

Report Form A-2
Assessment of Student Learning Outcomes for Educational Support Programs

UC- Developmental Ed. Mathematics
(Instructional/Degree Program)

(Degree Level)

Fall 2007 – Spring 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Students will demonstrate college readiness in arithmetic, algebraic, and geometric concepts and evaluate basic mathematical information numerically and graphically.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

1. Realigned the course content to compensate for removing math 0200.
2. Changed textbooks in math 0113 and math 0133 to have a uniform infusion of technology in all developmental mathematics courses in fall 2007.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Student achievement will be determined based upon an item analysis of the fall 2007 and spring 2008 final exam.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The final exam scores in Math 0133, the highest level developmental math course, verify that students demonstrated diverse levels of proficiencies in arithmetic, algebraic, and geometric concepts and evaluate basic mathematical information numerically and graphically.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The department decided to shift to using embedded assessment techniques to better gauge program completer's college readiness in mathematics. The assessment will be done in Spring 2009.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

NA

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

NA

- 4c. Use of Results** (How did you use the findings?)

NA

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Student readiness for college level mathematics course work was determined based upon the student performance in college algebra.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The data indicates that in Fall 2007 47% of the students previously taking a developmental math course passed college algebra. The total number of DE students in college algebra was 154.

- 5c. Use of Results** (How did you use the findings?)

Based upon the DE students passing rate in college algebra, the department decided to continue infusing technology into the classroom as approach to improve student learning

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student passing rate data is located in the office Dr. Samuel Sampson, Coordinator of Tracking and Assessment, room 137 Delco. The students final exams are located in the office of Academic Enhancement room 228 Delco.

Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

UC- Developmental Ed. Mathematics
(Instructional/Degree Program)

(Degree Level)

Fall 2008 – Spring 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Students will demonstrate college readiness in arithmetic, algebraic, and geometric concepts and evaluate basic mathematical information numerically and graphically.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

The developmental mathematics unit created a Pre-Post embedded assessment during Spring 2009.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Student achievement was determined based upon the student improvement on the Pre-Post assessment assignment measuring readiness in algebraic concepts. The assignment was given during the Spring 2009 semester and was evaluated based on the rubric created by the faculty.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students exhibited improvement in learning on all eight concepts assessed from pre (N=164) to post (N=155).

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The department will continue using the Pre-Post Testing method as a way of measuring student success in the program.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Student achievement will be determined based upon an analysis of the fall 2008 final exam

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The final exam scores in Math 0133, the highest level developmental math course, verify that students demonstrated diverse levels of proficiencies in arithmetic, algebraic, and geometric concepts and evaluate basic mathematical information numerically and graphically

- 4c. Use of Results** (How did you use the findings?)

The department will have a common final exam for all developmental courses.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Student readiness for college level mathematics course work was determined based upon the student performance in college algebra.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The data indicates that in Fall 2008 53% of the students previously taking a developmental math course passed college algebra. The total number of DE students in college algebra was 97. This is a 6 percentage point improvement over the previous fall semester.

- 5c. Use of Results** (How did you use the findings?)

Based upon the DE students passing rate in college algebra, the department decided to continue with the embedded assessment assignments.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

The embedded assessment assignments and final exams are located in the Office of Academic Enhancement room 228 Delco.

Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

UC- Developmental Ed. English
(Instructional/Degree Program)

(Degree Level)

Fall 2008 – Spring 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Students will exhibit college readiness in editing skills, writing multi-paragraph essays, paraphrasing passages, and research writing

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

The students were given an assessment assignment in True Outcomes to exhibit skills in writing a research paper using MLA format.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Student achievement will be determined based upon an item analysis of the fall 2008 student final exams. The final exam included topics such as listing the five writing strategies, how to correct run-on sentences, and listing the writing processes in correct order.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Based on the results of the final exam, the program completers exhibited proficient understanding of editing skills.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The department will maintain the approach of preparing students for college English.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

The student learning outcome will be assessed using an assessment assignment in True Outcomes measuring the student understanding of writing a research paper using MLA format. The assignment will be assessed with a rubric and achievement will be determined by students performing proficiently on each topic.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

The following show the percentage of students (N=44) assessing at or above the proficiency level based upon the rubric: Thesis (70%), Content (66%), Organization (70%), Sentence Structure (77%), Word Usage and Tone (73%), Capitalization and Mechanics (70%), Critical Thinking (68%), Research Process and Use of Sources (39%)

4c. Use of Results (How did you use the findings?)

The results will be reviewed by the faculty during the next unit meeting in the beginning of the Fall 2009 semester and recommendations will follow.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Student readiness for college level English course work was determined based upon the student performance in English Composition I.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

The data indicates that in Fall 2008 65% of the students previously taking developmental English course passed English Composition I. This is 5 percentage points greater than non-developmental students taking Comp. I. The total number of DE students in English Comp I was 128.

5c. Use of Results (How did you use the findings?)

The department will have a faculty meeting to discuss ways to improve developmental student success in college English.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

The embedded assignment is stored in True Outcomes and the final exams are located in the Office of Academic Enhancement, room 228 Delco.

Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

UC- Developmental Ed. Reading
(Instructional/Degree Program)

(Degree Level)

Fall 2008 – Spring 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Students will exhibit college readiness in cross-curriculum reading, short paragraph reading, and grammar usage.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

The students were given an assessment assignment in True Outcomes to exhibit skills in recognizing coherency, cause and effect, and grammar usage.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Student achievement was based upon an item analysis of the fall 2008 student final exams. The final exam included topics such as vocabulary in context, relationships, implied main ideas and central point, purpose and tone.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Based on the results of the final exam, 77% of the program completers understood at least 70% of the topics.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The department will maintain the approach of preparing students for college level reading.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

The student learning outcome will be assessed using an assessment assignment in True Outcomes measuring the student understanding coherency, cause and effects, and grammar usage. The assignment will be assessed with a rubric and achievement will be determined by students performing proficiently on each topic.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

The following show the percentage of students (N=100) assessing at or above the proficiency level based upon the rubric: Coherence (89%), Cause and Effect (78%), Grammar Usage (89%)

4c. Use of Results (How did you use the findings?)

The results will be reviewed by the faculty during the next unit meeting in the beginning of the Fall 2009 semester and recommendations will follow.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Student readiness for college level reading course work was determined based upon the student performance in History I.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

The data indicates that in Fall 2008 33% of the students previously taking developmental reading course passed History I. The non-DE pass rate was 51%. The total number of DE students in History I was 206.

5c. Use of Results (How did you use the findings?)

The department will have a faculty meeting to discuss ways to improve developmental student success in History.

