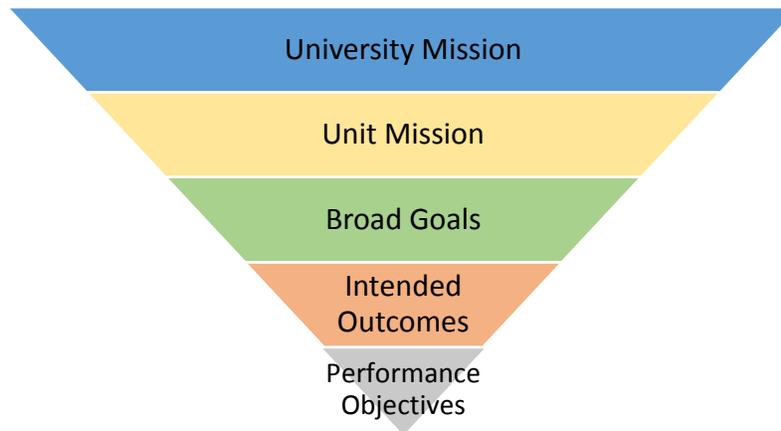


Mississippi University for Women (MUW) values continuous improvement through the institutional effectiveness processes. SACSCOC defines Institutional Effectiveness as the systematic, explicit, and documented process of measuring institutional performance against the mission in all aspects of an institution.



The work of institutional effectiveness begins with the University’s Vision, Mission, and Guiding Principles (VMGP). The VMGP provides the overarching framework for strategic priorities and goals.

## **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>)

## **Strategic Priorities and Goals**

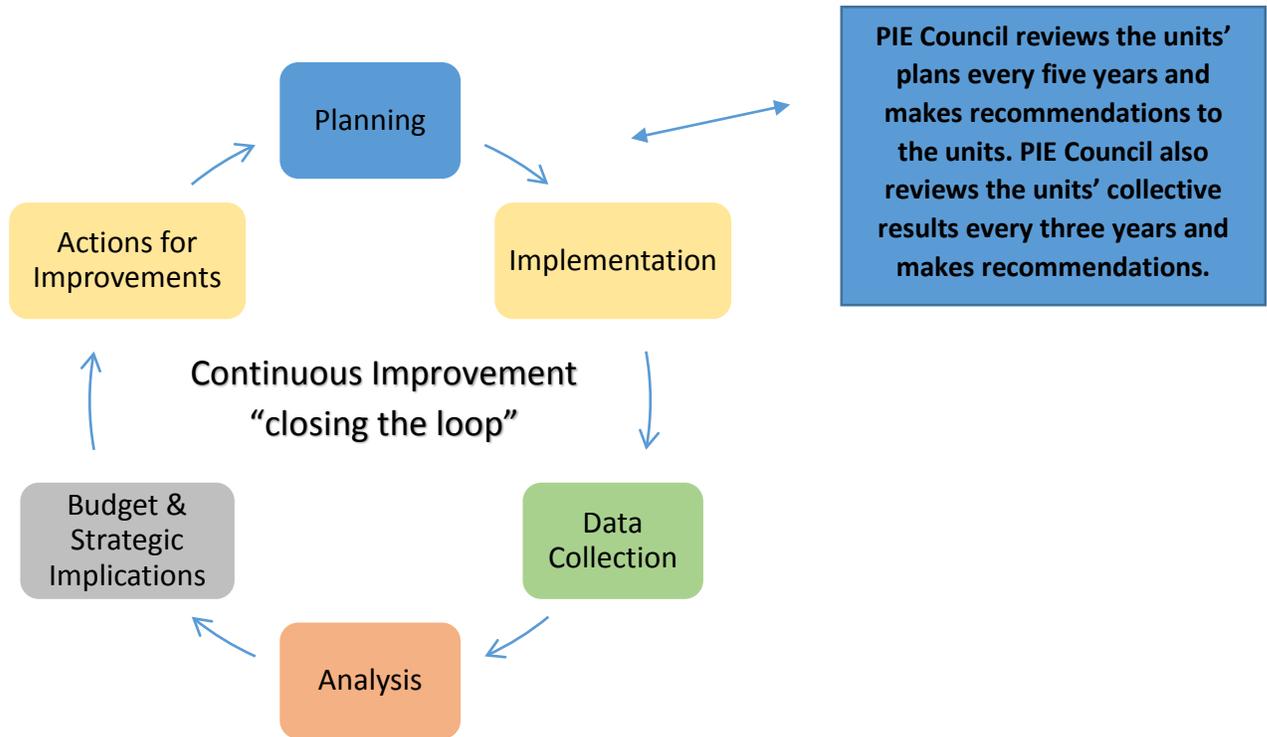
The University then adopts strategic priorities and goals to provide a guide to the overall direction of the institution, which provides a consensus regarding the mission and how to support it. The current strategic priorities and goals of the University are as follows:

- ❖ The University will cultivate a culture of **Advancement Excellence** to strengthen engagement among its constituencies by:
  - creating a culture of giving;
  - establishing and maintaining affinity groups;
  - fostering pride in University events and private giving; and
  - increasing awareness of university programs and strengths.
  
- ❖ The University will promote **Regional Stewardship** through partnerships across campus and the region by:
  - cultivating collaborations that increase health and well-being;
  - providing outreach to underserved populations;
  - strengthening and expanding K-12 partnerships;
  - contributing to the creative economy; and
  - forging meaningful and engaged partnerships that provide real-life experiences for students.
  
- ❖ The University will foster a **21st Century** learning environment by:
  - enhancing and effectively utilizing advanced instructional technologies;
  - broadening educational opportunities and programs for the diverse student body;
  - maintaining, enhancing and expanding international partnerships;
  - increasing emphasis on diversity of faculty and staff;
  - cultivating communities to create opportunities for academic engagement;
  - fostering leadership development and a commitment to a safe ethical environment; and
  - enhancing business processes and the campus infrastructure, ensuring continuing financial sustainability.
  
- ❖ The University will cultivate a comprehensive approach that enhances retention, **Completion** and student success by:
  - enhancing student advising, mentoring, and support services;
  - recruiting a diverse student body to ensure a vital university community;
  - providing resources to assist students with achieving and maintaining financial stability; and
  - providing academic programs to meet the needs of today's student and workforce.

Source: <http://www.muw.edu/priorities>

## **Institutional Effectiveness Process**

To evaluate the University’s progress towards meeting these goals, the University identifies campus units (Appendix A) to participate in a cyclical process on an annual basis. A review of the results and how they were used are reviewed by the Planning and Institutional Effectiveness (PIE) Council (Policy #3538) to ensure the University is participating in continuous improvement.



Assessment plans and results are used to evaluate the academic programs and non-academic units listed in Appendix A. Individual plans show support for the University’s VMGP and the current strategic priorities and goals. The annual institutional effectiveness processes are required to identify expected outcomes, assess the extent to which they achieve these outcomes, and provide evidence of improvement based upon analysis of the results.

### **What is assessed?**

Academic units, including undergraduate and graduate degree programs, minors and certificates, awarded by the university is assessed to coincide with Principles 8.1 and 8.2.a. Non-academic units, including administrative and academic and student support services, designated by the university’s organizational structure is assessed to coincide with Principles 7.3 and 8.2.c., respectively.

### **Academic Program Planning and Assessment:**

Each degree program listed on the Mississippi Institutions of Higher Learning Academic Program Inventory is required to have a plan that is assessed annually (see Assessment Timeline Process below), with the exception of low-enrolled programs. Defined as *five or less for three consecutive years*, low-enrolled programs will report out results at least every three years using aggregated data collected over that time period. The primary purpose of institutional

effectiveness is to systematically improve the quality of student learning, teaching, public service, and processes at MUW. The University's institutional effectiveness processes demonstrates compliance with a SACSCOC core requirement, several comprehensive requirements, and one federal requirement.

Each program plan will include the following elements:

- Program Mission Statement that Supports the University Mission
- Program Goals
- Student Learning Outcomes (SLO)
- Student Achievement Outcome (SAO)
- General Education Outcome (GEO) (undergraduate programs only)
- Program Outcome (PO)
- Research Outcome (RO) (graduate programs only).

