

Mississippi University for Women
2018-2019 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 hierarchical 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. The first round of reviews will take place Fall 2019 to review the following assessment cycles: 2016-2017; 2017-2018; and 2018-2019. Also, beginning in the 2020-2021 assessment cycle, Deans, Department Chairs, Directors and Assessment Coordinators will review and revise their assessment plans to coincide with any updates to the university's Strategic Priorities and Goals for 2022-2026. Once plans have been revised, PIE Council will review the changes and provide recommendations, if any, to the Assessment Coordinators and their supervisors.

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

“Mississippi University for Women (MUW), a public institution since 1884, ***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, Sciences, and Education, College of Business and Professional Studies, and College of Nursing and Health Sciences. MUW delivers selected programs and courses through distance education formats to provide educational opportunities throughout Mississippi and the United States, while addressing 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.***”

-Revised October 19, 2017

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*.”

(<https://www.muw.edu/about-muw>)

2018-2019 Annual Assessment Report

For the 2018-2019 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. {New units denoted with an *}*

	Academic Units
	<u>Programs</u>
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	Education – MED *
13	Educational Leadership – MED
14	Elementary Education – BS
15	English (including Minor, Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA
16	Family Nurse Clinician (including Certificate) – MSN
17	Family Studies (including Minor) - BS
18	Film Studies – Minor
19	Fine Arts (including Art History and Studio Art Minors) - BFA
20	French – Minor
21	General Studies - BA, BS
22	Gerontology – Minor *
23	Gifted Studies (including Certificate) – MED
24	History (including Minor and Secondary Education Certification in History and Social Studies) - BA
25	Honors College - Program
26	Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS
27	Kinesiology (including K-12 Education Certification) - BS
28	Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS
29	Legal Studies (including Minor) - BA, BS
30	Mathematics (including Minor and Secondary Education Certification) - BA, BS
31	Music (including Minor and Music Education and Music Therapy) - BA, BM
32	Nursing - ASN

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33	Nursing - BSN
34	Nursing Practice – DNP
35	Nutrition and Health – Minor
36	Philosophy – Minor (including Applied and Professional Ethics – Certificate)
37	Physical Sciences (including Secondary Education Certification) – BS
38	Physical Theatre (including Certificate) – MFA
39	Political Science (including Minor and Public Administration Certification) - BA
40	Professional Studies – BPS *
41	Psychology (including Minor) – BA
42	Public Health - MPH
43	Public Health Education (including Minor) – BS, BAS
44	Reading/Literacy (including Certificate) – MED
45	Religious Studies – Minor
46	Secondary Teacher Education – MAT
47	Sexual Health – Minor *
48	Spanish (including Minor and K-12 Certification) - BA
49	Speech Language Pathology - BS
50	Speech Language Pathology – MS
51	Theatre - BA
52	Women's Leadership – MA
53	Women's Studies (including Minor) – BA
	<u>List of Business Administration Minors and Certificates</u>
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
	<u>Academic and Student Support Services</u>
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

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9	Outreach and Innovation
10	Registrar
11	Sponsored Programs
12	Student Life
13	Student Success Center
14	Study Abroad
	<u>Administrative Support Services</u>
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.

Things that went Right

Following through with last year's intent to adjust the communication hierarchy, communications between the Assessment Specialist, Deans, Department Chairs and Assessment Coordinators improved. Contacting superiors, however the case may have been, improved on the completion of the assessment process for both the academic units and non-academic units with 100% completion. Also, a training video was created by the Assessment Specialist for the academic units, which was well received by many of the assessment coordinators.

