Mississippi University for Women
Mississippi University for Women **Institutional-Effectiveness Planning Guide, 2010-15** **Introduction**

Mississippi University for Women values continuous improvement. To that end, MUW invites internal and external stakeholders to participate in processes that will promote institutional effectiveness. The work of institutional effectiveness begins with the University's Mission, Vision, and Guiding Principles (MVGP). The MVGP provides the overarching framework for strategic goals and for student-learning goals. To evaluate the University's progress towards meeting these goals, the University asks campus units to participate in as many as two parallel processes.
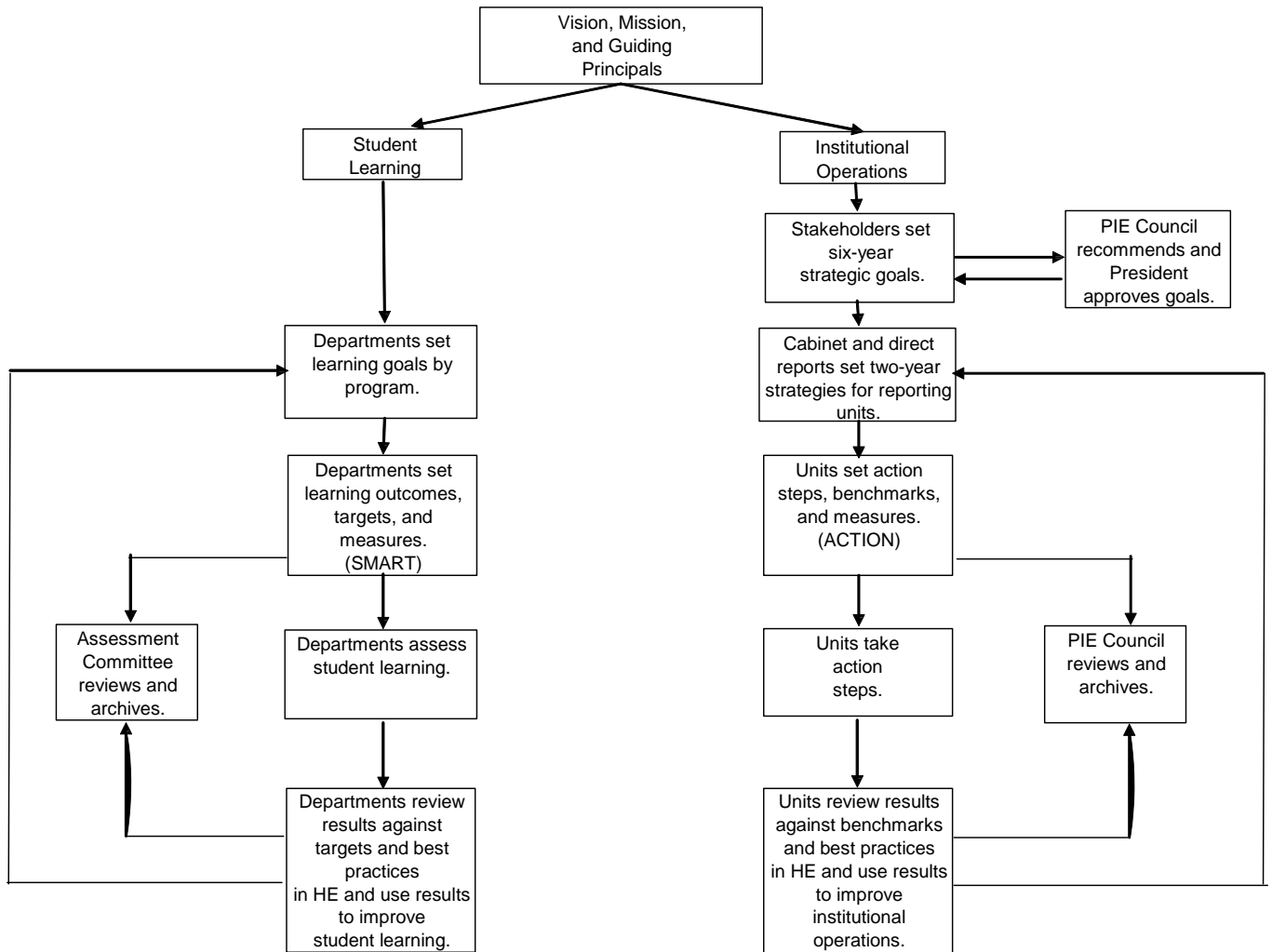
One institutional-effectiveness process evaluates institutional operations (ACTION). This process asks cabinet members and their direct reports to align two-year strategies with the six-year strategic goals and asks campus units to create action steps that support the strategies, to tie action steps to benchmarks, and to identify appropriate measures in November. Then campus units take action steps throughout the calendar year. The following November campus units observe results and notify PIE Council about their plans for improvement. PIE Council reviews ACTION Planning and Reporting forms and gives appropriate feedback. The PIE Council website provides additional resources: http://www.muw.edu/pie

