

**PRAIRIE VIEW A&M UNIVERSITY**

**ASSESSMENT TOOLKIT**

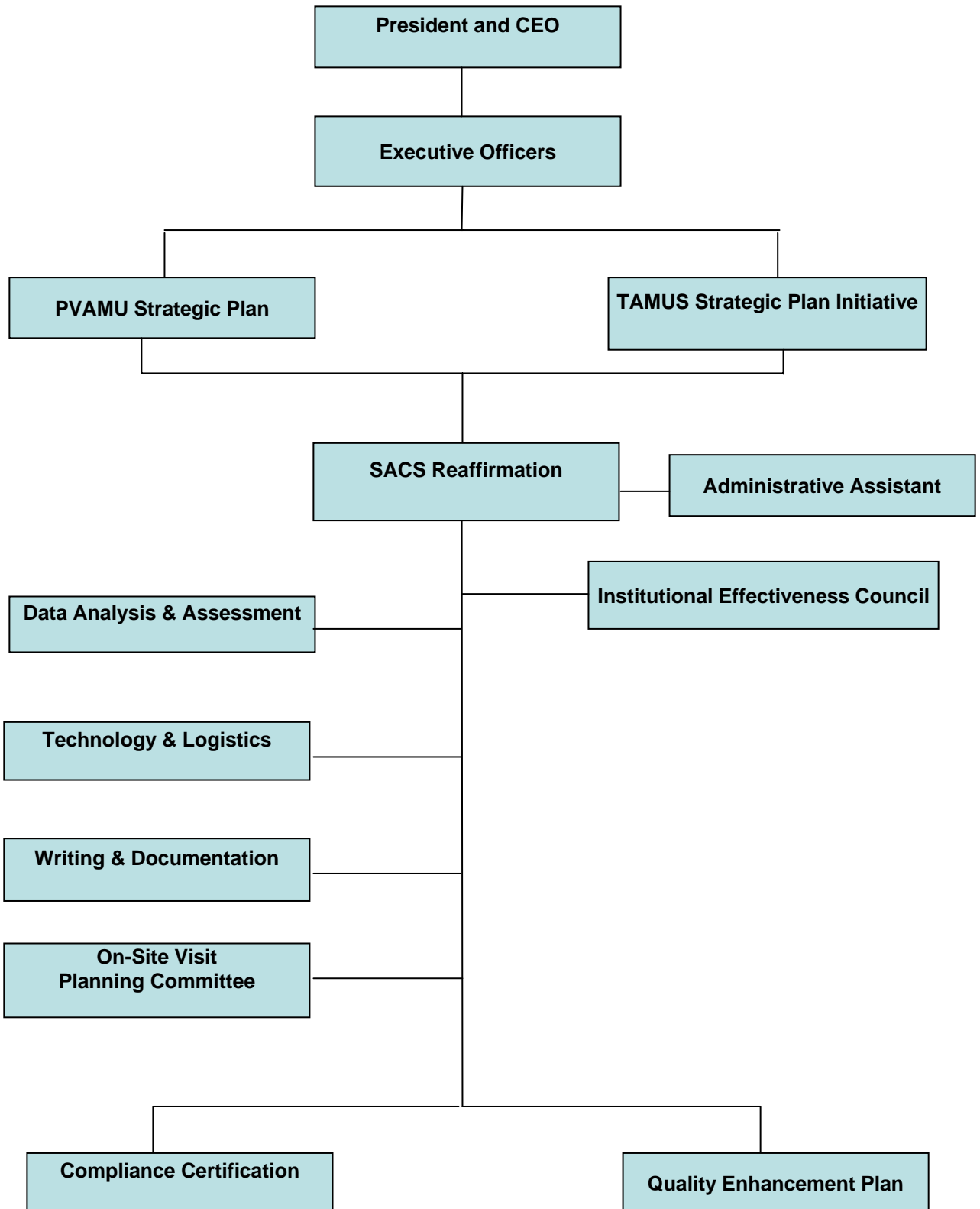
This packet belongs to: \_\_\_\_\_



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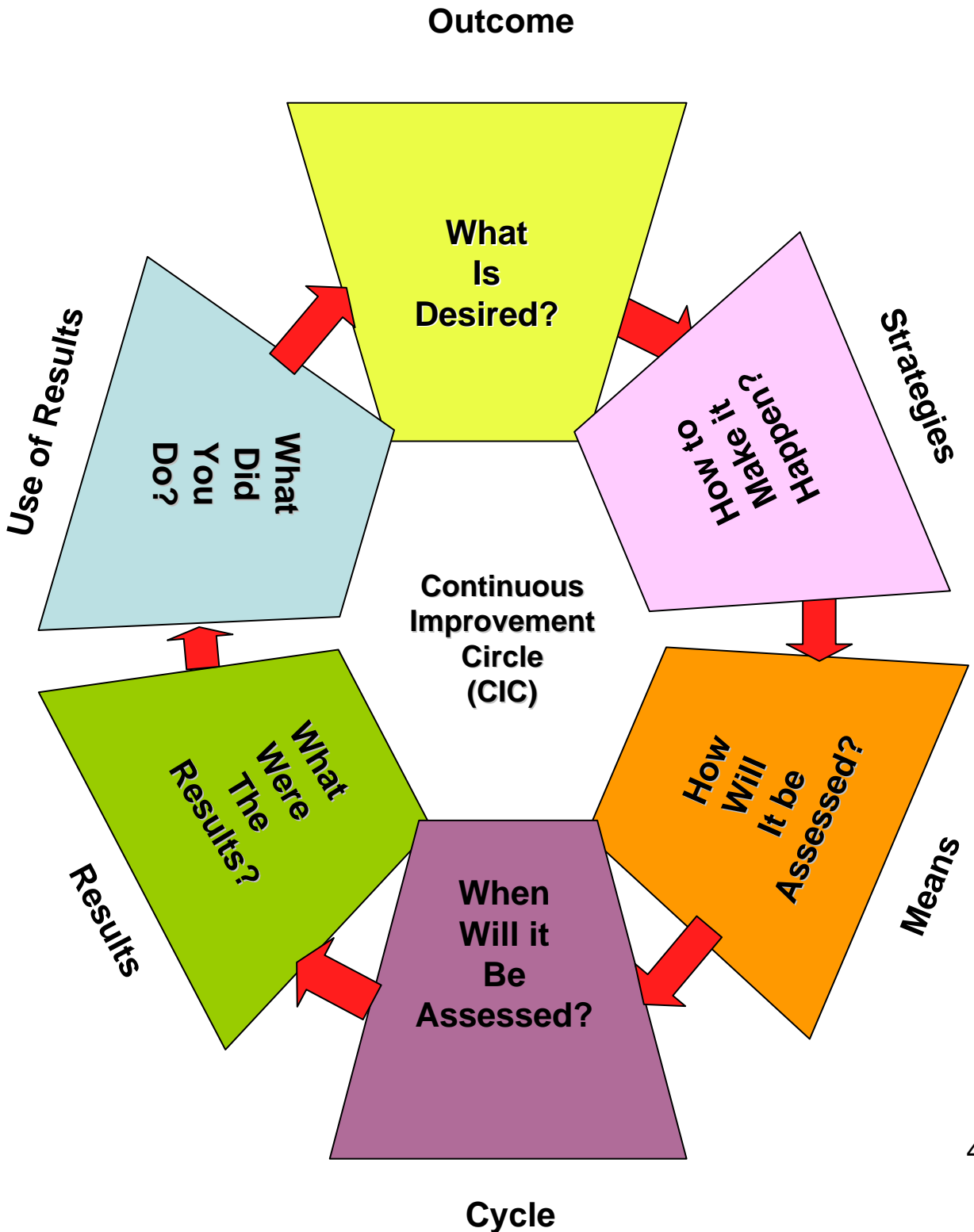
# Assessment and Planning Structure for the Reaffirmation of Accreditation by Southern Association of Colleges and Schools



