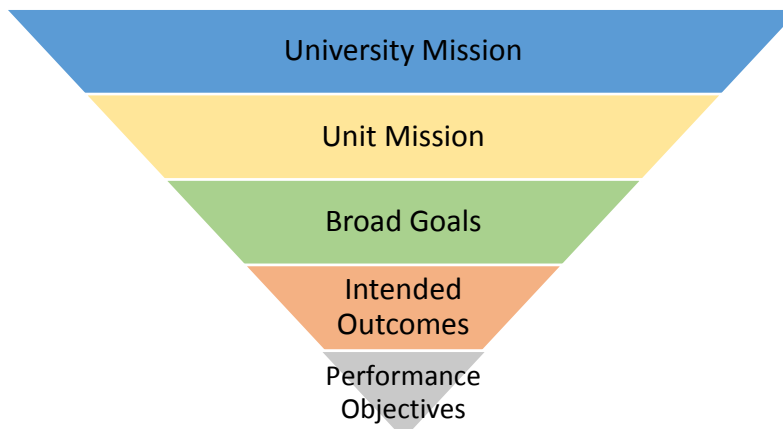


## Planning Guide for Assessment

Mississippi University for Women (MUW) values continuous improvement through the institutional effectiveness processes. SACSCOC defines Institutional Effectiveness as the systematic, explicit, and documented process of measuring institutional performance against the mission in all aspects of an institution.



The work of institutional effectiveness begins with the University's Vision, Mission, and Guiding Principles (VMGP). The VMGP provides the overarching framework for strategic priorities and goals.

### MUW's Vision, Mission, and Guiding Principles

#### Vision

"Building on its long tradition of excellence in liberal arts and professional education, as well as its historic focus on academic and leadership development for women, Mississippi University for Women will continue to be a university that prepares both women and men for successful lives by **providing a high-quality education** in a personalized learning environment."

#### Mission

"A Carnegie Master's S public institution, Mississippi University for Women (MUW) **provides high-quality undergraduate and graduate education** for women and men in a variety of liberal arts and professional programs, while maintaining its historic commitment to academic and leadership development for women. MUW **emphasizes a personalized learning environment** in all of its educational programs, which are offered through the College of Arts and Sciences, College of Business and Professional Studies, College of Education and Human Sciences, and College of Nursing and Speech Language Pathology. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing the unique educational and public service needs of northeast Mississippi and adjoining counties in northwest Alabama. MUW **supports research, scholarship, and creativity to enhance faculty development and student learning and to advance knowledge in the disciplines offered by the university.**"

Guiding Principles

“MUW ***provides high-quality instructional programs that emphasize teaching and learning.*** With faculty and staff of the highest caliber, MUW is dedicated to providing a campus environment that ***encourages lifelong learning, strong career preparation, and personal growth.*** Graduates are expected to have skills in communication, technology, and critical thinking, as well as an awareness of self, gender-related issues, cultural diversity, and responsible citizenship.

MUW is ***student oriented.*** MUW ***provides small classes and emphasizes personalized student attention, so that each student will have the opportunity to succeed.*** MUW offers a student-life program that stimulates learning and leadership development.

MUW ***values research, scholarship, and creativity.*** While MUW is primarily a teaching institution, the university ***supports research, scholarship, and creativity to enhance*** the professional development of ***faculty and staff*** in order ***to better prepare students.***

MUW is ***committed to diversity*** among its faculty, staff, and students. The faculty, staff, and students of MUW represent the global society in which we live. MUW ***believes that diversity allows students to grow in their understanding of self and others.***

MUW ***endorses sound organizational principles*** and is ***committed to operational efficiency, collaborative strategic planning, institutional effectiveness, and creative problem solving.***

MUW ***meets regional, state, and national needs for higher education.*** The University responds to the ***needs of the local community*** by providing ***cultural activities; programs for intellectual, professional, and social development;*** and by ***assisting in economic development.*** MUW extends its outreach to the state and nation using multiple delivery methods, including the internet and other advanced systems.

MUW is ***committed to public service.*** MUW ***forms partnerships*** with businesses, as well as with educational, governmental, public service, and charitable organizations, ***to create opportunities that provide economic and social advantages for the institution, community, and region.***

(<http://www.muw.edu/about-muw#mission>)

## **Strategic Priorities and Goals**

The University then adopts strategic priorities and goals to provide a guide to the overall direction of the institution, which provides a consensus regarding the mission and how to support it. The current strategic priorities and goals of the University are as follows:

