Prairie View A&M University
Division for Student Affairs
Office of Student Activities & Leadership

THE ASSESSMENT PLAN 2000-2010

Departmental Assessment Committee

Mr. Steven A. Ransom, Chair
Dr. Clement E. Glenn, Interim Associate Vice President for Student Affairs

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1.   Our Mission

The mission of the Department of Student Activities and Leadership is to design and implement inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance.

The office delivers comprehensive programs and services designed to meet the co- curricular needs of our diverse student population. We strive for excellence in the delivery of high quality programming, leadership activities, and effective facility and resource management.

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2.   Alignment to University's Mission

Consistent with the University's mission of research, teaching, and service, our goal is to expose students to diverse events whereby they may develop and use multiple leadership techniques, theories, and models within the campus community, including involvement with individual students, the Student Government Association, student organizations, the Campus Activities Board, faculty, staff, administration, alumni and friends.

The departmental staff of Student Activities and Leadership enhances the development of student life skills by promoting group involvement, community awareness, service, as well as cooperative co-curricular programming and leadership opportunities. We value our role as educators in the campus community, and advocate and embrace the appreciation of diversity, the development of effective communication and conflict resolution skills, and gaining valuable insight from successes and failures.

In addition, the staff is encouraged to participate in ongoing staff development and training in order to keep abreast of emerging

needs and trends.

| 3. | **Core Values of the Office of Student Activities & Leadership** |

Leadership

Prairie View A&M University will stimulate, initiate, and implement programs and services to both inspire and guide students, faculty, and staff in developing their self-confidence, self-discipline, and other requisites to becoming successful leaders in their professions and in their communities; further, the University will offer campus-based and distance education programs to enhance the life chances for persons in its service areas.

Social Responsibility

Prairie View A&M University will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of its faculty, staff, and students; further, the University will utilize channels available for influencing public policy on the local, state, national, and international levels.

The core values of the Office of Student Activities and Leadership are reflected in the above Prairie View A&M University Core Values. Our core values enhance student development through: critical thinking and reflection; responsible citizenship; honest and civil communication; self actualization; and learning from success and/or failure.

| 4. | **Conceptual Framework for Assessment** |

The three tenets of the University's mission statement--research, teaching, and service, guide us as we approach each program/event. Each event is viewed as an opportunity to educate and enlighten the student from conceptualization, to implementation and evaluation. This is consistent with our department's mission: to design, facilitate, and implement comprehensive programs that enhance student development through their exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance programs and services. We strive for excellence in the delivery of high quality programming, leadership activities, and effective facility and resource management.

As professionals we understand the value of planning, networking, budgeting, follow-up, evaluating and all the other details involved in event management. Collaboration is also a cornerstone of our efforts as we work with other offices/departments within the Student Affairs division, and across the campus. This facilitates a multi-dimensional co-curricular approach to our programs, activities, and services.

Students are able to learn from any programming or planning process, for in them lays the opportunity to understand contracts,

bid processes, financial transactions, teamwork, time management, scheduling, networking with professionals, and a host of other opportunities.

Some of our standards and benchmarks come from established documentation in the field of Student Affairs, while others have been experientially developed over time. These resources combine to guide our practice in meaningful ways. **Tuckman's Forming Storming Norming Performing team development model** is an essential tool utilized to assist student organization advisors in understanding the stages of group development. Advisors learn that their advising styles need to be adjusted based on the developmental level of the group.

Maslow's Hierarchy of Needs theory of personality development plays a vital role in guiding our approach to student leadership development. We subscribe to the philosophy that our students must be addressed in all areas of this model. While our purview affords the opportunity to impact all levels of this model, we especially focus on:

ii. **Safety needs** - protection from elements, security, order, law, limits, stability, etc. This manifests itself in the development and implementation of event procedures which emphasize the safety and security of participants.

iii. **Belongingness and Love needs** - work group, family, affection, relationships, etc. This need is manifested in the continued development and nurturing of a host of student organizations to which students can belong.

iv. **Esteem needs** - self-esteem, achievement, mastery, independence, status, prestige, managerial responsibility, etc. A myriad of involvement experiences assist in addressing this need, including implementing and participating in activities such as recognition programs, leadership conferences, etc.

v. **Cognitive needs** - knowledge, meaning, etc. This need is manifested in the development of creative ways for students to sharpen their critical thinking and reflection skills.

vii. **Self-Actualization needs** - realizing personal potential, self-fulfillment, personal growth and peak experiences. This is the ideal for each student with whom we work.

viii. **Transcendence needs** - helping others to achieve self actualization. The leadership development cycle is complete when this happens.

The **Council for the Advancement of Standards (CAS) for Student Activities** plays a vital role in establishing benchmarks from which we can measure our programs, services, and activities. Additionally, the **Prairie View A&M University Core Values** of: access and quality; diversity; leadership; relevance; and social responsibility inform and guide our service delivery, program and activity selection, and overall student development philosophy.

