

Assessments Cycles by Units: College of Arts and Sciences

Department of Mathematics

July 1, 2005

Assessment Cycles by Unit

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|---|-------------------------------|---------------------|-------------------|----------|--------------|----------------|------------------------|---------------------------|---|-------------------------|--|---|
| | | | Standardized Test | National | Local Survey | Other: Specify | Past | Future | | | | |
| Calculus Readiness Exam* | No | Undergraduate | | | | X | | July 1, 2005 through 2010 | 3 times each semester and 2 times in summer | Course Exemption | Math. Dept. Tutorial Lab | College Algebra or Algebra and Trig Exemption |
| *Please note that the test is now being used and is collected after each test is administrated. It is kept confidentially and can not be exposed. | | | | | | | | | | | | |

Dept. of Chemistry

Assessment Cycles by Unit

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|---------------------------|-------------------------------|-------------------------------|-------------------|-----------------|--------------|----------------|------------------------|---------------|--|--|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Thesis | Yes | Graduate Candidates | | | | | x | x On going | By semester: Summer, Fall, and Spring | Student's research proficiency and comprehension of concepts | Class/main campus: Chemistry | Student's research proficiency and comprehension of concepts |
| ETS Higher Ed. Assessment | No | Graduating Undergrad. Seniors | x | | | | June 2005 | Aug. 2005 | By semester | Measure of chemistry knowledge | Point of service | Understanding of chemistry principles and concepts and comparison in National ranking |
| Thesis Defense | Y | MS Graduates | | | x | | | On going | By semester | Student's research proficiency and comprehension of concepts | Point of service | Student research proficiency and comprehension of concepts |

Department of Music and Drama**Assessment Cycles by Unit**

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--------------------------------|-------------------------------|--|-------------------|-----------------|--------------|----------------|------------------------|-------------|------------------------------|--|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Music Juries | Yes | All Music Majors | | | | X | 1978 | 2010 | Bi-Annually | Measures the Performance Ability of Music Majors | HOBT TBD | Student Progress |
| Senior Recitals | Yes | Seniors | | | | X | 1978 | 2010 | Bi-Annually | Measures the student's playing ability, acting or directing ability | HOBT Recital Hall | Student Learning |
| Piano Proficiency Exam* | Yes | All Music Majors have to complete four (4) semesters of Class Piano (Jr. & Sr.) | | | | X | 1998 | 2006 | Bi-Annually | Measures the playing skills of music majors | HOBT Rm. 2G255 | Student Learning |
| **Theory Placement Exam | Yes | Freshmen | | | | X | 1998 | 2006 | Fall/Spring Semesters | Measures the knowledge level of incoming | HOBT Rm. 2G256 | Placement for music theory courses |

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|
| | | | | | | | | | | freshman in music theory | | |
|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|

***Test created by the piano faculty in the Department of Music.**

**** Test is created and administered by the music theory faculty.**

Assessments Cycles by Units: College of Business

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|-----------------|-------------------------------|---------------------|-------------------|-----------------|--------------|----------------|---------------------------------|--|---------------------------|--|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| EBI | YES | Seniors | x | x | | | 2002, 2003, 2004, 2005 | 2006, 2007, 2008, 2009, 2010 | Yearly in Spring semester | Measures of satisfaction with academics, services, placement etc | In Class; usually in capstone course | Perception/satisfaction |
| MFT | Yes | Seniors | x | x | x | | 2002, 2003, 2004, 2005 | 2006, 2007, 2008, 2009, 2010 | Yearly in Spring semester | Measure of student learning in business disciplines (8) | In Class; usually in capstone course | Quality of student learning in eight business areas |

Unit: Education/Educational Leadership & Counseling**Assessment Cycles by Unit**

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--|-------------------------------|---|-------------------|-----------------|--------------|-----------------|------------------------|--------|-----------------------|--|--|----------------------------|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Graduate Record Examination (GRE) | Yes | All Graduate Students | X | | | | | | Admission Requirement | Use in advising | All by ETS | Verbal/Ana/ Writing |
| Texas Examination for Educator Standards (TExES) | Yes | Certification Program completers in Counseling and Educational Administration | X | | | | | | License Requirement | Established Professional Knowledge | Austin, TX | Professional Knowledge |
| Computer App. For Adm. Prof. Test | No | Educational Administration Students | | | | Competency test | 2005 | | Each Term | Establish Computer Prof. | Paper or Computer Local | Computer Skills |
| Internship Practice Test | Yes | Applicants for Principal Certification | X | | | | | | Each 2 months | Check content knowledge | Local | Professional Knowledge |
| Student Survey | Yes | Graduate Students in Administration | | | X | | 2004 | | Yearly | Measure student preparation and progress | Research Class | Curriculum changes made |
| Writing Sample Test | Yes | Ph.D. Program Applicants | | | X | | 2004 | | Yearly | Assess Writing Skills of Candidate | Computer Lab | Language Command |
| Student Opinion Survey | Yes | Students in all classes | | | X | | | | Each class, each term | Assess students attitudes about class/ professor | Each Class | Student Satisfaction |
| Alumni Survey | Yes | Program Alumni | | | X | | | | Yearly | Measure alumni attitudes, success | On-line | Program Satisfaction |
| Employee Survey | No | Employers of Alumni | | | X | | | | Yearly | Measure employer attitudes of our alumni | On-line | Employer Satisfaction |

| | | | | | | | | | | | | |
|---------------------------|-----|---|---|--|---|--|------|--|-----------------------|--------------------------------------|------------------------------|----------------------|
| Program Completion Survey | Yes | Graduate Student Program Completers | | | X | | | | 3 times annually | Program satisfaction with program | At Graduation | Program Satisfaction |
| Minnesota MMPI | Yes | Career Development. Counseling Students | X | | | | 2004 | | Each class, each term | Program Orientation Personality Test | Counseling Prog. Orientation | Personality Test |

Unit: Education/Educational Leadership & Counseling

Assessment Cycles by Unit

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|----------------------|-------------------------------|--|-------------------|-----------------|--------------|----------------|------------------------|--------|-----------------------------|---|--|----------------------------|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Self Directed Search | Yes | Counseling Theory and Practice Counseling Students | X | | | | | 2004 | Each class, each term | Student Self-report on interest | Career Development Class | Interest Inventory |
| Practicum Evaluation | Yes | Counselors Completing Practicum | | | X | | 2006 | | Each term 3 times each year | To measure student perception of practicum experience | By Program | Satisfaction of Practicum |

Assessments Cycles by Units: College of Engineering

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--------------------------------|-------------------------------|----------------------|-------------------|-----------------|--------------|----------------|------------------------|-----------|--------------------|--|--|--|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Program Educational Objectives | Yes | Alumni and Employers | | X | | | 2004 | 2007 | Once every 3 years | Measure of the success of graduates and program objectives | By each program or department | Measure of success in meeting program objectives |
| Program Outcomes | Yes | Students | | | X | X | Spring 2005 | Fall 2005 | Once a semester | Measure of student competencies in the program outcomes | By each program or department | Measure of success in graduating students with competencies in program outcomes. |

Assessments Cycles by Units: College of Juvenile Justice and Psychology

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location Format | Outcome? What Assessed? |
|---------------------|-------------------------------|---------------------|-------------------|-----------------|--------------|----------------|--|-----------|-----------------------------|---|---------------------------------------|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Exit Survey | Yes | Graduating Seniors | | | X | | Spring 03 Summer 03 Spring 04 Summer 04 Fall 04 Spring 05 | 2005-2010 | Every semester | Satisfaction with Instructions and Program Administration | Graduation Rehearsal | Satisfaction |
| Major Field Test | Yes | Seniors | X | X | | | Spring 04 Spring 05 | 2005-2010 | Yearly | Criminal Justice Psychology | In the classroom | Discipline Knowledge |
| Baseline Measure | No | Doctoral (JJUS) | | | X X | | Fall 04 Sp 05 | TBD | Twice : 1st & last semester | General Knowledge | In the classroom | Pre & Post Subject Knowledge of Theory, Methods, Statistics |
| Comprehensive Exams | Yes | Master Level | | | | X | Fall Spring | 2005-2010 | Every semester | Discipline Knowledge | College Site | Ability to synthesize knowledge in the discipline |
| Comprehensive Exams | Yes | Doctoral Level | | | | X | Fall Spring | 2005-2010 | Every semester | Discipline Knowledge | College Site | Ability to synthesize knowledge in the discipline |
| Thesis | Yes | Master Level | | | | X | Fall Spring | 2005-2010 | Every semester | Original Research | Defense | Ability to independently conduct research |
| Dissertation | Yes | Doctoral Level | | | | X | Fall Spring | 2005-2010 | Every semester | Original Research | Defense | Ability to independently conduct research |

Assessments Cycles by Units: College of Nursing

Prairie View A&M University College of Nursing

The administration and faculty of the College of Nursing endorse the mission and philosophy of Prairie View A&M University that programs should be responsive to its students and society. For that reason, the Nursing Faculty Organization selected the Stake Responsive Evaluation Model as a theoretical base for appraisal and maintaining effectiveness of the College of Nursing. This multidimensional evaluation model is organized around the issues and concerns of the stakeholders with an aim to ensure excellence by discovering program merits, strengthening weaknesses, and using standards as measurement indicators sanctioned by the accrediting bodies and society (stakeholders).

Evaluation Plan Development:

Over the past four years, the progress made toward the implementation of the Prairie View A&M University College of Nursing Program Evaluation Plan has been based on these outcomes/decisions:

- Selection of the Stake Model as the theoretical basis for data collection, analysis and decision-making.
- Revision of the evaluation plan.
- Division of the plan into matrices: BSN Program and MSN Program.

Evaluation Plan:

In the 2001-2002 academic year, the PVAMU-CON Evaluation Committee was charged with revising the program evaluation based on an evaluation model. Several evaluation models were examined and Stake's Model was selected and approved by the faculty. A draft of the

evaluation plan was developed by faculty and reviewed by Dr. Charles Gilford, an evaluation consultant. He recommended that stakeholder issues be addressed through the use of critical questions under Standards I-VII: Mission & Governance, Faculty, Students, Curriculum, Resources; Integrity, and Program Evaluation.

After much discussion, a schema was devised where each standard was divided into the following headings: **CRITICAL QUESTION; BENCHMARK/OUTCOME; METHODOLOGY, FREQUENCY; PERSON(S) RESPONSIBLE; RESULTS; AND APPLICATION.** The **CRITICAL QUESTION** is an issue in the form of a question that is to be researched (data collected), measured (data compared to the benchmark standard for analysis and interpretation), and recommendations made (development of new program strategies, maintenance of current strategies or revision of current strategies). The **BENCHMARK** is the standard against which the results are compared for analysis and interpretation. The **METHODOLOGY** is the approach/source used to collect data in the form of a questionnaire, phone interview, reports, minutes, etc. This data input may come from students, faculty, alumni, administrators, preceptors or employers. The **FREQUENCY** provides the timetable for data collection. The **PERSON(S) RESPONSIBLE** identifies who gathers the data at identified frequencies. The **RESULTS INCLUDE** the data findings, and whether it met the benchmark. If the benchmark standard were met, the application is to maintain the program strategies that lead to that result. If the benchmark standard were not met, the critical question needs to be analyzed using the Stake Model to determine whether new approaches need to be developed or current approaches need revision. The final section (**APPLICATION**) recommends the action(s) that needs to be taken. **THE RECOMMENDED APPLICATION WILL TAKE ONE OF THREE FORMS: DEVELOPMENT, MAINTENANCE OR REVISION.** The

application is to be planned and carried out by the person(s) responsible. This person(s) then collects follow-up data to determine the effectiveness of their application. See the Graduate Program Evaluation Plan for the schema.

