

# **Prairie View A&M University**

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## **Quality Without Compromise**

**The Strategic Plan Update  
For  
Fiscal Years 2009-2013**

**Division of Social Work, Behavioral  
and Political Sciences**

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**2009**

# **Quality Without Compromise – The Strategic Plan Update for Years 2009-2013**

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## **A. Executive Summary**

The Division has made significant achievements in its tripartite mission of teaching, research and service. In order to meet the increasing expectations of quality teaching in our four degree programs, we adopted teaching enhancement methods intended to improve the level of student learning while elevating their personal and academic development and ensuring their suitability to the competitive job market. In this regard, we were able to register great success rates as evidenced in the number of our students pursuing graduate and professional degrees and applying their craft in the workforce. The methods of enhancement we adopted were reflected in faculty proficiency using technology for instruction; updating program curricula based on needs and trends; improving advisement and mentorship activities; and maintaining currency in the delivery and content areas of courses offered by each program.

In research, achievements were realized through intensified faculty efforts at publishing books, book chapters, and scholarly articles, and through more frequent faculty attendance and presentations at conferences and workshops. Successes in service were chronicled in several facets of professional involvement in which faculty were engaged, including committee work; student recruitment; service learning projects; advisement of student clubs and organizations; outreach activities; and service to professional associations.

However, the challenges have not made our job easy at the same time. Among the common difficult issues we continue to face are heavy faculty teaching loads; unmet demands for more faculty hires; faculty turnover due to low salaries; limited funding for faculty development; failure to meet the projected growth of programs relative to Majors; and limited scholarship opportunities to attract top-quality students. However, these and other challenges are being tackled by requiring our faculty to engage in fund-raising activities, recruiting students at high schools and community colleges, grant proposal writing, and community outreach endeavors aimed at promoting and publicizing our programs and activities.

The projected changes envisioned for the Division in the new Strategic Plan include continually updating the curricula, assigning faculty to new roles and offering a course reduction to allow them to engage in research, recruitment, and advising and mentoring activities. The changes targeted for the 2009-2013 period are heavily directed toward the achievements of five fundamental goals, which include increasing enrollment, retention and graduation figures; continually assessing and updating program curricula; maintaining and expanding outreach activities; training faculty in technology use and infusing it into their instructional practices; and promoting increased faculty involvement in scholarly activities.

Among the seven principal goals that were attempted in the previous period, we made a conscientious decision to do away with two and modified one in content. We dropped the goal of establishing articulation agreements with area community colleges because we found it to be beyond the scope of the Division. We also eliminated the goal of publicizing our degree programs through effective promotional strategies since we found this task to be more of an instrument of achieving a goal than a goal in itself. Further more, we modified the goal of increasing student retention rates into increasing enrollment, retention and graduation figures, which we found to be an important goal that has broader implications for the continuing growth of our Division. The revised goals are believed to have both direct and indirect positive effects on student learning and are acutely relevant to the success of achieving measurable learning outcomes while enhancing the student learning environment.

## **Quality Without Compromise – The Strategic Plan Update for Years 2009-2013**

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### **B. Vision of the Unit**

The Division of Social Work, Behavioral and Political Sciences will develop a reputation for excellence in teaching, research, and service.

