A Practical Guide to Assessment Planning for Institutional Effectiveness and Assessment

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ABSTRACT

This article provides guidance for faculty, academic administrator, university support and operations administrators for developing their Institutional Effectiveness and Assessment Plans. This is an appreciated example.
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See: www.nationalforum.com

Introduction

In the Spring of 2004, Provost Thomas-Smith created the Assessment Coordinator position, a Title Three Activity. The charge of the activity was assessment planning and coordination for Prairie View A&M University (PVAMU). Prior to the creation of the activity, Provost Thomas-Smith appointed a University-Wide Assessment Council (now the Institutional Effectiveness Council). The council is appointed for a two year rotating term. Members of the council are composed of unit administrators, faculty, staff and students.

The Assessment Coordinator activity has been responsible for planning, implementing, and evaluating activities in support of the university. It uses a programmatic and systematic approach to academic and student services assessment and the documentation of continuous activities to enhance student learning and student services. The Assessment Coordinator provides leadership in the selection, design, implementation, management and reporting of academic assessment plans and projects. The Assessment Coordinator coordinates program reviews with the Provost and the Associate Provost, provides guidance in the development of

unit level plans, and identifies assessment strategies, measures and production of information documents in collaboration with the Office of Institutional Research. The Assessment Coordinator conducts trainings to disseminate assessment methodologies. The Assessment Coordinator increases capacity by providing professional development related to assessment. The Assessment Coordinator consults and coordinates with PVAMU administrative and academic units to develop and implement assessment plans and reports of results. The Assessment Coordinator serves on various PVAMU committees (e.g., Institutional Effectiveness, Professional Development Committee, NCATE, Achieving The Dream Core & Data Committees). The Assessment Coordinator collaborates with the Center for Teaching Excellence (CTE) to plan faculty and staff development activities. The Assessment Coordinator assists academic and administrative departments and college in developing, updating, and monitoring assessment plans for accreditation processes required by the Southern Association of Colleges and Schools (SACS) and other accrediting agencies. The Assessment Coordinator coordinates Freshmen and Senior Assessment Days to administer The Measure of Academic Proficiency and Progress (MAPP). The Assessment Coordinator coordinates iterations of assessments such as the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Beginning College Survey of Student Engagement (BCSSE), Cooperative Institutional Research Program (CIRP) and locally developed measures.

Purpose of the Article

The purpose of the article is to provide guidance for academic units in developing and/or improving the process of assessing student learning. This article seeks to help constituents understand assessment in the context of Institutional Effectiveness that results in continuous and quality improvement. Institutional Effectiveness is viewed in the context of accreditation and reaffirmation by the Southern Association of Colleges and Schools.

This guide is dynamic in nature and will change. Innovations in the process of assessment practices at PVAMU will result in updates and changes to this article.

History of Prairie View A&M University

Prairie View A&M University, the second oldest public institution of higher education in Texas, originated in the Texas Constitution of 1876. On August 14, 1876, the Texas Legislature established the "Agricultural and Mechanical College of Texas for Colored Youths" and placed responsibility for its management with the Board of Directors of the Agricultural and Mechanical College at Bryan. The A&M College of Texas for Colored Youths opened at Prairie View, Texas on March 11, 1878.

The University's original curriculum was designated by the Texas Legislature in 1879 to be that of a "Normal School" for the preparation and training of teachers. This curriculum was expanded to include the arts and sciences, home economics, agriculture, mechanical arts and nursing after the University was established as a branch of the Agricultural Experiment Station (Hatch Act, 1887) and as a Land Grant College (Morrill Act, 1890). Thus began the tradition of agricultural research and community service, which continues today.

The four-year senior college program began in 1919 and in 1937 a division of graduate studies was added, offering master's degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945, the name of the institution was changed from Prairie View Normal and Industrial College to Prairie View University, and the school was authorized to offer, "as need arises," all courses offered at the University of Texas. In 1947, the Texas Legislature changed the name to Prairie View A&M College of Texas and provided that "courses be offered in agriculture, the mechanics arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at Bryan." On August 27, 1973, the name of the institution was changed to Prairie View A&M University, and its status as an independent unit of the Texas A&M University System was confirmed.

In 1981, the Texas Legislature acknowledged the University's rich tradition of service and identified various statewide needs which the University should address including the assistance of students of diverse ethnic and socioeconomic backgrounds to realize their full potential, and assistance of small and medium-sized communities and businesses in their growth and development.

In 1983, the Texas Legislature proposed a constitutional amendment to restructure the Permanent University Fund to include Prairie View A&M University as a beneficiary of its proceeds. The Permanent University Fund is a perpetual endowment fund originally established in the Constitution of 1876 for the sole benefit of Texas A&M University and the University of Texas. The 1983 amendment also dedicated the University to enhancement as an "institution of the first class" under the governing board of the Texas A&M University System. The constitutional amendment was approved by the voters on November 6, 1984.

In January 1985, the Board of Regents of the Texas A&M University System responded to the 1984 Constitutional Amendment by stating its intention that Prairie View A&M University become "an institution nationally recognized in its areas of education and research." The Board also resolved that the University receive its share of the Available University Fund, as previously agreed to by Texas A&M University and the University of Texas.

In October 2000, the Governor of Texas signed the Priority Plan, an agreement with the U.S. Department of Education Office of Civil Rights to make Prairie View A&M University an educational asset accessible by all Texans. The Priority Plan mandates creation of many new educational programs and facilities. It also requires removing language from the Institutional Mission Statement which might give the impression of excluding any Texan from attending Prairie View A&M University.

The University's enrollment now exceeds 8,000 including more than 2,000 graduate students. Students come from throughout the United States as well as many foreign countries. In the last five years, 5,970 degrees were awarded, including more than 2,400 graduate degrees. During the University's 130-year history, some 46,000 academic degrees have been awarded. (Woolfork, 1975)

Institutional Effectiveness and Assessment

Institutional Effectiveness is a process in which an Institution demonstrates its success in accomplishing its mission and meeting its goals. The Institutional Effectiveness process requires the University to establish outcomes based on its mission. Faculty and administrators align the University mission statement to academic programs and administrative units' missions. Program and learning outcomes that are the most appropriate and meaningful are identified, assessed and reported to constituents. Continuous improvement is accomplished using assessment results that are reported to the assessment coordinator. Ultimately, the result of this process is the closing of learning and service delivery gaps.

