

W-2009
A Strategic Plan for MUW
Report of Progress

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

Strategic Objectives

1.1 Provide competitive salaries and benefits that will recruit and retain high quality faculty and staff.

Progress: The Mississippi legislature approved 5% salary increases for faculty members during the last two legislative sessions. Despite these recent salary increases, MUW faculty salaries remain below the Southern Regional Educational Board (SREB) average and below the Mississippi average for full-time faculty teaching at public, four-year colleges and universities. Even when institutional size and mission are considered in determining competitive salaries, MUW faculty salaries remain below the average for peer institutions for faculty members holding advanced ranks. Gains, however, have been made in starting salaries for new faculty.

2007-2008 MUW Faculty by Gender and Academic Rank	Contract Length		
	9/10 Month		
	Number	Salary Outlays	Average Salary
Men			
Professor	8	431590	\$53,949
Associate Professor	6	280931	\$46,822
Assistant Professor	15	665693	\$44,380
Instructors	11	427068	\$38,824
Total Men (sum of lines 1-6)	40	1805282	\$45,132
Women			
Professor	12	739450	\$61,621
Associate Professor	6	293740	\$48,957
Assistant Professor	19	871828	\$45,886
Instructors	31	1444473	\$46,596
Total Women (sum of lines 8-13)	68	3349491	\$49,257
Grand Total (sum of lines 7 and 14)	108	5154773	\$47,729

Average Salaries of Full-Time Instructional Faculty by Rank
at Public Four-Year Colleges and Universities (<http://www.sreb.org>)

	2005-06				All Ranks ¹
	Professor	Associate Professor	Assistant Professor	Instructor	
United States	\$93,190	\$67,321	\$56,670	\$39,947	\$69,793
SREB states	89,836	65,659	55,453	39,048	65,961
SREB states as a percent of U.S.	96.4	97.5	97.9	97.7	94.5
Alabama	\$88,589	\$65,312	\$51,591	\$38,894	\$64,591
Arkansas	76,770	60,164	49,085	36,535	56,598
Delaware	108,081	75,548	61,122	48,690	78,566
Florida	94,642	68,295	58,832	43,209	69,705
Georgia	93,140	65,117	56,328	37,324	69,321
Kentucky	86,114	63,836	53,583	39,456	63,071
Louisiana ²	77,645	58,737	50,322	36,064	56,165
Maryland	100,432	71,700	59,622	48,277	72,414
Mississippi	74,548	59,150	50,643	35,999	56,076
North Carolina	92,714	67,177	58,274	53,578	68,048
Oklahoma	81,636	60,735	51,763	36,510	59,804
South Carolina	85,581	64,355	54,880	40,363	64,921
Tennessee	80,944	62,248	51,700	36,525	61,617
Texas	93,775	65,970	58,923	39,095	67,619
Virginia	100,715	72,184	58,055	42,434	73,947
West Virginia	69,345	55,821	46,798	34,387	56,071

- 1.2 Continually improve the process of planning, assessment, and evaluation for all instructional programs including general education where results are used for continuous improvement.

Progress: Over the last three years, academic programs (including the general education program) have been collecting data regarding learning outcomes and making changes to improve student learning. These changes include curriculum modifications, the development of study guides for subject area tests, the development of standardized rubrics for assessment, focused student workshops, and refined course assignments. In addition, programs have worked to refine their methods for assessing learning outcomes to ensure that they provide the data necessary for informing program improvements. Academic support and administrative units also have been engaged in annual evaluation activities and have made changes in operations to promote more effective service.

- 1.3 Maintain class sizes that will ensure a personalized learning environment.

Progress: Class sizes have remained consistent and support a personalized learning environment for students (Fall 2005: 17; Spring 2006: 16; Fall 2006: 18; Spring 2007: 17). In addition, the student-faculty ratio has remained constant (12:1).

- 1.4 Provide opportunities for student-faculty interaction in a personalized environment.

Progress: Faculty members supervise internships, student teaching, and clinical experiences. They also serve as mentors for undergraduates involved in research and creative endeavors. Several students have presented their research at professional conferences and or had their work selected for juried exhibitions and competitions. Faculty members also sponsor student organizations, which promote students' active engagement in professional activities within their discipline and support students' development of organizational and leadership skills.

- 1.5 Provide current laboratory equipment and other instrumentation to ensure high quality instructional programs.

Progress: Funding priorities for academic programs are established each year. During the last two years, several pieces of additional equipment have been added (or are in the process of being installed) to ensure high quality instructional programs: a new MAC lab for the art and design department, new SMART classrooms in Martin and Painter Halls, new human performance lab equipment, additional nursing simulation models, and a new antenna for the campus radio station.

- 1.6 Continually improve the University Honors College.

Progress: The average ACT of incoming honors students has remained consistent over the last three years. The average honors ACT for fall 2006 was 26.9. Retention for the honors cohort has increased. The first- to second-year honors retention rate of the fall 2005 honors cohort was 79.55. In addition, many honors students plan to continue their education following graduation. Fifty percent of honors students graduating in 2006-2007 reported that they plan to seek advanced degrees within a year after graduation. In 2005, the MUW honors college received a gift of approximately \$4M to enhance honors programming and to support scholarships for talented students. Following the announcement, the Board of Trustees unanimously approved the naming of the MUW honors college for alumna Ina E. Gordy, whose gift was the largest single gift the university has received. A residential honors learning community has been established in Grossnickle Hall and students in the learning community participate in a study abroad experience following their first year in the program.

- 1.7 Maintain and expand study abroad opportunities to increase the number of students studying abroad.

Progress: In 2005-2006, MUW did not offer a sponsored study abroad experience, but three students participated in an affiliated program. In 2006-2007, nineteen students participated in an MUW-sponsored study abroad experience in London. In addition, one student also participated in an affiliated program in Argentina.

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

Strategic Objectives

- 2.1 Establish the Southern Women's Institute at MUW to ensure academic and leadership preparation for women.

Progress: The Southern Women's Institute's grand opening was September 30, 2005. The Institute provides a foundation for research and inclusive outreach through a multidisciplinary approach to the study of women in both traditional and non-traditional roles. In spring 2008, MUW submitted a request for continued funding for an Institutional *Center for Women's Study, Research, and Public Policy*. The Center would be a teaching-focused unit dedicated to advancing knowledge, providing information, and analyzing policies important to the lives of women. Issues relevant to women living and working in the southeastern United States will be the Center's priority. The Center proposes to establish an Undergraduate Research Training Program in order for MUW students to research topics relevant to women and girls in our community. The Center will also serve as a repository for research materials and information to policy makers, educators, consumers, and researchers. Dissemination activities will include a website, workshops, publications, and presentations.

- 2.2 Maintain and build upon Hearin and other leadership programs that emphasize leadership opportunities for women.

Progress: Since 1997, over 300 students have participated in the Hearin Leadership Program. Hearin Leaders occupy a majority of major campus leadership roles, and Hearin Leaders are the students to which the campus community looks to fill leadership roles. The Hearin program provides leadership experiences for women that they might not be afforded at programs at other universities. 85% of Hearin students are women.

At the beginning of each school year, the Hearin program conducts a day and half retreat for all Hearin Leaders. This experience gives students the opportunity to get to know others in the program, to build relationships, and to develop leadership potential. Students are given more information about the program and the importance of the program on campus. Approximately 100 students attend each year.

MUW Hearin Leaders are afforded an amazing leadership development experience through participation in programming extending through their entire four years of enrollment. This program includes academic courses each year taught by outstanding faculty and top student affairs professionals. The skills acquired in the classroom are enhanced by participation in leadership development events, community service, and service in leadership roles throughout campus. These students also have the opportunity to develop the program by planning events for the university community including leadership workshops and the Hearin High School Conference.

To understand the impact that the Hearin Leadership Program has on our campus, it is important to note the leadership roles Hearin Leaders fill. In these positions, Hearin Leaders influence organizations throughout the university community. In 2006-2007, twenty-two Hearin women held top student leadership positions on campus.

