



An application for the Excellence
in Assessment designation

Florida
Agricultural and
Mechanical
University
(FAMU)

Prepared by the Office of
University Assessment

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Florida Agricultural and Mechanical University

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OFFICE OF THE PRESIDENT

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June 5, 2020

National Institute for Learning Outcomes Assessment (NILOA)
University of Illinois at Urbana-Champaign
360 Education Building, College of Education
Champaign, IL 61820

Dear Assessment Colleagues:

Please accept this letter as support for Florida Agricultural and Mechanical University's (FAMU) application for the Excellence in Assessment (EIA) designation. FAMU established the Office of University Assessment (OUA) in 2004 based on the need to develop a more comprehensive assessment process to facilitate the coordination of assessment activities university wide. Since that time, the Office has established a comprehensive assessment program at the University with the goal of promoting a culture of continuous improvement that drives student success.

The State of Florida, through Board of Governors (BOG) 8.016 (Academic Learning Compacts), has delineated our institutional outcomes for baccalaureate programs as Discipline-specific Knowledge, Critical Thinking, and Communication. These three outcomes are reported annually to the Board of Governors and are publicly displayed on FAMU's assessment website. Because our university provides a wide range of programs from STEM, health programs, law, business, liberal studies, agriculture, among others, we do not aggregate data from the Discipline-specific Knowledge outcome. However, through our history, and this Excellence in Assessment self-study process, we have taken consistent steps toward reporting overall assessment quality and have adopted Communication and Critical Thinking as our two our high-level institutional outcomes.

We are proud of our growth in assessment and quest to enhance our effectiveness by the use of best practices, thus allowing us to implement a management and assessment process that leads to quality programs and service improvements. While FAMU puts a focus on compliance, our Office of University Assessment is strategically positioned to provide our assessment units (IP, ADESU and Deans) with assistance in conducting quality assessment, with an emphasis on ensuring that it is meaningful to those conducting it and thus impacts the quality of education at FAMU. Our dedication to building resources that will assist our assessment liaisons, from a new assessment rubric to our annual Assessment Day, illustrate our dedication to the continuous improvement that is inherent in a strong assessment program.

Therefore, I know that you will find our application consistent with the hard work and continuous improvement that is exhibited in our programs and recognize us as a 2020 Excellence in Assessment designee. Our goal will then be to return in 5 years for recognition in the Sustained Excellence category.

Thank you for your time and consideration of our application. Please do not hesitate to contact me should you have any further questions.

Respectfully,

A handwritten signature in black ink that reads "Larry Robinson". The signature is written in a cursive, flowing style.

Larry Robinson, Ph.D.

President

Institution Application Contacts

This form allows us to collect contact information for key people who should be notified in case of questions regarding your institution's application or with information regarding any public announcements that may result should your application receive an Excellence in Assessment Designation.

Primary Application Contact: Answer questions about the content of your application should reviewers need additional clarification or request additional evidence or information. The primary application contact will be notified of the results of your application, including any feedback from reviewers, by email and postal mail late July.

Name: Melanie Wicinski, Ph.D.
Title: Director
Email Address: Melanie.wicinski@famuedu
Phone Number: 850-412-5265
Mailing Address: 659 Ardelia Ct.
Tallahassee, Florida 32307

Senior Leader: Provide contact information for the senior leader who submitted the letter to accompany your institution's application. The senior leader will be notified of the results of your application, including any feedback from reviewers, by email and postal mail late July.

Name: Larry Robinson, Ph.D.
Title: President- Florida, A&M University (FAMU)
Email Address: Larry.Robinson@famuedu
Administrative/Executive Assistant Name: Cynthia Henry
Administrative/Executive Assistant Email: Cynthia.henry@famuedu
Phone Number: 850-599-3225
Mailing Address: 1601 Martin Luther King Jr Blvd
Suite 400
Tallahassee, FL 32307

Media/Public Relations/University Communications Contact: Contact regarding coordination of any press releases or other public announcements in which your institution may be mentioned should your application for an Excellence in Assessment Designation be successful. Communications with this person will begin in July only if your institution is awarded a Designation.

Name: Keith Miles
Title: Interim Director
Email Address: keith.miles@fam.u.edu
Phone Number: 850-412-7770
Mailing Address: 1601 South MLK Jr. Blvd., Suite 203
Lee Hall
Florida A&M University
Tallahassee, Florida 32307

Assessment Participants

Assessment is structured to be inclusive of the entire Florida A&M University (FAMU) community, including staff, faculty, administration, and senior leadership. Although there are primary contacts and committees tasked with cultivating assessment at FAMU, every area is asked to make assessment a university-wide effort. The primary contacts for assessment within each College/School, Division, and Department are the appointed Assessment Liaisons for the area. The Institutional Level Assessment Committee (ILAC) and General Education Assessment Committee (GEAC) are the institutional-level committees involved in assessment. These committees and the Assessment Liaisons work closely with the Office of University Assessment (OUA), which reports directly to the Vice President of Strategic Planning, Analysis, and Institutional Effectiveness.

