Non-Academic Units' Results 2017-2018

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Academic and Student Support - Athletics	1.1	The Department of Athletics will maintain a continuous progression for attaining NCAA Membership within five years.	The membership process goes through 3 phases; Exploratory (1-3 years), Provisional (2-3 years), Full Membership. Each process requires the NCAA Membership Committee to approve progression to the next step. The department will report results based on the data submitted to the NCAA Membership Committee.	Continued achievement of sport roster numbers. Baseball – 30 Women's Cross Country – 7 Men's Soccer – 24 Softball – 20 Women's Volleyball – 14	2017 - 2018	Target Met	Baseball – (min) 30 (actual) 36 Women's Cross Country – (min) 7 (actual) 8 Men's Soccer – (min) 24 (actual) 28 Softball – (min) 20 (actual) 24 Women's Volleyball – (min) 14 (actual) 14	Continue to recruit student-athletes to meet minimum requirement. Add minimum requirements for new sports: Men's Cross County- 7 Women's Soccer- 22 Women's Basketball- 15 Men's Basketball- 15 Men's Golf- 7 Men's Tennis- 7 Women's Tennis- 7
			The membership process goes through 3 phases; Exploratory (1-3 years), Provisional (2-3 years), Full Membership. Each process requires the NCAA Membership Committee to approve progression to the next step. The department will report results based on the data submitted to the NCAA Membership Committee.	Continued achievement of sport sponsorship minimums for contests. Baseball – 25 games Cross Country – 5 events Men's Soccer – 13 games Softball – 24 games Women's Volleyball – 17 matches	2017 - 2018	Target Not Met	(min)- minimum number of sports sponsorship games required (played)- actual number of games played that counted toward sport sponsorship Baseball – (min) 25 games (played) 36 games Cross Country –(min) 5 events (played) 5 events Men's Soccer – (min) 13 games (played) Softball – (min) 24 games (played) 40 games Women's Volleyball – (min) 17 matches (played) 16 matches	Continue to schedule competitions that meet minimums for NCAA sport sponsorship Meet minimum schedule requirements for new sports: Men's Cross Country- 5 events Women's Soccer- 13 games Women's Basketball- 18 games Men's Basketball- 18 games Men's Golf- 6 contests Men's Tennis- 10 contests Women's Tennis- 10 contests
	1.2	The Department of Athletics will establish sports schedules for each athletics team.	Submission of schedules by sport 1 year prior to dates of actual competition to AD and Director of Athletic Communications	Maintaining required minimum number of dates of competition to meet sport sponsorship requirements. Baseball – 25 games Cross Country – 5 events Men's Soccer – 13 games	2017 - 2018	Target Not Met	(min)- minimum number of sports sponsorship games required (played)- actual number of games played that counted toward sport sponsorship Baseball – (min) 25 games (played) 36 games Cross Country –(min) 5 events (played) 5 events Men's Soccer – (min) 13 games (played) Softball – (min) 24 games	Continue to schedule competitions that meet minimums for NCAA sport sponsorship Meet minimum schedule requirements for new sports: Men's Cross Country- 5 events Women's Soccer- 13 games Women's Basketball- 18 games Men's Basketball- 18 games

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	1.2	The Department of Athletics will establish sports schedules for each athletics team.	Submission of schedules by sport 1 year prior to dates of actual competition to AD and Director of Athletic Communications	Softball – 24 games Women's Volleyball – 17 matches	2017 - 2018	Target Not Met	(played) 40 games Women's Volleyball – (min) 17 matches (played) 16 matches	Men's Golf- 6 contests Men's Tennis- 10 contests Women's Tennis- 10 contests
	1.3	The Department of Athletics will increase revenue for sports and athletics' needs, including facility expansion, student athlete programming, and operating costs.	The department will review and report the list of sponsorships through the Department of Athletics and Owls Fund Club donations	Increase donor participation by 10% each year.	2017 - 2018	Inconclusive	Results are inconclusive because was a baseline year. Total number of Donors were 149.	Continue to increase donor participation.
	2.1	The Department of Athletics will collaborate with community constituents to offer continuous opportunities for individuals to attend sponsored camps, clinics, and seminars by sport.	The department will review and report the recorded list of sponsored camps, clinics, and seminars that were hosted on campus and/or community venues. Mandatory one (1) Camp/Clinic offerings by sport per year	Host at least one camp/clinic with a minimum participation of 15 individuals per camp/clinic per sport.	2017 - 2018	Target Not Met	Women's Cross Country- Hosted camp at Heritage Academy June 11-15 (8 participants) Volleyball- Hosted Team Camp and Individual Clinics on campus (54 participants) Men's Soccer- Hosted camp at Heritage Academy (30 participants) Baseball- Hosted Individual Camp on campus (41 participants) Softball- did not host camp	Continue to reach out to community by hosting at least one camp/clinic per sport
	3.1	The Department of Athletics will maintain consistent expectations for students and staff with a goal-oriented focus and provide a high quality student-athlete experience.	OASIS (Owls Academic Support and Individual Success) program monitors student-athletes who are first time freshman, have a cumulative GPA below 2.5, and/or have a semester GPA below 2.0. Participants are reported on 4 times throughout the semester by attendance, current grade, and progress comments by	Consistently reducing the number of participants by 10% from fall to spring beyond the mandated term.	2017 - 2018	Target Met	Baseball- had 35 in the Fall 2017 and 16 in Spring 2018 Softball- had 22 in the Fall 2017 and 3 in Spring 2018 Men's Soccer- had 28 in the Fall 2017 and 11 in the Spring 2018 Volleyball- had 13 in the Fall 2017 and 3 in the Spring 2018 Women's Cross Country- had 0 in the Fall 2017 and 0 in the Spring 2018 Total in Fall 2017-98	Continue to work with Academic Affairs and Student Success to provide student-athletes with appropriate academic support and monitoring

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1	The Department of Athletics will maintain consistent expectations for students and staff with a goal-oriented focus and provide a high quality student-athlete experience.	faculty. These reports will be reviewed and reported by the end of the academic year.	Consistently reducing the number of participants by 10% from fall to spring beyond the mandated term.	2017 - 2018	Target Met	Total in Spring 2018-33 Reduced participants by 66.3%	Continue to work with Academic Affairs and Student Success to provide student-athletes with appropriate academic support and monitoring
			OASIS (Owls Academic Support and Individual Success) program monitors student-athletes who are first time freshman, have a cumulative GPA below 2.5, and/or have a semester GPA below 2.0. Participants are reported on 4 times throughout the semester by attendance, current grade, and progress comments by faculty. These reports will be reviewed and reported by the end of the academic year.	Maintain a Student-Athlete Retention at 70% or higher	2017 - 2018	Inconclusive	Below are initial roster numbers for each sport as of Fall 2017: Baseball –36 Women's Cross Country – 8 Men's Soccer – 28 Softball – 24 Women's Volleyball –14

Results are inconclusive until day 10 of Fall 2018 semester. Results will not include graduates | Results are inconclusive until day 10 of Fall 2018 semester. Results will not include graduates. Continue to retain student-athletes from semester to semester. |
| Academic and Student Support - Campus Recreation | 1.1 | The Spring Fitness Challenge, co-sponsored by Passport to Wellness, will motivate MUW students, faculty, and staff to live healthier lifestyles. | A Spring Fitness Challenge Survey will be distributed to students, faculty, and staff who successfully completed the challenge in its entirety. The results of this survey will be analyzed at the end of the Spring semester.

"How likely are you to transition to a healthier way of living as a result of completing the Spring Fitness Challenge? {Very | 75% of Spring Fitness Challenge Survey participants will indicate that they are likely to transition to a healthier way of living as a result of participating in the Spring Fitness Challenge. | 2017 - 2018 | Target Not Met | Due to a late survey submittal, only 22 responses were recorded allowing for a 59.1% (13 our of 22) result of likely and very likely to transition to a healthier way of living. | Due to low response rate because of the late survey submittal, we will dispense the survey out earlier in the Spring Fitness Challenge timeline. |

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Academic and Student Support - Campus Recreation	1.1	The Spring Fitness Challenge, co-sponsored by Passport to Wellness, will motivate MUW students, faculty, and staff to live healthier lifestyles.	Unlikely, Unlikely, Neither, Likely, Very Likely}"	75% of Spring Fitness Challenge Survey participants will indicate that they are likely to transition to a healthier way of living as a result of participating in the Spring Fitness Challenge.	2017 - 2018	Target Not Met	Due to a late survey submittal, only 22 responses were recorded allowing for a 59.1% (13 our of 22) result of likely and very likely to transition to a healthier way of living.	Due to low response rate because of the late survey submittal, we will dispense the survey out earlier in the Spring Fitness Challenge timeline.
	1.2	Campus Recreation will provide a welcoming facility for guests through service in a thoughtful and proactive manner.	A Customer Satisfaction Survey will be available to all Stark Recreation users at the close of the Spring Academic semester. The results of this survey will be analyzed at the end of the Spring semester. "Campus Recreation staff is helpful and courteous. {Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree}"	90% of Customer Satisfaction Survey participants will indicate that Campus Recreation staff was helpful and courteous.	2017 - 2018	Target Met	96.7% of 61 responses indicated that the Campus Recreation Staff is helpful and courteous.	We will continue this assessment measure as indicated and continue to encourage our staff to be courteous and helpful.
	2.1	Students who are employed at Stark Recreation Center will gain or improve their leadership skills.	An Employee Evaluation Form, which students are required to complete, is administered to each employee at the end of each regular academic semester. The results of this evaluation form for both semesters will be analyzed at the end of the Spring semester. "Through my employment with Campus Recreation, I have developed or improved my leadership skills. {Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree}"	90% of student employees will report on the Employee Evaluation Form that their leadership skills improved as a result of working for Campus Recreation.	2017 - 2018	Target Not Met	89% of employees who completed the Employee Evaluation Form say that the have developed or improved my leadership skills. One reason for us missing this by 1% is due to having several new employees who had only worked about a month before taking the survey.	We will continue to measure this assessment, however we will do a better job of knowing and recording the length of time the employee has been with us. For future assessment we may consider asking length and type of employment to get a better understanding, as some employees are non-students who work part-time.
	2.2	Students	An Employee Evaluation	90% of student	2017 - 2018	Inconclusive	This question was not on	This question will added to

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	2.2	employed at Stark Recreation Center will strengthen their problem-solving skills.	Form, which students are required to complete, is administered to each employee at the end of each regular academic semester. The results of this evaluation form for both semesters will be analyzed at the end of the Spring semester. "Through my employment with Campus Recreation, my problem-solving skills improved. {Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree}"	employees will report on the Employee Evaluation Form that their problem-solving skills improved as a result of working for Campus Recreation.	2017 - 2018	Inconclusive	the employee evaluation form, however we would like to implement this question next year.	the Employee Evaluation Form next year.
	3.1	Campus Recreation will maintain functional, well-equipped, clean and safe facilities.	A Customer Satisfaction Survey will be available to all Stark Recreation users at the close of the Spring Academic semester. The results of this survey will be analyzed at the end of the Spring semester. "Campus Recreation facilities are well maintained and clean. {Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree}"	90% of Customer Satisfaction Survey participants will indicate that Campus Recreation facilities are well maintained and clean.	2017 - 2018	Target Met	96.7% our tof 61 responses stated that the Campus Recreation facilities are well maintained and clean.	We will continue our assessment measure by distributing our assessment survey.
Academic and Student Support - Center for Teaching and Learning	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	The Kossen Center will offer individual consultations on a variety of topics to meet the needs of our faculty and maintain a participation record to review at the end of the fiscal year.	At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	2017 - 2018	Inconclusive	We have no records to upload for this year due to some staffing changes a resultant record loss. Our Instructional Technologist left unexpectedly in January and despite carefully transferring all of the files we thought relevant to his position to my possession, we lost access to the software he	We have never done a consistent job of tracking this data, with CTL employees using their own individual methods to do so in the past and then collating numbers at the end of the year. To prevent this issue from arising again, I am developing a Google common spreadsheet to track consultations for all

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Academic and Student Support - Center for Teaching and Learning	1.1	The Kossen Center will offer pedagogical training on a variety of topics throughout the academic year to encourage faculty development.	The Kossen Center will offer individual consultations on a variety of topics to meet the needs of our faculty and maintain a participation record to review at the end of the fiscal year.	At least 45 individual consultations on any aspect of teaching or instructional technology will be scheduled and completed annually.	2017 - 2018	Inconclusive	used to track consultations due to loss of his accounts. That data cannot be retrieved. On a related note, when I took over his job on top of my own it became impossible to keep up fully with both workloads while also teaching. Something had to give, and rather than provide poor support to our faculty I decided to do my best to offer full support but had to give up on some of our record keeping. Therefore my own records of consultations for the year are spotty to non-existent. I estimate that we assisted somewhere in the neighborhood of 350 faculty in individual or small group (2-3) consultations this year based on past performance and examination of workload. This number far exceeds our stated target of 45 consultations. However, the report must be inconclusive due to my lack of evidence. This is entirely my fault, and I apologize for the lack of data.	CTL staff which will be accessible by all CTL employees, meaning that we will never lose data because of a colleague's departure again. I will also institute the practice of setting aside a designated time each week for catching up on the week's consultation records and ensure that this is done consistently going forward.
			The Kossen Center will offer workshops and multi-day seminars on a variety of topics to meet the needs of our faculty and maintain a participation record to review at the end of the fiscal year.	At least 25 group workshops or multi-day seminars will be offered annually with an average attendance rate of at least 3 people per session.	2017 - 2018	Target Met	We more than met our goal this year, offering 43 (or 49, if you count each session at New Faculty Orientation separately) workshops over the course of FY18. Our total attendees was 304 (or 382, counting NFO separately),	While we are pleased to have met our goal we have seen a significant drop-off in attendance at university-wide workshop offerings, particularly the January Back-to-Class series. We believe this is due to the over-scheduled nature of

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			The Kossen Center will offer workshops and multi-day seminars on a variety of topics to meet the needs of our faculty and maintain a participation record to review at the end of the fiscal year.	At least 25 group workshops or multi-day seminars will be offered annually with an average attendance rate of at least 3 people per session.	2017 - 2018	Target Met	giving us of just over 7 participants per workshop, which is less than last year's 9 and reflects an overall trend in dropping attendance at some of our previously more successful events.	our faculty during the semester, which is supported by anecdotal conversations and by the strong attendance at off-session workshops like the Online Teaching Academy and Faculty Summer Book Club, both of which took place in the early summer outside of the normal term. In light of this we have decided to shift our attentions to more departmental and college level programming during the regular academic year and reserve university-wide workshops for major events like the annual fall development conference, new faculty orientation, and the two programs mentioned above. Workshops will still be offered throughout the year at departmental request or as needs arise, e.g. new software or a university policy change, but otherwise we will focus our efforts on a smaller level. Therefore, we will leave the goal of 25 workshops as it stands and see whether it needs further adjustment after we have completed the first year in this new departmentally-focused model. A further note about documentation: We have not been in the habit of using sign-in sheets for all of our workshops, especially

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			The Kossen Center will offer workshops and multi-day seminars on a variety of topics to meet the needs of our faculty and maintain a participation record to review at the end of the fiscal year.	At least 25 group workshops or multi-day seminars will be offered annually with an average attendance rate of at least 3 people per session.	2017 - 2018	Target Met	We more than met our goal this year, offering 43 (or 49, if you count each session at New Faculty Orientation separately) workshops over the course of FY18. Our total attendees was 304 (or 382, counting NFO separately), giving us of just over 7 participants per workshop, which is less than last year's 9 and reflects an overall trend in dropping attendance at some of our previously more successful events.	the ongoing year-long new faculty orientation program or the general mandatory sessions at the fall development conference where sign-in sheets are difficult to manage given the fact that all faculty and most staff are present. We have included the sign-in sheets we do have as well as some electronic registration records for online programming where it is more difficult to manage sign-in sheets. In light of the request to include this documentation in better detail in the future as communicated to us by the Office of Institutional Research in June 2018, we will endeavor to do a better job of collecting sign-in information at all events in the coming years.
	1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	Faculty will be asked about their satisfaction with the developmental opportunities for online teaching offered by the Kossen Center in the annual Faculty Satisfaction Survey. Results will be compiled by the Office of Institutional Research and reviewed by the Kossen Center staff.

"The University supports online course delivery through faculty training and allocation of resources." | 65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources." | 2017 - 2018 | Target Met | 2018 Faculty Satisfaction Survey Results:
Strongly Agree - (30/112) 26.79%
Agree - (56/112) 50%
Total - (86/112) 76.79%

Disagree - (10/112) 8.93%
Strongly Disagree - (7/112) 6.25%
Not Applicable - (9/112) 8.04%

While we easily exceeded our 65% goal, our overall agree/strongly agree numbers dropped a bit from FY17. This may be in part due to the timing of | A search for a new Instructional Technologist is underway and we hope to hire someone in the late summer or early fall of FY19, which should prove helpful once that person has finished training and become accustomed to our campus. That should help with general faculty support and with the discovery and development of new technologies on campus.

In light of these results, we will continue our new Online Teaching Academy and continue tailoring our |

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	1.2	Faculty will feel that their professional development needs for technology use are being met by the Kossen Center's offerings.	Faculty will be asked about their satisfaction with the developmental opportunities for online teaching offered by the Kossen Center in the annual Faculty Satisfaction Survey. Results will be compiled by the Office of Institutional Research and reviewed by the Kossen Center staff. "The University supports online course delivery through faculty training and allocation of resources."	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "The University supports online course delivery through faculty training and allocation of resources."	2017 - 2018	Target Met	the survey which did not include the first annual Online Teaching Academy offered in May 2018, which I hope will boost our ratings in this category again next year. The loss of our Instructional Technologist to another job in January also affected our ability to respond quickly to faculty needs. I did my best to cover that role along with my own as director and am immensely grateful to ITS for stepping in to provide additional technical support to faculty in the past six months, but clearly the loss of the instructional technologist affected our ability to both meet faculty needs for current software/hardware support and to seek out new technological solutions to roll out on campus.	software and classroom hardware support and training at the departmental level as mentioned in goal 1.1, since each department really does have its own particular needs which are better met at that level than at the university level. We will maintain the 65% satisfaction goal for next year as we transition our staffing.
			Faculty will be asked about their satisfaction with the developmental opportunities for software use offered by the Kossen Center in the annual Faculty Satisfaction Survey. Results will be compiled by the Office of Institutional Research and reviewed by the Kossen Center staff. "I have access to the software I need to be an effective instructor."	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "I have access to the software I need to be an effective instructor."	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (34/110) 30.91% Agree - (56/110) 50.91% Total - (90/110) 81.82% Disagree - (15/110) 13.64% Strongly Disagree - (3/110) 2.73% Not Applicable - (2/110) 1.82% This is a new question for us, as the Faculty Satisfaction Survey language was changed as noted in the Change	Given that the question was changed, the Office of Institutional Research has kindly agreed to add it back in next year's Faculty Satisfaction Survey. Going forward we would like to track both of these questions and continue doing so with the minimum 65% agree/strongly agree satisfaction rate.