- ❖ The University will cultivate a culture of **Advancement Excellence** to strengthen engagement among its constituencies by:
  - creating a culture of giving;
  - establishing and maintaining affinity groups;
  - fostering pride in University events and private giving; and
  - increasing awareness of university programs and strengths.
- ❖ The University will promote **Regional Stewardship** through partnerships across campus and the region by:
  - cultivating collaborations that increase health and well-being;
  - providing outreach to underserved populations;
  - strengthening and expanding K-12 partnerships;
  - contributing to the creative economy; and
  - forging meaningful and engaged partnerships that provide real-life experiences for students.
- ❖ The University will foster a **21st Century** learning environment by:
  - enhancing and effectively utilizing advanced instructional technologies;
  - broadening educational opportunities and programs for the diverse student body;
  - maintaining, enhancing and expanding international partnerships;
  - increasing emphasis on diversity of faculty and staff;
  - cultivating communities to create opportunities for academic engagement;
  - fostering leadership development and a commitment to a safe ethical environment; and
  - enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability.
- ❖ The University will cultivate a comprehensive approach that enhances retention, **Completion** and student success by:
  - enhancing student advising, mentoring, and support services;
  - recruiting a diverse student body to ensure a vital university community;
  - providing resources to assist students with achieving and maintaining financial stability; and
  - providing academic programs to meet the needs of today's student and workforce.

Source: <http://www.muw.edu/priorities>

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graph TD; Planning[Planning] --> Implementation[Implementation]; Implementation --> DataCollection[Data Collection]; DataCollection --> Analysis[Analysis]; Analysis --> Budget[Budget & Strategic Implications]; Budget --> Actions[Actions for Improvements]; Actions --> Planning; subgraph Loop [Continuous Improvement "closing the loop"]; Implementation; DataCollection; Analysis; Budget; end; Council[PIE Council reviews and makes recommendations to units and in an Annual Assessment Report to campus];
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PIE Council reviews and makes recommendations to units and in an Annual Assessment Report to campus

4

## **Academic Program Planning and Assessment:**

Each degree program listed on the Institutions of Higher Learning Academic Program Inventory is required to have a plan that is assessed annually (see Assessment Timeline Process below), with the exception of low-enrolled programs. Defined as *five or less*, *low-enrolled programs* will report out results at least every three years using aggregated data collected over that time period. The primary purpose of institutional effectiveness is to systematically improve the quality of student learning, teaching, public service, and processes at MUW. The University's institutional effectiveness processes demonstrates compliance with a SACSCOC core requirement, several comprehensive requirements, and one federal requirement.

Each program plan will include the following elements:

- Program Mission Statement that Supports the University Mission
- Program Goals
- Student Learning Outcomes (SLO)
- Student Achievement Outcome (SAO)
- General Education Outcome (GEO) (undergraduate programs only)
- Program Outcome (PO)
- Research Outcome (RO) (graduate programs only).

The academic institutional effectiveness process for a given program is guided by an identified assessment coordinator. The coordinator is responsible for bringing faculty together to adopt goals and outcomes for the unit. Each unit should have a minimum of two broad goals, three student learning outcomes, a student achievement outcome, a general education outcome for undergraduate programs, a research outcome for graduate programs, and a program outcome that is linked to and consistent with an appropriate University strategic priority and goal.

### **Student Learning Outcomes**

SLOs are general statements of what students are expected to know or be able to do at the completion of the program. Programs should have three or more SLOs and at least one should be a **general education outcome (GEO)** if it is an undergraduate program and a **research outcome (RO)** if a graduate program. Grades alone cannot be used to measure the effectiveness of SLOs.

### **Student Achievement Outcomes**

SAOs are general statements regarding the accomplishments of students in the program or upon the program's completion. The means of assessment could include retention data, licensure pass rate, graduation rates, graduate school placement, and job placement. This data can be collected through survey results, exit interviews, and data analysis.

### **Program Outcomes**

POs are general statements about the quality of the program and are directly tied to a University strategic priority and goal.

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve academic programs. The following reports are available through the office's website or upon request:

- Alumni Survey Results
- Commencement Survey Results
- NSSE Survey Results

## Planning Guide for Assessment

- Student Level Data
- Retention and Graduation Rate Data.

The programs will assess the outcomes and show evidence of improvement based upon the results.

### **MUW's Assessment Timeline Process**

#### ***Academic Assessment***

May:

The week final grades are due, according to the academic calendar, coordinators will input program results into the assessment software. The following Monday, plans will be closed to run archival reports.

Departments submit Assessment Results and Plans to College Deans.

Review Results and Design Assessment Plan for upcoming year.

The Thursday after the week final grades are due, coordinators will then have access to make any changes to the goals and outcomes for the next academic year.

June 30:

Deans submit approved Assessment Results and Plans to AVPAA and PIE Council for review to provide feedback for consideration by College Deans.

June – May:

Departments Assess Student Learning and Student Achievement.

## **Non-Academic Planning and Assessment**

Each non-academic unit, which includes administrative support, academic and student support, and community/public service, is required to have a plan and assess it annually (see Assessment Timeline Process below). The university institutional effectiveness processes demonstrate compliance with a SACSCOC core requirement, several comprehensive requirements, and federal requirements.

Each non-academic plan will include the following elements:

- Unit mission statement that supports the university mission
- Unit Goals
- Expected Outcomes.

Units have an assessment coordinator (director/department head) that guides the process. The coordinator along with staff involved will adopt goals and outcomes for the unit that are directly tied to the University strategic priorities and goals.

