

- FAMU Assessment Day
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Applying the 7 Principles of Ma'at in Understanding Assessment

Objectives

- Orient new and former faculty to Assessment at FAMU using an African-centered conceptual framework.
- Provide an assessment update within the College of Social Sciences Arts and Humanities
- Review faculty members' crucial role in contributing to the assessment process within respective programs



Conceptual Framework

- Selecting appropriate theories and perspectives for understanding a group and its needs should be based on the group's cultural and social contexts (Howard-Hamilton, 2003).
- Provides an explanation for the way significant variables or primary concepts coalesce to inform the phenomenon/problem
- Provides direction and organization

The Principles of Ma'at

- From Ancient Egypt
- Guide for expected behavior in actions and relationships among priests, Pharaohs, families and the community
- Reminder of pre-colonial African cultural influence
- “...an order of rightness which permeates existence and gives life (Karenga, 2006, p. 8)
- Justice
- Truth
- Harmony
- Order
- Balance
- Reciprocity
- Propriety

Justice: all have equal opportunity for basic needs to be met to live in peace, to fully and meaningfully participate and contribute to society.



- What makes FAMU a special place?
 - Seventy-nine years after FAMU's founding a young divorced African American mother of two little girls needed a way to feed her family. Her parents were both deceased and she was the oldest of her six siblings. When her daughter was a month old, on a wing and many prayers she attended FAMU as a CC transfer student. FAMU was the only state-supported university that admitted African Americans. Dr. Walter Mercer, FAMU's first SACS leader, was highly instrumental in helping her to complete her field experience by arranging for her to get a ride to Gadsden County with another student who had a car. Folks in the Financial Aid Office grew weary of her consistent pleading and finally gave her on-campus housing which allowed her to complete her last semester. After completing her degree in math education and earning a teaching certificate she went on to retire from the Sarasota County School District.
 - What's your FAMU story?

U STARS Assessment Approach

Truth: understanding the difference between the real and the unreal.

- Assessment at FAMU is a way of life.
- Strategic
- Target
- Analyses
- Reflect
- Strengthen
- Assessment is required by SACS.

The STARS Approach



Assessment Scoring Rubric

- Red: Insufficient
- Yellow: Initial or Emerging
- Green: Developed or Highly Developed

STARS Assessment Rubric							
Reporting Cycle	Criteria	(5) Highly Developed	(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	(0) Unable to Review Missing items will cause the plan to be issued a 0 rating and the plan will not be rated. See Assessment Checklist.
Plan	Goals/Objectives	Provides specific missions/goals that strongly support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific missions/goals that support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific mission/goals that moderately support those of the University and are aligned to applicable accreditation and accountability standards. Some clarification is needed.	Mission and goals are not specific and only minimally support those of the University and are loosely aligned to applicable accreditation and accountability standards.	Provides weak mission/goals in support of those of the University and/or are not aligned to the applicable accreditation and accountability standards.	No goals/objectives.
	Standards & Outcomes (Strategic Linkages)	Strongly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Clearly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections may need minor clarifications or additions. Connections to specialized accreditors are present, but may need some minor clarification or additions.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections are weak. Connections to specialized accreditors are weak.	Fails to articulate clear connection(s) between the plan and Strategic Priorities of the University. Connections to specialized accreditors are missing.	The appropriate number of linkages are not present. Strategic linkages are not present.
	Assessment Measure	Assessment Measures are appropriate for the assessment type. A variety of measures are chosen and clearly provide information that can assist the program.	Assessment Measures are appropriate for the assessment type. Some variety of measures exists.	Most Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Some Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Assessment Measures are not appropriate for the assessment type. No variety of measurement types exist.	The outcomes/objectives do not have two measures or at least one of the outcomes/objectives is not a direct measure.
	Assessment Measures Criterion	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measurable, and time-bound. The following are addressed: multiple raters, inter-rater reliability, description of instrument/rubric being used, description of how a sample (if used) will be determined (percentages, randomized, etc.) Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measurable, and time-bound. Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid, reliable and are likely to lead to actionable results. Most targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measurable, and time-bound. Repeat assessments may be used some. Grades as outcomes are used some.	Only some of the Criterion are valid, reliable and are unlikely to lead to actionable results. Some targeted levels of performance are appropriate to the related outcomes/objectives and/or are not clearly stated, measurable, and time-bound. Repeat assessments may be used frequently. Grades as outcomes are used frequently.	The Criterion are not valid, reliable and are unlikely to lead to actionable results. Targeted levels of performance are not appropriate to the related outcomes/objectives and/or are not clearly stated, measurable, and time-bound. Repeat assessments may be used frequently. Grades as primarily used.	The criterion is a repeat of the previous year without justification.
Attachments	The attachments that are provided make it clear what instruments will be used; how they will be used; and how they will be reported.	Attachments are provided, but some clarification is needed to understand how they will be used; how they will be reported.	Some attachments are provided, considerable clarification is needed to understand how they will be used; how they will be reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided.		

Harmony: Moving together to create alignment and high quality.