Assessment Liaisons

Assessment [reporting units](#) include Instructional Programs (IPs), Administrative and Educational Support Units (ADESUs), and Deans of individual colleges/schools. IPs include all undergraduate and graduate degree programs in addition to stand-alone certificate programs offered at FAMU. ADESUs encompass the administrative side of the university, such as Academic Affairs, Student Affairs, Career Services, and Financial. Additionally, Deans of the individual Colleges/Schools submit an assessment report with the exception of the School of Graduate Studies and Research. Although classified as a School, they do not administer any degree programs and serve as a clearinghouse of information and services related to pursuing graduate education.

Each IP, ADESU, and Dean is responsible for providing an annual assessment plan and report for continuous improvement. Reporting units have Assessment Liaisons who function as a conduit for information between the OUA and their respective areas. This structure has been adopted to ensure that feedback and updates are communicated from the OUA to points of contact in each area with knowledge of the way to best communicate with their stakeholders. Each reporting unit selects its own Assessment Liaison, by identifying an individual who is most engaged in assessment across the unit or the person with the most contact with individual areas within the unit. For example, in the Division of Student Affairs the Associate Vice President Administration & Assessment serves as the divisional Assessment Liaison. Within this role, he is the hub of assessment for each area housed within Student Affairs. Because of this unique positioning, he is best suited to serve as the Assessment Liaison for the Division of Student Affairs.

Additionally, the Assessment Liaison ensures that each unit fulfills the assessment requirements, from reporting to utilization of the feedback. Assessment Liaisons organize the unit-level activities related to assessment. They support the scaffolded efforts that culminate in a cohesive plan to implement continuous improvement and to document the results of continuous improvement.

Institution Level Assessment Committee

The Institutional Level Assessment Committee (ILAC) serves as an advisory committee to the OUA. ILAC consults with the OUA regarding the development, implementation, and monitoring of FAMU's assessment processes and system. ILAC is comprised of an individual from each College/School and FAMU division (e.g., Academic Affairs, Student Affairs, etc.). Additionally, the original ILAC charter indicates that the current SGA President, who serves as a voting member of the Board of Trustees (BOT), participates in the committee.

Currently, there are 30 members on ILAC, a committee chair from the Colleges/Schools and a co-chair from the ADESUs (Appendix A). The 2019-2020 chair of ILAC represents the largest College/School at the university, and the 2019-2020 co-chair represents Student Affairs. Because ILAC works in close connection with the OUA, it is imperative that Student Affairs and other key offices are actively engaged through the committee.

In Spring 2020, a proposal was submitted and approved by ILAC to expand the membership. The committee will now include: a business/community leader with a vested interest in the success of FAMU; an adjunct faculty member; and, a faculty or staff member from a school where transfer or graduate schools typically apply. The ILAC indicated that additional members will be recruited beginning August 2020, with members added incrementally to allow them to become acclimated to ILAC and university assessment.

General Education Assessment Committee

The General Education Assessment Committee (GEAC) provides assessment oversight for FAMU's general education program. Within this role, the GEAC identifies competencies for the general education curriculum which incorporate the institutional-level competencies that have been adopted in alignment with the Florida State Board of Governors Academic Learning Compacts. The four competencies that have been identified for the general education curriculum are: Communication, Critical Thinking, Quantitative Reasoning, and Social/Ethical Reasoning. Additionally, the GEAC conducts the assessment activities related to the institutional-level objectives for general education.

The GEAC consists of faculty associated with the general education curriculum, the OUA Director and Assistant Director, and university staff providing support to students enrolled in general education courses. The committee is currently comprised of 16 members (Appendix B).

Application Narrative

Introduction

Florida A&M University (FAMU), located in the Florida panhandle, is the only public historically Black university in Florida. FAMU is a member of the State University System of Florida (SUS), a 12-member coalition of state public higher education institutions. FAMU, founded in 1887, continues to align current initiatives with its original institutional mission to provide educational opportunities to those who were traditionally underserved. As of Fall 2019, FAMU enrolled 9,617 students. Undergraduates comprised 78% of the total enrollment, graduate students 18%, and the remaining 4% were unclassified.

The Office of University Assessment (OUA) was established Spring 2004 within the Division of Academic Affairs. The philosophy of assessment at FAMU focuses on continuous improvement as a means to enhance course offerings and support services, thereby contributing to institutional effectiveness and student success. The institutional values reflected in the mission statement provide the assessment framework; our approach is rooted in a comprehensive, collaborative process utilizing data to improve the overall student experience.

The OUA [mission](#) is to promote a culture of evidence at FAMU through implementation of a manageable, sustainable assessment process that leads to quality program and service improvement. The OUA achieves this mission by providing support to all instructional programs (IP) and administrative and educational support units (ADESU) through building capacity for best practices in assessment and continuous quality improvement. The OUA works to enhance unit-level capacity to make effective use of assessment practices by providing meaningful, timely feedback that informs institutional decision-making processes.

Prior to 2004, assessment activities at FAMU occurred in various forms and were largely directed by the individual instructional programs and administrative units. With the [inception of the OUA](#), the university's intention was to develop a systematic framework for assessment that would yield actionable findings to bolster institutional effectiveness.