2.3 Develop programming opportunities that will support the women's mission.

Progress: In addition to programming opportunities provided through the Southern Women's Institute and the Hearin Leadership Program, the University also has sponsored other programs that support the women's mission. The Women's Center for Entrepreneurship (WCE) was created and Lucy Betcher was hired as Director in November 2006. The Center is part of the statewide network of small business centers that assist start-up and existing business owners. Services are focused on support, training, and counseling in assisting business owners in finding solutions to specific problems. The WCE offers one-on-one counseling for owners, managers, and prospective entrepreneurs. Also, counseling for business startup is available individually or in small group environments. All business counseling is provided at no cost. In spring 2008, MUW submitted a request for continued funding for a *Center for Entrepreneurship, Leadership and Innovation* that would serve as a resource center for women and minorities throughout the Golden Triangle who want to start, develop, manage and grow their own business. The Center will provide in-depth training on all aspects of business ownership and management. The Center will offer leadership building training to increase the number of women and minorities in key positions and decision making roles. The Center will also partner with regional business owners to offer a mentorship program in order for the novice entrepreneur to benefit from the successful business owner's wealth of knowledge and experience.

2.4 Infuse Women's Studies into more academic majors, general education, extracurricular activities, and career planning/preparation.

Progress: A minor in women's studies was approved by the Undergraduate Curriculum Council and the first introductory women's studies class was taught in fall 2001. In 2007-2008, the faculty affiliated with the women's studies program presented proposals to cross-list all discipline-specific courses in support of the women's studies minor. By listing courses with both the women's studies prefix and discipline prefix, it is hoped that visibility of the program will be increased. In addition, one new course was added as an option in the women's studies minor in spring 2008.

In addition, the National Organization for Women has become increasingly active in promoting campus programming. The group is sponsoring the second annual production of *The Vagina Monologues* in spring 2008.

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

Strategic Objectives

3.1 Develop and implement programs to enhance the academic, personal, and social development of all students.

Progress: Several initiatives in Community living have been developed to support student development. Learning communities in the residence halls have been developed for Residential Honors Students and for Hearin Leaders. Programming in the residence

halls has been increased and includes a broader range of topics/themes. In 2006-2007, over 300 programs were offered, with over 3500 participants.

In addition, the Office of Student Life has worked to increase participation in campus-wide events. They have developed a campus events calendar to coordinate events. Students can access the calendar on the MUW webpage. The calendar has been effective in reducing the number of conflicting events between departments. In addition, two major events were added in 2006-2007. The *Dessert Extravaganza* and the *Blues and BBQ* events were a success and gave MUW students more programming opportunities. The *Blues and BBQ* event was co-sponsored with Alumni Relations and Beta Kappa Tau Fraternity, which was the first time to co-sponsor with these groups.

- 3.2 Provide extra-curricular activities in the academic divisions to enhance the learning experience.

Progress: In 2004, a residential honors program was developed. This living learning community provides enhanced extra-curricular activities to support the academic honors program. First-year (and now second-year) residential honors students live in a common residence hall, with enhanced programming and peer mentors. Currently, twenty first-year and twenty second-year students live in Grossnickle Hall as part of the program. In addition, the students participate in a study-abroad program following their second year of coursework.

Undergraduate research opportunities in the sciences also have been expanded significantly. Dr. Ross Whitwam and Dr. Lauren Brandon have each been awarded five-year grants from the National Institutes of Health which allowed them to establish a functional genomics research laboratory in Parkinson Hall. Dr. Whitwam and Dr. Brandon actively involve students in their research. The grant funds have allowed for the purchase of state-of-the-art equipment, faculty release time, stipends for student researchers, and student travel to professional meetings.

- 3.3 Develop and implement leadership programs/activities.

Progress: The Hearin Leadership Program, Southern Women's Institute, Office of Student Life, Department of Community Living, and individual academic programs join together to provide rich leadership programs and activities for students. The campus boasts over 75 student social, service, religious, performing, academic, and honorary student organizations.

- 3.4 Implement effective recreation/intramural activities.

Progress: On January 16, 2003, the IHL Board of Trustees approved the discontinuation of intercollegiate athletics at the University and the reallocation of resources to the fitness, recreation, and intramural program. Amy Swingle, Executive Director of Recreation and Fitness was hired in fall 2005. The new Stark Recreation Center and Pohl Building were opened spring 2007. The \$13.5-million project includes state-of-the-art classrooms, a human performance lab, collegiate regulation basketball courts, an elevated walking track, an indoor pool, racquetball courts, cardio and weight equipment, 2 5000 square foot strength and conditioning room, and a common area with pool tables and a

large-screen television. In April 2007, the first month that the new facilities were in operation, the average daily entry count was 258. In addition, participation in organized campus recreation programs continues to increase. Participation in campus recreation programs 2005-2006 was 30,028. Participation in campus recreation programs in 2006-2007 was 39,464, a 20% increase.

3.5 Continually improve University counseling services.

Progress: Monthly programming surrounding outreach topics (eating disorders, drug use and abuse, alcoholism, etc.) became a fixture in the freshman residence areas in 2006-2007 and began to be a presence in the upper-class halls as well. Outreach programming efforts will be doubled in 2007-2008 with the addition of support staff and better organizational structuring within the department. These programs will be incorporated into the larger programming model and will be offered throughout the year in all residence halls both by professionals and student groups working in this area.

In addition, a workshop, *Dealing with Troubled Students*, by Dr. Renae Duncan was conducted in fall 2007. MUW administrators, faculty, and staff were invited to attend. Following this event, a panel discussion discussed MUW guidelines and procedures. In spring 2008, the university is working to develop a centralized system to identify students who may be at-risk.

The PIE Council recommended that the campus hire a licensed counselor.

3.6 Increase student involvement in community service projects.

Progress: A community service program was established in 2005-2006 to track community service hours. Although most documented community service hours were through the Hearin program, other units contributed approximately 1000 hours of service in 2006-2007.

Hearin Scholars participated in well over 3500 hours of community service in 2006-2007. The activities sponsored by the Hearin Program included over 40 sets of sheets and blanket for MADCAAP in Madison County and 47 baskets delivered to needy families in the area for Thanksgiving . In addition to collecting needed items, Hearin Leaders also participated in activities like serving meals at a local nursing home, an afternoon of craft making at the Boys & Girls Club, and over 50 people participating in the Lowdnes County Relay for Life.

For a third year in a row, 24 students who were enrolled in the junior leadership class engaged in service learning as part of their study of servant leadership. Students were paired with middle school students from the Boys & Girls Club and spent time every other week tutoring those students.

For the fourth year, the Hearin Program continued a weekend of intensive community service work. Just under 50 students traveled to the Canton, Mississippi to help disadvantaged individuals. We worked with an agency that identifies residents who are in need. We built two decks on the fronts of houses with wheelchair ramps and painted the inside and outside of two houses work with MADCAAP. We also landscaped two

houses in the downtown Jackson area working with Habitat for Humanity. This experience is always one of the highlights of our year because it really shows students what a difference they can make by giving back.

The PIE Council recommends coordination of outreach efforts and centralized documentation of contributions provided through academic as well as student affairs. Such a system would document service learning, community service, and volunteer hours.

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

Strategic Objectives:

4.1 Implement a University-wide student retention program.

Progress: In 2005, Dr. Sam Gingerich (then Provost/VPAA) chaired a Retention Council, which divided into two subcommittees: one that focused on retention of first-year students; another that focused on retention of transfer students. From the first subcommittee emerged a program designed to learn more about factors affecting student retention and to support first-year students in challenging core courses. As part of this program, implemented in spring 2006 and replicated in fall 2006, faculty of targeted core courses led supplementary study sessions, and subcommittee members collected data on the freshman population in those courses. Analyses of the data revealed that certain variables—ACT, MUW GPA, hours enrolled, institutional aid, and class attendance—could predict retention.