The academic institutional effectiveness process for a given program is guided by an identified assessment coordinator. The coordinator is responsible for bringing faculty together to adopt goals and outcomes for the unit. Each unit should have a minimum of two broad goals, three student learning outcomes, a student achievement outcome, a general education outcome for undergraduate programs, a research outcome for graduate programs, and a program outcome that is linked to and consistent with an appropriate University strategic priority and goal. In some cases, an outcome can be counted in more than one category.

### **Student Learning Outcomes**

SLOs are general statements of what students are expected to know or be able. Programs should have three or more SLOs and at least one should be a **general education outcome (GEO)** if it is an undergraduate program and a **research outcome (RO)** if a graduate program. Grades alone cannot be used to measure the effectiveness of SLOs.

### **Student Achievement Outcomes**

SAOs are general statements regarding the accomplishments of students in the program or upon the program's completion. The means of assessment could include but not limited to retention data, licensure pass rate, graduation rates, graduate school placement, and job placement. This data can be collected through survey results, exit interviews, and data analysis.

### **Program Outcomes**

POs are general statements about the quality of the program and are directly tied to a University strategic priority and goal.

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve academic programs. The following reports are available through the office's website or upon request:

- Alumni Survey Results
- Graduation Survey Results
- NSSE Survey Results
- Student Level Data
- Retention and Graduation Rate Data.

The programs will assess the outcomes and show evidence of improvement based upon the results.

## **MUW's Assessment Timeline Process**

### ***Academic Assessment***

May:

Coordinators submit the Academic Assessment Follow-Ups, Results, Action Statements and Related/Supporting Documentation in the assessment software by **May 31<sup>st</sup>**.

- Action Statements are based on the review of the results to determine what actions to take for the upcoming academic year, i.e. make any changes to the assessment plan.

June – July:

Department Chairs and Deans review their Academic Units' assessment data and submit their Review Comments in the assessment software by **July 1<sup>st</sup>**.

Assessment Specialist runs the archived reports for the academic year and uploads them into the assessment software and disseminates the reports to the Coordinators, Department Chairs, Deans and the Provost.

June – May:

Departments Assess Student Learning and Student Achievement.

August – December:

Beginning in Fall 2019, every three years, PIE Council reviews the collective results to provide feedback for consideration by the Deans and Department Chairs. Beginning in Spring 2021, every five years, PIE Council reviews the revised assessment plans to make any recommendations for the Deans and Department Chairs to consider.

## **Non-Academic Planning and Assessment**

Each non-academic unit, which includes administrative support, academic and student support, and community/public service, is required to have a plan and assess it annually (see Assessment Timeline Process below). The university institutional effectiveness processes demonstrate compliance with a SACSCOC core requirement, several comprehensive requirements, and federal requirements.

Each non-academic plan will include the following elements:

- Unit mission statement that supports the university mission
- Unit Goals
- Expected Outcomes.

Units have an assessment coordinator (director/department head) that guides the process. The coordinator along with staff involved will adopt goals and outcomes for the unit that are directly tied to the University strategic priorities and goals.

The Office of Institutional Research and Assessment will assist in collecting and analyzing data to help improve non-academic units. The following reports are available through the office's website or upon request:

- Alumni Survey Results
- Graduation Survey Results
- Faculty and Staff Satisfaction Survey Results
- Campus Technology Survey Results
- NSSE Survey Results
- Student Level Data
- Retention and Graduation Rate Data.

Examples of individual unit data that could be used to assess a unit's effectiveness are:

- Turnaround Time
- Customer Satisfaction Surveys
- Exit Interviews
- Workshop Evaluations
- Conference Participation
- Audits
- Visits
- Record Counts
- Grants Awarded
- Efficiencies.

The unit assesses these outcomes and provides evidence of improvement based upon the results.

## **MUW's Assessment Timeline Process**

### ***Non-Academic Assessment***

June – July:

Coordinators submit the Non-Academic Assessment Follow-Ups, Results, Action Statements and Related/Supporting Documentation in the assessment software by **July 15<sup>th</sup>**.