Using the Stake Model for Analysis of Results:

When a benchmark standard is not met, The Stake Model is used to analyze the antecedents, transactions that lead to the outcome. Additionally, applications are identified to improve the effectiveness of future transactions. An example of the analysis of a critical question, using the Stake Model is illustrated below.

The first critical question for Standard I - Mission and Governance resulted in the benchmark not being met. The question is, *Does the Masters Nursing program admit and graduate students that reflect diversity?*

Evaluation Committee Members

Vera Harmon, Co-Chair
 Ruth Caggins, Co-Chair
 Patricia Allen
 JoAnn Blake
 Roberta Forsh
 Chloe Gaines
 Jennifer Goodman
 Sandra Jenkins
 Debbie Jones
 Immaculata Igbo
 Margie Landson
 Annette McClinton
 Brenda McDaniel
 Ejim Sule
 Habiba Sulemana
 Elsa Tansey
 Robert Vogler

The Undergraduate Program Evaluation Plan and Process (illustrated in Appendix A).

Table 1. Illustrations (Sample) of Evaluation Plan - MSN Program

| Intents Critical Questions) | Observations (Data) | Processes | Standards (Benchmark) | Judgments (Applications) |
|--|---|------------------|--|--|
| The students that have applied and been accepted into the MSN program have reflected diversity. | Students admitted to the MSN program did not reflect face diversity. | Antecedents | A benchmark needs to be set as a baseline for measuring diversity. | Develop a method to recruit the percentage of diverse students desired. |
| Monitor the diversity of students who apply to the MSN program and recruit based on benchmark %. | Applications from diverse remain under the desired percentage set by the benchmark. | Transactions | The benchmark of diversity was set at 80% African Amer. 20% Non- African American | Students and faculty work to recruit more students from diverse backgrounds. |
| Faculty report the acceptance of 20% of Non-African American students. | Spring 2003 91% African Amer. 09% Non African American. | Outcomes | 80% African Amer. & 20% Non- African American remains the benchmark for future admissions. | Revise current recruitment strategies. Recruit in areas where we are more likely to find a population of BSN nurses who are non-African American. Places such as the northwest corridor and Montgomery County. |
| Descriptive Matrix | | | Judgment Matrix | |

The Graduate Program Evaluation Process:

The key elements of the PVAMU-CON evaluation process are depicted in the Graduate Program Evaluation Plan. The plan includes the standard areas to be evaluated and the critical questions important to the stakeholders for each standard. The critical questions are then quantified as benchmarks for measuring. In addition to the quantitative benchmarks, the plan addresses the qualitative outcomes described in the program objectives.

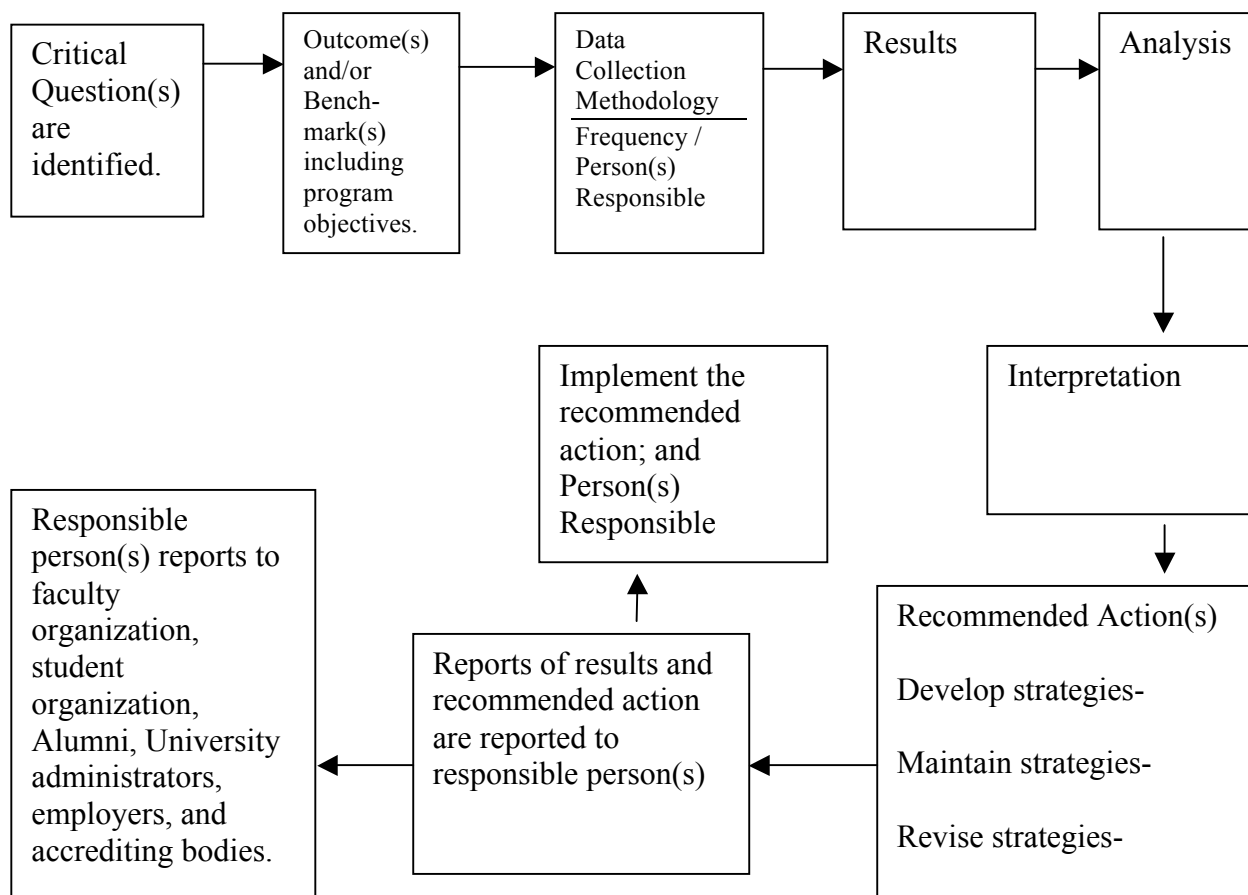
The Evaluation Committee is responsible for overseeing the evaluation process in seven areas:

1. Mission & Governance
2. Faculty
3. Program Effectiveness
4. Students
5. Curriculum
6. Resources
7. Integrity

The Program Evaluation Plan facilitates the evaluation of:

1. **Who?**
The stakeholders – students, faculty, administrators, preceptors, and employers.
2. **What?**
The program objectives in relation to the standards and criterion sanctions by the stakeholders.
3. **How?**
The stakeholder approved evaluation sequence in combination with selected methodology denotes the process used to implement the plan.
4. **When?**
Continuously, as indicated on the time-table for evaluation.

Chart 1. The sequence for using the Program Evaluation Plan is as follows: For each standard area (Example- Mission and Governance)



Data Collection Methodology for Each Standard Area:

1. Mission & Governance – Evaluation of Administrators, Evaluation of Dean.
2. Faculty – SOS evaluation by students of practicum faculty, SOS evaluation by students of theory faculty, Peer evaluation of theory faculty, Peer evaluation of clinical faculty, Preceptor evaluation by students, Faculty performance reviews- part-time & full-time, Tenure and Promotion Reviews, Post Tenure Reviews.
3. Students- Program evaluation questionnaire on resources by students.
4. Curriculum- Course Reports by faculty, Clinical agency evaluation by faculty,
5. Resources – Program evaluation by faculty
6. Integrity – CON brochures, University catalogs, Web site, Annual reports.
7. Program Effectiveness – Cohort exit interview and questionnaires by graduates, Program evaluation by alumni, Program evaluation by employers.

Definitions:

Antecedents- The events that exist prior to the initiation of the evaluation process.

Benchmarks Standards- The criteria used to measure whether the standard was met.

Critical Questions- The central issue/concern of the stakeholders in relation to a particular standard.

Issues and Concerns-are identified by the critical questions deemed important for meeting stakeholders needs.

Outcome-The results of the implemented actions based on the evaluation plan.

Stakeholders-anyone affected by that which is being evaluated. These persons may include students, faculty, administrators, parents, and employers of the graduates.

Standards-The categories, sanctioned by the stakeholders, to be evaluated.

Transactions- The actions that are implemented based on the evaluations plan.

Table 2. Time Table for Review and Revision of College of Nursing Documents and Publications:

| <i>Type of Evaluation</i> | <i>Time-Table</i> | <i>Responsible Person(s)</i> | <i>02</i> | <i>03</i> | <i>04</i> | <i>05</i> | <i>06</i> |
|--|------------------------|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| EXTERNAL | | | | | | | |
| Texas Board of Nurse Examiners- TX BNE | Annually | Dean of the College of Nursing | X | X | X | X | X |
| National League for Nursing Accrediting Commission | Every eight years | Dean's Office | | | | X | |
| Commission on Collegiate Nursing Education | | Dean's Office | | | | X | |
| Southern Association of Colleges and Schools-SACS | Every ten years | Dean's Office | | | | | |
| College of Nursing | | | | | | | |
| Strategic Plan | Annually | Dean's Office | X | X | X | X | X |
| Mission, Philosophy and Objectives. | Annually | Curriculum Committee | X | X | X | X | X |
| Evaluation Instruments | As Needed | Evaluation Committee | | | | | |
| Bylaws | Annually & As Needed | Ad Hoc Bylaws Committee | X | X | X | X | X |
| Policy & Procedure Manuals | Annually | Ad Hoc Policy and Procedure Committee | X | X | X | X | X |
| Graduate | | | | | | | |
| Courses/Sequences | Annually | Graduate Studies Committee | X | X | X | X | X |
| Curricula | Annually | Graduate Studies Committee | X | X | X | X | X |
| Graduate Catalogue | Annually | Graduate Studies Committee | X | X | X | X | X |
| Graduate Student Handbook | Annually | Graduate Studies Committee | X | X | X | X | X |
| Program Recruitment Fliers | Annually | Graduate Studies Committee | X | X | X | X | X |
| Undergraduate | | | | | | | |
| Courses/Sequences | Annually | Curriculum Committee | X | X | X | X | X |
| Curriculum | Annually | Curriculum Committee | X | X | X | X | X |
| Undergraduate Catalogue | Annually | Dean's Office | X | X | X | X | X |
| Undergraduate Student Handbook | Annually | Student Handbook Committee | X | X | X | X | X |
| Program Recruitment Fliers | Annually | Recruitment Committee | X | X | X | X | X |
| Faculty | | | | | | | |
| Performance Review Guidelines | Annually | Promotion and Tenure Committee | X | X | X | X | X |
| Post Tenure Review | Annually, as indicated | Promotion and Tenure Committee | X | X | X | X | X |
| Preceptor Guidelines | Annually | Curriculum Committee | X | X | X | X | X |
| Faculty Workload | Annually | Dean's Office | X | X | X | X | X |
| Faculty Handbook | Annually | Dean's Office | X | X | X | X | X |