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			Faculty will be asked about their satisfaction with the developmental opportunities for software use offered by the Kossen Center in the annual Faculty Satisfaction Survey. Results will be compiled by the Office of Institutional Research and reviewed by the Kossen Center staff. "I have access to the software I need to be an effective instructor."	65% of Faculty Satisfaction Survey participants will "strongly agree" or "agree" that "I have access to the software I need to be an effective instructor."	2017 - 2018	Target Met	Documentation in the notes above. We used to measure whether faculty felt they received adequate training on software, while this new question asks if they have access to the software they need to be an effective instructor. Both are worthy questions but obviously measure different things. Therefore it is difficult to compare this year's data with last year's. We did exceed the 65% satisfaction goal, however, which is positive.	Given that the question was changed, the Office of Institutional Research has kindly agreed to add it back in next year's Faculty Satisfaction Survey. Going forward we would like to track both of these questions and continue doing so with the minimum 65% agree/strongly agree satisfaction rate.
	1.3	Faculty will actually implement the skills and theories that they learn about at the Kossen Center in their classes.	Faculty will be asked about their self-assessed level of competency in using APIL Teaching strategies to lead to intellectual curiosity in the annual Faculty Satisfaction Survey. Results will be compiled by the Office of Institutional Research and reviewed by the Kossen Center staff.	60% of Faculty Satisfaction Survey participants will answer "Acceptable" or "Mastery" to the question "APIL Strategies involve Active learning, Problem-based learning, and Inquiry-based learning to cultivate Intellectual Curiosity. My self-assessed level of competency in these strategies is:"	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results Mastery - (12/110) 16.36% Acceptable - (57/110) 51.82% Total - (69/110) 68.18% Emerging - (32/110) 29.09% Below What I Would Like It To Be - (3/110) 2.73% The goal of 60% was exceeded, and while it is a percentage point lower than last year we have a higher percentage in the mastery and emerging levels compared to acceptable and below what I would like than last year which shows progress within the categories themselves.	We will continue with the 60% goal of acceptable and mastery responses for the coming year.
			One third of faculty who have attended at least one Kossen Center workshop, training, or individual	The average faculty score on the implementation question on the	2017 - 2018	Inconclusive	Unfortunately, we have no results to declare for this year. We had intended to shift our distribution of this	I have taken steps to ensure that this does not happen again. I have created electronic reminders to

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			consultation over the past year will be randomly selected to complete a Follow-up Survey which includes a question about whether or not they have implemented any of the skills or theories they have learned in the past year. The question will offer a 5-point scale ranging from 1, "not at all," to 5, "to a great extent". The survey will be evaluated by Kossen Center staff.	randomly selected annual Follow-up Survey will be 3.5 out of 5.	2017 - 2018	Inconclusive	survey from May to January this year in light of last year's poor survey return in May. However, the unexpected departure of our Instructional Technologist in January meant that we forgot about that change and once again had no surveys returned in late May when they were sent out. This was my failure on follow through and I take full responsibility for it.	send out follow-up surveys in January as well as included a follow-up survey mechanism for all participants in our new annual Online Teaching Academy, which took place for the first time in May 2018. To ensure that the reminders are not only in my hands I will also be adding a reminder to help me with these surveys to the duty list of our office student worker, who can assist with the mailing out the surveys and data collation after the fact. The addition of the special Online Teaching Academy survey means that we will have two slightly different surveys to include in this evaluation next year, but the same question is included in both and the same 5-point scale is used for their responses. The surveys will be the general Follow-up Survey and the Online Teaching Academy Follow-up Survey.
	2.1	New instructional technology will be placed in classrooms across campus annually.	The Kossen Center will assist departments with the selection and installation of new classroom technology and will keep a record of all completed processes to review at the end of the fiscal year.	Conduct a needs consultation and installation of new classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	2017 - 2018	Target Met	We assisted with the planning, purchase, and installation of hardware in 15 classrooms this year, ranging from small upgrades to audio and rearranging existing materials to work more effectively to the complete development of a room from a blank slate. This well exceeds the target of 8	We will continue with the goal to consult on and assist with installation of 8 classrooms next year. We are not raising the goal because of our current lack of an instructional technologist to take the lead on the project and the anticipated FMLA leave time of the director who will not be able to assist with this

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	2.1	New instructional technology will be placed in classrooms across campus annually.	The Kossen Center will assist departments with the selection and installation of new classroom technology and will keep a record of all completed processes to review at the end of the fiscal year.	Conduct a needs consultation and installation of new classroom technology, either hardware or software, in at least 8 classrooms on campus per year.	2017 - 2018	Target Met	rooms, but owes much to the better financial situation of many departments on campus compared to last year. Details of the cost of each and rooms affected are in the attached spreadsheet. Further itemized details for each purchase can be provided upon request.	process for several months in the absence of an instructional technologist.
	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	Faculty who attend individual or group training sessions on using technology for instruction will complete the Instructional Technology Survey to assess their perceived skill level (novice, intermediate, competent, advanced). The survey data will be assessed by Kossen Center staff.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	2017 - 2018	Target Not Met	In an effort to be more effective with our survey tools, we moved to using the same feedback survey for our face-to-face faculty development sessions in August and January, the two largest university-wide training series of the year. The question of perceived skill level did not make it into the new shared survey mechanism. At the time we forgot that it was part of our annual assessment protocol, so we removed it as it did not make sense for the more common sessions offered at these workshop series dealing with pedagogical issues and other faculty professional development needs. That means that the data set that we do have is quite small, as it is pulled only from the post-academy survey from our Online Teaching Academy offered in May, 2018 to a contingent of 20 faculty (space was purposely limited for the best	In light of the fact that we are now only collecting data on this question from a single workshop (and given our staffing issues, staying with the single post-workshop survey is our best option for workshops besides the intensive Online Teaching Academy), we will need to adjust our expectations for this goal and continue to evaluate it based solely upon the Online Teaching Academy rather than all technology-based workshops. We will continue to evaluate this goal but we will set a target of 60% of participants in the Online Teaching Academy self-reporting at one skill-level higher at the end of the workshop than upon entry. This seems like a reasonable goal, given the newness of the workshop and the issue with perceived skill-levels before entering the academy in the first place.

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	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	Faculty who attend individual or group training sessions on using technology for instruction will complete the Instructional Technology Survey to assess their perceived skill level (novice, intermediate, competent, advanced). The survey data will be assessed by Kossen Center staff.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	2017 - 2018	Target Not Met	learning experience). Only half of them completed the survey, so the result pool is small at N=10. The self-identified ranking terms differed slightly from the old Instructional Technology survey question above (we now use "beginner, intermediate, advanced, and expert" rather than "novice, intermediate, competent, and advanced"), but the change in ability and number of categories remains the same. The results of that post-academy survey are included here below: Number of responses to post-workshop survey: 10 How would you rate your online teaching abilities before participating in this academy? Beginner: 4 (40%) Intermediate: 4 (40%) Advanced: 2 (20%) Expert: 0 How would you rate your online teaching abilities after participating in this academy? Beginner: 2 (20%) Intermediate: 4 (40%) Advanced: 4 (40%) Expert: 0 Our pre-survey, collected on the first day of the workshop, indicated that out of N=16 surveys	In light of the fact that we are now only collecting data on this question from a single workshop (and given our staffing issues, staying with the single post-workshop survey is our best option for workshops besides the intensive Online Teaching Academy), we will need to adjust our expectations for this goal and continue to evaluate it based solely upon the Online Teaching Academy rather than all technology-based workshops. We will continue to evaluate this goal but we will set a target of 60% of participants in the Online Teaching Academy self-reporting at one skill-level higher at the end of the workshop than upon entry. This seems like a reasonable goal, given the newness of the workshop and the issue with perceived skill-levels before entering the academy in the first place.

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	2.2	Faculty will be satisfied with their ability to effectively use new instructional technology, both software and hardware, for face-to-face, online, and hybrid instruction.	Faculty who attend individual or group training sessions on using technology for instruction will complete the Instructional Technology Survey to assess their perceived skill level (novice, intermediate, competent, advanced). The survey data will be assessed by Kossen Center staff.	75% of faculty member's self-reported outgoing perceived skill level will be at least one level higher than their self-reported incoming perceived skill level on the Instructional Technology Survey.	2017 - 2018	Target Not Met	collected 6 considered themselves beginners, 7 considered themselves intermediate, and 3 considered themselves advanced. In this group of 10 faculty, only 4 reported advancing by at least one skill level for an average of 40%. That means that our outcome did not meet our goal. The Online Teaching Academy is intensive and it is likely that some of the participants reevaluated their scale of beginner, intermediate, advanced, and expert over the course of the week-long workshop. The sample size was small and may not accurately portray the experience of all who took part. Finally, it was the first time this week-long workshop was offered and we learned a lot from the process. We will hope for a better result with this question after making changes before next year's offering.	In light of the fact that we are now only collecting data on this question from a single workshop (and given our staffing issues, staying with the single post-workshop survey is our best option for workshops besides the intensive Online Teaching Academy), we will need to adjust our expectations for this goal and continue to evaluate it based solely upon the Online Teaching Academy rather than all technology-based workshops. We will continue to evaluate this goal but we will set a target of 60% of participants in the Online Teaching Academy self-reporting at one skill-level higher at the end of the workshop than upon entry. This seems like a reasonable goal, given the newness of the workshop and the issue with perceived skill-levels before entering the academy in the first place.
			Faculty who attend individual or group training sessions on using technology for instruction will complete the Instructional Technology Survey to assess their satisfaction with the training. Among other questions, the survey includes a question asking	The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	2017 - 2018	Target Met	Here again, the change in our survey tool affected the outcome of this goal. By combining our Instructional Technology Survey and Pedagogical/Development Survey into a single general workshop survey for ease of use, we lost the language used in this goal.	We will need to alter the language of this goal to reflect the survey now being used, and it seems that our target was probably set too low. However, considering the upcoming staffing changes caused by the departure of our Instructional Technologist in January it is premature to

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			them to rate their satisfaction with the training where 1 is "very unsatisfied" and 5 is "very satisfied." The survey data will be assessed by Kossen Center staff.	The average score of those participating in the Instructional Technology Survey, which reflects faculty satisfaction with training, will be a 3.8 on a 5.0 scale.	2017 - 2018	Target Met	The closest existing answer to the spirit of this question is the following: "This session experience will be useful in applying these skills to my work at the university." The scale is still a five-point scale, but the range is now "strongly agree" to "strongly disagree." Using that question for all surveys from the August Fall Development Conference and January Back-to-Class series that were technology-focused sessions gave the following results: N= 22 completed surveys from sessions designated as being focused on Instructional Technology Strongly agree: 16 Agree: 6 Neutral: 0 Disagree: 0 Strongly Disagree: 0 Average score on 5.0 scale: 4.7 Target was met.	make major changes until the new Technologist can decide how to best judge his or her effectiveness and come to know our campus' needs. Therefore, we will keep the same 75% satisfaction goal for the coming year and adjust it once the new Instructional Technologist is in a place to better judge whether it is an appropriate goal. We also will consider adding the same question to the Online Teaching Academy post-academy survey to pick up more responses for next year.
	3.1	Faculty will demonstrate knowledge of developmental advising techniques and the value of the approach to student success,	Faculty who attend training (a workshop and/or individual consultation) on advising will be given an Academic Advising Exit Survey, which will be evaluated by Kossen Center staff.	The average score of faculty who attend training academic advising on the Academic Advising Exit Survey will be at least a 3.8 on a 5.0 scale.	2017 - 2018	Inconclusive	The Academic Advising Exit Survey was not administered during this reporting period because no academic advising workshops were offered in FY18. Therefore we have no results to tally.	Due to the uncertainty surrounding the university's next major move on academic advising, the CTL does not anticipate offering formal workshops on advising in the next few years. Advising assistance will still be offered, but on

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	3.1	retention, and completion.	Faculty who attend training (a workshop and/or individual consultation) on advising will be given an Academic Advising Exit Survey, which will be evaluated by Kossen Center staff.	The average score of faculty who attend training academic advising on the Academic Advising Exit Survey will be at least a 3.8 on a 5.0 scale.	2017 - 2018	Inconclusive	Due to hopes that the university would be awarded a Title III grant which would provide funds for Degree Works software which would completely overhaul our advising program on campus, no concerted effort for advising training was undertaking in the past year. Intermittent assistance was offered on an individual or small group basis (especially to new faculty), but no formal workshops resulted in no formal surveys. The Title III grant application earned a perfect review score but was not awarded funds in FY18. However, we remain hopeful that it will be funded in the "off-year" second round of grant evaluations in FY19. Because of that hope, the CTL will continue to hold off on formal advising training sessions until we are certain about the outcome of the grant. If we do not win the grant, advising training will likely recommence at some point in 2019 depending on how the university chooses to proceed. If we do win the grant, we will need to wait for the Degree Works installation and back data entry process to be completed before we can begin training faculty on the use of the software and a general advising	an individual and small group (departmental or new faculty are most likely) basis. Therefore, this goal does not make sense to include in our annual assessment process at this time. A more appropriate goal is one related to the Online Teaching Academy offered for the first time this past spring, which is an area in which we plan to put more focus in the coming years. That workshop is being evaluated in several other places in this survey, however, and we do not wish to make it redundant. One successful program that is not being evaluated yet is the Faculty Summer Book Club. We propose suspending the current question about academic advising until such time as the CTL focuses on academic advising again, hopefully after the adoption of the Degree Works software. Instead, we propose the addition of the following goal: New goal: Faculty who receive a copy of the book for the Summer Faculty Reading Club will participate in at least one online book club meeting to discuss the book and its application to their teaching and/or professional development. Achievement target: At

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	3.1	Faculty will demonstrate knowledge of developmental advising techniques and the value of the approach to student success, retention, and completion.	Faculty who attend training (a workshop and/or individual consultation) on advising will be given an Academic Advising Exit Survey, which will be evaluated by Kossen Center staff.	The average score of faculty who attend training academic advising on the Academic Advising Exit Survey will be at least a 3.8 on a 5.0 scale.	2017 - 2018	Inconclusive	approach, which we understand could take several years. As a result it may be in our best interests to discontinue this question and focus on another assessment question for the next several years until the time is right to focus again on academic advising. That will be our recommended action statement for this year.	least 75% of faculty who receive a copy of the book will participate in at least one online book club meeting. Since these book clubs take place in June and July, it will be difficult to do more than an attendance count for the June book club each year. A survey for more feedback is being distributed, but since the book club meetings happen at the end of the month it is not possible to distribute the surveys and get the back for analysis before the annual assessment deadline arrives for the June books. It would be possible for the July books. I welcome feedback on this suggested new question and its analysis process. ***Survey reporting is feasible due to the July to June assessment cycle. Two separate AT's: one for last FY's June survey results and one for this FY's July survey results.
Academic and Student Support - Center for Women's Research and Public Policy	1.1	Newly trained student interviewers involved in the Women's Oral Histories project will complete interviews of an MUW alumnae to be added to the University	The MUW archivist will review the new trainee list supplied by the CWRPP Intern to determine if at least five trainees completed interviews, and the completed Women's Oral Histories interviews are also approved acceptable by the MUW archivist based on best	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	2017 - 2018	Target Met	The 2017-18 Target was met and exceeded. A sophomore women's studies minor gathered, trained, and set up interview rooms with digital recorders for eleven students. Fourteen members of the class of 1967 were interviewed and donated by "deed of gift"	We will continue to have student interns collect oral histories from the Golden Girls who return for their fiftieth anniversary. President Miller and I had a recent discussion about moving the Center to the area where James Denney once had an office (in McDevitt). This would give

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Academic and Student Support - Center for Women's Research and Public Policy	1.1	Archives. In the process, students will learn about multigenerational women's accomplishments and challenges.	practices of professional oral historians.	Student mentors will instruct 5 new trainees to produce acceptable Women's Oral Histories interviews.	2017 - 2018	Target Met	their interviews to our MUW Archives.	the Center's student worker a quiet place to transcribe interviews and to store Center documents such as Deed of Gift forms, biographical information about interviewees, and transcribed interviews. We are short of space for the set of yearbooks that the oral history researchers use in their transcriptions, and this space would allow that much needed space. This area would also be a convenient location to interview "Golden Girls" at Homecoming after their luncheon every year.
	1.2	The CWRPP will sponsor an Essay Contest for the Common Reading Initiative that will provide an opportunity for students to discuss topics related to MUW's mission.	The CWRPP Director will analyze the number of submitted essays and compare the result to the previous academic year's submitted essay total.	3% increase in student essays for the Dorothy Clark Hobson Essay Contest from the previous academic year.	2017 - 2018	Target Met	In 2017 and 2018, due to the CRI committee's planning, the essay contest is back on track. In 2017, topics generated over 30 essays, and three were chosen as winners. There was a special ceremony in Hogarth, sponsored by the Center for Teaching and Learning, where the top three (selected by an outside judge) received cash prizes from the Dorothy Clark Hobson Foundation fund. We more than met the target for the 3 percent increase. Link to Persepolis CRI contest from 2017 http://www.muw.edu/news/4393-persepolis-the-w-s-next-common-read TARGET MET AND EXCEEDED	Continue to improve the CRI essay contest participation numbers by engaging students. This year's common reading initiative has started off very well with a "Blues Week" visit by the author of "The Largest Man in the World," Harrison Scott Key. The essay topics have already been published, and UN 101 students plus some of the EN 101 sections and the Honors sophomore literature class are all discussing the book as part of the syllabus. I expect to have equal to last year's or perhaps even a greater number of essays submitted for the contest this year. As in every year, the Center Director includes one essay topic out of three which prompts students to write

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	1.2	The CWRPP will sponsor an Essay Contest for the Common Reading Initiative that will provide an opportunity for students to discuss topics related to MUW's mission.	The CWRPP Director will analyze the number of submitted essays and compare the result to the previous academic year's submitted essay total.	3% increase in student essays for the Dorothy Clark Hobson Essay Contest from the previous academic year.	2017 - 2018	Target Met	In 2017 and 2018, due to the CRI committee's planning, the essay contest is back on track. In 2017, topics generated over 30 essays, and three were chosen as winners. There was a special ceremony in Hogarth, sponsored by the Center for Teaching and Learning, where the top three (selected by an outside judge) received cash prizes from the Dorothy Clark Hobson Foundation fund. We more than met the target for the 3 percent increase. Link to Persepolis CRI contest from 2017 http://www.muw.edu/news/4393-persepolis-the-w-s-next-common-read TARGET MET AND	about issues particularly related to women or women's lives as depicted in the book.
	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	The CWRPP Director will review all of the LDR 250 presentations to determine if all the students completed the project in its entirety.	100% of students in LDR 250 will complete a public policy group project, including a mock presentation before a senate subcommittee.	2017 - 2018	Target Met	http://www.muw.edu/leadership/new above is the link to the very successful NEW Leadership Mississippi 2017 program description. Of the 37 applications, 18 young women were accepted. Their public policy project on DACA was completed by Dr. Rainey and Dr. Kempker. This year's project required much more research and detailed work in the final presentations. All four action groups presented high quality (according to the feedback from the Faculty in Resident and the	Continue to encourage students to apply for a the opportunity to conduct and present their research before a a group of faculty and women in public service acting as a senate subcommittee. This year's public policy action project on DACA was much more detailed and linked with background source material than it has been before, because it was prepared and directed by Dr. Erin Kempker, chair of History, Political Science, and Geography, and Dr. Chanley Rainey. Assistant Professor of Political Science. In