# Quality Without Compromise

## Closing the Loop

### The Six Question Model at Prairie View A&M University



# SACS-COC

## Reaffirmation Timeline



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

\_\_\_\_\_  
(Instructional/Degree Program)

\_\_\_\_\_  
(Degree Level)

\_\_\_\_\_  
(Assessment Period Covered)

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

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

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

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

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

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

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

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

# Report Form A-1

## Assessment of Program Learning Outcomes – Educational Programs

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

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

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

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

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

# Report Form A-1

## Assessment of Program Learning Outcomes for Educational Programs

Psychology  
(Instructional/Degree Program)

B.A.  
(Degree Level)

August 2006-May 2007  
(Assessment Period Covered)

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

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

Outcome 1: Students will demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

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

Course alignment was performed in 2005 to ensure courses addressed learning objective. Faculty met during a two-day retreat to align syllabi with objectives.

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

At least 65% of majors completing the ACAT will score 400 or above on Experimental Design section (400 is 1 standard deviation below national mean of 500).

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

Percentage of ACAT standard scores at or above 400 for 2006-2007 department graduates is: Experimental Design Section:  
2006 50% N=6; 2007 61% N=18

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

Continue to incorporate experimental design and provide students with an increased awareness of experimental design in the following PSYC courses: PSYC 2243 Inferential Statistics; PSYC 3332 Experimental Methods; and PSYC Quantitative and Qualitative Research. Additionally, faculty now provide students in PSYC 1123 with a collaborative technology project to aid in student learning and experimental design. Faculty teaching this course met throughout the month of May to design the project assignment for the following semester.



**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**  
**(continued)**

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

At least 75% of majors completing the ACAT will score 400 or above on the History and Systems section.

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

Percentage of ACAT standard scores at or above 400 for 200-2007 department graduates is: History and Systems Section:  
2006 65% N=6; 2007 73% N=18

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

Professors will continue to emphasize History and Systems in the following courses: PSYC 1123 Introduction to Psychology; PSYC 1332 Research and Psychology; and PSYC 4355 Theoretical Psychology. Since the target was not met, the department reexamined course descriptions and revised the official catalog description through the University Academic Council for PSYC 1332 Research Psychology to address this learning objective more directly.

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

At least 80% of majors completing the ACAT will score 400 or above on the Statistics section.

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

Percentage of ACAT standard scores at or above 400 for 2006-2007 department graduates is: Statistics Section:  
2006 94% N=6; 2007 81% N=18

**Report Form A-1**  
**Assessment of Program Learning Outcomes for Educational Programs**  
**(continued)**

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

Although the target was met in 2006 and 2007, the department noted the decline in scores on this section in 2007. The department continued to use technological resources throughout the curriculum and to infuse statistics in key classes; however, we began exposing more students to faculty selected research journal articles in PSYC 1332 Research and Psychology and PSYC 3332 Experimental Methods where the focus is on a) research design, b) match between the research design and statistics used, and c) assessment of the match between Result reported by authors and the conclusions and implications cited in the article discussion.

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

ACAT exam results for 2006 and 2007 are located in the office of Dr. Jane Smith, Department Head. Exam results have been distributed to all faculty members. Meeting minutes from April 23, 2006, and May 7, 2006, reflecting data collected and program changes are located in the office of Dr. Jane Smith in a meeting minutes binder.

This sample assessment report is based on one graciously provided by Johnson C. Smith University. It has been modified. It reflects the format offered by Nichols and Nichols in *A Road Map for Improvement of Student Learning and Support Services through Assessment*, 2005.

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

\_\_\_\_\_  
(Administrative or Educational Support Unit)

\_\_\_\_\_  
(Assessment Period Covered)

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

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

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

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

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

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

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

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

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

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

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

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

Undergraduate Admissions  
(Administrative or Educational Support Unit)  
Spring, 2007  
(Assessment Period Covered)

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

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

Outcome 1: The organization and administration of appropriate policies and procedures for providing educational access to current and prospective students at Prairie View A&M University.

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

Moved from a one-person admissions review system of conditional admits to a three-person review committee. Developed a checklist of qualitative measures for the admissions appeals process. Explored options for an online process for payment of application fees to complete the submission process.

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

TAMU System Audit Final Report #12345 which gives an approval of improved admissions procedures and policies which were identified as a weakness in an audit report.

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

An examination of audit findings and of current admissions procedures revealed uneven practices in admitting students with deficiencies since the University's appeals process was implemented by one person in many instances and the payment of application fees to complete the application process was often times ambiguous.

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

**Report Form A-2**  
**Assessment of Program Outcomes for**  
**Administrative or Educational Support Units (continued)**

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

Results of audit findings led to updating existing admissions manual, an expanded review committee and the creation of a rubric which includes qualitative criteria for screening borderline applicants.

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

Rubric used to evaluate the Texas Common Application for Admissions submitted to Prairie View A&M University.

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

In 97% of the cases reviewed by the Admissions Review Committee of three with the rubric, at least two persons agreed on the final admissions decision.