The other institutional-effectiveness process assesses student learning (SMART). This process asks academic programs to set student-learning goals, student-learning outcomes, and achievement targets; to map the curriculum; and to design assessment measures in August. Then programs assess student learning throughout the academic year. The following August academic programs review assessment results and transfer information into action to improve student learning. The Assessment Committee reviews SMART Assessment Plans and Reports and gives appropriate feedback. The Assessment website provides additional resources: http://www.muw.edu/vpaa/Assessment

This planning guide provides the following information:

- Institutional-Effectiveness Flowchart
- MUW's Vision, Mission, and Guiding Principles
- MUW's Strategic Goals, 2010-15
- ACTION timeline
- Six Easy Steps for Preparing the ACTION Form
- ACTION: Planning and Reporting Form for Institutional Effectiveness
- ACTION: Example Plan for Goal 2
- ACTION: Example Report for Goal 2
- SMART timeline
- Nine Steps for Getting Started (SMART)
- SMART Assessment Plan form
- SMART Assessment Report form
- SMART Assessment Plan: Example for Goal 1
- SMART Assessment Report: Example for Goal 1

Institutional-Effectiveness Flowchart

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                          │  Vision, Mission, │
                          │   and Guiding     │
                          │    Principals     │
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                    ▼                              ▼
          ┌─────────────────┐            ┌─────────────────┐
          │     Student     │            │  Institutional  │
          │     Learning    │            │   Operations    │
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                    │                    ┌─────────────────┐        ┌─────────────────┐
                    │                    │ Stakeholders set │───────▶│   PIE Council   │
                    │                    │    six-year      │        │ recommends and  │
                    │                    │ strategic goals. │◀───────│    President     │
                    │                    └─────────────────┘        │ approves goals. │
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          │ Departments set │            │ Cabinet and direct│
          │ learning goals by│           │ reports set two-year│
          │    program.      │           │ strategies for reporting│
          └─────────────────┘            │      units.      │
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          │ Departments set │            ┌─────────────────┐
          │ learning outcomes,│          │ Units set action │
          │   targets, and   │           │ steps, benchmarks,│
          │    measures.     │           │  and measures.   │
          │    (SMART)       │           │    (ACTION)      │
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    │ Assessment  │ │ Departments │  │ Units take  │ │ PIE Council │
    │ Committee   │ │ assess      │  │ action      │ │ reviews and │
    │ reviews and │ │ student     │  │ steps.      │ │ archives.   │
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          │   │ Departments review│ │ Units review results│ │
          └───│ results against  │ │ against benchmarks  │─┘
              │ targets and best │ │ and best practices  │
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              │ student learning.│ │   operations.    │
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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:

1. 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.

2. 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.

3. 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.

4.   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.

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

6.   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.

7.   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.

| **Mississippi University for Women** |
| **Strategic Goals, 2010-15** |

1. The University will provide an innovative, high-quality <u>academic enterprise</u> that engages students, faculty, and staff by:

    *   fostering students' deep learning, engagement, and holistic development; and
    *   recruiting, developing, and retaining a highly qualified, diverse faculty and staff.

2. The University will cultivate a dynamic <u>student body</u> that can benefit from, and contribute to, the institution by:

    *   recruiting qualified, diverse students;
    *   promoting student access, success, retention, and graduation; and
    *   cultivating a student-first institutional culture.

3. The University will promote <u>internal operations</u> that advance institutional efficiency and priorities by:

    *   maintaining, enhancing, and effectively utilizing the campus facilities, space, and infrastructure;
    *   providing appropriate resources, equipment, and technology;
    *   designing effective, efficient procedures and policies; and
    *   fostering a culture of accountability to ensure ongoing quality enhancement.

