

# **Institutional Effectiveness Planning Worksheets**

## **With Selected Samples**

---

√ = **information stated clearly**  
? = information not discernable  
Implicit = information not explicitly stated

## 2005-2006 Assessment Timeline

2005-2006 Assessment Cycle	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug
Identify outcomes/objectives													
Identify means of assessment													
Administer assessment													
Study results, use results													

✓ = information stated clearly  
 ? = information not discernable  
 Implicit = information not explicitly stated

## Assessment Plan Matrices Spring 2005

<b>College, Department, Program, Unit</b>	<b>Mission Statement</b>	<b>Relationship to University's Mission Statement</b>	<b>Key Goals of College or Adm. Unit</b>	<b>Outcomes and/or Performance Objectives</b>	<b>Organizational Chart</b>
<b>College of Agriculture and Human Sciences</b>	√	√	√	√	√
<b>College of Arts and Sciences</b>	√	√	√	√	√
<b>College of Business</b>	√	√	√	√	√
<b>College of Education</b>	√	√	√	√	√
<b>College of Engineering</b>	√	√	√	√	√
<b>College of Juvenile Justice and Psychology</b>	√	√	√	√	√
<b>College of Nursing</b>	√	√	√	√	√
<b>School of Architecture</b>	√	√	√	√	√
<b>Student Affairs</b>	√	√	√	√	√
<b>Student Enrollment</b>	√	√	√	√	√
<b>The Graduate School</b>	√	√	√	√	√
<b>University College</b>	√	√	√	√	√

√ = information stated clearly  
 ? = information not discernable  
 Implicit = information not explicitly stated

--	--	--	--	--	--

**Assessment Plan**  
Mission

Unit	Brief and & Memorable	Distinctive	Purpose Clearly Stated	Indicates/States Primary Function or Activities	Identifies Stakeholders	Supports PVAMU's Mission Statement
CAHS	√	√	√	?	√	?
CAS	√	√	√	√	√	√
COB	√	√	√	√	?	√
COE						
COEng	√	√	√	?	√	√
CJJP	?	?	?	?	√	?
CON	√	√	√	√	√	√
SOA	√	√	√	√	√	√
Student Affairs	√	?	?	?	?	?
Student Enrollment						
The Graduate School	√	√	√	√	√	√
University College	√					

√ = information stated clearly

? = information not discernable

Implicit = information not explicitly stated

**Assessment Plan**  
Mission: Core Values

Unit	Access & Quality	Diversity	Leadership	Relevance	Social Responsibility	Comments
CAHS	?	?	?	√	√	
CAS	√	√	?	√	√	
COB	? implicit	√	√	? implicit	?	
COE						
COEng	√ /quality ?	√	√	? implicit	? implicit	Should be more explicit
CJJP	?	√	√	?	√	Should be more explicit
CON	?	?	√	√	√	Should be more explicit
SOA	√	√	√	√	√	
Student Affairs	?	?	?	?	?	
Student Enrollment						
The Graduate School	√	√	√	√	√	
University College	√	?	?	?	?	Stronger if explicit or stated

√ = information stated clearly

? = information not discernable

Implicit = information not explicitly stated

**Assessment Plan**  
Goals

Unit	Describes Desired Performance	Goals Consistent with Mission	Goals lead to Vision	Goals Aligned to PVAMU's Values	Comments
CAHS	√	?	?	?	<b>Should be more aligned with PV's mission and core values</b>
CAS	√	√	√	√	
COB	√	√	√	√	
COE					
COEng	√	√	√	√	
CJJP	√	?	?	?	<b>Should be more aligned with PV's mission and core values</b>
CON	?	?	?	?	<b>Goals implied in philosophy</b>
SOA	√	√	√	√	
Student Affairs	?	?	?	?	
Student Enrollment					
The Graduate School	?	?	?	?	<b>Should separate goals form objectives</b>
University College					

√ = information stated clearly

? = information not discernable

Implicit = information not explicitly stated

**Assessment Plan**  
Objectives 1

Unit	Aligned with				Important to Management	Allows the Collection of Accurate and Reliable Data	Seamless	Can Measure Outcome with a Single/Multiple Method (s)	Can Be Used to Identify Areas to Improve
	Mission	Vision	Univ. Values	Goals					
CAHS	√	√	√	√	√	?	?	?	√
CAS	√	√	√	√	√	√	√	√	√
COB	?	?	?	?	?	?	?	?	√
COE									
COEng	?	?	?	?	?	?	?	?	?
CJJP	?	?	√	√	√	√	?	√	√
CON	√	√	√	√	√	?	√	?	√
SOA	√	√	√	√	√	√	√	√	√
Student Affairs	?	?	√	?	√	√	√	√	√
Student Enrollment									
The Graduate School	?	?	?	?	?	?	?	?	?
University College	?	?	?	√	√	√	?	√	√

