

College of Juvenile Justice and Psychology

**2006-2007 Results Data
Request for information – Due August 31, 2007**

College/School or Administrative Unit: Department of Justice Studies, CJJP

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-2007 academic year. Please provide the information as requested below. Complete for each targeted objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Doctoral student learning assessment data is collected at four times: during their first and last semester (pre-post test tool) the students answer the baseline knowledge survey in the areas of research methods, statistical techniques and theoretical knowledge. A third assessment is performed when the students finish their coursework, comprehensive examination in three content areas (juvenile justice policy, theory and research and statistics. The last assessment tool is the dissertation, defended orally two times.

Student learning data for the 2006-2007 period show, as expected, post test baseline knowledge is higher than the pre-test results. Ten students took comprehensive exams, 6 passed all areas and 4 failed one or more areas. Four students successfully defended their dissertations. The acknowledgement page of the dissertations, expressed gratitude to committee and professors for the services over the years.

Master student learning assessment data is collected via comprehensive examination in three content areas (juvenile justice policy, theory and research and statistics or a thesis. Student learning data for the 2006-2007 period show, using comprehensive exams, show that 3 students took the exam and 2 passed all areas and 1 failed one or more areas of the exam.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

As a group the assessment data will be used to evaluate course content and mastery of disciplinary subject matter. All dissertations will be both quantitative and theoretical applications of juvenile justice topics. The pre-post test baseline knowledge survey will help track if students are being exposed to new topics. The comprehensive exam passing rate at the master's and doctoral level and the dissertation will be used to measure mastery of subject testing areas.

2006-2007 Results Data
Request for information – Due August 31, 2007

College/School or Administrative Unit_Criminal Justice Program

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-2007 academic year, please provide the information as requested below. Complete for each targeted objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The MFT was administered to thirteen (13) seniors on April 19, 2007. The average mean score was 140 which was the 46 percentile. One student scored 164 which was on the 92 percentile. Overall, students scored highest in the Court System subject area averaging 50% correct answers and the Law Enforcement area at 45% correct answers. Students scored lowest in the areas of Theories of Criminal Behavior at 30%, Corrections at 35% and Research Methodology and Statistics at 37%. Based on prior MFT survey results indicate that our learning objectives and assessment indicators are being refined and that teaching methods require more effective techniques.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

The objective data that we have collected will allow us to:

- continue to refine our teaching methods in certain classes.
- assess areas within our curriculum that may need modification or change.
- determine whether additional courses within particular subjects may need to be added to the curriculum.
- develop additional assessment methods that accurately capture students' strengths and weaknesses.
- increase critical thinking exercise in course work.
- develop methods for monitoring student progress within the program and/or post-graduate outcomes.

2006-2007 Results Data
Request for information – Due August 31, 2007

College/School or Administrative Unit Department of Psychology

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-2007 academic year, please provide the information as requested below. Complete for each targeted objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The Major Field tests (MFT) provide an index of student performance in content areas covered by the Department of psychology's curriculum. These test suggest that students scored highest in the clinical and abnormal content areas. On average, students responded correctly to 48% of the items on this test. The next highest mean score is the social area with 40% item correction rate. Followed by measurement and methodology at 37% items correct. In addition, students responded correctly to 30%, 28%, and 26% of times on the memory and thinking, sensory and physiology, and developmental psychology. One student scored in the 95th percentile in area subjects. Based on prior MFT surveys results indicate that our learning objectives and assessment indicators are being refined and that teaching requires more effective techniques.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

The objective data that we have collected will allow us:

- To continue discussions on assessing student learning
- Develop additional assessment methods that accurately capture students' strengths and weaknesses.
- Develop methods for monitoring students' progress within the program and/or post graduate outcomes.
- Assess student attitudes regarding their experience in the department
- Increase critical thinking exercises in course work
- Assess areas of in the curriculum that are in need of modification or change

College of Nursing

Prairie View A&M University
College of Nursing
Program Evaluation Committee Report
September 17, 2007

2006-2007 Assessment Results and Evaluation of Data

College/School or Administrative Unit _____ College of Nursing _____.

Using data from your college/school or administrative unit's assessment's (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-07 academic year, please provide the information as requested below.

