Comprehensive Planning, Evaluation and Budgeting Guide

Mississippi University For Women

A Tradition of Excellence for Women and Men

2004 – 2009

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Mississippi University for Women
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 II public institution, Mississippi University for Women 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 provides education in the College of Arts and Sciences, the School of Professional Studies, the College of Education and Human Sciences, and the College of Nursing and Speech Language Pathology, utilizing small classes and emphasizing a personalized learning environment. The graduates of MUW are prepared for competitive careers and excellent graduate and professional schools. MUW provides 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.

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 for students 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. MUW is committed to operational efficiency, collaborative strategic planning, institutional effectiveness, and creative problem solving.

MUW meets regional, state, and national needs for higher education. MUW 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.

Approved by the Mississippi IHL Board on January 15, 2004

"W-2009"
A Strategic Plan for MUW
Goals

MUW Goal 1:   Provide high quality, student-centered instructional programs in a personalized learning environment.

MUW Goal 2:   Ensure high quality academic and leadership preparation for women.

MUW Goal 3:   Provide student life programs that stimulate intellectual, social, emotional, physical, and leadership development.

MUW Goal 4:   Increase enrollment through effective recruitment and retention strategies.

MUW Goal 5:   Promote effective organizational principles.

MUW Goal 6:   Provide programs and services that enhance the cultural, intellectual, social, and professional development of the citizens of our region, state, and nation.

MUW Goal 7:   Promote diversity among MUW students, faculty, and staff.

MUW Goal 8:   Encourage research, scholarship, and creative endeavors to enhance instruction and professional development.

MUW Goal 9:   Provide physical resources, infrastructure, and technology to advance the educational, operational, and public service goals of the University.

MUW Goal 10:   Build partnerships and public awareness to support the University's mission and to promote institutional and economic development.

Approved by the President on March 8, 2004

Planning and Institutional Effectiveness at MUW

Mississippi University for Women is committed to assessing its effectiveness in achieving its mission and purpose.   MUW's ability to monitor its effectiveness and use the results for improvement are important indicators of the quality of the University.   MUW embraces the idea that institutional planning and evaluation are best achieved when all campus constituencies and all operational levels are involved in these processes. The University is dedicated to enhancing the quality of its programs and services and is committed to quality student learning. These are best achieved through a sound assessment process designed to ensure quality enhancement throughout campus. MUW recognizes that assessment efforts will vary among the different units on campus, but all planning and evaluation efforts should be ongoing, integrated, institution-wide, research based and should result in continuous improvement of all units and programs in the University.

Planning and Assessment Structure and Roles

Planning at MUW is guided by the Planning and Institutional Effectiveness (PIE) Council. This group is governed by MUW Policy Statement # 3538 that states the following purpose for PIE Council:

The Planning and Institutional Effectiveness (PIE) Council is the principal instrument through which the University's program of continuous improvement is administered. With the assistance of the University's functional units, the PIE Council develops the University's strategic plan, insures that budgeting is based upon sound educational planning, collects and analyzes data, monitors progress toward attainment of goals, reports results, and recommends actions to improve performance.

PS #3538 ensures broad-based and interrelated involvement from all campus constituencies. According to the policy, PIE Council is composed of 22 voting members who represent all groups on campus. The policy ensures representation of students, faculty, and staff; academic and non-academic unit heads; administration, alumni, and the community. Ex-officio members ensure communication between other critical campus groups and offices. Specifically, ex-officio members represent the President's Office, the Office of Institutional Research, Faculty Senate, and Staff Council.

In addition, the Assessment Committee guides student-learning assessment at the program level. This committee is governed by MUW Policy Statement #3542, which states:

The function of the Assessment Committee is to support the creation of a "learning campus" environment by utilizing best practices in the assessment of student learning as a way of making decisions regarding effective learning and continuous improvement. In particular, the Committee reviews Assessment Plans, makes suggestions in an effort to strengthen assessment processes, and collects results from the annual Assessment Reports for institutional accountability purposes. The Committee also recommends faculty-development workshops in assessment practices and theory as needed and promotes the value of assessment on campus. In addition, Committee members serve as resources for learning-outcomes assessment in their individual Colleges/Institute.

PIE Council was established in April of 1991 and consisted of 22 members representing all campus groups. This group was originally chaired by the Executive Director of Institutional Research, Information Services, and Planning. In 1994, the Vice President for Finance and Administration assumed the responsibility of Chairing PIE Council and did so until 2000 when that responsibility was reassigned to the Provost/VPAA. In 1999, PIE Council was reduced in size to 10 members in an effort to make the council more efficient. PIE Council operated in this manner until the approval of PS # 3538 in July of 2003 which establishes the current structure. Starting in fall of 2005, the Associate Vice President for Academic Affairs has chaired PIE Council.

