

A description of the proposed changes to  
the Institution-Level Assessment  
Committee (ILAC).

# Proposal for Modifications to ILAC

Prepared by the Office of  
University Assessment

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## Proposed Institution-Level Assessment Committee Re-Structure

The Office of University Assessment (OUA) conducted an analysis of our strengths and areas for improvement in conjunction with our pursuit of the Excellence in Assessment (EIA) designation for Florida A&M University (FAMU), an application for which will be submitted by May 2020. During this analysis, the OUA team realized that several groups of internal and external FAMU stakeholders are omitted from the assessment process at the university. Specifically, FAMU assessment lacks input from:

- Current FAMU students (2)
- FAMU alumni (2)
- Adjunct/part-time faculty (2)
- Employers with a vested interest in the learning outcomes of our university (2)
- Tallahassee community members (2)
- Faculty and staff from schools where our transfer or graduate students typically apply (2).

Developing a method for including these groups in the FAMU assessment process will provide a plan for growth for 5 of the 10 areas for growth identified by the OUA team from the 2020 EIA application (see Appendix A).

In an effort to address this area for improvement, the OUA team has proposed a re-structuring of the Institution-Level Assessment Committee (ILAC) to enhance its purpose and function. The ILAC re-structure is intended to involve the stakeholders who have historically been omitted from the institution-wide conversation of FAMU assessment.

With the inclusion of additional ILAC members, the challenge of increasing the size and possible reduction in the effectiveness of this body was indicated. As such, a plan to create smaller committees reporting to an “at-large” body is recommended.

This new structure is also intended to strengthen engagement within ILAC. For the 2018-2019 academic year, ILAC participants attended an average of 52% of committee meetings. Eight participating units did not attend any ILAC meetings during the 2018-2019 academic year; four participating units only attended one of the scheduled six meetings for that term.

The proposed amendment to ILAC comprises a change to committee membership, the development of standing subcommittees, and the frequency of ILAC meetings (Figure 1). While internal leadership structure will not change overall (i.e., the Chair/Co-chair structure), the leadership structure may need to be expanded to include chairs for subcommittees who will be charged with communicating with the ILAC Chair and Co-chair between general body meetings.

## ILAC Membership

- Currently: 14 College/Schools, 8 Divisions, 4 relevant offices (International Education & Development, University Assessment, Institutional Research, & Information Technology Services), 2 relevant committees (Faculty Senate & GEAC)
- Proposed: Expand membership to include: SGA President (who will also represent BOT), a member of the FAMU NAA, an adjunct faculty member, member of Tallahassee Chamber of Commerce/local business leader with a FAMU relationship

## ILAC Standing Committees

- Currently: No standing sub-committees; committees formed on an as-needed basis
- Proposed: Establish subcommittees: Process, Review, and Compliance

## ILAC Meeting Schedule

- Currently: Full committee meets once per month
- Proposed: Quarterly full committee meetings with standing committee meetings on a rotating schedule between the quarterly meetings

Figure 1. *Proposed changes to the ILAC structure.*

## ILAC Membership

To address the areas for improvement related to inclusion of diverse stakeholders in assessment at FAMU, the OUA proposes that ILAC is expanded to include:

- SGA President and at least one student (or two students),
- At least one member of the FAMU NAA,
- At least two adjunct faculty members
- A member of Tallahassee Chamber of Commerce or a local business leader who maintains a relationship with FAMU,
- A faculty or administrator from a university that typically accepts our students in graduate programs.

The dearth of external stakeholder participation in the university's assessment activities is an issue that impacts several areas of our EIA application. By including these individuals in the assessment process through the ILAC, we can demonstrate a move to be more inclusive in FAMU assessment. Additionally, expansion of the committee to involve these individuals will diversify the perspectives and knowledge influencing institutional oversight of assessment. Consideration of input from the university's current students, alumni, and individuals representing the workforce that FAMU graduates will enter helps to ensure that assessment addresses the unique concerns of those we are preparing for employment and the employers who will receive them. Inclusion of the adjunct faculty ensures that assessment processes reflect the experiences of all faculty charged with instructing students. Expansion of ILAC to include these individuals will bolster the committee's ability to influence a culture of assessment that is representative of the holistic preparation and experience of FAMU students.

## ILAC Standing Committees

Currently, ILAC has no standing committees; special committees are formed on an as-needed basis as requested by the Chair of ILAC or the Director of University Assessment. In the past year, two committees have been formed for: revision of the Exit Survey and validation of the rubric/review of assessment reports. These committees consisted of individuals who volunteered following a request made during an ILAC meeting and were comprised of individuals who frequently attended ILAC meetings. Upon completion of their designated duty(ies), each committee reported their findings to the general body and the committee was disbanded.