1. **What does your assessment data tell you about student learning and/or service delivery?**

Students

- **Student Satisfaction:** In a sample of 178 students 51.7% indicated that they were satisfied and 9% were very satisfied with their academic development. Of the 14.1% students who indicated dissatisfaction, 4.5% were very dissatisfied and 25% indicated neither satisfaction nor dissatisfaction. This suggest that the majority of students, across the upper division (60.7%) were satisfied with the nursing program.
- **Student Opinion Surveys:** The mean rating for the College of Nursing Faculty on a 5 point scale was 4.04 for the fall 2006 semester. The mean rating for the University was 4.16. This rating included all theory and clinical courses taught during the semester.
- **Unit Examinations:** This data was entered in the End of Semester Reports for Fall 2006 and Spring 2007 reports. The benchmark was an 80% average in each class.

Class	Unit Exam Avg.
Adult Health I	75.02%
Child Health	77.37%
Child Bearing	80.47%
Adult Health II	78.57%
Mental Health	79.78%

- **Standardized Exams:** At the end of each semester, students on each level take standardized exams to have their acquired knowledge assessed and normed with like students across the country. This data is entered in the End of Semester Report.

The Fall 2006 and Spring 2007 reports contained this data.

Standardized ATI Scores:

Class	Class %tile	National %tile
Adult Health I	66.5	67.4
Child Health	38	39
Child Bearing	71.8	70
Adult Health II	66.5	67.7
Mental Health	70.2	68

- **Exit Interviews:** Twenty-two students of the fall 2006 graduating class participated in the Exit Interview. The satisfaction ratings were:

Area Assess	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Academic Advisement	23%	0%	73%	4%
Availability of Faculty	0%	9%	68%	23%
Attention to Student Concerns	17%	30%	44%	9%
Clinical Expertise of Faculty	0%	0%	45%	55%
Content Expertise of Faculty	0%	18%	50%	32%
LRC Facilities	14%	32%	32%	32%
Computer Access	18%	23%	41%	18%
Skills Lab Faculty	4%	0%	55%	41%
Availability of Administration	4%	17%	65%	14%
Helpfulness of Office Staff	0%	4%	82%	14%
Preparation for Exit Exam	4%	4%	55%	37%
Preparation for NCLEX	0%	0%	55%	45%
Clinical Facilities	0%	0%	55%	45%
Overall Experience	0%	9%	50%	31%

- **Clinical Evaluations:** Data unavailable in report form. Format to be developed.

Academic Operations

- **Policy Review** – The standing committees are following a process of reviewing policies under their governance. These policies are published in the student handbook, university catalogue, faculty handbook and college web page.
- **Curriculum & Syllabi Review:** The Curriculum Blueprints for each course indicate that the program objectives have been threaded throughout the curriculum and have measures identified for outcome evaluation. Course blueprints have been used to determine what learning outcomes have been met or not met. These outcomes are reported in the End of Semester Reports. When course outcomes are met the teaching strategies, course content and course structure are recommended to continue. Unmet outcomes lead to recommendations for change(s) in course implementation, textbooks, sequencing of content and class scheduling. For example,
- **Curriculum Minutes:** The minutes show evidence of a formal process being used to evaluate and update the structure of the curriculum as needed. They also show that the curriculum implementation is to be tracked in End of Semester Course Reports.
- **Semester Course Reports:** The course reports indicate that the courses are being monitored based on the curriculum blueprint. The format and guidelines for the course reports have been developed and adhered to in the majority of written reports. Some reports however, showed variation.
- **Student Services:** The Student Services Survey indicated the following level of use in the fall of 2006 based on 190 students completing a 5 point ranking of use scale, where 1=0 times; 2=1-2 times; 3=3-5 times; 4=6-8 times; and 5=9 or more times. The data was from students were in the following frequency groupings:

Semester I	Semester II	Semester III	Semester IV	Semester V	RN-BSN
48	52	37	25	20	8

Student responses indicated the following levels of use of College of Nursing Services on a 5 point scale:

Services	N	Minimum	Maximum	Mean
Health Center	190	1	4	1.07
Counseling Service	190	1	3	1.04

UTEAS	188	1	2	1.01
Fitness Equip.	190	1	4	1.18
Trainer	190	1	4	1.26
Financial Aid	187	1	4	1.63
Academic Advisor	185	1	4	1.31
Other Advisor Use	175	1	4	1.49
Health literature access	190	1	4	2.89

Program Effectiveness

- **The Graduate Credentialing Examination:** The passage rate for the National Certification Examination (AANC or AANP) for nurse practitioners at the graduate level was 100% for 2006-2007.
- **The Undergraduate Licensure Examination:** The passage rate for the baccalaureate nursing graduate on the NCLEX Examination was 97.14% for 2006-2007.
- **Employer Survey:** Employers have stated that they are very satisfied with the performance of our graduates. The Employer Survey was not distributed during the 2006-2007 year.
- **One and Five Year Post Graduation Survey:** This survey was not sent out during the 2006-2007 year.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery?**

Students

Student satisfaction has been measured at four points in the student's career.

