



An executive summary of engagement and perceptions related to the inaugural Assessment Day.

# Assessment Day 2019 Summary

Prepared by the Office of  
University Assessment

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## Overview

The Office of University Assessment (OUA) conducted its inaugural Assessment Day on Friday, November 1, 2019. The event was intended to facilitate conversations around assessment at FAMU, and to highlight exemplary assessment practices. The OUA sought participation from all areas on campus to ensure that the dialogue during Assessment Day was relevant to the broad FAMU community. From students to faculty, staff, and administrators, a diverse pool of attendants and presenters participated in this event.

The OUA arranged nine presenters representing Instructional Programs, ADESUs, and the student body. Presenters were asked to lead discussions related to the theme – *Turning Data into Action* – exhibiting how they leveraged annual assessment to drive continuous improvement. In addition to these presentations, opening and closing sessions from President Larry Robinson, Ph.D., Vice President Beverly Barrington, and Provost Maurice Edington, Ph.D. effectively set the tone for the day and for evolving assessment practitioners' professional practice after Assessment Day.

This executive summary was developed to address Assessment Day engagement and the perceptions of the participants. Additionally, lessons learned from the inaugural Assessment Day are presented in this summary.

### Assessment Day Engagement

The inaugural Assessment Day boasted participation from 71 members of the FAMU community. These individuals represented 7 Divisions (see Figure 1) and 9 of the 14 FAMU Colleges and Schools (see Figure 2). A total of 94 faculty and staff registered for the 2019 Assessment Day; of those registered, 23 did not attend the event (see Figures 3 and 4).

Roughly equal numbers of Division and College/School staff and faculty participated in Assessment Day. From the University Divisions, the largest numbers of registered attendants represented Strategic Planning, Analysis, and Institutional Effectiveness ( $n = 9$ , 25%) and Academic Affairs ( $n = 9$ , 25%). From the University's Colleges and Schools, the largest numbers of registered attendants represented the School of Allied Health Sciences ( $n = 14$ , 40%).

Despite the large numbers of registered attendants who participated in the 2019 Assessment Day, 11 representatives from the University's Divisions and 12 representatives from the University's Colleges/Schools registered but did not attend the event. There were no representatives from the College of Education, College of Law, School of the Environment, or School of Nursing in attendance at the event. A listing of individuals who registered for the event but did not attend is available from the Office of University Assessment per individual request.

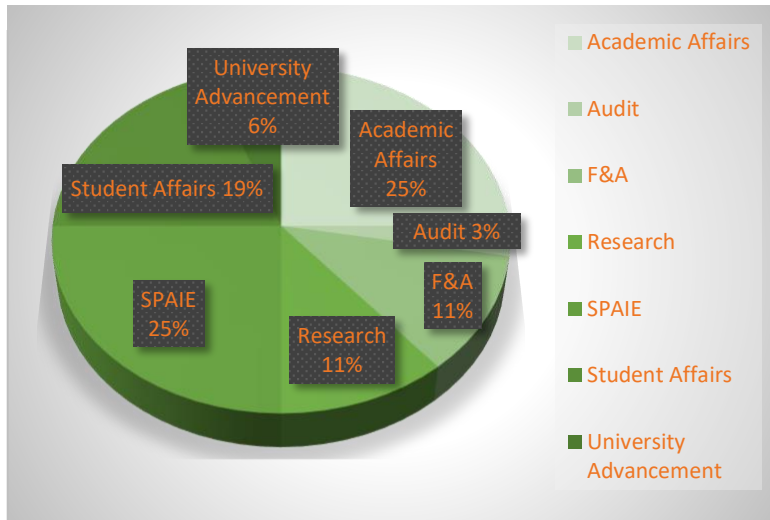


Figure 1. Percentage of registered attendants who attended the 2019 Assessment Day, by Division.