Southern Association of Colleges and Schools

To be accredited, the Southern Association of Colleges and Schools requires compliance with the Institutional Effectiveness Core Requirement 2.5:

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

Currently, Prairie View A&M University is fully accredited by the Commission on Colleges, Southern Association of Colleges and Schools.

Accreditation by the Commission on Colleges signifies that the institution:

(1) *has a mission appropriate to higher education,*
(2) *has resources, programs, and services sufficient to accomplish and sustain that mission, and*
(3) *maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.* (*Principles of Accreditation,* SACS Commission on Colleges, 2008, p. 1).

The Southern Association of Colleges and Schools defines Institutional Effectiveness as:

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

- *3.3.11 educational programs, to include student learning outcomes*
- *3.3.1.2 administrative support services*
- *3.3.1.3 educational support services*
- *3.3.1.4 research within its educational mission, if appropriate*
- *3.3.1.5 community/public service within its educational mission, if appropriate* (Comprehensive Standard 3.3.1, *Principles of Accreditation, 2008 Edition,* p. 25).

Institutional Effectiveness is a state of being. It is not a place. Theoretically, it is a process of continuous improvement toward the grand mission by all university parts. To achieve institutional effectiveness requires synergy of the whole that is greater than either any one individual part or even the sum of the parts. Institutional effectiveness reflects the extent to which the university achieves its mission.

Mission of Prairie View A&M University

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, and a land-grant institution by federal statute.

Having been designated by the Texas constitution as one of the three "institutions of the first class" (1984), the University is committed to preparing undergraduates in a range of careers including but not limited to engineering, computer science, natural sciences, architecture, business, technology, criminal justice, the humanities, education, agricultural sciences, nursing, mathematics, and the social sciences. It is committed to advanced education through the master's degree in education, engineering, natural sciences, nursing, selected social sciences, agriculture, business, and human sciences. It is committed to expanding its advanced educational offerings to include multiple doctoral programs.

Though the University's service area has generally extended throughout Texas and the world, the University's target service area for offering undergraduate and graduate programs of study includes the Texas Gulf Coast Region; the rapidly growing residential and commercial area known as the Northwest Houston Corridor; and urban Texas centers likely to benefit from Prairie View A&M University's specialized programs and initiatives in nursing, juvenile justice, architecture, education, and social work.

The University's public service programs offered primarily through the Cooperative Extension Program target the State of Texas, both rural and urban counties. The University's research foci include extending knowledge in all disciplines offered and incorporating research-based experiences in both undergraduate and graduate students' academic development.

The mission of PVAMU meets the SACS Core Requirement 2.5:

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

A major question in institutional effectiveness is, "How do we determine **effectiveness**?" More specifically, how do we know that we are achieving our mission? The answer is through assessment. But before we look at assessment, the question of, "Why assess?" must be addressed.

We assess for three major reasons. The first reason is the public's demand for accountability. The public expects to know how resources are being used. Furthermore, the public expects to know that learning is occurring and to what extent. Second, an institution's need for accreditation can result in the transparency of the academic quality of the institutions and its programs. Additionally, accrediting bodies report the quality of service to students and other constituents. Finally, assessment provides information at the national level for improvement in higher education, especially at the undergraduate level.

Core Values

In addition to the University mission, the behavior of University personnel, the work practices and the services provided are reflected in the Core Values. These values further shape the climate and general operation of the University. These values are standards by which constituents hold the organization accountable (Miller, 2007). The Core Values of PVAMU are access and quality, diversity, leadership, relevance, and social responsibility. Each of the values are explained in detail below.

Access and Quality: Prairie View A&M University will provide equal educational opportunity to increasing numbers of persons from unserved 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 graduated to compete successfully in the graduate and professional schools as well as in the labor force.

Diversity: Prairie View A&M University 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: 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.

Relevance: Prairie View A&M University will respond to the need for highly literate, technologically competent graduates educated to excel in the 21st 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: 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.

Institutional Goals

The Institutional Goals of PVAMU are:

1. Strengthen the Quality of Academic Programs
2. Improve the Academic Indicators of the Student Body
3. Increase Applied and Basic Research
4. Strengthen Environmental Health and Safety Programs on the Campus
5. Achieve (and maintain) Financial Stability
6. Increase the Efficiency of University Operations
7. Promote Programs that Contribute to Student Success
8. Strengthen University Advancement Programs including fund-raising
9. Increase and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders
10. Strengthen the Athletic Program

As with the mission and core values, the institutional goals establish performance expectations (Miller, 2007). Institutional goals that are collaboratively developed provide measurable outcomes and guidance for the entire campus (Miller, 2007). Specifically, these goals assist institutions to accomplish tasks that include:

- Clarifying organizational purpose
- Communicating and building consensus around the organization's future
- Establishing realistic goals and objectives consistent with the mission in a defined time frame within the organization's capacity for implementation
- Developing a sense of ownership of strategic goals
- Ensuring efficient and focused use of critical resources
- Providing a base against which progress can be measured (Miller, 2007, p. 49)

Institutional Effectiveness Council

The Institutional Effectiveness Council is composed of members from administrative units across the University. Administrative leaders were asked to identify a representative from their respective colleges, school or administrative unit to serve on the 2007-2008 Institutional Effectiveness Council. Council members were required to have exhibited a strong commitment to solid evaluation of student learning by carefully constructing course syllabi and being focused on learning outcomes. Council members had a record of interacting meaningfully with other faculty on concerns about student performance, project a positive attitude toward effectiveness in general and accreditation and assessment in particular. The council was represented by the following units:

- College of Agriculture and Human Sciences
- College of Arts and Sciences
- College of Business

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- College of Education
- College of Engineering
- College of Juvenile Justice and Psychology
- College of Nursing
- Faculty Senate
- Graduate School
- Medical Academy
- School of Architecture
- Student Affairs
- Student Government Association
- University College
- University Library