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

The rubric standardized and made more objective the admissions process, especially for conditional admits being considered for entry into PVAMU. The rubric will not be modified and the three-person review process will continue.

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

Meeting minutes from June 4, 2006, and June 14, 2006\*, reflecting the discussion of the strategies used to meet the outcome are located in a special meeting minutes binder located in the office of Carolyn Alexander. Standardization Rubrics created and utilized are located in the office of Mary Gooch. The updated Admissions Manual is located in the office of Provost and Vice President Thomas-Smith and in the offices of Don Byars and Mary Gooch.

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

1. Did the program complete Form A.1? Yes  No
2. Did the program have a mission? Yes  No
3. Did the program have goals? Yes  No
4. Did the program have student learning outcomes? Yes  No
5. How many student learning outcomes did the program have?  
1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19   
20 or more
6. Did the program complete Form A.1 for each of the student learning outcomes? Yes  No
7. Did the program identify strategies used to meet the student learning outcomes? Yes  No
8. Did the program have measurable student learning outcomes? Yes  No
9. Did the program use direct and/or indirect instruments to measure the student learning outcomes?  
Yes  No 
  - i. List the direct measures
  - ii. List the indirect measures
10. Did the program use the results to improve the quality? Yes  No
11. Is this program a post-baccalaureate program? Yes  No 
  - a. If yes, is the academic content more rigorous than the baccalaureate program? Yes  No
12. Did the program make any changes between Fall 2001 and Spring 2009 (programmatic, services, instructional, etc.)?  
Yes  No 
  - a. If yes, briefly state what changes were made?
    - i. Change(s)
  - b. Did the program have evidence to support programmatic changes? Yes  No
  - c. If yes, what is it?
13. How many assessment cycles did the program have? 1  2  3  4  5  Other
14. Did the program have a curriculum map that aligned student learning outcomes and required courses?
15. Can the program indicate where the assessment documents are located?
  - a. Location of instruments for each student learning outcome? Yes  No
  - b. Agenda, minutes? Yes  No
16. Did the program use True Outcomes to assist with assessment process? Yes  No 
  - a. In how many courses was True Outcomes used?

17. Did the program have a program assessment coordinator during the Fall 2001 and Spring 2009 years?

List the name(s) of the program assessment coordinator(s).

- a. Person 1:
- b. Person 2:
- c. Person 3:

18. Did the program have a program coordinator during the Fall 2001 and Spring 2009 years?

List the name(s) of the program coordinator(s).

- a. Person 1:
- b. Person 2:
- c. Person 3:

19. Did the program utilize rubrics to assess the student learning outcomes? Yes  No

20. Did the program have courses in the core curriculum? Yes  No

21. Did the program align the student learning outcomes with the University's goals or core values (CR 2.5)?  
Yes  No

22. Did the program submit a 2006 – 2008 assessment plan? Yes  No

**Reviewer Comments**

**College Representative Comments**

**College Representative(s)**

**SACS Leadership Team Representative(s)**



1. Did the program complete Form A.2? A.I  A.II
2. Did the program have a mission? Yes  No
3. Did the program have goals? Yes  No
4. Did the program have outcomes? Yes  No
5. How many outcomes did the program have?  
 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19   
 20 or more
6. Did the program complete Form A.2 for each of the outcomes? Yes  No
7. Did the program identify strategies used to meet the outcomes? Yes  No
8. Did the program have measurable outcomes? Yes  No
9. Did the program use direct and/or indirect instruments to measure the outcomes? Yes  No 
  - a. List the direct measures
  - b. List the indirect measures
10. Did the program use the results to improve the quality of its services? Yes  No
11. Did the program make any changes between Fall 2001 and Spring 2009 in its administrative support, educational support, research, or community/public service unit?  
 Yes  No 
  - a. If yes, briefly state what changes were made?
    - i. Change(s)
  - b. Did the program have evidence to support programmatic changes? Yes  No
  - c. If yes, what is it?
12. How many assessment cycles did the program have? 1  2  3  4  5  Other
13. Can the program indicate where the assessment documents are located?
  - a. Location of instruments for each outcome? Yes  No
  - b. Agenda, minutes? Yes  No
14. Did the program align the outcomes with the University's goals or core values (CR 2.5)? Yes  No

Reviewer Comments

College Representative Comments

College Representative(s)

SACS Leadership Team Representative(s)

## PVAMU Degree Programs Inventory

By

College and Department

<b>College of Agriculture and Human Sciences</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
Agriculture, Nutrition and Human Ecology	Agriculture	BSAG,
	Agriculture-Economics	MS
	Animal Science	MS
	Family and Community Services	BSHS
	Human Sciences	MS
	Human Nutrition and Food	BSDIET
	Soil Science	MS

<b>School of Architecture</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
	Architecture	BS, MARCH
	Construction Science	BS
	Community Development	MCD

<b>College of Arts and Sciences</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
Biology	Biology	BS, MS
	Biology-Environmental Toxicology	Ms
Chemistry	Chemistry	BS, MS
Languages and Communications	Communications	BA
	English	BA, MA
	Spanish	BA
Mathematics	Mathematics	BS, MS
Music and Theater	Music	BA, BM
	Theater	BA
Physics	Physics	BS
Social Work, Behavioral and Political Science	History	BA
	Political Science	BA
	Social Work	BASW
	Sociology	BA, MA

**PVAMU Degree Programs Inventory**  
**By**  
**College and Department (Continued)**

<b>College of Business</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
Accounting, Finance and Management Information Systems	Accounting	BBA, MS
	Finance	BBA
	Management Information Systems	BBA
Management and Marketing	<i>Program</i>	<i>Degree(s) Offered</i>
	Management	BBA
	Marketing	BBA
Graduate Studies	<i>Program</i>	<i>Degree(s) Offered</i>
	General Business Administration	MBA

<b>College of Education</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
Curriculum and Instruction	Curriculum and Instruction	MAED, MED, MSED
	Curriculum and Instruction – Educational Media and Technology	MED, MSED
	Curriculum and Instruction – Reading Education	MED, MSED
	Interdisciplinary Studies	BSIS
	Special Education	MED, MSED
Educational Leadership and Counseling	<i>Program</i>	<i>Degree(s) Offered</i>
	Counseling	MA, MSED
	Educational Administration	MED, MSED
	Educational Administration-Instructional Supervision	MED, MSED
	Educational Leadership	PHD
Health and Human Performance	<i>Program</i>	<i>Degree(s) Offered</i>
	Health and Physical Education-Health	MED, MS
	Health and Physical Education	MED, MS
	Health and Physical Education Physical Education	MED, MS
	Human Performance	BS