- Assessment Liaisons are doing excellent work!
- Go Green for Assessment.
- Ratings ranged from 4.25 -5.0 with a mean of 4.6

Unit	2019-2020 Report				
	Summary	Improvement Narratives	Overall Reflection	Attachments	Average
IP - African-American Studies (BS/BA)	5	4	4	5	4.5
IP - Applied Social Sciences (MASS)	5	4	4	5	4.5
IP - Community Psychology (MS)	5	5	5	5	5
IP - Criminal Justice (BCJ)	5	4	4	5	4.5
IP - English (BA)	5	5	5	5	5
IP - Fine Arts (BS/BA)	4	4	4	5	4.25
IP - History (BS/BA)	5	5	4	5	4.75
IP - Interdisciplinary Studies (BS/BA)	4	5	5	5	4.75
IP - Music (BS/BA)	5	4	4	5	4.5
IP - Philosophy and Religion (BS/BA)	4	5	5	5	4.75
IP - Political Science (BS/BA)	5	5	4	5	4.75
IP - Psychology (BS/BA)	5	5	5	5	5
IP - Social Work (BSW)	5	4	4	5	4.5
IP - Social Work (MSW)	4	4	4	5	4.25
IP - Sociology (BS/BA)	4	4	4	5	4.25
IP - Theatre (BS/BA)	4	5	5	4	4.5

Order: the arrangement of things in a specified place and time; uncluttered and clear.



Faculty are the content experts.

As such, faculty determine the appropriate content that leads to OUA prescribed and discipline-specific outcomes.

- Communication (Assessed as part of QEP)
- Critical Thinking
- Social and Ethical Responsibility
- Quantitative Reasoning*

Faculty design or choose an appropriate process/rubric for evaluation

Faculty determine the criteria for whether or not students have met each objective.

Calendar 2020-2021

January 29	<ul style="list-style-type: none">• Collect and analyze Fall assessment results.• Make necessary changes, if any, based on Fall results.• Implement Spring assessment activities.• Submit department meeting minutes to show that assessment has been discussed.
April 30	<ul style="list-style-type: none">• Collect and analyze spring assessment results.• Compile and analyze reassessment results of previous years' outcomes that needed to be reassessed.• Arrange a site visit for the Office of University Assessment to discuss progress of Assessment Milestones and, if necessary, needed corrective actions.• Update documentation and evidence to support activities.

Balance: the experience of existing in the place where opposites meet, the creation point, where new possibilities come into being.

- Vibrant and respectful discussions at the department level, led by Assessment Liaisons (AL), may include reflective conversations about student learning, program results and how these results may be used to improve learning outcomes.

Program	Name
Army ROTC	C. Capt. Juan Velasquez
English	Dr. <u>Naimah Ford</u>
African American Studies, MASS, and Political Studies	Dr. Kyle Harris
IDS	Dr. Merlin Langley
Music	Dr. <u>Longineu Parsons</u>
Psychology BS and MS	Dr. Deanna Burney
Social Work BSW	Prof. Alisha Bradley
Social Work MSW	Dr. Kim Finch-Kareem
Sociology and Criminal Justice	Dr. Brenda Hughes
Humanities	Dr. Michael <u>Labossiere</u>
Fine Arts and Dean's Level	Dr. Yolanda <u>Bogan</u>
Theatre	Prof. Luther Wells

2020-2021 Plans by Program (Dec. 2020)

CIP Code	FAMU College/School Assessment Inventory	College/School	Plan Submitted	Submitted On-Time?	Goals and Objectives	Standards & Outcomes	Assessment Measures		Average Rating
							Assessment Measure	Criterion	
05.0201	African-American Studies (BS/BA)	CSSAH	Yes	Yes	3	3	4	3	3.3
23.0101	English (BA)	CSSAH	Yes	Yes	5	5	5	5	5.0
30.0000	Interdisciplinary Studies (BS/BA)	CSSAH	Yes	Yes	4	4	1	4	3.3
38.9999	Philosophy & Religion (BS/BA)	CSSAH	Yes	Yes	4	5	5	4	4.5
42.0101	Psychology (BS/BA)	CSSAH	Yes	Yes	5	5	4	3	4.3
42.0401	Community Psychology (MS)	CSSAH	Yes	Yes	4	4	3	3	3.5
43.0104	Criminal Justice (BCJ)	CSSAH	Yes	Yes	4	2	4	4	3.5
44.0701	Social Work (BSW)	CSSAH	Yes	Yes	4	3	4	4	3.8
44.0701	Social Work (MSW)	CSSAH	Yes	Yes	3	3	3	3	3.0
45.0101	Applied Social Sciences (MASS)	CSSAH	Yes	Yes	3	3	4	3	3.3
45.1001	Political Science (BS/BA)	CSSAH	Yes	Yes	4	3	5	3	3.8
45.1101	Sociology (BS/BA)	CSSAH	Yes	Yes	4	4	4	4	4.0
50.0501	Theatre (BS/BA)	CSSAH	Yes	Yes	4	3	4	4	3.8
50.0702	Fine Arts (BS/BA)	CSSAH	Yes	Yes	4	2	3	3	3.0
50.0901	Music (BS/BA)	CSSAH	Yes	Yes	4	3	4	4	3.8
54.0101	History (BS/BA)	CSSAH	Yes	Yes	4	3	4	3	3.5