Roles and Responsibilities: The Roles and Responsibilities for Council members include:

1. Represent the UNIT on the Institutional Effectiveness Council.
2. Work cooperatively and in collaboration with the UNIT HEAD and members of the Unit in the development and submission of the Unit's assessment plan.
3. Participate in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of mission, goals, and outcomes (2) result in continuing improvement in institutional quality, and (3) demonstrate effectively PVAMU is accomplishing its mission *(Institutional Effectiveness,* Principles of Accreditation, 2008 Interim Edition).
4. Ensure that Unit's assessment plan includes the following:
    a. Unit Mission
    b. Explanation of how the Unit's mission is aligned to the University's Mission
    c. Core Values of the Unit and how aligned to the University's Core Values
    d. Goals, Objectives, and Outcomes of the Unit
    e. Detailed Assessment Cycle of the Unit
    f. Data Results detailing how results used to improve student learning or outcomes and/or service delivery
    g. Plan of action that details steps to close the loop
5. Train Unit personnel regarding assessment.
6. Recruit student participants from Unit to participate in assessments.
7. Conduct assessments.
8. Partner with Council to review annually submitted assessment plans.
9. Provide technical assistance within and outside of Unit.
10. Participate in staff development.

The Institutional Effectiveness Council is an advisory body to the Provost and Senior Vice President for Academic Affairs.

2007-2008 Council Members: The 2007-2008 Council Members are:

- Dr. Donald R. Collins, Chair

Members
- Dr. Joann Blake

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- Dr. Bruce Bockhorn
- Dr. Charles Bailey
- Mr. Don W. Byars, II
- Dr. Onimi Wilcox
- Dr. Pamela Barber-Freeman
- Dr. Paul Biney
- Dr. Laurette Foster
- Dr. Mossa Khan
- Dr. Cheryl Sneed-Green
- Dr. Richard Griffin
- Dr. Stephen Shaw
- Mrs. Lettie Rabb
- Mrs. Equilla Jackson
- Mr. Jonathan Stribling
- Mr. Charles Muse
- Ms. Felicia Tarver
- Mrs. Sue Sampleton
- Dr. Kaye Norman

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

Assessment in a Culture of Evidence

Assessment is linked to the mission, core values and the goals of Prairie View A&M University. Through this link, assessment answers the following questions:

- How do we know we are doing what we say we are doing (regarding student learning and the delivery of services)?
- What does this knowing look like, sound like, feel like and mean?
- What evidence do we have that we are doing what we say we are doing?

At all levels, assessment is a continuous process. It is the systematic collection, interpretation and use of qualitative and quantitative information that drive the improvements of student learning, development and institutional priorities.

A systematic assessment plan that includes an assessment cycle is vital to achieving the goals of continuous improvement. Appendices C-K focus on institutional effectiveness measures. Additionally, these appendices provide worksheets or rubrics to assess unit and ultimately institutional assessment.

What is Assessed?

Major University functions that should be assessed include student learning outcomes across all disciplines, units and etc. Other areas that might be assessed include critical thinking,

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engagement of students, faculty and staff. As retention is connected to the first year experience, this is an area of assessment. Student, faculty and staff satisfaction are other areas that might be assessed. Finally, fiscal responsibility is an area of assessment. Appendix A illustrates the possible range of assessments.

Institutional Assessment Measures

Appendix B provides a matrix of University-wide assessment. Column one lists the measure and description. Column two identifies iteration periods. Column three specifies the type of measure: direct or indirect. Column four specifies the targeted population. Column five specifies the institutional outcome. Column six provides significant points of the measure. Points include training conducted to develop capacity regarding the respective measure. Also included in this column are notes regarding the measure. Finally, column seven provides recommendations from the assessment coordinator regarding the measure and its impact on the institution.

While all University functions are subject to assessment, it is not necessary to assess each function all the time. Rather, it is prudent to assess on a cycle. Assessing on a cycle allows a unit to prioritize an area or areas to intensely review. By focusing on specific areas, the focused assessment can be systematically executed. Appendix I provides a template to establish assessment cycles.

How Is Institutional Effectiveness Assessed?

A major mechanism to assess institutional effectiveness is through university-wide assessment plans (Banta, 2002; Banta *et al.*, 1996; Bresciani, 2005; McNamara, 1999; Miller, 2007; J. Nichols & Nichols, 2005; J. O. Nichols, 1995; Palomba & Banta, 1999). While there is no particular formula in devising assessment plans, it is important that the plans be organized in a systematic fashion. This allows the institution and outside reviewers to easily navigate the plan. The assessment plan is a

> *disciplined inquiry…that yields information on the extent to which our students are learning what we intend for them to learn, or administrative and support services are functioning as we intend, and information generated is demonstrably used for ongoing adjustments to our programs, processes and services* (Hoey & Bosworth, 2007).

How Does PVAMU Assess?

At Prairie View A&M University, an assessment plan for each unit is submitted to the Office of Academic & Student Affairs. As the assessment plan is a dynamic document, updates to respective plans are submitted annually. Figure 1 provides a recommended assessment timeline.

Figure 1: 2007-2008 Assessment Timeline

2007-2008 Assessment Timeline

2007-2008 Assessment Cycle	Aug '07	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug '08
Identify outcomes/ objectives			██	██	██	██							
Identify means of assessment		██	██	██	██	██							
Administer assessment				██	██	██	██	██	██	██			
Study results, use results									██	██	██	██	██

Common Assessment Terminology

Important to the process is a common understanding of the concepts and common terminology used across the campus. It is important that consensus be reached regarding the terms used. Figure 2 outlines common assessment terminology. Terminology will be discussed in greater detail in the goals, objectives and outcomes.