Academic assessment Follow-Ups, Results, Action Statements, and Related Supporting Documentation were due May 31st. The following academic units completed their assessment items by deadline, 23 out of 53, which was an increase from the 8 out of 49 last year:

- Accounting
- Art Education

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- Business Administration – BAS
- Business Administration – BBA, BS
- Business Administration – MBA
- Chemistry
- Culinary Science/Culinology (Closed Out)
- Family Nurse Clinician – MSN
- Family Studies
- Fine Arts
- Gerontology
- Mathematics
- Music
- Nursing – ASN
- Nursing – BSN
- Nursing Practice – DNP
- Philosophy
- Physical Sciences
- Psychology
- Public Health – MPH
- Spanish
- Speech Language Pathology – BS
- Speech Language Pathology – MS

Non-Academic assessment Follow-Ups, Results, Action Statements, and Related Supporting Documentation were due July 15th. The following non-academic units completed their assessment items by deadline, 17 out of 27, which was a decrease from the 23 out of 27 last year:

- Athletics
- Campus Recreation
- Center for Teaching and Learning
- Center for Women’s Research and Public Policy
- Dean of Students (Sexual Misconduct & Title IX)
- Housing and Residence Life
- Outreach and Innovation
- Registrar
- Sponsored Programs
- Study Abroad
- Financial Aid
- Human Resources
- Institutional Research and Assessment
- Outsourced Enterprises
- Plymouth Bluff
- Police Department
- Systems and Network

Issues with Reporting

Timeliness, misplacement of data and initial data incompleteness were the major issues this reporting year. As you can see from above, not every unit reported their data on time. Also, much like last year, some coordinators believed they were finished with reporting when, in fact, they had not reported every requirement or they had entered data in the wrong area of Tracdat/Nuventive. Therefore, despite the revised instructions and ample opportunities for scheduling meetings with the Assessment Specialist for additional help, some of the assessment coordinators did not execute the assessment data reporting process as well as the office would have expected.

Training Sessions

Pre-scheduled training sessions were offered this reporting period for the academic units, and a video training tutorial was created for the academic units – one for the non-academic units will be created for the 2019-2020 reporting period. Academic and non-academic assessment coordinators were provided with instruction manuals, and both academic and non-academic coordinators were encouraged to schedule a meeting with the Assessment Specialist if they needed a refresher in Tracdat/Nuventive.

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 (2019-2020)

Art History (minor)
Early Childhood Development - BS
Human Geography (minor)
Pre-Law (minor)
Theatre Education – MFA
University Studies (C2C) – BUS

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. Low-enrolled programs are defined in our University Planning Guide as having 5 or less students for three consecutive years. The first reporting cycle for low-enrolled programs was this 2018-2019 assessment cycle. Those programs' 3-Year Data Trend Collection can be found in the Notes section of their archived assessment reports for the 2018-2019 reporting period.

According to Fall 2018 Data from the Fact Book, Low-Enrolled (5 or less) Programs include:

- French – Minor
- Spanish
- Women’s Studies
- Physical Sciences
- Religious Studies – Minor
- Interdisciplinary Studies (excluding Pre-Education)
- Philosophy – Minor
- Nutrition and Health – 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;

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- 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.

*SPGs not being evaluated by non-academic units: **2.b.**; 2.d.; 4.d.

*SPGs not being evaluated by academic units: 1.a.; 1.b.; 1.c.; **2.b.**; 3.d.; 3.f.; 3.g.; 4.b.; 4.c.

The table below denotes the Results Type of the Achievement Targets tied to the SPGs.