This office is proposing that three permanent committees be formed: Process, Review, and Compliance. And a fourth committee, General Education, be redeveloped with shared governance with Academic Affairs and ILAC representation. Under this plan, every member of ILAC will be assigned to a committee and each committee will be given a specific charge that will assist with the culture of assessment at FAMU. Proposed responsibilities are presented in Figure 2. The three primary committees (Process, Review, and Compliance) will be newly formed and one committee (General Education Assessment Committee – GEAC) will be a revision of an existing committee.

The **Process committee** will address any changes to assessment processes as recommended by the Office of University Assessment or other entities; annually re-evaluate the effectiveness of the quality enhancement rubric and recommend changes; be the primary committee in planning the Spring Roundtable, and assist the Office of University Assessment in planning the Fall Assessment Day.

The **Review Committee** will assess at least 20% of assessment reports annually and provide feedback to each of the programs evaluated; annually re-evaluate the effectiveness of the Exit Survey and address any concerns regarding this instrument; and provide an annual assessment health report to the ILAC-at-large.

The **Compliance Committee** will annually address non-compliant and low-performing units; ensure that all assessment processes meet the rigorous standards of the Excellence in Assessment (EIA) Designation, including (when applicable) assisting with the application for the 5-year Sustained Excellence Designation; oversee and recommend changes (when applicable) to member and leader terms; and develop and disseminate an annual assessment of ILAC and its committees to determine if changes are recommended to the ILAC structure.

While the first three proposed committees will be comprised of only members of ILAC, the **GEAC** will be revised as an ad hoc ILAC committee. It is recommended that the current leadership remain intact; however, its membership should be more formally organized, overseen by representation from academic affairs and ILAC, and comprised primarily of faculty. While this committee might be seen as a shared governance committee (between Academic Affairs and ILAC), general education assessment activities will continue to be shared quarterly with ILAC-at-large.