6. **Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

The embedded assignment is stored in True Outcomes and the final exams are located in the Office of Academic Enhancement, room 228 Delco.

UNIVERSITY COLLEGE

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

By 2008 increase enrollments in PVAMU first time full time freshmen in line with THECB's Closing the Gaps requirements.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Between 2004 and 2005 several changes were made in the structure of Student Affairs. The responsibility for managing enrollment to include recruitment was taken over by the Division of Student Enrollment Services, a new unit restructured out of Student Affairs. An Associate Provost position was created to oversee this unit. Soon after a Director position dealing with recruitment and admissions was created. UC does not have any decision making or supervisory role in this area but continues to support these functions with personnel and resources as needed.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

NA

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

NA

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

By 2008 increase the retention rate of first time full time freshmen by 7%.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

<p>1. Provided intrusive, holistic academic advising for all freshmen (residentially based, but including commuters) provided by Professional Advisors(PAs) officed in the residential complex: Advisors initially contact students prior to their arrival on campus for Orientation to insure the students are listed in the correct major and have met TSI obligations; they advise and register students during the Orientation days; they meet frequently during the semester with students and provide special assistance to conditionally admitted students in the form of Academic Contracts and Educational progress Plans; conduct early alert programs relative to absenteeism; produce "Mid-term Report Cards" to insure students know their status at mid-term; provide referrals to tutoring and other academic enhancement services; provide co-curricular programming in the residence halls during the semester; provide non-academic service referrals for students; follow-up with students after the first semester to assist in their preparation for the Sophomore Year. 2. Improve knowledge of financial aid requirements by providing FA info to students prior to arrival and holding workshops in the spring to prepare students for their sophomore year: the Support Services Coordinator utilizes the PAs to assist students with completing Financial Aid and Housing paperwork for their second year; follows up on who owes money and seeks out grant and scholarship opportunities for the students.</p>

3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The Sophomore retention rate as reported by the Office of Institutional Research to the LBB. The retention rate for 2004 was compared to the retention rate for 2008.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

The retention rate for 2004 was 67.1% and the retention rate for 2008 was 74.6% resulting in a 7.5% increase in Sophomore retention from 2004 to 2008.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We have attempted to maintain and improve this rate by enhancing various advisement strategies: 1) DE instructors alert PAs to freshmen with negative absentee patterns weekly in the beginning of the semester 2) Added a representative from the library to the Faculty Advisement Coordinators group to insure PAs aware of latest services for students 3) When Financial Aid added an on-line fiscal literacy requirement to receive Financial Aid for fall of 2008, the UC Support Coordinator set-up classes in the lab by building to assist the freshmen to complete this requirement (having financial aid in place is a key retention factor.)

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

We have tracked the students' satisfaction with their advisement services using the ACT Academic Advisement Survey since 1999. (The surveys were lost in transit in 2002). The Survey is administered by the Housing staff and returned to ACT for scoring. Effective, advisement is critical to retention

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Every year between 2004 and 2008, the PVAMU freshman advisement program has been rated at ‘Meeting Student Needs’ “more than adequately” or “exceptionally well” at a rate of 6% or more above the national norm.

ACT SURVEY OF STUDENT ADVISEMENT

	PV 2005	NN 2005	PV 2006	NN 2006	PV 2007	NN 2007	PV 2008	NN 2008
EW	30.2	18.6	40.5	19.7	33.9	21.3	29.3	22.3
MA	20.5	23.6	21.1	29.7	23.2	23.2	22.6	23.4
T	50.7	42.2	61.6	49.4	57.1	44.5	51.9	45.7
% DIF	+8.5%		+12.2%		+12.6%		+6.2%	

- **PV:** Prairie View Norms
- **NN** National Norms
- **EW:** Exceptionally Well
- **MA:** More Than Adequately
- **T:** Total
- **Dif:** Difference Between PV and NN Norms

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

To maintain initially, but as the national norms improved we attempted to enhance advisement by having PAs spend more time in the buildings and increasing the contacts with students.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The official retention statistics are kept in the Office of Institutional Research; the ACT results in the form of reports are maintained in the UC Academic Advisement Center, Director’s Office (“1) and at the national ACT Headquarters.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College Advisement
(Administrative or Educational Support Unit)
2004-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

UC Professional Advisors (PA) will provide services equal to or better than national norms
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- 2. Strategies Used to Meet Program Outcome** (What did you do?)

<p>1. Provided intrusive, holistic academic advising for all freshmen (residentially based, but including commuters) provided by Professional Advisors (PAs.) 2. Advisors office in the residential complex; 3. Advisors initially contacted students prior to their arrival on campus for Orientation to insure the students are listed in the correct major and have met TSI obligations 4. PAs advised and registered students during the Orientation days 5. PAs met frequently during the semester with students and provided special assistance to conditionally admitted students in the form of Academic Contracts and Educational progress Plans; 6. PAs conducted early alert programs relative to absenteeism; 7. PAs produced "Mid-term Report Cards" (both fall and spring semesters) to insure students knew their status at mid-term These reports were hand delivered to the students in their residence halls 8. PAs provided referrals to tutoring and other academic enhancement services; 8. PAs provided co-curricular programming in the individual residence halls during the semester. They also implemented several significant Freshmen-wide activities to include the fall Majors' Fair that involved faculty from all departments; 9. PAs provided non-academic service referrals for students; 10. PAs produced "UC final report cards (both fall and spring semesters) for the students that included critical information for the second semester and the next fall. These documents were mailed home during the spring break. 11. PAs hosted a freshman Honors Banquet in January to honor the freshmen students with a 3.5 or above first semester GPA.12. PAs followed-up with students after the first semester to assist in their preparation for the Sophomore Year. This included information on Financial Aid and Housing issues for the students' second year at PV.</p>
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3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The Sophomore retention rate as reported by the Office of Institutional Research to the LBB. The retention rate for 2004 was compared to the retention rate for 2008.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

The retention rate for 2004 was 67.1% and the retention rate for 2008 was 74.6% resulting in a 7.5% increase in Sophomore retention from 2004 to 2008.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We have attempted to maintain and improve this rate by enhancing various advisement strategies: 1) DE instructors alert PAs to freshmen with negative absentee patterns weekly in the beginning of the semester 2) Added a representative from the library to the Faculty Advisement Coordinators group to insure PAs aware of latest services for students

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

We have tracked the students' satisfaction with their advisement services using the ACT Academic Advisement Survey since 1999. (The surveys were lost in transit in 2002). The Survey is administered by the Housing staff and returned to ACT for scoring. Effective, advisement is critical to