Currently, FAMU assessment activities are driven by an annual assessment reporting process. Units establish their individual objectives and implement their own approach to assessing these objectives, within OUA guidelines. This annual process allows the flexibility to conduct meaningful assessment that is responsive to the units' changing needs; however, units may still implement multi-year assessment for objectives requiring longitudinal evaluation. This structure emphasizes the autonomy of units while providing an opportunity for institutional-level monitoring and peer review through the ILAC, GEAC, OUA, and Provost's Office. The collaborative approach positions the OUA as a resource to refine and enhance assessment, through assessment feedback, training, targeted events, and aids provided through the office.

Student Learning Outcome Statements

In alignment with the Florida State University System (SUS), FAMU adopted the [Board of Governors Regulation 8.016](#) regarding Academic Learning Compacts and state-wide student learning outcomes (SLOs) to guide institution-level SLOs. Accordingly, two of the three outcomes established in the Academic Learning Compacts (i.e., Communication and Critical Thinking Skills) have been adopted as institutional learning outcomes and integrated into all [undergraduate instructional program assessment](#). These outcomes are communicated through the assessment website. Because of the breadth of assessment techniques required to evaluate the third outcome within FAMU's range of degree programs, discipline specific knowledge is noted in assessments, but has not been adopted as an institution-level SLO.

Institution-level SLOs are subsumed within the General Education outcomes, constituting a comprehensive view of FAMU's undergraduate education goals (Figure 1). General Education is treated as an academic program at the university, with outcomes outlining the competencies students should demonstrate at the completion of the General Education curriculum. General Education courses across the institution must incorporate communication and critical thinking outcomes, in addition to social and ethical responsibility and quantitative reasoning.

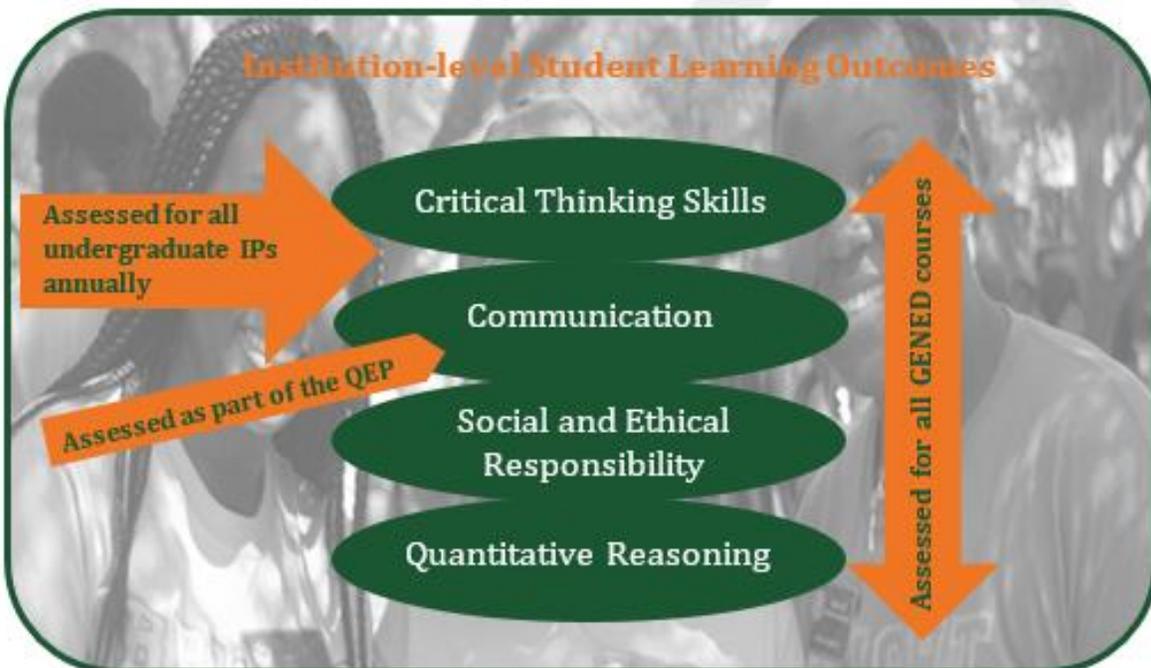


Figure 1. Institution-level student learning outcomes for undergraduate instructional programs and General Education.

The Deans of Colleges/Schools are charged with developing outcomes aligned with institution-level outcomes: Leadership; Student Success; Faculty; Research, Scholarship and Creative Activities; and, Outreach and Community Service (Figure 2). Colleges/Schools with programs linked to a licensure examination must report their licensure pass rates as a sixth institution-level outcome. This assessment has been aligned with the scorecard given to Deans from the Office of Strategic Planning, as an additional linkage to the current university strategic plan – [FAMU Rising](#).



Figure 2. Institution-level outcomes for Deans of Colleges/Schools.

Institution-level Assessments

At FAMU, institution-wide reporting is a two-fold process. Phase One consists of annual Plan and Report submissions from reporting units. Phase Two consists of ongoing training related to assessment quality evaluation. These two phases allow the OUA to track and monitor continuous improvement, evaluate the quality of university-wide assessment, conduct relevant training to enhance assessment quality, and work across the university to increase the use of institutional assessment data.

