Ole Miss Through The 1990s:

A Commitment To Quality In Financially Challenging Times

July 1998

Second Edition

OLE MISS THROUGH THE 1990s:

A COMMITMENT TO QUALITY IN

FINANCIALLY CHALLENGING TIMES

Robert C. Khayat, Chancellor

University Planning and Institutional Research

Jim Nichols, Director

Spring 1998

2nd Edition

TABLE OF CONTENTS

- Introduction
- Statement of Academic Focus
- Goals for 1990s
- Critical Success Factors

- Relationship of Planning Components
- Administrative Roles in Planning
- Composition and Functioning of University Planning Council
- Summary

- Introduction
- Phase I (September - January) – Departmental and Program Institutional Effectiveness Activities
- Phase II – Operational Budget Planning (February - August)

Appendices

LIST OF FIGURES

PREFACE

Since The University of Mississippi began in 1848, careful planning has been a part of the heritage of Ole Miss as it has sought to adapt its services to the changing needs of the people of Mississippi. This is the fourth publication in the *"Ole Miss Through..."* series of planning documents which has guided the University's development for the better part of the last two decades.

Ole Miss Through the 1980s: A Commitment to Goals and a Process for Their Accomplishment was first published in 1980 based upon the broad-based input of many faculty and staff. That document:

- Better described the direction for growth and development of the University;
- Established and publicized a more systematic and recurring cycle for short and longer range planning within which important decisions regarding the University's future would be made;
- Facilitated a sense of shared governance in which, while the Chancellor retained final decision-making authority, major planning and budgeting decisions were brought before a group of representatives of campus constituencies known as University Planning Council for review, discussion, and recommendations.

In 1982, the second edition of *Ole Miss Through the 1980s: A Commitment to Goals and a Process for Their Accomplishment* was published based upon implementation of the earlier edition. The second edition:

- Refined and simplified original planning procedures;
- Expanded coverage to include physical facility priorities;
- Introduced planning for reallocation and budget reductions (a procedure utilized far too often in the mid-1980s).

In 1992, following almost ten years of planning activity based upon the second edition of *Ole Miss Through the 1980s*, the University community paused to reexamine its planning procedures. This refinement and updating took place during academic year 1991-1992 and was accomplished by almost fifty campus representatives including faculty, staff, students, alumni leadership, and the IHL Board of Trustees (see Appendix E). In July of 1992, *Ole Miss Through the 1990s: A Commitment to Quality in Financially Challenging Times* was published as a result of this process. This publication:

- Provided a refocusing of the University's efforts and purpose during the 1990s with its Statement of Academic Focus and University Goals for the 1990s;
- Incorporated the institutional effectiveness and assessment activities required by the Commission on Colleges of the Southern Association of Colleges and Schools;

iii

- Broadened input into recommendations concerning University level actions by addition of a representative of the Staff Council and two more representatives of the faculty to University Planning Council.

This current publication is the product of the changing University external and internal environment, as has been each of the previous editions. While retaining the concepts articulated in the first edition (1992), this second edition of *Ole Miss Through the 1990s*:

- Adjusts membership on University Planning Council to conform with the revised University Administrative Organizational Structure;
- Incorporates Critical Success Factors (identified by the Chancellor's Management Team) supporting commonly agreed upon and approved Goals for the 1990s;
- Reaffirms the University's commitment to improvement of its academic, administrative and educational support programs through the Assessment Record Book procedures.

Planning at any institution should always be multi-dimensional, dynamic, and decentralized to facilitate the type of flexibility, responsiveness, and initiative needed to best serve our publics. However, the University of Mississippi has for almost two decades brought the most important aspects of planning into focus through its *"Ole Miss Through..."* series of publications and the activities described therein. These publications and activities support the University's Statement of Purpose (Academic Focus and Goals for the 1990s). They have constituted a fully functional system of planning and evaluation that integrates academic, physical facility, and financial planning toward accomplishment of the University's Statement of Purpose. At the same time, this system incorporates a comprehensive program of assessment activities leading to learning and service improvements.

CHAPTER I

Statement of Purpose
The University of Mississippi
Oxford Campus

Introduction

The University of Mississippi Statement of Academic Focus and Goals for the 1990s contained in the following pages constitutes the central core of values guiding the University's actions during the 1990s and its "Statement of Purpose" in regard to the Southern Association of Colleges and Schools. The 1992 Statement of Academic Focus and the Goals for the 1990s were developed by the Ole Miss Goals Task Force during the Spring Semester 1992 and subsequently refined by the University Planning Council based upon suggestions by the Senate of the Faculty, Academic Council, and Staff Council. These deliberations were premised upon an Environmental Scanning Committee Report and more than 600 responses to a questionnaire concerning the future of Ole Miss that had been distributed to the University faculty, staff, and Board of Trustees.

The University Goals for the 1990s support its Statement of Academic Focus and provide greater detail concerning what the University has attempted to accomplish throughout the 1990s. While various approaches to attaining these goals have taken place during the 1990s, current activities are centered in achieving the Critical Success Factors identified by the Chancellor's Management Team in Fall 1997. The University Statement of Academic Focus and Goals for the 1990s was discussed by the IHL Board of Trustees in July 1992. In July 1997, this statement underwent minor adjustments by the Provost, was approved by University Planning Council, and subsequently was approved by the IHL Board of Trustees in October 1997.

The Statement of Academic Focus for the University has been intended to serve as the foundation for University decision making concerning its academic offerings. It identifies the core or essential areas of academic endeavor in which the University has been engaged and in which it will continue to be engaged during the balance of this century.

Academic Focus for the 1990s

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. Throughout its long history, the University has enhanced the educational, economic, and cultural foundations of the state, region, and nation. As a comprehensive, doctoral-degree-granting institution, the University offers a broad range of undergraduate and graduate programs as well as opportunities for continuing study.

While recognizing that its primary role is to serve the state of Mississippi, 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.

