Overview of Department/Unit Level Review and Planning Process

   - 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 Record Books, and should become part of the Department’s and Unit’s Planning (and Assessment) Documents
   - Plan should include assessable goals for several Vision areas (i.e., academic departments, reoccurring initiatives)

2. Develop or Update the Department/Unit’s Planning Document
   - Plan should address all relevant institutional Vision statements (see below)

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

4. Department/Unit Plans Approved by Deans and Division Heads
   - Deans/Heads should be involved in establishing goals for each department/unit and assessing success

5. Integrate with the Program Assessment Routine
   - Plans should address all relevant institutional Vision statements (see below)

6. Dissemination of Department/Unit Review and Planning Documents
   - A departmental documents web site has been created as part of our SCAS reaccreditation process.
   - Viewing access will be based on the webID system.

Notes:
- Statements #1 and #2 and in the above learning outcomes matrices
- Plans and Standards (and Assessment) Documents should closely tie to the goals for Vision statements #1 and #2
- Address specific questions regarding student learning outcomes for undergraduate and graduate programs in the department
- Plan will be evaluated/revised/updated every two years
- Plan must include means of assessing and criteria for success for each goal
- Plan should address all relevant institutional Vision statements (see below)
- Plan should include assessable goals for several Vision areas (i.e., academic departments, reoccurring initiatives)
- SWOT Analysis (strengths, weaknesses, opportunities, and threats/competition)
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 evaluate and inform progress). This process includes 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, communities, and the profession
5. Learning support services
6. Effectiveness and efficiencies of operations
7. Faculty and staff support and development
8. Promoting diversity

Each Vision area relates to the University and with other institutions.

During the previous decade, the assessment of academic programs has focused almost exclusively on student learning outcomes. Setting goals and assessing student learning outcomes for each specific goal should be the means of assessing and criteria for determining progress/success relative to the Vision areas.

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. This matrix should draw from the learning outcomes for individual courses, and should be closely aligned with the department’s teaching philosophy.

For the University, the Vision Statements specify that academic programs should be evaluated and updated biennially, and that the planning process should involve 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 evaluate and inform progress).

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

1. Teaching and student learning outcomes
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3. Learning support services
4. Service to the public, communities, and the profession
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4. Learning support services
5. Effectiveness and efficiencies of operations
6. Faculty and staff support and development
7. Promoting diversity
8. Past and future plans, which are evaluated and updated biennially.

Departmental Planning: An Expanded Explanation
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. These specific questions will focus on student learning, essential skills, and goals emphasized in the assessment of student and faculty performance. The set of specific questions is part of the review of processes and outcomes/products. The set of specific questions is designed to emphasize the importance of student learning. 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. These specific questions will focus on student learning, essential skills, and goals emphasized in the assessment of student and faculty performance. The set of specific questions is part of the review of processes and outcomes/products. The set of specific questions is designed to emphasize the importance of student learning.
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 though the Deans. Additionally, specific instructions regarding planning assumptions or emphases may be provided through these channels.

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

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. One or more paragraphs to describe any relevant assessment results from the previous period;

V. Specific goals that can potentially be achieved within a 1-5 year period and criteria for evaluating progress/success relative to each specific goal.

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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. For the other Vision 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. Where assessment forms are provided, these forms in the Planning sections and a statement of the department’s general goal relative to the Vision area:

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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;

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Prepare an executive summary of the highlights of the plans for all the relevant Vision areas:

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V. Specific goals that can potentially be achieved within a 1-5 year period and criteria for evaluating progress/success relative to each specific goal.

For each relevant University Vision statement (except Vision area #1 on teaching and learning; see below), prepare:

Planning assumptions or emphases may be provided through these channels.
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.

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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 instructional employees budgeted at 50% or more in an instructional budget);

Graduate Teaching Assistants (includes both graduate instructors and graduate assistants budgeted in an instructional budget; also, domestic employees who teach are listed in this category);

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).

Research/Service Expenses are associated with activities funded from E & G, designated research/cost centers, and grants awarded and administered by the department. Generally, these values do not include institutional 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, graduate assistants, and part-time and temporary employees).
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 support the economic, health care, and cultural development of the state, the region, and the nation. 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 supported by the academic and professional communities.