### **C. Mission of the Unit**

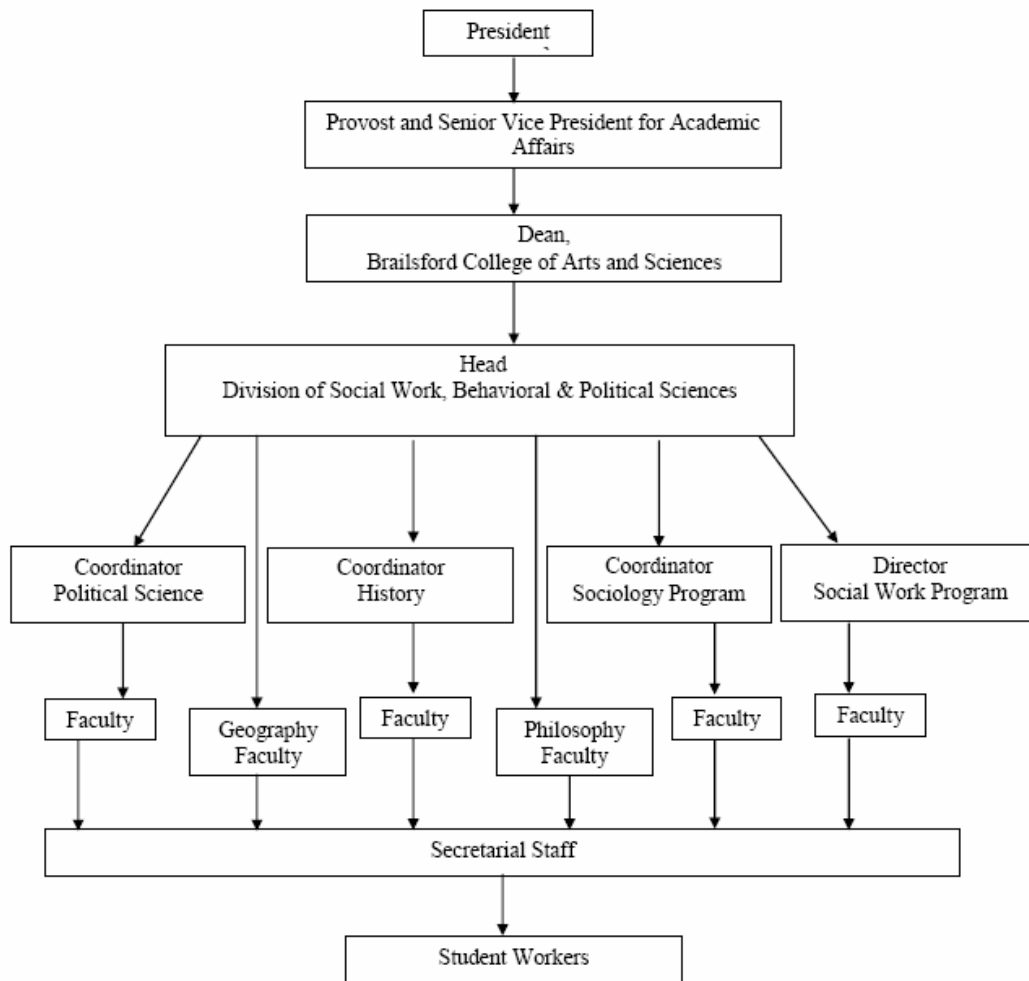
The Division of Social Work, Behavioral and Political Sciences is committed to providing a challenging but rewarding learning experience for its students through excellent teaching, research, and service. The Division strives to discover, advance, analyze, disseminate, and preserve knowledge through its four baccalaureate programs in History, Political Science, Social Work, and Sociology; its MA Program in Sociology; and its supporting fields, Geography and Philosophy.

The fundamental mission of the Division is to engage in curricular programs and extra-curricular activities while preparing students for professional and graduate studies and to train them for careers in urban and regional planning, public policy and administration, international affairs, legal services, law enforcement, social work practice, human services, historic preservation, journalism, archival management, teaching, and counseling.

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

The Division's mission reflects that of the University philosophically and in practice. The goals of the Division are designed to meet the long-term strategic plan of the University through social science education. Division faculty strive to achieve excellence in teaching, research, and service, reflecting the University's core mission.

E. Current Organizational Structure



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

#### ***Access and Quality***

The Division will provide equal educational opportunity to underserved population groups and prepare students to succeed in advanced degree programs as well as in the workforce.

#### ***Diversity***

The Division is committed to the fulfillment of its goals by educating both the academically talented and the under-prepared without regard to age, ethnicity, gender, national origin or socioeconomic background.

#### ***Leadership***

The Division will implement programs and services to inspire and guide students, faculty, and staff in developing their leadership skills.

#### ***Relevance***

The Division will respond to the need for highly literate, technologically competent graduates who are ready to excel in the 21st century work force.

#### ***Social Responsibility***

The Division will promote active participation by faculty, staff and students in constructive social change through volunteerism, community learning, and civic action.

#### ***Accountability***

The Division's faculty, staff and students will uphold the TAMU System's academic and ethical standards inside and outside the classroom.