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	2.1	The CWRPP will train undergraduate college women to enter elected or appointed public service.	The CWRPP Director will review all of the LDR 250 presentations to determine if all the students completed the project in its entirety.	100% of students in LDR 250 will complete a public policy group project, including a mock presentation before a senate subcommittee.	2017 - 2018	Target Met	NEW Leadership Team) presentations from different points of view, including role playing of citizens, legislators, and affected immigrants.	addition, the participants were emailed the document to begin reviewing before they arrived on campus for the May program. Next spring, although I will assign a graduate student from the Women's Leadership Master's program to work with Drs. Kempker and Rainey, I believe a team approach will both benefit the graduate student and the quality of the new project. The first NEWLeadership committee meeting, including Drs. Kempker and Rainey, is this month, so we will begin talking about possible subjects for next May's program.
			The CWRPP Director will review the students who participated in the professional networking in the state capital to determine if all the students in LDR 250 participated at the reception.	100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	2017 - 2018	Target Met	All of the 18 students (although 24 were accepted, some of the young women had to drop out due to financial problems or family illnesses). who participated had a full day at the capital and met a variety of women who work in public service. They had time for one on one conversation with each of the women, and exchanged business cards.	Continue to encourage students to participate networking at the capital. We have been very lucky to have Senator Sally Doty, an MUW alumna, plan our networking day at the state capital. This year Senator Doty was pressed for time because of a primary campaign, and we were very late receiving the capital day agenda. Unlike in previous years, the participants had very little time to read biographies and job descriptions of the women they met. In my opinion, this led to less focused questions from the students. This issue was particularly mentioned as a "suggestion for

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			The CWRPP Director will review the students who participated in the professional networking in the state capital to determine if all the students in LDR 250 participated at the reception.	100% of students in LDR 250 will practice professional networking at a reception for elected-women officials in the state capital.	2017 - 2018	Target Met	All of the 18 students (although 24 were accepted, some of the young women had to drop out due to financial problems or family illnesses). who participated had a full day at the capital and met a variety of women who work in public service. They had time for one on one conversation with each of the women, and exchanged business cards.	improvement" in the participant followup discussion session at the end of their week. Students also suggested that adding another half day to the week would allow them more time to work on their public policy presentations. The committee will take up both these issues at our first planning meeting this fall. One suggestion is to have one of our regular FIRS (Faculty in Residence), Attorney for the Senate Kristie Metcalfe, work with Senator Doty to help arrange the Networking day, firming up the schedule at least a week in advance of the beginning of the program.
	2.2	Enhance the New Leadership Program to give graduate students the opportunity to practice hands-on development of other women leaders.	The CWRPP Director will review the number of graduate students in Women's Leadership participating in the practicum connected to the Mississippi New Leadership Program.	At least one graduate student in Women's Leadership will complete a practicum connected to the Mississippi New Leadership Program earning 1-3 hours of graduate credit.	2017 - 2018	Target Not Met	Ms. Sheila Westbrook, who completed her master's degree in December, 2017, began the skeleton of the action project on DACA, but in the middle of the spring semester, she accepted a full time Director of Development position at the Mississippi School for Mathematics and Sciences. Two other graduate students were well into thesis writing in the spring (they graduated in May, 2018). Drs. Kempker and Rainey completed the project so that it was ready for the 2018 students. There are already two graduate students enrolled this fall	Continue to engage students in the practicum experience to earn graduate credit. In the fall of 2017, Ms. Sheila Westbrook, a WLMA graduate student who was set to graduate in May, requested the public policy assignment for the NEWL 2018 program, assuming she would spend the spring job hunting and that the assignment would be good for her resume. She began the DACA project after the committee discussed a number of topics, and had made good progress with the plan, when she was hired full time by MSMS. She had to leave the project unfinished and Dr. Kempker

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	2.2	Enhance the New Leadership Program to give graduate students the opportunity to practice hands-on development of other women leaders.	The CWRPP Director will review the number of graduate students in Women's Leadership participating in the practicum connected to the Mississippi New Leadership Program.	At least one graduate student in Women's Leadership will complete a practicum connected to the Mississippi New Leadership Program earning 1-3 hours of graduate credit.	2017 - 2018	Target Not Met	(of 2018) who want to work on planning and supervision of NEWL Mississippi 2019.	and Dr. Rainey stepped in and completed the project in about a month. In retrospect, having faculty and graduate students work as a team to build the project worked better than having just one graduate student work on the project. By December, I will have selected one graduate student (from two who have expressed interest) to work with the 2019 public policy action project committee.
Academic and Student Support - Counseling Services	1.1	The Counseling Center will make an effort to increase awareness of mental health coping skills and mental health services available to students.	Participation rates of campus-wide programming will be analyzed after each psycho-educational/mental health program via a log book. The log book will be maintained by the counselors to track participation rates of students.	At least 50 students will participate in one campus-wide mental health program offered by the Counseling Center.	2017 - 2018	Target Met	The counseling center participated in the fall semester Relaxation event and had 60 students participate in the "How stressed are you?" quiz. Each participant received an anti-stress kit. The counseling center failed to log this event in Titanium. The counseling center did log the following events in Titanium: September 5, 2017 - Suicide Awareness - 75 Participants October 17, 2017 - Alcohol Awareness - 35 Participants	The Counseling Center will continue to log participation numbers of each event that they sponsor or participate in for students. The numbers will be logged in the Titanium software that the Counseling Center utilizes.
	1.2	The Counseling Center will build relationships within the community to ensure that resources are readily available to counseling center staff and students	Counseling Center staff will analyze working relationships within the community by meeting quarterly with 1 community agency.	Counseling Center staff will build a working relationship by obtaining a partnership with at least 1 program from a community agency.	2017 - 2018	Target Met	The counseling center accomplished each target set for this year. 1. The counseling center staff partnered with Community Counseling Services to host an event in the fall semester that focused on opioid prevention. The staff met	The Counseling Center will continue to build relationships within the community to ensure that resources are readily available to counseling center staff and students as needed. Counseling Center staff will build a working relationship by obtaining a

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	1.2	as needed.	Counseling Center staff will analyze working relationships within the community by meeting quarterly with 1 community agency.	Counseling Center staff will build a working relationship by obtaining a partnership with at least 1 program from a community agency.	2017 - 2018	Target Met	with this agency two times to organize this event. 2. The counseling center staff met with Baptist Behavioral Health once a semester in order to review the contract they have in place and to discuss programming opportunities. 3. The counseling center had an intern from Mississippi State University in Spring 2017 and Fall 2017.	partnership with at least 1 program from a community agency.
	2.1	The Counseling Center will increase awareness among students regarding the Counseling Center and the services provided.	Results of the Graduation Survey will be analyzed at the end of every academic year. "Were you aware of any of these programs/centers at MUW and the services they provide (mark all that apply)? {Center for Creative Learning, Center for Women's Research and Public Policy, Diversity Education and Programs, Student Success Center, Study Abroad, Counseling Center, Career Center}"	80% of Graduation Survey participants will state that they were aware of the Counseling Center and the services provided.	2017 - 2018	Target Not Met	2017-2018 Graduation Survey Results: Counseling Center - (379/545) - 69.54%	Target was not met. Due to the Graduation survey being edited and this question will not longer be used, the Counseling Center has set a new outcome. New outcome: Counseling Center will increase awareness on campus of the online counseling services. Target each year will be to have at least 5 students participate in this service. Counseling Center will track participation in Titanium which is used in the center.
	2.2	The Counseling Center will provide satisfactory services to students that utilize the services provided by the center.	Results of the Graduation Survey will be analyzed at the end of every academic year. "Rate MUW's effectiveness in providing: Counseling services {Excellent, Good, Fair, Poor, N/A}"	75% of the Graduation Survey participants will select "excellent" or "good" indicating effectiveness of the counseling services.	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Excellent - (291/645) - 45.12% Good - (207/645) - 32.09% Total - (498/645) - 77.21% Fair - (36/645) - 5.58% Poor - (12/645) - 1.86% Not Applicable - (99/645) - 15.35%	Target was met. The Counseling Center will provide satisfactory services to students that utilize the services provided by the center. 75% of the Graduation Survey participants will select "excellent" or "good" indicating effectiveness of the counseling services.
Academic and Student Support	1.1	The Office of Dean of Students will	The number of completed courses will be analyzed	New student completing the	2017 - 2018	Target Not Met	The online training through Work Place Answers was	In order to increase awareness among new

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- Dean of Students (Sexual Misconduct & Title IX)	1.1	make an effort to increase the number of new students (freshman and transfer) that complete the WorkPlace Answers online student sexual misconduct training course that is offered each semester.	and compared to the previous year to determine increase or decrease in completion rate.	course will increase by 5% from the previous year.	2017 - 2018	Target Not Met	sent out to 982 new freshman and new transfer students during Spring 2017 and Fall 2017 semesters. The course was one hundred percent completed by 278 students. There 119 students who began the training but did not complete the course. Last calendar year, there were 319 participants who completed the course. 319 to 278 ((278-319)/278) = -0.147 = Decrease of 15% ****Work Place Answers only reports by calendar year and data is reported in groups.	freshman and transfer students about the online training, the Dean of Students will: 1. Send an email to all new freshman and transfer students that will provide information about the training prior to students receiving the participation invitation. 2. The Dean of Students office will send an email to the Director of Athletics that will provide information about the training prior to students receiving the participation invitation. 3. The Dean of Students will share information about the training on Sept. 17, 2018, when this office is scheduled to speak to UN101. 4. The Dean of Students office will send out reminders to the new freshman and transfer students throughout the the Fall 2018 semester.
	1.2	The Office of Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy.	Results of the Graduation Survey will be analyzed at the end of every academic year. "Are you aware of how to file a sexual misconduct report? {Yes, No}"	75% of Graduation Survey participants will state that they were aware of how to file a sexual misconduct report.	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Yes - (543/659) 82.40% No - (116/659) 17.60%	Target was met. The Office of the Dean of Students will make an effort to increase awareness among students regarding the University's sexual misconduct (Title IX) policy. 75% of Graduation Survey participants will state that they were aware of ways to file a sexual misconduct report.
			Results of the Graduation Survey will be analyzed at the end of every academic	75% of Graduation Survey participants will state that they	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Yes - (642/658) 97.57%	Target was met. The Office of the Dean of Students will make an effort to increase

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			year. "Are you aware that MUW has a sexual misconduct policy? {Yes, No}"	were aware that MUW has a sexual misconduct policy.	2017 - 2018	Target Met	No - (16/658) 2.43%	awareness among students regarding the University's sexual misconduct (Title IX) policy. 75% of Graduation Survey participants will state that they were aware that MUW has a sexual misconduct policy.
			Results of the Graduation Survey will be analyzed at the end of every academic year. "Do you know what Title IX means? {Yes, No}"	75% of Graduation Survey participants will state that they were aware of what Title IX means.	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Yes - (513/660) 77.73% No - (147/660) 22.27%	Target was met this year. The Office of the Dean of Students will make an effort to market Title IX on campus to improve awareness among students regarding the University's sexual misconduct (Title IX) policy. 75% of Graduation Survey participants will state that they were aware of the meaning of Title IX at the University.
	1.3	The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy.	Results of the Staff Satisfaction Survey will be analyzed every Spring. "I am aware that I am responsible for reporting sexual misconduct of which I have been informed or have witnessed to the University's Title IX Coordinator. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (39/81) 48.15% Agree - (41/81) 50.62% Total - (80/81) 98.77% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target was met. The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy. 85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.
			Results of the Staff Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a designated person to	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/80) 50% Agree - (39/80) 48.75% Total - (79/80) 98.75%	Target was met. The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy. 85% of Staff

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			coordinate the University's efforts to eliminate sexual misconduct on campus. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.	2017 - 2018	Target Met	Disagree - (0/80) 0% Strongly Disagree - (1/80) 1.25% Not Applicable - (0/80) 0%	Satisfaction Survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.
			Results of the Staff Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a policy that prohibits sexual misconduct. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38% Agree - (40/81) 49.38% Total - (80/81) 98.76% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target was met. The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) Policy. 85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.
			Results of the Staff Satisfaction Survey will be analyzed every Spring. "I am aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (40/81) 49.38% Agree - (40/81) 49.38% Total - (80/81) 98.76% Disagree - (0/81) 0% Strongly Disagree - (1/81) 1.23% Not Applicable - (0/81) 0%	Target was met. The Office of Dean of Students will make an effort to increase awareness among staff regarding the University's sexual misconduct (Title IX) policy. 85% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.
	1.4	The Office of Dean of Students will make an effort to increase awareness among faculty regarding	Results of the Faculty Satisfaction Survey will be analyzed every Spring. "I am aware that I am responsible for reporting	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (70/110) 63.64% Agree - (38/110) 34.55% Total - (108/110) 98.19%	Target was met. The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX)

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4	the University's sexual misconduct (Title IX) policy.	sexual misconduct of which I have been informed or have witnessed to the University's Title IX Coordinator. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.	2017 - 2018	Target Met	Disagree - (0/110) 0% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	policy. 85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware they are responsible for reporting sexual misconduct of which they have been informed or have witnessed to the University's Title IX Coordinator.
			Results of the Faculty Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (67/110) 60.91% Agree - (39/110) 35.45% Total - (106/110) 96.36% Disagree - (2/110) 1.82% Strongly Disagree - (0/110) 0% Not Applicable - (2/110) 1.82%	Target was met. The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy. 85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a designated person to coordinate the University's efforts to eliminate sexual misconduct on campus.
			Results of the Faculty Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a policy that prohibits sexual misconduct. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (70/111) 63.06% Agree - (38/111) 34.23% Total - (108/111) 97.29% Disagree - (1/111) 0.9% Strongly Disagree - (0/111) 0% Not Applicable - (2/111) 1.8%	Target was met. The Office of Dean of Students will make an effort to increase awareness among faculty regarding the University's sexual misconduct (Title IX) policy. 85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a policy that prohibits sexual misconduct.
			Results of the Faculty Satisfaction Survey will be analyzed every Spring.	85% of Faculty Satisfaction survey participants will "strongly agree" or	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (68/112) 60.71%	Target was met. The Office of Dean of Students will make an effort to increase awareness among faculty

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			"I am aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	"agree" that they are aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.	2017 - 2018	Target Met	Agree - (41/112) 36.61% Total - (109/112) 97.32% Disagree - (0/112) 0% Strongly Disagree - (1/112) 0.89% Not Applicable - (2/112) 1.79%	regarding the University's sexual misconduct (Title IX) policy. 85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University's policy on sexual misconduct covers sexual harassment, sexual assault, domestic violence, dating violence, and stalking.
	2.1	The Behavioral Intervention Team (BIT) will increase awareness among the staff regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	Results of the Staff Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a Behavioral Intervention Team (BIT). {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	90% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (28/80) 35% Agree - (44/80) 55% Total - (72/80) 90% Disagree - (5/80) 6.25% Strongly Disagree - (2/80) 2.5% Not Applicable - (1/80) 1.25%	Target was met. The Behavioral Intervention Team (BIT) will increase awareness among the staff regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student. 90% of Staff Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).
	2.2	The Behavioral Intervention Team (BIT) will increase awareness among the faculty regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student.	Results of the Faculty Satisfaction Survey will be analyzed every Spring. "I am aware that the University has a Behavioral Intervention Team (BIT). {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (55/111) 49.55% Agree - (50/111) 45.05% Total - (105/111) 94.60% Disagree - (3/111) 2.7% Strongly Disagree - (1/111) 0.9% Not Applicable - (2/111) 1.8%	Target was met. The Behavioral Intervention Team (BIT) will increase awareness among the faculty regarding the team and reporting measures in order to strengthen reporting of student behaviors in which the team can intervene and work to retain the student. 85% of Faculty Satisfaction survey participants will "strongly agree" or "agree" that they are aware that the University has a Behavioral Intervention Team (BIT).