Each September reporting units are required to document Assessment Plans and Reports in Nuventive, the institutional reporting platform. The findings from Assessment Reports are intended to inform Assessment Plans for the upcoming year; therefore, the OUA requires submission of Plans and Reports at the same time. As described more fully in

Section 8 (Reflections and Growth Improvement Plan) the transition to Nuventive optimized collection and management of data for evaluation and feedback in one centralized platform. Maintaining this information in one widely available platform is key to enacting the feedback loop between the OUA and university stakeholders.

Instructional programs and select Administrative and Educational Support Units (ADESUs) must integrate the institution-level SLOs. ADESUs encompass non-instructional university divisions such as Student Affairs, Student Activities, Academic Affairs, Career Services, and Undergraduate Advising. Because some ADESUs provide educational support and actively engage in student learning, they must incorporate at least one institution-level SLO.

Plans and Reports are evaluated by OUA and ILAC using a 5-point quality [rubric](#), delivered through Nuventive and available on the assessment website. Units are encouraged to internally rate their assessments, using FAMU's assessment quality rubric, to ensure plan feasibility and scaffolding of unit and University strategic plans.

The OUA compiles an institution-level evaluation of assessment plans and the quality of assessment. Ratings and feedback are reported across the institution to stakeholders within Divisions and Colleges/Schools and it is used to develop targeted training and institutional resources to address areas for growth (see Figure 3).

In addition, the Provost has included assessment quality as an evaluation metric for Deans of Colleges/Schools and Division Vice Presidents, through benchmark scores for each Dean that are included in the Academic Affairs evaluation.

ILAC voted in 2019 to include assessment activities in the Assignment of Responsibility (AOR) for faculty who act as assessment liaisons, thus decreasing teaching load. This recommendation is currently under review by the Provost's Office. Figure 4 illustrates how the annual assessment process drives institutional assessment activity.

Nuventive Solutions Nuventive Improvement Platform Essential Edition

Assessment Reviews > External Ratings

STARS Rubric External Ratings

2019 - 2020

Plan

- Goals/Objectives: 5 - Highly Developed
- Standards & Outcomes (Strategic Linkages): 5 - Highly Developed
- Assessment Measure: 4 - Developed
- Criterion: 5 - Highly Developed
- Attachments: 0 - Unable to Review (Missing items will cause the plan to be issued a 0 rating and the plan will not be rated)
- Average Rating for Assessment Plan: 1.8
- General Plan Comments: Please provide all applicable linkages for each measure. Please provide clear, measurable targets as criterion. Contact OUA for assistance. KLB *Plan was re-rated following changes by unit 02/13/20 KLB

Report

Summary:

Improvement Narratives:

Overall Reflection:

Attachments:

General Report Comments:

Related Documents

Figure 3. Reporting unit ratings and feedback in Nuventive.