- Action Statements are based on the review of the results to determine what actions to take for the upcoming fiscal year, i.e. make any changes to the assessment plan.

August:

Supervisors/Cabinet Members review their Non-Academic Units' assessment data and submit their Review Comments in the assessment software by **August 7<sup>th</sup>**.

Assessment Specialist runs the archived reports for the fiscal year and uploads them into the assessment software and disseminates the reports to the Coordinators and Supervisors/Cabinet Members.

July – June:

Implement and Assess Plans.

August – December:

Beginning in Fall 2019, every three years, PIE Council reviews the collective results to provide feedback for consideration by the Directors and Cabinet Members. Beginning Spring 2021, every five years, PIE Council reviews the new assessment plans to make any recommendations for the Directors and Cabinet Members to consider.

## Appendix A

	<b>Academic Units</b>
	<b><u>Programs</u></b>
1	Art History - Minor
2	Accounting (including Minor) - BS *
3	Art Education - BFA (being phased out) *
4	Biology (including Minor and Secondary Education Certification) - BS
5	Business Administration - BAS
6	Business Administration (including all Minors and Certificates) - BBA, BS (Program changed from BS to BBA) <b>**See List Below</b>
7	Business Administration - MBA
8	Chemistry (including Minor) - BS
9	Communication (including Minor) - BA, BS
10	Creative Writing - MFA
11	Culinary Arts (including Minor and concentration within Business Administration BAS) - BS
12	Digital Studies - Minor
13	Early Childhood Development - BS
14	Education - MEd
15	Educational Leadership – MEd *
16	Elementary Education – BS
17	English (including Minor, Secondary Education Certification, Minor in Creative Writing, and TESL Certification) - BA
18	Family Nurse Clinician (including Certificate) – MSN
19	Family Studies (including Minor) - BS
20	Film Studies – Minor
21	Fine Arts (including Art History and Studio Art Minors) - BFA
22	French – Minor
23	General Studies - BS *
24	Gerontology - Minor
25	Gifted Studies (including Certificate) – MEd *
26	History (including Minor and Secondary Education Certification in History and Social Studies) - BA
27	Honors College - Program
28	Human Geography – Minor
29	Interdisciplinary Studies (including American, International, and Medieval/Renaissance Studies Minors) - BA, BS
30	Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS
31	Legal Studies (including Minor) - BA, BS
32	Mathematics (including Minor and Secondary Education Certification) - BA, BS
33	Music (including Minor and Music Education and Music Therapy) - BA, BM
34	Nursing - ASN
35	Nursing - BSN
36	Nursing Practice – DNP
37	Nutrition and Health – Minor
38	Philosophy – Minor (including Applied and Professional Ethics – Certificate)

39	Physical Sciences (including Secondary Education Certification) – BS
40	Physical Theatre (including Certificate) – MFA *
41	Political Science (including Minor and Public Administration Certification) - BA
42	Pre-Law – Minor
43	Professional Studies - BPS
44	Psychology (including Minor) – BA
45	Public Health - MPH
46	Public Health Education (including Minor) – BS, BAS
47	Public Safety Administration – BS *
48	Reading/Literacy (including Certificate) – MEd *
49	Religious Studies – Minor
50	Secondary Teacher Education – MAT
51	Sexual Health - Minor
52	Social Sciences – BS *
53	Spanish (including Minor and K-12 Certification) - BA
54	Speech Pathology - BS
55	Speech Language Pathology – MS
56	Theatre - BA
57	Theatre Education - MFA
58	University Studies (C2C) - BUS
59	Women's Leadership – MA
60	Women's Studies (including Minor) – BA

\*Programs have been suspended.

**List of Business Administration Minors and Certificates**

1	Accounting - Minor
2	General Business – Minor and Certificate
3	Health Care Management - Minor
4	Human Resource Management - Minor
5	Leadership Studies - Minor
6	Management - Minor
7	Management Information Systems - Minor
8	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 Projects and Grant Writing
12	Student Life
13	Student Success Center
14	Study Abroad
	<b><u>Administrative Support Services</u></b>
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