√ = information stated clearly

? = information not discernable

Implicit = information not explicitly stated

**Assessment Plan**  
Objectives 2

Unit	Specific	Measurable	Aggressive but Attainable	Timebound	Comments
CAHS	√	?	?	?	
CAS	√	√	√	√	
COB	?	?	?	?	
COE					
COEng	?	?	?	?	<b>Should separate</b>
CJJP	√	√	?	?	
CON	?	?	?	?	
SOA	√	√	√	?	
Student Affairs	√	√	√	√	
Student Enrollment					
The Graduate School	?	?	?	?	
University College	√	√	√	√	

---

√ = information stated clearly

? = information not discernable

Implicit = information not explicitly stated



**Assessment Cycles by Units**  
Office for Academic and Student Affairs

**Summary Received by Units**

<b>College, Department, Program, Unit</b>	<b>Received</b>
<b>College of Agriculture and Human Sciences</b>	√
<b>College of Arts and Sciences</b>	√
<b>College of Business</b>	√
<b>College of Education</b>	√
<b>College of Engineering</b>	√
<b>College of Juvenile Justice and Psychology</b>	√
<b>College of Nursing</b>	√
<b>School of Architecture</b>	√
<b>Student Affairs</b>	√
<b>Student Enrollment</b>	√
<b>The Graduate School</b>	√
<b>University College</b>	√

## **Unit Assessment Measures by:**

- **Targeted Population**
- **Types of Measures**
- **Administration Periods**
- **Administration Location**
- **Outcomes**

**Analysis: Assessment Reports Completed by Units**

<b>College, Department, Program, Unit</b>	<b>Completed/Total Assessments</b>
<b>College of Agriculture and Human Sciences</b>	<b>--</b>
<b>College of Arts and Sciences</b>	<b>6/8</b>
<b>College of Business</b>	<b>2/2</b>
<b>College of Education</b>	<b>18/21</b>
<b>College of Engineering</b>	<b>2/2</b>
<b>College of Juvenile Justice and Psychology</b>	<b>6/7</b>
<b>College of Nursing</b>	<b>18/18</b>
<b>School of Architecture</b>	<b>5/9</b>
<b>Student Affairs</b>	<b>9/9</b>
<b>Student Enrollment</b>	<b>--</b>
<b>The Graduate School</b>	<b>0/1</b>
<b>University College</b>	<b>6/6</b>

**Notes:**

- 1. SACS requires substantiation of all data.**
- 2. Is there need to increase/decrease number of assessment measures?**

**Analysis: Assessment Measures by Targeted Population and Units**

<b>College, Department, Program, Unit</b>	<b>Undergraduate -- Unspecified</b>	<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>	<b>Alumni</b>	<b>Master Level</b>	<b>Ph.D. Level</b>	<b>Grad. Seniors</b>	<b>Employers</b>	<b>Misc.</b>
<b>College of Agriculture and Human Sciences</b>											
<b>College of Arts and Sciences</b>	√	√			√		√				
<b>College of Business</b>					√						
<b>College of Education</b>		√	√	√	√	√	√	√	√		Certificate programs, employee
<b>College of Engineering</b>	√					√				√	√ (students)
<b>College of Juvenile Justice and Psychology</b>					√		√	√	√		
<b>College of Nursing</b>						√			√	√	Faculty

<b>School of Architecture</b>						√			√		√ (students)
<b>Student Affairs</b>	√	√ (incoming)							√		√(student body) √(transfer students) √(withdrawing students)
<b>Student Enrollment</b>		√									International Students
<b>The Graduate School</b>							√				
<b>University College</b>		√									√(students taking dev. classes) √(students living in UC)

**Notes:**

- 1. Should units expand targeted population?**
- 2. Are there other populations that should be assessed?**