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Academic and Student Support - Housing and Residence Life	1.1	The Office of Housing and Residence Life will increase the number of New Freshmen living on campus each academic year.	The Office of Housing and Residence Life will analyze the data produced by the Housing software (Simple Campus Housing) that will calculate our number of New Freshmen students living on campus to determine an increase/decrease each academic year.	New Freshmen living on campus for the Fall semester will increase by 5% from the previous year.	2017 - 2018	Target Not Met	As of August 1, 2017 we had 138 new Freshman students living on campus.	We will continue this assessment for the 2018-2019 fiscal year.
	1.2	The Office of Housing and Residence Life will increase the number of Returning Students living on campus each academic year.	The Office of Housing and Residence Life will analyze the data produced by the Housing software (Simple Campus Housing) that will calculate our number of Returning Students living on campus to determine an increase/decrease each academic year.	Returning Students living on campus for the Fall semester will increase by 5% from the previous year.	2017 - 2018	Target Met	As of September 1, 2017 we had 349 (84 Returning Freshmen and 265 Upperclass) returning students living on campus.	We will continue this assessment for the 2018-2019 fiscal year.
	2.1	The Office of Housing and Residence Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding social/educational/cultural programs conducted in the residence halls.	Results from the (Association of College and University Housing Officers – International) ACUHO-I/Benchworks Resident Assessment survey will be analyzed at the end of the Spring semester. "How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Social/educational/cultural programs? {1. Very dissatisfied, 2. Moderately dissatisfied, 3. Slightly dissatisfied, 4. Neutral, 5. Slightly satisfied, 6. Moderately satisfied, 7. Very satisfied}"	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being "very satisfied") will be achieved on the ACUHO-I/Benchmarks Resident Assessment survey regarding the social/educational/cultural programs conducted in the residence halls.	2017 - 2018	Target Not Met	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 4.94 when it comes to satisfaction of programs/activities with regards to social/educational/cultural programs.	We will continue this assessment for the 2018-2019 fiscal year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	The Office of Housing and Residence Life will increase the average satisfaction rating of programs/activities sponsored by our staff regarding quality of programs.	Results from the (Association of College and University Housing Officers – International) ACUHO-I/Benchworks Resident Assessment survey will be analyzed at the end of the Spring semester. "How satisfied are you with programs/activities sponsored by your hall/apt. building regarding: Quality of programs? {1. Very dissatisfied, 2. Moderately dissatisfied, 3. Slightly dissatisfied, 4. Neutral, 5. Slightly satisfied, 6. Moderately satisfied, 7. Very satisfied}"	Increase the satisfaction mean to 5.6 on a scale of 1-7 (with 7 being "very satisfied") will be achieved on the ACUHO-I/Benchmarks Resident Assessment survey regarding quality of programs offered by the department of Housing and Residence Life.	2017 - 2018	Target Not Met	Using the ACUHO-I/Benchworks Resident Assessment survey, the Office of Housing and Residence Life achieved a mean of 5.03 when it comes to satisfaction of programs/activities with regards to quality of programs.	We will continue this assessment for the 2018-2019 fiscal year.
Academic and Student Support - Library	1.1	The library will work to improve faculty awareness and satisfaction with the library's services, including Interlibrary Loan, Virtual and In-Person Reference, and Information Literacy Instruction.	The library will conduct a Faculty Library Survey annually from the Patron Satisfaction Survey to determine satisfaction with the library's services. The library faculty will review and analyze the survey results to determine if the achievement target was met.	The library will expect a 5% increase in overall satisfaction with the library's services on the Faculty Library Survey.	2017 - 2018	Target Met	The survey results showed greater than a 5% increase in every category assessed. See related documents.	We will continue to collect data on faculty satisfaction to compare to previous years' results.
	1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	The library will conduct a Faculty Library Survey annually from the Patron Satisfaction Survey to determine awareness of the purchase-on-demand book acquisition program. The Dean of the Library will review and analyze the survey results to	The library will achieve a 5% increase in awareness of the purchase on demand program, until 100% is achieved, on the Faculty Library Survey.	2017 - 2018	Target Not Met	The number of "yes" responses did not go up, so we cannot assume that awareness increased. See related documents.	We will continue to collect data to assess the awareness of the purchase-on-demand form.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2	The library will work to improve faculty awareness and satisfaction with the library's resources, including electronic and print collections.	determine if the achievement target was met.	The library will achieve a 5% increase in awareness of the purchase on demand program, until 100% is achieved, on the Faculty Library Survey.	2017 - 2018	Target Not Met	The number of "yes" responses did not go up, so we cannot assume that awareness increased. See related documents.	We will continue to collect data to assess the awareness of the purchase-on-demand form.
			The library will conduct a Faculty Library Survey annually from the Patron Satisfaction Survey to determine satisfaction with the library's print and electronic collections. The Dean of the Library will review and analyze the survey results to determine if the achievement target was met.	The library will achieve a 5% increase in satisfaction with print and electronic collections on the Faculty Library Survey.	2017 - 2018	Target Met	In comparing the results from the FY17 and FY18 survey, there was a 38% increase in satisfaction with the print resources and a 25% increase in satisfaction with the online resources. See related documents.	We will continue collecting data in this area to compare future results
			The library will conduct a Faculty Library Survey annually from the Patron Satisfaction Survey to determine satisfaction with the purchase-on-demand book acquisition program. The Dean of the Library will review and analyze the survey results to determine if the achievement target was met.	The library will achieve a 5% increase in satisfaction with the on-demand book acquisition program on the Faculty Library Survey.	2017 - 2018	Inconclusive	We did not gather responses to assess the satisfaction of the purchase-on-demand program.	We will report results once we have collected data points to compare
	2.1	The library will acquire and launch asynchronous virtual reference solutions to provide parity for online and distance programs, as well as	The library will build customized websites called LibGuides for instructors upon demand. The Dean of the Library will review the LibGuides records to determine if achievement target was met.	The library will produce five guides per year.	2017 - 2018	Target Met	17 new guides were created in FY 18, thus achieving the target of creating 5 new guides per year. See related documents.	We will continue to aim to create 5 new guides per year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	supporting commuting students and those preferring online assistance.	The library will build customized websites called LibGuides for instructors upon demand. The Dean of the Library will review the LibGuides records to determine if achievement target was met.	The library will produce five guides per year.	2017 - 2018	Target Met	17 new guides were created in FY 18, thus achieving the target of creating 5 new guides per year. See related documents.	We will continue to aim to create 5 new guides per year.
			The library will grow a dynamic new FAQ program for self-help reference. Public Services faculty and staff will review the FAQ entries records each year to determine if achievement target was met.	The library will add 15 new FAQ entries annually, based on failed searches and new resources or services.	2017 - 2018	Target Met	35 FAQs were created in FY 17 and 50 FAQs were created in FY 18, thus meeting our target of creating 15 new FAQs each year. See related documents.	We will continue to aim for creating 15 new FAQs annually.
	2.2	The library will acquire and launch synchronous virtual reference solutions to provide parity for online and distance programs, as well as supporting commuting students and those preferring online assistance.	The library will provide embedded synchronous virtual reference solutions. Public Services faculty and staff will review and analyze the usage of the solutions each year.	Usage of this synchronous virtual reference system will grow by 5% per year.	2017 - 2018	Inconclusive	This was the first year that Virtual Reference Services were used by the library, so we cannot benchmark for this goal. For FY 18, the library had 229 email reference questions and 171 chat transactions.	We will continue to gather data with the goal of being able to benchmark these beginning in FY 19.
			The library will revise the website iteratively to improve patron experience. Library faculty and staff will review and analyze the Faculty Library Survey each year to determine if achievement target was met.	75% of participants in the faculty survey will rate their experience using the library website as good or very good.	2017 - 2018	Inconclusive	We did not gather survey results about the website in FY 17, so we do not have a second data point to which we can compare FY 18 survey results.	We will continue to collect data on the satisfaction of using the library website and compare FY 18 results to the following year.
Academic and Student Support - Outreach and Innovation	1.1	Develop and implement a campus culture of health and	At the end of the fiscal year, Outreach and Innovation will review the documented attendance	Overall campus health and wellness event participation will	2017 - 2018	Target Met	There was a 99% growth in campus health and wellness event participation.	It is highly likely that the last year of Passport to Wellness funding will occur during the 2018-2019 academic

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Academic and Student Support - Outreach and Innovation	1.1	wellness with an increase in participation in health and wellness related activities.	records from each health and wellness event held on campus (i.e. Spring Fitness Challenge, Meet at the Track, W Walks to Lunch, Homecoming 5K, Healthy Eating Culinary classes, etc.) and compare the number of participants to the previous fiscal year's participants.	grow by at least 15% from the previous fiscal year.	2017 - 2018	Target Met	2016-2017 = 1504 2017-2018 = 2995 The addition of wellness pop-up events (increased collaboration with Campus Recreation and Project CHEW) during this grant period helped to increase participation numbers.	year. Increased marketing and monthly reporting will continue as the planning for program sustainability occurs.
	1.2	Develop and implement community based health and wellness initiatives with an increase in participation in health and wellness related activities both in the community and on campus.	At the end of the fiscal year, Outreach and Innovation will review the documented attendance records from each community/campus based health and wellness event (quarterly events, which may include a health fair, diabetes walk, etc. The events will also link with existing university resources and programs, including the Women's Health Awareness Week and the Miller Lecture Series) and compare the number of participants to the previous fiscal year's participants. Connecting campus to community, through quarterly events held on campus, in schools, and out in the community, will better utilize the current resources available, as well as the expertise of The W faculty and community practitioners.	Overall community/campus health and wellness event participation will grow by at least 15% from the previous fiscal year.	2017 - 2018	Target Met	There was a 134% growth in community health and wellness event participation. 2016-2017 = 749 2017-2018 = 1755 During this grant period there was an intentional increase hosting events at local elementary schools (i.e., health fair and kids culinary programming) that helped to increase participation numbers.	It is highly likely that the last year of Passport to Wellness funding will occur during the 2018-2019 academic year. Increased marketing and monthly reporting will continue as the planning for program sustainability occurs.
	2.1	Enhance teacher effectiveness in participating K-12	At the end of the fiscal year, Outreach and Innovation will compare	The overall score for individuals participating in the	2017 - 2018	Target Met	LMT (Learning Mathematics for Teaching) assessment was used to	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, teachers

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	the overall scores of the Pre Learning Mathematics for Teaching (LMT) Assessments to the Post LMT Assessments administered at the summer teacher institute and at the end of the project year, respectively, to determine the scoring difference.	Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	2017 - 2018	Target Met	measure changes in mathematics teachers' content knowledge gained over the two-week summer institute and then retained over the course of the year-long project. The participants were given a pretest on July 10, 2017, a posttest on July 21, 2017, and finally a post-posttest on April 7, 2018. Geometry. The mean for the pretest, the posttest, and the post-posttest were -.509, .076, and .088, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to examine whether there were differences among the pretest, the posttest, and the post-posttest. Results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F (1.62, 84.18) = 30.81$, $p < .01$, $?2 = .37$. An adjusted Bonferroni post-hoc comparison was applied to examine specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .076$) and in the post-post ($M = .088$) than they did in the pretest ($M = -.509$). As these scale scores have been adjusted for the relative difficulty of	will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-12 teachers. This new outcome will be created by the end of July 2018.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	At the end of the fiscal year, Outreach and Innovation will compare the overall scores of the Pre Learning Mathematics for Teaching (LMT) Assessments to the Post LMT Assessments administered at the summer teacher institute and at the end of the project year, respectively, to determine the scoring difference.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	2017 - 2018	Target Met	tests, the changes in mean scale scores indicated that, compared with the pretest, the participants had scored .585 standard deviation higher in the posttest and .596 standard deviation higher in the post-posttest. Patterns functions and algebra. The mean for the pretest, the posttest, and the post-posttest were -1.006, -.365, and -.242, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results indicated that there was a statistically significant difference among the pretest, the posttest, and the post-posttest, $F_{(1.81, 93.84)} = 38.45$, $p < .01$, $?2 = .43$. An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest (M = -.365) and in the post-post (M = -.242) than they did in the pretest (M = -1.006). Given that these scale scores have been adjusted for the relative difficulty of tests, the changes in mean scale	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-12 teachers. This new outcome will be created by the end of July 2018.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	At the end of the fiscal year, Outreach and Innovation will compare the overall scores of the Pre Learning Mathematics for Teaching (LMT) Assessments to the Post LMT Assessments administered at the summer teacher institute and at the end of the project year, respectively, to determine the scoring difference.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	2017 - 2018	Target Met	scores indicates that the participants have shown a mean change of .641 standard deviation unit from the pretest to the posttest, and a mean change of .764 standard deviation unit from the pretest to the post posttest. Number concepts and operations. The mean for the pretest, the posttest, and the post-posttest were -.806, .238, and -.057, respectively. A repeated-measures ANOVA, with Huynh-Feldt correction, was conducted to assess whether there were differences among the pretest, the posttest, and the post-posttest. The results showed a statistically significant difference among the pretest, the posttest, and the post-posttest, $F(1.89, 98.03) = 31.39$, $p < .01$, $?2 = .38$. An adjusted Bonferroni post-hoc comparison was used to detect specific differences among these means. Results revealed that the participants obtained statistically significant higher scores in the posttest ($M = .238$) and in the post-post ($M = -.057$) than they did in the pretest ($M = -.806$). As these scale scores have been adjusted for the relative difficulty of	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-12 teachers. This new outcome will be created by the end of July 2018.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Enhance teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) to increase mathematics content knowledge and instructional practices.	At the end of the fiscal year, Outreach and Innovation will compare the overall scores of the Pre Learning Mathematics for Teaching (LMT) Assessments to the Post LMT Assessments administered at the summer teacher institute and at the end of the project year, respectively, to determine the scoring difference.	The overall score for individuals participating in the Pre/Post LMT Assessments will have a statistically significant higher score ranging from a .2-.5 to show a growth in content knowledge from the Pre-LMT Assessment to the Post-LMT Assessment.	2017 - 2018	Target Met	tests, the changes in mean scale scores indicated that, compared with the pretest, the participants had scored 1.044 standard deviation higher in the posttest and .749 standard deviation higher in the post-posttest.	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, teachers will no longer be assessed using the LMT as an indicator of increased mathematics content knowledge and instructional practices. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-12 teachers. This new outcome will be created by the end of July 2018.
	2.2	Improve student achievement in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	At the end of the fiscal year, Outreach and Innovation will compare the CHAMPS classrooms' students' overall scores to the control classrooms' students' overall scores from the Pre/Post College and Career Readiness Standards (CCRS) Assessments taken in August (Pre) and May (Post) to determine if the CHAMPS' students' scoring difference between the Pre and Post assessments was higher than the control classrooms' students' scoring difference.	The overall score for CHAMPS classrooms' students participating in the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	2017 - 2018	Target Met	CCSS Assessment CCSS student assessment was used to assess the impact of the CHAMPS on student achievement (i.e., between students whose teachers participated the CHAMPS and students whose teacher did not). CCSS pretest was given to students at the beginning of the school year (August 14, 2017), whereas CCSS posttest was given to students about seven months later (March 26, 2018). We have organized our CCSS findings by grade level (i.e., students in	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, students will no longer be assessed using CCRS pre- and post-assessments to determine growth. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	Improve student achievement in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	At the end of the fiscal year, Outreach and Innovation will compare the CHAMPS classrooms' students' overall scores to the control classrooms' students' overall scores from the Pre/Post College and Career Readiness Standards (CCRS) Assessments taken in August (Pre) and May (Post) to determine if the CHAMPS' students' scoring difference between the Pre and Post assessments was higher than the control classrooms' students' scoring difference.	The overall score for CHAMPS classrooms' students participating in the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	2017 - 2018	Target Met	grades 1-5, and students in grades 6-8). Students in grades 1-5. A mixed ANOVA was used to assess whether there were differences in CCSS scores by the testing status (i.e., the pretest vs. the posttest) and the treatment (i.e., students whose teachers participated the CHAMPS versus students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 694) = 696.447$, $p < .001$, $?2 = .501$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 694) = 1.980$, $p > .05$, $?2 = .003$. As shown in Table 3, students whose teachers participated the CHAMPS project increased 19.44 from the pretest to the posttest, whereas those students whose teacher did not participate the program increased 17.53 from the pretest to the posttest. Students in grades 6-8. Similarly, a mixed ANOVA was conducted to assess whether there were differences in CCSS scores by testing status (i.e., the pretest vs. the posttest) and the treatment (i.e., students whose teachers participated the CHAMPS	12 teachers. This new outcome will be created by the end of July 2018.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	Improve student achievement in participating K-12 school districts across the state by providing a comprehensive program of professional development (CHAMPS) for K-8 teachers.	At the end of the fiscal year, Outreach and Innovation will compare the CHAMPS classrooms' students' overall scores to the control classrooms' students' overall scores from the Pre/Post College and Career Readiness Standards (CCRS) Assessments taken in August (Pre) and May (Post) to determine if the CHAMPS' students' scoring difference between the Pre and Post assessments was higher than the control classrooms' students' scoring difference.	The overall score for CHAMPS classrooms' students participating in the Pre/Post CCRS Assessments will have a statistically significant higher score ranging from a .2-.5 compared to the control classrooms' students' scores.	2017 - 2018	Target Met	vs. students whose teachers did not). Results revealed a significant main effect of testing status, $F(1, 355) = 199.439$, $p < .001$, $?2 = .360$. On the other hand, results did not revealed a significant interaction between the test status and the treatment, $F(1, 355) = .013$, $p > .05$, $?2 = .000$ (see Table 4).	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, students will no longer be assessed using CCRS pre- and post-assessments to determine growth. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the enhancement of teacher effectiveness in participating K-12 school districts across the state by providing a comprehensive program of professional development (Professional Learning Academy) for PK-12 teachers. This new outcome will be created by the end of July 2018.
	2.3	Increase the number of teachers who are highly qualified to teach middle school mathematics in Mississippi.	At the end of the fiscal year, Outreach and Innovation will review the records of teacher names submitted to Mississippi Department of Education for the 7th-8th mathematics add-on certificate to determine the number of CHAMPS' participants that completed the process.	At least 25% of individuals participating in a comprehensive program of professional development (CHAMPS) will earn highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	2017 - 2018	Target Met	72% of the individuals who participated in a comprehensive program of professional development (CHAMPS) earned highly qualified status by successfully adding a 7th-8th mathematics certified endorsement to their license.	The MSP grant (CHAMPS) will end September 28, 2018. Therefore, at this time there is no programming planned for teachers to earn a 7th-8th grade mathematics certification endorsement. Since CHAMPS is so intertwined in this outcome, a new outcome will need to be created to measure the number of teachers seeking to earn continuing education units (CEUs) each year in order to renew their teaching license with the Mississippi Department of Education (MDE). This new outcome will be created by the end of July 2018.