Within this framework, the University will focus its resources on:

1. Science, Social Science, Humanities, and the Arts. The University will continue its traditional leadership in the Liberal Arts by emphasizing existing programs of strength in the mathematical, biological and physical sciences, the social and behavioral sciences, the humanities and the arts, and the programs that sustain nationally important centers of research and service in these areas.

2. Health. The University will continue to provide the professional education of those who deliver and administer human health services and those who perform research aimed at improving the efficiency, effectiveness, quality, and availability of health care, leisure management, and family and consumer sciences.

3. Legal Education and Teacher Preparation. The University will continue to provide the initial and continuing professional education of those who formulate, interpret, and practice law and those who teach and serve as administrators and counselors in K-12 schools as well as higher education.

4. Business Development and Economic Growth. The University recognizes that economic growth and business development are essential to the future of Mississippi in the increasingly integrated world economy. The University will enhance the development of entrepreneurial, financial, managerial, marketing, accounting, and information-management activities through existing pre-professional, professional, and public service programs.

5. Communication, Engineering, and Related Technologies. The University recognizes that communication technology will be one of the most important growth areas of the next century. The University will continue developing programs that sustain the communication and telecommunication industries. This area of focus crosses disciplinary boundaries and incorporates expertise from specialties such as foreign languages, journalism, engineering, computer science, and distance learning.

Goals for the 1990s

Goal 1.   The University will improve undergraduate education, especially in lower-division courses.

Goal 2.   The University will concentrate graduate education and research in areas of strength consistent with the Focus Areas.

Goal 3.   The University will increase employee compensation to the Southern University Group (SUG) average in order to attract and retain a highly qualified faculty and staff.

Goal 4.   The University will improve educational support services (library, computer networking, database availability, instructional support, etc.) to increase access to information and communication on the campus.

2

Goal 5.   The University will disseminate its expertise and knowledge to non-academic communities throughout the State of Mississippi and the Midsouth region.

Goal 6.   The University will continue to develop leadership and to instill in its students a sense of justice, moral courage, and tolerance for the views of others.

Goal 7.   The University will maintain efficient and effective administrative services to support the University's instructional, research, and public service programs.

Goal 8.   The University will increase faculty and staff involvement in University planning.

Goal 9.   The University will increase its efforts to secure support from federal, state, and private sources.

Critical Success Factors

In the Fall Semester 1997, the Chancellor and 23 administrators met for an extended period of time and identified the Critical Success Factors shown below for each of the Goals for the 1990s. While not considered a portion of the University's Statement of Purpose, these Critical Success Factors are currently utilized as means through which to accomplish the goals identified for the University:

Goal 1.   The University will improve undergraduate education, especially in lower-division courses.
            - Shelter a Phi Beta Kappa chapter
            - Structure a total educational experience for students

Goal 2.   The University will concentrate graduate education and research in areas of strength consistent with the Focus Areas.
            - Enhance the environment for research productivity
            - Achieve SREB Doctoral I status (100 doctorates for 3 years)

Goal 3.   The University will increase employee compensation to the Southern University Group (SUG) average in order to attract and retain a highly qualified faculty and staff.
            - Achieve competitive faculty and staff compensation and opportunities
            - Increase opportunities for faculty and staff development

3

Goal 4.   The University will improve educational support services (library, computer networking, database availability, instructional support, etc.) to increase access to information and communication on the campus.
- Enhance library resources
- Maintain and advance technology infrastructure for the 21st Century

Goal 5.   The University will disseminate its expertise and knowledge to non-academic communities throughout the State of Mississippi and the Midsouth region.
- Enhance the visibility, perception, and reputations of The University of Mississippi, the United States, and the world

Goal 6.   The University will continue to develop leadership and to instill in its students a sense of justice, moral courage, and tolerance for the views of others.
- Establish leadership institute
- Increase diversity among students, faculty and staff
- Increase student enrollment

Goal 7.   The University will maintain efficient and effective administrative services to support the University's instructional, research, and public service programs.
- Maintain quality athletic programs for the 21st Century
- Enhance student support services
- Enhance the quality of campus facilities
- Employ re-engineering
- Maintain or decrease costs

Goal 8.   The University will increase faculty and staff involvement in University planning.
- Maintain a dynamic continuous institutional planning

Goal 9.   The University will increase its efforts to secure support from federal, state, and private sources.
- Increase alumni involvement
- Increase revenue from all sources

CHAPTER II

Overview of Planning at Ole Miss

Relationship of Planning Components

Throughout the 1990s, planning at The University of Mississippi has been focused upon support of the University's Statement of Academic Focus and its Goals for the 1990s. This is depicted in Figure 1 (see following page) that portrays operational, facilities, and major unit strategic plans in support of the statements contained in the preceding section of this document.

Operational planning at the University, which is further described in the following section (Chapter III – Operational Level Planning), is composed of both "budget" and "results or effectiveness" oriented planning. Budget planning includes measures to support the University's Statement of Academic Focus and Goals for the 1990s through financial requests to the Legislature, actions during the course of the fiscal year, and allocation of appropriated and other financial support each spring. Results or effectiveness planning relates to the establishment of expected educational results for the University's instructional programs and administrative objectives for its educational support/administrative departments, as well as the necessary assessment activities to determine their accomplishment. Results or effectiveness planning is focused in the Fall Semester while budget planning transpires in Spring Semester and during the summer of each academic year. Physical facilities planning at the University is accomplished each year based upon input from individual units at the University as well as those responsible for the maintenance of the institution's physical facilities, with a final review by the University Planning Council. A brief description of Physical Facilities Planning at the University is contained in Appendix A.

Longer range planning for the University's academic programs as well as educational support and administrative units functioned relatively smoothly from 1992 until recently. Such planning was described in detail in the earlier edition of *Ole Miss Through the 1990s* and was responsible for initiation of the Doctor of Pharmacy degree program, the more complete staffing of the Department of Educational Leadership, and other substantive developments in support of the Statement of Purpose. With the appointment of Dr. Robert C. Khayat, a renewed sense of importance has been evidenced concerning the future development of the University and major units on the campus have been asked to prepare strategic plans by December, 1998. These strategic plans are to be articulated with the University Statement of Purpose (Academic Focus and Goals for the 1990s) as well as the Critical Success Factors identified by the Chancellor's Management Team. These major unit strategic plans will facilitate accomplishment of the University's Statement of Purpose, provide the basis for the University's budget requests to IHL, and offer guidance for internal management of those units.

