



PRAIRIE VIEW A&M UNIVERSITY

A Member of The Texas A&M University System

OFFICE OF THE PRESIDENT
PRAIRIE VIEW, TEXAS 77446-0188
TEL (936) 857-2111 FAX (936) 857-3928
EXCELLENCE IN EDUCATION, RESEARCH, AND SERVICE



June 7, 2001

MEMORANDUM

TO: Dean Sabouni, School of Architecture
Dean Parker, Graduate School, and Department Head, Educational Leadership
and Counseling
Dean Rambally, College of Arts and Sciences
Dean Mackin, University College, and Special Assistant to the President for
Educational and Academic Program Development
Dean Adams, College of Nursing
Dr. Booker, Professor, College of Education
Dr. Morgan, Professor, College of Engineering
Dr. Frazier, Professor, College of Arts and Sciences
Dr. Webster, Professor, College of Education
Dr. Schauer, Assistant Professor, School of Juvenile Justice and Psychology
Dr. Parks, Professor, and Director, Cooperative Agricultural Research
Mr. Dewitt, Associate Vice President, Finance and Administration
Mr. Ardalan, Chief Information Officer and Associate Vice President for
University Operations
Mr. McClelland, Director, Athletics
Mr. S. Woods, Director, Judiciary Services
Ms. Dungey, Registrar


SUBJECT: University Assessment Council

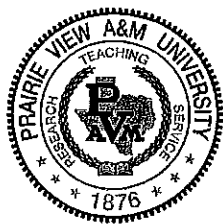
Never in our university's history, have we been better positioned to achieve my vision of EXCELLENCE IN EVERYTHING WE DO. As I have extolled the university population, on many occasions, and in many venues, we must be excellent in all that we do. As a university, we seek Tier One status. As a model to follow, I have selected Rice University because it is a Tier One university and its enrollment is proximal to ours.

To achieve excellence in all that we do requires hard work, teamwork, vision, creativity, leadership, commitment, the elimination of inefficiencies, ineffectiveness, low productivity, and replacing obstacles with opportunity. There are no alternatives, and the State of Texas, our TAMUS Board of Regents, and TAMUS Headquarters, have provided additional resources to embark on this journey of EXCELLENCE IN EVERYTHING WE DO. Not only do we have an opportunity for excellence, we have an opportunity for greatness—an opportunity that may never pass our way again.

The OCR Priority Plan has provided a major infusion of capital and infrastructure for the university. We must be diligent in committing these resources. We must also eliminate all inefficiencies. Everything we do will be observed and magnified, particularly if our actions generate waste or poor practices. Adopting the best practices for our university, and eliminating all ineffectiveness and inefficiency, has critical value for our future. I need your help and ideas to achieve the vision and claim our legacy.

On Monday, June 11, 2001, from ~~9:30~~^{10:00} AM until ~~10:30~~^{11:00} AM, we will meet in the President's Conference Room to brainstorm, identify weaknesses and strengths, put forward ideas, and chart a course for the future. I look forward to seeing you there. Thank you for agreeing to serve.


Charles A. Hines, PhD
President



PRAIRIE VIEW A&M UNIVERSITY

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April 5, 2007

**OPEN LETTER TO
PRAIRIE VIEW A&M UNIVERSITY
ADMINISTRATORS, FACULTY, STAFF, STUDENTS,
ALUMNI, FRIENDS, AND CONSTITUENTS
FROM
THE INSTITUTIONAL EFFECTIVENESS COUNCIL**

The Commission on Colleges of the Southern Association of Colleges and Schools is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. Currently, Prairie View A&M University is fully accredited by the Commission on Colleges, Southern Association of Colleges and Schools.

Accreditation by the Commission on Colleges signifies that the institution:

- (1) *has a mission appropriate to higher education,*
- (2) *has resources, programs, and services sufficient to accomplish and sustain that mission, and*
- (3) *maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives. (Principles of Accreditation, SACS Commission on Colleges, 2006, p. 1.)*

Accreditation is both a process and a product. The **process** provides an assessment of an institution's effectiveness in the fulfillment of its mission, its compliance with the requirements of its accrediting association, and its continuing efforts to enhance the quality of student learning and its programs and services. The **process** stimulates evaluation and improvement, while providing a means of continuing accountability to constituents and the public. The **product** of accreditation is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements.

The Commission on Colleges expects institutions to dedicate themselves to enhancing the quality of their programs and services within the context of their resources and capacities and to create an environment in which teaching, public service, research, and learning occur, as appropriate to the mission.

WHAT IS THE QEP?

At the heart of the Commission's philosophy of accreditation, **the concept of quality enhancement presumes each member institution to be engaged in an ongoing program of improvement and be able to demonstrate how well it fulfills its stated mission. An institution is expected to document the quality and effectiveness of all its programs and services.** (Excerpts from: *Principles of Accreditation: Foundation for Quality Enhancement (Interim Edition)*. Commission on Colleges, Southern Association of Colleges and Schools, December 2006.