To consider some recommendations stemming from that retention study, Dr. Sandra Jordan (Provost/VPAA) formed a Retention Task Force in spring 2008. Those recommendations included an alternative to the traditional suspension policy, which was piloted summer 2008 and will be replicated spring 2009; a general-studies degree, which will be proposed to IHL fall 2008; and an enhanced academic early-alert system, which is being implemented fall 2008. This early-alert system will build on the success of a persistence program operated out of the Advising Center. That program currently targets challenging first-year courses, asks faculty to report excessive absences and low first-test grades, and makes contact with at-risk students. The Advising Center has made the following yearly contacts as part of this program:

2005-06	312
2006-07	416
2007-08	277

Though not directly related to the Task Force's recommendations, a College Success Mentorship program, which assigns mentors to first-year and transfer students, was inaugurated fall 2008.

Because many of the retention initiatives mentioned above did not go into effect until late in this planning cycle, the university may not see their positive effects for some years to come. Nevertheless, data related to retention can be found in the appendix to this report.

In addition, first-to-second-year retention rates of first-time, full-time bachelor's-degree-seeking freshman and transfer cohorts can be found below:

	<u>freshman</u>	<u>transfer</u>
Fall 2004 cohort	69.26%	65.56%
Fall 2005 cohort	69.82%	65.40%
Fall 2006 cohort	66.33%	60.92%
Fall 2007 cohort	68% (preliminary)	71% (preliminary)

4.2 Implement a University-wide student recruitment program.

Progress: Dr. Bucky Wesley, Vice President of Student Services, chaired a committee responsible for creating an Enrollment Plan in AY 2008. This Plan set three major goals: to increase headcount and FTE, to increase first-to-second-year retention rates, and to increase graduation rates. In addition, the Plan aims to attract top student scholars, to recruit a diverse study body, and to build enrollment of new freshmen, new transfer students, non-traditional students, and graduate students.

Because this plan went into effect late in the planning cycle, the university may not see its positive effects for some years to come. Nevertheless, data related to recruitment can be found in the appendix to this report and elsewhere in this report. In addition, the chart below shows the student-yield analysis for new freshmen over the last four years. (New freshmen refers to all first-time degree-seeking freshmen.) This analysis reveals, in general, a more aggressive recruitment strategy and a greater student yield over the course of this planning cycle.

	<u>applied</u>	<u>accepted</u>	<u>enrolled</u>
Fall 2005	720	426	242
Fall 2006	1381	683	263
Fall 2007	1356	627	241
Fall 2008	1223	594	257 (preliminary)

4.3 Maintain the quality of the first-time freshmen class.

Progress: Average ACT scores measure the quality of the first-time freshman class. The average ACT of the first-time, full-time, bachelor's-degree-seeking freshman class has remained fairly steady over the period covered by the strategic plan:

Fall 2005	21.69
Fall 2006	21.51
Fall 2007	20.86
Fall 2008	21.21 (preliminary)

The percentage of that cohort with a 24-36 ACT (honors-college eligibility) has not remained as steady:

Fall 2005	33.3%
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Fall 2006	31.7%
Fall 2007	25.7%
Fall 2008	27.6% (preliminary)

4.4 Increase the number and quality of transfer students from community and junior colleges.

The number of transfer students from community and junior colleges has seen a slight decline over the last few years, as seen in the appendix and in the following chart, which shows the student-yield analysis for new transfers over the last four years. (New transfer refers to all first-time degree-seeking transfer students.)

	<u>applied</u>	<u>accepted</u>	<u>enrolled</u>
Fall 2005	726	465	311
Fall 2006	1061	584	305
Fall 2007	1025	537	308
Fall 2008	915	462	283 (preliminary)

4.5 Continually improve academic support services to all students.

Progress: In recent years, MUW has enhanced the services in the Offices of Academic Advising and Academic Support Services. The Advising Center provides general academic support to students by offering advising services to undeclared, transient, and prospective students and by offering general academic information to all students. That office has increased student contacts over the last few years:

2004-05	488
2005-06	1121
2006-07	1179
2007-08	1567

And, according to the Commencement Survey, 80.9% of graduating students in May 2005, 88% May 2006, 81% in May 2007, and 85% in May 2008 found the academic-advising services above average.

In addition, Academic Support Services provides individual peer tutoring and study-skills workshops as well as support for students on probation, students in the year-long Academic Support program, and students with disabilities. In fall 2008, that office added a College Success Mentorship program and enhanced its academic early-alert system in an effort to promote student persistence. According to the Commencement Survey, 56.8% of graduating students in May 2005, 59% in May 2006, 54% in May 2007, and 59% in May 2008 found Academic Support Services above average overall. More specifically, in AY 2007, 89% of students who used peer tutoring found the services satisfactory, while 98% did so in AY 2008. Academic Support Services has also increased contacts of freshman and sophomore students on probation: 78% (spring 2007 probation) and 84% (spring 2008 probation). And, as an indicator of program success, that office uses fall pre-registration as a proxy for first-to-second-year retention rates of students participating in the Academic Support Program: 55% (fall 2005 cohort), 47.3% (fall 2006 cohort), and 55% (fall 2007 cohort).

4.6 Continually improve services tailored to the student population to include financial aid, registrar, comptroller, and other key service units.

Over the course of this planning cycle, these offices have worked to improve their communication to students and their processing of important information. For instance, the Comptroller's Office has improved its review of students' accounts in order to inform students in a timely manner about overdue balances. The Financial Aid Office has enhanced its webpage so that the page allows students to accept and decline aid packages and has added to the page a tutorial and a section on frequently asked questions. In addition, this office has strived to process financial aid awards more quickly and efficiently and has reviewed award letters to communicate more effectively to students. The Registrar's Office has given students access to grades and transcripts on Banner Web and strives to evaluate transfer transcripts as quickly as possible. This office now sends transcripts electronically and will eventually provide faculty and students with automated degree audits.

4.7 Develop and maintain alternative methods of program delivery including e-learning methods and non-traditional course scheduling.

The university continues to develop online courses and programs. Currently, the College of Business and Legal Studies offers a minor in Management Information Systems completely online as well as a 2 + 2 Business Administration Degree in General Business with the last two years completely online. The College of Nursing and Speech-Language Pathology offers an RN-to-BSN option online, and the M. S. in Health Education is online. In addition to online degree programs and minors, the university regularly offers online courses. In fall 2008, MUW offered 57 online courses, compared to 24 online courses fall 2004.

The university regularly offers night and weekend classes. For example, in fall 2004, MUW offered 108 night courses and 6 weekend courses, while in fall 2008, MUW offered 77 night courses and 5 weekend courses. Although the number of night courses has decreased by approximately 29%, the number of online courses has increased by approximately 138%. In addition, in spring 2009, the university will pilot two back-to-back accelerated terms that will run alongside the traditional 15-week term. The accelerated terms will provide current students with more scheduling flexibility and will tap into new student markets, such as non-traditional students and new arrivals to the community. All these efforts provide students with more course-delivery and course-scheduling options and, as a result, may improve recruitment and retention.

4.8 Continually improve residence life operations, services, and facilities.

Over the planning cycle, Community Living has increased its programming and its participation rate among residents. The number of programs has increased from 189 in AY 2005 to 350 in AY 2008, and the number of participants has increased from 1900 in AY 2005 to 3500 in AY 2008. That office also implemented an honors living-learning community (in cooperation with the Honors College) in fall 2004 and a nursing living-learning community (in cooperation with the nursing programs) in fall 2008 and has designated a freshman hall and a social-club hall. In addition, Community Living

initiated a maintenance plan. As a result, Callaway Hall has received new lights and carpet, Hasting-Simmons Hall has received new paint and carpet, Kincannon and Jones Halls have received some painting in the lobbies and some routine maintenance, and four halls have received enhanced common-area furnishings. All the halls now use a card-access system, and all residence-hall elevators have been retiled.

