

**Institutional Assessment Measures Matrix  
Prairie View A&M University  
February 27, 2008**

Measure / Description	Date	Type	Targeted Population	Institutional Outcome(s)	Significant Points	Implications for PVAMU/Recommendations
<p><b>Assessment Plans</b></p> <p>2005-2006 2006-2007</p> <p>D/I</p> <ul style="list-style-type: none"> <li>• Colleges</li> <li>• Schools</li> <li>• Units</li> </ul> <p>A. Information requested</p> <ul style="list-style-type: none"> <li>a. Unit Mission</li> <li>b. Explanation of how Unit's mission is aligned to the University's Mission</li> <li>c. Core Values of the Unit and how aligned to the University's Core Values</li> <li>d. Goals, Objectives and Outcomes of the Unit</li> <li>e. Detailed Assessment Cycles of the Unit</li> <li>f. Data Results detailing how used to improve</li> </ul>				<ul style="list-style-type: none"> <li>• Plan for continuous improvement</li> <li>• Assess student learning</li> <li>• Assess curriculum alignment</li> <li>• Demonstrate institution-wide research-based planning and evaluation process that (1) incorporate a systematic review of mission, goals and outcomes (2) result in continuing improvement in institutional quality, and (3) demonstrate effectively accomplishing mission (SACS – Core 2.5 - Institutional Effectiveness)</li> <li>• Identify and assess expected outcomes, and provide evidence of improvement based on analysis of the results in: educational programs, to include student learning outcomes, administrative support services, educational support services, research within its educational mission, community/public service within the educational mission</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled Training Sessions provided:               <ol style="list-style-type: none"> <li>1. This Thing Called Assessment: An Overview</li> <li>2. Collaborating to Meet Assessment Goals</li> <li>3. Outcomes Based Assessment</li> <li>4. Course Imbedded Assessment</li> <li>5. Measure of Academic Proficiency and Progress (MAPP)</li> <li>6. Reporting Assessment Results</li> <li>7. Writing a Conceptual Framework</li> <li>8. Writing Service Learning Outcomes</li> <li>9. Institutional Effectiveness: What is It? What is the role of Assessment? What is its Significance and Impact on the</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation 1: Add <b>plan of action</b> to assessment plans</li> <li>• Recommendation 2: Request 2007-2008 assessment plans</li> <li>• Recommendation 3: Focus on systematic submission</li> <li>• Recommendation 4: Prioritize measurement focus – one to two outcomes</li> <li>• Recommendation 5: Focus on results and needed changes</li> <li>• Recommendation 6: Engage faculty, staff and students in discussions on results and changes to programs/units</li> <li>• Recommendation 7: Incorporate True Outcomes as an assessment tool for curriculum and program assessments</li> </ul>

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student learning or outcomes and/or service delivery					<p>Success of a Higher Education Institution?</p> <ul style="list-style-type: none"> <li>• Provide technical assistance to units</li> <li>• 2005-2006 – Assessment Plans Received</li> <li>• 2006-2007 Assessment Plans Received</li> <li>• 2006-2007 Assessment Results Received</li> </ul>	
<p><b>CIRP</b></p> <p>Gain information on student characteristics: parental income and education, ethnicity, financial aid; secondary school achievement and activities; educational and career plan; values, attitudes, beliefs and self-concept</p>	2006-2007	I	<ul style="list-style-type: none"> <li>• Freshmen</li> </ul>	<ul style="list-style-type: none"> <li>• Gain information on student characteristics</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation: Repeat survey in 2008-2009</li> </ul>
<p><b>Core Curriculum Survey</b></p>	2004-2005 2005-2006	I	<ul style="list-style-type: none"> <li>• Undergraduates</li> </ul>	<ul style="list-style-type: none"> <li>• Gain graduating student perceptions</li> </ul>		<ul style="list-style-type: none"> <li>• Repeat administration in 2007-2008</li> <li>• Conduct reliability and validity studies</li> <li>• Develop faculty version of survey</li> </ul>

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<b>External Examiner Brechiani, Caples</b>	2006-2007 2007-2008	D	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide impartiality (external validity) –provide information insiders do not see</li> <li>• Consultation for student and program evaluation</li> <li>• Incorporate external stakeholders and community</li> <li>• Supplement Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation 1: Follow-up with previous external examiners</li> <li>• Recommendation 2: Identify additional external examiner(s)</li> </ul>
<b>Focus Groups</b>	2006-2007 2007-2008	I	<ul style="list-style-type: none"> <li>• Freshmen (Achieving the Dream Project)</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulate with other student measures</li> <li>• Gather ideas, details, new insights</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation 1: Expand focus groups to general freshmen class</li> <li>• Recommendation 2: Conduct additional focus groups with upper class</li> </ul>
<b>MAPP</b>  Measure of all four general education skills (critical thinking, reading, writing, and mathematics) with one integrated test.	2005-2006 2006-2007 2007-2008	D	<ul style="list-style-type: none"> <li>• Freshmen</li> <li>• Seniors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate baseline achievement</li> <li>• Demonstrate student learning</li> <li>• Provide external validity</li> <li>• Establish baseline academic achievement</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation 1: Use to improve curriculum alignment</li> <li>• Recommendation 2: Use to improve design/redesign core courses</li> <li>• Recommendation 3: Test sample of 2007-2008 seniors</li> <li>• Recommendation 4: Target four areas to improve learning</li> <li>• Recommendation 5: Consider including</li> </ul>

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						upper class in future iterations
<p><b>NSSE</b></p> <p>To better understand the influence of the institution on student performance, it is important to measure and control for the educational engagement patterns students establish prior to and after enrolling. It is also important to understand the value students place on various aspects of student engagement common to the first year of college.</p>	<p>2001 2003 2005 2007 2008</p>	I	<ul style="list-style-type: none"> <li>• Freshmen</li> <li>• Seniors</li> <li>• Faculty</li> </ul>	<p>(NSSE Benchmarks)</p> <ul style="list-style-type: none"> <li>• Increase/improve level of academic challenge</li> <li>• Promote active and collaborate learning</li> <li>• Promote student faculty interaction</li> <li>• Provide supportive campus environment</li> </ul>		<ul style="list-style-type: none"> <li>• Recommendation 1: Request Special Analysis</li> <li>• Recommendation 2: Incorporate BCSSE Advising Report into scheduled meetings with students</li> <li>• Recommendation 3: Engage faculty and staff in discussions about results</li> <li>• Recommendation 4: From results, create action plan</li> <li>• Recommendation 5: Survey sample of seniors</li> <li>• Recommendation 6: Disseminate results to university and freshmen advisors (student assistant needed to accomplish)</li> </ul>