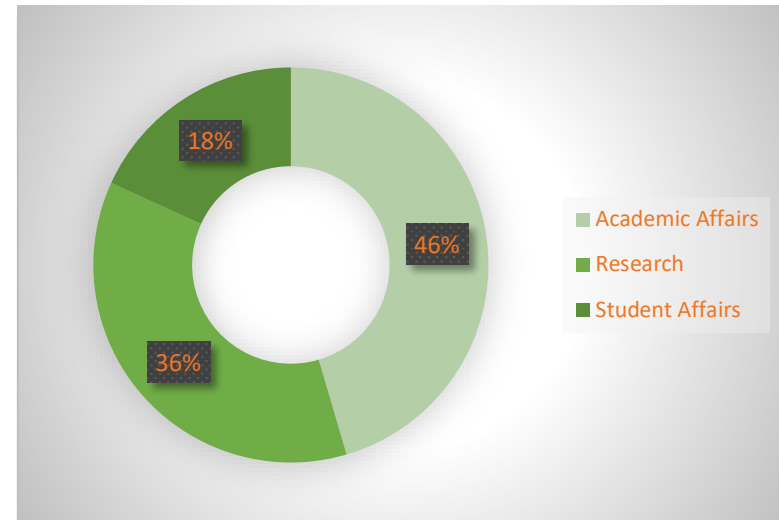


Figure 3. Percentage of registered attendants who did not attend the 2019 Assessment Day, by Division.

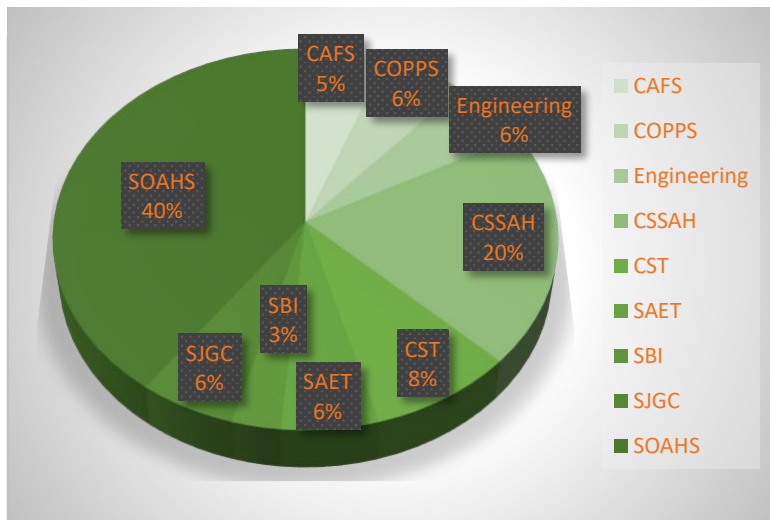


Figure 2. Percentage of registered attendants who attended the 2019 Assessment Day, by College/School.

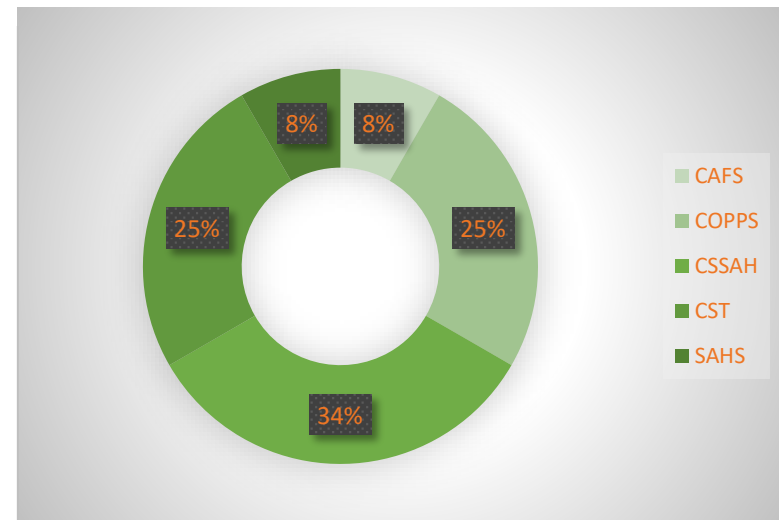


Figure 4. Percentage of registered attendants who did not attend the 2019 Assessment Day, by College/School.



## Participant Perceptions

Immediately following the event, a satisfaction survey was distributed to participants to gauge their perceptions of Assessment Day. Event participants were asked to report their satisfaction with the topics, sessions, materials, and the overall event. A total of 42 participants responded to the satisfaction survey. Table 1 and Table 2 present descriptive statistics for participants' satisfaction with the overall event and the 2019 Assessment Day sessions. Figure 5 and Figure 6 present bar graphs for participants' event and session satisfaction.