Perhaps due to these improvements, the number of MUW students who live in residence halls has risen at a moderate pace over the last few years:

Fall 2005: 535

Fall 2006: 574

Fall 2007: 575

Fall 2008: 596

MUW Goal 5: Promote effective organizational principles.

Strategic Objectives

5.1 Examine operational processes and organizational structure to identify ways to promote efficiencies, provide improved services, and enhance revenues.

The offices most closely associated with operational processes have engaged in ways to improve efficiency, service, and revenues. The following highlights serve to illustrate that point.

ID Card Services initiated a program whereby one card serves as an identification card and a meal card and gives students access to the residence halls.

Mail Services now reports to the VPFA in an effort to create more efficiency and cost savings. This office aims to provide reliable, professional service. According to the Mail Services Satisfaction Survey in 2007, 77% found the staff helpful; 68% found the staff professional; 72% found that the staff provides complete, accurate information; 65% believed that the staff adheres to strict confidentiality with mail; and 75% were satisfied with Mail Services. In 2008, 92% found the staff helpful; 80% found the staff professional; 95% said that the staff provided complete and accurate postal information; and 86% were satisfied with Mail Services.

The Book End strives to provide a good shopping experience for students. According to a 2005-06 customer survey, 61% of students surveyed found their overall shopping experience good or very good. The Book End has also increased book buy-backs and has extended hours to provide greater service to students. According to satisfaction surveys, approximately half of students find the bookstore satisfactory or very satisfactory: 52.4% (2005), 53.8% (2006), and 48% (2008).

Food Services has introduced new operating hours and menu choices, including the Balanced Way, in an effort to provide better service to students. According to satisfaction surveys, approximately one third of MUW students find Food Services satisfactory or very satisfactory: 33.4% (2005), 36.6% (2006), and 26.4% (2008).

The Comptroller's Office carefully monitors student accounts for overdue balances, university budgets for non-sufficient funds, and cash flow. Recently, this office implemented an online invoice-approval system in order to ensure proper purchasing and billing procedures. This office also regularly monitors and cleans up university accounts and has automated many functions, including bank reconciliation, in an effort to create more efficiency. In addition, this office has worked closely with the Director of Internal Audit to monitor accounts payable and travel procedures and has updated travel policies and posted them to the Comptroller's website. According to satisfaction surveys, approximately half of MUW students find billing procedures satisfactory or very satisfactory: 51.5% (2005), 58.3% (2006) and 55.4% (2008).

Resources management processes purchase orders and delivers packages within twenty four hours and conducts successful routine audits of university property. This office has also implemented a tracking system for packages and an online reservation system and has revised purchasing, vehicle, and other manuals. In addition, this office has worked with the Director of Internal Audit to strengthen internal controls over purchasing and procurement and has worked with campus offices to promote copier efficiencies.

5.2 Enhance and improve communications on and off campus.

MUW actively uses its homepage to communicate on and off campus. Policies, emergency information, campus directories, class schedules, academic calendars, and employment opportunities are posted to the page. In particular, the university uses a web-based calendar to which important campus events are posted. The Webmaster routinely modifies the appearance and the content of the homepage in order to enhance communication effectiveness.

E-mail is another one of the university's primary modes of communication. During this planning cycle, the university transferred to Novell GroupWise. In addition, the institution uses a number of campus e-mail lists to disseminate information: campus, facstaff, faculty, and students.

To enhance communications on and off campus, Dr. Limbert has created a Communications Committee. This committee is charged with assessing the current status of university communications and recommending strategies for improvement.

According to satisfaction surveys, most faculty agree or strongly agree that MUW provides adequate communication networks: 87.3% (2005), 84% (2006), 82% (2007), and 71% (2008). And most staff also agree or strongly agree: 77% (2005), 78% (2006), 79% (2007), and 84% (2008). In addition, most faculty agree or strongly agree that MUW publications are accurate and consistent in describing the university: 81.5% (2005), 61% (2006), 60% (2007), and 70% (2008). And most staff also agree or strongly agree: 74.6% (2005), 70% (2006), 73% (2007), and 64% (2008).

5.3 Coordinate University data collection and information dissemination.

The Office of Institutional Research is primarily responsible for collecting and disseminating information. In that role, IR files federal and state (IHL) reports, completes national surveys, and conducts internal ad-hoc analyses. To assist with the latter, IR

publishes non-sensitive data (such as Fact Books) on the IR website and publishes sensitive data (such as cohort files and surveys) in a special WebCT site, to which deans, department chairs, and other administrators have access. In addition, this office has recently assumed the responsibility for coordinating surveys on campus to avoid survey fatigue and unnecessary duplication of survey efforts.

5.4 Develop a Quality Enhancement Plan according to the SACS Principles of Accreditation.

This plan has not been developed. However, since the next SACS reaffirmation will not occur until 2014, the institution has ample time to develop a QEP.

5.5 Implement University planning processes to include the Campus Master Plan, academic planning, budget planning, and technology planning.

The university engages in numerous planning processes in order to promote the institutional mission effectively. According to satisfaction surveys, most faculty agree or strongly agree that the university's planning processes are guided by MUW's mission: 72.3% (2005), 78% (2006), 61% (2007), and 78% (2008). And most staff also agree or strongly agree: 62.5% (2005), 79% (2006), 61% (2007), and 60% (2008).

In 2003, MUW adopted a Campus Master Plan. As part of this plan, the university has engaged in numerous renovation and construction projects. These projects include, but are not limited to, renovations or repairs to the following buildings: Cochran Hall, Emma Ody Pohl Hall, Marie Charlotte Stark Recreation Center, the Physical Plant Warehouse, the Grounds and Automotive Warehouse, Peyton and Fant Halls, Eckford Hall, Shackelford Warehouse, Fine Arts Building, Frazer Hall, Martin Hall, Painter Hall, and Cromwell. In addition, Facilities Management regularly upgrades buildings and grounds. Upgrades include, but are not limited to, installing lights, plumbing, and cables; painting and repairing plaster; cleaning buildings and landscaping. According to satisfaction surveys, the percentage of faculty who agree or strongly agree that the university provides adequate physical facilities varies: 48.2% (2005), 71% (2006), 61% (2007), and 59% (2008). But most staff agree or strongly agree: 76.6% (2005), 75% (2006), 73% (2007), and 81% (2008). And approximately half of students find the buildings and grounds satisfactory or very satisfactory: 50.4% (2005), 57.5% (2006), and 53.9% (2008).

On May 15, 2006, MUW adopted the Academic Master Plan. The Plan analyses student and faculty trends as well as academic programs and academic-support services. The Plan also makes recommendations, including creating a Teaching, Learning, and Technology Center, tracking specific student populations, and expanding library services. The Plan was reviewed in January 2007 in an effort to assess accomplishments towards fulfilling the Plan and to create planning and budgetary priorities in Academic Affairs. According to satisfaction surveys, most faculty agree or strongly agree that their academic units set goals consistent with the institution's mission [88.8% (2005), 94% (2006), 84% (2007), and 89% (2008)], and most faculty agree or strongly agree that their academic units monitor progress towards achieving those goals [81.5% (2005), 95% (2006), 82% (2007), and 92% (2008)].

The university engages in an annual budget process and publishes that process on the PIE Council website. In brief, in the spring, all budget managers participate in unit-level budget discussions and submit budget requests. Budget requests are clearly tied to university priorities recommended by PIE Council and approved by the President. The Cabinet then reviews all budget requests. In late spring and summer, the Mississippi IHL Board allocates funds to the eight institutions, the Cabinet finalizes the MUW budget, and the university distributes final budgets to unit heads. This process ensures that the University priorities are supported by budget decisions. The percentage of faculty who agree or strongly agree that the university engages in sound budget planning procedures varies: 37% (2005), 54% (2006), 31% (2007), and 54% (2008). And the percentage of staff who believe that the university's budgetary planning reflects MUW's mission varies: 42.8% (2005), 48% (2006), 55% (2007), and 49% (2008).