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

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<p>Every year between 2004 and 2008, the PVAMU freshman advisement program has been rated at 'Meeting Student Needs' "more than adequately" or "exceptionally well" at a rate of 6% or more above the national norm.</p> <p style="text-align: center;">ACT SURVEY OF STUDENT ADVISEMENT</p>												
	PV 2005	NN 2005		PV 2006	NN 2006		PV 2007	NN 2007		PV 2008	NN 2008	
EW	30.2	18.6		40.5	19.7		33.9	21.3		29.3	22.3	
MA	20.5	23.6		21.1	29.7		23.2	23.2		22.6	23.4	
T	50.7	42.2		61.6	49.4		57.1	44.5		51.9	45.7	
% DIF	+8.5%			+12.2%			+12.6%			+6.2%		
<ul style="list-style-type: none"> • PV: Prairie View Norms • NN National Norms • EW: Exceptionally Well • MA: More Than Adequately • T: Total • Dif: Difference Between PV and NN Norms 												

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

To maintain initially, but we attempted to enhance advisement by mandating that PAs spend more time in the buildings and increase the frequency of meetings between students and advisors. In 2004 60.5% of our students indicated on the ACT Survey of Academic Advisement that they had seen their advisors 4 or more times (National Norm (NN) was 25%) but in 2005 the PV number went down to 51.2% (NN stayed the same at 25%). In 2006 we re-emphasized increasing contacts with students and the PV number increased to 55.6% (NN 26.6%)

	PV	NN	PV	NN	PV	NN
	2004	2004	2005	2005	2006	2006
NONE	2.6	10.7	3.8	10.7	3.2	9.7
1	5.2	21.7	6.7	21.7	5.2	20.9
2	12.1	26.6	17.4	26.6	15.3	26
3	19.6	15.9	20.9	15.9	20.7	16.8
4	23.7	12.5	23.2	12.5	22.8	13.7
>5	36.8	12.5	28.0	12.5	32.8	12.9

FREQUENCY OF MEETINGS WITH ADVISOR

PV = PRAIRIE VIEW NN = NATIONAL NORM

- 5. Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The official retention statistics are kept in the Office of Institutional Research; the ACT results in the form of reports are maintained in the UC Academic Advisement Center, Director's Office ("1) and at the national ACT Headquarters.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College Residential Life
(Administrative or Educational Support Unit)
2004-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

UC Residential Staff will provide a professional level of service

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

UC residential staff received appropriate professional training in such areas as leadership, management, safety and crime prevention, CPR and driver's training, health issues, EEO and Discrimination issues etc. This training was composed of in-house, training, campus-wide training, and professional conferences and seminars.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The residential staff received varied, appropriate and on-going training to enhance the professionalism of their service. This is indicated in the table following this form

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

This data indicates that staff received extensive and appropriate training in the areas mentioned above.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We continue to add and enhance training in areas that will be advantageous for the staff and our students and responds to changing times. We recently added a pertinent video on what to do when a shooter is on campus.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

American Campus Communities “Customer Satisfaction Survey,” conducted by the Insights Research Group for 2005, 2006 and 2007. This survey was completed by 3010 students (1028 in '05, 1011 in '06 and 981 in '07.) Several of the questions specifically address the service provided by the residential staff.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

The Survey indicated that the Residential Staff has provided a professional level of service. In the area of “Overall Satisfaction with the Key Service Area of Residential Staff,” 72.7% agreed they were satisfied or very satisfied; 72.5% also agreed they were satisfied or very satisfied with the “Level of Respect Shown the Students by the Staff,” and 73.2 % were satisfied or very satisfied with the “the Level of Care and Concern Staff Shows Residents.” 73.4% of the students were satisfied or very satisfied with the “Academic Focus of the Community;” and 76.3% were satisfied or very satisfied with the “Community Spirit.”

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We continue to maintain and enhance the professionalism of the Residential staff, by expanding training and focusing on the use of technology to keep students and staff better informed. We have continued to train students to show respect and concern for residents and we have enhanced the Fall Resident Appreciation Week and Spring-Bling for the Residents.

5. **Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

This documentation is located in the University College Academic Advisement Center. Copies reside with the Director of University College (Rm #1) and the Assistant Director for Residential Life (Rm #8).

TRAINING AND CONFERENCES/ UC RESIDENTIAL LIFE DIVISION

Training
ALLY Training – (Gay, Lesbian, Bisexual, and Transgender Training)
Time Traq Training
Driver Safety Training – (For Transport of University Students while operating University vehicles)
ACTIVE Shooter Training – (In the case of an active shooter on campus)
CPR - (Basic Life Support)
Student Employment Supervisor Training
Appraising your Employee - PVAMU
BANNER
Peoplesoft
Conferences
SWACUHO – Southwest Association of Colleges & University Housing Officers
ACUHO – Association of Colleges & University Housing Officers
TRHA - Texas Residence Hall Association
Underage Drinking on College Campuses - Association of University & Colleges Chiefs of Police
TEXAAN - Texas Academic Advising Network
NACADA - National Association

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

UC will generate \$250K in grants or grant collaborations

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

UC collaborated with the Development Office and began an aggressive search for possible grant opportunities.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

UC would submit at least two grant applications and would receive grants of at least \$250K

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

UC submitted a TRIO Grant to establish a Commuter Assistance Network (CAN) Grant (2005); a grant to Lumina through our Development Office supporting a Male Retention Initiative, "Panther Men Learning Community" (2005) and a Grant proposal for Achieving the Dream (2006). The Achieving the Dream Grant was funded through the Houston Endowment for \$400K dollars between 2007-2011..

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We are continuing to be alert for other grant opportunities. The Development office has approached us about re-submitting the "Panther Men" proposal to Lumina under another RFP.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The grant is maintained in the Office of Sponsored Projects (Ms. Kim Allen-Dickey) and in the Office of the Associate Director of UC, Dr. Cheryle Snead-Greene in Room 228 of the Delco building.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2005

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

By Fall 2005 UC will develop and implement a local outreach program.
--

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

During the 2004-2005 period the Position of Vice-President for Institutional Relations and Public Service was created and filled. This Office has become the major hub for Out-Reach on Campus. Among their initiatives has been PAWS a community service program that reaches out to the local communities and Go-Teams that provide information on college-going for most of the schools in the local area. At the same time the newly restructured Student Enrollment unit became more aggressive in providing services to local schools. University College moved its efforts in these areas to providing support these two programs. We no longer University College provided personnel and fiscal resources to support PAWS and personnel to assist with the efforts of the recruitment offices in local schools. The UC Coordinator and her student staff have made regular visits to the local high schools to provide information on College as well as Financial Aid information.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

PVAMU would reach out to the local community and provided needed assistance on a regular basis.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

There have been four PAW service days involving hundreds of PV students and providing service to individuals in the towns of Prairie View, Hempstead and Waller and the smaller residential areas of Wyatt Chapel and Prairie Winds. During the 2003-2009 period University College personnel have served on the planning committees, worked at the activities and provided thousands of dollars to support these efforts. The Office of Institutional Relations and Public Service has done surveys after each of these activities.