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

### G-1. The Past: Major Outcome Achievements and Changes Since 2004 (Excluding Degree Program Outcomes Reported on Forms A-1) University Goal # 1 (Higher quality programs)

Unit Goal #1	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Assess and/or evaluate both undergraduate and graduate programs	Improved performance of students in degree programs. To prepare students for the job market or for pursuing advanced degrees	<i>Direct Assessment Measures</i> Pre-Post Tests (2007) Research Rubrics (2008)  <i>Indirect Assessment Measures</i> Exit Surveys (2005)	Assessment Plans Assessment Reports New course syllabi On File in DSWBPS On File with Program Coordinators and in 102 Woolfolk	Yes

**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal # 1 (Higher quality programs) & #6 (Promote Research)**

Unit Goal #2	Objectives/Outcomes	Methods of Assessment and Year (2004 – 2008)	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Promote increased faculty involvement in research activities	Increase scholarly production in the form of publications  Increase faculty participation in professional conferences  Increase presentations at professional conferences  Engage in grant proposal writing  Other scholarly activities	Faculty Evaluation Instrument  Number of scholarly publications  Number of professional conferences attended  Number of professional presentations  Number of grant applications submitted  Number of grants received (amount of financial awards generated by grants)  Other scholarly activities	Faculty evaluation instrument, located in Division Head's Office, Woolfolk 102	Yes

**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal #2 (expand access) & #8 (extend public service)**

Unit Goal #3	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Establish and maintain articulation agreements with community colleges in the surrounding areas	<p>By fall 2008, increase community college transfers by 5%</p> <p>Establish articulation agreements between PVAMU and local community colleges</p> <p>Increase enrollment through transfer students from local community colleges</p>	<p>Transfer, enrollment data (2004 – 2008)</p> <p># of Articulation Agreements (2004)</p>	<p>Office of Institutional Research</p> <p>Lenice Brown, Office of Recruitment, Marketing and Special Programs</p>	No



**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal # 2 (educational access)**

Unit Goal #4	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Publicize the four degree programs (Political Science, History, Sociology, Social Work) through effective promotional strategies	<p>Increase the number of majors in the DSWBPS's four degree programs</p> <p>Enhance the DSWBPS's visibility</p> <p>Strengthen the DSWBPS's reputation in the professional fields represented in the division.</p>	<p>Enrollment figures of Majors &amp; Minors (2004 - 2008)</p> <p>Visits to area high schools (2006 – 2008)</p> <p>Number of PVAMU Majors Fairs attended (2004 – 2008)</p> <p>Number of contacts generated from high school visits and the PVAMU Majors Fair (2006 – 2008)</p>	<p>Enrollment data for division (College of Arts &amp; Sciences Recruitment Office)</p> <p>DSWBPS website <a href="http://www.pvamu.edu/pages/403.asp">http://www.pvamu.edu/pages/403.asp</a></p> <p>Division data files (Woolfolk, Room 102)</p>	No

**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal # 2 (expand access) & #4 (enhance honor ed'l programs)**

Unit Goal #5	Objectives/Outcomes	Methods of Assessment and Year (2004 – 2008)	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Increase student retention rates.	By Fall 2008, recruitment and retention of majors will have resulted in an increase of majors to a minimum of 55 in History; 110 in Political Science; 75 in Sociology; 150 in Social Work; and 40 in the graduate Sociology program.	Retention figures as direct measure  Degrees awarded as indirect measure  Enrollment figures as indirect measure	Retention figures (Institutional Research)  Enrollment Data (Institutional Research)  Degrees Awarded (Institutional Research)  Degree Programs on file with Program Coordinators and in 102 Woolfolk	Yes, but in modified form (see below)

**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal # 1 (Higher quality programs) & #3 (Strengthen faculty  
productivity)**

Unit Goal # 6	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Implement technology training for faculty to facilitate integration in the instructional process	<p>Increase the integration of technology into teaching and learning</p> <p>Increase the number of courses taught through distance learning education by 5 %</p> <p>Fully integrate technology in the delivery of academic services</p>	<p>Number of computers in labs (2003 – 2005)</p> <p>Number of portable projectors and laptops (2004 – 2008)</p> <p>Number of faculty who have been technology trained (2004 – 2008)</p> <p>Number of web-assisted and web-based courses (2004 – 2008)</p> <p>Number of computer-based courses (2004 – 2008)</p>	<p>Computers, laptops and projectors in computer labs (102 Woolfolk)</p> <p>Additional staff in second floor computer lab (Woolfolk)</p> <p>Distance education, web-based and web-assisted courses (102 Woolfolk and listed under Distance Learning at pvamu.edu) GIS course, computer-based HIST course web-based SOCG courses, web-based</p>	Yes

**G-1. The Past: Major Outcome Achievements and Changes Since 2004  
(Excluding Degree Program Outcomes Reported on Forms A-1)  
University Goal # 2 (expand access) & #8 (extend public service)**