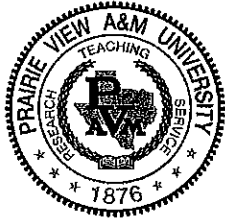
As an accredited institution, Prairie View A&M University is expected to periodically conduct internal reviews involving the administrative officers, staff, faculty, students, the trustees, and others appropriate to the process. This internal review allows the institution to consider its effectiveness in achieving its stated mission, its compliance with the Commission's accreditation requirements, its efforts in enhancing the quality of student learning and the quality of programs and services offered to its constituencies, and its success in accomplishing its mission. The time has arrived for PVAMU to focus actions to engage in the periodic internal review for reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools. The process will require the institution to submit a document called the Quality Enhancement Plan (QEP).

The Commission on Colleges of the Southern Association of Colleges and Schools provides the following meaning of student learning in the context of the QEP.

Student learning is defined broadly in the context of the QEP and may address a wide range of topics or issues. Student learning may include changes in students' knowledge, skills, behaviors, and/or values that may be attributable to the collegiate experience. Examples of topics or issues include, but are not limited to, enhancing the academic climate for student learning, strengthening the general studies curriculum, developing creative approaches to experiential learning, enhancing critical thinking skills, introducing innovative teaching and learning strategies, increasing student engagement in learning and exploring imaginative ways to use technology in the curriculum. In all cases, the goals and evaluation strategies must be clearly and directly linked to improving the quality of learning. (Handbook for Reaffirmation of Accreditation, SACS Commission on Colleges, 2004, p. 22.)

WHAT IS THE Quality Enhancement Plan (QEP)? The QEP is developed by the institution and is a document that:

- 1) *includes a broad-based institutional process identifying key issues emerging from institutional assessment,*
- 2) *focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution,*
- 3) *demonstrates institutional capability for the initiation, implementation, and completion of the QEP,*
- 4) *includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and*
- 5) *identifies goals and a plan to assess their achievement. (Principles of Accreditation, SACS Commission on Colleges, 2006, p. 1.)*



PRAIRIE VIEW A&M UNIVERSITY

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April 5, 2007

PRAIRIE VIEW A&M UNIVERSITY INSTITUTIONAL EFFECTIVENESS COUNCIL

GUIDE FOR DEVELOPING THE QEP

WHAT IS MY RESPONSIBILITY FOR THE QEP?

In order to encourage the broad-based involvement of institutional constituencies in the identification, planning, initiation, implementation, and assessment of the QEP, we are requesting your input at the beginning of the process. As you begin organizing your thinking for participation in the QEP process, please review the University mission statement as noted in the 2005-2007 University Catalog (UG, pp. 24-25). Key components of the University mission include **"...excellence in teaching, research, and service" ... and "relevance in each component of the mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities – both rural and urban"**. (PVAMU UG Catalog, 2005-07, p. 24)

To order to make operational the mission, the University has identified nine primary goals. The goals emphasize: 1) strengthening the quality of academic programs; 2) improving the academic indicators of the student body; 3) increasing applied and basic research; 4) strengthening environmental health and safety programs on campus; 5) achieving (and maintaining) financial stability; 6) increasing the efficiency of university operations; 7) promoting programs that contribute to student success; 8) strengthening University advancement programs, including fund-raising; and 9) increasing and enhancing the visibility and awareness of the University to the community at large/all stakeholders.

Keeping in mind the mission and goals of the University and the SACS requirements for the QEP, we must: 1) identify and organize key issues that have emerged from institutional assessment, 2) focus our thoughts on STUDENT LEARNING OUTCOMES and THE ENVIRONMENT THAT SUPPORTS STUDENT LEARNING and accomplishment of the mission, 3) demonstrate our capability (resource availability) for completion of the Quality Enhancement Plan (QEP) we define, and 4) identifying a plan for assessment of the effectiveness (did we achieve the goal[s]) of the plan.

What is My Role? Your first step in the process of helping to develop the QEP requires identification of a topic (focus) growing out of key issues. As a guide for your input on the selection of a topic, please ask and respond to the following statements:

1. Name up to three environmental factors that positively impact student learning at Prairie View A&M University (PVAMU) and that you believe should be celebrated and supported.
2. Name up to three factors that negatively impact student learning at PVAMU and that you believe need urgent attention and support.
3. For each of the factors cited in item 2 above, describe the strategies you would propose to affect change and thereby improve student learning.
4. For each proposed strategy outlined in item 3 above, describe the evidence that could provide proof that student learning improved.

