

Prairie View A&M University
Quality without Compromise

Guidance for Completing the Templates

The Strategic Plan Update
For
Fiscal Years 2009-2013

Quality without Compromise – The Strategic Plan Update for Years 2009-2013

Guidance for Completing the Templates

Strategic Planning at Prairie View A&M University is required by System Policy 03.01, System Mission, Vision, Core Values and Strategic Planning (August 1, 2008). One element of this Policy indicates that each system member will have a System Member Strategic Plan that aligns with the System Strategic Plan and recognizes and supports any unique strategic goals of the system member. Strategic Planning should be proactive, comprehensive, and coordinated.

Systematic, in-depth planning at Prairie View A&M University became an institutionalized function in the late 60s. The first broad-based planning effort was launched in 1969 when the university president, the chancellor, and the board of regents authorized the establishment of the Centennial Council which included faculty, staff, administrators, religious leaders, government officials, alumni, community leaders, students, and business leaders from across the United States. The resulting publication, The Centennial Council Report, has been regarded as the University's first blueprint for development.

There are a multitude of documents that can serve as the foundation for institutional planning. Core documents have been provided in the Planning Summit package (5/19/09) and/or in this Guidance for completing the templates. At minimum, the PVAMU Strategic Plan Update must include the elements outlined in the Templates.

A. Executive Summary

1. Prepare a narrative summary description of the unit's achievements since 2004 or earlier, its aspirations, expectations and its unique challenges.
2. Highlight projected goals for the 2009-2013 period. Address projected changes in programs/services (deletions, modifications, additions).
3. Describe how achieving future plans will impact student learning outcomes by strengthening learning (applicable to academic and educational support programs and services) and/or enhance the student learning environment (applicable to administrative support units).

B. Vision of the Unit

Review the PVAMU Vision statement (See page 3). It is a guiding image of what success looks like.

The Unit Vision statement should reflect components of the PVAMU vision and serve as a guide to action that answers the questions:

1. What do you wish to become?
2. By the Year 2013, how will the unit be characterized?
3. Is there a benchmark unit at the University or at another institution that is a model you wish your unit to emulate?

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PRAIRIE VIEW A&M UNIVERSITY VISION

Salient features of the University's land grant mission of teaching, research and service lead us boldly with imagination and vision for adaptation of traditional methods of behavior, to new problems and needs into the 21st century. Our vision encompasses:

A sustained commitment to educate for professional practice and meaningful societal participation, students of diverse backgrounds, many of whom are first generation college students, from educationally and economically unserved and underserved families. Traditional and honors programs as well as graduate study through the doctorate will be the conduits to achieving the mission.

A heightened commitment to service by providing the mechanism through which persons whose educational promise and career aspirations make them eligible candidates for leadership development, a service learning and community outreach agenda.

An expanded commitment to a research agenda that includes the creation, dissemination and assessment of new knowledge and practice in the basic and applied fields of agriculture, architecture, business, education, engineering, environmental science, food science, juvenile justice, nursing as well as selected focus areas in the human, natural, and social sciences.

C. Mission of the Unit

Review the PVAMU Mission statement. It is the reason for institutional existence. It defines who we are, what we do, why we are doing it and captures our values and beliefs.

The Unit mission should define who you are, what you do, why you are doing it and capture your values and beliefs.

The Unit mission should identify the Purpose of the Unit (e.g. School, College, Accounts Payable, Student Activities, Campus Safety and Security, Cooperative Agriculture Research Center, etc.).

D. Relationship of the Unit's Mission to the University's Mission

Show how the Unit's Mission coincides with the University's Mission. The primary components of the University mission are teaching, research and service. How does the Unit mission address these components?

E. Current Organizational Structure

Insert a Chart of the current organizational structure of the Unit. This chart shows how the Unit operates. Include the programs and services of the Unit. DO NOT include the names of individuals.

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F. Unit's Support of the University's Core Values

Review the University's Core Values. These statements certify commitment to a set of core values that address the University's aim to educate the total student.

Formulate brief statements showing how the Unit reinforces each applicable Core Value. This should certify the commitment of the Unit to the entire set of core values; address how the Unit supports the University's aim to educate the total student; and illustrate the values that are most salient for the Unit because of the nature of the unit's functions.

G. The "G" and "H" Template series are to be used to record your review of the past.

G-1. The Past: Major Outcome Achievements and Changes Since 2004 (ALL UNITS)

Note: Academic Units should **EXCLUDE** courses and Degree Program Outcomes recorded on Report Form A-1 used in the assessment process to report program student learning outcomes.

Focus this review on **achievements and changes** in academic/educational support programs and services, student support programs and services, research programs and services, and applicable administrative support programs and services. The achievements of these programs and services have enhanced the student learning environment such as outcomes.