Terminology

PVAMU Terms	Common Definitions	Concepts Similarities and other Common Terms
Assessment	Processes that identify, collect, use and prepare data that can be used to evaluate achievement	Evaluation
Conceptual Framework	Outlines courses of action and systematic analysis of program (s). Provides the theoretical basis for the core body of knowledge, skills and related competencies. Describes the relationships between systems of methods, behaviors, functions and outcomes.	Self-Study
Course Outcomes	Statements that describe what students are expected to know and be able to do by the end of a course	Objectives, Standards, etc
Evaluation	Process of reviewing the results of data collection and analysis and making a determination of the value of findings and action to be taken	Assessment
Objectives	Broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve	Goals, Outcomes, Purpose, etc
Outcomes	Statements that describe what students are expected to know and be able to do by the time of graduation	Objectives, Standards, etc
Performance Criteria	Specific, measurable statements identifying the performance (s) required to meet the outcome – this is the evidence	Performance Indicators, Standards, Rubrics, Specifications, Metrics, Outcomes, etc

Adapted from: Rogers, Gloria (2007). *The Institute for Development of Excellence in Assessment Leadership (IDEAL).*

The Assessment Plan

It is important to remember that the assessment plan is dynamic and subject to change. Because a goal of the plan is continuous improvement, there is a need for all of the components to be subject to constant comparison (Glaser & Strauss, 1967; Lincoln & Guba, 1985) or continuous analysis. The constant comparison method results in persistent reconceptualization and adjustment in a dynamic system or process. Figure 3 provides a schematic of the continuous component analysis process. Appendices C-K provide rubrics that focus on the assessment plan.

Assessment Considerations: Guiding questions in the constant comparison method include:
1. What are the assessments that must be performed, in what sequence, within what time frame, and for what purpose?
2. What does the unit or program know about students?
3. Once assessments are completed, do the outcomes meet the needs of constituents such as employers and or graduate schools?
4. How will the data from assessments be utilized to lead to excellence?
5. Are there aspects of the learning experiences that are not being examined by existing assessments?
6. Is there a balance between direct and indirect measures?

These questions might be considered before the development of the assessment plan or when updates are being developed. Key to a comprehensive assessment plan is the collaborative process.

Assessment Plan Components
The components of the assessment plan are:
1. Unit Mission
2. Organizational Chart
3. Alignment of unit mission to the University's mission
4. Unit Vision (optional)
5. Core values of the Unit
6. Conceptual Framework
7. Goals, Objectives and Outcomes
8. Detailed Assessment Cycle of Unit – Data Collection
9. Results
10. Action Steps

Note: To upload assessment plan components, go to **http://www.pvamu.edu/sacsresources**

Figure 3 : Continuous Analysis Schematic
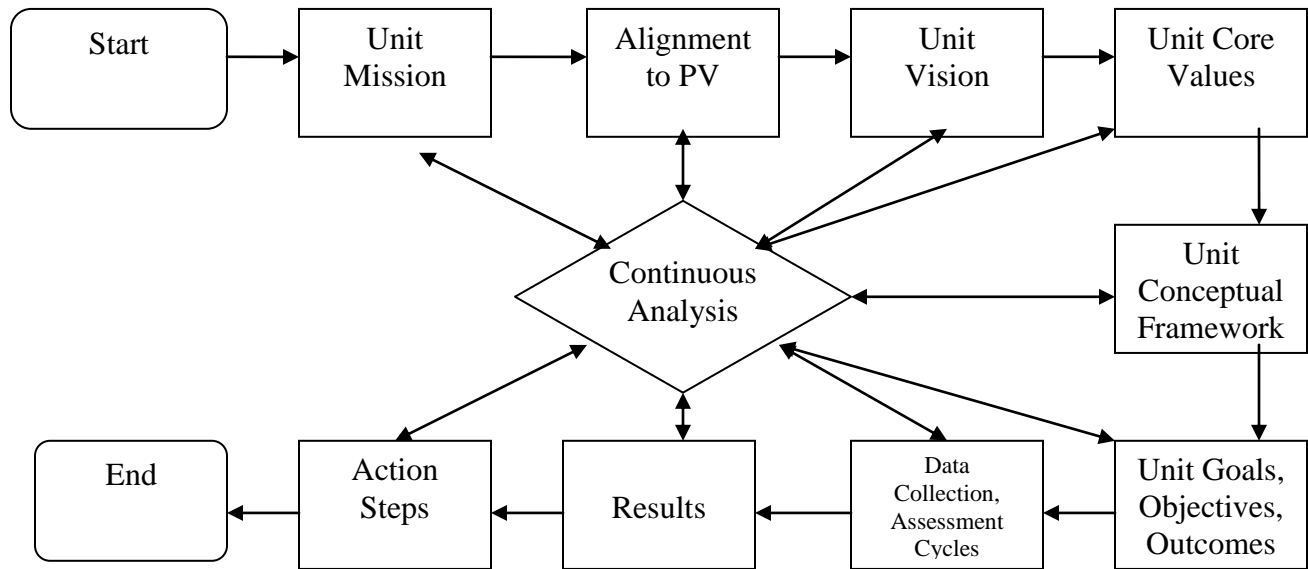
Unit Mission: The Unit Mission succinctly and clearly describes the primary function or activities of the unit. The Unit Mission provides direction for assessment. The relationship between the Unit and the University is unambiguous. It is brief, memorable, and distinctive. The purpose of the Unit is clearly stated. The mission identifies stakeholders and supports the University mission (Armacost *et al.,* 2007; Miller, 2007).

Organizational Chart: The organization chart illustrates the Unit's governance, as established by the University leadership (Miller, 2007).

Alignment of Unit mission to the University's mission: A statement that uniquely and explicitly aligns the Unit mission to the University's mission.

Unit Vision (optional): While developing the Unit Vision is optional, it should be considered in the following questions: What kind of Unit do we want to become? What do we want constituents to say about us as a result of what we do? What is most important to us? Where are we going? (Miller, 2007)

Core Values of the Unit: Core Values should be clearly defined and aligned to the University's Core Values. Defining core values allows them to be assessable.

Conceptual Framework: The conceptual framework outlines the courses of action and systemic analysis of the program (s). It provides the theoretical basis for the core body of knowledge, skills and related competencies. It describes the relationships between systems of methods, behaviors, functions and outcomes. Typically, the conceptual framework is narrative in form. It should be research based and convey the practices of the unit. Where possible, a resource for units are state

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and national standards organizations or accreditation bodies. These include (but are not limited to) organizations listed in Figure 4.

