



[UM Home](#) | [Search](#)

[find it](#)

[Advanced Search](#)



Ole Miss 2010:

a guide for the journey

[Principles & Overview](#)

[Environmental
Assessment Task Force](#)

[Planning Resources](#)

[Planning Leadership](#)

[Draft Documents](#)

[We Need Your Input](#)

[Planning Summaries](#)

[Comments/Contact Us](#)

[Ole Miss Home](#)



Ole Miss 2010: A Guide for the Journey

Overview of Department/Unit Level Review and Planning Process

1. Evaluation of Current Environment and Overall Operational Performance.
 - SWOT Analysis (analysis of strengths, weaknesses, opportunities, and threats/competition)
 - Planning Data Sheets provide comparisons to certain benchmark performance indicators
 - Consider assessment results, for goals stated in previous version of the Planning Document and goals included in the Program Assessment document, and other information that relate to the department/unit's performance and opportunities
2. Develop or Update the Department/Unit's Planning Document
 - 5 Year Plan that highlights strategic opportunities
 - Plan should address all relevant institutional Vision statements (see below)
 - Plan should state goals potentially achievable within a 1-5 year time frame and should make reasonable assumptions about resources
 - Include means of assessment and criteria for success for each goal
 - Plan will be evaluated/ revised/ updated every two years
3. **Specific Requests for the 2007 Planning Cycle (as part of the response to Visions 1 and 2)**
 - Create a learning outcomes matrix for each undergraduate program offered by the department
 - Address specific questions regarding processes and student learning outcomes for undergraduate and graduate level programs in the department
4. **Department/Unit Plans Approved by Deans and Division Heads**
 - Deans/Heads should be involved in establishing goals for each department/unit and approving the means/criteria for assessing success
 - Deans/Heads should consider strategic opportunities and needs presented by plans for their departments/units and prioritize these needs for the purpose of reallocating or seeking new resources
5. **Integrate with the Program Assessment Routine**
 - Plans should include assessable goals for several Vision areas (i.e., academic departments will assess progress in areas in addition to student learning outcomes)
 - The current Program Assessment Record Books should become part of the Department's Planning (and Assessment) Document and should be closely tied to the goals for Vision statements #1 and #2 and to the above learning outcomes matrices
6. **Dissemination of Department/Unit Review and Planning Documents**
 - A departmental documents web site has being created as part of our SCAS reaccreditation report. Viewing access will be based on the webID system.

Departmental Planning: An Expanded Explanation

Unit level **review, planning and assessment** should involve

- 5 year plans, which are evaluated and updated biennially,
- a review of processes and outcomes/products (with a focus on efficiency, quality, and productivity) and an active scanning of the environmental horizon (including consideration of SUG benchmark data to compare with programs at other institutions, i.e., such quantitative data as student credit hours per FTE faculty, research expenditures per faculty, etc)
- the biennial program assessment process, and
- the production of a record that can serve as the unit's annual report.

The **University's Vision Statements** (see attached) relate to the following eight broad areas:

1. Teaching and student learning outcomes
2. Research/scholarship and graduate education
3. Learning support services
4. Service to the public, constituents, and the profession
5. Promoting diversity
6. Efficiency and effectiveness of operations
7. Faculty and staff support and development
8. Partnering within the University and with other institutions

Academic departments will create a rolling 5 Year Review and Planning Document that touches upon pertinent Vision areas. The plan for each Vision area should

- ▶ state the department's **general goal** relative to the Vision area,
- ▶ outline a **plan** for achieving this general goal,
- ▶ set one or more **specific goals** that can potentially be achieved within a 1-5 year period of time, and
- ▶ state the **means of assessing** and **criteria for determining progress/success** relative to each specific goal.

During the previous decade, the assessment of academic programs has focused almost exclusively on **student learning outcomes** (Vision area #1). Setting goals and assessing this area will continue, including the use of the Program Assessment Record forms and the two-year cycle for the analysis and use of results. That is, departments will continue to assess 3-5 specific goals related to student learning for each of their degree programs. The need remains to provide evidence that departments/programs engage in a systematic assessment of student learning outcomes and use the results of this assessment to improve student learning outcomes for subsequent years.