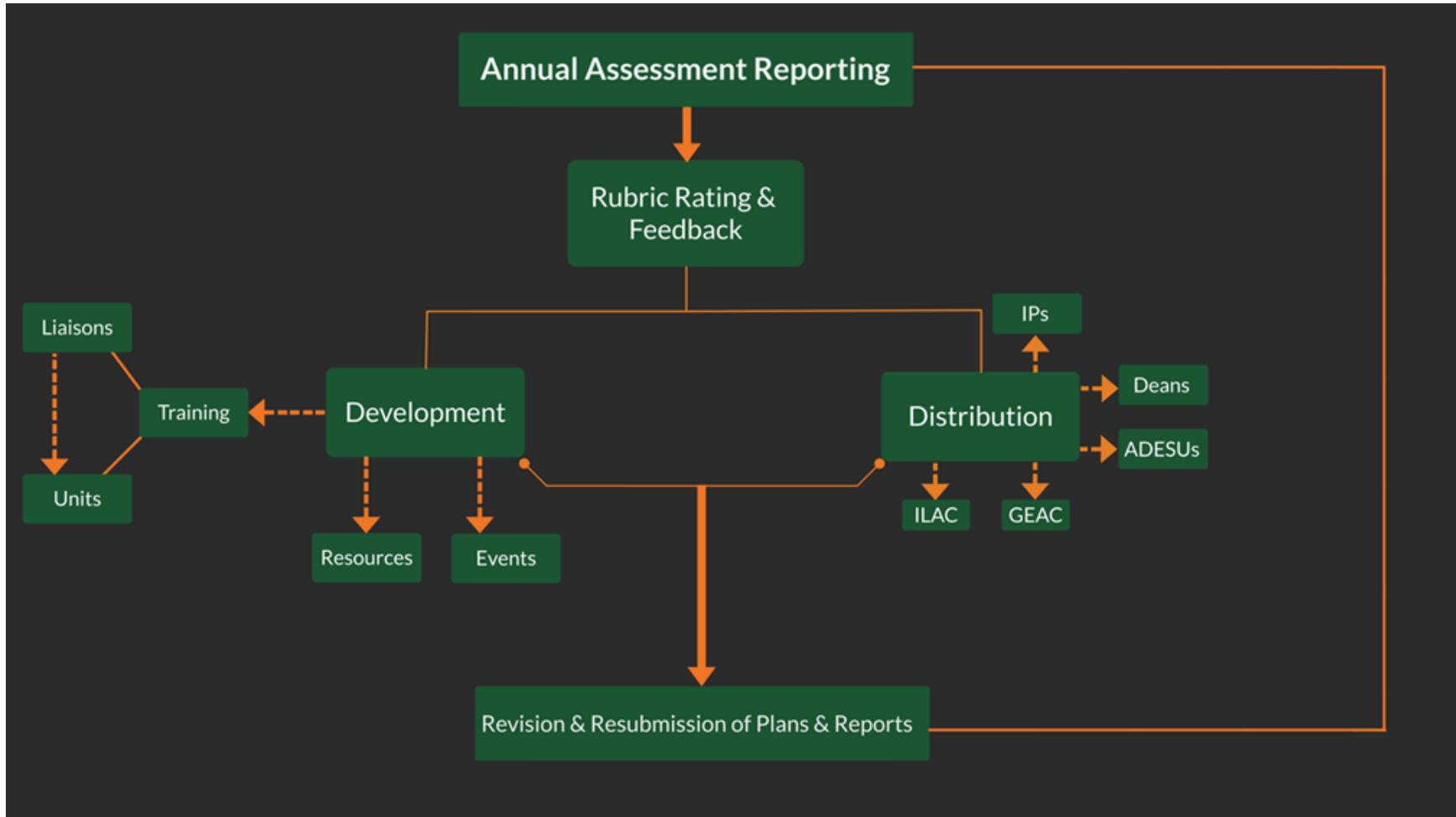


Figure 4. Annual reporting as the foundation for institutional assessment activity.

Assessment Resources

The OUA highlights the importance of quality assessment over a sole focus on compliance by positioning themselves as an institutional resource providing process, digital, and in-person resources to guide continuous improvement.

The university-wide assessment process is the primary resource the OUA provides for FAMU. Because the focus of the OUA is distributing tools and knowledge necessary to implement meaningful assessment, the office focuses on incorporating teaching and modeling throughout all of their activities. The rubric is the bedrock of the teaching and modeling effort as it facilitates evaluation of assessment efforts to identify opportunities for growth. It also allows the OUA to demonstrate how units should implement a feedback loop to assess, address, and modify; and re-evaluate processes as a means for continuous improvement.

Through the assessment process, reporting units communicate their efforts related to institution-level outcomes for IPs, Deans, and ADESUs (Figure 5). The OUA feedback on the assessment reports then drives the trainings, events, and resources offered through OUA, ILAC, and GEAC. Using this approach aligning feedback and training, the university implements institution-level assessment and results at the program- and unit-level.

Because the OUA facilitates discussions regarding meaningful assessment via quality ratings and feedback, units must address assessment beyond meeting mandates for compliance. Quality reporting ratings have encouraged a multi-faceted view of what assessment should represent. Submission of on-time and complete reports is important; however, the ratings of the content have risen in priority among units. Reflecting this shift, more units are engaging with OUA to apply feedback in future iterations of assessment reporting. The OUA processes are inclusive of leaders, faculty, staff, and Assessment Liaisons to optimize transparency, increase shared responsibility, and enhance investment.

OUA engagement with the assessment community is broadened through assessment liaisons trained by the office, thereby expanding their reach beyond the four-person assessment team. Assessment Liaisons spearhead assessment efforts in their areas, specifically training to suit unit need. Because trainings have emerged as the best method for the OUA to collaborate with units, the office typically trains in a variety of formats and locations to enhance accessibility. Trainings incorporate hands-on learning activities to engage participants and assess comprehension in real time. Trainings are highly advertised utilizing multiple media channels, including FAMUINFO, the assessment listserv, the OUA website, and other available methods.

Beyond training, the findings are reflected in the focus for assessment events (e.g., Assessment Day, Assessment Roundtable, and monthly Assessment Brown Bag lunches). It is effective as involvement is typically high for assessment events at FAMU. For example, the [Assessment Day](#) mini conference, initiated in 2019, exceeded anticipated participation and registration was closed early due to high demand. Nine of 13 colleges and 7 of 12

Divisions were represented at this event where colleagues shared resources, strategies, and/or processes that frame continuous improvement at FAMU. Faculty, staff, students, and administrators engaged as presenters and [participants](#). The OUA [Executive Summary](#) illustrates the event’s impact at FAMU.

ADESU Unit Assessment Plan



Objective/Outcome: Participants Served

Increase the quantity of participants served through health, fitness and recreation programs & services during the 2019-2020 academic year.

Objective/Outcome Status: Active PO - Performance Outcome.

*** Planned Assessment Cycle:** 2019 - 2020

Assessment Measures

Direct - Activity Record - Check-In Reports from facility management software for Students, Faculty, and Staff. (Active)
* Criterion: Compared to 2018-2019, the department will increase the overall attendance at the Hansel E. Tookes Student Recreation Center by 5%.
Direct - Activity Record - Check-In Reports from facility management software for Students, Faculty, and Staff. (Active) (Active)
* Criterion: Compared to 2018-2019, the department will increase/include Saturday attendance/participation at the Hansel E. Tookes Student Recreation Center.
Direct - Roster - Roster and reports of student, faculty, and staff attendees/participants. (Active)
* Criterion: Compared to 2018-2019, the department will increase the total number of participants utilizing fitness instruction, group exercise classes, intramural leagues, sport clubs and outdoor adventure excursions by 10%.