During matriculation -- 60.7% were satisfied
 At the Exit Interview -- 81% were satisfied
 One year after graduation -- Data not available
 Five years after graduation -- Data not available

The data from 2006-2007 and previous years indicate that as students progress in their nursing careers, their level of satisfaction increases. Efforts are

being made daily to improve the teaching-learning process and the matriculation process. Web-CT has been used to enhance all courses in the college. Pathophysiology is provided as a face to face web enhanced course and an full web-CT course online. Computer and simulation technology have also been integrated into to the major theory and clinical courses.

The level of satisfaction will continue to be affected by the individual student's stress response to the change involved in learning. That is one explanation for the change in the degree of satisfaction as the students progresses and develops more comfort and competence. For example, the Semester IV LVN-BSN students stated that having, both of their theory classes, which were three hours each, on the day preceding their clinical experience which also required an evening pre-clinical assessment of their client(s), was overwhelming. The classes were changed this semester so that they have only one class the day prior to clinical. This group of students has not verbalized and performance or matriculation problems. The change is still being evaluated based on unit exams, standardized exams, clinical evaluations, and SOSs.

Academic Operations

- **Policy Review:** A policy that was changed during the 2006-2007 year was the withdrawal policy. Some student had excessive withdrawals without significant change in their academic habits and performance. The faculty approved a policy limiting the number of academic withdrawals to two for the duration of their College of Nursing matriculation. Additionally, students will have to reapply to the Academic Standards Committee and delineate what they have done to enhance their performance and how they will structure their time upon readmission to the program. The current withdrawal policy is:

Withdrawal Policy:

Students are allowed only TWO (2) withdrawals (W) from required nursing courses. For example, a withdrawal from one course twice constitutes TWO (2) withdrawals; or a withdrawal from two different courses constitutes TWO (2) withdrawals. Withdrawal from a course that is a companion to a co-requisite course will constitute ONE withdrawal if the grade is passing in one of the above courses. A third withdrawal from any one or more courses will result in DISMISSAL from the nursing program.

Curriculum & Syllabi Review: In the summer of 2007, the Program Evaluation Committee agreed to pilot *True Outcomes* computerized curriculum assessment program. This tool will facilitate the annual assessment of the curriculum and identify the outcomes which indicate a need for development, revision, continuation or deletion. This program will be implemented in the Fall 2007 semester.

Curriculum Minutes: The minutes of the Curriculum Committee will continue to be used to document the process used to change and update the curriculum annually.

Student Services: The availability of technology has been enhanced annually. For example, technology is needed to keep pace with the new millennium learner. A grant from the Houston Endowment has equipped the simulation labs with simulators for adult health, child health, child bearing family, and mental health courses. Evaluation of the effect of the new technology on student learning is ongoing. However, student response has been extremely positive. Each student and faculty have been given laptops this fall to complete the infusion of technology into the curriculum.

The Student Services and Satisfaction Survey identified academic advisement as the service with the greatest level of dissatisfaction. In response, *The Early-Alert and Early Intervention Program* has been made available to College of Nursing Students based on evidence that personal background and preparation of the student makes or breaks the success of the average student at Prairie View A&M University.

Program Effectiveness

Credentialing Examination: Based on the 100% passage rate of graduate students on the National Certification Examination, the recommendation is to continue the current strategies used to prepare students for the examination and obtain blueprint updates for any changes made in the composition of future examinations.

Licensure Examination: Based on the 97.14% passage rate of undergraduate students on the NCLEX examination, the recommendation is to continue the current strategies used to prepare students for NCLEX and obtain blueprint updates for any changes made in the composition of future examinations.

Employer Survey: The Employer Survey will be sent out in the fall of 2007 to one year and five year graduates from the undergraduate and graduate programs.

One and Five Year Post Graduation Survey: The One and Five Year Post Graduation Surveys will be sent out in the fall of 2007 to one year and five year graduates from the undergraduate and graduate programs.