These processes have been designed to meet the following criteria established by the Planning Process Task Force in 1992:

- Relate to the University Statement of Academic Focus and Goals for the 1990s;
- Be comprehensive in nature, including both academic and administrative aspects;
- Result in the establishment of priorities for action;
- Remain as simple to understand and execute as possible;
- Be directly related to budgeting and resource allocation;
- Exhibit sufficient flexibility to react to external influences;
- Include assessment of current academic and non-academic accomplishments as required by the Southern Association of Colleges and Schools;
- Be realistic in terms of the probable alternatives open to the University;
- Communicate results to the campus.

Figure 1

Support for Statement of Purpose by Planning Activities at The University of Mississippi
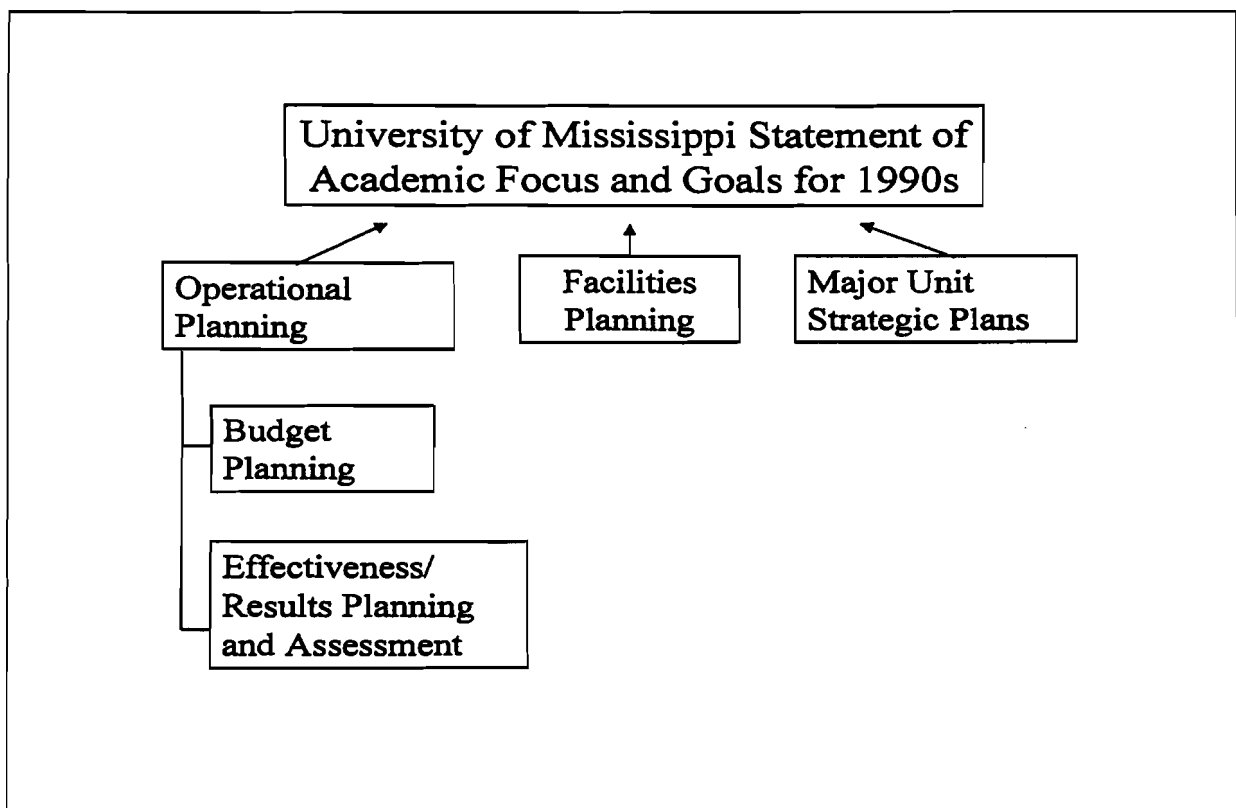
Administrative Roles in Planning

In designing the processes described in the following sections of this publication, roles were identified for University *intermediate level administrators*, the vice chancellors and Provost, the University Planning Council, and the Chancellor. The lowest level of *formal* budget and facilities planning at the University is the *intermediate level administrator*. These positions are located organizationally between the vice chancellor level and the departmental level. Typically, these units are headed by an assistant/associate vice chancellor, dean, or director who reports to a vice chancellor. While *formal* input into University "budget" and "facilities" planning activities is designed to go no lower in the University's administrative structure than the *intermediate level administrator*, this type of administrator's actions should be premised upon *substantial*, though less structured and more informal, input from departmental chairs/heads, faculty, and staff. In this regard, the *intermediate level administrators* will:

- Consult with departmental level administrators as well as faculty or staff concerning proposals for increases in funding;
- Initiate "Proposals for Additional Major Expenditures";
- Communicate to departmental chairs/heads, as well as faculty or staff, the nature of their recommendations to the vice chancellor;
- Review departmental assessment reports.

The role of the *vice chancellors* as the primary line administrators at the University is underscored by the procedures described in the following sections. The vice chancellors are expected to:

- Take an active role as members of the University Planning Council;
- Set priorities among proposals of all types forwarded through or initiated by their division;
- Make necessary decisions concerning matters wholly within their division and not requiring commitment of University level funds.