**PVAMU Degree Programs Inventory**  
**By**  
**College and Department (Continued)**

<b>College of Engineering</b>		
Chemical Engineering	<i>Program</i>	<i>Degree(s) Offered</i>
	Chemical Engineering	BSCHE
Civil Engineering	<i>Program</i>	<i>Degree(s) Offered</i>
	Civil Engineering	BSCE
Computer Science	<i>Program</i>	<i>Degree(s) Offered</i>
	Computer Science	B.S.
Electrical Engineering	<i>Program</i>	<i>Degree(s) Offered</i>
	Electrical Engineering	BSEE, MSEE, PhD
	Computer Engineering	B.S.
Engineering Technology	<i>Program</i>	<i>Degree(s) Offered</i>
	Electrical Engineering Technology	BSEET
	Industrial Technology	BSTCH
	Computer Engineering Technology	BSCET
	Computer Aided Drafting and Design	BSIT
Mechanical Engineering	<i>Program</i>	<i>Degree(s) Offered</i>
	Mechanical Engineering	BSME

<b>College of Juvenile Justice and Psychology</b>		
Justice Studies	<i>Program</i>	<i>Degree(s) Offered</i>
	Criminal Justice	BSCJ
	Criminal Justice – Juvenile Justice	BSCJ
	Juvenile Justice	MSJJ, PhD
Psychology	<i>Program</i>	<i>Degree(s) Offered</i>
	Psychology	BS
	Juvenile Forensic Psychology	MSJFP
	Clinical Adolescent Psychology	PhD

<b>College of Nursing</b>		
	<i>Program</i>	<i>Degree(s) Offered</i>
	Nursing	BSN
	Nursing –Nurse Administration	MSN
	Nursing –Practitioner	MSN

## Available Institutional Data

### **National Survey of Student Engagement (NSSE):**

The National Survey of Student Engagement (NSSE) obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. The project is coordinated by the Indiana University Center for Postsecondary Research.

**Website:** <https://websurvey.indiana.edu/cpr/login.cfm>

### **Faculty Survey of Student Engagement (FSSE):**

The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. The faculty version focuses on:

- Faculty perceptions of how often students engage in different activities.
- The importance faculty place on various areas of learning and development.
- The nature and frequency of faculty-student interactions.
- How faculty members organize their time, both in and out of the classroom.

The project is coordinated by the Indiana University Center for Postsecondary Research. FSSE is designed to measure faculty expectations for student engagement in educational practices that are empirically linked with high levels of learning and development. Since 2003, over 99,000 faculty members from more than 465 different colleges and universities have responded to the survey.

Population: faculty members.

**Website:** <http://fsse.iub.edu/index.cfm>

## Available Institutional Data (continued)

### **Beginning College Survey of Student Engagement (BCSSE):**

The Beginning College Survey of Student Engagement collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year. BCSSE administration usually takes place prior to start of fall classes and is designed to be paired with a NSSE administration at the end of the first college year, providing an in-depth understanding of first-year student engagement on campus. The project is coordinated by the Indiana University Center for Postsecondary Research.

**Website:** <http://bcsse.iub.edu/>

### **Measures of Academic Proficiency and Progress (MAPP):**

The Measure of Academic Proficiency and Progress (MAPP) test assesses 4 core skill areas — critical thinking, reading, writing and mathematics — in a single test that the [Voluntary System of Accountability \(VSA\)](#) has selected as a gauge of general education outcomes. Institutions can also add an optional essay for additional insight into students' general knowledge and critical thinking skills.

**Website:**

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=f3aaf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=f98546f1674f4010VgnVCM10000022f95190RCRD>

**Academic Program Survey (APS):** The Academic Program Survey is a locally designed survey distributed to all graduating students each semester. The survey is designed to ascertain a student's exiting feelings concerning his experience at PVAMU, both in general and within a particular major. The survey was given only in paper form until 2006, when it migrated to an online format. Participation has always been a problem; even when the surveys were handed to each student, barely half of the students responded. The current online version is designed for the student to complete before obtaining the online graduation forms.

**Website:** <http://www.pvamu.edu/pages/667.asp>

**Program Review:** Program Review is a locally designed statistical summary of all PVAMU colleges, departments, and programs. The document is produced every semester using Coordinating Board certified data. Information includes number of faculty, number of students, ethnic/gender breakdowns, and semester credit hours earned within the program each semester.

## Available Institutional Data (continued)

### **Cooperative Institutional Research Program Survey (CIRP):**

The Cooperative Institutional Research Program (CIRP) Freshman Survey is designed to be of immediate use to institutions. Participating institutions receive a detailed profile of their entering freshman class, as well as national normative data for students in similar types of institutions (e.g., public four-year colleges, moderately selective Protestant colleges, highly selective Catholic colleges, public two-year colleges). These campus profile reports, together with the national normative profile, provide important data that are useful in a variety of program and policy areas.

**Website:** <http://www.gseis.ucla.edu/heri/cirpoverview.php>

### **Collegiate Learning Assessment:**

The Collegiate Learning Assessment test (CLA) combines two types of testing instruments: a) Performance Tasks- students must complete an authentic activity (such as preparing a memo or policy recommendation) by using a series of documents that must be reviewed and evaluated. Completion of these instruments does not require the recall of particular facts or formulas; instead, the measures assess the demonstrated ability to interpret, analyze and synthesize information; and b) the Analytic Writing Tasks evaluate students' ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English. Each academic year, a sample of 100 freshmen and 100 seniors are assessed. Total testing time for each group is only 90 minutes.

**Website:** [http://www.cae.org/content/pro\\_collegiate.htm](http://www.cae.org/content/pro_collegiate.htm)

### **Higher Education Research Institute:**

The Higher Education Research Institute (HERI) Faculty Survey is designed to provide colleges and universities with timely information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. Information resulting from the survey can be used to facilitate self study and accreditation activities; inform campus planning and policy analysis; enhance faculty development programs; and improve students' educational experiences. Population: faculty and administrators.

**Website:** <http://www.gseis.ucla.edu/heri/index.php>

### **PVAMU's Fact Book:**

PVAMU's Fact Book is the combination of student and faculty demographic, degrees awarded, headcount, operating expenditures, and enrollment information.