The **Social Change Model of Leadership Development** informs us that leadership is a process rather than just a position. These tenets overarch our leadership development efforts. This process facilitates positive change through the utilization of the following seven C's:

1. **Collaboration**—working with others towards a common effort;
2. **Consciousness of self**—being aware of beliefs, values, attitudes, and emotions;
3. **Commitment**—energy that motivates and drives the individual to serve;
4. **Congruence**—thinking, feeling, and behaving with consistency, genuineness, and honesty;
5. **Common purpose**—working with shared aims and values;

6.   **Controversy with Civility**—different viewpoints are inevitable, but differences can be discussed with civility.
7.   **Citizenship**—becoming responsibly connected to the community and society.

Bloom's Revised Taxonomy guides us as we establish learning outcomes for each of our programs. This process assists in yielding solid assessment data that will be utilized to improve programs and services.

Utilizing this information as a framework, individualized assessment instruments will be devised for activities and programs throughout the year. The data generated will be of a direct nature, consisting of qualitative and quantitative components. The assessment results will be utilized to improve future programs and will be reflected not only in the improved program offering, but also directly included in the assessment when the program is again presented. This procedure will standardize the process of continuous improvement of Office of Student Activities and Leadership programs and services.

The Office of Student Activities and Leadership has chosen two of the PVAMU Core Values: leadership; and social responsibility to serve as a backdrop to the office core values of: critical thinking and reflection; responsible citizenship; honest and civil communication; self actualization; and learning from success and/or failure. These combined ideals guide our efforts and couple with the assessment results to inform our resource allocation.

To that end, assessment will take place at the event level and be developmental in focus for the Student Leadership Institute. As reflected on the Assessment Cycles by Unit chart, event-specific satisfaction surveys will be administered on an ongoing basis. Moreover, the surveys are designed to collect both qualitative and quantitative data. Assessment data will be analyzed by the Departmental Assessment Committee which will include the Director of Student Activities and the event planning committee. Students will continue to be heavily involved in event planning committees and will also be included in assessment committee discussions as we incorporate the results into the decision-making process for future programming and improvement.

Prairie View A&M University

Program Name: Office of Student Activities & Leadership

Institutional Goals

Program Outcomes, Objectives, Action Strategies, Success Measures, Responsible Person (s), Cost Estimate and Leads to Improvement

FY '07

Goal 7. Promote Programs that Contribute Student Success

Outcomes	Objectives/Action Strategies	Success Measures	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Enhance staff development	Participate in annual meetings of national, System, and local professional associations such as National Association for Campus Activities (NACA).	100% staff participation in at least one annual meeting per year. Three staff members were in volunteer roles on a national level for 2007-2008.	Director Assistant Director Program Coordinator Staff Assistant Customer Service Associate Secretary	$8000	Promote quality and vitality of staff Stay abreast of current trends relating to student life and development FY '07-'08: Encourage staff to seek and assume volunteer leadership roles in related professional associations. Continue 100% staff participation in at least one annual meeting per year.

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Outcomes	Objectives/Action Strategies	Success Measures	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Enhance staff development	Collaborate with Texas A&M System universities and agencies through participation in the annual TAMUS Student Affairs Symposium	2007 Satisfaction Survey yielded 100% approval rating with TAMUS Student Affairs Symposium sponsored by PVAMU (75.2% rated the Symposium as excellent; 24.8 rated the overall Symposium as good)	Director Assistant Director Program Coordinator Staff Assistant Customer Service Associate	$900	Maintained efforts to gain and share best practices and innovative research on programming in Student Affairs Strengthened linkages among like departments across the A&M System 2007-08 goal is to achieve 100% participation at the TAMUS Student Affairs Symposium

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FY "07

Goal 7. Promote Programs that Contribute Student Success

Outcomes	Objectives/Action Strategies	Success Measures	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Enhance student leadership development	10th Annual Student Leadership Institute coordinated by Student Activities and Leadership with support from Council of Student Organizations; Cultural Series; Institutional Relations and Public Service; New Student Orientation Programs; Recreational Sports; and University College	Conducted a comprehensive satisfaction and learning outcome-based survey for the Institute	Director Assistant Directors Program Coordinator	$25,000	Identify personal leadership styles and realize the value of varied approaches to leadership. Communicate effectively and build confidence in group presentation abilities. Clarify and integrate one's moral and ethical values into personal leadership styles. Understand and communicate the university's history, ideals, and traditions. Demonstrate effective team work and collaborative skills. 2007-08: Additional sources of funding would allow for program

					expansion. Increase ethnic diversity by 10%, male participants by 25%.