Information Technology Services (ITS) implemented a Technology Plan in 2003. During FY 2008-10, the university plans to upgrade data networks, to upgrade administrative systems, to develop a centralized data warehouse system, to increase technology support staff, to establish technology policies, to increase faculty and instructional support, and to improve electronic communications. In addition, ITS has implemented a PC Replacement Plan. This Plan, which began in fall 2007, ensures that PCs in faculty/staff offices and in classrooms/labs are up-to-date. Previously, only a few PCs were updated periodically. As a result, PCs across campus varied in capability and compatibility. This Plan will rectify this problem. According to satisfaction surveys, the percentage of faculty who agree or strongly agree that the university provides adequate computer/technology resources varies: 49.1 (2005), 64% (2006), 54% (2007), 44% (2008). But most staff agree or strongly agree: 76.9% (2005), 71% (2006), 73% (2007), and 81% (2008). And a little over half of students find computing services satisfactory or very satisfactory: 55% (2005), 56.3% (2006), and 57.1% (2008).

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.

Strategic Objectives

6.1 Promote programs and activities to the general public that enhance cultural, intellectual, social, and professional development.

MUW sponsors public programs and activities that benefit the cultural, intellectual, social, and professional lives of the community. For example, the Department of Music and Theatre routinely offers plays and concerts, and the Department of Art and Design holds art exhibits throughout the year. Every fall the Welty Writers' Symposium attracts community members to hear established and emerging authors, and the Honors Forum of the Ina E. Gordy Honors College invites guest speakers with national reputations. More recently, the Department of History, Political Science, and Geography has held a yearly symposium on pressing current issues, and the Culinary Arts Institute hosts a lunch-and-learn program (for a small fee) for persons interested in learning more about culinary arts. The annual Health Fair, sponsored by the Department of Health and Kinesiology, promotes health awareness to members of both the campus community and the larger Columbus community. Many of these events, which are only a sampling of the rich array

of programs that MUW offers, have been included in the year-long celebration of the university's 125th Anniversary, which is open to the general public. (Examples of other programs and activities are mentioned in objectives 6.2 and 10.1.)

- 6.2 Develop and maintain a relationship with key local and state organizations that will enhance cultural, intellectual, social, and professional development.

Many faculty, staff, and administrators are members of various local organizations, such as Rotary, the Exchange Club, Town and Tower, and the Link. Town and Tower holds half of its meetings on campus and alternates the office of president between a member of the community and a member of the university in order to enhance the relationship between town and tower. In cooperation with the Link, on the planning committee of which some business faculty serve, the College of Business and Legal Studies has hosted several conferences, such as the recent Energy Conference. In addition, MUW partners with the community and the state to bring to campus noteworthy cultural events. The Ina E. Gordy Honors College and the Center for Women's Research and Public Policy have collaborated with the Mississippi Humanities Council to bring to campus speakers from around the state. The Center has also helped plan and coordinate parts of the Tennessee Williams Tribute, many of whose events take place on the MUW campus. In cooperation with MUW, the Columbus Arts Council brings significant plays and musical events to Whitfield Auditorium on campus.

- 6.3 Develop and maintain continuing education activities for citizens of region, state, and nation.

For a period during this strategic-planning cycle, the Office of Continuing Education was suspended. Once the office was reinstated, it provided continuing-education opportunities to individuals in the area. Continuing Education has offered ten non-credit courses with 127 participants since February of 2008. In addition, this office has offered CEU credits: 24 courses and 515 participants in 2007; 41 courses and 668 participants in 2008; 11 courses and 124 participants as of the end of March 2009.

- 6.4 Continually improve summer youth programming.

Although MUW discontinued the PEP program during this planning cycle, the university has continued to host a strong Mississippi Governor's School, which attracts some of the state's brightest youth. While the number of participating MGS students has remained fairly constant over the last few years, the number of applicants and the number of minority participants have risen considerably. In addition, the College of Business and Legal Studies has recently given the long-standing Business Week a complete overhaul to enhance its effectiveness. Instead of a week-long program during the summer, Business Week participants will attend monthly meetings on the theme of citizenship.

- 6.5 Maintain and build upon Welty Weekend.

In order to enhance Welty Weekend, the university has created a two-weekend series. On one weekend, the Welty Gala, which invites nationally-recognized speakers in support of the Welty Chair, takes place. On the other weekend, the Welty Writers' Symposium invites new and established authors, and the Welty Art Exhibit showcases notable artists.

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

Strategic Objectives

- 7.1 Develop and implement a minority faculty and staff recruitment plan.

Policy Statement 1301 includes a provision for the university to mail “notices requesting nominations and applications ... to appropriate colleges and universities in consultation with the university’s affirmative action officer.”

- 7.2 Continually improve diversity programming.

The Office of Diversity Education and Programs has implemented a number of programs and services to enhance awareness of different cultures, lifestyles, beliefs, values, and sexual orientations. For example, the office has sponsored cultural awareness months; a gay, lesbian, bisexual, and transgender month; a HIV/AIDS awareness month; a black history month; and a women’s history month. In addition, the office has collaborated with community leaders to host programs, such as the MLK Dream 365 Commemorative Celebration.

- 7.4 Use scholarships to effectively recruit a diverse student body.

Over the last five years, MUW has increased the number of scholarships awarded to minority students from 500 in AY 2005 to 569 in AY 2009. In addition, the Summer Bridge Program, which recruits minority students, provides full scholarships. Because the experience proves so positive, many of these students continue in the fall.

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

Strategic Objectives

- 8.1 Expand the number and effect of grant applications submitted by the MUW faculty and staff.

From FY 2005 to FY 2007, MUW’s grant dollars increased by 13.4%, while the number of grants funded increased by 5. So far this fiscal year, 29 grants have been submitted.

- 8.2 Support research, scholarship, and creative endeavors that enhance instruction and professional development of faculty, staff, and students.

MUW promotes these endeavors in numerous ways. Recently, MUW has implemented a faculty-development series on various topics related to teaching and learning. MUW also has an active year-long new-faculty orientation, which provides new faculty with the information that they need to be successful their first year. In addition, MUW provides travel money through Faculty Senate and departmental budgets for faculty to attend conferences and workshops. Faculty Senate has traditionally had available \$9,000-\$10,000 a year for faculty to present at conferences and workshops (\$350 awards), to

attend as officers (\$250 awards), and to attend as audience members (\$150 awards). Travel money through departments has remained relatively constant over the course of this planning cycle (on average approximately \$142,000 a year). Finally, MUW awards Faculty Research Grants to support faculty research. 7 projects were awarded in AY 2005, 8 in AY 2006, 7 in AY 2007, 7 in AY 2008, and 12 in AY 2009.

- 8.3.1 Promote research and creative endeavors to include quality learning experiences for students.

Many academic departments provide opportunities for student research, creativity, and internships. For example, the College of Nursing and Speech-Language Pathology hosts an annual research day to showcase student research, the Ina E. Gordy Honors College requires students to complete an independent research project, and science majors collaborate with science faculty on important research projects. Students in culinary arts, political science, business, and paralegal studies, for instance, routinely complete internships. Education students student teach; nursing majors complete preceptorships; and psychology, family studies, and communication majors, for example, complete practica in their fields. Art majors participate in a spring art exhibitions, music majors participate in music ensembles, and theatre majors perform in, or assist with, theatrical productions.

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

Strategic Objectives

- 9.1 Effectively use campus facilities to advance the educational, operational, and public service goals.**

The university actively uses campus facilities in order to promote the institution's goals. To maximize use of facilities, Resources Management has implemented an online reservation system. To report potential problems, Facilities Management has implemented an online work-order system.