4. The University will promote <u>external relations</u> that advance its public mission and fiscal priorities by:

    *   forging meaningful and engaged partnerships with external stakeholders;
    *   providing services and enhancing relationships in the community, region, and state; and
    *   seeking innovative revenue enhancement through external fund raising and auxiliary management.

ACTION Timeline
(for a two-year cycle)

November
President with Cabinet sets priorities within the six-year strategic goals.

Working with their direct reports, individual Cabinet members develop two-year strategies to support MUW's six-year strategic goals, designate which of their reporting campus units will be responsible for which strategies, add the appropriate strategies to the goals on the ACTION form (A space), and distribute the forms to their respective reporting campus units.

Individual campus units use the Six Easy Steps to set action steps, benchmarks, and measures to plan for the next calendar year and place that information in the C, T, and I spaces on the ACTION form.

December 15
Campus units submit ACTION forms (A, C, T, and I spaces) for the next calendar year electronically to PIE Council through their supervising Cabinet members. Departments in Academic Affairs submit their forms to their deans, who submit the forms to the Provost, their supervising Cabinet member.

January
PIE Council reviews ACTION forms and, if appropriate, asks campus units to revise and resubmit ACTION forms through their supervising Cabinet Members.

February 15
Campus units submit, if asked, revised ACTION forms to PIE Council through their supervising Cabinet members. PIE Council prepares a summary report for President and Cabinet and archives ACTION forms. Campus units take action steps throughout the calendar year.

April-June
President's Cabinet reviews ACTION forms, links them to budgetary priorities, and (re)allocates funds internally as appropriate.

November
President with Cabinet readjusts, if appropriate, priorities within the six-year strategic goals.

Individual Cabinet members and their respective direct reports review current two-year strategies and communicate any adjustments to their respective reporting campus units.

Campus units review results for this calendar year, decide how they will use those results, and place that material in the O and N spaces on the ACTION form. In addition, they set new action steps and/or benchmarks and/or measures to support two-year strategies for the next calendar year and place that material in the C, T, and I spaces on a new ACTION form.

December 15   Campus units submit ACTION forms (A, C, T, I, O, and N spaces) for this
              calendar year and submit ACTION forms (A, C, T, and I spaces) for next
              calendar year electronically through their supervising Cabinet members.
              Departments in Academic Affairs submit their forms to their deans, who
              will submit the forms to the Provost, their supervising Cabinet member.

January   PIE Council reviews ACTION forms and, if appropriate, asks campus units
              to revise and resubmit ACTION forms through their supervising Cabinet
              members.

February 15   Campus units submit, if asked, revised ACTION forms to PIE Council
              through their supervising Cabinet Members. PIE Council prepares a
              summary report for President and Cabinet and archives ACTION forms.
              Campus units take action steps throughout the calendar year.

March   PIE Council uses last year's completed ACTION forms (A, C, T, I, O, and
              N) to prepare an institutional report of progress made towards meeting
              strategic goals.

April-June   President's Cabinet reviews ACTION forms, links them to budgetary
              priorities, and (re)allocates funds internally as appropriate.

Your supervising cabinet member and your unit will follow these steps to prepare the ACTION Planning and Reporting Form for Institutional Effectiveness.

1.   **Align** a two-year strategy with one of MUW's six-year strategic goals.

The President with the Cabinet may set priorities within the strategic goals. Working with his or her direct reports, your supervising Cabinet member will develop a two-year strategy to support one of MUW's six-year strategic goals. If, for example, the strategic goal addresses a student-first culture, your supervising Cabinet member along with his or her direct reports will establish one or more strategies to support that goal. Then your supervising Cabinet member will designate which of their reporting campus units will be responsible for which strategies. Although your supervising Cabinet member may develop multiple strategies for this goal, typically an individual reporting campus unit will work on only one strategy per goal during a given reporting cycle. Finally, your supervising Cabinet member will add the appropriate strategy to the goal in the 'A' space (yellow) on the ACTION form. Your supervising Cabinet member will repeat this step for each goal before sending the form to you in November.

Once you receive the form, you will use steps 2-4 below to prepare the 'C,' 'T,' and 'I' spaces (green) on the ACTION form to plan for the next calendar year.