Composition and Functioning of the University Planning Council

The role of the University Planning Council is to serve as the primary consultative body for the Chancellor concerning operational, facility, and longer range or strategic planning at the University. The University Planning Council is chaired by the Chancellor and composed of the following members:

- Provost/Vice Chancellor for Academic Affairs
- Vice Chancellor for Administration and Finance
- Vice Chancellor for Student Life

- Vice Chancellor for University Relations
- Vice Chancellor for Research
- One academic dean (one-year term, academic deans will serve on a rotating basis)
- Three (3) faculty representatives elected by the Senate of the Faculty. One of these three must be an academic department chair. These three representatives serve three-year terms, which are staggered, and may not serve more than two consecutive terms.
- One representative of the Staff Council (three-year term elected by Staff Council)
- President, Associated Student Body (ex officio and non-voting)
- President, Graduate Associated Student Body (ex officio and non-voting)
- Director of University Planning and Institutional Research: secretary and ex officio non-voting member

The University Planning Council:

- Reviews and advises the Chancellor concerning
    - Major University administrative and academic initiatives
    - Funding priorities among the "Proposals for Additional Major Expenditures" submitted
    - Proposed reductions in University budgets as to compliance with guidance provided by the Chancellor, feasibility and impact upon other components of the University, and attainment of University Goals for the 1990s
    - Capital construction and major repair and renovation plans
    - Assessment activities as part of institutional effectiveness
    - Annual University budgeting procedures
- Is consulted concerning
    - Salary increase policies
    - Policy issues regarding reductions in University budgets

Due to the sensitive nature of the issues involved, the meetings of the University Planning Council are considered confidential. However, the Director of University Planning and Institutional Research will provide to the University Planning Council members and academic deans within one (1) week or as soon as possible after each meeting a listing of specific actions taken within the University Planning Council.

The ultimate responsibility for planning at the University rests with the Chancellor and in that capacity, he:

- Issues guidance and initiates planning of all types at the University;
- Considers recommendations from and discussions within the University Planning Council as well as those recommendations from the Provost;
- Makes necessary decisions and communicates the nature of his decisions to the campus.

Summary

The combination of the processes described in the following sections and the roles identified above guide the University through the balance of the 1990s toward accomplishment of its goals within financially challenging times. As such, the Statement of Academic Focus and Goals for the 1990s, as implemented through the financial and facilities planning processes described and evaluated through the institutional effectiveness activities accomplished (which include program review and improvement reports), constitute the University's plan and functional planning process (Figure 2).

The Means/Process oriented planning at the University (Strategic, Budget, and Facilities) is intended to identify the means through which to accomplish the University's Statement of Academic Focus and Goals for the 1990s. The University's institutional effectiveness activities (expected results, means of assessment, and use of assessment results) are conducted by its operational units (in support of the Statement of Academic Focus and Goals for the 1990s) and evaluate the ends. These activities seek to answer, "Are our units and programs functioning as we think they ought and how can we improve student learning and services provided?"

Thus, these latter Outcome oriented institutional effectiveness activities inform, as opposed to driving, the Means/Process oriented planning function. Both types of planning at Ole Miss are integrated in their support of the University's Statement of Purpose.

9

Figure 2

Integration of Planning Activities
University of Mississippi

Means/Process Planning

Ends/Outcomes Planning
(Institutional Effectiveness
Planning)

Statement of
Academic Focus and Goals
for the 1990s

Major Unit Strategic Plans

Budget Planning

Facilities Planning

Use of Results

Assessment Results

Means of Assessment

Expected Results

Informing the Planning Process
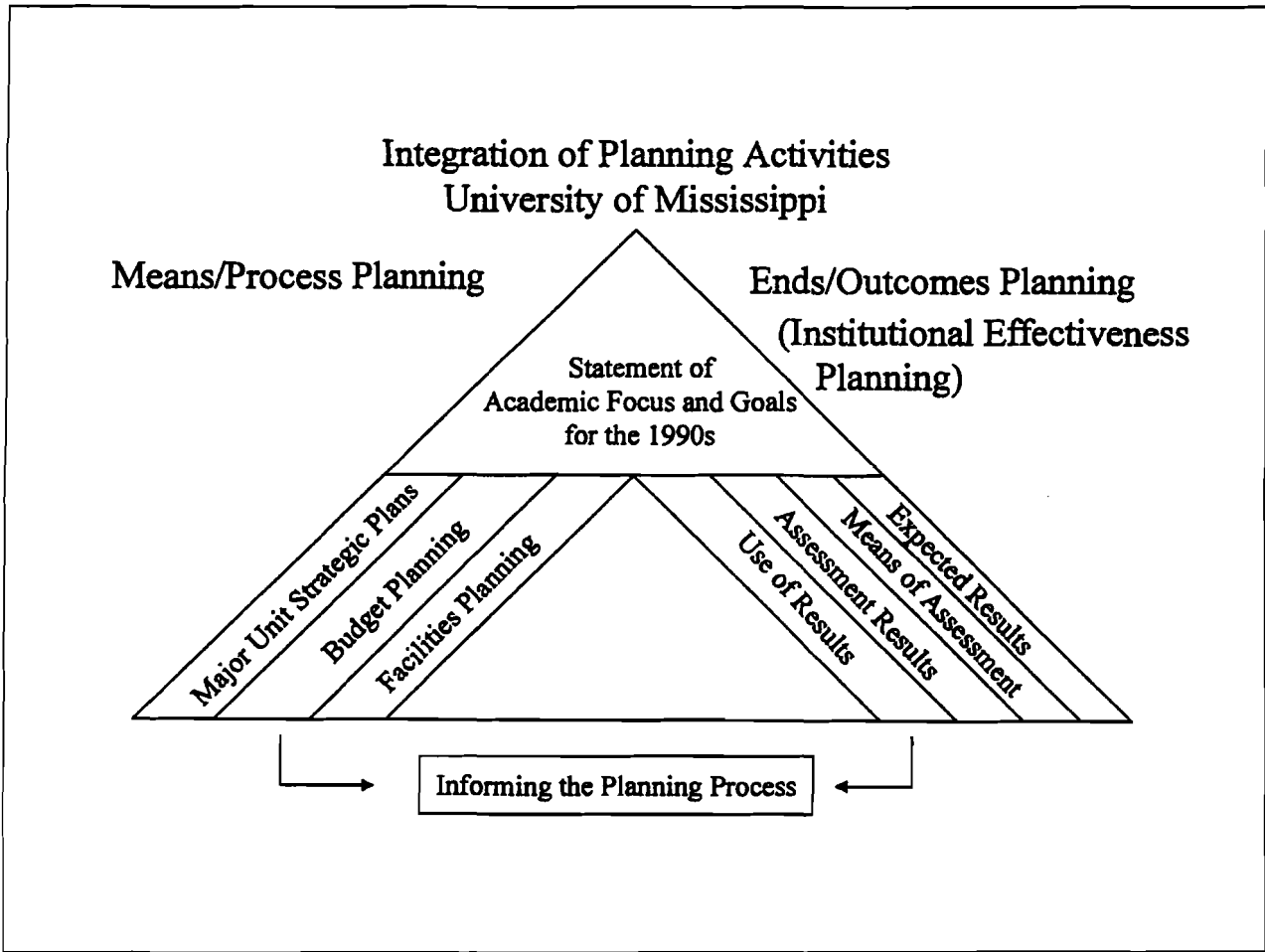
CHAPTER III