Unit: College of Nursing**Table 3. Assessment Cycles by Unit**

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--------------------------------------|-------------------------------|---------------------|-------------------|-----------------|--------------|----------------|------------------------|-----------|----------------|-------------------------------------|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Policy Review | Yes | Nursing Students | | | X | Review | 2003, 2004, 2005 | 2005-2010 | Every Semester | Accuracy of published policies | College Standing Committees | Policy and Standards Congruence |
| Student Services Satisfaction Survey | Yes | Students | | | X | | 2004, 2005 | 2005-10 | Every Semester | Assess Student Services Utilization | Class | Student Service Availability |
| Curriculum Syllabi Review | Yes | Students | | | X | Review | 2003, 2004, 2005 | 2005-10 | Yearly | Course Description | Evaluation Committee | Curriculum Structure and sequencing |
| Curriculum Minutes | Yes | Students | | | X | Survey | 2003, 2004, 2005 | 2005-10 | Yearly | Changes based on identified need | Curriculum Committee | Curriculum Structure |
| Survey of Affiliating Agencies | Yes | Students | | | X | | 2003, 2004, 2005 | 2005-10 | Yearly | Evaluate Clinical Sites | Clinical agencies | Effective teaching/learning Environment |
| Exit Interview & Clinical Evaluation | Yes | Graduates | | | X | Observe | 2003, 2004, 2005 | 2005-10 | Each Semester | Professional Role Development | Deans Office/ Clinical Sites | Professional Behavior and Clinical Safety |
| Survey of Semester Reports | Yes | Students | | | X | | 2003, 2004, 2005 | 2005-10 | Each Semester | Knowledge and skill development | College of Nursing Standing | Academic Processes / Benchmarks Met |

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|---|-------------------------------|---|-------------------|-----------------|--------------|------------------------------|------------------------|----------------|--------------------|--|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| | | | | | | | | | | Committees | | |
| Standardized Exams | Yes | Student/ Faculty | X | | | | 2003, 2004, 2005 | 2005-10 | Each Semester | Mastery of Acquired Knowledge | LRC* | Student Learning |
| Unit Exams | Yes | Students/ Faculty | | | | Exam | 2003, 2004, 2005 | 2005-10 | Each Semester | Mastery of Course Objectives | Class/LRC | Student Learning |
| Licensure Exam | Yes | Graduates | X | | | | 2003, 2004, 2005 | 2005-10 | Post Graduation | Measure of safe nursing practice | State | Licensure as Registered Nurse (RN) |
| Comparative Salary Data | Yes | Faculty | | X | | | 2003, 2004, 2005 | 2005-10 | Yearly | Parity and Competitiveness of salaries | AACN and CON Standing Committees | Fiscal Processes |
| Review of Library Holdings | Yes | Faculty/ Students | | | | Reports | 2003, 2004, 2005 | 2005-10 | Every Semester | Availability of Teaching/Learn ing Resources | Libraries/LRC | Student learning/ Satisfaction/ Scholarship |
| Faculty Profile and Annual Performance Review | Yes | All College of Nursing Faculty | | X | X | Performa nce Portfolio | 2003- 2004 | 2005 - 2010 | Yearly | To assess faculty performance Merit Promotion and Tenure | College of Nursing | Faculty Effectiveness and qualifications |
| Faculty Satisfaction Survey | Yes | All College of Nursing Faculty | | | X | | 2004 | 2005- 2010 | Yearly | To measure faculty satisfaction | College of Nursing by program | Faculty Satisfaction |

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--|-------------------------------|--|-------------------|-----------------|--------------|----------------|------------------------|-----------|--|---|---|--|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Employer Survey (Program Effectiveness) | Yes | One year and Five year Graduates | | | X | | 2003-2004 | 2005-2010 | Yearly | To measure employment, employer satisfaction and professional behaviors | Questionnaire sent to graduates to give to employer | Employment status, employer satisfaction and professionalism of graduate |
| One and Five year post graduation survey (Program Effectiveness) | Yes | Graduates one and five years post graduation | | X | | | 2003-2004 | 2005-2010 | Yearly | To measure graduates program satisfaction and commitment to the profession | Questionnaire sent to graduates one and five years after graduation | Satisfaction of graduates with the program one and five years after graduation. Commitment of graduates to the profession. Employment status |
| Exit interview /survey | Yes | Students upon graduation | | | X | | 2003-2004 | 2005-2010 | Every semester | To measure students satisfaction with their program, Socialization and Value Development, Professional role development | College of Nursing | Student satisfaction with program upon graduation |
| End of semester reports and Exit interview/ survey SOS (Program Effectiveness) | Yes | Current students | | | X | | 2003-2004 | 2005-2010 | Every semester, End of each course and upon graduation | To determine students satisfaction with their learning environment | College of Nursing | Students satisfaction with their learning environment |

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|-----------------|-------------------------------|---------------------|-------------------|-----------------|--------------|----------------|------------------------|--------|-----------|-------------------------|--|----------------------------|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| | | | | | | | | | | | | |

*LRC – Learning Resource Center

APPENDIX A
UNDERGRADUATE PROGRAM EVALUATION PLAN

PRAIRIE VIEW A&M UNIVERSITY
COLLEGE OF NURSING

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard I: Mission and Governance | | | | | | | | |
|--|---|---|--|---|--|-------------|---|--|
| Criterion 1. Mission and/or philosophy of the education unit is congruent with that of the governing organization or difference are justified by the nursing education unit purposes | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Does the Undergraduate Program admit and graduate students that reflect diversity? | 1. 80% - African American 20% - Non-African American | Review the University College of Nursing reports and records on student body. | Collect annually by April 1 | Director of Undergraduate Program | Benchmark Not Met 2001: African American: 83% Non AA 17% 2002: African American: 82% Non AA 18% 2003: African American: 83% Non AA 17% 2004 African American: 72% Non AA 28 2005 (Spring) African American: 68% Non AA 32% | | <i>Maintain recruitment efforts.</i> | <i>Review the critical question to reflect increasing inclusion of other minorities (Hispanic, Asian Pacific Islander)</i> |
| 2. Do the Undergraduate students participate in the governance of the undergraduate program? | 100% of the undergraduate student body has the opportunity to be represented in governance? | Bylaws specify student involvement on various committees. Dean's calendar reflects student council meetings twice a year. Student Forums are scheduled at least twice a year. | Reported annually to the Evaluation Committee by April 15 th Reviewed annually in April Reported annually to the Evaluation Committee by April 15 th . | Director of Undergraduate Program Program Evaluation Committee | Benchmark Met The CON Bylaws has designated student slots on Standing Committees. | | Student forums are held once each semester. | The Student Council must be reactivated |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard I: Mission and Governance | | | | | | | | |
|---|--|--|---|-----------------------|---|-------------|----------|---|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 3. Are the mission, philosophy, goals/objectives (MPG/O) of the College of Nursing consistent with those of the University? | The MPG/O of the College of Nursing are consistent with those of the University. | Review and comparison of documents for College of Nursing and University related to MPG/O. | Reviewed biannually by April 1 starting with year 2003-2004 Reported to the Evaluation Committee by April 15 of the review year. | Curriculum Committee | <u>Benchmark Met</u> The MPG/O of the CON are consistent with those of the University. | | Maintain | 3. Are the mission, philosophy, goals/objectives (MPG/O) of the College of Nursing consistent with those of the University? |

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard II: Faculty | | | | | | | | |
|---|--|--|--|---------------------------------------|---------------------------------------|-------------|----------|--------|
| Criterion 5. Faculty members (full- and part-time) are academically and experientially qualified and maintain expertise in their areas of responsibility. | | | | | | | | |
| Criterion 6. Number and utilization of full and part-time faculty meet the needs of the education unit to fulfill its purposes. | | | | | | | | |
| Criterion 7. Faculty performance is periodically evaluated to assure ongoing development and competence. | | | | | | | | |
| Criterion 8. The collective talents of the faculty reflect scholarship through teaching, application and the integration and discovery of knowledge as defined by the institution and the nursing education unit. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Are faculty members qualified and sufficient in number to accomplish the expected results of the under-graduate program? | 1a. 100% of faculty teaching in the under-graduate program will have earned a masters degree in nursing. | Review of faculty vitas in employee files. | Collected annually by April 1 | Director of the Undergraduate Program | Data collection is in progress. | | | |
| | 1b. 100% of faculty will teach in their area of specialty. | Review faculty clinical rosters. | Reported every odd year to the Evaluation Committee by April 15. | | | | | |
| | 1c. Faculty/Student ration will be maintained at 1:10 ratio or 1:15 for precepted experiences. | Review faculty workload records. | | | | | | |
| | 1d. 100% of faculty workloads will be no more than 12 hours per semester. | | | | | | | |
| 2. Does the faculty maintain expertise in their specialty areas? | 2a. 80% of undergraduate faculty will engage in scholarly activities related to their specialty area. | Review faculty portfolios. | Collected every odd year by April 1 | Director of Undergraduate Program | | | | |
| | b. 100% of faculty who hold a terminal degree will | | Reported to the Evaluation | | | | | |

| | | | | | | | | |
|--|--|--|---|--|--|--|--|--|
| | participate in research activities every year. | | Committee by April 15 of the collection year. | | | | | |
|--|--|--|---|--|--|--|--|--|

UNDERGRADUATE PROGRAM EVALUATION PLAN

Standard II: Faculty

| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
|--|---|---|---|-----------------------------------|---------------------------------------|---|----------|--|
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 3. Do faculty report satisfaction with working in the Undergraduate Program? | 3a. 85% of faculty in the Undergraduate Program will report satisfaction with working in the Undergraduate Program. | Undergraduate faculty satisfaction survey. | Collected every even year by April 1 | Director of Undergraduate Program | Data Collection in Progress | A faculty satisfaction survey has been developed. | | 3. Do faculty report satisfaction with working in the Undergraduate Program? |
| | 3b. Faculty turnover will be maintained at less than 10% each year. | Review of the number of signed contracts of continuing faculty. | Reported to the Evaluation Committee by April 15 of the collection year. | Dean | Data Collection in progress | | | 3. Do faculty report satisfaction with working in the Undergraduate Program? |
| 4. Is faculty performance evaluated periodically to assure ongoing development and competence? | 4. 100% of faculty are evaluated to assure continuing development and competence. | Review of faculty performance summaries. | Reviewed annually of April 1. Reported to the Evaluation Committee in summary | Dean | <u>Benchmark Met</u> | | Maintain | 4. Is faculty performance evaluated periodically to assure ongoing development and competence? |

| | | | | | | | | |
|--|--|--|---------------------------------------|--|--|--|--|--|
| | | | format by April 15 th . | | | | | |
|--|--|--|---------------------------------------|--|--|--|--|--|

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard III: Students | | | | | | | | |
|--|--|---|---|--------------------------------------|---|-------------|----------|--|
| Criterion 9. Program's teaching and learning environment is conducive to student academic achievement and lifelong learning. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Do students have accessibility to student policies within the governing organization and within the College of Nursing? | 100% of students have a student handbook/manual. | Review of student signature forms indicating they have received one. | Distributed in semester one. Revisions distributed to all students as they occur. | Semester one faculty | <u>Benchmark Not Met</u> | | | Student handbook is in the process of being revised. |
| 2. Are student policies congruent with National Standards and with the University policies? | 100% of student policies specific to the College of Nursing are developed by the CON faculty in congruence with University policies. Policies are accessible, non-discriminatory, and consistently communicated and applied. | Review published polices: handbook, WEB, catalogue, University Handbook, advertisements, application materials and brochures. | Every other year starting with the 2002-2003 year Reported to the Evaluation Committee by April 15 th of the review year. | Dean of CON or Program coordinators. | <u>Student Handbook is being revised.</u> | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard III: Students | | | | | | | | |
|---|---|-------------------------|--|-----------------------|--|--|---|--------|
| Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 3. Are students satisfied with and do they use the available student support services? | <p>3. 90% of undergraduate are satisfied with support services such as health, counseling, advisement, financial aid and career placement.</p> <p>3a. health services will be available through Prairie View A&M University campus five days a week,</p> <p>3b. counseling services are available to students five days a week at the College of Nursing</p> <p>3c. counseling is available to</p> | Student Services Survey | <p>Collected each fall and spring</p> <p>Reported annually by April 15th</p> | Evaluation Committee | <p>Final data collection is in progress.</p> <p><u>Benchmark met.</u> Student Health Center on the main campus is open weekdays 8Am-6:30PM. Health services on the main campus are too far of a distance for most students to use but they are available.</p> | <p>A survey was developed to determine how many and to what degree students are using various services provided.</p> | <p>Maintain</p> <p>Maintain</p> <p>Maintain</p> | |