2.   **Create** a specific, measurable action step that supports the strategy.

Review your unit's strategy. Who will do what in what way and/or with what resources to fulfill the strategy? If, for example, your strategy is to provide good customer service in an effort to promote a student-first culture, what will your unit do to provide good customer service? Typically, individual campus units will develop one action step per strategy for a given reporting cycle. Place an action step in the 'C' space of the ACTION form. This action step may change every year.

3.   **Tie** the action step to a benchmark that indicates criteria of success.

Review your unit's action step. What level, number, degree, or rate will indicate the action's effectiveness? If, for example, your action step is to provide a specific service to students in a timely and efficient manner, to what degree or at what level will you need to perform this action step for your unit to feel that it has fulfilled the strategy? Place the benchmark in the 'T' space of the ACTION form. The benchmark may change every year as your unit improves and meets its criteria for success.

4.   **Identify** the means of measuring if the benchmark has been met.

Review the action step and the benchmark. How will your unit evaluate the action's effectiveness? If, for example, your benchmark is a 75% student satisfaction rate for a specific service in your unit, how will you determine if you have met that benchmark? Provide a brief description of the means of evaluation in the 'I' space of the ACTION form. The means of evaluation may change every year as your unit refines its measures.

Repeat steps 2-4 for each strategy. You should submit the completed form electronically on December 15 to PIE Council through your supervising Cabinet member. (If you are in a department in Academic Affairs, submit your form to your dean, who will submit the form to the Provost, your supervising President's Cabinet Member.) The form will be archived on the PIE Council website for review and access by the campus community: http://www.muw.edu/pie/.

At the end of the next calendar year, you will take the form that you submitted the previous December 15 and, using steps 5-6, will prepare the 'O' and 'N' spaces (gray) on the ACTION form to report results from that calendar year.

5.   **Observe** the actual results of the action step.

Collect data, and measure results against the benchmark and best practices in higher education. What is the actual level, number, degree, or rate of the action's effectiveness? If, for example, your unit improved a service, conducted a student-satisfaction survey, and collected data, how do these results compare to your benchmark and to best practices? Record your results and observations in the 'O' space of the ACTION form.

6.   **Notify** PIE Council about how the unit plans to use the results.

Review your data and observations. How will your unit improve or sustain the action's effectiveness? If, for example, your student satisfaction survey yielded a 70% satisfaction rate, what will your unit do to improve that service next year? Record your plans for next year in the 'N' space.

Notify the institution by submitting your ACTION form electronically on December 15 to PIE Council through your supervising Cabinet member. (If you are in a department in Academic Affairs, submit your form to your dean, who will submit the form to the Provost, your supervising President's Cabinet Member.) PIE Council will prepare an institutional report of aggregate results for review by the campus community. Your unit may change the color of the spaces to white if it wishes. Most likely, you will need only one page for each goal and corresponding material. However, the form will expand if necessary. If you have questions, you should contact the Office of the Provost at 329-7142.

ACTION

Planning and Reporting Form for Institutional Effectiveness

Name of Unit: _____

Name of Supervising President's Cabinet Member: _____

Calendar Year of Planning and Reporting Cycle: _____

Working with their direct reports, individual Cabinet members will:

- Develop two-year strategies to support MUW's six-year strategic goals. Individual Cabinet members may develop multiple strategies for each goal.
- Designate which of their reporting campus units will be responsible for which strategies. Although individual Cabinet members may develop multiple strategies for each goal, typically an individual reporting campus unit will work on only one strategy per goal during a given reporting cycle.
- Add the appropriate strategies to the goals in the 'A' spaces (yellow) on the form below. Individual Cabinet members should customize each form so that an individual reporting campus unit knows which strategies it should work on for that reporting cycle.
- Distribute the forms to their respective reporting campus units in November of 2009.

Individual campus units, which will be responsible for only those strategies listed in their forms, will use the Six Easy Steps to prepare the 'C,' 'T,' and 'I' spaces (green) on the form below to plan for the next calendar year. Typically, individual campus units will develop one action step per strategy for a given reporting cycle. These completed forms are due December 15, 2009, and should be submitted electronically to Eric Daffron, Chair of PIE Council, at edaffron@muw.edu through the supervising President's Cabinet member. (Departments in Academic Affairs should submit their forms to their deans, who will submit the forms to the Provost, their supervising President's Cabinet Member.) Forms will be archived on the PIE Council website for review and access by the campus community: http://www.muw.edu/pie/.