Operational Level Planning

Introduction

The annual operational planning described in this section involves most members of the campus community. The purpose of this annual operational planning is to support the accomplishment of the University's Statement of Academic Focus and Goals for the 1990s while acknowledging the University's many needs to sustain its current operations. Shown in Figure 3 is an overview of the Annual Operational Planning Process at the University.

The Annual Operational Planning Process at the University is subdivided into Budget/Facilities Planning and Effectiveness Planning. The Budget/Facilities Planning activities at the University are focused upon the IHL fund allocation cycle. These Budget/Facilities Planning activities are further subdivided into those sequential activities that directly support the requirements of that cycle and those activities of a continuous nature such as the consideration of advanced commitments for the forthcoming fiscal year.

Effectiveness Planning and Assessment activities at the University are separate from, but related to, budget planning through their joint relationship to the Statement of Purpose. The activities depicted in Figure 3 relating to Effectiveness Planning and Assessment are designed to ensure that the University is conducting successfully its administrative and academic operations in support of its Statement of Academic Focus and Goals for the 1990s. These actions also ensure the existence of evidence describing the University's accomplishments in supporting these statements and improvement of programs and services. The purpose of institutional effectiveness activities is program improvement; occasionally this improvement is accomplished by funding requests made through the budget planning activities described.

The two aspects of operational planning—budget planning and effectiveness planning—are further subdivided by months of the year and roughly parallel the institution's academic calendar. The first phase takes place during the Fall Semester. It provides a process through which the University can move clearly toward achievement of its Goals for the 1990s and support of its Statement of Academic Focus. This is done by accomplishing expected results and by complying with the institutional effectiveness requirements contained in the Southern Association of Colleges and Schools *Criteria for Accreditation*. In order to reduce the level of energy and paper committed to this process, yet achieve its substantial benefits, University units report assessment results and use of results in alternate years (Appendix B). The second phase, preparation of the annual operational budget and budget request, is conducted from February through early August and focuses upon the decisions necessary to submit the University's operational budget to the IHL Board of Trustees in May/June and to submit physical facilities priorities later in the summer.

11

Both of the phases described above are discussed in greater detail in the following paragraphs. However, a sense of the overall process conveyed above is necessary to understand the functioning of the system of annual operational planning at the University. The following comments further describe the specific activities undertaken in each phase of the University's Annual Operational Planning.

Figure 3

Overview of The University of Mississippi Annual Operational Planning

The University of Mississippi Statement of Academic Focus and Goals for the 1990s

Budget/Facilities Planning	Effectiveness Planning

Months

Month	Budget/Facilities Planning		Effectiveness Planning
Early June		**C** **o** **n** **s** **i** **d** **e** **r** **a** **t** **i** **o** **n**	
Late June	Request Budget submitted to IHL		
July	Submit IHL Strategic Plan		
August	Establish facilities priorities		
September		**t** **i** **o** **n**	Departments conclude receiving assessment information
October		**o** **f**	Departments/Programs review assessment results and submit Assessment Record Book (ARB) forms
November		**A** **d**	Assessment Committee reviews and comments upon departmental use of results and ARB
December		**v**	submission
January		**a** **n** **c** **e**	Departmental/program administrators meet with ILAs for assessment report discussions Update Assessment Record Books and develop assessment plan for next reporting period
February	Chancellor issues Budget Planning Guidance	**C** **o**	assessment plan for next reporting period
March	ILAs prepare and forward "Proposals for Additional Major Expenditures"	**m** **m** **i**	
April	Vice Chancellors forward "Proposals for Additional Major Expenditures" to Provost	**t** **m** **e**	
	Provost presents "Proposals for Additional Major Expenditures" to UPC in priority order	**n** **t** **s**	
Late April or May	UPC recommends priority of funding to Chancellor	▼	
	Chancellor determines allocation of funding		
Late May	Operational Budget to IHL for approval		

. . . . avenue for assessment results to "inform" the budget planning process

13

Phase I (September-January)
Departmental and Program Institutional Effectiveness Activities

More than six years ago, the University implemented assessment activities on its Oxford campus. Since Fall Semester 1994, documentation of assessment activities resulting in improvements in instructional programs as well as educational support and administrative departments at The University of Mississippi has been recorded in an Assessment Record Book maintained by each department and similar to those examples contained in Appendix C. Representatives of University Planning and Institutional Research (UPIR) met with college and professional school department chairs and educational support and administrative department heads in the Fall Semester 1996, Spring Semester 1997, Fall Semester 1997 and Spring Semester 1998 to provide and explain the use of the Assessment Record Book. Further explanation of this documentation procedure is contained in The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness (Agathon Press, New York, 1996).