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Academic and Student Support - Registrar	1.1	The Office of the Registrar will move more manual processes to online processes to promote timeliness and convenience for students.	At the end of the fiscal year, the Office of the Registrar will analyze the Graduation Survey's results regarding the overall Registrar process. "Overall, how would you rate the registrar processes (including updating personal/academic information, adding/dropping classes, degree audit processing, applying for graduation, transcript processing, etc.)? {Excellent, Good, Fair, Poor}"	85% of students participating in the Graduation Survey will find Registrar processes "good" or "excellent."	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Excellent - (331/651) - 50.84% Good - (270/651) - 41.47% Total - (601/651) - 92.31% Fair - (40/651) - 6.14% Poor - (10/651) - 1.54%	The Office of the Registrar will continue to streamline processes that will increase student satisfaction. The Achievement Target for 2018-2019 is 90% of students participating in the Graduation Survey will find Registrar processes "good" or "excellent".
	1.2	The Office of the Registrar will save money by moving processes online.	At the end of the fiscal year, the unit budget manager will run a cost comparison report to determine if the achievement target was met.	There will be a 10% reduction in the cost of forms purchased by the Office of the Registrar.	2017 - 2018	Target Met	Due to adding the Change of Grade form this year and Change of Major form last year to an online process in Banner, $0 dollars were spent on forms in 2017-2018, because we are still using the forms from last year's purchase of $280.	The Office of the Registrar will continue to add more processes from paper form to online requiring less money spent on forms. Future possibilities include the Request for Incomplete forms and Add/Drop Forms.
	2.1	The Office of the Registrar will have a sample of student straight line audits checked by the Student Records Specialist each semester to ensure accuracy.	The Student Records Specialist will analyze the rate of error during sample checks and report findings to the Registrar at the end of each academic semester.	100% of the samples will be audited correctly.	2017 - 2018	Target Not Met	The Student Records Specialist pulled a sample of 39 records, 74% were error free.	The Student Records Specialist will continue to monitor records, pull samples, and report findings to the Registrar. The Office of the Registrar's staff will continue to meet before straight line audits to discuss changes and errors that are common on the audits. The Registrar will look for training to assist in this matter.
	2.2	The Office of the Registrar staff will attend conferences	At the end of the fiscal year, the Office of the Registrar will analyze the Registrar Student	80% of students participating in the Registrar Student Satisfaction Survey	2017 - 2018	Target Not Met	66.66% of students participating in the Registrar Student Satisfaction Survey were	The Office of the Registrar will continue to offer more training for staff to increase satisfaction of students.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	and/or webinars throughout the year to improve customer interaction.	Satisfaction Survey's results regarding customer interaction. "Interaction with Registrar staff was prompt and courteous. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	will agree or strongly agree that their interaction with the Office of the Registrar staff was prompt and courteous.	2017 - 2018	Target Not Met	Satisfied or Very Satisfied with the professionalism and courtesy of the staff. This was an increase of 41.66% but still fell short of the goal.	The Achievement Target of student satisfaction will remain 80%.
	2.3	The Office of the Registrar will provide support services to faculty.	At the end of the fiscal year, the Office of the Registrar will analyze the Faculty Satisfaction Survey's results regarding the Registrar's faculty support services. "Overall, the Registrar office supports faculty needs (including student degree audits, online change of major forms, etc.). {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	80% of faculty participating in the Faculty Satisfaction Survey will agree or strongly agree that the Office of the Registrar supports their needs.	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (44/112) 39.29% Agree - (58/112) 51.79% Total - (102/112) 91.08% Disagree - (6/112) 5.36% Strongly Disagree - (1/112) 0.89% Not Applicable - (3/112) 2.68%	The Office of the Registrar will continue to provide Banner Training to Faculty for new processes and individualized help when requested.
Academic and Student Support - Sponsored Programs	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	At the end of the fiscal year, the Office of Sponsored Programs will review the data log of scholarly activity interest meetings held with faculty, staff, and administration throughout the fiscal year.	Each fiscal year, 10 scholarly activity interest meetings will be held with faculty, staff, and administration.	2017 - 2018	Target Met	There were 10 scholarly activity interest meetings held during the fiscal year. These were impromptu meetings, and there is no official log of these meetings; however, the one coordinated meeting with Dr. Handy is in the related documents. Three meetings were held with upper level administration and five were held with faculty and one was held with the staff of the CPDC. Also, I spoke with Dr. Amber Handy at the spring faculty convocation to	Continue assessment measure for the next FY.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Academic and Student Support - Sponsored Programs	1.1	The Office of Sponsored Programs will assist in enhancing and effectively utilizing advanced instructional technologies by locating and sharing external funding opportunities, which meet the scholarly activity interests of faculty, staff, and administration of MUW.	At the end of the fiscal year, the Office of Sponsored Programs will review the data log of scholarly activity interest meetings held with faculty, staff, and administration throughout the fiscal year.	Each fiscal year, 10 scholarly activity interest meetings will be held with faculty, staff, and administration.	2017 - 2018	Target Met	gauge interest and in grant writing and proposal development. Dr. Handy has the sign in roster.	Continue assessment measure for the next FY.
			At the end of the fiscal year, the Office of Sponsored Programs will review the data log of solicitations forwarded to faculty, staff, and administration throughout the fiscal year.	Each fiscal year, 10 externally funded solicitations will be forwarded to faculty, staff, and administration.	2017 - 2018	Target Met	The Office of Sponsored Programs forwarded over 100 externally funded solicitation to the faculty, staff, and administration of the university. These solicitations were distributed from the AASCU Grants Resource Center's list serve. I am providing the latest email that was received from AASCU GRC which was divided and sent to deans and department chairs based on academic interest.	Continue assessment measure for the next FY.
	2.1	The Office of Sponsored Programs will foster leadership development and a commitment to a safe ethical environment by offering training	At the end of the fiscal year, the Office of Sponsored Programs will analyze the data from the Training Surveys collected throughout the fiscal year to determine if the grant proposal training sessions' participants found the	90% of Training Survey participants will "agree" or "strongly agree" that the quality of the grant proposal training session was useful.	2017 - 2018	Inconclusive	This goal has not been met as the MUW Grant Handbook has not been approved by administration. (06/27/2018)	We will need to revisit this achievement target and assessment method. Possibly will need to be revised.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	opportunities to faculty, staff, and administration of MUW.	training useful.	90% of Training Survey participants will "agree" or "strongly agree" that the quality of the grant proposal training session was useful.	2017 - 2018	Inconclusive	This goal has not been met as the MUW Grant Handbook has not been approved by administration. (06/27/2018)	We will need to revisit this achievement target and assessment method. Possibly will need to be revised.
	3.1	The Office of Sponsored Programs will enhance business processes and the campus infrastructure, ensuring continuing financial sustainability by streamlining the external funding processes through an annual review of the MUW Grant Handbook.	In the Spring, after the Grant Handbook Review in the Fall, the Office of Sponsored Programs will distribute the Grant Handbook Survey to those who submitted proposals and received grants and will analyze the data collected to determine if the Grant Handbook was useful.	90% of Grant Handbook Survey participants who submitted proposals and received grants will state that they found the MUW Grant Handbook useful.	2017 - 2018	Inconclusive	The MUW Grant Handbook has been updated but is still awaiting approval from administration. The Office of Sponsored Programs will continue the process of approving the Grant Handbook and developing surveys.	We will need to revisit this achievement target and assessment method. Possibly will need to be revised.
	3.2	The Office of Sponsored Programs will enhance business processes and the campus infrastructure, ensuring continuing financial sustainability by locating and sharing external funding opportunities which support campus infrastructure with faculty, staff, and administration of	The Office of Sponsored Programs will meet with faculty, staff, and administration of MUW to determine which areas are in the most need of external support. At the end of the fiscal year, the Office of Sponsored Programs will review its records to determine if at least 75% of those areas in need were found funding opportunities throughout the fiscal year.	The Office of Sponsored Programs will find funding opportunities that support 75% of areas in need across campus.	2017 - 2018	Target Met	This goal continues to be meet by the distribution of externally funded solicitations. The number of solicitations sent out this fiscal year was over 100. See attached distribution list.	We will continue this assessment measure.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2	MUW.	The Office of Sponsored Programs will meet with faculty, staff, and administration of MUW to determine which areas are in the most need of external support. At the end of the fiscal year, the Office of Sponsored Programs will review its records to determine if at least 75% of those areas in need were found funding opportunities throughout the fiscal year.	The Office of Sponsored Programs will find funding opportunities that support 75% of areas in need across campus.	2017 - 2018	Target Met	This goal continues to be meet by the distribution of externally funded solicitations. The number of solicitations sent out this fiscal year was over 100. See attached distribution list.	We will continue this assessment measure.
Academic and Student Support - Student Life	1.1	Student Life will increase awareness of the university hazing prevention statement among students that are new members of social organizations.	Student Life will analyze the results regarding the hazing prevention statement of the Social Organization New Member Workshop Survey at the end of the fall semester.	90% of students participating in the Social Organization New Member Workshop Survey will either agree or strongly agree that they have an understanding of the hazing prevention statement.	2017 - 2018	Target Met	40 students participated in the fall workshop, and 39 completed the survey. Of the total respondents, 95% either agreed or strongly agreed to the statement measuring their perceived understanding of the hazing prevention statement. 84% strongly agreed, and 11% stated they agreed.	Student Life will continue to educate about the hazing prevention and measure the understanding of the hazing prevention statement, seeking a goal of 90% understanding of those participating in the fall new member workshop.
	1.2	Student Life will increase the Leadership Program students' understanding of self and others through leadership programming opportunities.	Student Life will analyze results of the Program Exit Survey for graduating seniors at the end of each academic semester.	85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self.	2017 - 2018	Target Met	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	We will continue to strive for 85% rating agree or strongly agree to being comfortable articulating their personal values as an aspect of demonstrating an understanding of self in 2018-19. We will encourage the leadership team to explore additional ways to approach values clarification.
			Student Life will analyze results of the Program Exit Survey for graduating seniors at the end of each	85% of Leadership Program students participating in the Program Exit	2017 - 2018	Target Met	100% of respondents rated that they strongly agreed (50%) or agreed (50%) to being comfortable	We will continue to strive for 85% rating agree or strongly agree to being comfortable articulating

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			academic semester.	Survey will rate that they agree or strongly agree to being comfortable articulating their strengths and weaknesses in their leadership styles as an aspect of demonstrating an understanding of self.	2017 - 2018	Target Met	articulating strengths/weaknesses in their leadership style. We had an 80% response rate, (4/5) seniors for the electronic survey.	their strengths and weaknesses in their leadership styles in 2018-19.
			Student Life will analyze results of the Program Exit Survey for graduating seniors at the end of each academic semester.	85% of Leadership Program students participating in the Program Exit Survey will rate that they agree or strongly agree to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self.	2017 - 2018	Target Met	100% of respondents rated that they strongly agreed (25%) or agreed (75%) to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self. We had an 80% response rate, (4/5) seniors for the electronic survey.	We will continue to strive for 85% rating agree or strongly agree to being comfortable describing their leadership style as an aspect of demonstrating an understanding of self in 2018-19. We will encourage the leadership team to explore additional ways to identify leadership styles.
			Student Life will analyze the collective results of the Leadership Programming (events, retreats, etc.) Surveys at the end of the spring semester.	85% of students participating in the Leadership Programming Surveys will either agree or strongly agree to have an increased understanding of others.	2017 - 2018	Target Met	94% of respondents rated that they strongly agreed (27%) or agreed (67%) to having an increased understanding of others. We had an 80% response rate, (4/5) seniors for the electronic survey.	We will continue to assess this measure.
	2.1	Student Life will increase educational opportunities through community service projects.	Student Life will analyze the logged community service hours using OrgSync and paper/online logs at the end of the fiscal year.	Student Life will show a 3% increase in the community service hours logged by the campus community throughout the fiscal year.	2017 - 2018	Target Met	Up to this date of collection, 364,666.6 community service hours have been logged. This is a 3.5% increase from the hours logged in the previous year.	We will work to schedule more frequent reporting requests instead of requesting data once annually as staff changes and availability at the end of the academic year can impact the hours recorded. At the time of reporting, we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Student Life will increase educational opportunities through community service projects.	Student Life will analyze the logged community service hours using OrgSync and paper/online logs at the end of the fiscal year.	Student Life will show a 3% increase in the community service hours logged by the campus community throughout the fiscal year.	2017 - 2018	Target Met	Up to this date of collection, 364,666.6 community service hours have been logged. This is a 3.5% increase from the hours logged in the previous year.	are still missing some sources of service hours.
	2.2	Student Life will increase awareness of diverse and underrepresented populations through educational events.	Student Life will analyze the student attendance rates of departmental diversity programming at the end of the spring semester using OrgSync.	Student Life will show an 8% increase in attendance at diversity programming (MLK Observance Event & The Festival of Colors - International Students Event) throughout the academic year.	2017 - 2018	Target Not Met	1,232 individuals participated in 19 diversity related events hosted, co-sponsored or related to Student Life. This figure does not capture diversity related events hosted by other areas of the university. Due to a professional staff vacancy, only limited diversity related programming was offered in the fall semester by Student Life.	Student Life will continue to strive for the goal of increasing attendance at diversity related events. For 2018-19, we will work to get back to our baseline participation, and we anticipate being at full staff for this academic year, which will provide more support for this goal.
Academic and Student Support - Student Success Center	2.1	The Student Success Center will promote academic engagement and success among students placed in two or more intermediate courses.	SSC staff will gather data on success rates of students enrolled in the Academic Support lab course (LS 101) and 2 or more intermediate courses at the end of each academic semester.	60% of students enrolled in the Academic Support Lab (LS 101) and Intermediate Algebra (MA 100) courses will receive a grade of "C" or higher in Intermediate Algebra.	2017 - 2018	Target Not Met	51% (18 of 35) of students enrolled in the Academic Support Lab (LS 101) and Intermediate Algebra (MA 100) courses received a grade of "C" or better in Intermediate Algebra. Students in this population who retook Intermediate Algebra (MA100) the following semester increased the overall pass rate to 63% (22 of 35). Specific grades for this student population are as follows: A (2), B (6), C (10), D (5), F (9), W/WP/WF (3)	Instructors of the Academic Support Lab course sequence (LS101/LS102) will encourage students concurrently enrolled in LS101 and MA100 to take advantage of available academic support resources early in the semester in order to increase pass rates.
	3.1	The Student Success Center will provide access to course-based academic support services.	SSC staff will gather data on success rates of students enrolled in the Academic Recovery courses (UN098) at the end of each academic	40% of students enrolled in the Academic Recovery course (UN098) will return to good academic standing	2017 - 2018	Target Not Met	36.3% (36 of 99) of students enrolled in the Academic Recovery course (UN098) returned to good academic standing following completion of the	Instructional duties for UN098 had been distributed among SSC staff for much for the 2017-18 academic year due to staffing changes. The SSC is hiring