- 9.2 Continue to increase external funding through gifts and grants.**

The number of donors to MUW has increased from 2092 in 2004 to 2698 in 2007, and the number of gifts has increased from 4107 in 2004 to 4725 in 2007. The total MUW endowment has increased from \$20.7 million in 2004 to \$29.3 million in 2007.

- 9.3 Continually improve the campus environment to identify ways to enhance the safety of the campus community and to employ effective risk management techniques.**

The university strives to maintain a safe campus and, as a result, reports relatively little crime. According to the Campus Crime Survey results from calendar years 2005-2007, one arrest for illegal weapons, three arrests for drugs, and twelve arrests for alcohol have occurred on campus. Two disciplinary actions for drugs and nine for alcohol possession

have occurred on campus. In addition, eleven burglaries and one motor vehicle theft have occurred on campus.

According to satisfaction surveys, most faculty agree or strongly agree that MUW conducts regular practice drills to prepare for emergency situations: 80% (2005), 60% (2006), 64% (2007), and 77% (2008). And most staff agree or strongly agree that they feel safe on campus: 75.4% (2005), 89% (2006), 90% (2007), and 84% (2008). In addition, more than half of students are satisfied or very satisfied with campus safety: 55.3% (2005), 64.9% (2006), and 59.2% (2008).

9.4 Improve accessibility of campus facilities and services to persons with disabilities.

The university has improved campus facilities and services for persons with disabilities over the last few years. For example, academic programs and student services formerly housed, respectively, in Shattuck Hall and Hogarth have moved or will soon move to the Fine Arts building and Cochran Hall, both of which are accessible to students with disabilities. In addition, computers in Reneau (first floor) and McDevitt are wheelchair-accessible. New curb cuts, ramps, and handicap parking spaces have been created, and automatic door openers have been installed around campus. Departments include non-discrimination clauses in their materials, the grievance procedure for discrimination complaints is in the student handbook, and disabled students have greater access to campus departments through e-mail. MUW Police and Community Living have copies of *Emergency Evacuation Planning Guide for People with Disabilities*.

9.5 Increase revenues generated from University facilities, programs, and services.

Over the course of the planning cycle, revenues have increased in virtually every campus unit that the University uses for revenue generation.

FY2008	Revenues
Rental of Facilities (E & G only)	64,797
Plymouth Bluff	201,568
Food Service	1,142,319
Bookstore	97,627
Print Shop	105,396
Community Living	1,677,929
Faculty Staff Apartments	163,831
FY2007	Revenues
Rental of Facilities (E & G only)	61,369
Plymouth Bluff	223,131
Food Service	1,076,555
Bookstore	107,162
Print Shop	88,892
Community	1,588,267

Living Faculty Staff Apartments	168,846
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FY2006	Revenues
Rental of Facilities (E & G only)	30,305
Plymouth Bluff	186,817
Food Service	1,068,133
Bookstore	96,738
Print Shop	104,674
Community Living Faculty Staff Apartments	1,583,372
	163,771

FY2005	Revenues
Rental of Facilities (E & G only)	34,649
Plymouth Bluff	180,304
Food Service	1,158,852
Bookstore	87,456
Print Shop	108,671
Community Living Faculty Staff Apartments	1,434,160
	160,425

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

Strategic Objectives

- 10.1 Support and increase activities that build partnerships with the community to promote institutional and economic development and to improve the status and well being of women and men.

In addition to the programs and activities mentioned under goal 6, MUW designs programs that promote community partnerships through the work of the centers. For example, the Center for Women’s Research and Public Policy has hosted lectures on such topics as women’s leadership and finances and has conducted oral-history projects in which students record the lives of alumnae and community members. It also hosted the Women in Higher Education Networking Conference. The Women’s Center for Entrepreneurship has implemented a number of workshops in partnership with the community on, for example, resources for small businesses and entrepreneurship. The Center for Creative Learning works with school districts and community organizations to sponsor, for instance, the Crossroads After-School Program for at-risk middle-school students and the CHAMPS-Math/Science Partnership. In addition, the College of Business and Legal Studies and the Culinary Arts Institute, for example, have formed

advisory boards comprised of members of the community. These boards help guide the academic units by providing input from the community that will strengthen the academic experience of the students as well as town-and-tower relations. MUW also promotes community partnerships by serving in the community and by serving on important committees. The Office of Community Service organizes community-service projects and helps individual students to identify appropriate projects. MUW serves as a member of the Mississippi Economic Council.

10.2 Enhance the University's relationship with its alumni and friends.

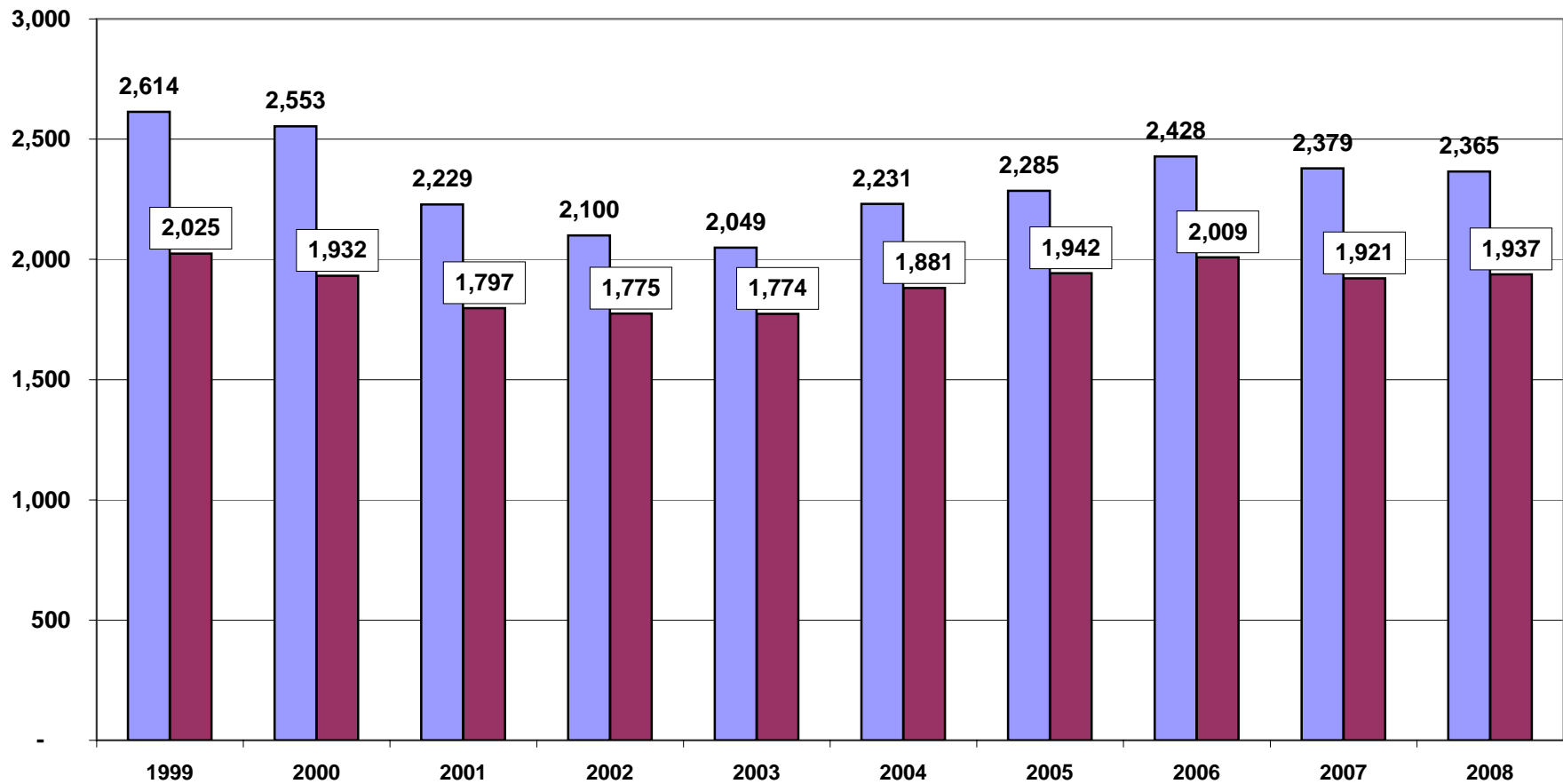
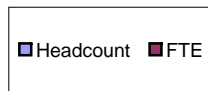
One way to measure the university's relationship with its alumni and friends is through gifts to the university. Although the number of gifts and the number of donors have remained relatively constant over the last five years, the total dollar amount of planned and outright gifts has approximately tripled over the last five years. In addition, the university, which has recently affiliated with the new Alumni Association, is working with that organization to build alumni relations. The university also builds relations with alumni and friends through *Visions*, which communicates important institutional information to external constituencies.