Assessment activities at the University began in academic year 1992-93 (Cycle "A") and 1993-1994 (Cycle "B") and have been designed so that the departments/programs in one cycle are responsible for reporting the use of assessment results every two years (see Figure 4). Hence, instructional programs as well as educational support and administrative departments now submit their assessment reports via Assessment Record Book forms every other year. Assessment events to date and planned include:

Historical Review of Assessment Activities

1992-1993   Cycle "A" Programs/Departments (see Appendix B for listing) Established Assessment Plans.

1993-1994   Cycle "B" Programs/Departments (see Appendix B for listing) Established Assessment Plans.

1994-1995   Cycle "A" Programs/Departments Provided 1st Report of Use of Results

1995-1996   Cycle "B" Programs/Departments Provided 1st Report of Use of Results.

1996-1997   Cycle "A" Programs/Departments Provided 2nd Report of Use of Results using the Assessment Record Book procedure for the first time.

1997-1998   Cycle "B" Programs/Departments Provided 2nd Report of Use of Results using Assessment Record Book procedure for the first time.

Figure 4

The University of Mississippi Assessment Schedule
Assessment Documents Submitted to University Assessment Committee Fall Semester

	1992	1993	1994	1995
Cycle A	Assessment Plan		Assessment Record #1 SEP 1992- AUG 1994	
Cycle B		Assessment Plan		Assessment Record #1 SEP 1993- AUG 1995

Assessment Planning Period	Assessment Reporting Period I September 1992 - August 1995

	1996	1997	1998	1999
Cycle A	Assessment Record #2 SEP 1994- AUG 1996		Assessment Record #3 SEP 1996- AUG 1998	
Cycle B		Assessment Record #2 SEP 1995- AUG 1997		Assessment Record #3 SEP 1997- AUG 1999

Assessment Reporting Period II September 1994 – August 1997	Assessment Reporting Period III September 1996 – August 1999

15

Planned Sequence of Assessment Activities

1998-1999   Cycle "A" Programs/Departments will Provide 3rd Report of Use of Results utilizing the Assessment Record Book procedures for the second time.

1999-2000   Cycle "B" Programs/Departments will Provide 3rd Report of Use of Results utilizing the Assessment Record Book procedures for the second time.

2000-2001   Review of Campus Assessment Procedures.

Annual Assessment Procedures

Each year either Cycle "A" or "B" instructional programs, educational support and administrative departments receive an Assessment Record Book Form "A" from University Planning and Institutional Research, notifying them that either their unit or certain instructional programs are to report their use of assessment results (see Step 1, Figure 5). At that time they:

- Complete or finalize an Assessment Record Book Form "B" (see Step 2, Figure 5) for each instructional program, administrative, or educational support department.

Instructional Programs

- Provide the name of the instructional program, degree level, assessment period covered and date submitted as shown on the Form "A" provided.

- Enter an extract from the University Statement of Academic Focus that relates best to this particular instructional program in the block titled "Institutional Mission Reference" and also one of the University's Goals for the 90s in the block titled "College/University Goal(s) Supported."

- List the "Intended Educational (Student) Outcomes" for this instructional program in the boxes on the Form "B" numbered "1" through "5."

Administrative or Educational Support Departments/Units

- Provide the name of the administrative or educational support unit, the assessment period covered, and the date submitted at the top of the form as provided on the Form "A" forwarded from UPIR.

- List one of the University's Goals for the 1990s (in most cases number six or seven) in the block titled "Institutional Mission/Goal(s) Reference" and a brief summary of the unit's mission in the block titled "Administrative or Educational Support Unit Mission Statement."

16

- Provide the "Intended Administrative Objectives" for the unit referenced in the boxes on Form "B" numbered "1" through "5."

• Complete or finalize one Assessment Record Book Form "C" for <u>each</u> intended educational, research or public service outcome or departmental administrative objective listed in the bottom five boxes on Form "B" (a continuation of Step 2, Figure 5):

<div align="center">Instructional Programs</div>

- Provide the same information at the top of Form "C" provided at the top of Form "B."

- Place in the box immediately below "Intended Educational (Student) Outcome" one of the intended student outcomes taken from the boxes numbered "1" through "5" on Form "B." The <u>number</u> of that intended student outcome should also be included in the box. This reference <u>number</u> should be included in all the boxes completed on each Form "C" to establish Forms "C1," "C2," "C3", etc.

- In the box under the term "First Means of Assessment for Outcome Identified Above" and titled "Means of Program Assessment & Criteria for Success" provide a description of the means through which assessment of the accomplishment of the intended outcome referenced will be accomplished. In addition, it is important that instructional programs identify how well their program "ought" to have performed on the identified means of assessment for the faculty to feel the program is being successful. This identification of how well the program should have performed on the identified means of assessment is known as the "Criteria for Success."

- In the box identified as "Description of Data Collection & Assessment Results" describe briefly the manner in which data were collected and analyzed and summarize the results of this procedure.

- In the box titled "Use of Results to Improve Instructional Program" describe the manner in which the instructional program was improved based upon the assessment results related above.