PAWs [Panthers at Work]
Service-Learning Volunteers Who Completed the PAWS Survey
by Student Classification: 2005 – 2009

Classification	Spring 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005
Freshmen	20	58	36	80	93
Sophomores	23	64	92	66	68
Juniors	16	81	81	86	100
Seniors	20	70	116	120	94
Grad students	2	4	5	26	8
Other	7	3	0	9	0
Total	88	280	330	387	363
Missing	22	34	46	60	27
Total	110	314	376	447	390

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

The Office of Institutional Relations and Public Service has used the results of the PAWs surveys to make appropriate changes in these activities. As a result of the survey responses indicating a desire for more Service Learning opportunities, a Spring PAWs event was planned in 2009.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

PVAMU would reach out to local schools and provide assistance as necessary. This would include visits from PVAMU personnel to provide basic information on college-going and, especially financial aid issues

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

PVAMU has made a concerted effort to do this. The President of the university has personally visited many of the schools. The UC Directors and many Deans have visited schools and given presentations to students. The UC Support Coordinator and her staff have made 23 visits to local schools over the last 2 years and provided a variety of other services to the community. See listing at the end of this form.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

The Office of Recruitment and Admissions has used this information to make appropriate changes in these activities.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The Office of Admissions maintains the information on applications and admissions

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

**U.C. Recruitment
Trips/Conferences/Community
Activities**

School Name	Date
Concordia High School	11/26/2007
Klein ISD	2/28/2008
YES Preparatory Academy	3/7/2008
KIPP Academy	4/9/2008
Alief ISD	10/1/2008
Lee High School	10/7/2008
Houston Christian High School	10/8/2008
Bellville High School	10/10/2008
CIS Career Fair @SHHS	10/10/2008
Sam Houston	10/10/2008
Houston ISD	10/13/2008
Waller High School	10/14/2008
Bryan High School	10/14/2008
Hempstead High School	10/15/2008
Kirby Middle School	10/16/2008
Higher Dimension College Expo	10/16/2008
Hightower High School	10/17/2008
Sterling High School	10/23/2008

Waller High School	10/31/2008
Lee High School	12/9/2008
Cy-Woods High School	1/5/2009
Aldine ISD	1/12/2009
Waller High School	1/13/2009
Eastern Hills HighSchool	1/13/2009
Joe E. Moreno Elementary	1/14/2009
Woodlands High School	1/28/2009
Young Scholars Program	2/5/2009
Eisenhower High School	2/18/2009
Hall High School	2/21/2009
St. Thomas HighSchool	3/13/2009
Houston CAN Academy	02/1998-02/2009
Montgomery HighSchool	1/9/2008-01/20/2009
Sterling High School	10/10/06-10/10/07
	Spring 2008/Spring
Nimitz High School	2009
PantherLand Day	
PantherLand Day Committee	
Sneak Preview Planning Committee	
Campus Tours	
Veterans Day Planning Committee	2006-2009
Panthertracks Orientation Training	
PAW Planning Committee	
MAPP Proctors	
Banner Committee	
BEST Committee	
Business Continuity Plan Committee	
TASFAA	
NASFAA	
USA Funds Literacy-Life Skills	
TEXAAN	
NACADA Regional	
NACADA	
USA Funds	
Loans by Web	
B-On Time Loans	
Data Standard Committee	
University College Informational Seminar	
College Prep Skit Committee	
Financial Aid WorkShop	Fall 2007
Entrance Counseling	
Open Net	

Hispanic Heritage Month Committee	
Cinco De Mayo Program	
Black History Planning Committee	
HomeComing Planning Committee	
Ultimate Money Skills	Jun-08
ACG and National SMART Grant Training	
Banner Financial Aid Consultants	
Transfer Day Orientation	
Show Me The Money	
Financial Aid Calling Task Force	8/10/2006

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Utilizing the specialized training of UC staff, UC will develop and implement outreach programs to provide a safer off-campus residential environment by 2005.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

This was written with the Commuter Assistance Network program in mind. However, such a program would have overlapped and possibly been in conflict with comparable programs run by city and state agencies. Therefore, it was never implemented. The UC staff member with training in these areas has assisted in inspection type activities off-campus through the appropriate non-campus agencies.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

NA

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

NA

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College - Advisement

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

UC will improve intrusive, proactive advisement for FTFT freshman by Fall 2005
--

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

<p>1. Provided intrusive, holistic academic advising for all freshmen (residentially based, but including commuters) provided by Professional Advisors (PAs.) 2. Advisors officed in the residential complex; 3. Advisors initially contacted students prior to their arrival on campus for Orientation to insure the students are listed in the correct major and have met TSI obligations 4. PAs advised and registered students during the Orientation days 5. PAs met frequently during the semester with students and provided special assistance to conditionally admitted students in the form of Academic Contracts and Educational progress Plans; 6. PAs conducted early alert programs relative to absenteeism; 7. PAs produced "Mid-term Report Cards" (both fall and spring semesters) to insure students knew their status at mid-term These reports were hand delivered to the students in their residence halls 8. PAs provided referrals to tutoring and other academic enhancement services; 8. PAs provided co-curricular programming in the individual residence halls during the semester. They also implemented several significant Freshmen-wide activities to include the fall Majors' Fair that involved faculty from all departments; 9. PAs provided non-academic service referrals for students; 10. PAs produced "UC final report cards (both fall and spring semesters) for the students that included critical information for the second semester and the next fall. These documents were mailed home during the spring break. 11. PAs hosted a freshman Honors Banquet in January to honor the freshmen students with a 3.5 or above first semester GPA. 12. PAs followed-up with students after the first semester to assist in their preparation for the Sophomore Year. This included information on Financial Aid and Housing issues for the students' second year at PV.</p>
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3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

We have tracked the students' satisfaction with their advisement services using the ACT Academic Advisement Survey. This Survey is administered by the Housing staff and returned to ACT for scoring

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

Every year between 2005 and 2008, the PVAMU freshman advisement program has been rated at 'Meeting Student Needs' "more than adequate" or "exceptionally well" at a rate of 6% or more above the national norm.