**Website:** <http://www.pvamu.edu/pages/665.asp>

### Available Institutional Data (continued)

**Survey of Organizational Excellence:** The Survey of Organizational Excellence (“The Governor’s Survey”) was developed in Texas in 1979 in response to Governor William Clements’ desire to gauge employee views toward working for the State of Texas. Essentially our charge was to create an instrument that would assess the working climate of Texas State government from the perspective of the employee. Over time the Survey has increasingly become a tool to build quality and excellence in organizations, not just a gauge for employee opinions of work and working conditions. The Survey is now an instrument utilized by both public and private organizations in an effort to continuously improve and meet the challenges of the future.

**Website:** <http://www.utexas.edu/research/cswr/survey/site/index.html>

**Student Opinion Survey (SOS):** The Student Opinion Survey is a locally designed survey distributed campus wide each semester. The survey is designed to ascertain a student’s exiting feelings concerning his experience in each class. The survey is voluntary, although all faculty and students are strongly urged to participate. It has been proposed to adopt TAMUS opinion survey, which compares system institutions to replace the SOS.

**Website:** <http://www.pvamu.edu/pages/667.asp>

**Grade Distribution Report:** The Grade Distribution Report is a locally designed statistical summary of all grades awarded at PVAMU for each course each semester. The document shows the grade distribution for each course, department, and college.

**Website:** <http://www.pvamu.edu/pages/664.asp>

**LBB Performance Measures:** The Legislative Budget Board (LBB) performance measures are the basis for university funding in Texas. The thirty measures cover such areas as persistence, graduation rates, and pass rate in professional programs and are submitted twice annually (November and April). The data appears in the biennial appropriations bills.

**Website:** <http://www.lbb.state.tx.us/>

**THECB Accountability Measures:** The Texas Higher Education Coordinating Board (THECB) annually collects data on a variety of subjects, including persistence, graduation rates, pass rates in professional programs, and enrollment. The data is open to the public at the THECB Accountability Website.

**Website:** <http://www.thecb.state.tx.us/>



### Available Institutional Data (continued)

**Closing the Gaps:** The Closing the Gaps Plan, updated annually, benchmarks enrollment and graduation rates for each Texas state university. The plan stems from a legislative mandate to increase the number of Texans who attend college and graduate. Each institution's plan is available at the Closing the Gaps website at THECB.

Website: <http://www.thecb.state.tx.us/ClosingTheGaps/default.cfm>

#### **Resources**

PVAMU Office of Institutional Research <http://www.pvamu.edu/pages/627.asp>

Institutional Review Board <http://phrp.nihtraining.com/users/login.php>

**Data Requests:** <http://pantherconnect.com/assessment/RequestForm.html>

## Assessment Terminology

TERMS	DEFINITION	SOME OTHER TERMS FOR SAME CONCEPT
Program Educational Objectives	<b>Broad statements that describe what graduates are expected to attain within a few years after graduation.</b>	Goals, outcomes, purpose, etc.
Student Outcomes	<b>Student outcomes describe what students are expected to know and able to do by the time of graduation.</b>	Objectives, standards, exit competencies, etc.
Performance Criteria	<b>Specific, measurable statements identifying the performance(s) required to meet the outcome: confirmable through evidence.</b>	Standards, indicators, specifications, metrics, outcomes, etc.
Assessment	<b>Process that identify, collect, use and prepare data that can be used to evaluate achievement.</b>	Evaluation
Evaluation	<b>Process of reviewing the results of data collection and analysis and making a determination of the value of findings and action to be taken.</b>	Assessment

Adapted from Gloria Rogers' Presentation at the TAMU 2009 Assessment Conference:  
 "Using Assessment to Drive Improvement Without Driving Faculty Crazy."

### Samples of Assessment Measures

Direct Measures	Indirect Measures	Methods
Achievement Tests	Alumni Surveys	Capstone Courses
Juried Exhibits	Client Feedback	Senior Seminar
Analysis of Written Examinations	Employer Follow-Up & Evaluation Surveys	Practicum
Juried Recitals	Exit Interviews	Self-Study Projects
Licensure Examination Results	Advising Surveys	Faculty Committee Review
Portfolios	Recent Graduate Surveys	Advisory Board/Committee Reviews
Pre- & Post Examinations (Value Added Measure)	Interviews with Grad/Prof School Advisors	
Research Projects	Satisfaction Surveys	
Major Fields Test (ETS)	Retention & Graduation Statistics	
THEA	Job Placement	
Structured Interviews	Student Evaluations	
Standardized, Normed Examinations (EXCET)	National Survey of Student Engagement	
GRE/GMAT Scores	Student Activities/Practices	
Entering Student Surveys	Focus Groups	
Focused Audit		
Impact Statement		
Senior Projects		
Analysis of Written Prose		
Oral Presentations		
Classroom Assignments		
Ethnographic Field Studies		
Logs		
Journals		
Participant Observations		
Measures of Academic Progress & Proficiency		
Collegiate Learning Assessment		
Case Studies		

**Direct Measures** of learning require students to display their knowledge and skills as they respond to the instrument itself.

**Indirect Measures** of learning ask students to reflect on their learning rather than to demonstrate it.

**Objective Tests** are direct assessment techniques where students select a response from among those provided.

**Performance Measures** are direct assessment techniques where students generate their own responses.

Definitions taken from: Palomba, Catherine A. and Trudy W. Banta. 1999. *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. Jossey-Bass: San Francisco, CA.

# **Aligning the Right Stuff to Assess Student Learning Outcomes**

**Presented by: Dr. Elizabeth Noel**

## **Rationale**

Prairie View A&M University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's, Master's and Doctoral degrees.

## **The Principles of Accreditation indicate that:**

The Commission on Colleges expects an institution to dedicate itself to enhancing the quality of its programs and services within the context of its mission, resources, and capabilities, and to create an environment in which teaching, public service, research, and learning occurs. (pg. 3)

“The institution engages in ongoing, integrated, and institution-wide research based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.” (pg. 9)

(Excerpts from the Resource Manual for the Principles of Accreditation: Foundation for Quality Enhancement, 2005.)

## **Institutional Mission**

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its 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. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population. It is a land-grant Institution by federal statute.

## **Institutional Core Values**

***Access and Quality:*** PVAMU will provide equal educational opportunity to increasing numbers of persons from un-served and underserved populations residing primarily among the economically and socially bypassed in the society; further, the University will provide educational programs designed to prepare all graduates to compete successfully in the graduate and professional schools as well as in the labor force.

***Diversity:*** PVAMU will sustain its commitment to recruit, enroll, educate, and graduate students and to employ and advance faculty and staff without regard to age, ethnicity, gender, national origin, socioeconomic background, or educationally unrelated handicap; further the University will offer challenges to both the academically talented and the under-prepared who arrive in college with ability, but without college-ready achievement.