Unit Goal #7	Objectives/Outcomes	Methods of Assessment and Year	Evidence (Form and Location)	Outcome to be continued in 2009-2013 Cycle Y=Yes N=No
Maintain and expand outreach activities	<p>Establish service learning as an academic priority</p> <p>Strengthen and increase community outreach programs</p> <p>Establish links to the surrounding community</p> <p>Increase community participation in DSWBPS programs</p> <p>Promote ethnic/cultural awareness on the PVAMU Campus</p>	<p>The annual faculty performance instrument (2004 – 2008)</p> <p>A questionnaire submitted to faculty members regarding their involvement in outreach activities (2008)</p> <p>SOWK field agency evaluation instrument (2004 – 2008)</p>	<p>Faculty Syllabi (102 Woolfolk)</p> <p>Faculty Evaluation Instrument Results pertaining to service (102 Woolfolk)</p> <p>Division Programs (102 Woolfolk)</p> <p>Marshall Grant Connecting University and area High School (Dr. Kumar, 326 O'Banion)</p> <p>Division files including correspondence (email, letters, etc.) (102 Woolfolk)</p> <p>400 hours completed and feedback recorded on SOWK field evaluation instrument (stored in SOWK Director's office)</p>	Yes

## G-1-1. The Past 2004-2008: Main Student Learning Program Outcomes Assessment Summary (Schools, Colleges, Developmental Education, Under Graduate Medical Academy)

### Program: HISTORY

Referring to Forms A-1, Describe changes made to improve student learning (e.g. curriculum, technology, instructional methods, co-curricular activities, etc.)	Year(s) Change Made	Documentation Supporting Change (e.g. minutes, reports, statistical profiles, test scores, etc.)	Document Contact Person, Location and Form
Replaced Common Course Exams in HIST 1313, HIST 1323, HIST 1813, and HIST 1823 with Pre-test and Post-test.	2007	History Program meeting minutes (August 2007); Data Analysis Report (2006-2007); Form A (August 2006-May 2007).	Kenneth W. Howell, History Program meeting minutes; Data Analysis Report; Form A, located in Woolfolk 102 & 315.
<p>Changed method of assessing Objective 4 in the History Program Assessment Plan:</p> <p>Revise the way Research Projects/Papers are graded—changed to embedded course assignments with a grading rubric designed by the faculty. Instructor of record for the course should be responsible for the grading of the research papers/projects (rather than gathering data on the papers from all the professors in the program).</p> <p>Created a grading rubric utilizing TrueOutcomes as a data collection tool for the research papers.</p>	2008	Form A (August 2007-May 2008); Student Research Portfolios (Fall 2007); Rubric for HIST 4903 (Fall 2007).	Kenneth W. Howell, Form A, located in Woolfolk 102; student portfolios & original grading rubrics located in Woolfolk 315; updated grading rubrics located on TrueOutcomes.
Curriculum Changes (added new History courses) - HIST 1343, HIST 2433, HIST 3233, HIST 4443	2008	History Program Meeting Minutes (August 2007-December 2008)	James T. Jones, Woolfolk 102 & 320.
Revised Program Assessment Plan – All program objectives have embedded assessments assigned to specific courses.	2008	History Program Meeting Minutes (Fall 2008)	James T. Jones, Woolfolk 102 & 320.

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### G-1-1. The Past 2004-2008: Main Student Learning Program Outcomes Assessment Summary (Schools, Colleges, Developmental Education, Under Graduate Medical Academy)

#### Program: POLITICAL SCIENCE

Referring to Forms A-1, Describe changes made to improve student learning (e.g. curriculum, technology, instructional methods, co-curricular activities, etc.)	Year(s) Change Made	Documentation Supporting Change (e.g. minutes, reports, statistical profiles, test scores, etc.)	Document Contact Person, Location and Form
Common syllabus adoption and revision, and amended to include greater focus on constitutional issues.	2006	Program Assessment Plan Program Meeting Minutes	Michael Nojeim, Program Coordinator, Woolfolk 303
Common exam adopted and then modified	2002, 2006	University Catalogue	Walle Engedayehu, Division Head, Woolfolk 102
Some exams in survey courses adopted as open book to encourage student reading and interaction with text.	2007 – 2008	Post-Test Scores from POSC 1123 – American Government II. ETS Scores from Major Subjects Test	<a href="http://www.pvamu.edu/pages/231.asp">http://www.pvamu.edu/pages/231.asp</a>
Adopted new lower priced custom published textbook to encourage student access, reading, and learning.	2007	Common Syllabus and Common Exams, Form A-1s	
Use of E-Courses to stimulate student use of technology and facilitate student learning.	2006		
Revised curriculum to increase the number of required majors SCH from 12 to 15.	2007		
Added new major elective to the program, Political Studies through Film.	2008		
Instituted Co-Curricular programs by adding the Pre-Law Institute For Mentoring Students and the National Model UN Club.	2006		