At the end of the next calendar year, individual campus units will take the forms that they submitted December 15, 2009, and, using the Six Easy Steps, will prepare the 'O' and 'N' spaces (gray) on that form to report results from that calendar year. These completed forms are due December 15, 2010, and should be submitted electronically to Eric Daffron, Chair of PIE Council, at edaffron@muw.edu through the supervising President's Cabinet member. (Departments in Academic Affairs should submit their forms to their deans, who will submit the forms to the Provost, their supervising President's Cabinet Member.) PIE Council will prepare an institutional report of aggregate results for review by the campus community.

Campus units may change the color of the spaces to white if they wish. Most likely, campus units will need only one page for each goal and corresponding material. However, the form will expand if necessary. If campus units have questions, they should contact the Office of the Provost at 329-7142.

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 1: The university will provide an innovative, high-quality *academic enterprise* that engages students, faculty, and staff by: • fostering students' deep learning, engagement, and holistic development; and • recruiting, developing, and retaining a highly qualified, diverse faculty and staff. Strategy 1:	Action Step 1:	Benchmark:	Measure:	Results:	Use of Results:

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 2: The University will cultivate a dynamic *student body* that can benefit from, and contribute to, the institution by: • recruiting qualified, diverse students; • promoting student access, success, retention, and graduation; and • cultivating a student-first institutional culture. Strategy 2:	Action Step 2:	Benchmark:	Measure:	Results:	Use of Results:

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 3: The University will promote *internal operations* that advance institutional efficiency and priorities by: • maintaining, enhancing, and effectively utilizing the campus facilities, space, and infrastructure; • providing appropriate resources, equipment, and technology; • designing effective, efficient procedures and policies; and • fostering a culture of accountability to ensure ongoing quality enhancement. Strategy 3:	Action Step 3:	Benchmark:	Measure:	Results:	Use of Results:

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 4: The University will promote *external relations* that advance its public mission and fiscal priorities by: • forging meaningful and engaged partnerships with external stakeholders; • providing services and enhancing relationships in the community, region, and state; and • seeking innovative revenue enhancement through external fund raising and auxiliary management. Strategy 4:	Action Step 4:	Benchmark:	Measure:	Results:	Use of Results:

ACTION: Planning and Reporting Form for Institutional Effectiveness

Example Plan for Goal 2
Office of Miscellaneous Affairs

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 2: The University will cultivate a dynamic *student body* that can benefit from, and contribute to, the institution by: • recruiting qualified, diverse students; • promoting student access, success, retention, and graduation; and • cultivating a student-first institutional culture.

Strategy 2: Provide excellent customer service to all students who seek miscellaneous services in this office. | Action Step 2: Process students' miscellaneous forms in a timely and efficient manner. | Benchmark: 75% of students will be satisfied with the processing of their miscellaneous forms. | Measure: Each student whose miscellaneous form has been processed will be asked to submit an evaluation form. Results will be analyzed at the end of November. | Results: | Use of Results: |

ACTION: Planning and Reporting Form for Institutional Effectiveness

Example Report for Goal 2
Office of Miscellaneous Affairs

Individual Cabinet member: Distributed November 2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2009.	Individual Campus Unit: Due 12/15/2010.	Individual Campus Unit: Due 12/15/2010.
Align a two-year strategy with one of MUW's six-year strategic goals. (The individual cabinet member will add the strategy.)	**C**reate a specific, measurable action step that supports the strategy. (Who will do what in what way and/or with what resources to fulfill the strategy?)	**T**ie the action step to a benchmark that indicates criteria of success. (What level, number, degree, or rate will indicate the action's effectiveness?)	**I**dentify the means of measuring if the benchmark has been met. (How will the unit evaluate the action's effectiveness?)	**O**bserve the actual results of the action step. (What is the actual level, number, degree, or rate of the action's effectiveness?)	**N**otify PIE Council about how the unit plans to use the results. (How will the unit improve or sustain the action's effectiveness?)
Goal 2: The University will cultivate a dynamic *student body* that can benefit from, and contribute to, the institution by: • recruiting qualified, diverse students; • promoting student access, success, retention, and graduation; and • cultivating a student-first institutional culture. Strategy 2: Provide excellent customer service to all students who seek miscellaneous services in this office.	Action Step 2: Process students' miscellaneous forms in a timely and efficient manner.	Benchmark: 75% of students will be satisfied with the processing of their miscellaneous forms.	Measure: Each student whose miscellaneous form has been processed will be asked to submit an evaluation form. Results will be analyzed at the end of November.	Results: According to the results of the satisfaction survey, 70% of students were satisfied with the processing of their miscellaneous forms. The actual results fell below the established benchmark.	Use of Results: Next year this office will assign another staff member to the task of processing miscellaneous forms so that forms are processed in a more timely and efficient manner. As a result, student satisfaction with this service should reach the benchmark of 75%.