**Analysis: Types of Measures by Units**

<b>College, Department, Program, Unit</b>	<b>Standardized Test</b>	<b>National Survey</b>	<b>Local Survey</b>	<b>Other: Specify</b>
<b>College of Agriculture and Human Sciences</b>				Music, juried, senior recitals, piano proficiency, theory placement exams
<b>College of Arts and Sciences</b>	√		√	Calculus readiness exam
<b>College of Business</b>	√	√	√	
<b>College of Education</b>	√		√	Computer competency test
<b>College of Engineering</b>		√	√	√
<b>College of Juvenile Justice and Psychology</b>	√	√	√	√
<b>College of Nursing</b>	√	√	√	Unit exams, observations, surveys, reviews
<b>School of Architecture</b>			√	√ (Exhibit, Jury, Report and Visit)
<b>Student Affairs</b>			√	
<b>Student Enrollment</b>	√			
<b>The Graduate School</b>			√	
<b>University College</b>		√	√	√

**Notes: Would additional measure types close the gap?**

**Analysis: Administration Periods by Units**

<b>College, Department, Program, Unit</b>	<b>Past</b>	<b>Future</b>
<b>College of Agriculture and Human Sciences</b>	--	--
<b>College of Arts and Sciences</b>	<b>1978-2005</b>	<b>2005-2010</b>
<b>College of Business</b>	<b>2003-2005</b>	<b>2006-2010</b>
<b>College of Education</b>	<b>2003-2005</b>	<b>2005/2010</b>
<b>College of Engineering</b>	<b>2004-2005</b>	<b>2005, 2007</b>
<b>College of Juvenile Justice and Psychology</b>	<b>2003-2005</b>	<b>2005-2010</b>
<b>College of Nursing</b>	<b>2003-2005</b>	<b>2005-2010</b>
<b>School of Architecture</b>	<b>2003-2005</b>	<b>2005-2010</b>
<b>Student Affairs</b>	<b>2003-2005</b>	<b>2005-2010</b>
<b>Student Enrollment</b>	<b>1999-2004</b>	<b>2005-2010</b>
<b>The Graduate School</b>		<b>2006</b>
<b>University College</b>	<b>2003-2005</b>	<b>2006</b>

**Notes:**





<b>School of Architecture</b>		√							√		
<b>Student Affairs</b>	√									√	
<b>Student Enrollment</b>											
<b>The Graduate School</b>	√ (paper survey)										
<b>University College</b>	√ (residence hall) √ (advisement center)	√									

**Notes:**

**Analysis: Assessment Outcomes by Units**

<b>College, Department, Program, Unit</b>	<b>Perceptions</b>	<b>Attitudes</b>	<b>Satisfaction</b>	<b>Learning</b>	<b>Quality</b>
<b>College of Agriculture and Human Sciences</b>					
<b>College of Arts and Sciences</b>					
<b>College of Business</b>	√			√/?	√/?
<b>College of Education</b>					
<b>College of Engineering</b>				√/?	
<b>College of Juvenile Justice and Psychology</b>			√	√	
<b>College of Nursing</b>					
<b>School of Architecture</b>	√			√/?	√/?
<b>Student Affairs</b>	√		√		√
<b>Student Enrollment</b>					
<b>The Graduate School</b>	√		√		√
<b>University College</b>	√		√		√

**Notes:**

## **Assessment Cycle Information by Units**

### Assessments Cycles by Units: College of Juvenile Justice and Psychology

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location Format	Outcome? What Assessed?
			Standardized Test	National Survey	Local Survey	Other: Specify	Past	Future				
Exit Survey	Yes	Graduating Seniors			X		Spring 03 Summer 03 Spring 04 Summer 04 Fall 04 Spring 05	2005-2010	Every semester	Satisfaction with Instructions and Program Administration	Graduation Rehearsal	Satisfaction
Major Field Test	Yes	Seniors	X	X			Spring 04 Spring 05	2005-2010	Yearly	Criminal Justice Psychology	In the classroom	Discipline Knowledge
Baseline Measure	No	Doctoral (JJUS)			X X		Fall 04 Sp 05	TBD	Twice : 1st & last semester	General Knowledge	In the classroom	Pre & Post Subject Knowledge of Theory, Methods, Statistics
Comprehensive Exams	Yes	Master Level				X	Fall Spring	2005-2010	Every semester	Discipline Knowledge	College Site	Ability to synthesize knowledge in the discipline
Comprehensive Exams	Yes	Doctoral Level				X	Fall Spring	2005-2010	Every semester	Discipline Knowledge	College Site	Ability to synthesize knowledge in the discipline
Thesis	Yes	Master Level				X	Fall Spring	2005-2010	Every semester	Original Research	Defense	Ability to independently conduct research
Dissertation	Yes	Doctoral Level				X	Fall Spring	2005-2010	Every semester	Original Research	Defense	Ability to independently conduct research