The University will provide the highest quality educational support services to enhance the learning environment for students on the Oxford, Jackson, and regional campuses.

As a comprehensive Carnegie Research Extensive Institution, the University offers a broad range of undergraduate, graduate, and professional degree programs. The University emphasizes the importance of research and scholarship in all academic disciplines.

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 supported by the academic and professional communities.

3. The University will provide the highest quality educational support services to enhance the learning environment for students on the Oxford, Jackson, and regional campuses.

The University has seven regional campuses: Oxford, Jackson, and the five regional campuses located in Mississippi. The University’s mission is to provide high quality educational support services to enhance the learning environment for students on these campuses.

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The University has seven regional campuses: Oxford, Jackson, and the five regional campuses located in Mississippi. The University’s mission is to provide high quality educational support services to enhance the learning environment for students on these campuses.
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.

The University will develop a diverse campus that recognizes and promotes the value of individual differences.

The University will support a highly qualified faculty and staff and will provide an environment that enables their professional development.

The University will strive to leverage its strengths and expertise by developing interdisciplinary programs within the institution and synergistic partnerships with other institutions, research institutions, and public service programs. The University will be a good steward of its resources.

The University will maintain efficient and effective administrative services to support the instructional, research, and public service programs.

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.
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 analyses regarding the following.

Questions for Academic Program Review (Undergraduate Level)

- Academic Processes and Evidence of Student Learning

  - Evidence of successful job placement of graduates
  - Support for student research and travel
  - Processes for training of students to be teaching assistants/instructors

  - Learning outcomes including the ability to retrieve and critically analyze literature in the discipline
  - Specific examples of how the undergraduate education process fosters independent learning

  - Summative of any unique retention, advising, socialization, or student development activities
  - Recruitment efforts, including efforts to recruit minority students

  - Admission criteria

      Student survey information (to be provided)

Questions for Academic Program Review (Graduate Level)

- Academic Processes and Evidence of Student Learning

  - Admission criteria

  - Admission process associated with your department

  - Evidence of success in standardize examinations, board examinations, GRE

  - Evidence of successful job placement of graduates

  - Evidence of student success in standardize examinations, board examinations, GRE

      Student survey information (to be provided)

      Student survey information (to be provided)

      Academic Processes and Evidence of Student Learning

Questions for Academic Program Review (Undergraduate Level)

Visions #1 and #2, provide information and analyses regarding the following:

As you prepare the review and SWOT analysis part of the Review and Planning Document for Specific Questions for the 2007 Review and Planning Documents...
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. 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. They should be clear to the public and specific to the program.

The Learning Outcomes Grid for each academic program is divided into two sections. The first section will outline learning outcomes that are specific to the program. The second section will outline program outcomes that are general and applicable to all programs.

The assessment routine involves those individual learning outcomes that are now part of the academic program. The 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 academic activities) in which the student is expected to satisfy the learning outcomes. The grid should clearly present assessment of 3-5 student learning outcomes for each academic program.

A Learning Outcomes Grid

Program learning outcomes should be stated in observable behavioral terms and measurable academic achievement. They should be clear to the public and specific to the program.

The Learning Outcomes Grid is a representation of curriculum and activities in which learning outcomes are assessed. It is a tool used by academic departments to evaluate and improve teaching and learning.

Vision of the University

What are the reasons for articulating student learning outcomes at the program level?

Measurement of student learning outcomes should be stated in observable behavioral terms and measurable academic achievement. Learning outcomes should be clear to the public and specific to the program.

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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 parts:

- **Learning Objectives**: These are non-course specific and are directly related to the major/program.
- **Courses**: These are specific courses listed in the major/program.

A second suggested format for this grid (template and example also being provided) is to first list the learning objectives in the first column and then enter, in the cells from left to right after each learning objective, the courses that directly address that learning objective. 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 SAC reports 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-applied a General Education Committee to re-state those learning objectives. The individual components of the General Education learning objectives should be reviewed by the General Education Committee for the major/program.

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 review the General Education learning objectives. After the complete grid has been approved, the General Education Committee will present it to the academic deans for approval.