	SMART Timeline **(for a two-year cycle)**

August	Departments set student-learning goals, student-learning outcomes, and achievement targets; map the curriculum; and design assessment measures for the upcoming academic year.
September 15	Departments submit their SMART Assessment Plans (S, M, and A) for the upcoming academic year electronically to the Assessment Committee through their deans and the Provost.
September and October	The Assessment Committee reviews SMART Assessment Plans and, if appropriate, asks departments to revise and resubmit SMART Assessment Plans through their deans and the Provost. The Assessment Committee will post plans on the Assessment website for campus review. Departments assess student learning throughout the academic year.
August	Departments review their assessment results from the past academic year and transfer information into action to improve student learning. Departments also set student-learning goals, student-learning outcomes, and achievement targets; map the curriculum; and design assessment plans for the upcoming academic year.
September 15	Departments submit their SMART Assessment Reports (S, M, A, R, and T) for the past academic year and their SMART Assessment Plans (S, M, and A) for the upcoming academic year electronically to the Assessment Committee through their deans and the Provost.
September and October	The Assessment Committee reviews SMART Assessment Plans and Reports and, if appropriate, asks departments to revise and resubmit SMART Assessment Plans through their deans and the Provost. Departments assess student learning throughout the academic year.

Step 1. Setting Goals

Determine broad student-learning goals for each program (major specific). In other words make a list of the general (overall) cognitive skills, attitudes, conceptual skills, and lab/studio skills that the department expects students to have gained or improved by the end of their academic career. Once you've agreed upon these goals (there may be quite a long list), the department should try to agree upon which goals are the most highly valued.

Timetable for task: _____

Involvement: _____

Step 2. Creating Outcomes

Of the most highly valued learning goals, select two or three goals and determine the following for each:

- ③ The components of the goal (stated as what the student knows, demonstrates, does, etc.). These more refined statements will become your student-learning outcomes.
- ③ Select those outcomes that can be measured (selecting three outcomes to measure per goal will allow you to triangulate your results).
- ③ Spend time writing your outcomes. Well-written outcomes will save time/effort down the road.

Your selected goals and corresponding learning outcomes will go in the 'S' block of the SMART form.

Step 2: Timetable for task: _____

Involvement: _____

Step 3. Map Your Outcomes to the Curriculum

In order to know where to sample the outcome, determine the following for each outcome you plan to use:

- ③ Where in the curriculum do you introduce and reinforce the outcomes? Where in the curriculum do students practice or produce evidence of mastering the outcomes?
- ③ How do you deliver (teach) the outcomes? If you do not teach the outcomes, should you modify the curriculum?
- ③ How are the outcomes evaluated?

This information could be put in a chart for ease of use:

Goal(s)	Outcomes	Where it is taught?	How it is taught?	How it is evaluated?

This is a helpful tool, for it will inform you where you might sample the outcome at various learning levels and where you might embed assessment into classroom activities. This information will go in the 'M' block of the SMART form.

Timetable for task_____
Involvement: _____

Step 4. Setting Criteria for Success

Discuss and determine your criteria for success. What is an acceptable level of student demonstration of acquisition of each outcome? For example: what percentage of your sample group should be able to demonstrate the outcome at what level (e.g.: 80% of sampled students should be able to demonstrate proficiency at the sophomore year and mastery by the senior year). This information will go in the 'S' block of the SMART form.

