

COLLABORATING TO MEET INSTITUTIONAL ASSESSMENT GOALS

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Prairie View A&M University

What is Institutional Effectiveness?

- a process in which an Institution demonstrates its success in accomplishing its mission and meeting its goals

Institutional Effectiveness Involves a process that...

- establishes outcomes based on its mission
- aligns the University mission statement to academic programs and administrative units missions
- identifies appropriate **program** and learning **outcomes**
 - assessed and reviewed
 - reported

Institutional Effectiveness Involves a process that...(con't)

- results in continuous improvement
- closes learning and service delivery gaps

SACS 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. (Institutional Effectiveness) (Principles of Accreditation, 2008 Interim Edition)*

SACS Defines Institutional Effectiveness

- *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas (Institutional Effectiveness):*
 - *3.3.1.1 educational programs, to include student learning outcomes*
 - *3.3.1.2 administrative support services*
 - *3.3.1.3 educational support services*
 - *3.3.1.4 research within its educational mission, if appropriate*
 - *3.3.1.5 community/public service within its educational mission, if appropriate*

(Comprehensive Standard 3.3.1) (Principles of Accreditation, 2008 Interim Edition)

The 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. (PVAMU Undergraduate Catalog, 2005-07, p. 24) 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.*
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INSTITUTIONAL CORE VALUES

ACCESS AND QUALITY

PVAMU 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 graduates to compete successfully in the graduate and professional schools as well as in the labor force.

[Excerpts from the University Catalog, 2005-2007, p. 25.]

INSTITUTIONAL CORE VALUES

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.

[Excerpts from the University Catalog, 2005-2007, p. 25.]

INSTITUTIONAL CORE VALUES

LEADERSHIP

PVAMU 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 profession 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.

[Excerpts from the University Catalog, 2005-2007, p. 25.]

INSTITUTIONAL CORE VALUES

RELEVANCE

PVAMU 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.

[Excerpts from the University Catalog, 2005-2007, p. 25.]

INSTITUTIONAL CORE VALUES

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.

[Excerpts from the University Catalog, 2005-2007, p. 26.]

INSTITUTIONAL GOALS

1. Strengthen the Quality of Academic Programs (TEACHING/LEARNING)
2. Promote Programs that Contribute to Student Success (TEACHING/LEARNING)
3. Increase Applied and Basic Research (RESEARCH/DISCOVERY)
4. Improve the Academic Indicators of the Student Body (SERVICE/ENGAGEMENT)

INSTITUTIONAL GOALS

5. Strengthen University Advancement Programs, including fund-raising.
(SERVICE/ENGAGEMENT)
6. Increase and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders. (SERVICE/ENGAGEMENT)
7. Strengthen Environmental Health and Safety Programs on the Campus (MANAGEMENT)

INSTITUTIONAL GOALS

8. Achieve (and maintain) Financial Stability
(MANAGEMENT)
9. Increase the Efficiency of University
Operations (MANAGEMENT)
10. Strengthen the Athletic Program
(MANAGEMENT)

Assessment Goals

- List your institution's assessment goals.
- Possible assessment goals
 - Evidence and Data
 - Planning and Evaluation
 - Resource Allocation

Who Shares Assessment Goals?

- List the roles of those that share goals
 - President, Provost, Deans, Faculty, Staff, Students, External Stakeholders, etc
- How do you know these roles share these goals?
 - How articulated?

Role & Task Clarification

- Collaboration
- Cooperation

Individual Directions

- **Read all 7 cards**
- **Sort cards from 1-7**
 - 1 = agree with the most
 - 7 = least agree with

Card Sort - A

- The distinctive characteristic of educationally effective institutions is that various groups share the responsibility for student learning and shared student success. The key condition is that faculty, staff, and students are committed to their school's mission, vision, and philosophy.

Card Sort - B

- Inclusive leadership approaches are a product of shared vision and goals that lead to a strong sense of community. A strong sense of community should be celebrated through major events that highlight the accomplishments of individuals and groups within the institution.

Card Sort - C

- Encouraging active participation by faculty, students, and staff in institutional governance at all levels reinforces the value and necessity of working together to create student success.

Card Sort - D

- Students bring an essential perspective for creating a success-oriented learning environment. High-performing schools include students in policymaking and on committees, task forces, and governance groups, often in leadership roles.

Card Sort - E

- At strong performing institutions, student affairs professionals recognize their primary obligation is to support the institution's academic mission and view themselves as full partners in the enterprise – team-teaching with faculty members, participation in campus governance, and managing enriching educational opportunity for students such as peer tutoring and mentoring, first-year seminars, and learning communities.

Card Sort - F

- Shared faculty leadership is characteristic of strong performing schools, especially with regard to curriculum revision. This leadership takes place across units, such as the student and academic affairs, others happen between groups.

Card Sort - G

- Institutional researchers, directors of teaching and learning centers, and librarians collaborate on tasks such as assessment, technology, accreditation or planning.

Individual to Group Sharing

- **Discuss with group your reasons for your placement of 1st, 4th, and 7th cards**

Collaborative Decision Making

- **As a group, identify your top 3 cards**
- **Discuss your selections.**

References

- Kezar, A. (2005). *Promoting student success: The importance of shared leadership and collaboration (Occasional Paper No. 4)*. Bloomington, Indiana: Indiana University Center for Postsecondary Research.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2005). *Assessing conditions to enhance educational effectiveness: The Inventory for student engagement and success*. San Francisco: Jossey-Bass.
- Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

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