Mississippi University for Women

2017-2018 Annual Assessment Report

Introduction

Mississippi University for Women dedicates itself to the inclusion of its campus and community in the assessment process. Starting with the president's work, along with stakeholders, on creating a mission statement, which is annually reviewed, the W's assessment plans evolve from the university's mission and, consequently, the vision and guiding principles, and with the top-down administration's approval, the plans are enacted for both academic and non-academic units. All assessment plans are written by the individual unit's members. Academic units' assessment plans require approval from their respective dean and department chair. Non-academic units' assessment plans require approval from their respective Cabinet member and director. The hierarchal approval process reinforces the importance and support of assessment in the university.

Once the assessment plans are created, Planning and Institutional Effectiveness (PIE) Council, which consists of representatives from across campus and from the surrounding community, reviews them by subcommittee groups and makes recommendations. Every three years, PIE Council then reviews the assessment results over the prior three-year period to offer any concerns or recommendations going forward with the assessment plans in place.

Why do we participate in assessment?

The university takes pride in continuous improvement for its students, faculty and staff to ensure that each group is provided an exceptional experience, whether for the students' learning and living environment or the faculty and staff's services and processes. By assessing both academic and non-academic units each year, the university sustains an ongoing effort in creating a positive force for its campus and community. Coinciding with continuous improvement, SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) reinforces assessment's importance by mandating it as a part of the accreditation process. Therefore, the university has written an annual assessment report with evidentiary support (*see Appendices*) to verify its adherence to the following SACSCOC standards:

{Resource Manual – 2018 Edition}

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional planning) – See Appendix A*

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
(Administrative effectiveness) – See Appendix B

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement) – See Appendix C*

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

> **a.** Student learning outcomes for each of its educational programs.
> *(Student outcomes: educational programs) – See Appendix D*
>
> **b.** Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
> *(Student outcomes: general education) – See Appendix E*
>
> **c.** Academic and student services that support student success.
> *(Student outcomes: academic and student services) – See Appendix F*

This annual assessment report also coincides to verify the adherence to the university's vision, mission, and guiding principles, as seen below.

MUW's Vision, Mission, and Guiding Principles

> Vision
>
> "Building on its long tradition of excellence in liberal arts and professional education, as well as its historic focus on academic and leadership development for women, Mississippi University for Women will continue to be a university that prepares both women and men for successful lives by ***providing a high-quality education*** in a personalized learning environment."
>
> Mission
>
> "A Carnegie Master's S public institution, Mississippi University for Women (MUW) ***provides high-quality undergraduate and graduate education*** for women and men in a variety of liberal arts and professional programs, while maintaining its historic commitment to academic and leadership development for women. MUW ***emphasizes a personalized learning environment*** in all of its educational programs, which are offered through the College of Arts and Sciences, College of Business and Professional Studies, College of Education and Human Sciences, and College of Nursing and Speech Language Pathology. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing the unique educational and public service needs of northeast Mississippi and adjoining counties in northwest Alabama. MUW ***supports research, scholarship, and creativity to enhance faculty development and student learning and to advance knowledge in the disciplines offered by the university***."
>
> Guiding Principles
>
> "MUW ***provides high-quality instructional programs that emphasize teaching and learning***. With faculty and staff of the highest caliber, MUW is dedicated to providing a campus environment that ***encourages lifelong learning, strong career preparation, and***

personal growth. Graduates are expected to have skills in communication, technology, and critical thinking, as well as an awareness of self, gender-related issues, cultural diversity, and responsible citizenship.

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

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

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

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

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

MUW is *committed to public service*. MUW *forms partnerships* with businesses, as well as with educational, governmental, public service, and charitable organizations, *to create opportunities that provide economic and social advantages for the institution, community, and region*."
(http://www.muw.edu/about-muw#mission)

2017-2018 Annual Assessment Report

For the 2017-2018 assessment year, the Office of Institutional Research and Assessment gathered and disseminated assessment materials and reports to the university. This annual assessment report provides a synopsis of the university's assessments, both Academic and Non-Academic units. *Please see below.*