Coordinate each set of achievements with a University Goal #____(refer to the Goal List in packet on 5/19/09).

Record the corresponding Unit Goal, the objectives/outcomes for that goal, the method(s) of assessment and Year(s), the form and location of the evidence of the assessment, and whether or not the objective/outcome will be continued in the 2009-2013 Cycle.

REMEMBER: Use a separate form for each University Goal #.

NOTE: Report the Academic Program Student Learning Outcomes on G1-1 and G1-2 templates.

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- G-1-1. The Past: Main Student Learning Program Outcomes Assessment Summary, 2004 – 2008 (Schools, Colleges, Developmental Education, Under Graduate Medical Academy, etc.). [Academic Programs ONLY].**

Program _____
e.g., Geology, M.S. Geology, or Ph.D.

Student Learning Outcome:

Referring to #1 (Student Learning Outcome) on Forms A-1, describe changes made to improve student learning (e.g., curriculum, technology, instructional methods, co-curricular activities, etc.), the year(s) changes were made, documentation supporting change (e.g. meeting minutes, reports, statistical profiles, test scores, etc.), and indicate the form of document and location and the Contact Person.

REMEMBER: Reproduce this sheet as needed for each program.

- G-1-2. The Past: Major Academic Program Destination Outcomes Assessment Summary, 2004 - 2008 (Schools, Colleges, Developmental Education, UMA, etc.) [Academic Programs ONLY].**

Program _____
e.g., Geology, M.S. Geology, or Ph.D.

Destination Outcome(s):

Indicate the Destination of Degree/Program Completers (% of completers enrolling in Graduate/Professional School, and/or % entering the Labor Force, etc), Year(s) Assessed, and documentation (e.g. statistical profiles, reports, etc.) form and location, and the contact person.

REMEMBER: Reproduce this sheet as needed for each program.

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H. The Past: Unit Outcomes Assessment Summary for Units Without Formal Inclusion in the 2004-2008 Strategic Plan Update (SKIP all G Section Forms)

NOTE: If the Unit did not develop a QEP/Strategic Plan for the 2004-2008 cycle, use this form to record what you did and what you accomplished during the 2004-2008 period within the Unit.

1. List each Unit Function at the Core of the Unit Mission (What would not take place at the University if the Unit Did Not Exist?)
2. Indicate the level of achievement
3. Indicate Changes Made (e.g. Procedure/Rule change, Process change, Personnel adjustment, Software change, Organizational change)
4. Indicate the Year(s) changes were made
5. Indicate documentation location and form and the Contact Person.

THE FUTURE

To guide future planning, the Texas A&M System has identified four (4) Imperatives that are summarized below. To view the System plan, go to www.tamus.edu and click the Strategic Plan link.

IMPERATIVE 1. Openness and Accountability: Openness and accountability are a vital part of everything we do in fulfilling our mission for the state of Texas and beyond. Transparency in how we perform is not something for which we strive, it is the standard by which we operate. We speak with many voices but a common unified message. The synergy of The Texas A&M System's nine universities, seven state agencies and comprehensive health science center is not replicated anywhere else in the nation. We take a straightforward and practical approach to all that we do. That approach has earned us a reputation for integrity and outreach that goes to the core of our land grant legacy. That reputation is our greatest asset, but we must re-earn the trust and confidence of the public every day. That trust and confidence can only be maintained through openness and accountability. When our stakeholders place their loved ones in our care, they have a right to know that we will guard their safety and advance their best interests. Stakeholders have a right to know that we are vigilant in complying with all applicable laws and statutes, and that we hold ourselves to the highest standards of openness and accountability. We are constantly planning for the future and challenging ourselves to do better. We can reach our vision of what the A&M System can become through a sustained strategic planning effort

IMPERATIVE 2. Excellence through Academics and Extension: Based upon three of the goals of the Texas Higher Education Coordinating Board's plan of "Closing the Gaps," this imperative outlines the critical areas of academic growth that are needed in Texas higher education. Texas is a diverse state with a growing minority population. Its institutions and agencies must reflect that trend. Every institution and system in the state must work to expand access to students of all backgrounds and educational goals. In addition to our universities, our extension agencies play a key role in their

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service, outreach, and educational programs. We must improve access for students to successfully achieve their goals, while maintaining the quality of the educational institutions. In order to improve access we must take into account the changing educational methods that are available, especially in the area of distance education. Participation must be increased among diverse populations through stronger recruitment, and retention of minority students at A&M System institutions. All members and their staff, including faculty, must strive for excellence in their work and their interactions with students, other staff and faculty, and the greater community. Success will be achieved through increasing the graduation rates of students in all types of educational efforts made by members, especially in the areas of critical need fields.