General outcomes not identified based on measurement instruments.

This assessment report has facilitated the identification of a revised Program Evaluation Plan for the PVAMUCON. This revised plan has five categories, instead of seven, and will accommodate the accrediting criteria from the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE) and the Southern Association of Colleges and Schools (SACS). It also will use data from the developed curriculum blueprints, data gathering instruments, and incorporate the *True Outcomes* computer program.

The five Program Evaluation Plan Categories are:

- I. Students
- II. Academic Operations
- III. Faculty Satisfaction and Scholarly Performance
- IV. Campus Climate
- V. Program Effectiveness

I. The Students Category will cover student satisfaction with faculty, course offerings and professional preparation for licensure and employment. It will address the extent to which unit examinations, and standardized exams indicate student acquisition of knowledge at a level that compares with local and national benchmarks. And finally, it will address the accomplishment of competencies at the end of each semester. The instruments used will be: the Student Satisfaction Survey-(SSS) (pt-2); Student Opinion Survey (SOS), Unit Examinations; Standardized Examinations (NLN, ATI, HESI & NET); Exit Interview; and Clinical Evaluations.

II. Academic Operations Category will cover policy development and accuracy in all publications. Additionally, curriculum measurement, implementation and effectiveness are assessed. The instruments used will be: The Policy Review Procedure; Curriculum Minutes and Syllabi Reviews; and Semester Course Reports.

III. Faculty Satisfaction and Scholarly Performance Category will cover an assessment of faculty performance in the form of an average merit rating, faculty satisfaction, scholarly activity and salary parity. The instruments used will be: the Report

of the Faculty Profile and Annual Performance Review; Faculty Satisfaction Survey; Faculty Scholarship and Research Report; and a Faculty Salary Parity Report.

IV. Campus Climate Category will cover library /technological (simulation) holdings and their utilization/effectiveness for student learning and faculty scholarship. Campus climate will also cover the assessment of clinical sites and the utilization of student services by students. The instruments used will be: Review of Library and Technological Holdings; the Survey of Affiliating Agencies; and the Student Services Satisfaction Survey (SSS) (pt-1).

V. Program Effectiveness Category will cover the passage rate for the Graduate Credentialing Examination, and the passage rate for the NCLEX Licensing Examination. This category will also cover the degree of satisfaction of graduate and undergraduate alumni and their employers at one and five year intervals. The instruments used will be: NCLEX Report; Graduate Credentialing Report; the Employer Satisfaction Survey Report; and the One and Five Year Post Graduation Satisfaction Surveys.

College of Business

2006-2007 Results Data
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College/School or Administrative Unit College of Business

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-2007 academic year, please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The ETS major field test in business is given to all graduating seniors (twice a year) in the capstone course in the COB. Although, not every graduating senior takes the test, the sample is fairly representative of the graduating seniors. The test is now online and is taken in a lab. The test results (mean per cent correct) from the previous four tests including the 2006-2007 period are shared below.

Assessment Indicator	Mean Per Cent Correct			
	Spring 2005	Spring 2006	Fall 2006	Spring 2007
Accounting	49.3	33.3	35	45
Economics	36.4	37.9	35	47
Management	45.1	49.3	39	51
Quantitative Business Analysis	54.9	38.2	37	36
Finance	35.1	26.9	40	48
Marketing	36.2	40.2	37	53
Legal and Social Environment	46.3	40.6	33	41
Information Systems	n.a.	n.a.	43	55
International Issues	34.3	38.1	40	56

Source: MFT Results shared ETS, Princeton NJ.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

The following steps have been taken (or will be taken) to improve student learning in the light of these test results.

1. Greater emphasis will be placed in the teaching of quantitative methods and analysis; MGMT 3023 (Quantitative Methods) has been recently added to the Management core in the COB.
2. The COB will strengthen its (free) tutorial services in quantitative areas (statistics, mathematics, other)
3. To improve student learning in MIS, starting fall 2007, a new course MISY 2013 (Fundamentals of MIS) has been added to the COB core to be taken by all business students.
4. Skill Assessment Management (SAM) software has now been added to all sections of introductory MIS courses (MISY 1013) to provide a simulated learning environment and to augment classroom instruction.
5. The COB tutorial services in accounting will be strengthened.
6. The COB tutorial services in legal environment will be strengthened.