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### G-1-1. The Past 2004-2008: Main Student Learning Program Outcomes Assessment Summary (Schools, Colleges, Developmental Education, Under Graduate Medical Academy)

#### Program: SOCIAL WORK

Referring to Forms A-1, Describe changes made to improve student learning (e.g. curriculum, technology, instructional methods, co-curricular activities, etc.)	Year(s) Change Made	Documentation Supporting Change (e.g. minutes, reports, statistical profiles, test scores, etc.)	Document Contact Person, Location and Form
Implemented curriculum changes to improve student learning in the area of professional social work by reducing language requirement from 12 SCH to 6 SCH.	2006	Evidence of old/previous degree plan and new/changed degree plan indicating language requirement reduction and increase Social Work education courses.	Dr. Felix O. Chima, Program Director, 230 W.R. Banks
Enhanced co-curricular activities through service learning opportunities.	2006 – 2008	Social Work Action Club meeting minutes.  Documents/memos noting student participants at National Social Work Conferences  Documentation/profiles of Food Drive and Adopt-a-Family service learning activities	

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

**Program: SOCIOLOGY**

Referring to Forms A-1, Describe changes made to improve student learning (e.g. curriculum, technology, instructional methods, co-curricular activities, etc.)	Year(s) Change Made	Documentation Supporting Change (e.g. minutes, reports, statistical profiles, test scores, etc.)	Document Contact Person, Location and Form
Faculty identified and utilized technological resources to reinforce the recognition of ethical issues in social research.	2008	Form A-1s	Kenyatta Phelps, Program Coordinator, 305 Woolfolk
Faculty met and discussed the alignment of textbooks with course and program objectives and ultimately adopted new textbooks.	2008	Program Meeting minutes	Walle Engedayehu, Division Head, 102 Woolfolk
Faculty incorporated supplemental instructional material from the publisher.	2008		
Faculty increased curricular emphasis on theoretical application in research processes.	2008		
Faculty identified and utilized technological resources to reinforce the recognition of ethical issues in social research.	2008		



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

**Program HISTORY**

Destination of Degree/Program Completers (% to Graduate/Professional School, % to Labor Force, etc)	Year(s) Assessed	Documentation (e.g. statistical profiles, reports, etc.)	Document Contact Person, Location and Form
3 HIST graduates completed an exit interview: None indicated acceptance to graduate school or offers of employment.	2008	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202
2 HIST graduates completed to an exit interview: 1 reported being accepted to graduate school 1 did not indicate acceptance to graduate school or an offer of employment	2009	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202

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### G-1-2. The Past: 2004-2008 Major Academic Program Destination Outcomes Assessment Summary (Schools, Colleges, Developmental Education, UMA)

#### Program POLITICAL SCIENCE

Destination of Degree/Program Completers (% to Graduate/Professional School, % to Labor Force, etc)	Year(s) Assessed	Documentation (e.g. statistical profiles, reports, etc.)	Document Contact Person, Location and Form
12 POSC graduates completed an exit interview: 3 reported acceptance to law school 2 reported acceptance to graduate school 1 reported employment in Washington, D.C. 1 took a U.S. naval commission 1 reported acceptance to medical school 4 did not indicate acceptance to graduate school or an offer of employment	2008	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202
6 POSC graduates completed an exit interview 3 reported acceptance to law school 3 did not indicate acceptance to graduate school or an offer of employment	2009	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202

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### G-1-2. The Past: 2004-2008 Major Academic Program Destination Outcomes Assessment Summary (Schools, Colleges, Developmental Education, UMA)

#### Program SOCIAL WORK

Destination of Degree/Program Completers (% to Graduate/Professional School, % to Labor Force, etc)	Year(s) Assessed	Documentation (e.g. statistical profiles, reports, etc.)	Document Contact Person, Location and Form
18 Graduates were accepted to graduate school	2004	Report generated by internal data collection efforts of the Social Work Program.	Dr. Alex Colvin, Banks 214
4 Graduates were accepted to graduate school	2005		
3 Graduates were accepted to graduate school	2006		
12 Graduates were accepted to graduate school	2007		
6 Graduates were accepted to graduate school	2008		