Timetable for task_____
Involvement: _____

Step 5. Collecting Data

Determine how you will sample the acquisition of the individual outcomes throughout the curriculum and over time. Identify the assignments (projects, papers, etc.) that you will collect, create rubrics if appropriate, and decide how to control for inter-evaluator reliability. Note: If multiple individuals are going to review the material, assessment rubrics can help ensure that the data collected will be helpful. This information will go in the 'A' block of the SMART form.

Timetable for task: _____
Involvement: _____

Step 6. Sequencing Assessment Methods and Sampling

Determine what methods you'll use to collect data and samples of the outcome. Decide when and how to collect the information, how many samples to collect, and who will collect the information for each outcome. Begin collecting information related to your student learning outcomes. This information will go in the 'A' block of the SMART form.

Timetable for task: _____
Involvement: _____

Step 7. Reviewing the Information

Take time to review the information and determine what it tells us about the students' ability to demonstrate acquisition of the outcome at the level the department determined is relevant to the curriculum. If students are not performing as expected, it is time to ask questions about why. If students are performing as expected, celebrate! This information will go in the 'R' block of the SMART form.

Be sure to review the reliability of the data and assessment collection methodology. Did we ask the right questions? Did the samples assess the right objectives?

Timetable for task: _____
Involvement: _____

Step 8. Use Information to Improve Teaching and Learning

Once you have enough information to inform decision-making, take steps to use the information to improve the program, revise processes and procedures, make changes to the curriculum or individual classes, etc. Be sure to keep records of changes. Using assessment to make continuous improvement to the curriculum to generate genuine learning around the goals you value is the heart of assessment. This information will go in the 'T' block of the SMART form.

Timetable for task: _____
Involvement: _____

Step 9: Archiving and Reporting Your Results

Keep your data, instruments, information, and minutes of discussions in your departmental archives. At the appointed time, complete the SMART Assessment Forms and send them forward as indicated on the SMART form.

Timetable for task: _____
Involvement: _____

How to Create Student Outcomes Assessment Plans
For Academic Departments

Assessment Plans should be determined and designed <u>through broad departmental participation</u>. Assessment is really all about the discussions that take place between faculty in a department about how effective the program has been in instilling the learning objectives. Best practices in assessment should be followed, and the high value that MUW places on quality teaching and learning should be reflected in the Assessment Plan.

The Assessment Plan should be designed to help the department understand and improve student learning in the major. An effective (and SMART) plan includes clear and explicit learning outcomes, ambitious achievement targets, a systematic process for gathering and analyzing evidence, and an ongoing process for utilizing assessment information to improve effectiveness and student performance. While you may have identified dozens of learning outcomes for your program, please limit the student learning outcomes you assess in a single year to a manageable number (2-4 is a common number, but your plan should fit the needs of your program). Departments may determine to assess some outcomes for a single year and other outcomes over several years.

Assessment improves teaching and learning by providing valid and verifiable information to departments. Departments are not penalized for failing to meet ambitious learning targets. Similarly, the assessment of student learning is not utilized as a faculty evaluation tool. Your Assessment Plans are shared with the Assessment Committee for the purpose of providing appropriate feedback to the department. The Assessment Plans are also sent to and reviewed by the Collegiate Deans, sent to and reviewed by the Provost, and then archived to provide proof of MUWs dedication to continuous improvement to state, regional, and national entities.

Please send completed Assessment Plans (plans for the next academic year) to your dean, who will review them and forward them to the Provost, copied to the chair of the Assessment Committee, by September 15.

5 SMART Steps to Establishing a Student Outcomes
Assessment Plan (looking forward to next year)
For Academic Departments

ACADEMIC YEAR TO BE ASSESSED

Department of _____

Major (Program) _____

CIP Code _____

Completed by (Name) _____

Please use a Times New Roman typeface for filling out this form in an 11-point type size. The table will expand to fit your information. Label each page with your department name and a page number.

Department_____ **Page** _____

S **Sharpen learning goals into outcomes and set achievement targets** (List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)	
M **Map the Curriculum** (List the courses in which each outcome is taught, reinforced, and/or developed.)	
A **Assess** (How will the department assess each outcome?)	
R **Review the Results** (Required only in the Assessment Report, not the Plan.)	
T **Transfer Information into Action** (Required only in the Assessment Report, not the Plan.)	