W: 2001 Mississippi University for Women Long Range and Strategic Plan was developed by PIE Council and completed in February of 1993. This plan served as the strategic planning document for the university until December of 2002. During the 2001-2002 academic year, PIE Council conducted an analysis of *W-2001*. The results of the analysis are compiled in *W-2001: a Report* and were presented to campus in January of 2002. In December of 2002, PIE Council adopted *W-2006: Strategic Plan for Mississippi University for Women* as the University's strategic planning document. *W-2006* served as the university planning document through the spring 2003 SACS reaffirmation visit.

In the spring of 2003, the Mississippi IHL Board mandated that all IHL institutions review and revise their mission statements using the Association of Governing Boards for Universities and Collages (AGB) guidelines. During the Fall 2003 semester, MUW initiated this process. The entire campus was involved with the development of the MUW Vision, Mission, and Guiding Principles (VMGP) which was approved by the IHL board In January of 2004. The MUW VMGP statement is presented at the beginning of this document. Following the approval of the VMGP, the university re-evaluated the strategic planning document (W-2006) and developed ten overarching goals that reflect the VMGP. The ten overarching goals were developed with input from all campus constituencies and were approved by the President in March of 2004. The goals serve as the foundation for the *W-2009, Long Range and Strategic Plan* and are presented at the beginning of this document.

In the fall of 2008, the University established an Assessment Committee to guide student-learning assessment at the program level. The creation of this committee came as part of the University's desire to focus more deliberately on student learning as distinct from other functions of the University. Student learning is a fundamental part of the University's VMGP.

The MUW planning and assessment process is composed of three components. Those are:

1. <u>Strategic Planning</u> – Strategic planning is long-range (five-year) planning that asks the question, "What actions should we take to implement our Vision, Mission, and Guiding Principles (VMGP) statement over the next five years?"   Strategic planning is a look toward the future from a university-wide perspective. This process is governed by the MUW strategic planning document (W-2009). The emphasis is on planning.

2. <u>Institutional-Effectiveness Assessment</u> – Institutional effectiveness assessment also relates directly to the VMGP statement, but it asks the question, "How well are our academic programs performing, and how well are our administrative units functioning?" Institutional effectiveness assessment examines the present from a unit perspective as to how well we are carrying out the University mission as reflected in the VMGP. Institutional effectiveness assessment is monitored by the Institutional Effectiveness Report.   The emphasis is on assessment of academic programs and administrative units.

3. <u>Student-Learning Assessment</u> – Prior to fall of 2008, the assessment of student learning was part of the overall assessment of institutional effectiveness. However, in an effort to focus more deliberately on student learning as distinct from the evaluation of academic programs and administrative units, starting fall of 2008, MUW separated the assessment of student learning from other assessments of institutional effectiveness. The assessment of student learning asks the question, "How well are our students learning?" Student-learning assessment examines the present from an academic program perspective as to how well our students are learning in light of the University mission as reflected in the VMGP. Student-learning assessment is monitored by the SMART Assessment Plan and Report. The emphasis is on student learning.

In addition to assessments of student learning at the program level, the University assesses the general-education knowledge, skills, attitudes, and values of its students by using national and local assessments. The primary national standardized examinations used at MUW are the Collegiate Assessment of Academic Proficiency (CAAP) and the ACT-CAAP Linkage Report. The CAAP is a postsecondary assessment program designed to help institutions measure the academic achievement levels of their students in selected core academic skills. MUW utilizes modules in Reading, Writing, Mathematics, Critical Thinking, and Science Reasoning. CAAP is used to help MUW improve instructional programs by measuring student progress in the acquisition of core academic skills and to ensure that general education objectives are being met. The test is administered to juniors and seniors who have completed the University's general-education curriculum. The ACT-CAAP Linkage Report provides an analysis of the gains in academic achievement of MUW students for whom the University has both ACT and CAAP scores. These students are compared with a reference group of all students nationally who have taken both the ACT and CAAP tests. Content on four subtests of the ACT and CAAP tests are comparable: 1) ACT English and CAAP Writing Skills, 2) ACT Mathematics and CAAP Mathematics, 3) ACT Reading and CAAP Reading, and 4) ACT Science Reasoning and CAAP Science

Reasoning. Because the CAAP test requires greater knowledge and more complex cognitive skills than the ACT test, students scoring at the same "level" on the ACT and CAAP actually have increased their knowledge and skills. Expected progress for each student is assessed based on information from the national reference group.