Standard III: Students

Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid.

| | | | | | | | | |
|--|--|--|--|--|---|--|--|--|
| | <p>students through the University of Texas Employee Assistance Service 24/7</p> | | | | <p><u>Benchmark met.</u> There is a counselor available to students at the CON five days a week. 2002-2003; 2003-2004. One day a week 2004-2005. Counseling through the CON is used by 87.8% of students less than 2 times</p> | | | |
| | | | | | <p><u>Benchmark met.</u> Services are available 24/7 through the University of Texas Employee Assistance Service. 2002-2005 For the fall 2004 term 97.3% of students used UT counseling 0-2 times and <1% used the service 9 or</p> | | | |

| | | | | | | | | |
|---|--|--|--|--|------------|--|--|--|
| Standard III: Students | | | | | | | | |
| Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid. | | | | | | | | |
| | | | | | more times | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard III: Students | | | | | | | | |
|---|--|-------------|-----------|-----------------------|--|--|----------|--------|
| Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| | 3d. physical fitness equipment and a wellness program are available to students at the College of Nursing. 3e. financial aid services are | | | | <u>Benchmark met.</u> A physical fitness center is available 5 days a week at the CON with regularly scheduled formal exercise sessions. 2002-2004 | A survey was developed to determine how many and to what degree students are using | | |

| Standard III: Students | | | | | | | | |
|---|---|--|--|--|--|-----------------------------------|---|--|
| Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid. | | | | | | | | |
| | <p>available to students five days a week on the main campus.</p> <p>3f. Students are assigned to academic advisors who have regularly scheduled office hours and are available by phone and email.</p> | | | | <p>Health Assessment students were able to receive a quiz grade for attending physical fitness classes 10 times or more during the semester. Spring 2005 started without a fitness director, the above option was not offered, a director is available 10.9% of students use exercise equipment 9 or more times and 22% of students use the personal trainer 9 or more times [fall 2004 survey results] Training session times are posted for</p> | <p>various services provided.</p> | <p>Maintain</p> <p>Maintain</p> <p>Maintain</p> | |

Standard III: Students

Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid.

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | <p>students</p> <p><u>Benchmark met.</u> Financial aid office is open on the main campus Monday through Friday 9Am-5PM. There is a WEB site for students as well. A phone in the student lounge has a direct line to the financial aid office on main campus. 19% of students overall use financial aid services 9 or more times [fall 2004 survey]</p> <p><u>Benchmark met.</u> Students are assigned academic advisors. 2002-2004 students were assigned faculty in their</p> | | | |
|--|--|--|--|--|--|--|--|--|

Standard III: Students

Criterion 10. Students have access to support services administered by qualified individuals but are not limited to: health, counseling, advertisement, career placement and financial aid.

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | current semester as advisors. 2004-2005 students must see advisors prior to self registration Students seek familiar faculty for advisement Advisor schedules are visible on the 10th floor monitor | | | |
|--|--|--|--|--|--|--|--|--|

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard IV: Curriculum | | | | | | | | |
|---|---|--|--|--------------------------|--|-------------|----------|--------|
| Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values and competencies necessary for nursing practice. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Are the course and semester objectives congruent with a program objective? | 1. 100% of course and semester objectives will be congruent with a program objective. | 1. Review of course syllabi, semester objectives and program objectives. | 1. Collected annually by April 1 st . Reported every year to the Evaluation Committee by April 15. | 1. Curriculum Committee | <u>1. Benchmark Met</u> 100% of semester objectives are congruent with a program outcome objective. Additionally, the course objectives and outcome measurements on each semester have been revised to align course objectives and outcome measurements with semester objectives. | | Maintain | |
| 2. Do students achieve course outcome measurements? | 2. 80% of students will achieve outcome measures as specified for each course. | 2. End of semester course reports. | 2. Collected end of each semester. Reported by May 15 each year to the Evaluation Committee. | 2. Semester Coordinators | <u>2. Pending Data Collection</u> (These results will be obtained at the end of Fall 2004) | | | |
| 3. Is the curriculum content evidence-based? | 3a. The curriculum content is based on Texas State Board Competencies (Standards) | 3a. Review of course syllabi submitted electronically to the Curriculum Committee. | 3. Annually by April 1. Reported every odd year to the Evaluation Committee by April 15. | 3. Curriculum Committee | <u>3. Benchmark Met</u> Curriculum review and alignment of content demonstrates that the curriculum | | Maintain | |

| Standard IV: Curriculum Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values and competencies necessary for nursing practice. | | | | | | | | |
|---|--|---|--|-------------------------|---|--|--|--|
| 5. Does the curriculum reflect current societal and health care trends and issues, scientific developments, research findings, innovative practices, and a global perspective? | 5. The curriculum is regularly refined to incorporate current societal and health care trends and issues, scientific developments, research findings, innovative practices and a global perspective. | 5. Review of curriculum committee minutes and review of course summaries. | 5. Annual review and presentation at the May faculty meeting for recommended changes | 5. Curriculum Committee | 2003-2004- <u>4b. Benchmark Met</u> The curriculum is organized in a logical manner and based on the mission and philosophy of the University. The program objectives are based on the College of Nursing philosophy and serve as the overall objectives for the courses in the curriculum. The objectives follow the principles of moving from simple to complex concepts; from basic to advanced nursing and scientific theories; from the individual to the family, group, and community; from health promotion to health maintenance and restoration; and personal and | | | |

| Standard IV: Curriculum Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values and competencies necessary for nursing practice. | | | | | | | |
|---|--|--|--|--|---|--|--|
| | | Review student clinical assignments and updated references. End of semester reports on changes that were made to reflect current health trends. | | | professional development of the student. See the curriculum sequence and descriptions on page _____ of the University Catalog. <u>5. Benchmark Met</u> The curriculum is regularly discussed at monthly curriculum & faculty meetings to incorporate current societal and health care trends and issues, scientific developments, research findings, innovative practices, and a global perspective. Faculty are expected to update their courses references and texts each semester to keep currents with health care practices and the recommendation | | |

| Standard IV: Curriculum Criterion 13. Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values and competencies necessary for nursing practice. | | | | | | | | |
|---|--|--|--|--|---|--|--|--|
| | | | | | of the curriculum committee. Recommendations are made at annual meetings. Faculty organization minutes show recommendations are made and acted upon with changes made, as needed, annually. | | | |
| | | | | | Each semester has objectives to determine course activities that require student inquiry into current developments in health care. Course syllabi, references, and assignments identify the course planning that keeps the curriculum current with new issues, current trends, and scientific developments, | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard IV Curriculum | | | | | | | | |
|---|--|---|---|------------------------|---|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 6. Does the curriculum provide opportunities for the students to work with diverse populations? | 6.100% of students will have clinical assignments with diverse populations. | 6.College of Nursing has affiliation agreements with agencies which provide care to diverse populations. Review of student clinical placements. | 6.Colleced every year by April 1. College of Nursing affiliations will be reviewed annually. Reported to the Evaluation Committee by April 15 of the collection year. | 6.Curriculum Committee | <u>6.Benchmark Met</u> The College of Nursing has affiliation agreements with agencies that serve diverse populations. The following include a sample of the healthcare agencies that that have diverse clientele: | | Maintain | |
| 7. Do instructional methods provide the student with the opportunity to think critically? | 7.100% of the courses will require students to engage in critical thinking activities. | 7.Review Course Syllabi, semester narrative, TTVN, simulation lab, oral/written assignments, exams, case studies, SOS evaluation results, ATI critical thinking | 7.Colleced and reported every year by April 15 | 7.Evaluation Committee | -Ben Taub Medical Center -LBJ Hospital -Harris County Psychiatric Center -Memorial Hermann Hospital System -Mental Health & Retardation Authority of Harris County <u>7.Benchmark Met</u> | | Maintain | |

| Standard IV Curriculum | | | | | | | | |
|--|--|---|---|--------------------------------|---|--|-----------------|--|
| <p>8. Are curriculum changes supported by evaluation data?</p> | <p>8. 100% of curriculum changes are supported by evaluation data.</p> | <p>tests given at the beginning and end of the program.</p> <p>8. Curriculum Committee Annual Report, Semester Reports and minutes of faculty organization.</p> | <p>8. Collected annually by April 1st. Reported every even year to the Evaluation Committee by April 15.</p> | <p>8. Curriculum Committee</p> | <p>One of the program objective states that each graduate is expected to demonstrate critical thinking, and problem-solving skills within the professional nursing practice setting. Each semester has integrated course objectives and class activities (example - case studies) that require critical thinking for course completion. The test questions in the major courses on each semester have designated that the unit and final examinations include 50% or more application and analysis items on each test.</p> | | <p>Maintain</p> | |

| Standard IV Curriculum | | | | | | | | |
|------------------------|--|--|--|--|---|--|--|--|
| | | | | | 8. <u>Benchmark Met</u> 100% of curriculum changes are supported by evaluation data. Examples of the changes based on data include in the report to be attached. | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard IV Curriculum | | | | | | | | |
|---|---|---|--|---|--|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 9. Does the curriculum provide the student with the opportunity to use technology in learning activities? | 9a. 100% of the students will use technology to do presentations. | 9. Course Syllabi Samples of student work Identify how students use specific technology in patient care [i.e. computerized charting]. | 9. Collected every year by April 1 st . Reported to Evaluation Committee by April 15 th . | 9. Director of the Undergraduate Program with the assistance of the Semester Coordinators in semester reports which will be sent to the Curriculum Committee. | <u>9. Benchmark Met</u> All students use computer technology in presentations in two or more courses prior to graduation. | | Maintain | |
| | 9b. 100% of students are required to submit assignments electronically. | 9b. Internet references on care plans. | | | <u>9b. Benchmark Met</u> All students are required to submit assignments electronically in two of more courses prior to graduation. | | Maintain | |
| | 9c. 100% of students have email addresses and access to the internet. | 9c. Semester Reports | | | <u>9c. Benchmark Met</u> All students are required to submit assignments electronically in two of more courses prior to graduation. | | Maintain | |
| | 9d. 100% of students will use the internet to find research studies to augment their plans of care. | 9d. Review of practicum course | | | <u>9c. Benchmark Met</u> All students are assigned email addresses and have access to the internet in the LRC. Course packets are available via internet. | | Maintain | |
| 10. Does the curriculum provide | 10. 100% of students will have clinical practicum | | | | | | | |