The majority of respondents ( $n = 28$ ) indicated that the Assessment Day materials were useful or very useful. All respondents agreed that they were satisfied with the quality of the 2019 Assessment Day. Additionally, all respondents reported that the event topics were relevant and interesting, the event was well organized, and the event staff was helpful and courteous (see Table 1). Some respondents disagreed with statements indicating that the facilities were conducive to learning ( $n = 6, 16\%$ ) and that the knowledge and skills would be useful in their job ( $n = 1, 3\%$ ).

Participants rated all of the sessions average or above on a 5-point Likert scale ranging from *Did Not Attend* to *Excellent*. Half of the respondents ( $n = 20, 50\%$ ) rated the 'Interactive Reporting' session led by Jerome Fitz from the Office of Institutional Research and Analytics and the 'Assessment, Accreditation, and Conformity' session led by Sundra Kinsey from Program Quality as excellent. Respondents high ratings for all sessions indicated that the selected topics were salient and beneficial to participants.

Table 1  
*Descriptive Statistics for Assessment Day Satisfaction*

	SD		D		A		SA	
	N	%	N	%	N	%	N	%
Facilities were conducive to learning.	1	3%	5	12%	20	50%	14	35%
Topics were relevant and interesting.	0	0%	0	0%	15	38%	25	62%
Knowledge and skills will be useful in my job.	0	0%	1	3%	18	44%	21	53%
Event was well organized.	0	0%	0	0%	13	32%	27	68%
Event staff was helpful and courteous.	0	0%	0	0%	9	22%	31	78%
I will attend future events by the OUA.	0	0%	0	0%	11	27%	29	73%
Overall, I am satisfied with the quality of the 2019 Assessment Day.	0	0%	0	0%	11	27%	29	73%

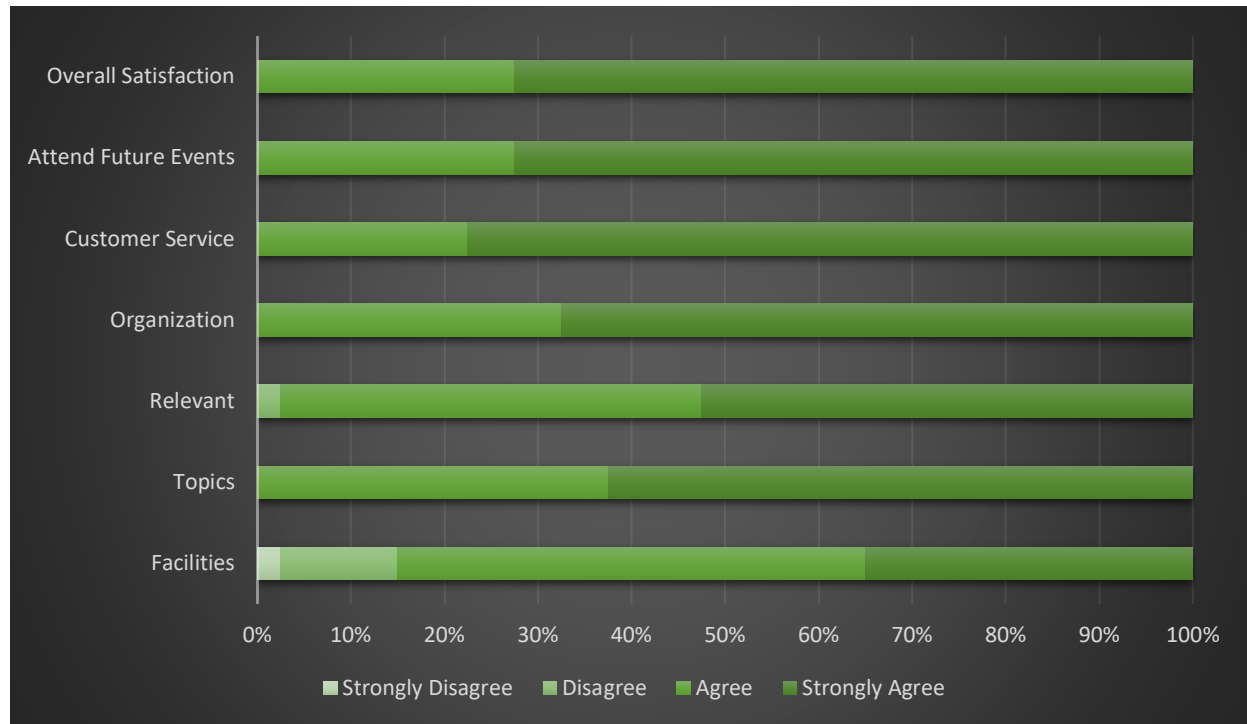


Figure 5. Overall Satisfaction with the 2019 Assessment Day.