For the 2007 Review and Planning Documents, you are asked to prepare a Student Learning Outcomes Matrix for each undergraduate program associated with your department. These matrices, which are described below, should outline the major learning outcomes for each program, should draw from the learning outcomes for individual courses, and should be closely

aligned with the 3-5 specific learning outcomes goals that have previously been entered in the program assessment record forms. At this time, a Student Learning Outcomes Matrix should be prepared for each undergraduate program.

Also for the 2007 Review and Planning Documents, you are asked to address a set of specific questions as part of the review of processes and outcomes/products. The set of specific questions will focus on student learning. Essentially, you are asked to emphasize these questions in your review of Vision Statements #1 and #2. In future updates of the Review and Planning Documents, the set of specific questions will focus on other broad topics.

In your response to Vision Statement #2, plans and goals regarding **research/scholarship and graduate education** might be expressed in terms of a target number of peer reviewed articles to be published by the faculty, a target for the number and type of presentations/performances, targets for externally grant dollars (i.e., per faculty), the involvement and training of graduate students in research, changes in the graduate curriculum, graduate student recruitment plans, etc.

Plans in the area of **service** (Vision Statement #3) should normally emphasize service by faculty members directed toward the public or to professional organizations. Goals might be to host a conference, to increase the number of faculty members who take leadership roles in professional societies, or to increase the number or quality of service activities to local or regional agencies. Also, plans and goals might be expressed in terms of enhancing the department's role in University service and governance committees.

Following guidance from their dean, each academic department should consider having specific plans and assessment goals regarding the **diversity** of its faculty, staff, and students and plans regarding **faculty and staff development activities**, such as a plan for mentoring junior faculty. Additionally, academic departments might develop plans and goals for increasing the **efficiency of departmental operations** and in developing **partnerships**, which might include interdisciplinary activities with other departments and partnerships with institutions outside the University.

A General Format for the Review and Planning Document

The timeline for the preparation and approval of the planning document will be announced by a memo from the Provost's Office through the Deans. Additionally, specific instructions regarding planning assumptions or emphases may be provided through these channels.

For each relevant University Vision statement (except Vision area #1 on teaching and learning and Vision #2 as it pertains to graduate level teaching and learning; see below), prepare

- I. a brief review and summary of the **current status** in this area (SWOT analysis and any relevant assessment results from the previous period);
- II. a statement of the department's **general goal** relative to this Vision area;
- III. one or more paragraphs to describe a **plan** for achieving this general goal;
- IV. statement of one or more **specific goals** that can potentially be achieved within a 1-5 year period; and
- V. state **criteria for evaluating progress/success** relative to each specific goal.

For Vision area #1, the Assessment Record format, including the Forms A-C with 3-5 outcomes, will continue to be used for each degree program. Include these forms in the planning document. Whereas learning outcomes assessment data are generally collected on an annual basis, the expectation is that the analysis of results and use of results to improve the program will continue to follow a two year cycle.

For the other Visions areas, an open format may be used, with the above bold words (current status, general goal, plan, specific goals, and criteria for evaluating progress/success) being used as section headings. The latter two sections, specific goals and criteria for evaluating progress/success, may be combined. However, it is important to state as clearly as possible how the achievement of the criteria will be determined.

Prepare an **executive summary** of the highlights of the plans for all the relevant Vision areas. This executive summary should be one page, if possible, and no more than two pages in length.

Submit the Departmental Review and Planning Document to the Dean for approval. Once approved, send both a hard copy and an electronic version to Dr. Eftink in the Provost's Office.

Planning Data Sheets: An Explanation

The Planning Data Sheets will be provided to each academic department to assist in their annual planning. These are Excel spreadsheets. Please insert them at the end of the electronic file of the planning document that you prepare.