Unit: College of Nursing**Table 3. Assessment Cycles by Unit**

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location/ Format	Outcome/ What Assessed?
			Standardized Test	National Survey	Local Survey	Other: Specify	Past	Future				
Policy Review	Yes	Nursing Students			X	Review	2003, 2004, 2005	2005-2010	Every Semester	Accuracy of published policies	College Standing Committees	Policy and Standards Congruence
Student Services Satisfaction Survey	Yes	Students			X		2004, 2005	2005-10	Every Semester	Assess Student Services Utilization	Class	Student Service Availability
Curriculum Syllabi Review	Yes	Students			X	Review	2003, 2004, 2005	2005-10	Yearly	Course Description	Evaluation Committee	Curriculum Structure and sequencing
Curriculum Minutes	Yes	Students			X	Survey	2003, 2004, 2005	2005-10	Yearly	Changes based on identified need	Curriculum Committee	Curriculum Structure
Survey of Affiliating Agencies	Yes	Students			X		2003, 2004, 2005	2005-10	Yearly	Evaluate Clinical Sites	Clinical agencies	Effective teaching/learning Environment
Exit Interview & Clinical Evaluation	Yes	Graduates			X	Observe	2003, 2004, 2005	2005-10	Each Semester	Professional Role Development	Deans Office/ Clinical Sites	Professional Behavior and Clinical Safety

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location/ Format	Outcome/ What Assessed?
			Standardized Test	National Survey	Local Survey	Other: Specify	Past	Future				
Survey of Semester Reports	Yes	Students			X		2003, 2004, 2005	2005-10	Each Semester	Knowledge and skill development	College of Nursing Standing Committees	Academic Processes / Benchmarks Met
Standardized Exams	Yes	Student/Faculty	X				2003, 2004, 2005	2005-10	Each Semester	Mastery of Acquired Knowledge	LRC*	Student Learning
Unit Exams	Yes	Students/Faculty				Exam	2003, 2004, 2005	2005-10	Each Semester	Mastery of Course Objectives	Class/LRC	Student Learning
Licensure Exam	Yes	Graduates	X				2003, 2004, 2005	2005-10	Post Graduation	Measure of safe nursing practice	State	Licensure as Registered Nurse (RN)
Comparative Salary Data	Yes	Faculty		X			2003, 2004, 2005	2005-10	Yearly	Parity and Competitiveness of salaries	AACN and CON Standing Committees	Fiscal Processes
Review of Library Holdings	Yes	Faculty/Students				Reports	2003, 2004, 2005	2005-10	Every Semester	Availability of Teaching/Learning Resources	Libraries/LRC	Student learning/Satisfaction/Scholarship
Faculty Profile and Annual Performance Review	Yes	All College of Nursing Faculty		X	X	Performance Portfolio	2003-2004	2005 - 2010	Yearly	To assess faculty performance Merit Promotion and Tenure	College of Nursing	Faculty Effectiveness and qualifications

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location/ Format	Outcome/ What Assessed?
			Standardiz ed Test	National Survey	Local Survey	Other: Specify	Past	Future				
					X							
Faculty Satisfaction Survey	Yes	All College of Nursing Faculty			X		2004	2005-2010	Yearly	To measure faculty satisfaction	College of Nursing by program	Faculty Satisfaction
Employer Survey (Program Effectiveness)	Yes	One year and Five year Graduates			X		2003-2004	2005-2010	Yearly	To measure employment, employer satisfaction and professional behaviors	Questionnaire sent to graduates to give to employer	Employment status, employer satisfaction and professionalism of graduate
One and Five year post graduation survey (Program Effectiveness)	Yes	Graduates one and five years post graduation		X			2003-2004	2005-2010	Yearly	To measure graduates program satisfaction and commitment to the profession	Questionnaire sent to graduates one and five years after graduation	Satisfaction of graduates with the program one and five years after graduation. Commitment of graduates to the profession. Employment status
Exit interview /survey	Yes	Students upon graduation			X		2003-2004	2005-2010	Every semester	To measure students satisfaction with their program, Socialization and Value Development, Professional role	College of Nursing	Student satisfaction with program upon graduation

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administrations Period		Frequency	Description/ Purpose	Where Assessed/ Location/ Format	Outcome/ What Assessed?
			Standardized Test	National Survey	Local Survey	Other: Specify	Past	Future				
									development			
End of semester reports and Exit interview/survey SOS (Program Effectiveness)	Yes	Current students			X		2003-2004	2005-2010	Every semester, End of each course and upon graduation	To determine students satisfaction with their learning environment	College of Nursing	Students satisfaction with their learning environment

\*LRC – Learning Resource Center