***Leadership:*** PVAMU will respond to the need for highly literate, technologically competent graduates educated to excel in the 21<sup>st</sup> century work force; further, the University will extend the products of its research and service to address concerns and solve problems such as violence, abuse and misuse; drug and alcohol abuse; mental, physical, and psychological neglect; environmental injustice; and other forms of social dissonance that compromise the quality of life for the citizenry.

***Social Responsibility:*** PVAMU 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.

## **Institutional Core Values (Continued)**

**Relevance:** Prairie View A&M University will respond to the need for highly literate, technologically competent graduates educated to excel in the 21<sup>st</sup> century workforce; further, the University will extend the products of its research and service to address concerns and solve problems such as violence, abuse, and misuse; drug and alcohol abuse; mental, physical, and psychological neglect; environmental injustice; and other forms of social dissonance that compromise the quality of life for the citizenry.

**Accountability:** Prairie View A&M University will operate its programs and services in a manner that responds appropriately to laws, policies, rules, and procedures characterizing good practice in management; further, the University will be a good Steward of the human, material, and fiscal resources in its possession and subscribe to ethical standards in all endeavors.

## **Institutional Goals**

### **Teaching/Learning**

- Strengthen the Quality of Academic Programs
- Promote Programs that Contribute to Student Success

### **Research/Discovery**

- Increase Applied and Basic Research

### **Service Engagement**

- Improve the Academic Indicators of the Student Body
- Strengthen University Advancement Programs, including fund-raising
- Increase and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders.

### **Management**

- Strengthen Environmental Health and Safety Programs on the Campus
- Achieve and maintain Financial Stability
- Increase the Efficiency of University Operations

## The College/Department

### **What is the Mission of the College/Department?**

The College/Department Mission must include elements of the Institutional Mission as they apply to the overall College/Department. At minimum, these mission statements MUST include Teaching, Research and Service components.

### **What are the College/Department Goals?**

Goals are broad statements of direction preferably linked to the institutional goals statements.

College/Department Goals are long term individualized expectations.

At minimum, the College/Department goal statement(s) must include Teaching, Research and Service.

## **The Department/Program**

### ***What are the Department/Program Objectives?***

Objectives are particularized statements of endeavors to be undertaken to fulfill goals.

Department/Degree Program Objectives (Behavioral Outcomes) are short-term individualized expectations based on disciplinary standards of performance by individuals engaging in professional practice in the field. Each Behavioral Outcome should help to ensure overall program goal achievement.

Department/Degree Program Objectives (Behavioral Outcomes for the Degree) are based on disciplinary standards of performance by organizations leading and supporting professional practice in each field represented in the Department.

### ***What are the Goals of the Degree and/or Certificate Program?***

Degree/Certificate Program Goals are intricately tied to the Conceptual Framework (standards) of the discipline at the heart of the program.

The tasks of the program goals MUST include Teaching, Research, and Service components relevant to the discipline.

### ***What are the Degree and/or Certificate Program Outcome Expectations?***

A holistic picture of what is expected of students completing a defined program or course of study.

Broad statements that describe the career and professional accomplishments that The program is preparing graduates to achieve.

Identify curriculum activities and experiences related to each objective.

Identify appropriate assessment methods and measures.



### **What are the Program Goals/Outcome Expectation Assessments?**

Program Goals/Outcome Expectation Assessments include:

- An action plan to collect data (assessment plans).
- A strategy to analyze, summarize, interpret, and share the results of data collection.
- An outline for the use of findings to prompt improvement initiatives.
- A development and implementation plan to monitor the impact of the improvements.

### **Questions Guiding the Conceptual Framework for Assessment**

What is the knowledge base in the discipline/program unit as defined by professional associations, employers, accrediting bodies in the profession, national boards, etc.?

How is the program/unit delivering services?

Are these aspects of the learning experience that are not being examined by existing assessments?

Is there a balance between direct and indirect assessments?

What are the assessments that must be performed, in what sequence, within what time frame, and for what effect?

What does the unit/program know about the students?

Once assessments are completed, do the outcomes meet the needs of constituents such as employers and/or graduate schools?

How will the data from assessments be utilized to lead to excellence?

### **Components of the Assessment Plan**

1. Unit Mission
2. Alignment to University's Mission
3. Core Values of the Unit
4. Conceptual Framework (Based on the Standards of the Discipline)
5. Goals, Objectives, Outcomes for each Degree Program
6. Detailed Assessment Cycle for each Degree Program within the Unit
7. Data Results
8. Organizational Chart

### **Why Describe Faculty Expectations for Student Learning?**

- To focus on student learning as the core to the educational mission.
- To emphasize collective ownership and intentionality in the design and delivery of the curriculum.
- To inform and motivate students.
- To involve program faculty in the process of institutional effectiveness and use of evidence (not anecdotes) to improve student learning, and thus to build and sustain program excellence over time.
- To meet external standards for accountability.

### **Program Level Expectations**

Achievements of a desired result or tangible destination

MUST represent consensus among program faculty. (as an example, “Students will demonstrate professional and attitudinal skills including):

- Oral, written, and graphic communication skills
- Knowledge of key concepts in the discipline
- Critical and reflective thinking skills
- Knowledge of the social, cultural, and economic contexts of the discipline
- Ability to apply theory to professional practice
- Ability to work with others, especially within a team setting
- Ability to articulate an individual vision for one’s work.

### **Degree Program Outcome Matrix**

Provide the Degree Program Title

List each course, prefix, number, and Title – All courses beyond the CORE that are required to complete the Degree Program

List all of the Degree Program Learning Outcomes

For each course listed, indicate if the competencies leading to the Degree Program Learning Outcomes are:

**T** – Competency is Taught

**R** – Competency is Reinforced

**I** – Competency is Utilized/Integrated

Each course listed MUST be aligned with the Program Outcomes at one or more of the competency levels.

### **Course Level Expectations**

Outline individual student performance at the levels of knowledge, comprehension, application, analysis, synthesis and/or evaluation.

Either introduce, reinforce, and/or require the demonstration or creation of knowledge.

As an example, "Students will:

- Demonstrate ethical decision making (educational objective)
- Understand ethical responsibility and/or demonstrate knowledge of a professional code of ethics (learning outcome)
- Evaluate the ethical dimensions of a problem in the discipline (performance criteria)

### **Course Level Matrix**

Provide the Course prefix number, title, and complete description as noted in the University Catalog. (a separate page should be completed for each course). All courses beyond the CORE that are required to complete the Degree Program should be included.