Please prepare your response in writing to the four identified statements. Limit your response to TWO handwritten or typed pages. You may provide your input via email, U.S. postal mail, hand delivery, or any means you believe appropriate to:

Donald R. Collins, Ph.D.

Assessment Coordinator/Office for Academic and Student Affairs
Prairie View A&M University
P.O. Box 4349
Prairie View, Texas 77446-4349
Voice: 936-857-3885
Fax: 936-857-2393

drcollins@pvamu.edu

Please begin providing your input immediately, but note that all responses are due by April 25, 2007. Results will be shared at the May 3, 2007 Town Hall Meeting.

The Institutional Effectiveness Council will review all input. The goal is to identify a priority list of major topics with institution-wide applicability that can be recommended to the University Administration and to the President. Your input is critical to this process.

If you have questions, please contact:

- Donald R. Collins (936) 261-3643 drcollins@pvamu.edu
- Laurette Foster (936) 261-3533 lbfoster@pvamu.edu
- Elizabeth Noel (936) 261-1589 ennoel@pvamu.edu
- Charles Bailey (936) 261-5227 chbailey@pvamu.edu
- Kay Norman (936) 261-3582 kfnorman@pvamu.edu

**University Assessment Council
2007-2008
Prairie View A&M University**

- Dr. Donald R. Collins, Chair
- Dr. Mary Lee Hodge, Co-Chair

Members

- Dr. Joann Blake
- Dr. Bruce Bockhorn
- Dr. Charles Bailey
- Mr. Don W. Byars, II
- Dr. Onimi Wilcox
- Dr. Pamela Barber-Freeman
- Dr. Paul Biney
- Dr. Laurette Foster
- Dr. Max Fontus
- Dr. Mossa Khan
- Dr. Cheryl Sneed-Green
- Dr. Richard Griffin
- Dr. Stephen Shaw
- Mrs. Lettie Rabb
- Mrs. Equilla Jackson
- Auxiliary Service Replacement
- Student Affairs Replacement
- Mr. Charles Muse
- Enrollment Management Replacement
- Mrs. Sue Sampleton
- Dr. Michael Williams
- Dr. Kaye Norman

Ex-Officio Members

- Mr. Tony Adam, Ex-Officio
- Dr. Elizabeth Noel, Ex-Officio

TO:

College of Agriculture and Human Sciences	School of Architecture
College of Arts and Sciences	College of Business
College of Education	College of Engineering
College of Juvenile Justice and Psychology	College of Nursing
Faculty Senate	Medical Academy
Graduate School	University Library
Student Affairs	
Student Government Association	
University College	

FROM: Dr. E. Joahanne Thomas-Smith, Provost and Senior Vice President for Academic Affairs

RE: Nominations for Institutional Effectiveness Council

DATE: April 3, 2008

Institutional Effectiveness is the process in which an Institution demonstrates its success in accomplishing its mission and meeting its goals. Institutional Effectiveness involves a process that establishes outcomes based on the University's mission, aligns the mission statement to academic programs and administrative units' missions, identifies appropriate program and learning outcomes that are assessed and reviewed and then publicized. The assessments result in continuous improvement and close the learning and service delivery gaps.

The Institutional Effectiveness Council is concerned with the Southern Association of Colleges and Schools's (SACS) Core Requirement 2.5, which states:

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness) (Principles of Accreditation, 2008 Interim Edition)

More specifically, the Institutional Effectiveness Council is concerned with the Comprehensive Standard 3.3.1, which states:

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate (Comprehensive Standard 3.3.1) (Principles of Accreditation, 2008 Interim Edition)

Your assistance is requested to accomplish the outcomes stated above. **You are asked to identify a representative from your respective college, school or administrative unit to serve on the 2007-2008 Institutional Effectiveness Council.** You are asked to be thoughtful about your selection process. The identified person should have exhibited a strong commitment to solid evaluation of student learning by carefully constructing course syllabi and remaining focused on learning outcomes. Additionally, this person should have a record of interacting meaningfully with other faculty on concerns about student performance, and project a positive, not a negative, attitude toward effectiveness in general and accreditation and assessment in particular. Consideration for summer employment may be an option to accomplish the Unit and University's effectiveness goals. There is much to do! The expectations for the Council representative are attached on an attached page. Also attached are the names of the members who served on the 2006-2007 Council.

Please review the outlined responsibilities and identify an individual that can represent your unit. Provide the name of the individual to my office by April 4, 2008. The identified individual is requested to participate in the activities for the 2007-2008 academic year and by attending a meeting of the Institutional Effectiveness Council I have scheduled for

10:00 am on Thursday, April 10, 2008 at 10:00 am on Thursday in Room 217 of the Delco building. Members are also requested to attend a QEP meeting with students on April 10, 2008 at 6:00 pm in the MSC.

Thank you in advance for your continued support.

Please contact me if you have any questions.