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

**Program SOCIOLOGY**

Destination of Degree/Program Completers (% to Graduate/Professional School, % to Labor Force, etc)	Year(s) Assessed	Documentation (e.g. statistical profiles, reports, etc.)	Document Contact Person, Location and Form
4 SOCG graduates completed an exit interview: None indicated acceptance to graduate school or an offer of employment	2008	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202
3 SOCG graduates completed an exit interview: None indicated acceptance to graduate school or an offer of employment	2009	Data generated by Division Exit Interview given to graduating seniors.	Michelle Brown, Woolfolk 202

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

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

Area of Change	Type of Change A=Add D=Delete M=Modify	Year	Cost or Savings
1. Organization a. Change name from Division of Social Work, Behavioral and Political Sciences to <b>Division of Social Work and Social Sciences</b>	Modify	2010	\$0.00
2. Program a. Propose an MPA Program b. Propose a BA in African American Studies c. Propose an MSW Program d. Propose an MA in History e. Two additional undergraduate SOWK faculty to meet reaffirmation requirements f. Update undergraduate curriculum as needed g. Develop program-oriented service learning components	Add Add Add Add Add Modify	2010 2012 2013 2013 2013 2009 – 2013	Cost= \$100,000 \$0.00 Cost= \$100,000 Cost= \$100,000 Cost= \$100,000 \$0.00
3. Services a. Involve faculty in fund raising activities	Add	2009 – 2013	
4. Policies/Procedures/Rules a. Propose a rule limiting the size of Division classes to 75 b. Propose a dual track system for faculty with either a research – or teaching – emphasis	Modify Add	2009 – 2013 2009	\$0.00 \$0.00
5. Other			

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

### K-1. The Future: Projected Outcome Achievement by TAMUS Imperative and University Goal (Excluding Degree Program Outcomes Reported on Forms A-1)

**TAMUS Imperative #1: Openness and Accountability**  
**Related University Goal Number(s): (2) Improve Academic Indicators, (4) Strengthen Environmental Health and Safety Programs on Campus, (9) Increase and Enhance the Visibility and Awareness of the University to The Community at Large/All Stakeholders**

Unit Goal	Projected Objectives/Outcomes**	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy
Increase enrollment, retention and graduation figures for Division majors	Increase enrollment figures for this Strategic Planning period by 5 percent over the previous period.	Enrollment figures  Annually from (AY 2010)	Appoint a Division faculty member to contact and develop relations with area Junior colleges.	None
	Increase retention figures for this Strategic Planning period by 5 percent over the previous period.	Retention figures  Annually from (AY 2010)	Establish a tutorial center.	None
	Increase graduation figures for this Strategic Planning period by 5 percent over the previous period.	Graduation figures  Annually from (AY 2010)	Appoint a faculty member to serve as "Chief Advisor and Mentoring Agent."	Course load reduction.
		# of visits conducted to Junior colleges	Implement a Service Learning component in course syllabi.	None

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

**TAMUS Imperative #2: Excellence through Academics & Extension  
 Related University Goal Number(s): (1) Strengthen the Quality of Academic Programs; (7) Promote Programs that Contribute to Student Success; (9) Increase and Enhance the Visibility of the University at Large/All Stakeholders; (10) Strengthen the Quality of the Athletics Program**

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy
Assess and/or evaluate both undergraduate and graduate programs	Accomplish learning outcomes as stated in each Program Assessment Plan	Direct and indirect assessment measures Annually from (AY 2010)	Program Assessment Plans	None
Maintain and expand outreach activities	20% of DSWBPS courses will have a community outreach or service learning component.	# of courses using service-community outreach Annually from (AY 2010)	Faculty attendance at teaching workshops to train them in incorporating community outreach/service learning into their courses.	None (if sponsored by PVAMU)
Implement technology training for faculty to facilitate integration in the instructional process	Increase the number of courses taught through distance learning education by 10%	Annually from (AY 2010)	Faculty attendance at technology training workshops.	None (if sponsored by PVAMU)
	Have 60% of faculty trained in use of integrated technologies.	# of courses using integrated technologies	Establish a Technology Training Committee	None
		# of faculty trained in	Install state-of-art technologies in Woolfolk classrooms (projectors, viewscreens,etc).	Cost=\$50,000



		technology Annually from (AY 2010)		
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## Quality Without Compromise – The Strategic Plan Update for Years 2009-2013

### K-1. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals

#### TAMUS Imperative #3: Research

#### University Goal Number(s): (3) Increase Applied and Basic Research; (8) Strengthen University Advancement Programs Including Research