| Standard IV Curriculum | | | | | | | | |
|---|--|--|---|---------------------------|---|--|--|--|
| learning experiences in multidisciplinary approaches to care, and student achievement of clinical competence? | experiences in a variety of settings to enhance their competence on interdisciplinary teams. | assignments. Semester Reports 10. Review of Clinical Practicum planned experiences and end of semester reports. | 10. Collected annually by April 1 st . Reported every year to the Evaluation Committee by April 15. | 10. Semester Coordinators | <u>9d. Benchmark Met</u> Program and semester objectives emphasize the importance of using current research as a basis for practice. <u>10. Pending review of Teaching/Learning guides for practicum courses.</u> | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard IV Curriculum | | | | | | | | |
|--|---|---|--|---|---|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 11. Does the curriculum place significant emphasis on student values development, socialization to role, commitment to lifelong learning and creativity? | 11a. 100% of students are socialized into the professional role with responsibility and accountability. 11b. 100% of students are members of TSNA. | 11a. Review of Course syllabi and clinical assignments. Exit Interview survey. 11b. Surveys of membership in student organizations and one (1) and five (5) year graduates. (See course syllabi for the objectives and the minutes of student forum activities, honor society, and the TSNA.) | 11. Collected annually by April 1 st . Reported every year to the Evaluation Committee by April 15 th . | 11. Director of the undergraduate Program with the assistance of the Semester Coordinators. | 11. Pending Review (Footnote)One of the program outcome objectives emphasizes professional development for all graduates. Each semester has also identified a professional objective for implementation in theory and clinical courses. Professional socialization is enhanced in pre & post clinical conferences during discussion of acting on professional values and | | | |
| 12. Does the curriculum address the essential roles of the nurse as caregiver, patient advocate, | 12a. Learning experiences are provided to give students an opportunity to develop confidence in their ability to advocate for patient/families, teach individuals and | | 12a. Collected annually by April 1 Reported every year to the Evaluation Committee | 12a. Director of the undergraduate Program with the assistance of the Semester Coordinators | | | | |

| Standard IV Curriculum | | | | | | | | |
|--|---|---|----------------------------------|--|--|--|--|--|
| <p>teacher, communicator, change agent, coordinator, user of information technology, collaborator, and decision maker?</p> | <p>groups about health care, serve on a multidisciplinary health team, serve as a leader of a nursing team, facilitate change, conflict resolution, and make decisions.</p> | <p>12a. Exit Interview survey, clinical evaluation tools, nursing care plans, and community projects.</p> | <p>by April 15th.</p> | | <p>using professional standards.</p> <p>12a. <u>Pending review</u> The program outcome objectives require that each semester address nursing roles in increasing complexity from Semester I-V. The format for each course syllabus requires that the roles of provider of care, coordinator of care, and member of the profession are classification for course objectives. . Class time and assignments are designed to promote the development of professional roles that involve providing care, collaborating for</p> | | | |

| Standard IV Curriculum | | | | | | | | |
|------------------------|--|--|--|--|--|--|--|--|
| | | | | | planning and implementing care, and becoming a member of the profession. | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard IV Curriculum | | | | | | | | |
|------------------------|--|---|---|---------------------------|--|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| | 12b. 100% of students communicate effectively. | 12b. Review of assignments and course syllabi for communication learning activities, research class forum, and Sigma Theta Tau research day. Exit survey | 12b. Collected annually by April 1. Reported every year to the Evaluation Committee by April 15 th . | 12b. Curriculum Committee | <u>12b. Pending Review</u> Program objective 3 requires that each semester integrate communication skill development into at least one course | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard V: Resources | | | | | | | | |
|---|--|---|---|------------------------------------|---|-------------|----------|--------|
| Criterion 15: Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization. | | | | | | | | |
| Criterion 16: Program support services are sufficient for the operation of the nursing education unit. | | | | | | | | |
| Criterion 17: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Are salaries competitive regionally and nationally? | 1. Mean salaries for full-time undergraduate faculty will be within 5% of mean salaries reported by the AACN. | AACN Faculty Salary Data (national comparison) Texas Medical Center nursing schools for local data | Collected every even year by April 1. Reported to the Evaluation Committee by April 15 of the collection year. | Dean of the College of Nursing | Pending Review | | | |
| 2. Are faculty members supported by the College of Nursing in their efforts to maintain their expertise? | 2. Faculty will be supported by the College of Nursing to attend one national conference per year. | Review of Faculty Portfolios | Collected every even year by April 1. Reported to the Evaluation Committee by April 15 of the collection year. | Dean/Undergraduate Director | Pending Review | | Maintain | |
| 3. Are students able to access the HMC-TMC Library and John B. Coleman Library at PVAMU? | 3a. 100% of students will have access to the HMC-TMC and John B. Coleman Library on the main PVAMU campus both electronically and in person. | a. Review student Library card applications for HMC-TMC and John B. Coleman Libraries. Survey | Collected every third year beginning with 2004-2005 by April 1. | Learning Resource Center Personnel | <u>Benchmark Met</u> All students have access via the internet in the LRC to access the TMC and John B. Coleman Libraries. Upon admission to the college of Nursing all students are | | | |

| Standard V: Resources Criterion 15: Fiscal resources are sufficient to support the nursing education unit purposes and commensurate with the resources of the governing organization. Criterion 16: Program support services are sufficient for the operation of the nursing education unit. Criterion 17: Learning resources are comprehensive, current, developed with nursing faculty input, and accessible to faculty and students. | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| | | students to determine if they have library cards and that they are able to access libraries both electronically and in person. | Reported to the Evaluation Committee by April 15 of the collection year. | | registered for library cards by LRC personnel and distributed to students. Students receive an orientation to the HMC-TMC. | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard V. Resources | | | | | | | | |
|--|---|--|---|--|---|---|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 4. Are library resources adequate for students to complete assignments | 3b. 100% of students will have access to the College of Nursing LRC seven days a week. | Assess LRC hours available for student use. | Collected every odd year by April 1. | Learning Resource Center Personnel | <u>Benchmark Met</u> Student survey states (83-89%) that the LRC is available "a great deal." Library hours (03-04): M-F: 7am – 12am Saturday: 8am – 12am Sunday: 12pm – 8pm | | Maintain | |
| | All students will have access to databases in the libraries: One nursing database One medical database One general database Books that support nursing. | Collect library information from the Outreach Librarian. | Collected every odd year by April 1. | Learning Resource Center Personnel Undergraduate Director | Library hours (04-05): Latest time open is 10pm. <u>Benchmark Met</u> | | | |
| | 5. Do faculty members have access to adequate technical resources to facilitate presentation of the content/curriculum | 5a. Each faculty member teaching full time in the undergraduate program will have up to date Microsoft | Survey of equipment available to Undergraduate faculty. | Reported to Evaluation Committee by April 15 of the collection year. | Learning Resource Center Personnel (5a-5d). | Library resources are adequate for students to complete assignments. There are 23 general databases, 9 medical databases, and 1 nursing database at Colman Library. Students have | | |

| Standard V. Resources | | | | | | | | |
|-----------------------|------------------|--|--|--|---|--|--|--|
| | Office software. | | | | access to databases at HAM-TMC library (149). Electronic link to 58 publishers for electronic journals. <u>Benchmark Met</u> Each full-time faculty has a desk-top computer Microsoft windows, word, power point, excel and office. | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard VI: Integrity | | | | | | | | |
|---|---|---|--|--|---------------------------------------|-------------------|----------|---|
| Integrity is evident in the practices and relationships of the nursing education unit. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Does the program demonstrate integrity through the provision of accurate information to its stakeholder? | 100% accuracy of all published materials. | Review PVAMU Student Handbook, Undergraduate & Graduate Catalogs, CON Student Handbooks, CON Brochures & Advertisements, Marketing ad files, Website, Application Packets | Review every year by April 1 Reported every year to the Evaluation Committee by April 15 th . | Director of Undergraduate Program, Semester Coordinators, Admissions Chair | <u>Benchmark Unmet</u> | Complete Web site | | a. Student handbook should include drug screening as a requirement; c. NURS 4282 Adult Health II Practicum reads as I; Nursing elective is misspelt ; In LVN-BSN brochure, NURS 4192 has 2 hr instead of 3 hr as seen in other brochur |
| 2. Does the program appropriately address student complaints? | 100% of student complaints are addressed. | | Review every year by April 1 | Academic Standards Committee | <u>Benchmark Met</u> | | Maintain | |
| 3. Is the program in compliance with the Higher Education Reauthorization Act Title IV? | 100% compliance | Review complaints for validity and frequency and consistent application of College of Nursing policies. | Reported every year to the Evaluation Committee by April 15 th . Review every 3 years by April 1 starting with 2002- | Dean, Administrative Assistant to the Dean | <u>Benchmark Met</u> | | Maintain | |

| Standard VI: Integrity | | | | | | | |
|--|--|---|---|--|--|--|---|
| Integrity is evident in the practices and relationships of the nursing education unit. | | | | | | | |
| | | Review of Licensure Violation Report for license suspensions r/t lack of loan payments Review of PVAMU load default rate | 2003 Report to the Evaluation Committee by April 15 of the collection year. | | | | es, catalog, on the web and hard copy. |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard VII: Education Effectiveness | | | | | | | | |
|--|--|--------------------------------------|--|---|---|-------------|----------|--------|
| Criterion 22: There is a written plan for systematic program evaluation that is used for continuous program improvement. | | | | | | | | |
| Criterion 23: Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job replacement rates, and program satisfaction. | | | | | | | | |
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 1. Does the Undergraduate Program prepare the graduate to enter the workforce? | 1. 93% of graduates will pass NCLEX within the first year following graduation. | NCLEX quarterly and yearly reports. | Collect annually by April 1. | Director of Undergraduate Program | Results pending review of graduate and employer survey results. | | | |
| | 95% of graduates will be employed in nursing within one year. | One/five year post graduation survey | Reported by April 15 | Evaluation Committee | | | | |
| | 90% of graduates will be employed at graduation. | Employer survey | | Evaluation Committee | | | | |
| | 90% of employers are satisfied with clinical preparation of the graduate. | | | Program Evaluation Committee | | | | |
| | 90% of graduates exhibit behaviors congruent with BNE differentiated entry level competencies. | | | | | | | |
| 2. Do the undergraduates report satisfaction with program preparation? | 2. 90% of graduates will report satisfaction with their program | 2. Exit interview/ survey item # 39. | Collected every fall and spring semester Reported annually to the | Undergraduate Director and Dean of CON [interviews] Evaluation Committee [surveys] | <u>Benchmark Met</u> | | | |

| | | | | | | | | |
|--|--|--|----------------------------------|--|--|--|--|--|
| Standard VII: Education Effectiveness | | | | | | | | |
| Criterion 22: There is a written plan for systematic program evaluation that is used for continuous program improvement. | | | | | | | | |
| Criterion 23: Student academic achievement by program type is evaluated by: graduation rates, licensure/certification pass rates, job replacement rates, and program satisfaction. | | | | | | | | |
| | | One/five year post graduation survey. Section 4, #4-5. | Evaluation Committee by April 15 | | | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard VII: Educational Effectiveness | | | | | | | | |
|--|--|--|---|-----------------------------------|---|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 3. Do graduates demonstrate professional behaviors? | 100% of students/ graduates exhibit professional behaviors. | Clinical evaluations Employer survey | Review every year by April 1 Reported every year to the Evaluation Committee by April 15 th . | Director of Undergraduate Program | Pending receipt of data from employer surveys and clinical evaluations. | | | |
| 4. Do graduates show commitment to professional development? | 4. 30% of graduates will be admitted to graduate school within 5 years of graduation. 50% of graduates will have advanced certification in some area within 5 years. 100% of Graduates will present or attend continuing education programs/seminars 75% of graduates will hold membership in a professional organization. 90% of graduates will maintain licensure for 5 years following graduation. 50% of graduates will | One and five year surveys. Post graduation survey. | Collected every semester. Reported annually by April 15 | Evaluation Committee | Pending Receipt of post graduation survey data. | | | |

| Standard VII: Educational Effectiveness | | | | | | | | |
|---|---|--|--|--|--|--|--|--|
| | have engaged in scholarly activities after graduation [i.e.: clinical quality assurance, etc] | | | | | | | |