	Academic Units
	Programs
1	Accounting (including Minor) - BS
2	Art Education - BFA
3	Biology (including Minor and Secondary Education Certification) - BS
4	Business Administration - BAS
5	Business Administration (including all Minors and Certificates) - BS ***See List Below**
6	Business Administration - MBA
7	Chemistry (Including Minor) - BS
8	Communication (including Minor) - BA, BS
9	Creative Writing - MFA
10	Culinary Arts (including Minor) - BS, BAS
11	Culinary Science/Culinology - BS
12	Educational Leadership – ME
13	Elementary Education – BS
14	English (including Minor, Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA
15	Family Nurse Clinician (including Certificate) – MSN
16	Family Studies (including Minor) - BS
17	Film Studies – Minor
18	Fine Arts (including Art History and Studio Art Minors) - BFA
19	French – Minor
20	General Studies - BA, BS
21	Gifted Studies (including Certificate) – ME
22	History (including Minor and Secondary Education Certification in History and Social Studies) - BA
23	Honors College - Program
24	Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS
25	Kinesiology (including K-12 Education Certification) - BS
26	Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS
27	Legal Studies (including Minor) - BA, BS
28	Mathematics (including Minor and Secondary Education Certification) - BA, BS
29	Music (including Minor and Music Education and Music Therapy) - BA, BM
30	Nursing - ASN
31	Nursing - BSN
32	Nursing Practice – DNP

33	Nutrition and Health – Minor
34	Philosophy – Minor (including Applied and Professional Ethics – Certificate)
35	Physical Sciences (including Secondary Education Certification) – BS
36	Physical Theatre (including Certificate) – MFA
37	Political Science (including Minor and Public Administration Certification) - BA
38	Psychology (including Minor) – BA
39	Public Health - MPH
40	Public Health Education (including Minor) – BS, BAS
41	Reading/Literacy (including Certificate) – ME
42	Religious Studies – Minor
43	Secondary Teacher Education – MAT
44	Spanish (including Minor and K-12 Certification) - BA
45	Speech Language Pathology - BS
46	Speech Language Pathology – MS
47	Theatre - BA
48	Women's Leadership – MA
49	Women's Studies (including Minor) – BA
	List of Business Administration Minors and Certificates
1	General Business – Minor and Certificate
2	Health Care Management - Minor
3	Leadership Studies - Minor
4	Management - Minor
5	Management Information Systems - Minor
6	Marketing – Minor

	Non-Academic Units
	Academic and Student Support Services
1	Athletics
2	Campus Recreation
3	Center for Teaching and Learning
4	Center for Women's Research and Public Policy
5	Counseling Services
6	Dean of Students (Sexual Misconduct & Title IX)
7	Housing and Residence Life
8	Library
9	Outreach and Innovation
10	Registrar
11	Sponsored Programs

12	Student Life
13	Student Success Center
14	Study Abroad
	Administrative Support Services
15	Admissions
16	Development and Alumni
17	Financial Aid
18	Human Resources
19	Information Systems
20	Institutional Research and Assessment
21	Outsourced Enterprises (bookstore, food service, facilities management)
22	Plymouth Bluff
23	Police Department
24	Resources Management
25	Systems and Network
26	University Accounting
27	University Relations

Considering the changes occurring within the university, the lists above are updated in the university's Assessment Planning Guide that is available on the Office of Institutional Research and Assessment's website: http://www.muw.edu/instra.

Also available on the website are the university's Assessment Procedural Guides. Both the university procedural guides for academic and non-academic units were updated to include the instructions for inputting follow-ups, results, action statements, and related/supporting documentation to provide the university at large with the details of the assessment process.

Fall Convocation/Faculty Development Week Presentations

To educate and inform the university, in August of 2017 and 2018, during Faculty Development Week, the SACSCOC Liaison and the Assessment Specialist gave presentations on the university's assessment process and results. The importance of university assessment, in regards to SACSCOC, was also reiterated. *Please see Appendices G and H.*

Things that went Right

Academic assessment Follow-Ups, Results, Action Statements, and Related Supporting Documentation were due May 14th. The following academic units completed their assessment items by deadline:
- Creative Writing
- Family Studies
- Fine Arts

- Kinesiology (K-12 Ed Certification)
- Mathematics
- Nursing (BSN)
- Philosophy
- Physical Sciences

*There were several units who had completed everything with the exception of one assessment item.

Non-Academic assessment Follow-Ups, Results, Action Statements, and Related Supporting Documentation were due July 2nd (since the 1st fell on a Sunday). The following non-academic units completed their assessment items by deadline:

- Athletics
- Campus Recreation
- Center for Teaching and Learning
- Counseling Services
- Dean of Students (Sexual Misconduct & Title IX)
- Housing and Residence Life
- Library
- Outreach and Innovation
- Registrar
- Sponsored Programs
- Student Life
- Student Success Center
- Study Abroad
- Admissions
- Financial Aid
- Information Systems
- Institutional Research and Assessment
- Plymouth Bluff
- Police Department
- Resources Management
- Systems and Network
- University Accounting
- University Relations

*Those that were not completed by deadline had them completed within a couple of days to a week.