APPENDIX

Fall 2008 Preliminary Enrollment Numbers

- ❖ Unduplicated Headcount 2365
- ❖ FTE 1937
- ❖ Women 84% Men 16%
- ❖ Minority Enrollment Including International students – 40%
- ❖ MS Counties Represented - 76
- ❖ States Other than MS Represented - 22
- ❖ Countries Represented – 13
- ❖ 257 First-time Degree Seeking Freshmen (Up 7% from last year or 16 students)
- ❖ 283 First-time Degree Seeking Transfers (Down 8% from last year or 25 students)
- ❖ Fall 2007 to Fall 2008 Retention Rate of Full-time, First-time Bachelor's Degree Seeking Freshmen is 68%.
- ❖ Fall 2007 to Fall 2008 Retention Rate of Full-time, First-time Bachelor's Degree Seeking Transfer Students is 71%.
- ❖ Preliminary Average ACT Composite Score for Full-time, First-time Bachelor's Degree Seeking Freshmen is 21.21, which is up from 20.86 last year.

Unduplicated Headcount and FTE Enrollment Fall Terms



Unduplicated Enrollment by Gender

Fall 1999 to Fall 2008

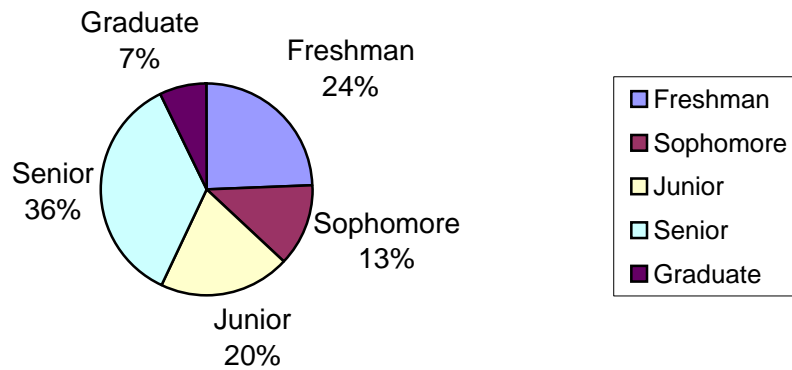
Fall	Total	% Change		No. Female	% Female	No. Male	% Male
		Year Ago					
1999	2,614			2,190	83.78%	424	16.22%
2000	2,553	-2.33%		2,180	85.39%	373	14.61%
2001	2,229	-12.69%		1,905	85.46%	324	14.54%
2002	2,100	-5.79%		1,799	85.67%	301	14.33%
2003	2,049	-2.43%		1,756	85.70%	293	14.30%
2004	2,231	8.88%		1,892	84.81%	339	15.19%
2005	2,285	2.42%		1,936	84.73%	349	15.27%
2006	2,428	6.26%		2,060	84.84%	368	15.16%
2007	2,379	-2.02%		2,010	84.49%	369	15.51%
2008	2,365	-0.59%		1,984	83.89%	381	16.11%

Unduplicated Enrollment by Student Classification

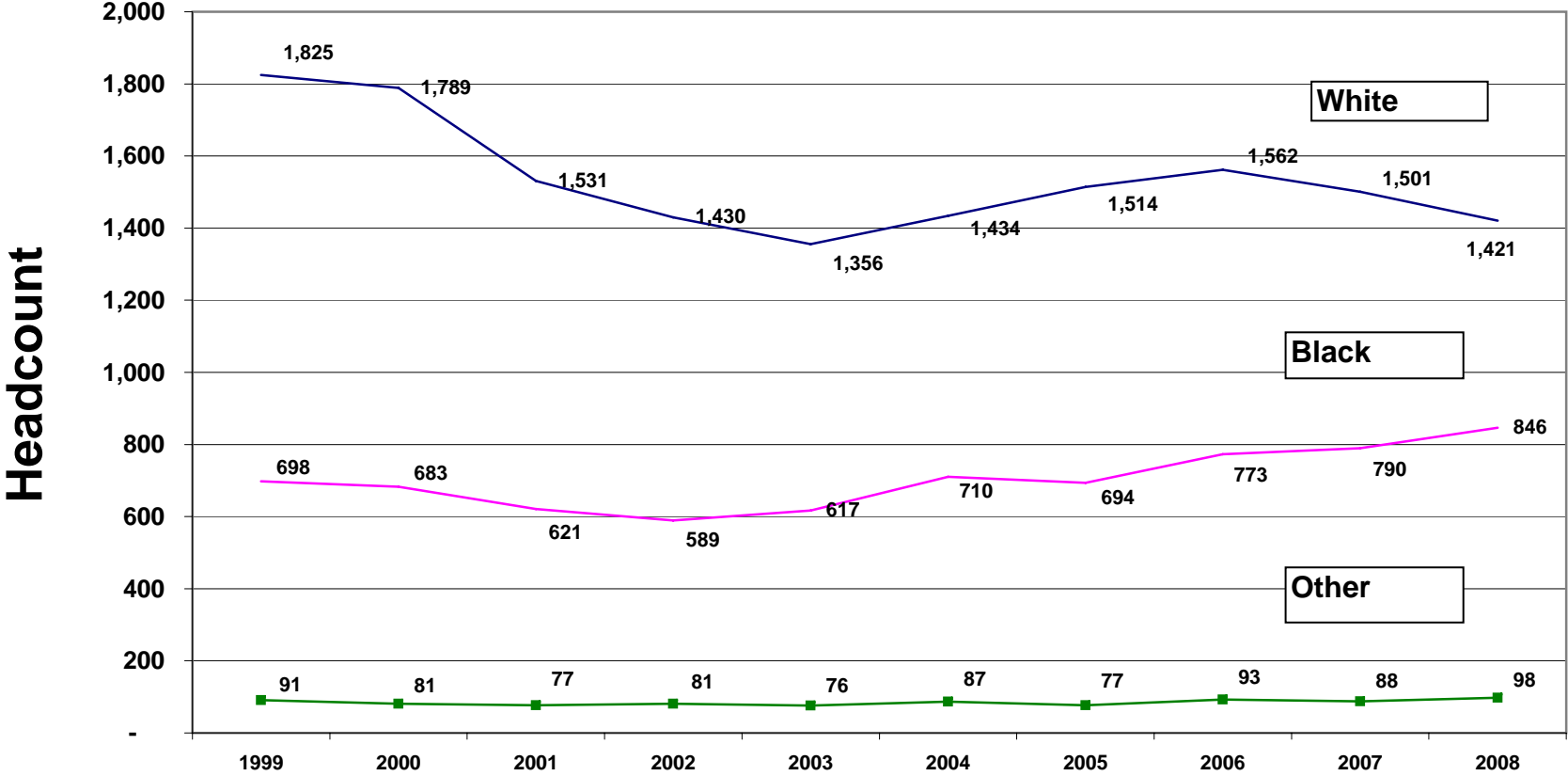
Fall Terms

Fall	Freshman	Sophomore	Junior	Senior	Graduate	Total
1999	563	306	527	1,038	180	2,614
2000	584	321	469	1,035	144	2,553
2001	525	330	403	814	157	2,229
2002	505	317	412	722	144	2,100
2003	454	316	411	736	132	2,049
2004	527	311	476	749	168	2,231
2005	531	339	494	751	170	2,285
2006	606	356	483	835	148	2,428
2007	593	301	533	795	157	2,379
2008	575	296	479	843	172	2,365