The information for the Planning Data Sheet comes largely from the University's Human Resources and Campus Management/Student Information databases. Other internal information comes from the department's self-reported scholarly output, from the annual *Research Report* compiled by the Office of Research, the teaching evaluation results (responses to question #11), and the graduating student survey (responses to question # 24). Data for comparison with peer institutions comes from the University of Delaware's *National Study of Instructional Costs and Productivity*, a data exchange in which we participate. The peer institution group selected is the SUNG university group. Most of the information is for the Fall 2005 semester; for the regional SUNG benchmark data, the information is for Fall 2004.

Abbreviations are as follows:

FTE, full time equivalent
Grad, graduate level courses
LD, lower division courses
OCS, organized class section
SCH, student credit hours
SUG, Southern University Group
UD, upper division courses

The SUNG university peer group used for certain comparisons includes:

The University of Mississippi	The University of Kentucky
The University of North Carolina-CH	The University of Alabama
The University of South Carolina	The University of Georgia
The University of Maryland-CP	The University of Oklahoma
The University of Texas-Austin	The University of Arkansas
The University of Tennessee-Knoxville	The University of Virginia
Louisiana State University	West Virginia University
The University of Delaware	The University of Florida
North Carolina State at Raleigh	Texas A & M University
The University of Houston	Virginia Polytechnic Institute and State University
The University of Southern Mississippi	Georgia State University
The University of Alabama-Birmingham	Texas Tech University
Auburn University	Florida State University
Oklahoma State University	Clemson University
Georgia Institute of Technology	Arizona State University

FTE Instructional Faculty includes the following categories:

Tenure/Tenure Track (permanent, full-time employees budgeted at 50% or more in an instructional budget, including faculty on paid leave);

Other Regular Faculty (visiting faculty and permanent, non-tenure track who are full-time employees);

Supplemental Faculty (all part-time and temporary employees, adjuncts, being less than 50% budgeted in an instructional budget; also, administrators who teach are listed in this category);

Graduate Teaching Assistants (includes both graduate instructors and graduate assistants funded from the instructional budget).

An FTE faculty member (tenure/tenure track and other regular faculty members having a recurring contract) is assumed to have teaching, research, and service duties and is counted as 1.0 FTE, unless they have duties funded outside the departmental budget (e.g., if 1/3 of the academic year salary of a faculty member is paid from a research grant, the faculty member is counted as 0.67 instructional FTE). For supplemental faculty members, for those administrators who teach, and for graduate teaching assistants, the FTE value is essentially the value to which they are appointed from an instructional budget (i.e., graduate instructors are usually appointed as ½ FTE if they teach two course sections).

An organized class section means a regularly scheduled class that meets in a classroom at a stated time. An organized class includes instruction types 1-5 (lecture, lab, lecture/lab, recitation/discussion, and seminar) and excludes instruction types 6-9 (individual study, tutorial, studio, and internship). That is, instruction types 6-9 are counted toward a department's SCH, but are not counted as OCS. Courses that are dual listed at the graduate and undergraduate level, but taught at the same time and place, are counted once, as are cross listed courses.

Instructional expense data (for the middle graph at the bottom) are taken from the University's annual Financial Statement Schedule III and include all a department's personnel (including staff and graduate assistants) and operating expenses that are not separately budgeted. That is, this is essentially the E & G departmental budget. It excludes designated and restricted monies and centrally allocated costs, such as graduate tuition scholarships and some instructional equipment costs.

Research/Public Service Expenses are associated with activities funded from E & G, designated and restricted accounts within the department. Generally, these values do not include research/service expenses associated with separately budgeted institutes or centers. Since several of these institutes/centers cross departmental boundaries, we are not able at this time to parse the associated research/service expenses. Likewise, for funded projects involving faculty from different departments, the expenses will normally be associated with a single department.

STATEMENT OF UNIVERSITY OF MISSISSIPPI MISSION AND VISIONS

Preface

The purpose of The University of Mississippi is the “high and noble work of training immortal minds to vigor and capacitating them for usefulness.” –Chancellor F. A. P. Barnard, 1858

Statement of Mission

The University of Mississippi is the oldest public institution of higher learning in the state. Its fundamental purpose is the creation and dissemination of knowledge. The University exists to enhance the educational, economic, healthcare, social and cultural foundations of the state, region, and nation.