IMPERATIVE 3. Research for Tomorrow: Research is an essential academic pursuit that expands human knowledge and provides tangible benefits to our society. University systems that excel in research are the most successful in attracting and developing superior faculty members and staff. Ultimately, a cutting-edge research environment also stimulates intellectual curiosity among students, improving their educational experiences and guaranteeing an unbroken chain of future researchers. The A&M System accepts its role and responsibility as a system of premier research institutions and commits to expand the scale, scope, and effectiveness of research programs at its universities, state agencies, and comprehensive health science center.

IMPERATIVE 4. Resources Optimized and Leveraged: Maximizing our resources goes beyond conducting business better and being more efficient. It means closing the financial gaps for deserving students by making a college education more affordable. It means closing the facility gaps among member universities by providing faculty and students with the best possible classrooms and infrastructure. And, it means closing the technological gaps by sharing digital and electronic resources, such as libraries, among member universities. Expanding, leveraging, sharing and collaborating will enable the A&M System to be more productive, more efficient, and more available to those it serves.

PLANNING THE FUTURE AT PVAMU

The “I”, “J”, and “K” Template series are to be used to record your plans for the future.

I. The Future: Unit Profile Changes (as appropriate)

Refer to the current organizational structure of the Unit. Use this form to show the organizational changes you propose for the unit in each of the following categories:

1. Organization
2. Program
3. Services
4. Policies/Procedures/Rules
5. Other

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For each proposed change, indicate the type of change (A=Add, D=Delete, M=Modify), the year the change is to take place, and the cost or savings associated with the proposed change.

J-1. The Future: Projected Outcome Achievement by TAMUS Imperative and University Goal

TAMUS Imperative #1: Openness and Accountability

Related University Goal:

#2 - Improve Academic Indicators,

#4 - Strengthen Environmental Health and Safety Programs on Campus,

#9 - Increase and Enhance the Visibility and Awareness of the University to The Community at Large/All Stakeholders

For each University goal referenced, indicate the following:

1. Unit goal
2. Projected Objectives/Outcomes
3. Means of Assessment by Year
4. Strategies Used
5. Savings or New Cost per Strategy

J-2. The Future: Projected Outcome Achievement by TAMUS Imperative and University Goal

TAMUS Imperative #2: Excellence through Academics & Extension

Related University Goal

#1 - Strengthen the Quality of Academic Programs;

#7 - Promote Programs that Contribute to Student Success;

#9 - Increase and Enhance the Visibility of the University at Large/All Stakeholders;

#10 - Strengthen the Quality of the Athletics Program

For each University goal referenced, indicate the following:

1. Unit goal
2. Projected Objectives/Outcomes
3. Means of Assessment by Year
4. Strategies Used
5. Savings or New Cost per Strategy

J-3. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals

TAMUS Imperative #3: Research

University Goal

#3 - Increase Applied and Basic Research;

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#8 - Strengthen University Advancement Programs Including Fund-raising

For each University goal referenced, indicate the following:

1. Unit goal
2. Projected Objectives/Outcomes
3. Means of Assessment by Year
4. Strategies Used
5. Savings or New Cost per Strategy

J-4. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals

TAMUS Imperative #4: Resources Optimized and Leveraged University Goal

#5 - Achieve and Maintain Financial Stability;

#6 - Increase the Efficiency of University Operations

For each University goal referenced, indicate the following:

1. Unit goal
2. Projected Objectives/Outcomes
3. Means of Assessment by Year
4. Strategies Used
5. Savings or New Cost per Strategy

Closing the Loop for Institutional Effectiveness

In accord with the Principles of Accreditation, Southern Association of Colleges and School, Core Requirement 2.5 indicates that “the institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that

- (1) incorporate a systematic review of institutional mission, goals, and outcomes
- (2) result in continuing improvement in institutional quality
- (3) demonstrate the institution is effectively accomplishing its mission”

Additionally, Comprehensive Standard 3.3.1 indicates that “the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

- (1) educational programs, to include student learning outcomes
- (2) administrative support services
- (3) educational support services
- (4) research within its educational mission, if appropriate
- (5) community/public service within its educational mission, if appropriate”

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K. The Future: Assessment Record Report Summary

For Academic Degrees/Programs

Degree/Program Name:

Projected Outcomes

1. Student Learning
 - Means or Measures
 - Data Collection Schedule
 - Data Analysis Schedule
 - Data Distribution Schedule
2. Student Destination
 - Means or Measures
 - Data Collection Schedule
 - Data Analysis Schedule
 - Data Distribution Schedule

For Non-Academic Degree Program Units

Program Name:

Program Classification:

Select from List

- administrative support services
- educational support services
- research within the educational mission
- community/public service within the educational mission

Projected Outcome:

Provide a narrative summary of planned assessment during the Strategic Plan cycle for each projected program outcome. Indicate the following:

- Means or Measures of Assessment
- Data Collection Schedule
- Data Analysis Schedule
- Data Distribution Schedule