Unit Goal	Projected Objectives/Outcomes	Means of Assessment By Year	Strategies Used	Savings or New Cost per Strategy
Promote increased faculty involvement in research activities	<p>Increase scholarly production for this Strategic Planning period by 15 percent over the previous period.</p> <p>Increase faculty attendance to and presentations at professional conferences for this Strategic Planning period by 10 percent over the previous period.</p> <p>Increase faculty grant writing Activities for this Strategic Planning period by 10 percent over the previous period.</p>	<p># of scholarly publications Annually from (AY 2010)</p> <p># of professional conferences attended Annually from (AY 2010)</p> <p># of professional presentations</p> <p># of grant applications submitted Annually from (AY 2010)</p> <p># of grants received,</p>	<p>Submitting all publications, presentation acceptance letters, grant applications submitted and grant acceptance letters to Head of Division.</p> <p>Course-release for qualified faculty</p> <p>Merit-based pay increases for faculty who publish, attend conferences, etc.</p>	<p>None</p> <p>Cost= \$10,000</p> <p>2-3%, depending on budget availability\</p>

		including \$ amount Annually from (AY 2010)		
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**K-1. The Future: Projected Outcome Achievement by TAMUS Imperatives and University Goals**

**TAMUS Imperative #4: Resources Optimized and Leveraged  
University Goal Number(s): (5) Achieve and Maintain Financial Stability (6) Increase the Efficiency of University Operations**

<b>Unit Goal</b>	<b>Projected Objectives/Outcomes</b>	<b>Means of Assessment By Year</b>	<b>Strategies Used</b>	<b>Savings or New Cost per Strategy</b>
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<p>The Division faculty, while meeting at the plenary session in May, 2009, did not establish a Division Goal that matched this TAMU Imperative</p>				
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## Quality Without Compromise – The Strategic Plan Update for Years 2009-2013

### K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

Degree/Program Name: HISTORY

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
<p><b>Student Learning:</b> Outcome 1: explain methodical concepts that help historians assemble, organize, and interpret evidence.</p>	Embedded research paper assessed using “historical methods” rubric	Each time HIST 1343 is offered	Each spring semester	Each fall semester
Outcome 2: demonstrate significant knowledge of major events and trends in their area of concentration.	ETS—Major Field Test (History).	Each time HIST 4903 is offered	Each spring semester	Each fall semester
Outcome 3: write and speak clearly and persuasively about historical themes.	Embedded research paper/oral presentation assessed using “American historiography” rubric	Each time HIST 3913 is offered.	Each spring semester	Each fall semester
Outcome 4: conduct basic historical research in primary source materials, provide original interpretation of sources, and provide accurate referencing for all sources.	Embedded major research paper assessed using “research” rubric	Each time HIST 4903 is offered	Each spring semester	Each fall semester
Outcome 5: Will be aware of the contrasts between peoples of different times and places and can display a sense of informed perspective and chronology.	Embedded pre/post-tests.	Each time HIST 1813 is offered.	Each spring semester.	Each fall semester.
<p><b>Student Destination:</b> Track history majors for two years</p>	Exit surveys Alumnae surveys	At the end of each academic year	At the end of each academic year	Submitted to Division Head at the beginning of each academic year

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### K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

Degree/Program Name: POLITICAL SCIENCE

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
<p><b>Student Learning:</b> Outcome 1: Explain the institutions/processes pertaining to federal, state and local government.</p>	Pre/Post-Test TrueOutcomes assessment rubric Student self-assessment survey	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head by summer 2011 and again in 2013
<p>Outcome 2: Explain the concepts, principles, theories and approaches used to understand and explain phenomena in political science.</p>	Pre/Post-Test for majors TrueOutcomes assessment rubric Student self-assessment survey	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
<p>Outcome 3: Demonstrate critical thinking skills regarding major domestic and international issues pertaining to political science.</p>	Major Fields Test from ETS TrueOutcomes assessment rubric Student self-assessment survey	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head's by summer 2011 and again in 2013
<p>Outcome 4: Demonstrate skills necessary for writing a research paper or delivering an oral research presentation in political science.</p>	Pre/Post-Test for majors TrueOutcomes assessment rubric Student self-assessment survey	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
<p><b>Student Destination:</b> Employment or admission to professional/graduate program of study</p>	Exit surveys Alumnae surveys	At the end of each academic year	At the end of each academic year	Submitted to Division Head at the beginning of each academic year