Figure 4: Selected Accreditation Organizations

- American Psychological Association   http://www.apa.org/
- Commission on Accreditation of Dietetics Education   http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/CADE.html
- Council on Social Work Education   http://www.cswe.org/CSWE/
- Engineering Accreditation of ABET, Inc.   http://www.abet.org/
- National Architectural Accreditation Board   http://www.naab.org/
- National Association of Schools of Music   http://nasm.arts-accredit.org/
- National Council of Teachers of English   http://www.ncte.org/
- National Council of Teachers of Mathematics   http://www.nctm.org/
-
- National League of Nursing Accrediting Commission (NLNAC)   http://www.nlnac.org/home.htm
- NCATE   http://www.ncate.org/
- Texas Education Agency   http://www.tea.state.tx.us/
- The Association to Advance College Schools of Business (AACSB) International   http://www.aacsb.edu/

The conceptual framework may address the unit's function by addressing the following broad questions:
1. What is the knowledge base in the discipline?
2. How has professional associations defined the knowledge?
3. How have accrediting bodies defined knowledge for the profession?
4. How have national boards defined knowledge in the field?
5. How are the above linked to the world or work?
6. How is the program or unit delivering services?

Note: The length of the conceptual framework for the assessment plan should not exceed one-half a page. Therefore, for the purpose of the assessment plan, this is a succinct part of the overall document.

Goals, Objectives and Outcomes: As an accredited institution, Prairie View A&M University (PVAMU) is expected to periodically conduct internal reviews involving the administrative officers, staff, faculty, students, the regents, and others appropriate to the process. This internal review allows the institution to consider its effectiveness in achieving its stated mission, its compliance with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) accreditation requirements, its efforts in enhancing the quality of student learning and the quality of programs and services offered to its constituencies. An internal review of the Course/Program

Learning Outcomes Alignment was conducted in 2007. Appendix K provided the document units completed in this review.

The Commission on Colleges of the Southern Association of Colleges and Schools requires that institutions seeking continued accreditation must meet all of the core requirements. These requirements are *basic, broad-based,* and *foundational* to the reaffirmation of the institution's accreditation.

Common terminology
A common terminology is important when talking about goals, objectives and outcomes. As stated earlier, consensus should be reached regarding the use of terms. Accreditation organizations (see Figure 2) may use different terms to describe similar functions.

Goals and objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve. Objectives state the purpose of the program. Assessment of objectives usually occurs after graduation and in the workplace.

Outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. A program outcome is a specific, measurable statement that describes desired performance. Programs have student learning outcomes. Student learning outcomes specify the intended learning outcomes that students must meet on the way to attaining a particular degree. Outcomes are more precise, specific, and measurable than goals and objectives. There can be more than one outcome related to each objective. A program or student learning outcome may support more than one goal. Accredited programs may align their outcomes to the standards of their respective accreditation body.

Student Learning Outcomes describe specific behavior a student should demonstrate after completing the program. A focus is on the intended abilities, knowledge, values, and attitudes of the student after completion of the program. Two questions that guide the assessment of the student learning outcomes are: (1) What is expected from a graduate of the program? (2) What is expected as the student progresses through the program? Additionally, outcomes are written with the expectation that learning occurred in the cognitive, psychomotor and behavioral, and affective domains. Three questions to guide the assessment in these domains are:

1. What should the student know? (cognitive)
2. What should the student be able to do? (psychomotor/behavior)
3. What should the student care about? (affective)

Course Outcomes are statements that describe what students are expected to know and be able to do by the end of the course.

Performance Criteria are specific, measurable statements identifying the performance(s) required to meet the course and program outcomes. Performance criteria provide evidence that outcomes have been achieved or met. Other terms used for performance criteria include (but are not limited to): performance indicators, standards, rubrics, specifications, metrics, and outcomes.

Appendices F-H provides a rubric of promising practices (Armacost *et al.*, 2007) which units' goals and objectives can be assessed.

Detailed Assessment Cycle of Unit – Data Collection: The interval in which units collect data is to be chronicled or recorded on the form supplied (see Appendix I). Appendix I (1) provides instructions for completing the 'Assessment Cycles by Unit' form (Appendix I (2)).

This component logs the collection of data over time. Data collection is critical to the assessment plan. The interrogatives (why, what, who, when) are important to the collection of data. This process will facilitate an in-depth inquiry. When considering what data to collect, it is important to first ask, "Why collect this type of data?" From this initial question, a follow-up question should be, "What is my assessment question?" Another question to ask is, "What do I want to assess?" Assessment should focus on a few criteria for each outcome or objective. It is important to remember that not all functions need to be assessed all the time. Rather, it may be efficient and prudent to assess certain outcomes or objectives on an alternate or multiple year cycle. For example, a new program may initially assess to gain baseline data. The program may assess a prioritized function the second year. After the second year, the program functions may decide to assess during alternate years. Curriculum mapping is an effective tool to use when deciding on what to assess (Ewell, 1997). Next is the question of "Who is being assessed?" Are students being assessed? Are they being assessed in cohorts? Are faculty being assessed? Finally, the context of "When" and "Where" assessments are being conducted is central to ensuring appropriate response rates.

Collected data must be valid and reliable. Validity should be relevant, accurate and useful. The collected data should measure the educational outcomes as directly as possible. It should measure the educational outcome as precisely as possible. Finally, it should provide formative and summative results with clear implications for educational program evaluation and improvement (Rogers, 2007).

Reliability occurs when a measure is repeated and the results are the same. Units should ensure rater and interrater reliability where appropriate (for in-depth review of validity and reliability refer to Gay, Mills & Airasian, 2006).

Institutional Review Board (IRB) Statement: Assessment and Regulatory Compliance
Information obtained for the purpose of documenting the effectiveness of an institutional-wide component or a College/School, department, division or Center at the University and intended to guide good practice for the unit being assessed, does not require Regulatory Compliance Committee review. However, information gathered during this effort CANNOT be used for any private or personal research purposes, i.e., presentation or publication, without prior approval of the University Regulatory Compliance Committee. The committee is organized to help ensure the rights and welfare of participants in research activities. The regulatory compliance committee is responsible for the welfare of human participants in research is the Institutional Review Board (IRB). (Statement developed, Fall 2006, Office of Research and Development, Office of Research Regulatory Compliance, Prairie View A&M University, Prairie View, Texas.)