Table 2  
*Descriptive Statistics for Assessment Day Session Satisfaction*

	Average		Good		Excellent	
	N	%	N	%	N	%
Interactive Reporting - OIRA	3	8%	11	28%	20	50%
Best Practices for Engaging Faculty in the Assessment Process	1	3%	7	18%	14	35%
The Interrelationship between Strategic Planning and Assessment	0	0%	7	18%	18	45%
Assessment, Accreditation, and Conformity: How Do You Measure Up	0	0%	8	20%	20	50%
Best Practices for Assessment Data Procurement	0	0%	4	10%	13	33%
Florida A&M University's Diversity & Inclusion Initiative	1	3%	5	13%	14	35%
Collaborative STAR Assessment Solutions for FAMU Departments Using a Cloud-Based Approach	3	8%	4	10%	11	28%
Student Learning Outcomes and ADESU Assessment	1	3%	9	23%	12	30%
The Student Voice & Impact	3	8%	8	20%	18	45%

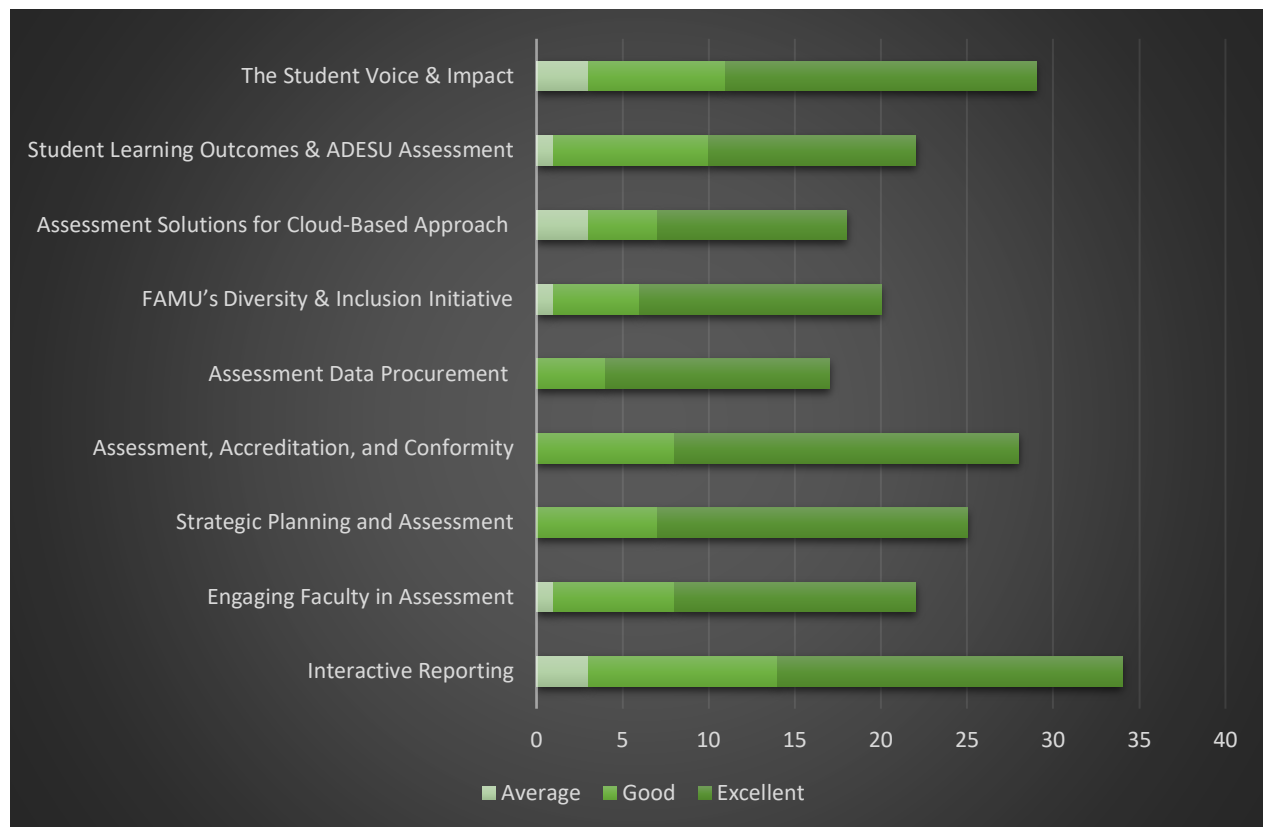


Figure 6. Satisfaction with the 2019 Assessment Day Sessions.