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1	The Student Success Center will provide access to course-based academic support services.	semester to determine if achievement target was met.	after completion of the program.	2017 - 2018	Target Not Met	program.	for a position that will have UN098 instructional duties as a primary function. The combination of having one instructor for the courses and the new curriculum that was piloted in 2017-18 is expected to increase the percentage of students returning to good academic standing followin completion of the program.
			SSC staff will gather data on success rates of students participating in Supplemental Instruction sessions provided in selected courses at the end of the Fall semester to determine if achievement target was met.	80% of students participating in 5 or more Supplemental Instruction sessions will receive a grade of "C" or higher in the designated course.	2017 - 2018	Target Not Met	77.5% of the students attending 5 or more Supplemental Instruction sessions (31 of 40) received a grade of "C" or higher in the designated course at the end of the Fall semester. Specific grades for this student population are as follows: A (9), B (12), C (10), D (6), F (1), W/WP/WF (2)	The Student Success Center will continue to encourage increased participation in Supplemental Instruction in order to increase pass rates in designated courses.
			SSC staff will gather data on tutoring outcomes at the end of each academic semester to determine if the achievement target was met.	70% of students participating in 5 or more tutoring services will receive a grade of "C" or higher in the designated course.	2017 - 2018	Target Met	81% (75 of 92) of students that participated in 5 or more tutoring sessions received a grad of "C" or higher in the designated course. Specific grades for this student population are as follows: A (36), B (17), C (22), D (7), F (5), W/WP/WF (5)	Student Success Center staff will continue to encourage students to participate in the tutoring program. The Student Success Center will make programmatic changes that will promote higher usage of tutoring services.
	3.2	The Student Success Center will enhance the advising process by providing students with access to professional academic and career advisors.	Students using career services offered by the Student Success Center will be given the Career Services Survey to measure their satisfaction with their experience. The Student Success Center will analyze the survey's results at the end of each semester.	80% of those participating in the Career Services Survey will rate their experience with career services as "satisfied" or "highly satisfied".	2017 - 2018	Inconclusive	Students attending the Nursing Fair were not surveyed this year.	Surveying of students at the annual Nursing Fair will not be continued due to the inconsistent implementation of the survey from year to year. This measure is being discontinued.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2	The Student Success Center will enhance the advising process by providing students with access to professional academic and career advisors.	"Students attending the Nursing Fair administered by the Student Success Center will be surveyed to measure their satisfaction with the event. The Student Success Center will analyze the results following the event. Did this event (Nursing Fair) meet your expectations? (Yes or No)"	80% of those participating in the Career Services Survey will rate their experience with career services as "satisfied" or "highly satisfied".	2017 - 2018	Inconclusive	Students attending the Nursing Fair were not surveyed this year.	Surveying of students at the annual Nursing Fair will not be continued due to the inconsistent implementation of the survey from year to year. This measure is being discontinued.
			Undergraduate students participating in the academic advising process will be given the MUW Academic Advising Survey to measure the effectiveness of academic advising on campus. The Student Success Center will analyze the survey's results at the end of each academic year. "Overall, I rate the quality of the academic advising I received as: {very poor, poor, acceptable, good, very good}"	80% of those participating in the Academic Advising Survey will rate the quality of their academic advising received as "good" or "very good."	2017 - 2018	Target Met	2187 surveys were distributed to students during the Spring 2018 semester, with 1135 responses (51.9% return rate). Very Good - (725/1135) 63.88% Good - (237/1135) 20.88% Total - (962/1135) 84.76% Acceptable - (141/1135) 12.42% Poor - (20/1135) 1.76% Very Poor - (12/1135) 1.06%	The Student Success Center will continue to monitor the effectiveness of academic advising on campus and share results with the appropriate personnel.
	3.3	The Student Success Center will provide high quality testing services for students.	Students using proctoring services offered by the Student Success Center will be given the Student Proctoring Services survey to rate the quality of the services provided. The Student Success Center will analyze the survey's results at the end of each semester. "Overall, I rate the quality	80% of those participating in the Student Proctoring Services survey will rate the quality of the services provided as "good" or "very good."	2017 - 2018	Inconclusive	The survey was not distributed this year due to the lateness of implementing the concept. We will implement this next year.	We will distribute the survey at the end of each semester to students who used our proctoring services.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.3	The Student Success Center will provide high quality testing services for students.	of the proctoring services provided by the Student Success Center as : (very poor, poor, acceptable, good, very good)"	80% of those participating in the Student Proctoring Services survey will rate the quality of the services provided as "good" or "very good."	2017 - 2018	Inconclusive	The survey was not distributed this year due to the lateness of implementing the concept. We will implement this next year.	We will distribute the survey at the end of each semester to students who used our proctoring services.
Academic and Student Support - Study Abroad	1.1	The Study Abroad program will encourage faculty in lesser represented study abroad areas to submit proposals to offer study abroad programs.	At the end of the fiscal year, the Study Abroad Coordinator will count the number of proposals received from faculty working in these areas.	Study Abroad will receive a minimum of 1 proposal for study abroad programs from faculty.	2017 - 2018	Target Met	The Study Abroad Office received 3 study abroad proposals from faculty in the 2017/18 academic year to the following locations: Italy through the Culinary Arts Department, Peru through the Honors College and India through Biological Sciences . The proposal to India was a two year plan submitted in 2016 to give faculty time to recruit students and students time to plan financially. The Study Abroad Office hosted, in conjunction with the Honors Program, a forum to highlight study abroad opportunities for faculty and students in August 2017. The office sent out emails to faculty encouraging them to host programs. The Study Abroad Office met with faculty members, in the Music and Nursing Departments, to discuss study abroad opportunities that will be proposed for the 2019 summer term.	Study Abroad hopes to receive as many if not more proposals from faculty this coming year. We will meet this goal by sending out more emails and meeting with faculty during faculty meetings or in a more general setting.
	1.2	The Study Abroad program will increase the number of first	At the end of the fiscal year, the Study Abroad Coordinator will review the Post Study Abroad	15% of the students studying abroad who participated in the	2017 - 2018	Inconclusive	The study abroad survey was created during the 2017-18 academic year and will administered in the fall	We will conduct the survey and report next year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2	generation students who participate in summer/semester/year-long study abroad programs.	Survey results.	Post Study Abroad Survey will be first generation study abroad students.	2017 - 2018	Inconclusive	semester of 2018 to the students who participated in study abroad programs during the summer of 2018. This survey will be administered online through the Survey Monkey.	We will conduct the survey and report next year.
	2.1	The Study Abroad program will create new and enhance the current international partnerships to include service learning projects and volunteer opportunities for MUW's students abroad.	At the end of the three-year cycle (2019), the Study Abroad Coordinator will evaluate the number of emails, phone calls, contacts at conferences, etc. made to international institutions to determine if a new international partner school was acquired.	The coordinator will secure at least one new international partner school in the next three academic years.	2017 - 2018	Inconclusive	The 3 year cycle has not ended for this target. However, students who studied in Peru with the Honors College during the summer of 2018 participated in a service learning project to enhance the Ronald McDonald house garden in Surco, Lima, Peru.	We will continue to collect the data to report out next year in our third year cycle.
	2.2	The Study Abroad program will provide a safe environment for study abroad students.	At the end of the fiscal year, the Study Abroad Coordinator will look at each study abroad program's report to determine if any incidents were reported and by reviewing and following the finalized safety document created by the Coordinator of Study Abroad and the University Counsel.	There will be no reported incidents.	2017 - 2018	Target Met	In maintaining this goal, study abroad has not received any safety reports as of this date.	Study Abroad will continue to support safe environments for our students while abroad.
Administrative Support - Admissions	1.1	The Office of Admissions will make an effort to increase the number of campus visits for high school students through mail and email campaigns, advertisements on the MUW website	The number of campus visits for high school students will be analyzed and compared to the previous two years' data to determine an increase or decrease in number of visits. Measurements will be made yearly looking back at the previous two years of data.	The number of visits by high school students will increase by 3% over a two-year period.	2017 - 2018	Target Not Met	As of 6/25/2018, 25% of freshman admitted students have made an official campus visit to MUW. This marks a decrease in visits compared to Fall 2017 data but an overall increase when looking at data from Fall 2016. The goal of 3% increase over a two-year	The goal of 3% increase over a two-year period is still valid and something that the Office of Admissions would like to achieve going forward.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Administrative Support - Admissions	1.1	and social media, and individual contacts at high schools.	The number of campus visits for high school students will be analyzed and compared to the previous two years' data to determine an increase or decrease in number of visits. Measurements will be made yearly looking back at the previous two years of data.	The number of visits by high school students will increase by 3% over a two-year period.	2017 - 2018	Target Not Met	period is still valid and something that the Office of Admissions would like to achieve going forward. (06/25/2018)	The goal of 3% increase over a two-year period is still valid and something that the Office of Admissions would like to achieve going forward.
	1.2	The Office of Admissions will attempt to yield (enroll) more high school students who complete an official MUW campus visit.	The Office of Admissions will analyze the data regarding the number of enrolled students who completed campus visits prior to their first day of class.	60% of enrolled students will complete a campus visit prior to their first day of class.	2017 - 2018	Target Not Met	As of 6/25/2018, 79 out of the 210 freshman intent to enroll filers have completed an official campus visit to MUW. This equates to 37%. It is down considerably from the Fall 2017 data but up compared to Fall 2015 and 2016 numbers. Going forward the goal should be revised to indicate a goal of 40% of students enrolling should complete a campus visit prior to the first day of class. (06/25/2018)	Going forward the goal should be revised to indicate a goal of 40% of students enrolling should complete a campus visit prior to the first day of class.
	2.1	Admissions Counselors will make an effort to recruit, admit, and enroll more male students through high school and college visits, on campus recruitment programming, and mail and email campaigns.	Final freshmen enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in gender diversity. Measurements will be made yearly looking back at the previous two years of data.	1% growth rate in male freshmen students over a two-year period.	2017 - 2018	Target Met	Final Fall 2017 freshman numbers are: 182/695--26% of admitted freshman students; 62/217--28% of enrolled students A three year analysis reveals a consistent enrollment mark for freshman male students of 25%-28% of the freshman class. Going forward, the Office of Admissions will maintain a focus on male recruitment and hope to stay consistent with this target.	Going forward, the Office of Admissions will maintain a focus on male recruitment and hope to stay consistent with this target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Admissions Counselors will make an effort to recruit, admit, and enroll more male students through high school and college visits, on campus recruitment programming, and mail and email campaigns.	Final freshmen enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in gender diversity. Measurements will be made yearly looking back at the previous two years of data.	1% growth rate in male freshmen students over a two-year period.	2017 - 2018	Target Met	(06/25/2018)	Going forward, the Office of Admissions will maintain a focus on male recruitment and hope to stay consistent with this target.
			Final transfer enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in gender diversity. Measurements will be made yearly looking back at the previous two years of data.	1% growth rate in male transfer students over a two-year period.	2017 - 2018	Target Met	Fall 2017 final numbers were: 184/1079--17% of admitted transfer students; 128/729--17% of enrolled transfer students Both percentages are improvements over final Fall 2016 numbers. With the start of male athletics on campus, these numbers might become a normal pattern in future years.	With the start of male athletics on campus, these numbers might become a normal pattern in future years. The goal will remain as is until further years of data can be collected.
	2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	Final freshmen enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in out-of-state (in contiguous states) market segments. Measurements will be made yearly looking back at the previous two years of data.	1% growth rate in out-of-state contiguous freshmen students over a two-year period.	2017 - 2018	Target Met	Fall 2017 Final Numbers: Mississippi Students: 132 (61%) Contiguous States: 76 (35%) Other States: 8 (3.6%) International: 1 (0.4%) Total: 217 Fall 2017 showed tremendous out of state contiguous growth. The goal should not be revised going forward until at least another year of data is gathered to see if the trend continues. As of 6/26/2018, 65 of the 351 active	The Office of Admissions will aim for more out-of-state contiguous freshman students going forward in light of The W's decision to eliminate all out of state tuition charges. We will analyze final 2018 numbers to determine if there was an increase in out of state enrollment and possibly reassess the goal going forward. As of 6/29 of the 351 active admitted freshman, 65 (18%) are from a contiguous state.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	Admissions Counselors will make an effort to recruit, admit, and enroll more out of state students (in contiguous states).	Final freshmen enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in out-of-state (in contiguous states) market segments. Measurements will be made yearly looking back at the previous two years of data.	1% growth rate in out-of-state contiguous freshmen students over a two-year period.	2017 - 2018	Target Met	admits--18% are from contiguous states.	The Office of Admissions will aim for more out-of-state contiguous freshman students going forward in light of The W's decision to eliminate all out of state tuition charges. We will analyze final 2018 numbers to determine if there was an increase in out of state enrollment and possibly reassess the goal going forward. As of 6/29 of the 351 active admitted freshman, 65 (18%) are from a contiguous state.
			Final transfer enrollment comparison reports will be analyzed and compared to the previous two years' data to determine growth in out-of-state (in contiguous states) markets. Measurements will be made yearly looking back at the previous two years of data.	.25% growth rate in out-of-state contiguous transfer students over a two-year period.	2017 - 2018	Target Met	Comparing data from Fall 2015 and 2016 data, 5% enrollment is toward the higher end percentage wise for out of state contiguous enrollment. It is 3% higher than 2016 and 1% lower than 2015 data. As of 6/26, 848 transfers are actively admitted and 49 are from contiguous states (5.77%). Fall 2017 Final Numbers: Mississippi Students: 678 (93%) Contiguous States: 38 (5.21%) Other States: 13 (1.78%) International: 0 (0.0%) Total: 729	Going forward we will aim to increase the percentage by 1% for the 2019-2020 reporting period.
Administrative Support - Development and Alumni	1.1	The Office of Development and Alumni will expand its outreach efforts by meeting with more donors and prospective donors to increase dollars raised in	Each fund-raising representative will record and report the number of contacts made and the number of donor meetings resulting from these contacts. The report generated using the Action option in Raiser's	Increase the number of donor contacts and therefore donor meetings by 25% from the previous fiscal year.	2017 - 2018	Target Met	Despite not filling the positions, we managed to increase our personal contacts through phone calls, meetings, mailing and email for a total of 769. FY '17 - 510 = ((769-510)/769 = 0.34 or a 34% increase. The reason for the large	Continue this assessment for 2018-2019 FY.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Administrative Support - Development and Alumni	1.1	the next fiscal year.	Edge, the database used by the Office of Development and Alumni, will be used to analyze the data.	Increase the number of donor contacts and therefore donor meetings by 25% from the previous fiscal year.	2017 - 2018	Target Met	increase is due to a major year end giving push. We also sent 291 email blasts. Phone Calls - 354 Meetings - 89 Mailings - 147 Emails - 149 Task/Other - 30 Total - 769 For FY 2019, we plan to fill one more position and increase contacts by 25%.	Continue this assessment for 2018-2019 FY.
			Giving information for each gift and donor is recorded in Raiser's Edge. Results will be measured by running a Comparison Giving Report in Raiser's Edge comparing the giving from last fiscal year to the current fiscal year.	Increase both number of donors and number of gifts donated by 15% from the previous fiscal year.	2017 - 2018	Target Not Met	Number of donors 2016-2017: 2705 Number of donors 2017-2018: 2749 % difference of donors = 1.5 = 2% Number of gifts 2016-2017: 6684 Number of gifts 2017-2018: 7487 % difference of donations = 10.7 = 11% Total % difference = 13% Increase	Continue this assessment measure for the 18-19 FY.
	2.1	The Office of Development and Alumni will work with the Mississippi University for Women Alumni Association ("MUWAA") Board to create new alumni affinity groups and use social media to advertise good news.	Our office uses social media (Facebook, Twitter, and Instagram) to highlight alumni accolades, alumni events, MUWAA Board achievements, fundraising opportunities, and University programs and strengths. By planning and creating a monthly social media calendar, we will share information with our alumni effectively and efficiently to generate more alumni interest. A report generated through	Increase the number of alumni followers on social media by sharing University updates and Alumni updates by fifty followers each year.	2017 - 2018	Target Met	We exceeded our goal of adding 50 followers. . Office of D& A new followers: FB 48, Twitter 44, and Instagram 67-- 159total Office of D&A posts- FB-438 Twitter, 438 and Instagram-274-- 1150 total MUWAA new followers - FB- 149, Twitter, 71 and Instagram, 68.- 288 total MUWAA posts- FB-438, Twitter,438 and Instagram-274- 1150 total	For FY19, we will continue to increase our social media presence with our alumni

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	The Office of Development and Alumni will work with the Mississippi University for Women Alumni Association ("MUWAA") Board to create new alumni affinity groups and use social media to advertise good news.	each social media platform will be used to analyze the data.	Increase the number of alumni followers on social media by sharing University updates and Alumni updates by fifty followers each year.	2017 - 2018	Target Met	We exceeded our goal of adding 50 followers. . Office of D& A new followers: FB 48, Twitter 44, and Instagram 67-- 159total Office of D&A posts- FB-438 Twitter, 438 and Instagram-274-- 1150 total MUWAA new followers - FB- 149, Twitter, 71 and Instagram, 68.- 288 total MUWAA posts- FB-438, Twitter,438 and Instagram-274- 1150 total	For FY19, we will continue to increase our social media presence with our alumni
			The Office of Development and Alumni will work directly with the MUWAA Board through its Chapter and Constituency Groups Committee to develop new, active alumni affinity groups. Once a group is created and active, our office will add the group's contact information and any other relevant information on our website under the Chapters & Constituencies page and the Alumni Association page under Board Minutes. Count the total number of active alumni affinity groups, as listed on the office website. Count the number of new alumni affinity groups listed on the office website that have been added or disbanded in the current	Add one new active alumni affinity group each year.	2017 - 2018	Target Met	We added one new chapter bringing the total to 7. The new one was for the graduate nursing group, which was a spin-off of the nursing group. We will continue to work to add additional chapters and constituency groups.	Continue to work toward adding a new alumni affinity group.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			assessment period. Report all numbers: total, disbanded and new this year (with the focus being on the newly added groups).	Add one new active alumni affinity group each year.	2017 - 2018	Target Met	We added one new chapter bringing the total to 7. The new one was for the graduate nursing group, which was a spin-off of the nursing group. We will continue to work to add additional chapters and constituency groups.	Continue to work toward adding a new alumni affinity group.
	3.1	The Office of Development and Alumni will increase students' interest in joining the Alumni Association.	At the end of the fiscal year, the Office of Development and Alumni will analyze the results from the Graduation Survey regarding students' interest in joining the Alumni Association. "Do you plan to join the MUW Alumni Association? {Yes, No}"	65% of students participating in the Graduation Survey will state that they have plans of joining the Alumni Association.	2017 - 2018	Target Not Met	The Graduation Survey was sent out for August 2017 ceremony, December 2017 ceremony and May 2018 ceremonies. 2017-2018 Graduation Survey Results Yes - (417/647) 64.45% No - (230/647) 35.55%	Continue to work directly with the MUWAA Board and MUW Student Life Office on ways for alumni to interact with students before they graduate. (07/01/2019)
	4.1	The Office of Development and Alumni will increase the number of participants at Homecoming each Spring.	At the end of each fiscal year, the Office of Development and Alumni will review and analyze the Registration Records for Homecoming Events to determine if there is an increase/decrease in participation from the previous year.	The number of Homecoming participants will increase by 5% from the previous year.	2017 - 2018	Target Met	For 2018 HC the number of registrants was 359 which was a 7% increase over 2017 attendance of 333 registrants. We will work to increase attendance at HC 2019 by 5%.	We will continue this assessment measure for the next fiscal year. For HC 2019 we plan to increase by 5% in 2019.
Administrative Support - Financial Aid	1.1	Financial Aid office employees will participate in training and webinars to increase understanding in federal regulations.	Financial Aid Office staff will keep a sign-in sheet of all trainings and/or webinars that are participated in.	At least 3 federal regulations trainings and/or webinars will be completed by each Financial Aid Office staff member.	2017 - 2018	Target Not Met	A sign-in sheet was not kept by the staff. Staff trainings completed are as follows: Employee A: 7 Employee B: 3 Employee C: 0 Employee D: 3 Employee E: 2	We will continue our assessment method, but in an effort to do a better job at keeping a sign-in sheet, the sheet will be located on our shared drive.
	1.2	Financial Aid Office employees will participate in leadership	Financial Aid Office staff will keep a sign-in sheet of all trainings and/or webinars that are	At least 2 leadership trainings and/or webinars will be	2017 - 2018	Target Not Met	One employee completed leadership trainings and webinars to promote personal growth.	We will continue our assessment method, but in an effort to do a better job at keeping a sign-in sheet,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2	trainings and webinars to promote personal growth.	participated in.	completed by each Financial Aid Office staff member.	2017 - 2018	Target Not Met	Employee A: 4 Employee B: 0 Employee C: 0 Employee D: 0 Employee E: 0	the sheet will be located on our shared drive.
	2.1	The Financial Aid Office will provide information regarding Satisfactory Academic Progress (SAP) to students to assist in improving retention.	The Financial Aid Office will check SAP standings after each payment period by comparing student SAP standings from the previous semester.	10% of students on the SAP warning list will return in good SAP standing within one semester.	2017 - 2018	Target Met	SAP warning list was reviewed. 16.4% of students that were on a warning semester for fall 2017 returned to good SAP standing within one semester. 182 students were on probation at the end of the fall 2017 semester. Of those that returned spring 2018, 30 were passing at the end of the semester.	We would like to increase the target to 15% of students on the SAP warning list will return in good SAP standing within one semester.
	2.2	The Financial Aid Office will provide information to students of policies, student deadlines, and disbursement dates.	The Financial Aid Office will analyze the results of the Graduation Survey at the end of every academic year. "Were you aware of the financial aid policies, student deadlines, and disbursement dates? {Yes, No}"	80% of students participating in the Graduation Survey will state that they were aware of the financial aid policies, student deadlines, and disbursement dates.	2017 - 2018	Target Met	2017-2018 Graduation Survey Yes - (571/642) 88.94% No - (71/642) 11.06%	We will continue to use the Graduation Survey to analyze if students were aware of financial aid policies, student deadlines, and disbursement dates.
Administrative Support - Human Resources	1.1	Human Resources will assist units in advertising positions through the most cost-effective, efficient means possible focusing on diverse hires.	At the end of the fiscal year, Human Resources will review and evaluate the data from diverse hires' applications, regarding diversity ads. "How did you hear about this position?"	75% of diverse hires will select a diverse advertising method on how they heard about the position.	2017 - 2018	Inconclusive	The method used for this measurement is not accurate. Responses to the question "How did you hear about this position?" were not consistently available. The Office of Human Resources transitioned to new leadership in June 2018 and is evaluating processes.	Determine a better method of data collection for the current outcome or identify a more appropriate outcome
	2.1	Human Resources will ensure that all regular, benefits-eligible, temporary	At the end of the fiscal year, Human Resources will compare the Current Employee List with the	100% of current employees will be provided with access to Code of	2017 - 2018	Target Met	Of the 410 current employees (paid in May), all employees were provided with access to	We will continue measuring this training and keep the target at 100%.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	and adjunct employees are provided with access to Code of Conduct training.	Work Place Answers Enrollees Report to ensure that all required employees have been provided with access to Code of Conduct training.	Conduct training.	2017 - 2018	Target Met	Code of Conduct training. 100% complete.	We will continue measuring this training and keep the target at 100%.
	2.2	Human Resources will ensure that all regular, benefits-eligible, temporary, and adjunct employees are provided with access to Title IX training as new hires and every 4 years.	At the end of the fiscal year, Human Resources will compare the Current Employee List with the Work Place Answers Enrollees Report for continuing employees to ensure that every four years all required employees have been provided with access to Title IX training.	100% of current employees will be provided with access to Title IX training every four years upon hiring.	2017 - 2018	Inconclusive	All employees were given access to training in the spring of 2015. The next time we will have to ensure that continuing employees are given access to training will be spring of 2019.	Continue to monitor current employees with preparation toward 2019.
			At the end of the fiscal year, Human Resources will compare the Current Employee List with the Work Place Answers Enrollees Report for new hires to ensure that all required employees have been provided with access to Title IX training.	100% of new employees will be provided with access to Title IX training upon hire.	2017 - 2018	Target Met	100% of new employees who were required to receive training and were current employees as of the end of May were provided access to the training.	Continue to measure with the same method for 2018-2019 and strive for 100%.
	3.1	Human Resources will continue to seek ways to provide the most efficient use of resources and time for biweekly payroll processes.	At the end of the fiscal year, Human Resources will analyze the processing time for biweekly payroll utilizing the dates on the Direct Deposit Payroll Transaction Forms provided to University Accounting.	Biweekly payroll processing time will be cut from two and a half days to one and a half days on average throughout the fiscal year.	2017 - 2018	Target Not Met	HR is not utilizing a data log, but determined based on the dates on the Direct Deposit Payroll Transaction Forms provided to University Accounting that we reduced the 2 day period to 1.92 days. We continue to provide training to individual departments and individual employees. The process has become more efficient, but it has not reduced the overall number of days to our goal.	Continue to target a 1.5 day completion of biweekly payroll, but concentrate on ways to be efficient with the process even if the 1.5 completion time cannot be measured.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Administrative Support - Information Systems	1.1	Deliver information technology products and services that meet the needs of the university to achieve a high level of customer satisfaction.	Information Systems will analyze the results of the Faculty/Staff Technology Survey at the end of the fiscal year to determine their level of satisfaction.	80% of staff participating in the Faculty/Staff Technology Survey will give an overall satisfied rating for the Information Systems department.	2017 - 2018	Target Met	The Faculty/Staff Technology Survey was released in April 2018. Of the 379 enrollments, 152 responded to the survey - 40.11% participation rate. Faculty - (105/152) 69.08% Staff - (47/152) 30.92% "Rate your satisfaction level with the services provided by the Department of Information Systems (supports administrative systems such as Ellucian's Banner, Canvas, and other smaller information systems)." Very Satisfied - (86/147) 58.50% Satisfied - (44/147) 29.93% Total - (130/147) 88.43% Neutral - (15/147) 10.20% Dissatisfied - (2/147) 1.36% Very Dissatisfied - (0/147) 0%	The Information Systems Department will continue to provide services at a high level of satisfaction by faculty/staff.