ACT SURVEY OF STUDENT ADVISEMENT

	PV 2005	NN 2005	PV 2006	NN 2006	PV 2007	NN 2007	PV 2008	NN 2008
EW	30.2	18.6	40.5	19.7	33.9	21.3	29.3	22.3
MA	20.5	23.6	21.1	29.7	23.2	23.2	22.6	23.4
T	50.7	42.2	61.6	49.4	57.1	44.5	51.9	45.7
% DIF	+8.5%		+12.2%		+12.6%		+6.2%	

- **PV:** Prairie View Norms
- **NN** National Norms
- **EW:** Exceptionally Well
- **MA:** More Than Adequately
- **T:** Total
- **Dif:** Difference Between PV and NN Norms

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

To maintain initially, but we attempted to enhance advisement by mandating that PAs spend more time in the buildings and increase the frequency of meetings between students and advisors. In 2004 60.5% of our students indicated on the ACT Survey of Academic Advisement that they had seen their advisors 4 or more times (National Norm (NN) was 25%) but in 2005 the PV number went down to 51.2% (NN stayed the same at 25%). In 2006 we re-emphasized increasing contacts with students and the PV number increased to 55.6% (NN 26.6%)

	PV	NN	PV	NN	PV	NN
	2004	2004	2005	2005	2006	2006
NONE	2.6	10.7	3.8	10.7	3.2	9.7
1	5.2	21.7	6.7	21.7	5.2	20.9
2	12.1	26.6	17.4	26.6	15.3	26
3	19.6	15.9	20.9	15.9	20.7	16.8
4	23.7	12.5	23.2	12.5	22.8	13.7
>5	36.8	12.5	28.0	12.5	32.8	12.9

FREQUENCY OF MEETINGS WITH ADVISOR

PV = PRAIRIE VIEW NN = NATIONAL NORM

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith,

Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

All PA's maintain records on all their advisees. These are located in the offices of the PAs in the UC Advisement Center. ACT data maintained at UC in the Director's Office (Rm #1) and at ACT Corporate Headquarters.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College Advisement

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Establish a "Each one Reach One" Mentorship program by fall 2006

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

The initial idea was to use the Faculty Fellows to formulate this program and recruit mentors from the university faculty.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

This program was not implemented. Various groups on campus initiated content or organization specific mentorship programs instead. The UC Assistant Director for Advisement liaisons with the various Mentor Programs that provide services to UC students.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

NA

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

- 4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available** (How did you determine achievement? Explain the means or

measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

NA

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Increase the involvement of UC students in university wide activities

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Advertised these activities more directly in the residential complex by posting flyers in all buildings and common areas. Had the Professional Advisors speak to their advisees about attending. Provided manpower and resources to support certain activities such as guest speakers (i.e. Cornel West, Nikki Giovanni.). Encouraged attendance by rewarding buildings with the most attendance.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

More freshmen would attend campus activities.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

There was no formal assessment other than the hosting organization/office/activity commenting on the large turn out of freshmen

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We have continued to utilize the strategies above and are requesting input from the assessment pieces used by the host agencies. We are developing a general freshman survey that will indicate their awareness of the marketing strategies and their attendance at campus-wide activities.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

NA

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

1. **Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Provide opportunities for UC students to attend cultural and educational activities off campus

2. **Strategies Used to Meet Program Outcome** (What did you do?)

Seek funding to defray costs for students to attend such activities as the opera, ballet, symphony performances and other cultural, educational and development activities off campus.

- 3a. **First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Opportunities would be provided for students to attend off campus cultural, educational and development activities. For our most recent visit to the Giddings State School a survey feedback form with a Likert Scale and some open-ended questions was developed. We will be enhancing and utilizing this type of assessment instrument for our future activities.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

We were able to fund such activities as taking students to see Sidney Portier and the Houston Opera and bringing Cornell West and Nikki Giovanni to the campus. We have made the arrangements and paid for transportation for students to visit the Giddings State school for several years. The following data was gleaned from the latest activity;

**UNIVERSITY COLLEGE GIDDINGS STATE SCHOOL TOUR FIELD TRIP
FEEDBACK**

Please complete this evaluation. Your opinion is very important to us as we continue to improve the quality of our programs and services. Your feedback will be held in strict confidence.

Please use this rating scale: 4= (Strongly Agree) 3= (Agree) 2= (Disagree) 1= (Strongly Disagree)

		4	3	2	1
1	This was a well organized field trip.	22	9	1	
2	The transportation used for this field trip was comfortable.	22	9		1
3	There was adequate information provided prior to this field trip.	16	14	2	
4	I am more familiar with the practice of re-socialization of juvenile offenders.	23	7	2	
5	I learned about the TYC CoNEXTions Treatment Program.	25	6	1	
6	This field trip helped me in the development of my critical thinking skills.	20	11	1	
7	This field trip increased my knowledge of career opportunities.	23	8	1	
8	I learned about mentoring opportunities.	19	12	1	
9	I learned about volunteer work opportunities.	19	12	1	
10	This field trip exposed me to a probable work environment upon graduation.	22	9	1	
11	I learned about Internship opportunities prior to graduation.	18	14		
12	I recommend other students to take this Giddings State School Tour field trip.	22	10		

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Our most recent trip and the use of the assessment survey has determined us to use similar assessments for all future activities. Based on the information in the forms returned (32 out of 36 participants) we will certainly repeat this particular activity since all responders agreed they would recommend it to others. Further, based on responses we will improve the manner in which prior information about the trip is disseminated. We are discussing the use of texting and Facebook..

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

Giddings information in the Director's Office UC Advisement Center, Room #1

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Increase UC involvement and communication with other university departments and committees

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

University College encouraged personnel to serve on university committees and participate in university activities. UC permitted personnel to attend university activities during the day (if it did not impact the mission), UC allowed personnel to sponsor campus organizations and help chair campus committees. University College created the Faculty Advisor Coordinators, a group of faculty selected by their Deans to meet monthly with the PAs and each other to share information about educational and curricular changes in their respective departments and colleges and to discuss educational issues. UC paid for a weekly column in the student paper, "the Panther," to disseminate information about freshman and UC activities and to acknowledge freshman successes and recognize individuals from around the campus who have assisted with that success

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for**

Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

UC personnel will be visible, active members of university committees and participate in university activities as indicated by the number of committees and activities in which they participate.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

UC personnel have been actively involved in all areas of campus life. See listing below:

University Committees/Boards
Board Member of University Men's Council
Co-Coordinator for Sneak-Preview
Three Times Veterans Day Ceremonial Co-Chair
UC Director of Student Life Selection Committee Chair
Professional Advisor Interview Committee Chair
Interview Committee for Professional Advisor
Black History Talent Show Explosion Committee
Pars Founding Member
Planning Committee of NACADA Regional Conference in Houston
DEAC Committee Member
Co-Chair TEXAAN
Member of Banner Best Group to Learn and Teach Banner, 2008-2009
CAST Committee to assist students in Theatre, 2003-2007
Chair of the First Generation College Student Interest Group 2003-2007
Peer Reviewer for NACADA Publications, currently serve on the Editorial Board and the Steering Committee for the Division of Commission and Interest Groups
PVAMU Freshman Orientation Committee
Service Learning & Developmental Education Committee
Red Cross Board Member

Member University Academic Council
 Member Women's Council

University Activities
Started Mentor Group for Male students (The Men's Group)
Started Friends (Former Residents Involved Encouraging Nurturing Developing Sisterhood) Mentor Group for Female Students
PAWS Transporter
Driver for Conferences in state (TEXAAN and NACADA)
Mentor with ACCESS
Participant in Service Learning Projects
Volunteered to help with the Texas Juvenile Crime Prevention Center's Craig Washington Recognition Event-March 2006
Presented to Exxon Mobil Bernard Harris Summer Science Camp 6/5/07
Panther Talk Facilitator for Female Freshman Groups
Presented for Kappa Alpha Psi Fraternity
Presenter for Alpha Phi Omega

Linked Big Brothers and Big Sisters Houston Area Chapter with providing mentors from PVAMU with local schools in Waller County
Speaker for Undergraduate functions at PCAMU
Club Advisorships
Chapter Advisor for Pan Hellenic Fraternity (Kappa Alpha Psi)
ACCESS Advisor
Organized Foster Care Support Group for Student who were in Foster Care, 2009
LULAC Advisor
Athletics
Assistant Coach for the University Lady Panthers Softball Team
Publications
10 Publications
Leadership
Freshman Orientation Coordinator
Texas WorkSource Coordinator
Giddings State School Tour Visit Coordinator
Acting Advisement Coordinator
Plan and organize Honors Banquet for UC students with 3.5 and above, 2006-2009
Conducted faculty development workshop for Developmental Education Instructors, 2006
Historian for TEXAAN
Off-Campus Affiliation
TEXAAN Member (Texas Academic Advising Network)
Teach Bible Study NLCC
Member of Excellence TEAM NLCC
NACADA Member
Coordinated School Supplies Drive for Clear View Education Center in Clear Lake, TX, 2007-2008
St. Peters Baptist Church, Hempstead, TX. Intercessor Prayer Counselor
St. Peters Baptist Church, Hempstead, Tx. Student monitor (assist freshman through seniors with services, referrals, internships, employment, information regarding P VAMU programs and events at the university. Also assist middle school students.
Presenter - Cen-Tex African American Chamber of Commerce
Co-Facilitator -Edgerson Enterprises; Speaking engagements, self-help seminars and youth groups in Waller, Austin, Washington, Harris and surrounding counties.

Conference Presentation
Presented at 3 National NACADA (National Academic Advising Association) Conferences
Presented at 2 Regional TEXAAN (Texas Academic Advising Network) Conferences
Presented at 4 National NACADA Conferences
Presented at 1st and 2nd Annual College of Juvenile Justice & Psychology Research Symposium, 2005-2006
Presented at 5 National NACADA Conferences- 2004, 2005, 2006, 2007, 2008
Presented at the FYE (First Year Experience) Conference 2005
Presented NACADA Region 7 Conference, 2004, 2007
Other
Texas Youth Commission Volunteer Student Mentor Contact
Attended NACADA National Conference in Denver, Co. and Dallas, TX.
Attended NACADA Regional Conference in Tulsa, OK. And Dallas, Tx.
Volunteered at Regional Conference in Austin, Tx.
Attended State NACADA Conference in Houston, Tx.
Assisted as THEA Proxy
Career Day at Waller High School, November 19, 2008
Volunteer Teacher with RAP
Adjunct Professor with Ag Human Science
Awarded Teachers Excellence Award from TAMU/PVAMU Chancellor
Administer MAP Test to Freshman
Financial Aid Workshops
Assist with Majors Fair
Assist with Honors Banquet
Members of the National Chi Sigma Iota Honor Society
Attended Annual Strengthening Youth and Families Conference in Austin 3 years- Presented by Texas Juvenile Crime Prevention Center & Texas Juvenile Probation Commission
Attended 3 Center for Teaching Excellence Presentations, 2007-2009
Attended FYE (First Year Experience) 2004
Attended TEXAAN Conference 3 years, 2004, 2006, 2008
Member of Seta Phi Beta Sorority Incorporated

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We continue to encourage and recognize those who participate in campus activities.
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4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

UC Office; Panther articles would be available in the paper's archives.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College ACCESS/Advisement

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

UC will develop a program (ACCESS II) to assist all provisionally admitted students to improve their academic performance and retention rate.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

ACCESS piloted a two-week summer program (ACCESS II) in summer 2003 to test out this concept prior to expanding it. The program brought a group of students to PVAMU for two weeks of academic enhancement classes and personal and leadership development activities following the regular ACCESS program prior to the opening of fall semester.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The students who participated in this program would show a better first semester GPA and first year retention rate than their peers.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Of the 18 students who participated in this program all attended PVAMU. 17 of the 18 students returned for their second year (94 %.) 15 of the students were in good academic standing after their first year. (83%) At this point 5 of the students have graduated and two are still in classes at PVAMU.

NAME	ATTENDED PV	FIRST SEMESTER GPA	SECOND SEMESTER GPA	CUM GPA YEAR	RETAINED TO YEAR 2	GRAD
STANLEY, PATRICK	X	2.7	1.5	2.067	YES	NO
GAYOSSO, SAULO	X	2.143	1.75	2.0	YES	NO
WILLIAMS, LINDSEY	X	2.66	3.2	3.0	YES	YES 2008
NEWTON MONICA	X	2.857	2.37	2.6	YES	NO
GREER BYRON	X	2.75	2.375	2.6	YES	NO STILL HERE
ROBINSON, SAMUEL	X	3.2	3.0	3.12	YES	YES 2007
BORDELON, TATIANA	X	3.0	2.4	2.64	YES	NO
GIBSON, MARC	X	1.6	0.0	.929	NO	NO
BROWN, SHEENA	X	2.3	2.0	2.1	YES	NO
BUTTS, SAMIR	X	2.8	3.5	3.11	YES	YES 2008
PAUL, JASMINE	X	3.43	2.2	2.83	YES	NO STILL HERE
BLUE, JASMINE	X	2.75	3.06	2.92	YES	YES 2007
WHITAKER, BRANDON,	X	2.615	3.25	2.92	YES	NO
AHSLEY, GILES	X	2.400	2.20	2.68	YES	NO
CHRISTOPHER, LARRY	X	0.615	0.80	0.74	YES	NO
POSEY, KRYSTA	X	2.200	1.66	1.94	YES	NO
ALBRIGHT, KELLY	X	2.143	2.53	2.33	YES	NO
HUTCHINS, LANCE	X	1.444	2.80	2.29	YES	YES STILL HERE