## Recommendations

During reflection on the quality and impact of the event, the OUA identified several lessons learned from our inaugural Assessment day. These lessons learned provided opportunities to growth and, subsequently, the OUA developed recommendations related to the challenges that they experienced. These recommendations have been considered as the OUA has commenced with planning the 2020 Assessment Day.

### *Call for Proposals*

Although a robust roster of presenters was developed prior to the inaugural Assessment Day, much of the success in securing presenters depended on leveraging the OUA's relationships with Assessment Liaisons. Utilizing those relationships, resulted in a broad area of sessions that were loosely tied to the theme for the event. Additionally, the OUA was limited in the ability to engage new stakeholders who had not already interacted with the office.

To address this issue, the OUA developed a Call for Proposals for the 2020 Assessment Day. The Call for Proposals was distributed via FAMUINFO and the OUA's Assessment listserv. Distribution of the Call for Proposals commenced on February 4, 2020 and will continue until the submission deadline of March 15, 2020.

### *Event Funding*

The inaugural Assessment Day was funded using Title III funds, available through the Division of Strategic Planning, Analysis, and Institutional Effectiveness (SPAIE), under the direction of Vice President Beverly Barrington, to provide an opportunity for the OUA to facilitate conversations on assessment best practices at FAMU. SPAIE enabled the OUA to organize a modest-sized event on FAMU's campus, with the resources to host and feed 60 participants a continental breakfast and light lunch with beverages. In consideration of the limited resources available to fund Assessment Day, the OUA scaled the event to reach as many individuals as possible. However, interest in the event exceeded the available resources and registration was closed early because the number of individuals registered exceeded the available budget.

To address this issue the OUA is seeking event funding for the 2020 Assessment Day. To this end, an executive summary has been developed to document reach and engagement. An 'Assessment Day at a Glance' document is under development as an additional resource to distribute as the OUA seeks Assessment Day donors. Offices/individuals who provide funding will be acknowledged in the Assessment Day program and with a token of gratitude from the OUA.

### *Location*

The Efferson Student Union Multipurpose Rooms provided an easy to navigate location for the inaugural Assessment Day. The area included ample space to accommodate the 71 participants, and the Student Union staff were amenable to meeting the needs of the OUA.

Despite these pleasant aspects of the location, the Efferson Student Union Multipurpose Rooms presented challenges related to sound and session logistics. Several survey respondents noted that sound was an issue. One respondent noted, "Most of the speakers were audible and clear. However, a few were soft spoken and it was difficult to understand them." An additional respondent asserted, "A microphone was definitely needed." Beyond the issues with sound, the OUA noted that closing

and opening the room partitions presented a mild challenge, as only Student Union staff could operate the system.

With this in mind, the OUA has proposed securing the Grand Ballroom and the 3 available Multipurpose Rooms for the 2020 Assessment Day. The Grand Ballroom will be used for the general sessions and lunch, while the Multipurpose Rooms can be used for breakout sessions. Using the Grand Ballroom for the larger group sessions will eliminate the need for Student Union staff to be 'on call' for partition opening, while use of the Multipurpose Rooms will provide space for breakout sessions and small group learning.

### *Session Surveys*

Through the Assessment Day Survey, the OUA was able to gain valuable insight into Assessment Day participants' experiences. Items on the Assessment Day sessions allowed participants to rate their overall perception of the presentations. However, these items do not allow for evaluation of specific components of the presentation (e.g., appropriateness of materials, ability to convey the intended information, timing, etc.). Additionally, participants were asked to rate sessions after the conclusion of Assessment Day. Because of the timing of survey distribution, participants may have forgotten perceptions of the sessions and relevant feedback.

At the 2020 Assessment Day, the OUA will provide a QR code so that participants can give instant information related to the sessions. Potential respondents will use the QR code to access the surveys on Qualtrics. This will allow for collection of data related to sessions while it is fresh in participants' minds. The OUA will expand the session survey to assess benefit, quality, and resources provided. Finally, the OUA will review response data to determine if it is appropriate to share with presenters to provide insight regarding their impact on participants.