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FY "07

Goal 7. Promote Programs that Contribute Student Success

Outcomes	Objectives/Action Strategies	Success Measures	Person (s) Responsible	Resource Allocation	Leads to Continuous Improvement and New Performance Measure
Deliver wide array of programs	Collaborate with various intra/inter divisional offices, academic departments, TAMUS schools, and external agencies	Established effective working relationships; tangible array of program offerings; positive survey results; substantial student attendance at most programs ranging 10-4500.	Director Assistant Directors Program Coordinator Staff Assistant Customer Service Associate Secretary	$75,000	Student exposure to and participation in diverse and relevant activities; achievement of departmental core values of: critical thinking and reflection; responsible citizenship; honest and civil communication; self-actualization; and learning from success and/or failure 2007-08: Incorporate larger University representation in planning of large events such as Homecoming. A representative from Procurement Services will be added to the Homecoming Committee to enhance purchasing

					effectiveness.

Assessment Cycles by Unit

Name of Measure	Report Completed Yes or No	Targeted Population	Type of Measure				Administration Period		Frequency	Description/ Purpose	Where Assessed/ Location/Format	Outcome/ What Assessed?
			s t	National Survey	Local Survey	Other: Specify	Past	Future				
Example: Student Survey	Yes	Undergraduate Candidates			X		2004	2005-2010	Yearly	Student Self-Report of Core Curriculum	By Program *(Web – by 2007)*	Perception/ Satisfaction/ Quality of Student Learning
Example: Academic Profile	Yes	Freshmen & Juniors	X				1994, 2004	2005	Yearly	Measures of critical thinking, reading and mathematics	TBD	Student Learning
Student Leadership Institute Survey	Yes	SLI Participants			X		2006 2007	2008-2010	yearly	To evaluate the effectiveness SLI programs and its relevance to participants	SLI TBD	Quality and satisfaction of SLI Program
Event-specific satisfaction survey	Ongoing	Student Body			X		2006	2008-2010	Ongoing for major events	To evaluate effectiveness of program and its impact on student development	TBD	Satisfaction, relevance and quality of student programs

Office of Student Activities & Leadership

Feedback/Assessment
2006-2007

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1. **What does your assessment data tell you about student learning and/or service delivery?**

Membership Intake Forum Survey
1. Do you understand University guidelines and regulations concerning the membership intake process? 86% Excellent 13% Good
2. Do you have a better knowledge of hazing; its warning signs and consequences? 89% Excellent 9% Good
3. Do you have a deeper understanding of fraternal organizations and their principles? 77% Excellent 17% Good
4. Did this event meet your expectations? 83% Excellent 13% Good
5. Did the speaker convey his ideas in an understandable format? 93% Excellent 6% Good

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2. **How will assessment data be used to improve student learning and/or service delivery?**

We will bring this speaker and/or similar speakers to cover similar topical information in the future. This was a new format for the MIP Forum and our results indicate that we should continue it. The results also informed us that a speaker/media presentation combination is more effective for this type of program.

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1. **What does your assessment data tell you about student learning and/or service delivery?**

Elite Etiquette Seminar Survey
1. Did the presenter convey his/her ideas in an understandable format? 82% Excellent 14% Good
2. Do you have a better understanding of how to build your wardrobe? 79% Excellent 21% Good
3. Are you more familiar with the formal dining setting? 79% Excellent 21% Good
4. Are you prepared for a professional business dining experience with a future employer? 68% Excellent 32% Good

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2. **How will assessment data be used to improve student learning and/or service delivery?**

While the program was a success, data indicated that a more interactive format would was desired. We hope to expand the program to incorporate larger numbers of students in the future.

1.	**What does your assessment data tell you about student learning and/or service delivery?**
	Institute Coordination: 85% Strongly Agree/Somewhat Agree (institute length; accommodations; meals; facilities; pre-institute publicity/participant info; institute paraphernalia; cost)
	Learning Outcomes: 95% Strongly Agree/Somewhat Agree that identified learning outcomes were met (understand personal leadership style and how ethical values relate; feel more confident when speaking in front of a group; learn important facts about the University's history, ideals, and traditions; work more effectively in team and collaborative situations).
	SLI Activities/Events: 89% Strongly Agree/Somewhat Agree (Institute Kick-off Dinner; Team Building; Challenge Works; Camaraderie with Peers)
	Overall Evaluation: 91% Strongly Agree/Somewhat Agree
2.	**How will assessment data be used to improve student learning and/or service delivery?**
	Respondents indicated that the session length in general was too long, while the overall length of the Institute was too short. Participants also expressed a desire for an increase in team building activities. Additional funding sources will be explored in order to expand the length of the Institute (original format was six days as opposed to three). This would provide flexibility to include additional opportunities for team building, as well as being able to administer the curriculum in more digestible lengths of time.