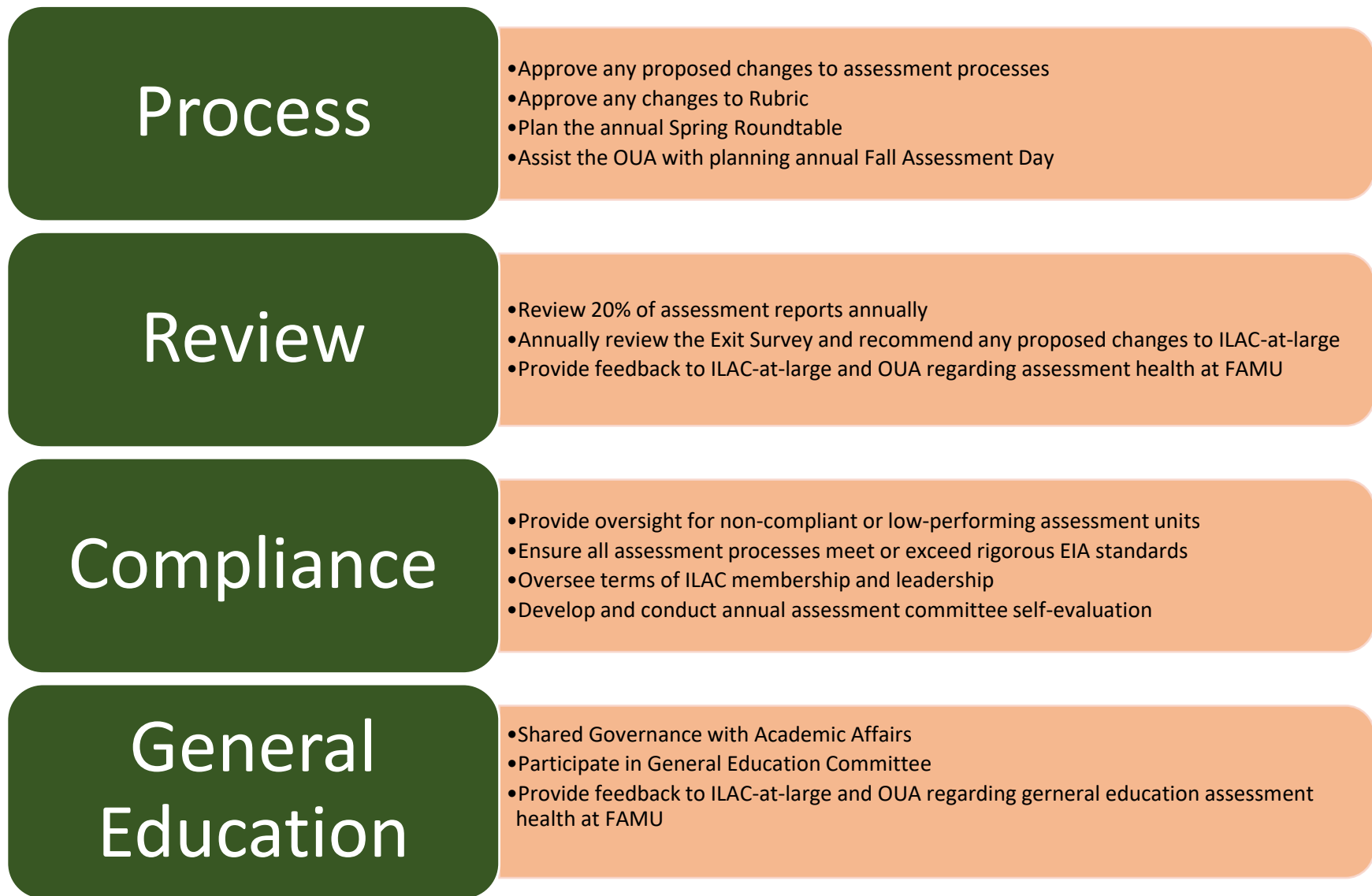


Figure 2. *Proposed Responsibilities of four committees.*

## **ILAC Meeting Schedule**

ILAC currently meets approximately 7 times per year, with no meeting during the summer months and no meeting during the month in which the Roundtable is hosted.

The following proposed schedule would allow for meetings for each committee and the ILAC-a-large to meet once per quarter during the academic year (September – August). This proposal also continues to have no meetings during the summer months.

### **Month: September, December, March**

1<sup>st</sup> Week: Process

3<sup>rd</sup> Week: Review

### **Month: October, January, April**

1<sup>st</sup> Week: Compliance

3<sup>rd</sup> Week: General Education

### **Month: November, February, May**

1<sup>st</sup> Week: ILAC

## **Conclusion**

This proposal is intended to commence the discussion and provide an overview of how ILAC can be restructured to increase its effectiveness and include additional stakeholders. Should this proposal be accepted, further discussion will need to occur to discuss additional details, including, but not limited to:

- How will additional stakeholders be identified and invited?
- How long will they serve?
- How will they be assigned to committees?

## Appendix A. Areas for Development

Section	Assets	Area for Growth	Growth Plan
Diversity of campus representatives participating regularly in campus assessment activities	<p>We engage:</p> <ul style="list-style-type: none"> <li>• Personnel responsible for campus and program assessment activities</li> <li>• Personnel responsible for external accreditation activities</li> <li>• Tenure-track faculty</li> <li>• Student support personnel</li> </ul>	<p>Do not engage:</p> <ul style="list-style-type: none"> <li>• Senior campus leadership (e.g. President's cabinet)</li> <li>• Adjunct and/or part-time faculty from a variety of campus departments and/or representing an adjunct and/or part-time faculty governing body</li> <li>• Students from a variety of majors and years, and/or representing a student governing body</li> </ul>	ILAC re-structuring
Representatives from the community or other external stakeholders participate regularly (at least annually) in campus assessment activities	<i>*currently do not engage referenced parties</i>	<ul style="list-style-type: none"> <li>• Alumni from a variety of majors and years, and/or representing a broad/national alumni group</li> <li>• Employers and/or business presidents from the community</li> <li>• Admissions or faculty from programs frequently applied to by graduates of the institution, including schools and programs that accept students as transfers or for graduate study</li> <li>• Members of institutional oversight or governing bodies</li> </ul>	ILAC re-structuring
Institutional-level student learning outcomes statements are integrated at the college, program, and course level	Integrated at the program level	Not integrated at the college or course level	
The institutional-level assessment plan is integrated with and scaffolds from program-, course-, and student-level assessment plans	Integrated at program-level for undergraduate side	Not integrated at course-level	
Institutional policies and procedures recognizing and providing support for faculty and staff assessment activities	Dean's Reviews, Feedback and other processes from OUA	No specific awards/recognition	Assessment Champion Award



Section	Assets	Area for Growth	Growth Plan
Participation in and sharing of information regarding institution-level assessment activities	Engage: tenure/tenure-track faculty, staff	Not engaged: adjunct/part-time faculty, students, external stakeholders such as employers, admissions or faculty from programs frequently applied to by graduates of the institution, schools and programs that accept students as transfers or for graduate study	ILAC re-structuring
Engagement in monitoring and compiling institution-level assessment results and analysis	Engaged: faculty, staff	Not engaged: students, external stakeholders	ILAC re-structuring
Integration of institution-level results with measures used at other levels to create a complete picture of student learning	Institution-level data collected through exit survey reflected in dean's and IP reporting; ETS reflected in GEAC	Institution-level data not integrated into ADESU assessment	Enhance use of dashboards by OUA, encourage use of dashboards by ADESU units
Evidence of use of assessment results from all levels of campus provided to stakeholders	Assessment results shared internally through Deans, Divisions, and Nuventive	Assessment results not communicated to external stakeholders	ILAC re-structuring
Communication of changes made as a result of assessment evidence from all levels of campus		No snapshot/reporting of changes made is communicated with internal/external stakeholders	