The Associate Vice President for Academic Affairs collaborates with the Core Curriculum Committee to develop local assessments of the general-education curriculum, such as the assessment of the writing skills of juniors and seniors, and to perform ad-hoc analyses of the general-education curriculum, such as final grades in general-education classes, to identify overall areas in which students are not making satisfactory progress. These local assessments and analyses are used to assess the adequacy of academic support services and to inform curriculum revision. Results from both national and local measures are shared with appropriate campus councils and committees.

 Appendix A presents a diagram of planning and assessment at MUW.

1. Strategic Planning Components

The University Strategic Planning Document (W-2009) – The Strategic Planning Document is the compilation of the VMGP, MUW Goals, Strategic Objectives, Action Steps, Responsible Individuals, Completion/Review Target Dates, Assessment Methods/Criteria, Costs, Results/Status and Use of Results. The document guides the University strategic planning process.

MUW Vision, Mission, and Guiding Principles Statement - The MUW VMGP statement serves as the overarching University "mission" statement. The MUW VMGP provides direction for all other components of the planning process. That is, all other components of the planning process should reflect one or more aspects of the VMGP statement.

University Priorities – University priorities are established annually prior to the budget period that typically occurs in April. PIE Council recommends (to the President) University priorities for the following academic year.   The President then modifies and/or confirms the priorities. University priorities are primarily used to guide the budget process. University priorities must reflect the MUW VMGP.

MUW Goals – MUW Goals are the overarching University goals that are derived from the MUW VMGP. They are more specific than the VMGP. MUW Goals remain stable (i.e., unchanged) for a five-year period. These goals guide the development of the strategic objectives for achieving each goal. Revision of the MUW Goals coincides with the revision of the Strategic Planning Document (i.e., every five years).

Strategic Objectives – Objectives establish specific methods for achieving each MUW Goal. Objectives should be measurable and should include specific action steps, responsible individuals, completion/review target dates, and assessment methods/criteria.   Objective timelines may be one to five years in length. Progress toward objectives is assessed annually. Objectives may be created, modified, or removed from the strategic planning document annually. All objectives should be consistent with the VMGP.

2. Institutional Effectiveness Assessment Components

The Institutional Effectiveness Report (IER) - The IER serves as the primary institutional-effectiveness assessment document for the unit. It consists of the unit purpose statement, unit or program objectives, benchmarks, actual results, and use of results.   The IERs should be directly linked to the VMGP and University goals.

MUW Vision, Mission, and Guiding Principles Statement - The VMGP has been described earlier.

Unit or Program Purpose – The unit or program purpose is relatively brief in length and should specifically describe the purpose of the academic program or unit. It should be clearly linked to the VMGP statement.   All unit employees or program faculty should be very familiar with the purpose statement and should participate in its development and/or revisions.

Unit or Program Objectives – Unit or Program objectives support the unit or program purpose, are limited in number (usually 3 – 5), and are realistic and measurable. Unit objectives are evaluated annually and revised if necessary. Academic units may include program objectives for both the academic and non-academic components of their unit.

Benchmarks (criteria for assessment) – Benchmarks provide the specific and measurable criteria for success by which progress toward the unit objectives is measured. Benchmarks also establish "when," and "how," the assessment will occur. Benchmarks should directly measure the program objectives.   Multiple means of assessment (i.e., different types of benchmarks) should be used to assess progress toward the unit objectives. Examples of benchmarks may include percent of students passing an exit exam, number of students participating in a specific program, average response time to a work order, etc.

Actual Results – The actual results indicate specifically what occurred in terms of progress toward each benchmark. Actual results should include sufficient data to demonstrate the accomplishment of the SPO and/or Program Objective.

Use of Results - The use of results should flow from and relate to the SPOs and/or program objectives as well as the actual results and should specifically describe how the results were used to improve the program. **This is the most important section of the report**.

2. Student-Learning Assessment Components

In addition to national and local assessments of the University's general-education program, academic programs develop assessments of student learning. To that end, they submit SMART Assessment Plans, which include learning goals, learning outcomes, achievement targets, curriculum maps, and assessment measures. They

also submit SMART Assessment Reports, which include assessment results as well as the transfer of results into action for continuous improvement.

Learning Goals: Academic programs set at least two overarching learning goals every year.