	1.2	Enable communication and collaboration among information systems professionals and users of information technology at the university.	At the end of the fiscal year, Information Systems will review the Training Sessions Records to determine that at least one Banner training session was offered to staff and/or faculty during the year.	Information Systems will offer at least one Banner training session throughout the year to staff and/or faculty as refresher sessions or new updates.	2017 - 2018	Target Met	A Banner training video titled Getting Started with Banner 9 was emailed to 30 staff members in June, 2018. A training survey was conducted, and eleven employees have completed and returned the survey.
							
							Banner 9 Training Video Survey Results
							  Rate your overall level of satisfaction with the Banner 9 Training Video.
							    91% of respondents were either "Very Satisfied" or "Satisfied"
							      9% were "Neutral"
								Information Systems will continue to provide online and face to face training.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action

	1.2	Enable communication and collaboration among information systems professionals and users of information technology at the university.	At the end of the fiscal year, Information Systems will review the Training Sessions Records to determine that at least one Banner training session was offered to staff and/or faculty during the year.	Information Systems will offer at least one Banner training session throughout the year to staff and/or faculty as refresher sessions or new updates.	2017 - 2018	Target Met	This video helped me to understand Banner 9 navigation.
							    100% of respondents selected "Strongly Agree" or "Agree"
							
							  Do you prefer online or face to face training?
							    5 - "Online"
							    1- "Face to Face"
							    5 - "Combination of online and face to face"
								Information Systems will continue to provide online and face to face training.

	1.3	Enable communication and collaboration among information systems professionals and users of information technology at the state level.	Information Systems will review the Participation Log of the Mississippi Banner Users Group meetings at the end of the fiscal year to determine the percentage of meetings attended by the staff member.	One Information Systems staff will attend 80% of the Mississippi Banner Users Group meetings.	2017 - 2018	Target Met	Mississippi Banner Users Group meetings were held on July 12, 2017, September 9, 2017, September 12, 2017, November 16, 2017, February 20, 2018, and June 14, 2018. A staff member was present at five of the six meetings and was absent at the July 12, 2017 meeting which results in a 83.3% attendance.	A staff member will continue to attend the meetings.
	2.1	Deliver information technology products and services that meet the needs of the students to achieve a high level of customer satisfaction.	Information Systems will analyze the results of the Student Technology Survey at the end of the fiscal year to determine their level of satisfaction.	80% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	2017 - 2018	Target Met	The Student Technology Survey was released in April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate. The Student Technology Survey reported out the following satisfaction ratings for services provided by the Information Systems department. *For the computer lab hours, Canvas, Portal, and Banner Web, those students' responses that	The Information Systems Department will continue to provide quality service to students that will result in a high level of satisfaction.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Deliver information technology products and services that meet the needs of the students to achieve a high level of customer satisfaction.	Information Systems will analyze the results of the Student Technology Survey at the end of the fiscal year to determine their level of satisfaction.	80% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	2017 - 2018	Target Met	were "Not Applicable" were taken out of the total number of responses amount. McDevitt Computer Lab Hours Very Satisfied - (330/812) 0.406403941 = 40.64% Satisfied - (259/812) 0.318965517 = 31.90% Total - (589/812) 0.725369458 = 72.54% Canvas Very Satisfied - (599/1194) 0.501675042 = 50.17% Satisfied - (462/1194) 0.386934673 = 38.69% Total - (1051/1194) 0.888609715 = 88.86% Portal Very Satisfied - (492/1144) 0.43006993 = 43.01% Satisfied - (433/1144) 0.378496503 = 37.85% Total - (925/1144) 0.808566434 = 80.86% Banner Web Very Satisfied - (498/1171) 0.425277541 = 42.53% Satisfied - (473/1171) 0.403928266 = 40.39% Total - (971/1171) 0.829205807 = 82.92% Support Provided Very Satisfied - (438/1144) 38.29% Satisfied - (458/1144) 40.03% Total - (896/1144) 78.32% Total Overall Satisfaction	The Information Systems Department will continue to provide quality service to students that will result in a high level of satisfaction.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Deliver information technology products and services that meet the needs of the students to achieve a high level of customer satisfaction.	Information Systems will analyze the results of the Student Technology Survey at the end of the fiscal year to determine their level of satisfaction.	80% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Information Systems department.	2017 - 2018	Target Met	Average - (72.54+88.86+80.86+82.92 +78.32)/5 = 0.80699 = 80.7%	The Information Systems Department will continue to provide quality service to students that will result in a high level of satisfaction.
Administrative Support - Institutional Research and Assessment	1.1	Institutional Research and Assessment will assist with promoting strong academic advising, mentorship, and other student-centered support services to promote student retention.	Institutional Research and Assessment will administer the annual Graduation Survey to assess student satisfaction with support services that promote student retention.	65% overall response rate for the annual Graduation Survey.	2017 - 2018	Target Met	6/2018 - The survey was administered to students who graduated in the Summer 2017, Fall 2017, and Spring 2018 semesters. There were 665 respondents from the 952 students who received the on-line survey. This resulted in a 70% response rate. This exceeded our target rate of 35%.	We would like to increase the AT to 65%, considering that the AT has been met two years in a row.
	1.2	Institutional Research and Assessment will encourage staff to present pertinent data/information to appropriate campus groups.	Staff will be asked to present survey results and other essential information throughout the year to groups, such as PIE Council. Institutional Research and Assessment will keep a record of presentations made.	The Office of Institutional Research and Assessment will conduct four data presentations to campus groups each fiscal year.	2017 - 2018	Target Met	Graduation Survey 2016-2017 Results - Employee B to PIE Council in September 2017 Enrollment Report - Employee A to PIE Council in October 2017 Faculty & Staff Satisfaction Survey Report - Employee B to PIE Council in April 2018 Assessment Information Session at Fall Convocation - August 2017	Office staff will continue to share pertinent information with different campus groups. This past year, we were part of Fall Convocation.
	2.1	Institutional Research and Assessment will provide information to enhance university business processes among staff.	Institutional Research and Assessment will administer the annual Staff Satisfaction Survey to assess staff satisfaction with specific university processes, such as planning/budgeting.	30% overall response rate for the annual Staff Satisfaction Survey.	2017 - 2018	Target Met	February-March/2018 - There were 81 respondents from the 186 staff who received the on-line survey. This resulted in a 44% response rate. This exceeded our target rate of 30%.	The Institutional Research & Assessment Office will continue to annually administer the online Staff Satisfaction Survey. We will also continue to share these results with university administration and PIE

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1	Institutional Research and Assessment will provide information to enhance university business processes among staff.	Institutional Research and Assessment will administer the annual Staff Satisfaction Survey to assess staff satisfaction with specific university processes, such as planning/budgeting.	30% overall response rate for the annual Staff Satisfaction Survey.	2017 - 2018	Target Met	February-March/2018 - There were 81 respondents from the 186 staff who received the on-line survey. This resulted in a 44% response rate. This exceeded our target rate of 30%.	Council so that improvements can be made to business processes.
	2.2	Institutional Research and Assessment will provide information to enhance university business processes among faculty.	Institutional Research and Assessment will administer the annual Faculty Satisfaction Survey to assess faculty satisfaction with specific university processes, such as planning/budgeting.	25% overall response rate for the annual Faculty Satisfaction Survey.	2017 - 2018	Target Met	February-March/2018 - There were 113 respondents from the 154 faculty who received the on-line survey. This resulted in a 73% response rate. This exceeded our target rate of 25%.	The Institutional Research & Assessment Office will continue to annually administer the online Faculty Satisfaction Survey. We will also continue to share these results with university administration and PIE Council so that improvements can be made to business processes.
Administrative Support - Outsourced Enterprises (bookstore, food service, facilities management)	1.1	Facilities Management Work Orders will be addressed in a timely manner and completed to the requestor's satisfaction.	At the end of the fiscal year, Outsourced Enterprises will review the work order completion rate in the work order system.	Facilities Management Work Orders will have a completion ratio of 95%.	2017 - 2018	Target Met	Facilities had a 94.7 Work Order Completion Rate. See Related Documents.	This does not include Computer Generated Preventative Maintenance work orders. PM's are being entered seperating ones that are necessary as opposed to those that are not. Would like to include both requested Work Orders as well as PM's and have a 90% completion Ratio. Document all Work Orders that have or have not been completed for 2018-19.
	1.2	Food Service will increase catering and door sales.	At the end of the fiscal year, Outsourced Enterprises will review the Catering and Door Sales as submitted by monthly statements from Food Service.	Catering and Door Sales will increase by 8% from the fiscal year.	2017 - 2018	Target Met	After reviewing sales it is some of the results are Somewhat inconclusive. During the past year the Administrative Assistant was out for several months and it is believed that some sales were recorded in the wrong line. Added together sales increased by 9.5% when added together for	Over the past year the Director of Dining Services has worked out with Sodexo Corporate Accounting a new way of reporting different sales. Better and more conclusive trends should be able to be acted upon next year. Introduction in FY 19 of new meal plans for student population are

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	1.2	Food Service will increase catering and door sales.	At the end of the fiscal year, Outsourced Enterprises will review the Catering and Door Sales as submitted by monthly statements from Food Service.	Catering and Door Sales will increase by 8% from the fiscal year.	2017 - 2018	Target Met	the 11 months reported, November was missing FY 17 - $366,371 FY 18 - $401,253 Increase of $34,882 - 9.5%	being introduced. Feel the tracking of Sales of different locations will become more important to draw conclusions how to better serve the Student Population.
	1.3	The Bookstore will increase the sales of non-text/sundry items.	At the end of the fiscal year, Outsourced Enterprises will review the sales on non-text/sundry items as submitted by monthly statements from the Bookstore.	As text book sales continue to fall due to less expensive choices, sales of non-text/sundry items will increase by 10% from the previous fiscal year.	2017 - 2018	Target Not Met	Sales of General Merchandise fell by 3% in FY18. See Related Documents.	This goal may have been unrealistic since sales from prior year was clearing out overstocked inventory. Instead of actual sales totals of Sundry Items measure but measure efforts to increase sales. Document 10 events were pop-up sales locations were made available. Change goal to increase sales of lower cost text alternatives by 4%. These would include Textbook Rentals and Digital Texts. Change Measure to an increase in lower cost text alternatives, rentals and digital to increase by 5% in 2018-19.
	2.1	Food Service will improve its overall function to increase customer satisfaction.	At the end of the fiscal year, Outsourced Enterprises will review the overall satisfaction score documented by Sodexo's annual Customer Survey.	Food Service will score at least a 75% overall satisfaction score on Sodexo's annual Consumer Satisfaction Survey completed by the MUW community.	2017 - 2018	Inconclusive	Survey was conducted but results were less than a valid sample, and Sodexo did not share their findings.	Need to get results of Survey scheduled to be run in Fall 2018 and will document email to Dining Director stressing its importance to MUW
	2.2	Bookstore will improve its overall function to increase customer satisfaction.	At the end of the fiscal year, Outsourced Enterprises will review the bookstore's overall satisfaction score documented by the annual Barnes & Noble survey.	Each fiscal year, the Bookstore will earn at least a 95% overall satisfaction score on the Barnes & Noble Survey.	2017 - 2018	Target Met	B&N measured Customer Satisfaction with 4 different metrics. Customer Service, Checkout Process, Store Appearance and Store Organization. On all 4 metrics were 95% or higher satisfaction.	Continue to use this tool to measure satisfaction in 2018-19

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.3	Food Service and Facilities Management will enhance their safety practices.	At the end of each fiscal year, Outsourced Enterprises will review the annual Food Safety Audit score from the audit conducted on Food Service.	Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Food Safety Audit on safety practices in their accounts.	2017 - 2018	Target Met	Food Service passed the Food Audit with a score of 91.5.	This Target will continue for FY19. This is a very important target and must be passed annually.
			At the end of each fiscal year, Outsourced Enterprises will review the annual Physical Safety Audit score from the audit conducted on Food Service.	Each fiscal year, Food Service will earn a 90% or higher score on Sodexo's annual Physical Safety Audit score on safety practices in their accounts.	2017 - 2018	Target Met	Food Services earned a score of 90.8 on their Physical Safety Audit	Continue to use the Physical Safety Audit as a Measure. This score must remain at 90% or higher.
			At the end of the fiscal year, Outsourced Enterprises will review the annual Safety Training Sessions Log from the facilities management outsourced company to determine if the achievement target was met.	At least 12 safety training sessions will be conducted over the fiscal year to facilities management employees.	2017 - 2018	Target Met	GCA has done 34 Safety Trainings.	At least 12 Safety Trainings will be documented during the year. Document Safety Trainings and Safety Audits were applicable.
	2.4	Food Services will increase the effectiveness of its services to students.	At the end of the fiscal year, Outsourced Enterprises will review the Graduation Survey results regarding the effectiveness of food service on campus. "Rate MUW's effectiveness in providing: Food service on campus {Excellent, Good, Fair, Poor, N/A}"	55% of Graduation Survey participants will answer "good" or "excellent" regarding the effectiveness of food service on campus.	2017 - 2018	Target Met	2017-2018 Graduation Survey Results: Excellent - (220/650) - 33.85% Good - (166/650) - 25.54% Total - (386/650) - 59.39% Fair - (75/650) - 11.54% Poor - (47/650) - 7.23% Not Applicable - (142/650) - 21.85%	Continue to use this measure in 2018-19
Administrative Support - Plymouth Bluff	1.1	Plymouth Bluff will offer public cultural and educational	At the end of the fiscal year, Plymouth Bluff will review program documents (mailings,	At least once per quarter, public cultural and/or educational	2017 - 2018	Target Met	During 2017-18 Plymouth Bluff has offered A Sunday at the Bluff program in October, 2017 and	This will be continued to be done in 2018-19 Will continue to do in 2018-19

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Administrative Support - Plymouth Bluff	1.1	programming.	Facebook posts, news releases, and attendance records) to determine if achievement target was met.	programming will be offered at no cost for attendance.	2017 - 2018	Target Met	February, 2018. The Following Groups have used PBC at no charge: African American Leadership Summit 11-17, Boy Scouts for Camping in November and January, Board Meetings in September and March. 1 Eagle Project completed in April LEP held classes in March and the Audubon Society held a meeting in July. Hosted a Tourism Partners Meeting at the MUW Fant library in March. Hosted Clay County head Start in May, 2018 (06/30/2018)	Yes we will continue to do this for various groups
	1.2	Plymouth Bluff will make use of Social Media, such as Facebook, to promote programming and other uses at Plymouth Bluff.	At the end of the fiscal year, Plymouth Bluff will review updates to its Facebook pages to ensure that program promotion is being utilized through social media.	Plymouth Bluff will update both of its Facebook pages with different posts, both internally and externally, at least 2 times per month throughout the fiscal year.	2017 - 2018	Target Met	The Facebook page has had 28 posts in 2017-18. Please see the website link below: www.facebook.com/plymouth.bluff	Will continue to update Facebook page at least 20 times per year
	1.3	Plymouth Bluff will maintain its 4+ miles trail system.	At the end of the fiscal year, Plymouth Bluff will review the Trail System's monthly inspection reports.	12 Monthly Trail System Inspections will be completed each fiscal year, including corrective actions.	2017 - 2018	Inconclusive	No monthly record was kept of trail inspections however we know that inspections were done regularly and trails are currently being used by the general public.	Will develop a record system for trail inspections for the next Fiscal Year
	1.4	Plymouth Bluff will do presentations and make the facility available to groups such as the Boy Scouts and other educational organizations at no charge.	At the end of the fiscal year, Plymouth Bluff will review monthly reports to determine the number of documented presentations.	At least 12 times each fiscal year, Plymouth Bluff will do presentations about the facility and the surrounding area to school groups and others when	2017 - 2018	Inconclusive	MUW Classes met 9 times during the 2017-18 plus the MSMS had 1 documented meeting and LEP met once and Clay County Headstart brought 150 students for a tour of the Museum and Grounds.	Will continue this measure for 2018-19

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4	Plymouth Bluff will do presentations and make the facility available to groups such as the Boy Scouts and other educational organizations at no charge.	At the end of the fiscal year, Plymouth Bluff will review monthly reports to determine the number of documented presentations.	appropriate.	2017 - 2018	Inconclusive	MUW Classes met 9 times during the 2017-18 plus the MSMS had 1 documented meeting and LEP met once and Clay County Headstart brought 150 students for a tour of the Museum and Grounds.	Will continue this measure for 2018-19
			At the end of the fiscal year, Plymouth Bluff will review monthly reports to determine the number of weekly visits.	Plymouth Bluff will average 50 visits per week by people walking the grounds and trails.	2017 - 2018	Target Met	Based on the monthly report census totals we have averaged over 50 visits per week	Will continue this assessment for 2018-19
	2.1	Plymouth Bluff will invite the MSU Project YES (Youth Environmental Science) to continue to use the facility each fiscal year.	At the end of the fiscal year, Plymouth Bluff will review the meetings log to determine if Project YES held at least 10 meetings.	At least 10 Project YES meetings at Plymouth Bluff Center each fiscal year.	2017 - 2018	Inconclusive	Verbal contact was made in August 2017 but not documented and Project YES did not use PBC in last year	Discuss with supervisor possible changes to this Outcome.
	2.2	Plymouth Bluff will invite the LEP (Life Enrichment Program) to use the facility.	At the end of the fiscal year, Plymouth Bluff will review the meetings log to determine if the Director of Plymouth Bluff attended at least 2 LEP meetings.	At least 2 LEP meetings will be attended by the Director of Plymouth Bluff each fiscal year.	2017 - 2018	Target Met	The Director attended the only Advisory Board Meeting done in the last Fiscal Year on August 24, 2017.	Will continue to serve on this Board for 2018-19. Will track attendance at Advisory Board Meetings
			At the end of the fiscal year, Plymouth Bluff will review the meetings log to determine if the LEP held at least 2 class meetings.	At least 2 LEP class meetings at Plymouth Bluff Center each fiscal year.	2017 - 2018	Target Not Met	1Birding Class met in March 2018. This was the only documented visit; however, they did come back again.	Continue this assessment with improved documentation procedures.
	2.3	Plymouth Bluff will invite the MUW Science and Math Department to use the facility for class/lab meetings.	At the end of the academic year, Plymouth Bluff will review the meetings log to determine if the Science and Math Department and all areas of Student Engagement and Learning held at least 8 class/lab meetings, collectively.	Plymouth Bluff will host at least 8 MUW class/lab meetings each academic year.	2017 - 2018	Target Met	Science and Math has used PBC at least 9 times over the past year	Continue with a targeted useage of 8 times per year.