Issues with Reporting

The number one issue with reporting this year was timeliness. The non-academic units did much better than the academic units this year. Only a few non-academic units were late, but they were completed within a day to a week of the deadline. Only a few academic units completed their assessment reports on time. The majority of the academic units did not submit their assessment items on time. Some academic units completed their reports within a few days, while others took weeks to over a month to complete.

The second issue with reporting this year was improper placement of assessment items. With this being the second year to complete a report, it was natural to expect some displacement of data; however, with training sessions, an instruction guide, and a checklist, the extent to how the data was misplaced was discouraging. After discussing the matter, it would seem that the biggest contributing factors are unfamiliarity with Tracdat/Nuventive, since most assessment coordinators only log into the system when results come due, and also not following instructions.

The third issue with reporting this year was not completely finishing the assessment items necessary for completion: follow-ups, results, action statements, and related/supporting documentation. There were instances when follow-ups and/or action statements were completely left unaccounted. Also, while this year showed great improvement in supplying related/supporting documentation, there were instances when no documentation was provided for results. The good side to this situation, however, proved useful in identifying cracks in the documentation process in departments, whether there was no system at all or there was an opportunity in improving the documentation process.

Bearing these issues in mind, the Office of Institutional Research and Assessment hopes to improve on designing a better communication hierarchy to improve cooperation of meeting deadlines, improving instructional guides (possibly a training video), and continuing to be consistent with the assessment process to encourage proper reporting from both academic and non-academic units.

Training Sessions

Academic Training Sessions:
April 9th, 10th, 13th, 16th, 19th, 20th, 24th, 25th, 26th
May 7th, 8th, 10th
Plus, multiple individual training sessions, both in person or over the phone.
Total Number of Academic Assessment Coordinators Who Participated in the Training: 28 out of 31

Non-Academic Training Sessions:
June 8th (two sessions), 25th, 26th
Plus, multiple individual training sessions, both in person or over the phone.
Total Number of Non-Academic Assessment Coordinators Who Participated in the Training: 25 out of 26

*Those who did not participate in the training were provided with the instruction guide and checklist, also.

Survey Results from Coordinators

Please see Appendices I and J.

Plans that are Phasing Out

Accounting
Art Education

Culinary Science/Culinology
Kinesiology (K-12 Education Certification)
Physical Theatre

List of Any New Plans for Next Year (2018-2019)

BBA for Business Administration
Gerontology (minor)
Master's of Education (consolidation of existing Education Master's Degrees)
Sexual Health (minor)
University Studies (pending curriculum approval)

Low-Enrolled Programs

Low-enrolled programs input data every year; however, they are not required to report out on their assessment every year. Instead, low-enrolled programs report out every three years on the trending collective data from those three years. The first reporting cycle for low-enrolled programs is the 2018-2019 assessment cycle.

According to Fall 2017 Data from the Fact Book, Low-Enrolled (5 or less) Programs:
- Art Education
- French – Minor
- Secondary Teacher Education (MAT)
- Spanish
- Women's Studies
- Physical Sciences
- Kinesiology (K-12 Education Certification)
- Religious Studies – Minor
- Interdisciplinary Studies (excluding Pre-Education)
- Philosophy – Minor
- Film Studies – Minor

The University's Standing with the Strategic Priorities and Goals

The university's Strategic Priorities and Goals are evaluated through the academic units with outcomes denoted with "SPG" and the corresponding number. For the non-academic units, their goals are directly pulled from the Strategic Priorities and Goals and evaluated accordingly. Across the university, all Strategic Priorities and Goals are being evaluated *except 2.b.* – See below:

MUW's Strategic Priorities/Goals 2016-2021
(1) The University will cultivate a culture of *Advancement Excellence* to strengthen engagement among its constituencies by:
    a. creating a culture of giving;
    b. establishing and maintaining affinity groups;
    c. fostering pride in University events and private giving; and
    d. increasing awareness of university programs and strengths.

(2) The University will promote *Regional Stewardship* through partnerships across campus and the region by:

    a. cultivating collaborations that increase health and well-being;

    b. providing outreach to underserved populations;

    c. strengthening and expanding K-12 partnerships;

    d. contributing to the creative economy; and

    e. forging meaningful and engaged partnerships that provide real-life experiences for students.