Average ratings ranged from 3.0–5.0, with a mean of 3.3

2020-2021 Plans by Program (January, 2021)

Unit	2020-2021 Plan					
	Goals/Objectives	Strategic Linkages	Assessment Measures	Criterion	Attachments	Average*
IP - African-American Studies (BS/BA)	5	4	5	4	0	4.5
IP - Applied Social Sciences (MASS)	3	4	5	4	0	4
IP - Community Psychology (MS)	5	5	5	5	5	5
IP - Criminal Justice (BCJ)	4	4	4	4	5	4
IP - English (BA)	5	5	5	5	0	5
IP - Fine Arts (BS/BA)	4	4	4	4	2	4
IP - History (BS/BA)	4	4	4	3	0	3.75
IP - Interdisciplinary Studies (BS/BA)	4	5	5	5	5	4.75
IP - Music (BS/BA)	5	4	4	4	5	4.25
IP - Philosophy and Religion (BS/BA)	4	5	5	4	0	4.5
IP - Political Science (BS/BA)	4	4	5	4	0	4.25
IP - Psychology (BS/BA)	5	5	5	5	0	5
IP - Social Work (BSW)	4	5	4	4	0	4.25
IP - Social Work (MSW)	3	4	3	3	5	3.25
IP - Sociology (BS/BA)	4	4	4	4	5	4
IP - Theatre (BS/BA)	4	3	4	4	5	3.75

Average ratings do not include attachments.

Averages range from 3.25-5.0 with a mean of 4.3 (an increase of 1.0 point).

Kudos to Community Psychology, English, and BS in Psychology for 5 Ratings!

Attachments

- Should be submitted for all reports and plans
- Attachments in plans may be updated in the report
- Attachments are evaluated based on *quality*
- *Does the attachment measure the respective learning objective?*
- *Is there a better way to measure the learning objective?*
 - *Do the criteria of the rubric address the learning objective?*
 - *Do the descriptors of the performance level address the criteria?*
 - *e.g., Communication: Will respond to emails within one day (3), two days (2), one week (1), is unresponsive to emails (0)*
 - *e.g., Communication: Will use standard English and business practices in all correspondence*



How good is your Rubric?

- A rubric for rubrics.

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is evident, but remain unclear	Distinction between levels is apparent	Each level is distinct and progresses in a clear, logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than ½ level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations / Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is used to explicitly introduce an assignment and guide learners	Rubric serves as primary reference point for discussion and guidance for course/ assignment(s) as well as evaluation of assignment(s)
Support of Metacognition (Awareness of Learning)	Learners do not see/know of the rubric	Rubric is shared but no further reference is made to it in the course/ assignment(s)	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/assignment(s)
Engagement of Learners in Rubric Development / Use	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self-assessment	Learners discuss and offer feedback/input into the design of the rubric, and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

Reciprocity: What goes around, comes around.

How can you assist your AL?

Get familiar with your assessment report.

Know which student learning outcomes are assessed via your course.

Submit the relevant rubrics to you AL.

Be kind to your Assessment Liaison.

You may be the Assessment Liaison one day!



Propriety: To be and do what is right



Dean's Level Assessment Report

Leadership

Student Success

Faculty

Research, Scholarship and Creative
Activities

Outreach and Community Service



Research, Teaching and Service is who we are!



Keep the Dean's office updated.

I'm Optimistic!

- What we do in the classroom matters.
- The rest of the story: 45 years after the woman graduated from FAMU, her youngest daughter was promoted to professor at a world class university, FAMU



Summary of CSSAH Assessment Practices

- May we all strive each day to live in the Principles of Ma'at.
 - Balance: Engage in vibrant and respectful departmental discussions to allow for creative reflection
 - Harmony: Work together for high quality reports
 - Justice: Support FAMU students in non-academic ways to advance social justice and equity.
 - Order: Define what and how you will continuously measure student success.
 - Propriety: Share your engagement in research, scholarship and service
 - Reciprocity: Support your ALs with timely submission of documents knowing that you may be in this role one day
 - Truth: Know that STARS assessment is the solid accountability measure of SLOs at FAMU

Thanks to..

- All of the faculty for maintaining passion for your discipline, understanding the honor of the teaching profession and committing to the positive development of a new generation of learners, leaders, and creatives as expressed through the student learning outcomes.
- Thanks to the ALs for your dedication in updating your reports and plans in a timely manner!
- Dean Valencia Matthews for leading CSSAH with equality, zest and zeal especially through the unprecedented pandemics of Covid-19 and racial oppression.

THANK YOU!

References

- Defining the conceptual framework. Retrieved November 2021 from <https://ncu.libguides.com/c.php?g=1013602&p=7661246>
- Howard-Hamilton, M.F. (2003). Theoretical frameworks for African American women. *New Directions for Student Services*, 104, 19-27.
- Karenga, M. (2006). *Maat: The moral ideal in ancient Egypt: A study in classical African ethics*. Routledge: New York.

Questions?

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