Related Items

- FAMU Strategic Goals 2017 - 2022
Strategic Priority 6 - Goal 1 - Develop and maintain a University-wide culture of service excellence
- FAMU Strategic Priorities 2017 - 2022
Strategic Priority 6 - Outstanding Customer Experiences
ADESU - Campus Recreation
To provide access to state of the art facilities and excellent programs & services.

Figure 5. Example of objective report for an ADESU Assessment Plan.

Finally, the OUA provides updated resources housed on the [OUA website](#) to reflect the needs of the FAMU community. These resources are foundational documents to assist in assessment planning and implementation.

Current Institution-level Assessment Activities

Use of ratings and feedback is largely impacted by the ability to review and discuss findings through assessment committees, and feedback reporting. Initiatives to improve the reporting system and provide feedback have grown within the last two years. The OUA continues to focus on ways to leverage improvements.

Recently, the OUA developed a proposal to include diverse stakeholders in the assessment reporting, review, documentation, and communication process to ILAC. The restructuring of ILAC is the primary effort to enhance institution-level assessment. Expanding ILAC engagement to additional faculty, students, and external stakeholders will allow OUA to integrate the unique perspectives of these individuals into the way assessment is conducted, taught, and communicated within and outside of FAMU.

Presently, quality ratings are compiled in spreadsheets for management and organization, providing the basis for university-wide reporting, review, documentation, and communication. Rating information is provided across the institution through a standard [document](#). These are distributed via email and discussed at annual assessment update meetings between the OUA, Deans, and Vice Presidents. Additionally, overall average ratings across the university are publicly available [online](#). Prior to disseminating the report, the OUA collaborates with ILAC and GEAC to share findings with internal and external FAMU stakeholders.

Although the OUA's reach is broad, the office noted that additional means of communication are necessary to ensure the data is meaningful for stakeholders. Because quality ratings and other data housed on the OUA website is used across the institution, the office has moved toward dashboard reporting, with assistance from Institutional Research and Analytics to provide dashboard visualizations of assessment data. This is in-process; the offices have started with Graduate Exit Survey data, frequently used as an indirect measure in assessment reporting.

Evidence of Institution-level Student Learning

The OUA reports ratings and feedback to assist in determining ways to improve assessment activities and student outcomes. The ratings served as “discussion starters” with programs and units receiving assistance to revise their assessment reporting and resubmit for improved ratings of reports. Additional traction has been gained through friendly competition among reporting units, which has created cross-unit communication enhancing all units' understanding of ways to conduct meaningful assessment. After initiating the rubric in 2018-19, the instructional programs have increased quality ratings by 14%, from an average rating of 2.8 to 3.2 (Figure 6). ADESU units have increased by 25%, from an average of 2.8 to 3.5 (Figure 7).

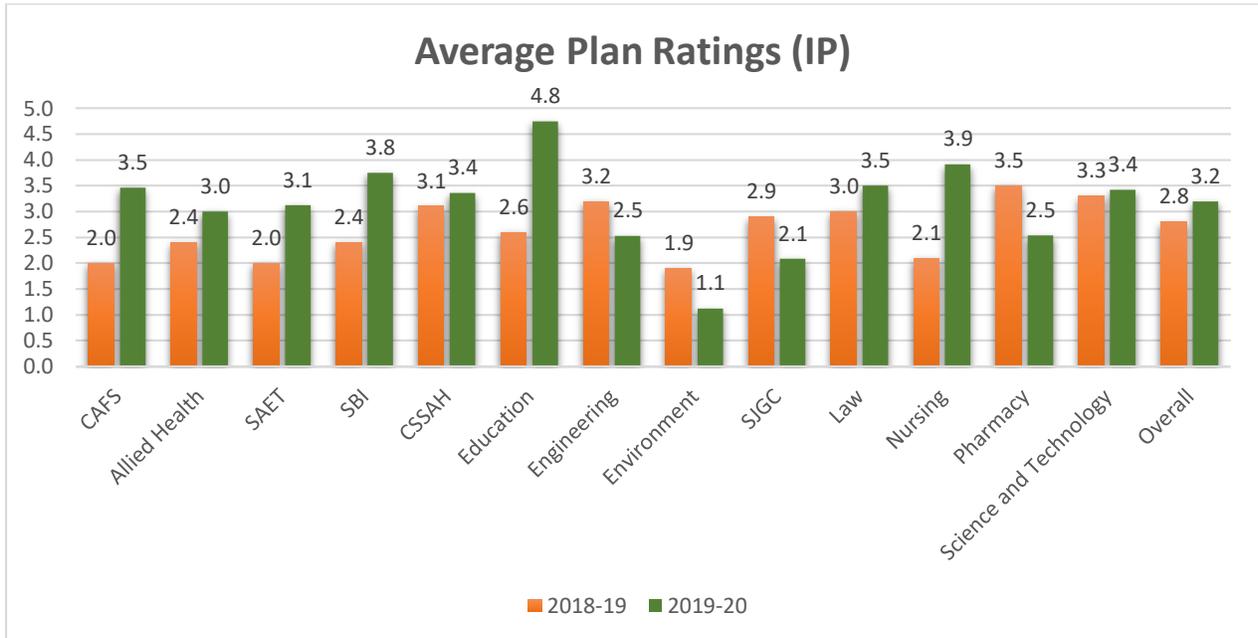


Figure 6. A comparison of average plan ratings from 2018-19 to 2019-20 by College/School (as of March 24).