(3) The University will foster a *21st Century* learning environment by:

    a. enhancing and effectively utilizing advanced instructional technologies;

    b. broadening educational opportunities and programs for the diverse student body;

    c. maintaining, enhancing and expanding international partnerships;

    d. increasing emphasis on diversity of faculty and staff;

    e. cultivating communities to create opportunities for academic engagement;

    f. fostering leadership development and a commitment to a safe ethical environment; and

    g. enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability.

(4) The University will cultivate a comprehensive approach that enhances retention, *Completion* and student success by:

    a. enhancing student advising, mentoring, and support services;

    b. recruiting a diverse student body to ensure a vital university community;

    c. providing resources to assist students with achieving and maintaining financial stability; and

    d. providing academic programs to meet the needs of today's student and workforce.

The University's Standing with the General Education Goals

The university's General Education Goals are evaluated through the academic units with outcomes denoted with "GEO" and the corresponding number. Across the university, all General Education Goals are being evaluated *except 3.b. and 3.c.* – See below:

General Education Goals

1. **Critical Thinking & Effective Communication** : Students will demonstrate the ability to

   a. Evaluate information for the purposes of making informed decisions
      {Problem Solving VALUE Rubric}

   b. Analyze the arguments and points of view of others
      {Critical Thinking VALUE Rubric}

   c. Present information, arguments, and ideas in oral, written and visual forms for their contexts
      {Oral/Written Communication VALUE Rubrics}

2. **Cultural Literacy**: Students will demonstrate the ability to

   a. Analyze individual aesthetic and cultural works

{Intercultural Knowledge & Competence VALUE Rubric}

    b. Compare human endeavors across cultures and through history
{Intercultural Knowledge & Competence VALUE Rubric}

    c. Discuss global perspectives and cultures objectively
{Intercultural Knowledge & Competence VALUE Rubric}

3. **Quantitative and Technology Skills**: Students will demonstrate the ability to
    a. Solve problems, draw conclusions, and make predictions using quantitative information
{Quantitative Literacy & Analysis VALUE Rubric}

    b. Analyze quantitative information presented in different formats
{Quantitative Literacy & Analysis VALUE Rubric}

    c. Adapt to emerging technologies
{Quantitative Literacy & Analysis VALUE Rubric}

4. **Understanding of Self, Society, and The Natural World**: Students will demonstrate the ability to
    a. Analyze the interactions between the individual and society
{Civic Engagement VALUE Rubric}

    b. Engage in activities that promote personal and civic well-being
{Civic Engagement VALUE Rubric}

    c. Apply the scientific method to solve problems
{Inquiry & Analysis VALUE Rubric}

5. **Life-Long Learning**: Students will demonstrate the ability to
    a. Transfer general education strands to their major fields of study and to make connections between disciplines
{Foundations & Skills for Life-long Learning/Teamwork VALUE Rubrics}

Other University Assessments

Not only does the university body participate in a systematic approach for assessment, the university also runs campus-wide surveys through the Office of Institutional Research and Assessment to collect and review feedback for continuous improvement. The following surveys were administered this past academic year:

- Graduation Survey
  - August 2017, December 2017 and May 2018 Graduates
  - *– See Appendix K*
- Faculty Satisfaction Survey
  - February 12, 2018 through March 2, 2018

- o – *See Appendix L*
- Staff Satisfaction Survey
  - o February 12, 2018 through March 2, 2018
  - o – *See Appendix M*
- Course Evaluations
  - o As according to the dates on university's academic calendar, course evaluations begin the day after the last day to drop a class or withdraw from the university and end the day before final exams begin.

Projects	Participation Rate
Graduation Survey	70%
Faculty Satisfaction Survey	73%
Staff Satisfaction Survey	44%
Course Evaluations:	
Summer 2017 Accelerated Term 1	72%
Summer 2017 Full and Accelerated Term 2	84%
Fall 2017 Accelerated Term 1	90%
Fall 2017 Full and Accelerated Term 2	91%
Fall 2017 Dual Enrolled	2%
Spring 2018 Accelerated Term 1	3%
Spring 2018 Accelerated Term 2	49%
Spring 2018 Full Term	67%
Spring 2018 Dual Enrolled	24%
Nursing Spring 2018	91%

For Appendices A through M, please see the two pdf files on MUW's Office of Institutional Research and Assessment's website under Annual Assessment Reports.
https://www.muw.edu/instra/assessment/assessments