- Repeat the process above in the set of boxes provided following the terms "Second Means of Assessment for Outcome Identified Above" or potentially the "Third Means of Assessment for Outcome Identified Above" if additional means of assessment were utilized.
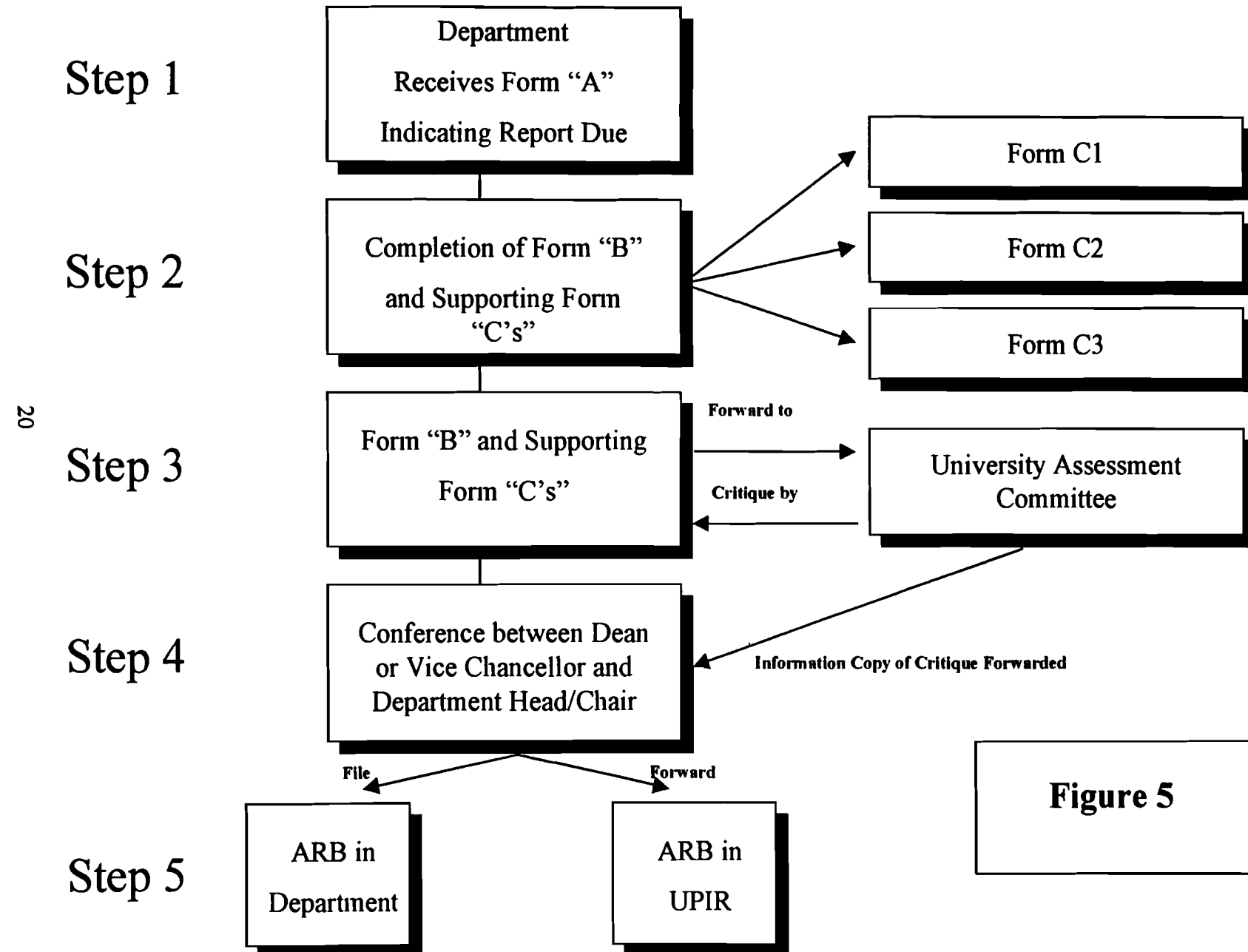
17

- Provide the same information at the top of Form "C," provided at the top of Form "B."

- Place in the box immediately below "Intended Administrative or Educational Support Objective" one of the intended administrative objectives taken from the boxes numbered "1" through "5" on Form "B." The number of that intended administrative objective should also be included in the box. This reference number should be included in all the boxes completed on each Form "C" to establish Forms "C1," "C2," "C3," etc.

- In the box under the term "First Means of Assessment for Objective Identified Above" and titled "Means of Unit Assessment & Criteria for Success" provide a description of the means through which assessment of the accomplishment of the intended objective referenced will be accomplished. In addition, it is important that units identify how well their unit "ought" to have performed on the identified means of assessment for the staff to feel the unit is being successful. This identification of how well the unit should have performed on the identified means of assessment is known as the "Criteria for Success."

- In the box identified as "Description of Data Collection & Assessment Results" describe briefly the manner in which data were collected and analyzed and summarize the results of this procedure.

- In the box titled "Use of Results to Improve Unit Services," describe the manner in which the unit services were improved based upon the assessment results related above.

- Repeat the process above in the set of boxes provided following the terms "Second Means of Assessment for Objective Identified Above" or potentially the "Third Means of Assessment for Objective Identified Above" if additional means of assessment were utilized.

• Forward Form "A," Form "B" and the appropriate number of Form "C's" (suggested to be between three and five) to the University Assessment Committee for review and critique by the date specified annually (see Step 3, Figure 5).

• Review the critique provided by University Assessment Committee (which will also have been provided to the responsible Dean or Vice Chancellor) and make any adjustments necessary to the Form "B" or Form "C's" submitted.

18

- Meet with the Dean or, in the case of administrative/educational support departments, the Vice Chancellor to whom the department reports to discuss the Form "B" and Form "C's" that were submitted to the U.A.C. (see Step 4, Figure 5). This meeting should focus on suggested improvements in departmental operations or instructional programs. In addition, the intended outcomes or administrative objectives for the department or program for the next assessment reporting phase may be established as well as the "Means of Assessment and Criteria for Success."

- Forward a revised copy of the Form "A," "Form "B" and Form "C's" to UPIR to be placed in the UPIR copy of the Assessment Record Book and place a copy in department's Assessment Record Book (see Step 5, Figure 5).