Types of Data Collection Methods: Data collection methods fall into two major categories: direct and indirect measures (Miller, 2007; Nichols 1995). Direct measures provide for the direct examination or observation of student knowledge or skills that are evaluated against measurable

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learning outcomes. Indirect measures assess student learning that ascertains the opinion or self-report of the extent or value of the learning experience. A balance between direct and indirect measures should be maintained. Figure 5 illustrates assessment measures to be balanced in method selection.

Figure 5: Balance of Assessment Measures

Balance Assessment Measures

Direct

- Behavioral observations
- Exit and other interviews
- External examiner
- Locally developed exams
- Oral exams
- Performance appraisal
- Portfolios
- Simulations
- Standardized exams

Indirect

- Archival records
- Exit and other interviews
- Focus groups
- Written surveys and questionnaires

Results: Assessment results answer two questions: (1) What does your assessment data (observations, exams, portfolios, surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery? (2) How will the assessment data (observations, exams, portfolios, surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery (Banta, 2002; Banta *et al.*, 1996; Bresciani, 2005; McNamara, 1999; Miller, 2007; J. Nichols & Nichols, 2005; J. O. Nichols, 1995; Palomba & Banta, 1999)? Appendix J provides a template to enter results, as well as examples.

Action Step (s): As a result of the responses to the two questions above, what step (s) will be taken to close the learning or service delivery loop? (Armacost *et al.*, 2007)

Using Assessment Results

Assessment is the continuous process of gathering and using student learning and development information. Student learning outcome data should be used by University Units in the implementation and development of curricular, co-curricular, environmental, and institutional improvement. Assessment results are used not to evaluate individuals or programs. Rather, assessment results provide a gauge of the extent to which the department, unit, school, college and/or institution is achieving its mission. Student learning is the paramount goal of assessment.

As Units respond to the results questions (What does your assessment data tell you about student learning and/or service delivery? How will the assessment data be used to improve student learning and/or service delivery?), they should continue to:

a. determine how to best use assessment data to improve student learning and teaching,
b. determine how to best use assessment data to inform external constituencies, and
c. collaborate with Student Affairs to implement strategies that promote learning outcomes.

Institutional effectiveness requires the successful use of assessment plans. A culture of assessment reflects that a climate exists in which focused examination is occurring regarding "what we say we are doing" and "what we want to do." The administration, faculty, and staff must understand and be responsive to the context of assessment from external agencies.

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See: National FORUM Journals – www.nationalforum.com

APPENDICES

Appendix A
Range of Assessment Methods Rubric
Analysis Rubric

Data/Method	Exhibit Type	Source of Data	Assessment Measures/Information Types					
			Community Relations	Demo-graphics	Student Readiness	Student Learning	University Processes	Perceptions
Achievement tests								
Advising surveys – Prospective Graduates								
Advisory board/committee reviews								
Alumni surveys								
Capstone courses								
Client feedback								
Climate survey								
Customer service surveys								
Employer follow-up surveys, telephone calls								
Entering Student								
Faculty committee review								
Graduate/postgraduate studies								
GRE/GMAT scores								
Internship performance								
Interviews with graduate/ professional school advisors								
Juried exhibits								
Licensure examination scores								
Portfolios								
Practicum Performance								
Professional School Performance								
Program reviews (regular and systematic)								
Projects/theses								
Recent graduate surveys								
Research projects								
Self-study reports								
Senior seminars/design studios								
Surveys (need to specify)								
Other (specify)								

Measure / Description	Date	Type	Targeted Population	Institutional Outcome(s)	Significant Points	Implications for PVAMU/Recommendations

Assessment Plans
 	
A. Information requested
   a. Unit Mission
   b. Explanation of how Unit's mission is aligned to the University's Mission
   c. Core Values of the Unit and how aligned to the University's Core Values
   d. Goals, Objectives and Outcomes of the Unit
   e. Detailed Assessment Cycles of the Unit
   f. Data Results detailing how used to improve student learning or outcomes and/or service delivery
	2005-2006
	2006-2007
		D/I	• Colleges
			• Schools
			• Units
				• Plan for continuous improvement
				• Assess student learning
				• Assess curriculum alignment
				• Demonstrate institution-wide research-based planning and evaluation process that (1) incorporate a systematic review of mission, goals and outcomes (2) result in continuing improvement in institutional quality, and (3) demonstrate effectively accomplishing mission (SACS – Core 2.5 - Institutional Effectiveness)
				• Identify and assess expected outcomes, and provide evidence of improvement based on analysis of the results in: educational programs, to include student learning outcomes, administrative support services, educational support services, research within its educational mission, community/public service within the educational mission
					• Scheduled Training Sessions provided:
					  1. This Thing Called Assessment: An Overview
					  2. Collaborating to Meet Assessment Goals
					  3. Outcomes Based Assessment
					  4. Course Imbedded Assessment
					  5. Measure of Academic Proficiency and Progress (MAPP)
					  6. Reporting Assessment Results
					  7. Writing a Conceptual Framework
					  8. Writing Service Learning Outcomes
					  9. Institutional Effectiveness: What is It? What is the role of Assessment? What is its Significance and Impact on the Success of a Higher Education Institution?
					• Provide technical assistance to units
					• 2005-2006 – Assessment Plans Received
					• 2006-2007 Assessment Plans Received
					• 200602007 Assessment Results Received
						• Recommendation 1: Add **plan of action** to assessment plans
						• Recommendation 2: Request 2007-2008 assessment plans
						• Recommendation 3: Focus on systematic submission
						• Recommendation 4: Prioritize measurement focus – one to two outcomes
						• Recommendation 5: Focus on results and needed changes
						• Recommendation 6: Engage faculty, staff and students in discussions on results and changes to programs/units
						• Recommendation 7: Incorporate True Outcomes as an assessment tool for curriculum and program assessments

CIRP Gain information on student characteristics: parental income and education,	2006-2007	I	• Freshmen	• Gain information on student characteristics		• Recommendation: Repeat survey in 2008-2009