How to Create Student Outcomes Assessment Reports
For Academic Departments

Assessment Reports provide a record of the past academic year's assessment activities. Since assessment activities are designed to help the department understand and improve student learning in the major, the report should be completed only after the department has had an opportunity to analyze the assessment information and discuss the meaning of the assessment results. After review of the assessment results, a plan for future assessment activity should be developed. SMART assessment is an ongoing process intended to improve effectiveness and student performance.

Assessment improves teaching and learning by providing valid and verifiable information to departments. Departments are not penalized for failing to meet ambitious learning targets, and assessment of student learning is not utilized in faculty evaluation. Your assessment reports are shared with the Assessment Committee for the purpose of providing appropriate feedback to the department. The Assessment Reports are also sent to and reviewed by the Collegiate Deans, sent to and reviewed by the Provost, and then archived to provide proof of MUWs dedication to continuous improvement to state, regional, and national entities.

Please send completed Assessment Reports (report of results) to your dean, who will review them and forward them to the Provost, copied to the chair of the Assessment Committee, by September 15.

5 SMART Steps to Establishing a Student Outcomes Assessment Report (report of most recent assessment results)
For Academic Departments

ACADEMIC YEAR TO BE ASSESSED _____

Department of _____

Major (Program) _____

CIP Code _____

Completed by (Name) _____

Department _____ **Page** _____

S **Sharpen learning goals into outcomes and set achievement targets** (List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)	
M **Map the curriculum** (Required in the Assessment Plan only, not in the Assessment Report)	
A **Assess** (How did the department assess this outcome?)	
R **Review the results** (What did you discover about student learning?)	
T **Transfer Information into action** (How will you use the assessment information to improve student learning?)	

SMART <u>Plan</u>
Example for Goal 1
Architecture Department

S **Sharpen learning goals into outcomes and set achievement targets** (List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)	<u>Goal 1</u>: Students will understand the history of Western architecture. <u>SLO 1</u>: Students will be able to analyze the differences between nineteenth- and twentieth-century examples of American architecture. <u>Achievement Target 1</u>: 80% of students will be able to analyze the differences between nineteenth- and twentieth-century examples of American architecture at a satisfactory level or better.
M **Map the Curriculum** (List the courses in which each outcome is taught, reinforced, and/or developed.)	<u>Goal 1, SLO 1</u>: Students analyze the differences between nineteenth- and twentieth-century American architecture in ARC 411: Modern Architecture.
A **Assess** (How will the department assess each outcome?)	<u>Goal 1, SLO 1</u>: A committee of departmental faculty will develop a rubric. Sample final analytical papers will be pulled from each of the five sections of Modern Architecture; identifying information will be removed from the papers. A team of faculty, who will be trained on the rubric, will divide into pairs to score the papers. Results will be tabulated.
R **Review the Results** (Required only in the Assessment Report, not the Plan.)	
T **Transfer Information into Action** (Required only in the Assessment Report, not the Plan.)	

SMART Report
Example for Goal 1
Architecture Department

S **Sharpen learning goals into outcomes and set achievement targets** (List the Student Learning Outcomes—specifying the learning goal[s] to which they relate—and the achievement targets you are assessing this year.)	Goal 1: Students will understand the history of Western architecture. SLO 1: Students will be able to analyze the differences between nineteenth- and twentieth-century examples of American architecture. Achievement Target 1: 80% of students will be able to analyze the differences between nineteenth- and twentieth-century examples of American architecture at a satisfactory level or better.
M **Map the curriculum** (Required in the Assessment Plan only, not in the Assessment Report)	
A **Assess** (How did the department assess this outcome?)	Goal 1, SLO 1: A committee of departmental faculty will develop a rubric. Sample final analytical papers will be pulled from each of the five sections of Modern Architecture; identifying information will be removed from the papers. A team of faculty, who will be trained on the rubric, will divide into pairs to score the papers. Results will be tabulated.
R **Review the results** (What did you discover about student learning?)	Goal 1, SLO 1: 75% of students scored at least a 3 (satisfactory) on the rubric assessing the final analytical paper in Modern Architecture. Students fell below the achievement target.
T **Transfer Information into action** (How will you use the assessment information to improve student learning?)	Goal 1, SLO 1: Next semester faculty teaching Modern Architecture will increase the number of opportunities for students to analyze architectural types prior to the final analytical paper. Students will receive frequent feedback from the faculty. The department hopes that this strategy will increase students' abilities to analyze modern architectural examples.