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Administrative Support - Police Department	1.1	The Police Department will promote awareness of its employees and responsibilities throughout the university.	The Police Department will track interactions/meetings with student organizations (including Student Government Association) throughout the fiscal year via a logbook.	5% increase in interactions/meetings with student organizations (including Student Government Association) from the previous year.	2017 - 2018	Inconclusive	Due to departmental change, the department head did not share this information with department staff. The department was unable to keep an accurate log of student organization meetings.	Acting department head will share this information with staff. Staff will be instructed to turn in any training session logs.
	1.2	The Police Department will promote reciprocal trust between the university community and the Police Department.	The Police Department will track complaints filed against the department at the end of the fiscal year via a logbook.	5% decrease in complaints submitted against the police department from the previous year.	2017 - 2018	Inconclusive	Due to departmental change, the acting department head was unable to retrieve an accurate log of departmental complaints.	The acting department head will keep an accurate log of departmental complaints. Complaints will be addressed in a timely and consistent manner to ensure that the department's interaction with the campus community is positive.
	2.1	The Police Department will make an effort to provide a safe environment for faculty, staff, students, and visitors.	The Police Department will analyze the number of filed offense reports from the crime log annually.	5% decrease in filed offense reports annually within MUW from the previous year.	2017 - 2018	Target Not Met	The police department filed 175 incident reports taken this past year, an increase of 31 filed from the previous year.	The department has just increased its staffing numbers near it's budgeted operational level. Increased staffing will allow officers to proactively patrol a larger area of campus. A broader area of patrol coverage should reduce the number of incident reports filed.
	2.2	The Police Department will make an effort to broaden the communication among outside agencies to promote safety.	The Police Department will evaluate the number of Memorandum of Understandings (MOUs) distributed to the outside agencies.	The Police Department will secure at least one new partnership agency outside of MUW each fiscal year.	2017 - 2018	Inconclusive	Due to departmental change, the acting department head is unaware of the status of any Memorandum of Understandings with E-911 and Columbus Fire and Rescue.	The W Police Department will secure a partnership with 1st responding agencies within Lowndes County. The W PD currently has active MOUs with the Columbus Police Department and the Lowndes County Sheriff's Office. The W PD will work towards securing MOUs with E-911 and Columbus Fire and Rescue.
Administrative Support -	1.1	Provide ongoing purchasing, p-card,	At the end of the fiscal year, Resources	Train/assist employees in the	2017 - 2018	Inconclusive	We are not able to evaluate the results due to	We will continue to offer training in the areas of

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Resources Management	1.1	property & Virtual EMS training as needed to all departments.	Management will review the Training Sessions Log to determine if there was an increase by 5% of employees who received purchasing training.	area of purchasing by an increase of 5%.	2017 - 2018	Inconclusive	not being able to track the number of employees trained. This is due to not being able to locate the log due to one employee leaving and two moves during the year. This will be corrected by having a shared file that may be accessed by all Resources Management employees.	procurement, property, EMS, and p-card. We will ensure that all training is documented and shared so that we can easily retrieve this information going forward.
	1.2	Reduce purchasing transaction volume. Eliminate the need for small dollar purchase orders.	At the end of the fiscal year, Resources Management will review the Purchase Orders Report to determine an increase/decrease in the number of purchase orders.	Reduce the number of purchase orders printed each year by 5%.	2017 - 2018	Inconclusive	Due to budget cuts, we were asked to lower most P-card limits. As a result, we were not able to increase our UMB rebate check amount. We will continue to develop sound and useful procurement procedures in order to measure and improve procurement and vendor performance in support of university planning, conducted through a fair and transparent process.	We will continue to make every effort to train departments in the proper use of P-cards to ensure that small dollar purchases are made using the P-cards. Resources Management will continue to communicate with all departments to deliver a procurement service that supports the activities of the University now and in the future. We will continue to works with all departments to ensure all State procurement laws are followed and strive to offer more training to communicate changes as they may occur. In addition, we will add updates to our website as they occur.
	2.1	Ensure that all student packages are delivered in a timely manner.	At the end of the fiscal year, Resources Management will review the Delivery Report to determine the percentage of packages that were delivered the same or next day.	Deliver 95% of the packages on time.	2017 - 2018	Inconclusive	Resources Managment is no longer responsible for receiving. No data collected.	I would like to change this to ensuring that MUW property assets are properly maintained.
	2.2	Offer virtual EMS training to all student organizations.	At the end of the fiscal year, Resources Management will review the Training Sessions Log	Participation of all student organizations' members that	2017 - 2018	Inconclusive	Student Services has new procedures in place to process student group reservations for facilities.	For this reason, I would like to change this to some sort of event management reporting that we can track

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2	Offer virtual EMS training to all student organizations.	to determine if there was an increase of 5% of members from all student organizations as a whole who received EMS training.	reserve facilities will increase by 5%.	2017 - 2018	Inconclusive	Therefore, there was no training needed from our department.	to ensure that all MUW events are handled properly.
Administrative Support - Systems and Network	1.1	Systems & Network will perform annual audit of user account access against HR e-mail non-employment notices.	Systems & Network will verify Active Directory (AD) services account status is disabled for unemployed users.	100% of AD services account access is disabled for non-employed user accounts without emeritus status.	2017 - 2018	Target Met	Per HR e-mail non-employment notice validations, audit of user account deactivation (without emeritus status) resulted in 55 out of 55 (100%) accounts deactivated.	Systems & Networks continues to verify and audit AD account access against HR e-mail non-employment notices.
	1.2	Systems & Network will evaluate and optimize Internet bandwidth to support advancing business processes and the campus infrastructure.	Throughout the fiscal year, IT staff will monitor Internet gateway router bandwidth speeds to determine circuit bandwidth usage.	Consistent bandwidth values less than 50% of total available Internet circuit bandwidth throughout the fiscal year.	2017 - 2018	Target Met	Based on In/Out Traffic Utilization analysis of bandwidth transmitted between 02/09/2018-06/08/2018, average bandwidth utilization reported below 300Mbps (30%) of available 1Gbps Internet circuit. In/Out Bits/Traffic Utilization graphs are included to show reported results.	Systems & Networks will continue to monitor bandwidth utilization.
	1.3	Systems & Network will assess and monitor campus needs and provide training videos as needed.	Throughout the fiscal year, Systems & Network will work with user departments to develop task-specific online training videos. At the end of the fiscal year, Systems & Network will review the number of new online training videos provided for users.	Provide 2 new online training videos for users.	2017 - 2018	Target Met	Systems & Networks provided multiple online training videos and documentation for respective users.	Systems & Networks will continue to provide training videos and/or documentation to respective users as needed.
	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	Systems & Network will analyze the results of the Student Technology survey at the end of the fiscal year to determine their level of satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services	2017 - 2018	Target Met	The Student Technology Survey was released in April 2018. Of the 2387 enrollments, 1209 responded to the survey - 50.65% participation rate.	Systems & Networks will continue to look for possible ways to provide high levels of student satisfaction.

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	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	Systems & Network will analyze the results of the Student Technology survey at the end of the fiscal year to determine their level of satisfaction.	offered through the Systems & Network department.	2017 - 2018	Target Met	The Student Technology Survey reported out the following satisfaction ratings for services provided by the Systems and Network department. *For the Office 365, GoogleDocs, Portal, and WiFi, those students' responses that were "Not Applicable" were taken out of the total number of responses amount. Systems & Networks analyzed a Student Technology survey to determine satisfaction levels in respective areas of IT. Individual category and overall satisfaction ratings are below: Office 365: Very Satisfied (495/1005) 49.25% Satisfied (326/1005) 32.44% Satisfaction Rating (821/1005) 81.69%% GoogleDocs: Very Satisfied (475/1024) 46.39% Satisfied (356/1024) 34.77% Satisfaction Rating (831/1024) 81.16% Portal: Very Satisfied (492/1144) 43.00% Satisfied (433/1144) 37.85% Satisfaction Rating (925/1144) 80.85%	Systems & Networks will continue to look for possible ways to provide high levels of student satisfaction.

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	2.1	Systems & Network will look for possible ways to provide high levels of student satisfaction.	Systems & Network will analyze the results of the Student Technology survey at the end of the fiscal year to determine their level of satisfaction.	75% of students participating in the Student Technology Survey will give an overall satisfied rating with the services offered through the Systems & Network department.	2017 - 2018	Target Met	WiFi: Very Satisfied (316/931) 33.94% Satisfied (273/931) 29.32% Satisfaction Rating (589/931) 63.26% Tech Support: Very Satisfied (297/680) 43.68% Satisfied (171/680) 25.15% Satisfaction Rating (468/680) 68.83% Overall Satisfaction Rating (81.69+81.16+80.85+63.26+68.83)/5 = 75.16%	Systems & Networks will continue to look for possible ways to provide high levels of student satisfaction.
Administrative Support - University Accounting	1.1	Provide ongoing budget training to all Budget Managers and Administrative Assistants to ensure that they are well-equipped to have a clear understanding of the budget(s) under their authority.	University Accounting will keep an attendance record of all budget training sessions and review the record to determine if achievement target was met.	University Accounting will provide one budget training session per year for budget managers and administrative assistants, one in the Fall semester. Also, the department will provide individualized training as needed.	2017 - 2018	Target Not Met	No group budget training sessions were held this year,however, nine (9) individual training sessions were conducted. No group budget training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through budget training before. Those who had not been through training in the past requested individual training.	Provide one group training at the start of the fall semester when new faculty's contracts begin. Additionally, we'll do individualized training on an as needed basis.
	1.2	Provide training on the University's Travel Policy and Procedures to ensure that State Travel Policies are being followed and reimbursement requests are not delayed due to improper	Conduct a survey of faculty and staff to determine whether they have a clear understanding of the University's Travel Policies and Procedures.	90% of the survey participants will have a clear understanding of the University's Travel Policy and Procedures.	2017 - 2018	Target Not Met	No group Travel training sessions were held this year, nine (9)) individual training sessions were conducted. No group Travel training sessions were held due to the fact that we had very few new budget managers and administrative assistants, most had been through	Provide one group training at the start of the fall semester when new faculty's contracts begin. Additionally, we'll do individualized training on an as needed basis. Conduct a survey of all individuals trained, both individual and group to determine whether they have a clear

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2	submission.	Conduct a survey of faculty and staff to determine whether they have a clear understanding of the University's Travel Policies and Procedures.	90% of the survey participants will have a clear understanding of the University's Travel Policy and Procedures.	2017 - 2018	Target Not Met	budget training before. Those who had not been through training in the past requested individual training. Those who received individual training were not given a survey to determine their understanding of the material presented.	understanding of the University's Travel Policies and Procedures.
	1.3	Reduce the number of outstanding purchase orders that roll over at the end of each fiscal year.	At the end of the fiscal year the Open Encumbrance Report will be ran to determine dollar values of open encumbrances rolling over. When assessing the report, the Director of University Accounting will bear in mind any extenuating circumstances that follow outstanding purchases orders as necessary.	The dollar values of purchase orders will be 3% less than the dollar values from the previous fiscal year.	2017 - 2018	Inconclusive	Inconclusive - results are not available at the time this report is due. To coincide with the assessment reporting cycle, the Open Encumbrance Report will be one fiscal year behind. Therefore, next year's results will be based on the 17-18 report.	At the end of the fiscal year the Open Encumbrance Report will be ran to determine the dollar values of open encumbrances rolling over. When assessing the report, the Director of University Accounting will bear in mind any extenuating circumstances that follow outstanding purchases orders as necessary. To coincide with the assessment reporting cycle, the Open Encumbrance Report will be one fiscal year behind. Therefore, next year's results will be based on the 17-18 report.
	2.1	Reduce the time it takes to process a Request for Reversal of Fees with a Request for Reversal of Fees Form to streamline the process.	Keep a notebook of all Requests for Reversal of Fees in a central location and each year create a table of length of time to process the request. Additionally, track the reason for Request for Reversal of Fees.	Only 5% of requests for reversal of fees will be due to administrative errors.	2017 - 2018	Target Not Met	Only 1 out of 6 of the Requests for Reversal of Fees was due to an administrative error, which computes to 33%. Target % was small and unrealistic, therefore, target was not obtained. The process was a new one for FY18 and needs some revision.	While reviewing the results, I concluded that University Accounting is not strictly handling Requests for Reversal of Fees but rather many various account inquires that cannot be resolved during the telephone call and require research. We will track the various account inquiries and track the reason for each inquiry. The target will need to be revised.
			Keep a spreadsheet that	At least 85% of the	2017 - 2018	Target Not	33% of the Request for	While reviewing the results,

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			accounts for all Account Inquiries that logs the type and time of submissions and the date of process completions. Original files will be held in the office of University Accounting.	Reversal for Fees Request will be processed in 5 business days or less.	2017 - 2018	Met	Reversal of Fees were processed in 5 days or less. In each instance the facts had to be researched with different departments and instructors. There were delays in getting responses from those individuals that were contacted regarding the request for reversal of fees.	I concluded that University Accounting is not strictly handling Requests for Reversal of Fees but rather many various account inquires that cannot be resolved during the telephone call and require research. We will track the various account inquiries and track the response time for each inquiry. At least 85% of the Account Inquires will be processed in 5 days or less.
Administrative Support - University Relations	1.1	Increase web traffic to the university's homepage and social media accounts by developing web/digital presence (via announcements, web/press releases, videos) that encourage interaction with students, faculty, staff and alumni.	At the end of the fiscal year, University Relations will utilize Google Analytics to track awareness and traffic to digital media presence and compare the results to the previous fiscal year's data to determine an increase/decrease in web traffic.	10% increase in web traffic from the previous fiscal year.	2017 - 2018	Target Not Met	Web: Page Views +0.36 percent; Sessions: -3.66 percent; Users: +6.86 percent	Overall, while web traffic was up, the overall goal of 10 percent was not met. There have been many changes with Facebook's algorithms, which is a source for driving traffic to the university's website. At this point, it is hard to determine how those changes have affected driving traffic to the website if any. We may need to revisit the stated Direct charge. A report detailing web assessment metrics is attached.
			At the end of the fiscal year, University Relations will utilize social media analytics to track awareness and traffic to digital media presence and compare the results to the previous fiscal year's data to determine an increase/decrease in social media traffic.	15% increase in social media traffic from the previous fiscal year.	2017 - 2018	Target Met	Social Media: Facebook +19 percent, Twitter +12 percent, Instagram +16 percent	Based on the data gathered this fiscal year, University Relations will continue to assess these results to get trending data for future use
	1.2	Increase alumni donations, as well	At the end of the fiscal year in which the survey is	65% of Alumni Survey participants	2017 - 2018	Inconclusive	There are no results or analysis to report	Results will have to be reviewed and analyzed in

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2	as that of friends of the University, by highlighting stories about students, faculty, staff and alumni and promoting an understanding of the University's programs and offerings in Visions magazine, which is peer recognized.	offered, University Relations will review and analyze the Alumni Survey results to determine if achievement target was met. The Alumni Survey is offered every three years in the Spring. The last Survey was offered in Spring of 2016. "Please rate the following statements according to their accuracy: Visions increases my awareness of the University's programs and offerings and encourages me to give to the University. {Strongly Agree, Agree, Disagree, Strongly Disagree}"	will either "agree" or "strongly agree" that Visions increases their awareness of the University's programs and offerings and encourages them to give to the University.	2017 - 2018	Inconclusive	There are no results or analysis to report	Spring of 2019, the next time the Alumni Survey is offered
	2.1	Increase strategic placement of advertisements via national, regional and local media outlets, including radio spots, television spots, newspapers, magazines and billboards (budget permitting).	At the end of the fiscal year, University Relations will review the collected data on its national, regional and local media outlets and compare it to the previous fiscal year's data to determine an increase/decrease in advertisements.	5% increase in advertisements among national, regional and local media outlets from the previous fiscal year (budget permitting).	2017 - 2018	Target Not Met	There was a decrease in the amount of advertising spent on advertisements via national, regional and local media outlets, including radio spots, newspapers, magazines and billboards. $73,177 was spent in 2017-2018 compared to $76, 835 in 2016-2017.	At the end of the the fiscal year, University Relations will review the collected data on its national, regional and local media outlets and compare it to the previous fiscal year's data to determine an increase/decrease in advertisements. The decrease can be attributed to the decision not to place a billboard in the Macon area as part of our agreement with Lamar Companies. The quarterly publication, Catfish Alley, was also discontinued, in which The W advertised in four times per year $1015. This magazine was replaced with another magazine (Progress) that now only runs twice per year. These

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	2.1	Increase strategic placement of advertisements via national, regional and local media outlets, including radio spots, television spots, newspapers, magazines and billboards (budget permitting).	At the end of the fiscal year, University Relations will review the collected data on its national, regional and local media outlets and compare it to the previous fiscal year's data to determine an increase/decrease in advertisements.	5% increase in advertisements among national, regional and local media outlets from the previous fiscal year (budget permitting).	2017 - 2018	Target Not Met	There was a decrease in the amount of advertising spent on advertisements via national, regional and local media outlets, including radio spots, newspapers, magazines and billboards. $73,177 was spent in 2017-2018 compared to $76, 835 in 2016-2017.	funds were reallocated to do more targeted marketing as well as geo-targeting to students and for programs through social media platforms. The shift to social media marketing also came as a result of a suggestion from a visit with Ruffalo Noel Levitz, who noted that University Relations should move toward doing more marketing through social media platforms.
	2.2	Increase awareness of programs and offerings among faculty and staff to encourage on-campus engagement through internal newsletter, web and social media postings and media boards.	At the end of the fiscal year, University Relations will review and analyze the Faculty Satisfaction Survey's results to determine if achievement target was met. "Please rate the following statement according to its accuracy: University Relations' internal newsletters, web and social media postings and media boards increase my awareness of MUW's programs and offerings. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	75% of Faculty Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase their awareness of the University's programs and offerings.	2017 - 2018	Target Met	2018 Faculty Satisfaction Survey Results: Strongly Agree - (37/112) 33.04% Agree - (61/112) 54.46% Total - (98/112) 87.50% Disagree - (9/112) 8.04% Strongly Disagree - (2/112) 1.79% Not Applicable - (3/112) 2.68%	We will continue to assess this measure using the Faculty Satisfaction Survey.
			At the end of the fiscal year, University Relations will review and analyze the Staff Satisfaction Survey's results to determine if achievement target was met. "Please rate the following statement according to its accuracy: University	75% of Staff Satisfaction Survey participants will either "agree" or "strongly agree" that University Relations' internal newsletters, web and social media postings and media boards increase	2017 - 2018	Target Met	2018 Staff Satisfaction Survey Results: Strongly Agree - (23/81) 28.4% Agree - (48/81) 59.26% Total - (71/81) 87.66% Disagree - (8/81) 9.88% Strongly Disagree - (1/81) 1.23% Not Applicable - (1/81)	We will continue to assess this measure using the Staff Satisfaction Survey.

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			Relations' internal newsletters, web and social media postings and media boards increase my awareness of MUW's programs and offerings. {Strongly Agree, Agree, Disagree, Strongly Disagree, Not Applicable}"	their awareness of the University's programs and offerings.	2017 - 2018	Target Met	1.23%	We will continue to assess this measure using the Staff Satisfaction Survey.