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ethnicity' financial aid; secondary school achievement and activities; educational and career plan; values, attitudes, beliefs and self-concept						
Core Curriculum Survey	2004-2005 2005-2006	I	• Undergraduates	• Gain graduating student perceptions		• Repeat administration in 2007-2008 • Conduct reliability and validity studies • Develop faculty version of survey
External Examiner Brechiani, Caples	2006-2007 2007-2008	D	• Faculty • Staff	• Provide impartiality (external validity) –provide information insiders do not see • Consultation for student and program evaluation • Incorporate external stakeholders and community • Supplement Assessment		• Recommendation 1: Follow-up with previous external examiners • Recommendation 2: Identify additional external examiner(s)
Focus Groups	2006-2007 2007-2008	I	• Freshmen (Achieving the Dream Project)	• Triangulate with other student measures • Gather ideas, details, new insights		• Recommendation 1: Expand focus groups to general freshmen class • Recommendation 2: Conduct additional focus groups with upper class
MAPP Measure of all four general education skills (critical thinking, reading, writing, and mathematics) with one integrated test.	2005-2006 2006-2007 2007-2008	D	• Freshmen • Seniors	• Demonstrate baseline achievement • Demonstrate student learning • Provide external validity • Establish baseline academic achievement		• Recommendation 1: Use to improve curriculum alignment • Recommendation 2: Use to improve design/redesign core courses • Recommendation 3: Test sample of 2007-2008 seniors • Recommendation 4: Target four areas to improve learning • Recommendation 5: Consider including upper class in future iterations

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NSSE	2001 2003 2005 2007 2008	I	• Freshmen • Seniors • Faculty	(NSSE Benchmarks) • Increase/improve level of academic challenge • Promote active and collaborate learning • Promote student faculty interaction • Provide supportive campus environment		• Recommendation 1: Request Special Analysis • Recommendation 2: Incorporate BCSSE Advising Report into scheduled meetings with students • Recommendation 3: Engage faculty and staff in discussions about results • Recommendation 4: From results, create action plan • Recommendation 5: Survey sample of seniors • Recommendation 6: Disseminate results to university and freshmen advisors (student assistant needed to accomplish)
To better understand the influence of the institution on student performance, it is important to measure and control for the educational engagement patterns students establish prior to and after enrolling. It is also important to understand the value students place on various aspects of student engagement common to the first year of college.						

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Appendix C
Institutional Effectiveness Rubric: Assessment Plan

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

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix D
Institutional Effectiveness Rubric: Assessment Plan
Mission of the Unit

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						

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix E
Institutional Effectiveness Rubric: Assessment Plan
Core Values

Unit	Access & Quality	Diversity	Leadership	Relevance	Social Responsibility	Comments
CAHS						
CAS						
COB						
COE						
COEng						
CJJP						
CON						
SOA						
Student Affairs						
Student Enrollment						
The Graduate School						
University College						

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix F
Institutional Effectiveness Rubric: Assessment Plan
Goals

Unit	Describes Desired Performance	Goals Consistent with Mission	Goals lead to Vision	Goals Aligned to PVAMU's Values	Comments
CAHS					
CAS					
COB					
COE					
COEng					
CJJP					
CON					
SOA					
Student Affairs					
Student Enrollment					
The Graduate School					
University College					

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix G
Institutional Effectiveness Rubric: Assessment Plan
Outcomes/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									

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix H
Institutional Effectiveness Rubric: Assessment Plan
Objectives 2

Unit	Specific	Measurable	Aggressive but Attainable	Timebound	Comments
CAHS					
CAS					
COB					
COE					
COEng					
CJJP					
CON					
SOA					
Student Affairs					
Student Enrollment					
The Graduate School					
University College					

Adapted from: Armacost, R. L., Pet-Armacost, J., & Krist, P. S. (2007). *Developing program assessment plans to build a culture of continuous improvement.* Paper presented at the 2007 Southern Association of Colleges and School: Commission on Colleges, New Orleans.

Appendix I (1)
Institutional Effectiveness Rubric: Instructions for Completing the Assessment
Cycles by Unit Form
(Refer to form for examples)

1. List the name of the measure
2. Specify if report completed (Yes or No)
3. Identify the targeted population for the measure
4. Specify the type of measure:
   a. Standardized Test (e.g., Academic Profile – see examples)
   b. National Survey (e.g., Faculty Survey of Student Engagement (FSSE) or National Survey of Student Engagement (NSSE)
   c. Local Survey (this type of survey is developed by the unit or by the university – see example)
   d. Other: Specify – anything that does not fit in the categories above (e.g., juried competitions, locally developed exams (e.g., pre-post tests, course-embedded exam questions, comprehensive exam, qualifying exam, etc.)

5. Specify the administration period
   a. Past – specify the dates the exam was administered **(do not go back more than two years)**
   b. Future – specify dates

6. Specify the frequency
   a. Annually
   b. Bi-Annually
   c. Triennially
   d. By Semester
   e. Monthly
   f. Other: specify

7. Provide a description/purpose

8. Specify where assessed/location
   a. General assembly
   b. Class/main campus
   c. Class/satellite campus
   d. Point of service
   e. Other: specify

9. Specify the outcome/what assessed
   a. Student learning
   b. Academic processes
   c. Student services
   d. Perceptions
   e. Administrative processes
   f. Fiscal processes
   g. Satisfaction
   h. Quality
   i. Attitudes

Appendix I (2)

Unit: _____

Institutional Effectiveness Rubric: 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				
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				1999, 2004	2005	Yearly	Measures of critical thinking, reading and mathematics	TBD	Student Learning

Appendix J
Institutional Effectiveness Rubric: 2006-2007 Results Data
Request for information – Due August 31, 2007

College/School or Administrative Unit_____

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2006-2007 academic year, please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

Examples

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

   - Student Learning Example (English/Composition):
     - 90% of graduates identified 87% of errors on the _____ test. However, grammatical conventions regarding punctuation were not consistently applied.

   - Student Learning Example (Computer application/skills):
     - 60 % of graduates' computer applications/skills were judged acceptable on the first review by the faculty panel. 40 student projects were reviewed. The average project score was 3.87 on the "computer proficiency" rubric.