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

It was felt that the program had promise but was cost prohibitive for the large number of provisionally admitted students. So this concept was tabled and more efforts were made to assist provisionally admitted students through the UC Advisement Center. In 2008 UC submitted a proposal to the University Academic Council to place specific conditions on entering provisionally admitted students. These provisions included a limit to the number of hours a conditionally admitted student could take the first semester and a requirement for the student to take CURR 1013, Learning Frameworks Class.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

Documentation is available in the Office of the UC Director, Rm #1 UC Advisement Center. UAC documents are housed in the Office of Michelle Davis Administration Building, Room #215.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College Residential Life
(Administrative or Educational Support Unit)
2004-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Improve the use of Technology in the UC Residential Complex

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Make the residential complex wireless and insure student access to computers

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. E.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The residential complex will offer wireless connection to the internet for residents and the UC Computer Lab will provide access to computers and a printer for those students without personal computers. (N.B. UC sets directly behind the Library which also offers a 200 computer lab that is opened late nights.)

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The wireless implementation was completed between 2004-2005. American Campus Communities "Customer Satisfaction Survey," was conducted by the Insights Research Group for 2005, 2006 and 2007. This survey was completed by 3010 students (1028 in '05, 1011 in '06 and 981 in '07.) In the 2007 survey students were queried as to their satisfaction with the speed of the Internet in the complex. 78.1% indicated they were satisfied or very satisfied with the internet speed. The UC Computer Lab has 28 computers and a large printer. There is no cost to the student

for the use of the lab and the printer.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We will continue to maintain the wireless environment and insure that the computers and printer in the UC lab are operational. Further, we will insure through flyers/posters that UC students are informed of the availability of other computer labs in close proximity to UC.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

NA

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

NA

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The ACC Report is in the Office of the Director of University College; Room #1 in the UC Advisement Center and in the Office of the ACC Manager of University College, Ms. Yvette Barker, UC Business Office.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College

(Administrative or Educational Support Unit)

2004-2008

(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Insure that UC staff (advisors) salaries are equitable.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

<p>1) The Director of UC requested that the HR department review the equity of my advisors' salaries. The Director presented a rationale for increase that included comparisons with national and comparable schools. 2) Nothing came of this but, but the university had an outside agency do a compensation study which resulted in the advisors and certain other staff receiving increases in compensation. (See memo below) During this study the Director and other key UC staff members were interviewed and given the opportunity to present their ideas re compensation. 3) University College requested an Advisement Fee of \$100 per freshman per year to help defray costs of the UC Advisement Center.</p>

Memorandum

To: Staff Employees and Academic Directors with Staff

From: George C. Wright, President

Date: December 5, 2006

Subject: Completion of Compensation and Classification Study

At Prairie View A&M University, people are our most valued resource, through your service, the University is able to provide excellence in education, research and service. In June 2005, PVAMU kicked-off a Compensation and Classification Study of staff positions. A professional consulting firm, McConnell Jones Lanier & Murphy LLP (MJLM), was engaged to assist in this endeavor. The completed project resulted in a new Compensation Plan for staff positions. The objective of the new plan is to maintain a compensation program that:

- Provides a total compensation program that considers the external market while focusing on ensuring internal equity and taking into account the advantages of a collegiate work environment;
- Enables successful competition in its labor markets;
- Retains its most competent and best qualified personnel;
- Achieves its mission and objectives in the community;
- Promotes a systematic approach to salary administration; and
- Adheres to Texas A&M University System (TAMUS) Regulation 31.01 Compensation and 31.01.01 Compensation Administration.

The new compensation plan will be implemented on January 1, 2007. You are invited to attend a town hall meeting on Thursday, December 14, 2006 in the Memorial Student Center Auditorium from 3:00 p.m. to 4:00 p.m. The meeting is for the purpose of providing you basic information on the compensation study. Also, printed frequently asked questions concerning the study will be distributed at the meeting. We wish to thank all employees who participated in the project. Your participation helped to make the project a success.

3a. First Measure or Means of Assessment for Outcome above and Criteria for Success (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

UC staff, especially advisors receive an adjustment in compensation

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

As a result of the Compensation Study they did receive an adjustment in their compensation. It was not due to our initial efforts, but our persistence and the Classification and Compensation Study

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

The new Compensation Plan details descriptions and marries them up with a pay range. This allows us to more carefully and accurate monitor the compensation of our personnel.

- 4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

The University College Advisement fee was put in front of the students in the appropriate forum and was sanctioned by the Administration

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The Advisement fee went through the appropriate process and was instituted in fall 2006

- 4c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

A percentage of the fee, depending on the number of freshmen and the budget status, is used for salaries related to advisement.

- 5. Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The copies of the Classification and Compensation Study and fee allocations are maintained in the Office of the VPBA

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

1. Increase the number of DE completers by 10%.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

1. Incorporate Classroom Assessment Techniques into all DE courses.
2. Increase testing opportunities by establishing more scheduled testing administrations for Quick THEA (via 0200 courses).
3. Increase student attendance and improve methodology of tracking attendance by implementing electronic rosters (via mygradebook software)

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement will determined based upon the number of DE completers.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The number of DE completers by academic years are as follows: 2005 – 2006 (113 completers), 2006 – 2007 (801 completers), and 2007 -2008 (540 completers).

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The academic enhancement program will continue to explore avenues that better fosters student readiness in reading, writing, and mathematics. The program will

provide new support services to DE students by developing a Math Student Support Center that will focus on improving student success in the class. The program will encourage all of the DE students to visit The Writing Center for academic support in reading and writing.

- 4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

- 5. Documentation** (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The data is part of the LBB report generated yearly for the State of Texas. It is housed on the computer of Dr. Samuel Sampson, Tracking and Assessment Coordinator for academic Enhancement in room 137 of Delco.

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement
(Administrative or Educational Support Unit)
2004-2008
Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Increase the interaction of students with DE faculty outside of the classroom.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

1. Select DE faculty to serve as UC Faculty Fellows
2. Require DE faculty to provide tutoring in the UC complex.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement is measured by the number of DE faculty that served as faculty fellows provided tutoring in UC.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Two DE faculty members served as faculty fellows for university college.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

We will continue to encourage the DE faculty to participate in the faculty fellow program in university college.