List all of the Course Learning Outcomes and indicate if the competencies in the Course Learning Outcomes are:

- T** – Competency is Taught
- R** – Competency is Reinforced
- I** - Competency is Utilized/Integrated

Each Course Learning Outcome listed **MUST** be aligned with one or more of the Degree Program Outcomes at one or more of the competency levels.

## **Key Terminology**

**Assessment** – The systematic processes that identify, collect, review, use and prepare data and information about educational programs undertaken for the purpose of evaluating achievements and improving student learning and development.

**Outcomes** – statements that describe:

- What students are expected to know
- What students have learned
- What students have achieved of a desired result or tangible destination
- What students are able to do
- What skills are gained
- What attitudes have developed
- What actually happened by the time of graduation

**Student Learning Outcomes** – The knowledge, skills, behaviors and abilities that a student has attained at the end (or as a result) of his or her engagement in educational experiences.

**Student Learning Outcomes** or **Student Learning Objectives** or **Expected Student Competencies** are the really important things faculty think students should know, believe, or be able to do when they receive their degrees. **NOTE:** This focus is on “what students learn” rather than on “what faculties teach”.

**Competencies** - Adequate or sufficient demonstration of stipulated tasks, skill areas, or knowledge.

**Assessment of Outcomes** – Provides for direct measures of the effectiveness of what has been done with that capability or capacity related to individual learning and growth.

**Evaluation** – The process of receiving the results of data collection and analysis and making a determination of the value of findings and actions to be taken.

## **Guide to Writing Student Learning Outcomes**

Student Learning Outcomes are the knowledge, skills, behaviors and abilities that a student has attained at the end (or as a result) of his or her engagement in educational experiences.

Student Learning Outcomes should be:

### **Measureable, Manageable and Meaningful**

Student Learning Outcomes are easily identified actions that a student is expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course/program.

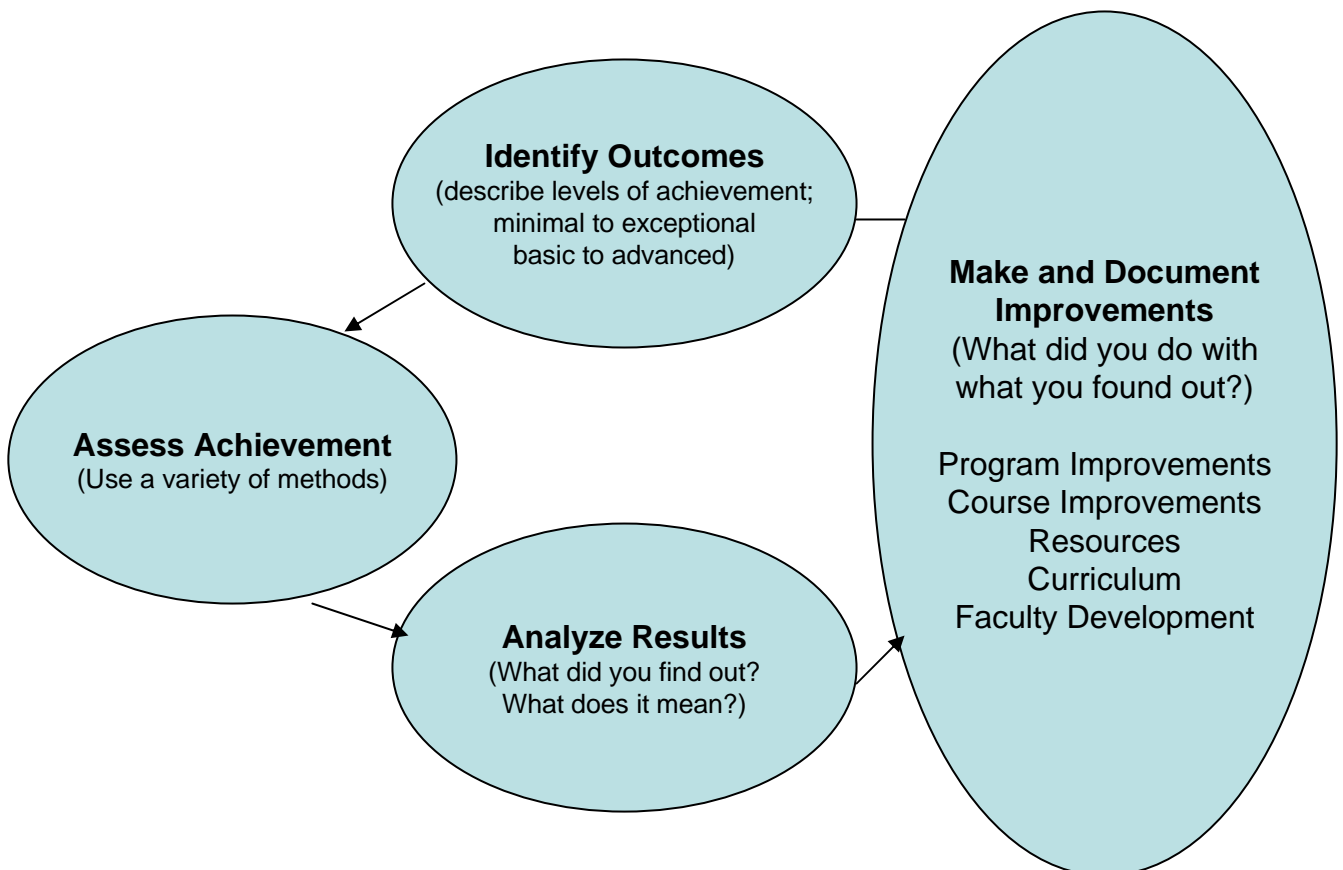
### **Action Verbs**

Articulate	Reproduce	List
Name	Order	Recognize
Show	Label	Tabulate
Explain	Express	Interpret
Apply	Review	Suggest
Choose	Practice	Analyze
Examine	Arrange	Compose
Defend	Evaluate	Investigate
Conclude	Attempt	Describe
Share	Contrast	Construct
Assemble	Propose	Formulate
Accept	Join	Challenge
Summarize	Identify	Discuss
Indicate	Manage	Solve
Assess	Convince	Recommend
Evaluate	Differentiate	Describe
Relate	Quote	Associate
Restate	Appraise	Collect
Tell	Dispute	Create
Rate	Share	Operate
Contrast	Assemble	Define
Recall	Classify	Extend
Compute	Compare	Translate
Choose	Defend	Design
Schedule	Appreciate	

## Examples of Learning Outcomes

- Graduates will be able to collect, organize, and appreciate clinical data and apply principles of evidence-based medicine to determine clinical diagnosis and formulate and implement acceptable treatment modalities.
- Graduates will be able to identify various aspects of architectural diversity in their design projects.
- Graduates will be able to critically analyze and evaluate current research in the discipline.