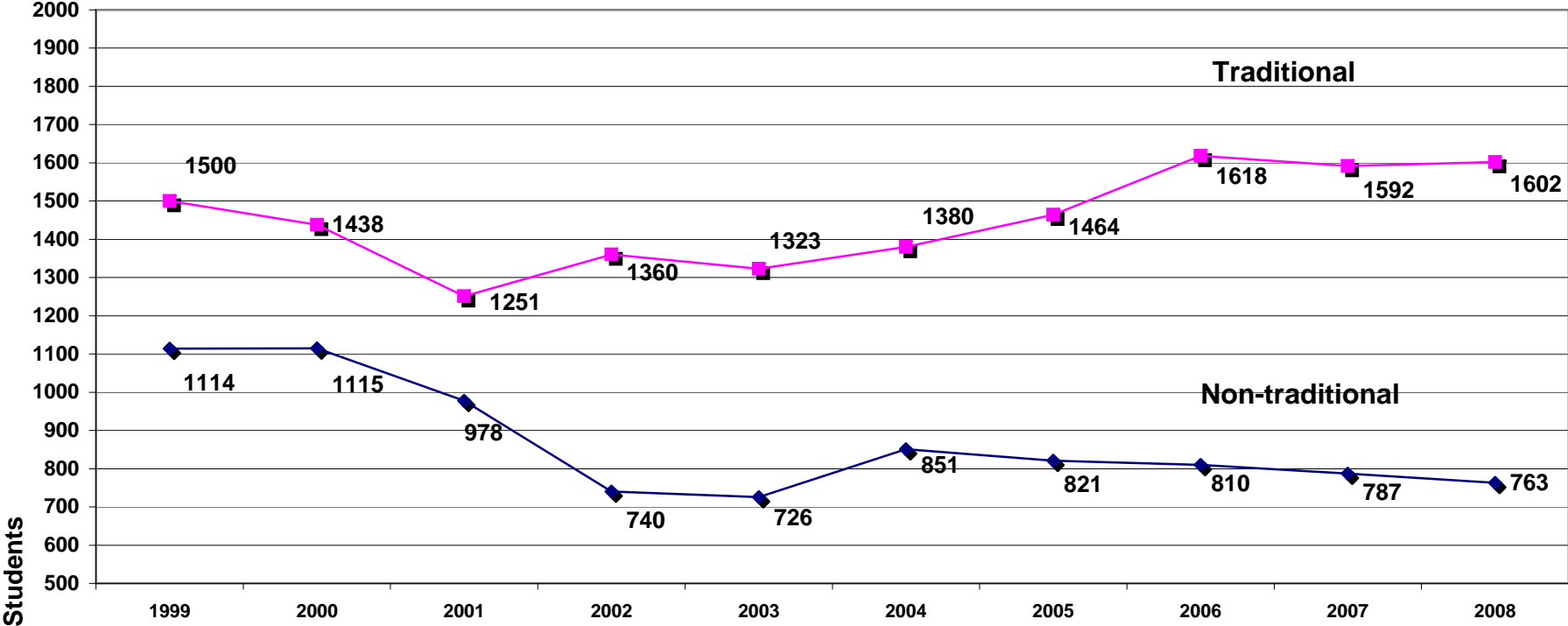
**Percent of Headcount by Student Classification
Fall 2008**



Unduplicated Enrollment by Ethnicity Fall Terms

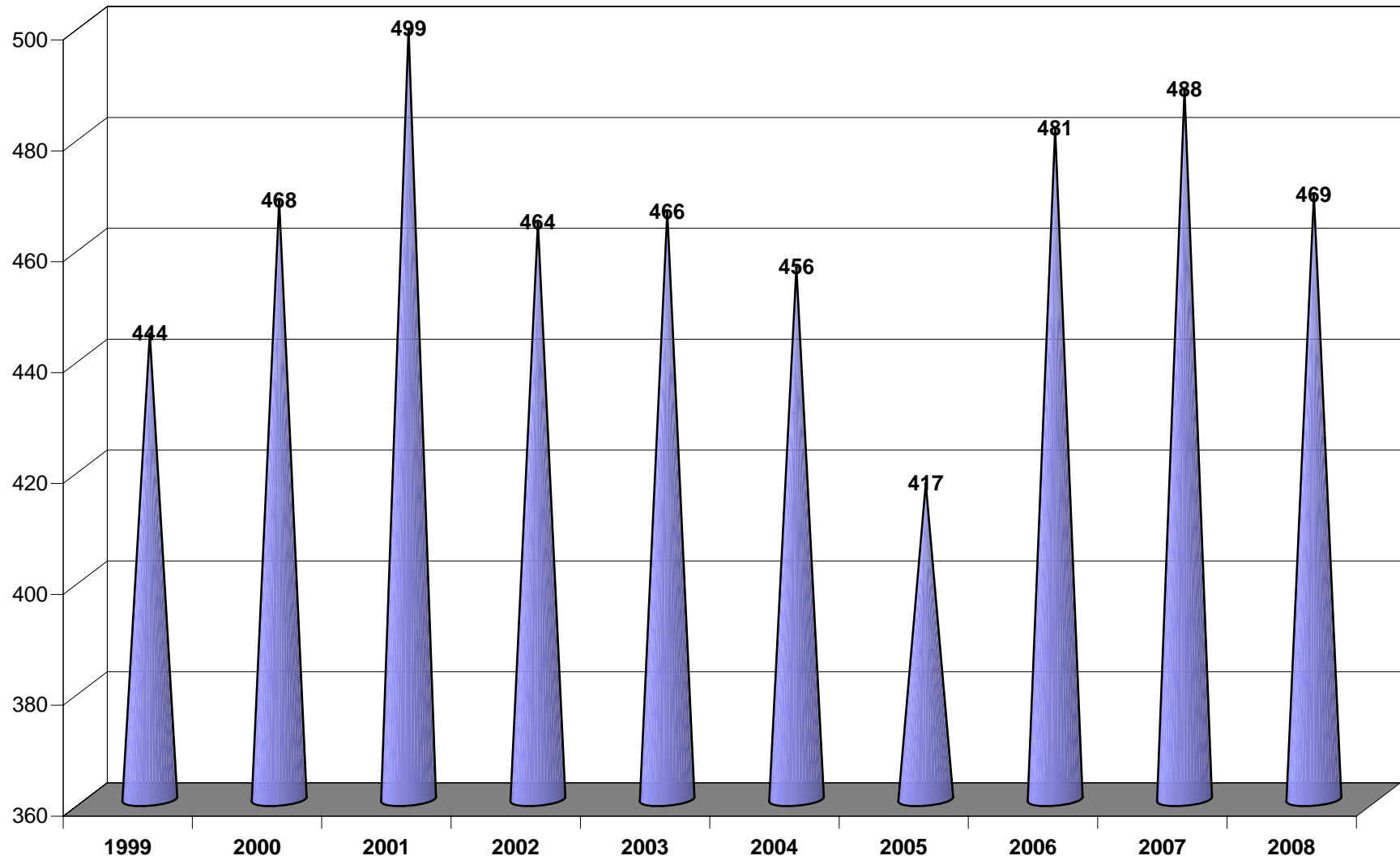


Non-traditional Vs. Traditional Students Unduplicated Headcount - Fall Terms



*Non-traditional students are defined as those who are 25 or older.
Traditional students are less than 25 years old.*

Degrees Granted AY 1998-2008



Six Year Graduation Rates Full-time Freshman Bachelor's Degree Seeking Cohorts

