate information and would refer others to the Office. (University Ombudsman)

Scholarships awarded to FTICs were maintained at the same level during the 2004-2005 academic years. (Recruitment and Scholarships)

Compared with 2003-04 crime statistics, FAMU realized a significant decrease in the overall Index Offenses (down 38%); particularly, a decrease in violent crimes (down 35%). (Campus Police)

Analysis of sign in sheets by the University Health Center confirmed treating 90% or more of students and assisting them in a timely manner.

Of the 355 students participating in the “2005 Reach-Out Day” activities event, 333 (94%) rated the events as “satisfactory” or higher overall. (Center for Educational Enhancement)

The Library's “Reference Survey” indicated 100% willingness to recommend reference services to others. (University Library)

Sign in sheets and rosters of International Student Orientation meetings indicated that at least 95% of the 220 students utilized OIED services. (International Education and Development)

94% of frequent tutees evaluating the quality of service received in the English Skills lab rated the activities as “satisfactory” or “excellent.” All respondents rated quality of services of the lab as “good,” “very good,” or “excellent.” (School of General Studies)

99% of the materials were properly logged and distributed to the departments within a week of receipt. (Equal Opportunity Programs)

Assessment Workshops Notes

Workshops

In preparing campus constituents for assessment planning and implementation, beginning fall 2004 and continuing through the 2005 spring semester, several general assessment workshops were offered to faculty and staff. Topics in these skill development activities included:

- Direct and Indirect Assessment Methods (Two Sessions)
- Developing Assessment Tools_Portfolios
- Developing Assessment Tools_Rubrics (Two Sessions)
- Workshop for ILAC Members
- Assessment Methods that Assure Face Validity
- Methods of Assessment and Criteria for Success (IP)
- Methods of Assessment and Criteria for Success (ADESU)
- Developing Assessment Tools_Tests Construction
- Assessment Methods for ADESU
- Focus Group as an Assessment Method
- Making Sense of Assessment Data

Analysis of the workshop feedback showed that more than 95%-100% of all participants responding to the Likert scale items on the Assessment Workshop Evaluation Survey gave ratings of "excellent" or "good" to the overall quality of the presentation, the quality of information that was shared, the completeness of information that was shared, the effectiveness of the presentation, the usefulness of the presentation and the presenter's knowledge of subject the matter.

Roundtables

The Office of Assessment conducted three roundtables in spring 2005. These roundtables aimed at providing faculty and staff opportunities to share assessment activities in their respective areas. Below are brief descriptions of the roundtables.

I. Assessment Roundtable with focus on Assessment Ideas

This roundtable offered participants the opportunity to explore assessment ideas across academic disciplines for possible application by others and to promote sharing of best practices. Roundtable participants who came from both the Instructional Programs (IP) and Administrative and Educational Support Units (ADESU), engaged in an informal discussion about their experiences, knowledge, past and present concerns regarding assessment activities at their respective schools/colleges and divisions.

II. Assessment Roundtable with focus on Plan Implementation Lesson Learned

The purpose of this roundtable was to "share assessment plan implementation: Lesson Learned and Best Practices" in analyzing assessment data and making sense of assessment feedback and information." The roundtable provided a forum in which participants discussed the challenges faced in implementing planned assessment strategies in their respective programs and units.
III. Assessment Roundtable for the Deans
The Deans’ Roundtable was held to provide an opportunity for deans to learn more about assessment activities here at FAMU and the importance of assessment as a vehicle for documenting evidence of institutional effectiveness and for continuous program improvement. The director presented an overview of the assessment system and the role of deans in promoting a culture of continuous improvement. The presentation focused on the role deans play as leaders, educators, facilitators and defenders as they strive to maintain program excellence.

IV. Workshop on Academic Learning Compacts for Program Chairs and Directors
This workshop was conducted to familiarize the program chairs and directors with the Board of Trustees approved FAMU Academic Learning Compacts Policies and Procedures. The workshop also outlined the roles of the program chairs/directors in the implementation of the ALCs beginning 2005 fall semester.

V. The Division of Student Affairs Annual Retreat
The director made a presentation to Division of Student Affairs during its annual retreat. The presentation stressed the need for every unit to prepare assessment plan and shared the status and a general observation on the quality of assessment plans submitted by the division.

Assessment Committees Notes

Institutional Level Assessment Committee (ILAC)
The Institutional Level Assessment Committee (ILAC) was formed to provide leadership in the implementation of the university’s assessment system. The ILAC committee spearheads the development and monitoring of the implementation of FAMU’s assessment processes.

University personnel have been organized into a hierarchy of committees: Institutional Level Assessment Committee (ILAC), The General Education Assessment Committee (GEAC) and The Administrative and Educational Support Services Divisional Assessment Committees (AESDAC).

Major Accomplishments of the ILAC
Since its inception in early fall 2004, the ILAC has made great strides by: approving the General Education mission and expected learning outcomes; revising the existing FAMU Exit Survey; developing policies and procedures for the state mandated Academic Learning Compact (ALC) and developing an institutional assessment plan.

General Education Assessment Committee (GEAC)
The University recognizes that a liberal arts foundation is essential to supporting the process of learning in the respective program majors. For this reason, in August 2004, the Provost and Vice President for Academic Affairs appointed members to the newly formed General Education Assessment Committee (GEAC). This committee’s major charge is to provide oversight and leadership for the design, development and implementation of a systematic general education assessment plan for the university.

The GEAC membership is comprised of representatives from the following programs and areas: Arts and Sciences (Biology, English, Math, and Philosophy), Business, Journalism, Nursing, Pharmacy, two undergraduate students and two Faculty Senate members.

Major Accomplishments of the GEAC
Notable tasks accomplished by the GEAC include: Articulation of General Education mission statement; Identification of eight institutional expected learning outcomes (Communication skills, Critical Thinking skills, Technology Literacy, Collaboration skills, Ethical Values, Life Long Learning, Cultural Diversity and Quantitative Reasoning); Development of a General Education assessment plan outlining competencies related to each outcome and the methods of assessment and Identification of courses where outcomes and competencies are taught.

Assessment News
Everything you need to know about FAMUs assessment is on the assessment web page: www.famu.edu/assessment

Of utmost interest are the following depositions:
- Institutional Assessment Report 2004-2005
- Academic Learning Compacts
- Assessment Plans
- Assessment Planning, Approach, Guidelines and Templates, and much more!

Upcoming Assessment Workshops: More workshops will be offered during the fall 2005 semester. Of special interest is the possibility of a lunch-time forum on General Education Assessment plan anticipated to be held in early September 2005.