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

### K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

Degree/Program Name: Social Work

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
<p><b>Student Learning:</b> Outcome 1: Demonstrate an understanding of the historical and philosophical antecedents of social work.</p>	<p>Policy analysis research paper assessed through TrueOutcomes Student self-assessment survey</p>	<p>AY 2010 – 2011, AY 2012 – 2013</p>	<p>Form A reports filed by summer 2011, and again in summer 2013</p>	<p>Submitted to Program Director by summer 2011 and again in 2013</p>
<p>Outcome 2: Apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.</p>	<p>Journal submitted on life-span development interviews with an older American. TrueOutcomes assessment rubric Student self-assessment survey</p>	<p>AY 2009 – 2010, AY 2011 – 2012</p>	<p>Form A reports filed by summer 2010, and again in summer 2012</p>	<p>Submitted to Program Director by summer 2010 and again in 2012</p>
<p>Outcome 3: Demonstrate research process, including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.</p>	<p>Research paper assessed through TrueOutcomes Student self-assessment survey</p>	<p>AY 2010 – 2011, AY 2012 – 2013</p>	<p>Form A reports filed by summer 2011, and again in summer 2013</p>	<p>Submitted to Program Director by summer 2011 and again in 2013</p>

Outcome 4: Able to practice professional entry-level generalist social work at the micro, mezzo, and macro levels with diverse populations in rural and urban settings.	Essay assignment on direct practice volunteer experiences assessed through TrueOutcomes Student self-assessment survey	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Program Director by summer 2010 and again in 2012
<b>Student Destination:</b> Employment or admission to professional/graduate program of study	Exit surveys Alumnae surveys	At the end of each academic year	At the end of each academic year	Submitted to Program Director at the beginning of each academic year



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

### K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

#### Degree/Program Name: Sociology: Undergraduate Program

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
<b>Student Learning:</b> Outcome 1: Explain the concepts, principles, theories and approaches used to explain social phenomena.	Course embedded measures TrueOutcomes Assessment rubric Student self-assessment survey	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head by summer 2011 and again in 2013
Outcome 2: Apply research methods and statistical skills to describe social phenomena.	Pre and post test Course embedded measures TrueOutcomes Assessment rubric	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
Outcome 3: Demonstrate critical thinking skills regarding major domestic and international issues pertaining to sociology	Major Fields Test from ETS TrueOutcomes assessment rubric <i>Student self-assessment survey</i>	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head's by summer 2011 and again in 2013
Outcome 4: Demonstrate skills necessary for writing a research paper or delivering an oral research presentation in sociology	Pre/Post-Test for majors TrueOutcomes assessment rubric Student self-assessment survey	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
<b>Student Destination:</b> Employment or admission to professional/graduate program of study	Exit surveys Alumnae surveys	At the end of each academic year	At the end of each academic year	Submitted to Program Director at the beginning of each academic year

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

### K. The Future: Assessment Record Report Summary for Academic Degrees/Programs

Degree/Program Name: Sociology: Graduate Program

Outcomes	Means or Measures	Data Collection Schedule	Data Analysis Schedule	Data Distribution Schedule
<b>Student Learning:</b> Outcome 1: Explain the concepts, principles, theories and approaches used to explain social phenomena.	Course embedded measure TrueOutcomes Assessment rubric Student self-assessment survey	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head's by summer 2011 and again in 2013
Outcome 2: Apply research methods and statistical skills to describe social phenomena.	Pre/Post-Test Course embedded measures TrueOutcomes Assessment rubric Student self-assessment survey	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
Outcome 3: Demonstrate critical thinking skills regarding major domestic and international issues pertaining to sociology.	Major Fields Test from ETS TrueOutcomes assessment rubric <i>Student self-assessment survey</i>	AY 2010 – 2011, AY 2012 – 2013	Form A reports filed by summer 2011, and again in summer 2013	Submitted to Division Head's by summer 2011 and again in 2013
Outcome 4: Demonstrate skills necessary for publishing a research paper or delivering oral research presentation at a professional meeting.	TrueOutcomes assessment rubric <i>Student self-assessment survey</i> <i>Publications and presentations</i>	AY 2009 – 2010, AY 2011 – 2012	Form A reports filed by summer 2010, and again in summer 2012	Submitted to Division Head by summer 2010 and again in 2012
<b>Student Destination:</b> Employment or admission to professional/graduate program of study	Exit surveys Alumnae surveys	At the end of each academic year	At the end of each academic year	Submitted to Program Director at the beginning of each academic year