As a comprehensive, Carnegie research extensive institution, the University offers a broad range of undergraduate and graduate programs as well as opportunities for continuing study. The University’s main campus at Oxford emphasizes a traditional, residential educational experience, with a central College of Liberal Arts and several professional schools. The University’s regional campuses emphasize professional offerings and primarily serve adult learners.

The University educates students to assume leadership roles in the state, nation, and world through its nationally recognized programs of undergraduate, graduate, and professional study. Its teaching, research, and service missions are characterized by equal access and equal opportunity to all who qualify.

Visions for 2010

The University’s visions for the upcoming decade are as follows:

1. The University will provide excellent, student-centered undergraduate academic and co-curricular programs. Our vision is to produce graduates who have the breadth and depth of knowledge to be lifelong learners, to be successful in their discipline, and to be good citizens.
2. The University will provide high quality graduate and professional education in a range of disciplines and will produce research and scholarship that is nationally recognized and supports the economic, healthcare, and cultural development of the state, the region, and the nation.
3. The University will provide the highest quality educational support services to enhance the learning environment and to provide access to information for students on the Oxford, Jackson, and regional campuses.

4. The University will be a leader in providing service to the public, through the application and dissemination of its expertise and knowledge, in Mississippi, the region, and the nation.
5. The University will develop a diverse campus that recognizes and promotes the value of individual differences.
6. The University will maintain efficient and effective administrative services to support the University's instructional, research, and public service programs. The University will be a good steward of its resources.
7. The University will support a highly qualified faculty and staff and will provide an environment that enables their professional development.
8. The University will strive to leverage its strengths and expertise by developing interdisciplinary programs within the institution and synergistic partnerships with other institutions for the benefit of the University and the state.

Specific Questions for the 2007 Review and Planning Documents

As you prepare the review and SWOT analysis part of the Review and Planning Document for Visions #1 and #2, provide information and analysis regarding the following.

Questions for Academic Program Review (Undergraduate Level)

Academic Processes and Evidence of Student Learning

As part of the review of the current status with respect to Vision Statement #1, for each undergraduate program associated with your department provide the following information:

- Summarize any unique retention, advising, socialization, or student development activities.
- Summarize evidence of undergraduate student scholarship and/or active learning experiences, including research, productions, study abroad, etc. Comment on how these foster independent learning.
- Evidence of student success in standardized examinations, board examinations, GRE examinations, etc.
- Evidence of successful job placement of graduates.
- Evidence of student acceptance to graduate or professional programs.
- Summarize any curricular changes that are being considered.
- *Student survey information (to be provided)*

Questions for Academic Program Review (Graduate Level)

Academic Processes and Evidence of Student Learning

As part of the review of the current status with respect to Vision Statement #2, for each graduate program associated with your department provide the following information:

- Admission criteria
- Recruitment efforts, including efforts to recruit minority students
- Summary of any unique retention, advising, socialization, or student development activities
- Specific examples of how the graduate education process fosters independent learning, including the ability to retrieve and critically analyze literature in the discipline
- Processes for training of students to be teaching assistants/instructors
- Support for student research and travel
- Evidence of successful job placement of graduates
- *Student survey information (to be provided)*

Program Level Student Learning Outcomes Grids

What are student learning outcomes at the program level? Program learning outcomes are the expectations of skills, understanding, behaviors, attitudes and values that a student should be able to demonstrate after completing a given academic program of study. Learning outcomes are answers to the question “What do we expect our students to learn by completing this degree?” Learning outcomes should be stated in observable behavioral terms and measurable academic achievement terms.