Learning Outcomes: Academic programs set at least one or two learning outcomes for each learning goal.

Achievement Targets: Academic programs set an achievement target for each learning outcome.

Curriculum map: Academic programs map their curriculum to show where they teach the skills, knowledge, attitudes, and values reflected in the outcomes.

Assessment measures: Academic programs set measures by which they can assess if students met the outcomes.

Results: Academic programs review the actual results of their assessments.

Transfer of Results: Academic programs record how they plan to use the results to improve student learning.

The Planning Calendar

The Mississippi University for Women planning calendar involves four broad phases. The phases and general description are presented below.

Implementation-Evaluation Phase: August-December

During the implementation phase, IER's are developed by each unit and program and submitted to the supervising cabinet member for review and the Office of Institutional Research for archiving. SMART Assessment Plans are developed by each academic program and submitted to the supervising dean and the Provost/VPAA. Both sets of plans are driven by goals confirmed during the beginning-of-the-year meetings in August. All unit plans are initiated and monitored. In addition, plans for national and local assessments of the general-education curriculum are implemented.

Evaluation-Planning Phase Jan. – March

The Evaluation-Planning phase occurs at the university-wide level. During this phase, all internal and external university-wide surveys are conducted and compiled.   PIE Council reviews internal and external trends and evaluates progress toward the VMGP and MUW Goals as presented in *W-2009*. PIE Council recommends to the President priorities for planning and budgeting and critical areas that need to be addressed during the end-of-the-year retreats. The President approves or amends university priorities and critical needs.

Budgeting Phase: April-July

During this phase, the Office of Finance and Administration develops and circulates to unit heads (i.e., budget managers) the specific budget calendar. Unit heads complete Budget Request Forms that include University budgeting priorities as established by the President. Budget hearings are held between unit heads and President's Cabinet members President's Cabinet members make final budgetary decisions based on the University priorities.

End-of-Year Reporting Phase: May - September

The end-of-year reporting phase for Institutional Effectiveness begins with the end-of-the-year retreats and concludes with submission of the current year's IERs with actual results toward the benchmarks established in the unit assessment plans. The end-of-year reporting phase for student learning begins with the end-of-the-year retreats and the beginning-of-the-year meetings and concludes with submission of the previous year's SMART Reports with actual results toward the achievement targets established in the SMART Plans. Both sets of reports indicate plans for using results for continuous improvement.

Planning and Budgeting at MUW

MUW believes that its budgeting should always be preceded by sound educational planning.   PIE Council is responsible for monitoring the planning/budgeting process and for ensuring that evaluation of this process occurs regularly.   During the "evaluation-planning" phase, PIE Council reviews campus survey results as well other pertinent information and recommends University priorities to the President. The President modifies the priorities if necessary and confirms them in April.

In April, all unit heads participate in budget hearings with their supervising President's Cabinet member.   In preparation for the budget hearings, unit managers complete the Proposed Operating Budget and Budget Request Form.   This form includes the University Priorities to which each budget request should be linked.

The Cabinet then reviews all budget requests and determines preliminary MUW budget allocations. In May, the Mississippi IHL Board allocates funds to the eight institutions. The Cabinet finalizes the MUW budget in June. Final budget decisions are presented to the campus community in late June. Budgets are distributed to all unit heads in July. This process ensures that the University priorities were supported by budget decisions.

A sample Budget Calendar is presented below:

April	PIE Council makes recommendations to the President for University priorities for the Academic Year. President finalizes University priorities. Budget hearings with all unit managers. Budget hearings will include the unit manager and the supervising cabinet member. President's Cabinet reviews all budget requests and recommends budget priorities to the President, who later approves them. Budget priorities should reflect University priorities established by the President.
May	IHL allocates funding for MUW at the May Board meeting.
June	President's Cabinet finalizes MUW budget based on budgeting priorities and actual allocations. MUW Budgets are developed.
July	Budgets are distributed and implemented.

Appendix
Planning and Assessment at MUW

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                    │   MUW Vision, Mission   │
                    │   And Guiding Principles │
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Strategic Planning		Institutional Effectiveness Assessment	
Future Focused (5 –years)	Current Focused		Current Focused
University-wide Perspective	Unit Perspective		Academic Program Perspective
Includes: Budget planning Academic Planning Facilities Planning Performance Measures	Includes: Unit Objectives Benchmarks Results Use of Results		Includes: Goals, Outcomes, Targets, Map, Assessment Measures, Results, and Transfer of Results
Guided by W-2009	Guided by IERs		Guided by SMART Plans and Reports