UNDERGRADUATE PROGRAM EVALUATION PLAN

| Standard VII: Educational Effectiveness | | | | | | | | |
|---|--|---|---|--|--|-------------|----------|--------|
| CRITICAL QUESTION | BENCHMARK/OUTCOME | METHODOLOGY | FREQUENCY | PERSON(S) RESPONSIBLE | RESULTS (Analysis and Interpretation) | APPLICATION | | |
| | | | | | | DEVELOP | MAINTAIN | REVISE |
| 5. Do under-graduates believe the teaching-learning environment is conducive to academic achievement | 5. 85% of under-graduates report satisfaction with the learning environment. College of Nursing average score of 3+ on SOS each semester. Program attrition rate will be no more than 30%. | End of semester and graduation exit surveys. Items # 20-39. SOS review. Review the student data profile in the Undergraduate nursing office. | Collected fall, spring and summer. Reported annually to the Evaluation Committee by April 15 | Evaluation Committee Office of Institutional Effectiveness [Mr. Gaither] Director of the Undergraduate Program | Pending receipt of post graduation survey. Pending Review | | | |
| 6. Is the strategic plan for the College of Nursing accomplished in accordance with its time line and goa | 6. The goals of the strategic plan are adhered to based on the collective talents of the faculty and according to the time line. | 6. Review of the strategic plan | 6. Biannually before April 1 st Reported to the Evaluation Committee by April 15 th of the | Dean and Evaluation Committee | Pending review | | | |

| Standard VII: Educational Effectiveness | | | | | | | | |
|---|--|--|-----------------|--|--|--|--|--|
| | | | review year. | | | | | |

Assessments Cycles by Units: School of Architecture

| Name of Measure | Report Completed Yes or No | Targeted Population | Type of Measure | | | | Administrations Period | | Frequency | Description/ Purpose | Where Assessed/ Location/ Format | Outcome/ What Assessed? |
|--------------------|-------------------------------|----------------------|-------------------|-----------------|--------------|----------------|------------------------------|-----------|---------------------|--|--|---|
| | | | Standardized Test | National Survey | Local Survey | Other: Specify | Past | Future | | | | |
| Graduation Survey | Yes | Graduating Students | | | X | | 2003, 2004 | 2005-2010 | Each Graduation | Student self-report on competency | Class/main campus | Student comfort with professional preparation |
| Alumni Survey | No | Alumni | | | X | | +2 years | 2005 | 5 or 6 years | Alumni satisfaction | Mail | Alumni comfort with preparation |
| Studio Achievement | No formal report | Students | | | | X | 2003, 2004 | 2005-2010 | End each semester | Design Studio Review | Class/main campus | Student overall achievement |
| Student Jury | No formal report | Students | | | | X | 2003, 2004 | 2005-2010 | Throughout semester | Public presentation of student work for review by faculty and external experts | Class/main campus | Student achievement |
| Accreditation | Yes | Architecture program | | | | X | Report 1999 Visit in 2000 | 2000 | 6 years | Accreditation visit | Entire school | Program meets national standards |

| | | | | | | | | | | | | |
|---|-----|------------------------|--|--|--|--------------------|---------------------------|------|----------------------------------|---|--------------------|--|
| University External Evaluation | Yes | School of Architecture | | | | X Visit and Report | 2005 | 2005 | As Requested by Univ. | External review of program | Entire school | Evaluation of program for internal use |
| Student Assessment of Teaching for each class | Yes | School of Architecture | | | | SOS Forms | | | Per Semester | Student Assessment of each faculty per course | Class/ main campus | Faculty Teaching Effectiveness |
| Annual assessment of faculty | Yes | School of Architecture | | | | Perf. Eval. Forms | | | Yearly | Performance Evaluation of Faculty and Staff | Offices at School | Performance Outcomes |
| Accreditation | No | Architecture program | | | | X Report and | Report 2005 Visit in 2006 | 2006 | Depends on the Term of Accredit. | Accreditation Visit | Entire School | Program meets national standards |

Assessment Record that we have used - from our Strategic Plan

| <i>Year:</i> | <i>1998</i> | <i>1999</i> | <i>2000</i> | <i>2001</i> | <i>2002</i> | <i>2003</i> | <i>2004</i> |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Alumni Survey | | ✓ | | | | | |
| Capstone Courses | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| External Reviewers | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Internship Performance | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Juried Exhibits | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Recent Graduate Surveys | | ✓ | | | | | ✓ |
| Research Projects | ✓ | | | | | | ✓ |
| Self-Study Reports | | ✓ | | | | | |
| Others (Accreditation) | | ✓ | | | | | |

2005-2006 ASSESSMENT PLAN

The College of Juvenile Justice and Psychology houses two academic departments (Justice Studies and Psychology) offering seven degree programs: three Baccalaureate degrees (Criminal Justice, Criminal Justice with Specialization in Juvenile Justice and Psychology); two Master's degrees (Juvenile Justice and Juvenile Forensic Psychology) and two Doctoral degrees (Juvenile Justice and Clinical Adolescent Psychology). These two doctoral degree programs were the first on the campus and were instrumental in elevating the University from a level three to a level five status designation within the Southern Association of Colleges and Schools (SACS).

All of the degree programs in the College rely on the standards and criteria developed by their respective professional associations (Academy of Criminal Justice Sciences (ACJS), American Society of Criminology (ASC) and American Psychological Association (APA).

COLLEGE MISSION

The College of Juvenile Justice and Psychology is committed to excellence in research, education, and service. By offering a diverse curriculum with graduate and undergraduate courses, we educate empiricists, educators and practitioners in juvenile justice and psychology.

ALIGNMENT TO UNIVERSITY MISSION

The College mission is aligned to the University mission in that we are committed to achieving relevance in each program, addressing issues, and proposing solutions to problems.

CORE VALUES OF THE COLLEGE

The core values of the College and Departments are the same as those of the University:

- Access and quality
- Diversity
- Leadership
- Relevance
- Social Responsibility

**DEPARTMENT OF JUSTICE STUDIES
ACADEMIC PROGRAM LEARNING OUTCOMES**

Bachelor of Science Degree in Criminal Justice:

What should completers of the Degree in Criminal Justice know? How will we know?

| <i>What should they know?</i> | <i>How will we know they know? (Baseline is assessed knowledge during their freshman year)</i> |
|--|---|
| Development and operation of the Criminal Justice System | <ul style="list-style-type: none"> • Enhanced knowledge of the Criminal Justice System • Enhanced knowledge of Law Enforcement • Increased knowledge of Criminology • Enhanced knowledge of Corrections and Community Corrections |
| History of Criminal Justice | <ul style="list-style-type: none"> • Enhanced knowledge of the history of Criminal Justice • Increased knowledge of the historical origins of Criminal Justice System |
| Law | <ul style="list-style-type: none"> • Increase knowledge of adult and juvenile law |
| Law Enforcement | <ul style="list-style-type: none"> • Increase knowledge of police systems and practices |
| Court and Correction | <ul style="list-style-type: none"> • Increase knowledge of systems and practices in court and correctional systems |
| Criminal Justice | <ul style="list-style-type: none"> • Increase knowledge of criminal justice, policy analysis of prevention and control and criminological theories |
| Research Methods | <ul style="list-style-type: none"> • Increased knowledge of various research methods • Enhanced critical thinking skills • Enhanced writing skills |
| Statistics | <ul style="list-style-type: none"> • Increased knowledge of basic descriptive statistics • Increased knowledge of basic hypothesis testing procedures |

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice:

What should completers of the C.J. Degree in Criminal Justice with Specialization in Juvenile Justice know? How will we know?

| <i>What should they know?</i> | <i>How will we know they know? (Baseline is assessed knowledge during their freshman year)</i> |
|--|--|
| In addition to the objectives of the CJ degree, the graduates of Juvenile Justice Specialization will have | <ul style="list-style-type: none">• Increased knowledge of the juvenile justice system practices• Increase knowledge of juvenile police systems and practices• Increased knowledge of juvenile law• Increased knowledge of juvenile court and juvenile correctional practices• Increased knowledge of juvenile probation, parole and community alternatives• Increased knowledge of delinquency prevention and control and theories of juvenile delinquency |

Masters Degree in Juvenile Justice:

What should completers of the Masters Degree in Juvenile Justice know? How will know?

| <i>What should they know?</i> | <i>How will we know they know?</i> (Baseline is the point of entry into the program) |
|--|--|
| Common statistical tests | <ul style="list-style-type: none"> • Increase in the number of statistical tests with which students are familiar. • Increase in the number of statistical tests, which students have used. |
| Common social science research methodologies | <ul style="list-style-type: none"> • Increase in the number of research methodologies with which students are familiar. • Increase in the number of research methodologies, which students' feel they have some degree of expertise and/or have used. |
| Theoretical formulations in juvenile justice, psychology and criminology | <ul style="list-style-type: none"> • Increase in the number of theories with which students are familiar. • Increase in the number of theories, which students' feel they have some degree of expertise and/or have used in a paper. • Increase the understanding of concepts, terms, definitions and practices of their discipline |
| How to be a professional in the field | <ul style="list-style-type: none"> • Increase the number of presentations made orally, via power point and through cooperative exercises. • Students will be familiar with journal articles and other media to be used to keep them up to date in their discipline. |

Doctoral Degree in Juvenile Justice:

What should a completer of the Doctoral Degree in Juvenile Justice know? How will we know?

| <i>What should they know?</i> | <i>How will we know they know?</i> (Baseline is the point of entry into the program) |
|--|---|
| Common statistical tests | <ul style="list-style-type: none"> • Increase in the number of statistical tests with which students are familiar. • Increase in the number of statistical tests, which students have used. |
| Common social science research methodologies | <ul style="list-style-type: none"> • Increase in the number of research methodologies with which students are familiar. • Increase in the number of research methodologies, which students' have some degree of expertise and/or have used. |
| Theoretical formulations in juvenile justice and criminology | <ul style="list-style-type: none"> • Increase in the number of criminological theories with which students are familiar. • Increase in the number of criminological theories which students' have expertise and/or have used in a paper. |
| How to write professionally | <ul style="list-style-type: none"> • Increase in the number of scholarly presentations, journal articles, or other accepted scholarly creative outlet. • Increase knowledge of outlets used to keep up to date in their discipline. |

**DEPARTMENT OF PSYCHOLOGY
ACADEMIC PROGRAM LEARNING OUTCOMES**

Bachelor of Science Degree in Psychology:

What should completers of the B.S. Degree in Psychology Know? How will we know?