What are the reasons for articulating student learning outcomes at the program level? Is this about immunizing us against unfavorable SACCS recommendations? Yes, the major accrediting agencies and the Council of Higher Education Accreditation have focused on program level student learning outcomes for years. However, there are a number of important reasons for having clearly stated learning outcomes. We have key constituents (the public, current and prospective students, their parents, state government, the IHL Board) who support and choose among public higher education institutions. These constituents need information about program learning outcomes to inform their judgments about our programs and the expectations we have of our students. Internally, we need to articulate program learning outcomes to guide our efforts to improve teaching and learning as we strive to achieve the first Vision of the University.

A **Learning Outcomes Grid** (also known as a curriculum map or matrix) is a listing of the major learning outcomes for an academic program and a mapping of the courses (or other activities) in which the student is expected to satisfy the various learning outcomes. Implicit in this mapping is that the individual learning outcomes can potentially be assessed within or after completion of the individual course or after graduation.

The assessment routine that academic departments have carried out for the past 15 years (e.g., assessment of 3-5 student learning outcomes for each academic program) should clearly interrelate with the Learning Outcomes Grids. The full Learning Outcomes Grids should contain both those learning outcomes that the department has been assessing PLUS additional learning goals for the program that have not been formally assessed, but which can still be articulated as program learning outcomes, whether or not there is an immediate means to quantitatively or qualitatively assess such an outcome. In principle, a department should consider rotating their biennial assessment procedures among the larger number of outcomes in the full Learning Outcomes Grids. Please indicate those individual learning outcomes that are now part of the assessment routine.

The Learning Outcomes Grid for each academic program is divided into two sections. The first section will be outcomes that are specific to the major/program. The second section will be outcomes that pertain to General Education learning goals. For each section, we are looking for something on the order of 10-20 individual learning outcomes. We are not expecting a long list of learning outcomes for each major and each outcome should be expressed concisely and in language that is reasonably clear to the public.

Learning Objectives for the Major: For the learning outcomes grid specific to the major/program, either of two formats is suggested. The first suggested format is to organize the grid into the following subsections: Content Knowledge, Application, Methodology, and Research/Independent Learning. (This list emphasizes cognitive learning; if the learning type is different, or if these subsections simply do not suite the major/program, then organize the grid in some other manner.) First, list the individual learning outcomes in the first column and then enter the various courses/activities along the top. (A blank template and an example will be sent electronically to chairs.) In some cases, courses may group together (e.g., 9 hours of 400 level courses in the major), with this set of courses being related to one or more learning outcomes. Each column would then be a required course or set of courses (or other non-course requirements). As a way to fine tune the entries, we suggest that departments enter the descriptors, I = Introduces, R = Reinforces, and E = Emphasizes, for various cells in the grid to indicate whether a particular course introduces (reinforces, etc.) the indicated learning outcome. Typically, an individual course might map to one or a few learning outcomes. That is, we do not expect all boxes on the grid to be filled in. However, if there is a required course in a major and it does not map to at least one learning outcome, then the department should question why the course is required or whether they have listed all the learning outcomes.

A second suggested format for this grid (template and example also being provided) is to first list the learning outcomes in the first column and then enter, in the cells from left to right after each learning objective, the course or courses that map to each individual learning objective. In this format, the columns do not represent individual courses, but this format may be work better if there are many optional courses in the major.

The Learning Objectives for the Major should be reviewed by the academic deans (as part of the preparation of the Review and Planning Documents for Spring 2007). Once completed, these will become information that we present as part of our SACS report and the grids will also be posted as part of the online Academic Structure.

General Education Learning Outcomes: The second section will be a mapping of how students in this major/program can satisfy General Education learning objectives. The University has had stated General Education learning objectives for many years and we have re-appointed a General Education Committee to re-affirm these learning objectives. The individual majors/programs are asked to articulate how the General Education learning objectives should be satisfied by their students. For example, for the General Education goal of oral communication competency, how will a student in the BS in Agriculture typically achieve this learning objective? In filling out the grid, a department might indicate that oral communication competency is fulfilled by taking one or more core curriculum courses and one or more courses in the major.

How will this second component of the grids be approved? After the complete grid is reviewed by your academic dean, the General Education Committee will also review the General Education components of the grids for each major/program.