   - Service Delivery Example:
     - 90% of students completing a point-of-contact survey indicated "very satisfied" or "satisfied" with "overall experience" with the _____ Center. However, 40% of the students indicated "not satisfied" with the "_____" services of the center.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

   - Student Learning Example (English/Composition):
     - Faculty use of commonly accepted practices regarding punctuation in reviewing upper division papers has been emphasized.

   - Student Learning Example (Computer application/skills):
     - More personal computer applications/skills were integrated into the core _____ classes. In each class….additional applications that include _____and skills building have been implemented.

   - Service Delivery Example:
     - While the center's point-of-contact criteria was met, the criteria for _____ services was not. Staff training will be provided to improve service delivery in this area.

Appendix K
Institutional Effectiveness Rubric: Course/Program Learning
Outcomes Alignment and Review

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

The Commission on Colleges of the Southern Association of Colleges and Schools requires that institutions seeking continued accreditation must meet all of the core requirements. These requirements are *basic, broad-based,* and *foundational* to the reaffirmation of the institution's accreditation. A basic and broad-based core requirement states:

> *The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. [Institutional Effectiveness, Principles of Accreditation (Interim Edition), Core Requirement 2.5].*

To support Prairie View A&M University's assessment processes and in the compliance with SACS accreditation expectations, the attached templates have been created to document learning outcomes at the program and course levels. This also provides data for continuous improvement in programs and courses.

> *Special Note: If this exercise appears redundant in that readers are saying "we've done this before or we do this continually," that's outstanding. It is through repetition that the assessment process is reinforced. It should be as effortless as a blink of the eye.*

Appendix K
Course/Program Learning Outcomes Alignment and Review

Instructions for completing Course Learning Outcomes Matrix

    (a) A course learning outcomes matrix should be completed for each course in the inventory in the college/school.
    (b) For each course, fill in the course title, prefix, course number and course description
    (c) For each course, under the course learning outcomes column, write each learning outcome for the respective course (see attached example)
    (d) For each course learning outcome, specify the type of competency expectation

Note: One or more instructors may teach the same course. Methods of instruction may differ but outcomes expectations must not differ.

Course Outcomes Matrix

Course Title: _____

Prefix: _____

Course Number: _____

Course Description (from the catalog):   _____

     _____

Course Learning Outcomes	**Competencies (T, R, I)**		
	T competency is taught	R Competency is reinforced	I Competency is utilized/ integrated

Adapted from: Hoey, J. J., & Bosworth, S. L. (2007). *Institutional effectiveness: A new back-to-basics approach.* Paper presented at the Southern Association of Colleges and Schools, Commission on Colleges, New Orleans, LA.

Appendix K
Course/Program Learning Outcomes Alignment and Review

Instructions for completing Degree Program Outcomes Matrix:

    (a) A degree program outcomes matrix should be completed for each degree program
    (b) In column one, fill in the course prefix and number (see attached example)
    (c) In column two, fill in the course title (see attached example)
    (d) Fill in the program learning outcomes (see attached example)
    (e) Specify the major program outcomes (see attached example)
    (f) Using the competency codes (T, R, I) to specify how each outcome is accomplished in each course (see example below)

Note: All Program Learning Outcomes must be aligned with the Course Outcomes

Degree Program Outcomes Matrix

(a) Program Title _____

(b) Course Prefix, Number	(c) Course Title	(d) Program Learning Outcomes (e)							
		(f)							

T – competency is taught   R – Competency is reinforced   I – Competency is utilized/integrated

Example (Course Outcomes Matrix)

Course/Program Learning Outcomes Alignment and Review

Course Title: Human Growth and Development

Prefix: CNSL

Number: 5143

Description (from the catalog):   A study of the growth and development of the individual. Emphasis on stages of human intellectual, physical, social, and emotional development throughout the lifespan.

Course Learning Outcomes	Competencies (T, R, I)		
	T competency is taught	R Competency is reinforced	I Competency is utilized/integrated
Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children, adolescents, and adults	T		
Develops knowledge of developmental issues, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence)	T		
Recognizes the interrelatedness of developmental domains and how affective characteristics may affect academic performance	T		
Understands the range of human development variation and knows how to provide appropriate, effective guidance and counseling services that are responsible to students' developmental characteristics and differences	T		
Understands students' developmental characteristics and needs in relation to educational and career awareness, planning and decision making		R	
Applies knowledge of how to coordinate resources for students within the school and the community		R	I

Outcomes Source – Domain II, Competency 006, Counselor Standards, SBEC

Example (Degree Program Outcomes Matrix)

Course/Program Learning Outcomes Alignment and Review

Degree Program Outcomes Matrix

		Program Learning Outcomes and Measure							
		1. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children, adolescents, and adults *(Measure : TEXES)*	2. Understand students' developmental characteristics and needs in relation to educational and career awareness, planning and decision making *(Measure: TEXES)*	3. Applies knowledge of how to coordinate resources for students within the school and the community *(Measure: Practicum Supervisor's Rating in field placement.)*	4.	5.	6.	7.	8.
Course Prefix, Number	**Course Title**								
CNSL 5093	Educational Statistics	I	I	I	T	T	T	R	R
CNSL 5123	Appraisal Techniques	I	R	I	R	T	T	T	R
CNSL 5143	Human Growth and Development	T	R	R	I	T	T	T	I
CNSL 5153	Cross-Cultural Issues	I	I	I	T	T	R	T	R
CNSL 5013	Counseling Techniques	R	R	T	I	T	T	T	I
CNSL 5023	Counseling Theory and Practice	I	I	I	T	T	T	R	R
CNSL 5053	Professional Orientation	R	R	R	T	I	T	T	I
CNSL 5083	Psychology of Abnormal Behavior	I	I	I	R	T	T	T	T
CNSL 5113	Career Development Counseling	R	T	R	I	I	R	T	T
CNSL 5133	Group Dynamics	I	R	T	T	T	R	R	T
EDFN 5903	Thesis Research	I	I	I	T	T	T	R	R

T – Competency is taught   R – Competency is reinforced   I – Competency is utilized/integrated