## Learning Outcomes Assessment Loop



## **Why Assess Learning in Higher Education?**

### **Formative Purposes:**

- To focus learners' attention
- To illuminate and undermine misconceptions
- To increase motivation to learn
- To provide learners with feedback
- To improve performance
- To promote self-assessment and monitoring
- To develop independence

### **Summative Purposes:**

- To sort learners
- To compare learners against each other
- To compare learning against criteria
- To certify competency
- To award qualifications

### **Evaluative Purposes:**

- To determine teaching effectiveness
- To determine program effectiveness
- To accredit/certify programs



**Examples of Direct Assessment Methods**

Written Exams	Projects	Performance Assessments
Oral Exams	Demonstrations	Case Studies
Simulations	Standardized Tests	Portfolios
Licensure Exams	Oral Presentations	Juried Activities with outside panels

**Examples of Indirect Assessment Methods**

Questionnaires	Interviews	Employer Satisfaction Studies
Advisory Boards	Focus Groups	Job/Graduate/Professional School Placement Data

### **Remember**

The SACS Commission on Colleges “expects an institution to dedicate itself to Enhancing the quality of its programs and services within the context of its Mission, resources, and capabilities, and to create an environment in which Teaching, public service, research, and learning occurs.”

The SACS Commission on Colleges expects that “The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.”

## **Student Learning Outcomes (S.M.A.R.T.)**

### **Specific**

-Clear and definite terms describing the abilities, knowledge, values, attitudes, and performance

### **Measurable**

-It is feasible to get the data; data that is accurate and reliable; it can be assessed in more than one way.

### **Aggressive and Attainable**

-The outcome has the potential to move the program or unit forward.

### **Results-oriented**

-Describe what standards are expected from students or aspect of the functional area being assessed.

### **Time-bound**

-Describe a specified time period for accomplishing the outcomes.

## **Method for Assessing Student Learning Outcomes (M.A.T.U.R.E.)**

### **Matches**

-Directly related to the outcome it is measuring.

### **Appropriate methods**

-Uses appropriate direct and indirect measures.

### **Targets**

-Indicated desired level of performance

### **Useful**

-Measures help identify what to improve

### **Reliable**

-Based on tested, known methods

### **Effective and Efficient**

-Characterizes the outcome concisely

## Susan Hatfield – VERV BLOOM

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
Cite	Associate	Apply	Analyze	Arrange	Appraise
Count	Classify	Calculate	Appraise	Assemble	Assess
Define	Computer	Classify	Calculate	Collect	Choose
Draw	Contrast	Demonstrate	Categorize	Construct	Compare
Identify	Differentiate	Determine	Classify	Create	Determine
List	Discuss	Dramatize	Compare	Design	Estimate
Name	Distinguish	Employ	Debate	Formulate	Evaluate
Point	Estimate	Examine	Diagram	Integrate	Grade
Quote	Explain	Illustrate	Differentiate	Manage	Judge
Read	Express	Interpret	Distinguish	Organize	Measure
Recite	Extrapolate	Operate	Examine	Plan	Rank
Record	Intropolate	Practice	Experiment	Prepare	Rate
Repeat	Locate	Report	Inspect	Prescribe	Recommend
Select	Predict	Restructure	Inventory	Produce	Revise
State	Report	Schedule	Question	Propose	Score
Tabulate	Restate	Sketch	Separate	Specify	Select
Tell	Review	Translate	Summarize	Synthesize	Standardize
Underline	Tell	Use	Test	Write	Test
		Write			Validate

Student  
Learning  
Outcomes



Courses:


## Frequently Asked Questions

**Do I need to use Form A for every one of my unit's outcomes?**

YES

**I'm confused. I know of three versions of Form A. What is the difference between them?**

**Form A** is used for reports on outcomes listed in a Unit's 2004-08 Strategic Plan (sometimes referred to on campus as a Unit's Quality Enhancement Plan or QEP).

**Form A-1** is used to report on student learning outcomes for Education Programs.

**Form A-2** is used to report on program outcomes for Administrative or Educational Support Units.

**I'm still confused. What is the difference between Form A-1 for Student Learning Outcomes and Form A for Strategic Planning?**

There is little difference, since both ask for the specific measures used to assess whether an outcome has been met and how the data gathered was used.

Form A for Strategic Planning, however, asks that you align your outcome with Texas A&M University System Azimuths/Imperatives as well as with the University's own goals.

We simply call this Form A. It has no number designation.

**I'm from an educational program listed on the THECB Program Inventory. What version of Form A does my unit use?**

For the assessment of student learning outcomes for educational programs, use Report Form A-1.

**I'm from an administrative or educational support unit. What version of Form A does my unit use to report on our program outcomes?**

Use Report Form A-2

## Frequently Asked Questions (continued)

**My unit has been writing assessment reports over the years, but we have not used Form A. Do we need to transfer our existing reports to the correct version of Form A for my unit?**

Yes, Versions of Form A allow for systematizing of reports across units. We now use Form A; Form A-1; and Form A-2 to make reporting across the university more consistent.

**My unit wrote a new assessment plan in 2007. If my unit has data from the academic years before we started following our new plan, should we include it?**

Yes, of course. If you collected data since the Fall of 2001 and used it for purposes of assessment, include it.

**Should we report assessment activity since September 1, 2008?**

Our written documents for SACS will be sent in 2009, but assessment continues. Since assessment is an on-going process, you should be able to show assessment cycles through Spring 2009.

**What if my unit is new or has done very little assessment to this point?**

Seek assistance from a member of the Core Team to help create an assessment plan. Units across campus submitted their most recent assessment plans in 2007, so a member of the Core Team can share examples to help.

**Is a learning objective the same as a learning outcome?**

If your objective is measurable, it's an outcome.

**If there is a center tied to an academic program, where should learning outcomes go: In the center's report or as part of the academic unit's report and assessment plan?**

In many cases centers are established as part of a strategy for meeting a program's learning outcomes. A center should examine its mission and/or the Texas Education Code for its *raison d'être*. Report Form A-2 exists for Educational Support Units and may be utilized for a center's reports. Data and reports should be shared with as wide an audience as is possible.

**Comments:**