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve non-academic units. The following reports are available through the office's website or upon request:

- Alumni Survey Results
- Commencement Survey Results
- Faculty and Staff Satisfaction Survey Results
- Campus Technology Survey Results
- NSSE Survey Results
- Student Level Data
- Retention and Graduation Rate Data.

Examples of individual unit data that could be used to assess a unit's effectiveness are:

- Turnaround Time
- Customer Satisfaction Surveys
- Exit Interviews
- Workshop Evaluations
- Conference Participation
- Audits
- Visits
- Record Counts
- Grants Awarded
- Efficiencies.

The unit assesses these outcomes and provides evidence of improvement based upon the results.

**MUW's Assessment Timeline Process**

***Non-Academic Assessment***

May:

Each campus unit begins 'Review & Design' talks based upon the previous fiscal year's assessment results and current Strategic Planning Initiatives.

June 30:

Each campus unit submits their Assessment Results and Plans for the upcoming year to their supervising MUW Cabinet Member.

July 30:

MUW Cabinet Members submit approved Assessment Results and Plans to the Chair of PIE Council for review.

September:

PIE Council reviews each Unit's Assessment Plans to provide additional feedback for consideration by MUW Cabinet Officers and verify final approved Plans.

July – June:

Implement and Assess Plans.



## Appendix A

## Planning Guide for Assessment

	<b>Academic Units</b>
	<b><u>Programs</u></b>
1	Accounting (including Minor and Executive Certificate in Applied Accounting) - BS
2	American Studies – Minor
3	Applied and Professional Ethics – Certificate
4	Art Education - BFA
5	Biology (including Minor and Secondary Education Certification) - BA, BS
6	Business Administration - BAS
7	Business Administration (including all Minors and Certificates) - BS <b>*See List Below</b>
8	Business Administration - MBA
9	Chemistry (Including Minor) - BS
10	Communication (including Minor) - BA, BS
11	Creative Writing - MFA
12	Culinary Arts (including Minor) - BS, BT
13	Culinary Science/Culinology - BS
14	Educational Leadership – ME
15	Elementary Education – BS
16	English (including Minor, Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA
17	Family Nurse Clinician – MSN
18	Family Studies (including Minor) - BS
19	Film Studies – Minor
20	Fine Arts (including Art History and Studio Art Minors) - BFA
21	French – Minor
22	General Studies - BA, BS
23	Gifted Studies – ME
24	Health Education – MS
25	History (including Minor and Secondary Education Certification in History and Social Studies) - BA
26	Honors College - Program
27	Interdisciplinary Studies - BA, BS
28	International Studies – Minor
29	Kinesiology (including K-12 Education Certification) - BS
30	Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS
31	Legal Studies (including Minor) - BA, BS
32	Mathematics (including Minor and Secondary Education Certification) - BA, BS
33	Medieval and Renaissance Studies – Minor
34	Music (including Minor and Music Education and Music Therapy) - BA, BM
35	Nursing - ASN
36	Nursing - BSN
37	Nursing Practice – DNP
38	Nutrition and Health – Minor
39	Philosophy – Minor
40	Physical Sciences (including Secondary Education Certification) – BS
41	Physical Theatre – MFA
42	Political Science (including Minor) - BA
43	Psychology (including Minor) - BA
44	Public Health Education (including Minor) - BS
45	Public Administration – Certificate
46	Reading/Literacy – ME

## Planning Guide for Assessment

47	Religious Studies – Minor
48	Secondary Teacher Education – MAT
49	Social Sciences (including Secondary Education Certification in History and Social Studies) - BA, BS
50	Spanish (including Minor and K-12 Certification) - BA
51	Speech Language Pathology - BS
52	Speech Language Pathology – MS
53	Theatre - BA
54	Women's Leadership – MA
55	Women's Studies (including Minor) – BA
	<b><u>List of Business Administration Minors and Certificates</u></b>
1	General Business – Minor and Certificate
2	Health Care Management - Minor and Executive Certificate
3	Human Resource Management – Minor and Certificate
4	Leadership Studies - Minor
5	Management - Minor and Certificate
6	Management Information Systems - Minor
7	Marketing – Minor and Certificate
8	Entrepreneurship – Minor
9	Electronic Commerce - Executive Certificate
10	Software Development - Executive Certificate

## Planning Guide for Assessment

	<b>Non-Academic Units</b>
	<b><u>Academic and Student Support Services</u></b>
1	Campus Recreation
2	Center for Teaching and Learning
3	Center for Women's Research and Public Policy
4	Counseling Services
5	Dean of Students (Sexual Misconduct & Title IX)
6	Housing and Residence Life
7	International Student Services
8	Library
9	Outreach and Innovation
10	Registrar
11	Sponsored Programs
12	Student Life
13	Student Success Center
14	Study Abroad
	<b><u>Administrative Support Services</u></b>
15	Admissions
16	Development and Alumni
17	Financial Aid
18	Human Resources
19	Information Systems
20	Institutional Research and Assessment
21	Outsourced Enterprises (bookstore, food service, facilities management)
22	Plymouth Bluff
23	Police Department
24	Resources Management
25	Systems and Network
26	University Accounting
27	University Relations