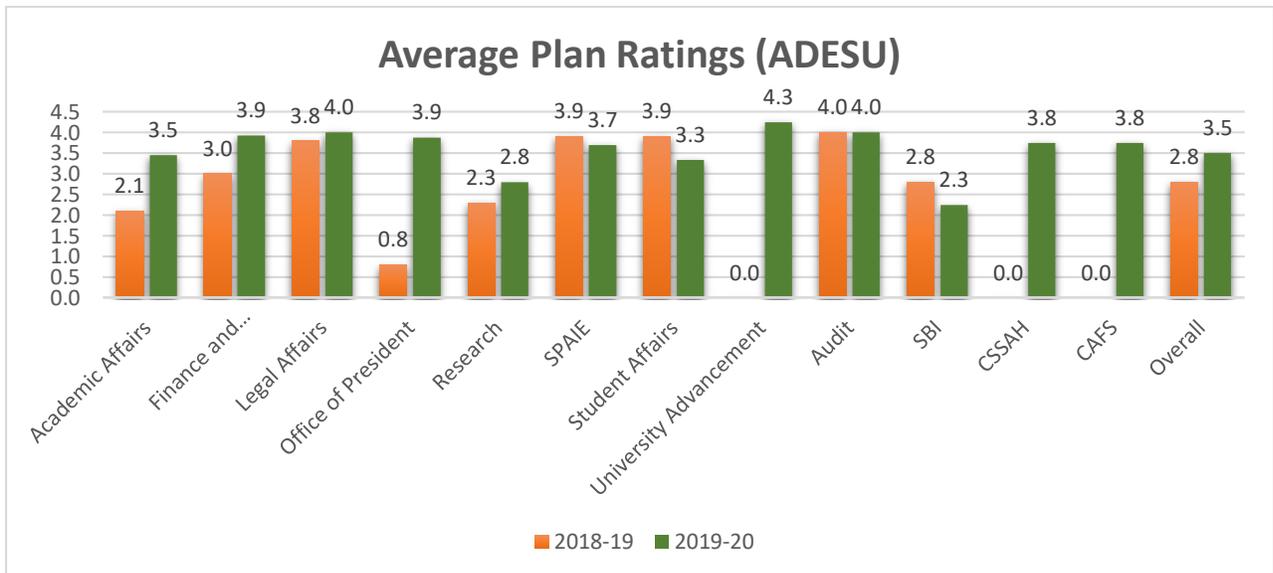


Figure 7. A comparison of average plan ratings from 2018-19 to 2019-20 by Division (as of March 24).

Previously, the onus of establishing targets for continuous improvement, collecting related data, and reporting across the institution was placed upon individuals within units with little assistance from their colleagues. Departmental training has increased willingness to approach assessment as a collaborative effort by the entire unit to enhance depth and rigor.

These trainings serve as a vehicle for sharing assessment results across the university. Moreover, the content is shared across ILAC and GEAC to further disseminate results to the institution. By including representatives from the School of Graduate Studies and the Career Center in ILAC, OUA hopes to integrate perspectives related to student paths after FAMU in the process of applying institution-level assessment results. These groups actively participate in connecting graduates with school and career opportunities and offer a wealth of information related to career and professional competencies which should be incorporated in annual assessment.

Currently, units incorporate institution-level assessment data into their reporting to scaffold results and yield a nuanced view of their impact in the FAMU community. Prior to moving to Nuventive, assessments were collected in narrative form, with no data aggregation. Nuventive requires units to provide the number of students sampled overall and by learning modality. This feature allows OUA to track longitudinal data to begin the process of identifying and addressing equity gaps.

Programs/units are required to develop at least one direct measure involving student artifacts and activity tracking. Programs within the General Education curriculum may include measures on freshmen and senior students' mastery of humanities, mathematics, and writing through the ETS Proficiency Profile test. This data is collected annually and used to report on institution-level outcomes. As an indirect measure, questions from the FAMU Graduate Exit Survey related to student perceptions of their development of critical thinking and communication are also used in assessment reporting. Other institutional assessments ([NSSE/FSSE](#), [Exit Survey](#)) provide additional data units can include in their assessment reporting.

Use of Institution-level Student Learning

Through FAMU's spaces for providing assessment data and results, decisions on institutional policies and practices are discussed, disseminated, and implemented, where appropriate. Each unit utilizes assessment data to determine ways to improve institution-level assessments. Additionally, ILAC and GEAC drive institutional change using assessment findings. GEAC and ILAC then report to faculty, staff, students, and other stakeholders to develop institutional policy related to their respective areas.