- 4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available** (How did you determine achievement? Explain the means or

measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement is measured by the number of DE faculty that provided tutoring in UC complex.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

We had three faculty members to provide tutorials in the UC complex.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Who to maintain the student-faculty engagement process.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The data is maintain in the office of Academic Enhancement Room 221 Delco

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Provide comprehensive provides PVAMU students and the surrounding community with appropriate testing opportunities for the SAT, ACT, LSAT, NET, THEA and QuickTHEA.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Increased the number of testing opportunities

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement was determined by the increase of the number of testing dates

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The office of Testing, Tracking and Assessment increased the number of Quick THEA offering from 54 dates to 68 dates from 2007 to 2008 respectively. The testing dates for the THEA, LSAT, SAT, ACT, and NET are determined by the appropriate testing agencies.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The Testing Office will maintain its efforts of providing students and the surrounding communities with proper testing opportunities.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

NA

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

Copies of testing date schedule(s) available in Delco, Room 238.

* This is a sample report only and may or may not reflect an actual unit's outcome and report.

Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Provide a comprehensive University Scholars Program to enhance students' undergraduate education and prepare them for and excellence in graduate and professional schools.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Provide academic, intellectual, and co-curricular activities to honor students.
Implement nine hours of honor courses by fall 2005.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

- Achievement was attained by having the students participate in several professional development and social activities.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The University Scholars Program (USP) sponsored the Second Annual Student Research Poster and Creative Art Display that showcased PVAMU's undergraduate and graduate students' research in Spring 2005. USP also sponsored the PVAMU Student Recognition Banquet during Honor Convocation Week of Spring 2005. USP

sponsored students to participate in the Southwestern Black Leadership Conference, Rice University President's Lecture Series, and paid for the scholars to attend the Houston's Ensemble Theater Live Stage Play "The Story."

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

The University Scholars Program staff desires to expand the scope of the program to include oral research presentation and other related activities designed to enhance students' professional readiness.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement was measured by the number of honors courses offered.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

USP arranged for 33 semester credit hours of honors coursework to be offered in spring 2006. Courses offered were: ECON2123; ENGL1123; ENGL1133; FINA2103; HIST1313; HIST1323; MATH1124; MISY1013; POSC1123; PSYC1113; CHEM1033 was added to the list of available course for fall 2006 and CHEM1043 was added for spring 2007.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

We continue to offer the honors classes each academic year.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

The course inventory is available BANNER system. The student participation rosters are available in Mrs. Gwen Toney's office in room 141 of the Delco Building.

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Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

- | |
|--|
| <ol style="list-style-type: none">1. Complete NADE Certification requirements for the DE Program.2. Seek national recognition of PVAMU's DE program and its research endeavors. |
|--|

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

- | |
|---|
| <ul style="list-style-type: none">• We did not accomplish this program outcome due to limited classroom space and limited number of DE faculty to teach multiple sections (basic NADE Certification requires limiting enrollment in all DE courses to no more 20 students per section--this in turn would have required the department to nearly double the number of sections offered).• Required DE faculty to present professional papers at National Conferences and Regional Workshops (i.e., NADE; CRLA; CASP; FYE; LSC) |
|---|

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement was measured by the number of faculty that presented professional papers.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

50% of DE faculty members presented professional papers at National Conferences and Regional Workshops (i.e., NADE; CRLA; CASP; FYE; LSC)

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Current research enabled department to improve curriculum (i.e., update software; textbooks; course design, etc.)

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

Copies of professional abstracts/papers are kept by individual faculty members.

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Report Form A-2
Assessment of Program Outcomes for
Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Expand and enhance the use of Supplemental Instruction (SI).

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

We did not accomplish this program outcome.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

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Report Form A-2
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Administrative or Educational Support Units

University College- Division of Academic Enhancement

(Administrative or Educational Support Unit)

2004-2008

Assessment Period Covered)

Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Provide an effective university-wide tutoring program for courses taught at PVAMU.

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

Offered tutoring in a variety of undergraduate college courses
Implemented a continuous and standardized tutor training program

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement was measured by the number of courses that we provided tutoring in and the number of students that attended tutoring sessions.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The Center of Academic Support (CAS) offered tutoring in over 35 courses taught at PVAM. During the Fall 04 – Spring 08 cycle, the center conducted over 10,000 tutorial sessions. CAS had an average usage of 2500 visitors per academic year.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

CAS will seek additional funding from the university administration to increase the number courses tutored.

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

Achievement is measured by the student's responses on the tutor evaluations.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

During this assessment cycle CAS surveyed nearly 7,000 students on the effectiveness of their tutorial session. Based on the results, the students were very pleased with the help they received and the preparedness of the tutor.

4c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

CAS will continue training tutors to meet the demand of PVAMU students.

5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

Copies of the sign-in sheets, student evaluation and tutor training manual is located in the office of Tata Kromah, Director of CAS, Room 209 of John B. Coleman Library

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Administrative or Educational Support Units

University College- Division of Academic Enhancement
(Administrative or Educational Support Unit)
2004-2008
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Instructions: This form should be used to report on each of your **Outcomes**. Although you may not assess every program outcome every year, you will have a report for each outcome based on the year that it *was* assessed.

- 1. Program Outcome** (What characteristic, skill, behavior, attitude, service, performance, product, system, process, output, etc., did your program intend to offer or enhance?)

Limit provisional enrollment to 35% of undergraduate population while increasing enrolment of academically prepared students by a comparable number

- 2. Strategies Used to Meet Program Outcome** (What did you do?)

We did not accomplish this program outcome. Between 2003 and 2005 several changes were made in the structure of Student Affairs. The responsibility for managing enrollment to include recruitment was taken over by the Division of Student Enrolment Services. UC and the Department of Academic Enhancement continue to support this unit with personnel and resources as needed.

- 3a. First Measure or Means of Assessment for Outcome above and Criteria for Success** (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

N/A

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

N/A

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

N/A

4a. Second Measure or Means of Assessment for Outcome above and Criteria for Success, if available (How did you determine achievement? Explain the means or measure. e.g. Satisfaction Surveys, Mock Interviews, Activity Evaluations, Focus Group Product, After-Trip Reports, Impact Statements, Internal and/or External Audit, Case Studies, Project Participation Rates, Percentage Increases, Attendance, Completion Rates, Program Reviews, etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

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5. Documentation (What is the evidence and where is it located? Give name, location, dates, etc., e.g., Revised Admissions Manual is located in the office of Jane Smith, Director of Undergraduate Admissions; Meeting minutes from June 4, 2006, are located in the office of Dr. James Smith, etc.)*

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