| What should they know? | How will we know they know? (Baseline is assessed knowledge during the freshman year.) |
|-------------------------------|--|
| Human Development | <ul style="list-style-type: none"> • Enhanced knowledge of Cognitive development • Enhanced knowledge of Social development • Increased knowledge of theories of development • Increases in problem solving ability |
| History of Psychology | <ul style="list-style-type: none"> • Enhanced knowledge of the history of psychology • Increased knowledge of the historical origins of psychology |
| Memory | <ul style="list-style-type: none"> • Increased knowledge of the stages of memory • Increased knowledge of types of memory • Increased knowledge of how to improve memory • Increased knowledge of theories of memory |
| Research Methods | <ul style="list-style-type: none"> • Increased knowledge of various research methodologies • Enhanced critical thinking skills • Enhanced writing skills |
| Statistics | <ul style="list-style-type: none"> • Increased knowledge of basic descriptive statistics • Increased knowledge of basic hypothesis testing procedures |
| Learning | <ul style="list-style-type: none"> • Increase knowledge of types of learning • Increase knowledge of theories of learning • Enhance problem solving skills • Augment knowledge of applications of learning theories |

Masters Degree in Juvenile Forensic Psychology:

What should completers of the Masters Degree in the Juvenile Forensic Psychology know? How will we know?

| What should they know? | How will we know they know? (Baseline is the point of entry into the program) |
|---|--|
| Demonstrate basic knowledge of primary psychological theories | Increase in the number of theories with which students are familiar. <ul style="list-style-type: none"> • Psychoanalytic • Existential • Cognitive • Behavioral |
| A knowledge of basic concepts of psychological assessment with juveniles | As demonstrated by the use of the following skills: <ul style="list-style-type: none"> • Clinical interviewing • Utilization of clinical terminology • Psychopathology and diagnostic classification • Statistics for psychological testing • Psychological report writing |
| A knowledge of basic concepts of forensic psychology and juvenile forensic psychology | <ul style="list-style-type: none"> • History of forensic psychology and juvenile forensic psychology • Competence • Criminal responsibility • Dangerous risk assessment • Rehabilitation evaluation • Certification waiver evaluation • Applications to civil proceedings • Professional ethics in forensic psychology |

| | |
|---------------------------------------|--|
| How to be a professional in the field | <ul style="list-style-type: none"> • Basic understanding of the scientific method • Utilization of APA format • Production of graduate level research papers • Demonstrate competence in graduate level writing and research |
| Learning | <ul style="list-style-type: none"> • Increase knowledge of types of learning • Increase knowledge of theories of learning • Enhance problem solving skills • Augment knowledge of applications of learning theories |

NEED THE FOLLOWING:

Doctoral Degree in Clinical Adolescent Psychology:

What should a completer of the Doctoral Degree in Clinical Adolescent Psychology know? How will we know?

**DEPARTMENT OF JUSTICE STUDIES
PROGRAM EXIT OUTCOMES**

Program Exit Outcomes Baccalaureate degree in Criminal Justice and Juvenile Justice Specialization:

1. What percent of graduates will be employed in their fields within three years following graduation? 70%
2. What percent of graduates will be employed in the field or related field five years after graduation? 80%
4. What percent will qualify for acceptance to graduate study? 40%
5. What percent will qualify for acceptance to graduate study? 30%.
6. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 10%

Program Exit Outcomes of Juvenile Justice Master's Degree:

1. What percent of graduates will be employed in their fields within three years following graduation? 85%
2. What percent of graduates will be employed in the field or related field five years after graduation/completion? 95%
3. What percent will qualify for graduate study? 90% will qualify for Ph.D. level
4. What percent will qualify for acceptance to graduate study? 70% at Ph.D. level.
5. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 10%
6. What percent will achieve what is regarded by professionals in the field as the true mark of success? 50%

Program Exit Outcomes of Juvenile Justice Doctoral Degree:

1. What percent of graduates will be employed in their fields within three years following graduation? 75%
2. What percent of graduates will be employed in the field or related field five years after graduation/completion? 75%
3. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 60%
4. What percent will achieve what is regarded by professionals in the field as the true mark of success? (There is little agreement on the "true mark of success," thus we will use achieving a full professor, or deputy chief executive or above status after 17 years in the field). 60%

**DEPARTMENT OF PSYCHOLOGY
PROGRAM EXIT OUTCOMES**

Program Exit Outcomes Baccalaureate degree in Psychology:

1. What percent of graduates will be employed in their fields within three years following graduation? 75%
2. What percent of graduates will be employed in the field or related field five years after graduation? 80%
3. What percent will qualify for graduate study? 30% will qualify for Ph.D. level
4. What percent will qualify for acceptance to graduate study? 40%
5. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 60%

Program exit outcomes Master's in Juvenile Forensic Psychology:

1. What percent of graduates will be employed in their fields within three years following graduation? 85%
2. What percent of graduates will be employed in the field or related field five years after graduation/completion? 95%
3. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 100%.

Program Exit Outcomes of Clinical Adolescent Psychology Doctoral Degree:

1. What percent of graduates will be employed in their fields within three years following graduation? 75%
2. What percent of graduates will be employed in the field or related field five years after graduation/completion? 75%
3. What percent will have been credited with research, creative, professional, and/or scholarly work prior to graduation? 60%
4. What percent will achieve what is regarded by professionals in the field as the true mark of success? (There is little agreement on the "true mark of success," thus we will use achieving a full professor, or deputy chief executive or above status after 17 years in the field). 60%

DETAILED ASSESSMENT CYCLES
JUSTICE STUDIES AND PSYCHOLOGY DEPARTMENTS

| Name of Measure | Targeted Population | Type of Measure | | | | Frequency | Description/Purpose | Where Assessed? Location & Format | Outcome? What Assessed? |
|---------------------|--------------------------------------|-------------------|-----------------|--------------|----------------|---------------------------------------|---|---|---|
| | | Standardized Test | National Survey | Local Survey | Other: Specify | | | | |
| Exit Survey | Graduating Seniors | | | X | | Every Semester | Satisfaction with Instructions and program administration | COJJP Auditorium | Satisfaction |
| Major Field Test | Seniors | X | X | | | Spring Semester | Criminal Justice Psychology | In the classroom | Discipline Knowledge |
| Baseline Measure | Doctoral (JJUS) | | | X X | | First and Last semester of enrollment | General Knowledge | In the classroom | Pre & Post Subject Knowledge of Theory, Methods, Statistics |
| Comprehensive Exams | Master Level (JJUS) | | | | X | Fall Spring | Discipline Knowledge | College Site | Ability to synthesize knowledge in the discipline |
| Comprehensive Exams | Doctoral Level (JJUS & JPSY) | | | | X | Fall Spring | Discipline Knowledge | College Site | Ability to synthesize knowledge in the discipline |
| Thesis | Master Level (All JJUS: JPSY Option) | | | | X | Fall Spring | Original Research | Defense | Ability to independently conduct research |
| Dissertation | Doctoral Level (JJUS & JPSY) | | | | X | Fall Spring Summer | Original Research | Defense | Ability to independently conduct research |

SAMPLE OF ASSESSMENT INSTRUMENTS USED

COLLEGE OF JUVENILE JUSTICE & PSYCHOLOGY

JUSTICE STUDIES AND PSYCHOLOGY DEPARTMENTS

Evaluation of BS Degree Programs

Today's Date _____

Semester and Year of Graduation: Semester _____ Year _____

Semester and Year of entry into PVAMU: Semester _____ Year _____

Please check your degree program:

- BS in Criminal Justice
- BS in Criminal Justice with Juvenile Justice Specialization
- BS in Psychology

Please place a check mark in the box that best describes how you feel about the following statements.

| <i>Your degree program & its administration</i> | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-----------------------|--------------|-----------------|--------------------------|
| I feel that the coordinator of my program was accessible to students. | | | | |
| I believe that the coordinator of my program handled issues fairly. | | | | |
| I believe that the coordinator of my program handled issues in a timely manner. | | | | |
| I feel that I received an overall quality education. | | | | |
| I believe that my degree has prepared me to enter jobs in this field. | | | | |
| I would recommend this degree program to others. | | | | |
| <i>Knowledge and skills</i> | | | | |
| I have learned a good deal of factual material in this program. | | | | |
| I gained a good understanding of concepts/principles in this field. | | | | |
| I have an understanding of how to apply concepts and principles to the work setting. | | | | |
| I feel that I have developed the ability to solve problems in this field. | | | | |
| I feel that I have developed the ability to communicate clearly about this subject. | | | | |
| <i>Interests and curiosity</i> | | | | |
| I deepened my interest in the subject matter of this program. | | | | |
| I developed enthusiasm about the course material. | | | | |
| I was stimulated to do outside reading about the course material. | | | | |
| I was stimulated to discuss related topics outside of class. | | | | |
| <i>Instruction</i> | | | | |
| I feel that the professors were knowledgeable in their subject areas. | | | | |
| I feel that the professors were accessible to me. | | | | |

| | | | | |
|---|--|--|--|--|
| I feel that the professors' teaching methods were excellent. | | | | |
| I feel that the professors were well prepared for class. | | | | |
| I feel that the professors took my concerns and issues seriously. | | | | |

Academic Performance & Future Plans

What is your graduating GPA?

- 2.0 or less
- 2.1 - 2.5
- 2.51 - 3.0
- 3.1 – 3.5
- 3.51 – 4.0

What do you intend to do after graduation? (Check all that apply).

- I intend to pursue a graduate degree.
- I have been accepted into a graduate program (not law school). If so, which university and program? _____
- I intend to pursue a law degree.
- I have been accepted into law school. If so, which university and program? _____
- I intend to obtain a job in the field of my degree.
- I have been hired to begin a new job in the field of my degree. If so, in what type of organization have you been hired and what will be your position?

Comments or suggestions for strengthening this program.

| |
|---|
| We would like to contact you in the future to learn about your career path, please fill out the Student Questionnaire |
|---|

Evaluation of MS Degree Program

Today's Date _____

Semester and Year of Graduation: Semester _____ Year _____

Please check your degree program:

- Juvenile Justice
- Juvenile Forensic Psychology

Please place a check mark in the box that best describes how you feel about the following statements.

| Your Program & Its Administration | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| I feel that the department head of my program was accessible to students. | | | | |
| I believe that the department head of my program handled issues fairly. | | | | |
| I believe that the department head of my program handled issues in a timely manner. | | | | |
| I feel that I received an overall quality education. | | | | |
| I believe that my degree has prepared me to enter jobs in this field. | | | | |
| I would recommend this degree program to others. | | | | |
| KNOWLEDGE AND SKILLS | | | | |
| I have learned a good deal of factual material in this program. | | | | |
| I gained a good understanding of concepts/principles in this field. | | | | |
| I have an understanding of how to apply concepts and principles to the work setting. | | | | |
| I feel that I have developed the ability to solve problems in this field. | | | | |
| I feel that I have developed the ability to solve problems in this field. | | | | |
| I feel that I have developed the ability to communicate clearly about this subject. | | | | |
| I believe that I have developed the ability to carry out original research in this area. | | | | |
| I believe that I have developed the ability to evaluation new work or research in this field. | | | | |
| INTEREST AND CURIOSITY | | | | |
| I deepened my interest in the subject matter of this program. | | | | |
| I developed enthusiasm about the course material. | | | | |
| INTEREST AND CURIOSITY | | | | |
| I was stimulated to do outside reading about the course material. | | | | |
| I was stimulated to discuss related topics outside of class. | | | | |
| INSTRUCTION | | | | |
| I feel that the professors were knowledgeable in their subject areas. | | | | |
| I feel that the professors were accessible to me. | | | | |
| I feel that the professors teaching methods | | | | |

| | | | | |
|---|--|--|--|--|
| were excellent. | | | | |
| I feel that the professors were well prepared for class. | | | | |
| I feel that the professors took my concerns and issues seriously. | | | | |

Academic Performance & Future Plans

What is your graduating GPA ?