In November 2018, ILAC and OUA collaborated to change the Plan/Report due date from October 31 to September, which provided OUA the opportunity to provide detailed feedback to improve the quality of assessments. The enhanced feedback has been instrumental in improving assessment quality, as evidenced by the increased quality ratings seen this year.

In September 2019, based on a new Board of Governors requirement, ILAC formed a subcommittee to re-evaluate and redesign the FAMU Graduate Exit Survey. Final modifications were decided upon in the November 2019 meeting. This redesign allowed OUA and ILAC an opportunity to address ways this assessment could better meet programs' and departments' institution-level assessment needs.

SLOs are also tied to specialized accreditation standards in addition to institutional priorities. The OUA works with programs to coordinate SACSCOC and specialized accreditation requirements, while focusing on institutional outcomes. These efforts require collaboration among Assessment Liaisons, OUA, and the specialized accreditors.

Reflection and Growth Improvement Plan

As of Summer 2019, the OUA focused on effectively leveraging technology to improve collection of institution-level outcome data and encourage course-level assessment using Nuventive. Through Nuventive, the OUA will aggregate information on the institution-level outcomes and implement course mapping within the platform to expand into course-level assessment. As a complement, the OUA is developing curriculum mapping training to conduct with all Colleges/Schools at FAMU, and eventually with our ADESUs to capture co-curricular opportunities. These modifications ensure documented evidence of institutional-, college-, program-, and course-level assessment activities in one centralized platform.

Nuventive allows more comprehensive reporting, including number of students assessed and learning modality. It has expanded functionality so units may denote which institution-level outcome (Communication, Critical Thinking) they are assessing and OUA can evaluate this data. These reports allow the ways students are improving in each outcome to be easily captured and facilitate documentation of evidence related to institution-level outcomes.

During self-study, the OUA determined that external stakeholders, adjunct faculty, and student voices were missing in assessment oversight. Increasing representation in ILAC presented an opportunity for growth. The OUA proposed an ILAC expansion to include currently enrolled students, adjunct faculty, FAMU alumni, Tallahassee business representatives, and faculty/staff from affiliated schools because of ILAC's advisory role to OUA. These parties will participate in the on-going review, monitoring, and dissemination of institutional assessment. Inclusion of missing stakeholders will inform communication of assessment in a manner appropriate for all stakeholders. ILAC approved this expansion in April 2020.

Finally, the OUA identified opportunities for intra-office growth in assessment processes, which included recognition of faculty and staff for assessment activities. The OUA has developed an Assessment Champion Award to recognize exemplary assessment occurring on our campus. This proposal has been approved by University Leadership; the OUA is currently considering funding for recipients to support their assessment activities.

Appendix A. Institution-level Assessment Committee Members

College/School	Member 1	Member 2		
Social Science, Art, and Humanities	DeAnna Burney (Co-chair)			
Agriculture and Food Science	Neil James			
Education	Wei Gu			
Law	Alicia Jackson			
Pharmacy and Pharmaceutical Sciences	Matthew Dutton	Tracy Allen		
Science and Technology	Deidre Evans			
College of Engineering	Subashini Iyer	Michelle R. Roddenberry		
Graduate Studies and Research	David Jackson			
Allied Health Sciences	Marjorie McNeill			
Architecture and Engineering Technology	Behnam Shadravan			
Business and Industry	Jennifer Collins	DeEdgra William		
Journalism and Graphic Communications	Michelle Ferrier			
Nursing	Lisa Gardner			
Division/Office/Committee	Member 1	Member 2	Member 3	
Academic Affairs	Phyllis Watson	Brenda Wright		
Finance and Administration	Mark Palazesi			
Legal Affairs	Denise Wallace	Shira Thomas	Abigail Raddar	
Research	Charles Weatherford			
Student Affairs	Nigel Edwards (Co-chair)			
International Education and Development	William Hyndman			
University Assessment	Melanie Wicinski			
Institutional Research and Analytics	Princess Likely			
Information Technology Services	Malik Littles			
Faculty Senate	James Muchovej			
GEAC	Michael LaBossiere			
Additional Stakeholders	Member 1	Member 2	Member 3	
Local Business/Community Leader	TBD			
Adjunct Faculty	TBD			
Faculty/Staff from Other Institution	TBD			

Appendix B. General Education Assessment Committee Members

College/School/ Office	Member(s)
Agriculture and Food Science	Jenelle Robinson
Allied Health Sciences	Cheree Wiltsher
Business and Industry	Dwayne Cole
	Jennifer Collins
Pharmacy and Pharmaceutical Sciences	Rima Tawk
Science and Technology	Deidre Evans
	Benjamin Hottel
	Jessica Humann (Co-chair)
	Michael Thornton
Social Science, Art, and Humanities	Brenda Hughes
	Edith Carnley
	Kwasi Densu
	Michael LaBossiere (Co-chair)
	Eugene Matthews
	Marcus Rhodes
University Assessment	Kiwanis Burr
	Melanie Wicinski