MUW's Strategic Priorities/Goals 2016-2021	Target Met	Target Not Met	Inconclusive	Total
(1) The University will cultivate a culture of <i>Advancement Excellence</i> to strengthen engagement among its constituencies by:				
a. creating a culture of giving;	1	1	0	2
b. establishing and maintaining affinity groups;	2	0	0	2
c. fostering pride in University events and private giving; and	1	3	0	4
d. increasing awareness of university programs and strengths.	10	2	1	13
Total:	14	6	1	21
(2) The University will promote <i>Regional Stewardship</i> through partnerships across campus and the region by:				
a. cultivating collaborations that increase health and well-being;	7	6	6	19
b. providing outreach to underserved populations;	0	0	0	0
c. strengthening and expanding K-12 partnerships;	4	9	2	15
d. contributing to the creative economy; and	1	2	0	3
e. forging meaningful and engaged partnerships that provide real-life experiences for students.	6	3	5	14
Total:	18	20	13	51
(3) The University will foster a <i>21st Century</i> learning environment by:				
a. enhancing and effectively utilizing advanced instructional technologies;	4	2	3	9
b. broadening educational opportunities and programs for the diverse student body;	1	6	1	8
c. maintaining, enhancing and expanding international partnerships;	2	0	1	3
d. increasing emphasis on diversity of faculty and staff;	6	0	1	7
e. cultivating communities to create opportunities for academic engagement;	1	0	1	2
f. fostering leadership development and a commitment to a safe ethical environment; and	18	3	8	29
g. enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability.	15	4	4	23
Total:	47	15	19	81
(4) The University will cultivate a comprehensive approach that enhances retention, <i>Completion</i> and student success by:				
a. enhancing student advising, mentoring, and support services;	21	7	4	32
b. recruiting a diverse student body to ensure a vital university community;	2	1	1	4
c. providing resources to assist students with achieving and maintaining financial stability; and	2	0	0	2
d. providing academic programs to meet the needs of today's student and workforce.	17	10	6	33
Total:	42	18	11	71
Grand Total:	121	59	44	224

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

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{Inquiry & Analysis VALUE Rubric}

5. **Life-Long Learning:** Students will demonstrate the ability to
- 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}

The table below denotes the Results Type of the Achievement Targets tied to the Gen Ed Goals.

MUW's General Education Goals	Target Met	Target Not Met	Inconclusive	Total
1. <i>Critical Thinking & Effective Communication:</i> Students will demonstrate the ability to				
a. Evaluate information for the purposes of making informed decisions	2	0	3	5
b. Analyze the arguments and points of view of others	6	2	4	12
c. Present information, arguments, and ideas in oral, written and visual forms for their contexts	23	5	5	33
Total:	31	7	12	50
2. <i>Cultural Literacy:</i> Students will demonstrate the ability to				
a. Analyze individual aesthetic and cultural works	4	0	1	5
b. Compare human endeavors across cultures and through history	0	0	2	2
c. Discuss global perspectives and cultures objectively	7	2	2	11
Total:	11	2	5	18
3. <i>Quantitative and Technology Skills:</i> Students will demonstrate the ability to				
a. Solve problems, draw conclusions, and make predictions using quantitative information	2	3	2	7
b. Analyze quantitative information presented in different formats	0	0	0	0
c. Adapt to emerging technologies	0	0	0	0
Total:	2	3	2	7
4. <i>Understanding of Self, Society, and The Natural World:</i> Students will demonstrate the ability to				
a. Analyze the interactions between the individual and society	2	0	0	2
b. Engage in activities that promote personal and civic well-being	2	0	0	2
c. Apply the scientific method to solve problems	2	0	0	2
Total:	6	0	0	6
5. <i>Life-Long Learning:</i> Students will demonstrate the ability to				
a. Transfer general education strands to their major fields of study and to make connections between disciplines	6	0	1	7
Total:	6	0	1	7
Grand Total:	56	12	20	88

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 2018, December 2018 and May 2019 Graduates
 - – *See Appendix G*
- Faculty Satisfaction Survey
 - January 29, 2019 through February 12, 2019
 - – *See Appendix H*
- Staff Satisfaction Survey
 - January 29, 2019 through February 12, 2019
 - – *See Appendix I*
- Course Evaluations
 - 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	Compared to Last Year
Graduation Survey	78%	+ 8%
Faculty Satisfaction Survey	65%	- 8%
Staff Satisfaction Survey	46%	+ 2%
Course Evaluations:		
Summer 2018 Accelerated Term 1	73%	+ 1%
Summer 2018 Full and Accelerated Term 2	79%	- 5%
Fall 2018 Accelerated Term 1	95%	+ 5%
Fall 2018 Full and Accelerated Term 2	86%	- 5%
Spring 2019 Accelerated Term 1	56%	+ 53%
Spring 2019 Full and Accelerated Term 2	86%	Ran Collectively This Year
Nursing Spring 2019	81%	- 10%

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