- 3.00 - 3.25
- 3.26 - 3.50
- 3.51 - 3.75
- 3.76 - 4.00

What do you intend to do after graduation. (Check () all that apply)

- I intend to pursue a Ph.D.
- I have been accepted into a Ph.D. program. If so, which university and program?

- I intend to obtain a job in this field.
- I have been hired to begin a new job in this field. If so, in what type of organization have you been hired and what will be your position?

- I intend to continue in my current position. If so, in what type of organization are you employed and what is your position?

- I hope to use this degree to receive a promotion in my current position.
- I have been (or will be) promoted as a result of obtaining this degree.

Comments or suggestions for strengthening this program.

Follow-up Questionnaire

| | |
|--|--|
| <i>Please help us maintain contact with you in the future. Fill out the following information. (please write legibly)</i> | |
| Your Name | |
| Permanent Mailing Address | |
| Email Address | |
| Alternative Email Address | |

| Contact Person | |
|----------------------------------|--|
| Contact Person's Name | |
| Contact Person's Mailing Address | |
| Contact Person's Phone Number | |
| Relationship with Contact Person | |

| Tell us about your New Job (if applicable) | |
|---|--|
| Position Title | |
| Agency | |
| Address | |
| Phone Number | |

Baseline Criminological Theory Outcome Measure

Please examine the following list of criminological theories and place a check (T) in the box next to those with which you are familiar and those you feel you have some expertise and/or have actually used in a paper.

| Criminological Theory | I am familiar with this theory | I feel I have some expertise and/or have used this theory in a paper |
|------------------------------|---------------------------------------|---|
| Phrenology | | |
| Positivism | | |
| Lombrosian | | |
| Eugenics | | |
| Ecological | | |
| Concentric Zone | | |
| Culture Conflict | | |
| Social Disorganization | | |
| Differential Association | | |
| Anomie | | |
| Cohen's Subculture Theory | | |
| Differential Opportunity | | |
| Focal Concern Theory | | |
| Subculture of Violence | | |
| Drift | | |
| Techniques of Neutralization | | |
| Containment (Self-Concept) | | |
| Labeling | | |
| Marxist | | |

| Criminological Theory | I am familiar with this theory | I feel I have some expertise and/or have used this theory in a paper |
|--|---------------------------------------|---|
| Vold's Conflict theory | | |
| Turk's Conflict Theory | | |
| Social Reality of Crime (Quinney) | | |
| Spitzer's Conflict Theory | | |
| Hirschi's Social Control Theory | | |
| Lifestyle Theory | | |
| Routine Activities | | |
| Rational Choice | | |
| Cognitive Theory (Walters/White) | | |
| Social Learning Theory (Akers/Burgess) | | |
| Learning Theory (Jeffery) | | |
| Shaming Theory (Braithwaite) | | |
| Integrative theory | | |
| Anarchist theory (Ferrell or Tift) | | |
| Post-modern theory (in general) | | |
| Semiotic theory | | |
| Chaos-based theory | | |
| Critical Incident Theory | | |
| General Theory of Crime | | |
| Life-Course Theory | | |
| Feminist theory (in general) | | |

| Criminological Theory | I am familiar with this theory | I feel I have some expertise and/or have used this theory in a paper |
|----------------------------------|---------------------------------------|---|
| Environmental Design | | |
| Geographical Criminology | | |
| Constitutive Criminology | | |
| Strain Theory (Agnew) | | |
| Control-Balance (Title) | | |
| Peacemaking | | |
| Neuro-biological theory (modern) | | |

Baseline Research Methodology Outcome Measure

Please examine the following list of research methodologies and place a check (T) in the box next to those with which you are familiar and those you have actually used (in any manner).

| Research Methodology | I am familiar with this method | I have used this method |
|--|--------------------------------|-------------------------|
| Survey research (in general) | | |
| Mail Survey | | |
| E-Mail Survey | | |
| Internet (Web) Survey | | |
| Self-Administered Questionnaire | | |
| Interview (in general) | | |
| Door-to-Door Interview | | |
| Personal Interview | | |
| Telephone Interview/Survey | | |
| Content Analysis | | |
| Experimental Design | | |
| Quasi-experimental Design | | |
| Evaluation Study | | |
| Organizational Analysis | | |
| Meta-Analysis | | |
| Focal Group Analysis | | |
| Secondary Data Analysis | | |
| Qualitative methodologies (in general) | | |
| Participant Observation | | |

| Research Methodology | I am familiar with this method | I have used this method |
|--|---------------------------------------|--------------------------------|
| Ethnomethodology | | |
| Observational Design (non-participant) | | |
| Historiography | | |
| Case Study | | |
| Life History | | |
| Q-methodology | | |

Baseline Statistics Outcome Measure

Please examine the following list of statistical tests and concepts and place a check (T) in the box next to those which you know of and those which you have actually used (in any manner, including in a class exercise).

| Statistics | I am familiar with this (you know of it) | I have used this in some manner |
|---------------------------------------|---|--|
| Levels of Measurement | | |
| Bar Charts | | |
| Histogram | | |
| Scattergram | | |
| Pie Charts | | |
| Frequency Polygon | | |
| Measures of Central Tendency | | |
| Mode | | |
| Median | | |
| Mean | | |
| Measures of Dispersion (or variation) | | |
| Index of Qualitative Variation | | |
| Range | | |
| Average Deviation | | |
| Standard Deviation | | |
| Variance | | |
| Psuedo-Sigma | | |
| Exploratory Data Analysis | | |
| Stem and Leaf Display | | |

| Statistics | I am familiar with this (you know of it) | I have used this in some manner |
|--------------------------------|---|--|
| Boxplot | | |
| Normal distribution | | |
| Z-scores | | |
| Point Estimation | | |
| Confidence Interval | | |
| Z-Test | | |
| Fisher's Exact Test | | |
| Chi-Square, Pearson's | | |
| Chi-Square, Maximum Likelihood | | |
| Mantel-Haenszel Statistic | | |
| Cochran's Statistic | | |
| Binomial Test | | |
| Wald-Wolfowitz Runs Test | | |
| Wald-Wolfowitz Test | | |
| McNemar Test | | |
| Kolmogorov-Smirnov Test | | |
| T-test | | |
| Mann-Whitney U-Test | | |
| Kruskal-Wallis Test | | |
| Analysis of Variance (Anova) | | |
| Factorial Analysis of Variance | | |
| MANOVA | | |

| Statistics | I am familiar with this (you know of it) | I have used this in some manner |
|----------------------------------|---|--|
| Multiple Classification Analysis | | |
| A priori & post-hoc Anova tests | | |
| A priori & post-hoc Manova tests | | |
| Phi | | |
| Contingency Coefficient | | |
| Cramer's V | | |
| Lambda | | |
| Uncertainty Coefficient | | |
| Gamma | | |
| Somer's D | | |
| Tau-A, Tau-B, or Tau-C | | |
| Spearman's Rho | | |
| Eta | | |
| Point-biserial r | | |
| Linear (OLS) Regression | | |
| Non-linear Regression | | |
| Logistic Regression | | |
| Multiple regression | | |
| Slope | | |
| Beta | | |
| Path Analysis | | |
| Structural Regression | | |

| Statistics | I am familiar with this (you know of it) | I have used this in some manner |
|-------------------------------|---|--|
| Discriminant Analysis | | |
| Analysis of Covariance | | |
| Factor Analysis | | |
| Principle-Components Analysis | | |
| Cluster Analysis | | |
| Canonical Correlation | | |
| Categorical Data Analysis | | |
| Log-Linear | | |
| Logit | | |
| Probit | | |
| LISREL | | |
| Structural Equation Modeling | | |
| Survival Analysis | | |
| Cox Regression | | |
| Kaplan-Meier Test | | |
| Time Series | | |
| Box-Jenkins | | |

DEPARTMENT OF JUSTICE STUDIES
GOALS, OBJECTIVES, AND OUTCOMES

| College Goal | Performance Measure | Method of Assessment | Description of supporting documentation |
|---|--|--|--|
| Strengthen quality of academic programs (1) | <p>Course revision (update content, curriculum addition-deletion, etc.)</p> <p>Participation in doctoral program association</p> <p>Meet Professional Association standards for undergraduate programs</p> | <p>Update reading list, syllabi & course requirements; if necessary process changes through Academic council;</p> <p>Doctoral program surveys</p> <p>Review ACJS standards</p> | <p>Changes in syllabus from previous years; changes in curriculum from previous year;</p> <p>Ranking of doctoral program</p> <p>Assessment of undergraduate curriculum</p> |
| Improve the academic indicators of the student body (2) | <p>Recruitment and admission of highly qualified graduate students;</p> <p>Enhance student learning;</p> <p>Assess student learning;</p> | <p>GPA and GRE scores;</p> <p>Use of technology in classroom to enhance technology skills;</p> <p>Major's Field Test scores & Comprehensive exams</p> | <p>Compare changes in GPA & GRE from previous years;</p> <p>Number of students using technology in class presentations</p> <p>Evaluate Major's Field Test scores (several years); number of students passing comprehensive exams</p> |
| Increase applied and basic research (3) | <p>Publications (students and faculty)</p> <p>External Grants/Contracts</p> | <p>Number of peer-review publications;</p> <p>Number of applications</p> | <p>Number of publications for faculty and students over previous year;</p> <p>Number of awards</p> |
| Promote programs that contribute to student success (4) | Student participation at professional conferences; help in preparation for presentation | Number of students presenting at national, state and regional conferences | Copies of programs indicating student involvement in conferences |
| Increase and enhance the visibility and awareness of the university to the community at large (5) | Membership, attendance and participation in national and regional conferences | Membership in ASC, ACJS, SWACJ, among others, | Conference program indicating name/title of presentations |

DEPARTMENT OF PSYCHOLOGY
GOALS, OBJECTIVES AND OUTCOMES

| COLLEGE GOAL | PERFORMANCE MEASURE | METHOD OF ASSESSMENT | DESCRIPTION OF SUPPORTING DOCUMENTATION |
|--|--|--|---|
| Strengthen the quality of academic programs | Develop plan & timeline to work on APA accreditation for clinical psychology doctoral program | Show progress made toward requirements | Doctoral committee progress reports—annually to College & quarterly updates to department. |
| | Investigate feasibility of meeting LPA licensure requirements, as well as drug & substance certification for forensic psychology master's program | Show progress made in investigations | Report of feasibility study results to department. |
| | Increase number of faculty FTE's conducting research | Document research activities each semester | Individual faculty research activity reports |
| Improve the academic indicators of the student body | Increase graduate student recruitment efforts by both faculty & staff at national & international levels | Compare numbers of 2006-2007 and 2007-2008 contacts | Annual faculty & staff activity reports |
| Increase applied and basic research | Increase collaborative research efforts | Document research activities each semester | Individual faculty research activity reports |
| | Increase participation in research development efforts | Document workshop attendance | Individual faculty research activity reports |
| | Increase number of faculty members applying for external funding | Track faculty funding proposals | Individual faculty research activity reports |
| Improve the quality of teaching and learning | Increase number of undergraduate & graduate participating in college and external research forums | Compare numbers of 2006-2007 and 2007-2008 departmental entries | College Annual Report |
| Increase community visibility | Develop service learning components for selected undergraduate courses | Document syllabi development activities | Revised syllabi |