By the conclusion of this phase each year, each *intermediate level administrator* will have had an opportunity to review the extent to which approximately one-half of the institution's instructional programs and educational support/administrative departments are accomplishing their intentions. This information is utilized to improve institutional programs and administrative/educational support performance at the University. If appropriate, it is used also to inform the means/process planning activities and to demonstrate to the public that the University is accomplishing its stated purposes. Lastly, the information meets the requirement of Section III, Institutional Effectiveness, of the Southern Association of Colleges and Schools *Criteria for Accreditation.*

19

Five Steps "As Easy as ABC" in The University of Mississippi Annual Assessment Process

Step 1
```
Department
Receives Form "A"
Indicating Report Due
```

Step 2
```
Completion of Form "B"
and Supporting Form
"C's"
```
→ Form C1
→ Form C2
→ Form C3

Step 3
```
Form "B" and Supporting
Form "C's"
```
Forward to → University Assessment Committee
Critique by ←

Step 4
```
Conference between Dean
or Vice Chancellor and
Department Head/Chair
```
Information Copy of Critique Forwarded ←

Step 5
File → ARB in Department
Forward → ARB in UPIR

Figure 5

Phase II - (February-August)
Operational Budget/Facilities Planning

Following submission of the University's budget request near the close of July each fiscal year, sequential budget planning (that planning with clear and definitive stages predictable from year to year) becomes relatively dormant until midway through the spring semester. By this time, the Legislature will have begun considering alternate levels of appropriated support for the IHL system in the forthcoming year. At that time, the portion of the annual budget planning process described below in Figure 6 is initiated. It is designed to focus the University Planning Council's attention on funds available at the University level while leaving for the Provost and vice chancellors funding decisions accomplishable within the funds already committed through their offices.
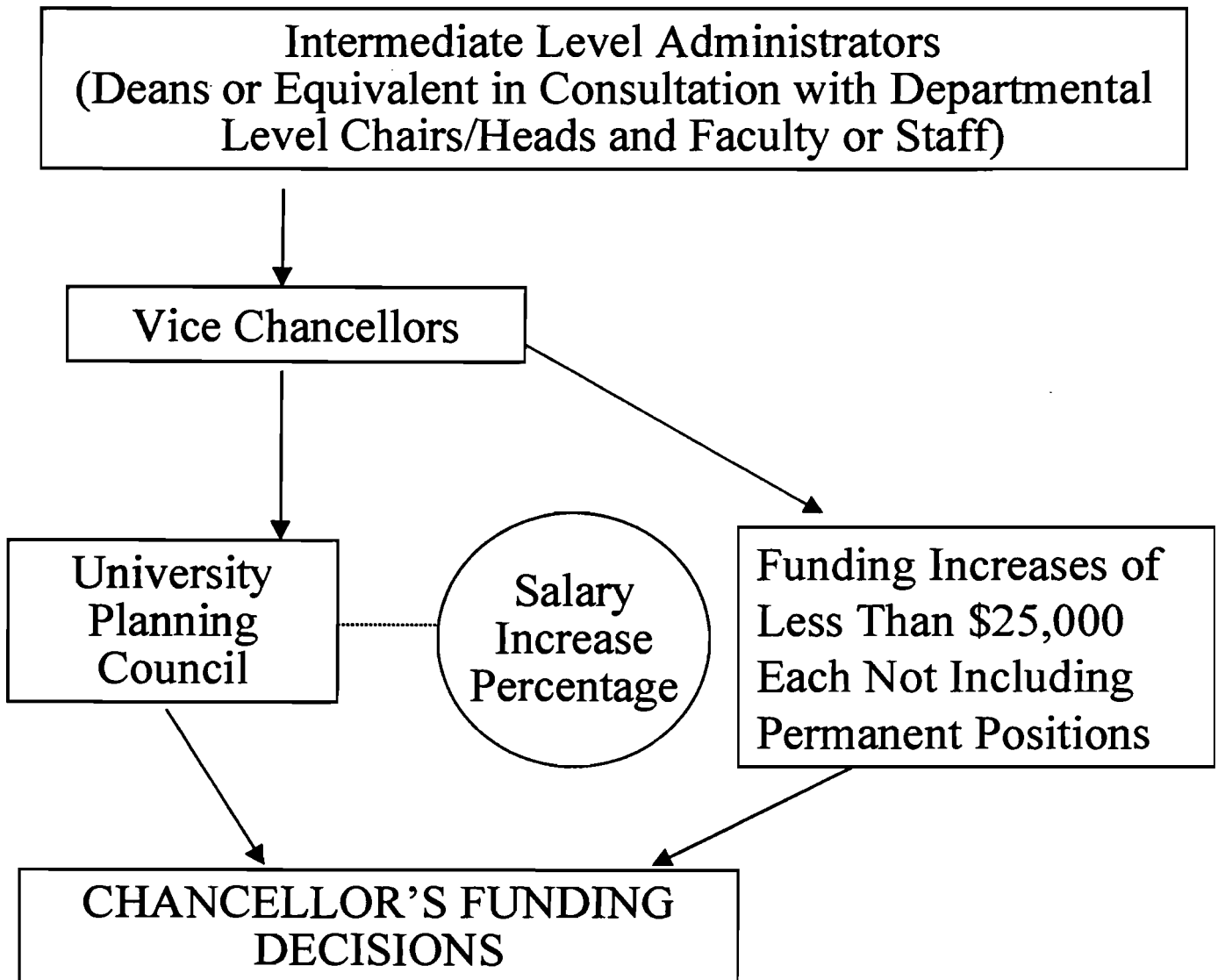
Figure 6

Steps in Budget Planning and Execution When Increases Are Anticipated
March-April-May

- Based upon legislative prospects and guidance from IHL, the Chancellor issues guidance for operational budget planning in February or March each year.
- *Intermediate level administrators* consult with departmental chairs/heads and faculty or staff and challenge them to justify their base budgets and to identify areas from which funds can be reallocated to meet their emerging needs. Following this, ILAs prepare "Proposals for Additional Major Expenditures," (Appendix D) for amounts greater than $25,000 or involving the establishment of new permanent faculty or staff positions from University level funds (see Figure 7 for illustration). University level funds are those additional funds made available to the University beginning in the following fiscal year through increases in appropriated support or tuition revenue and not contained in the budgets administered by any vice chancellor during the current year. These proposals are to be directed toward both the needs of the requesting department and the goals of the University.
- "Proposals for Additional Major Expenditures" are forwarded in priority order from *intermediate level administrators* to their vice chancellor and the substance of this action is made known to departmental and unit level administrators and faculty.
- Vice chancellors, following consultation with various groups, forward their proposals in priority order to the University Planning Council. Smaller proposals for less than $25,000 and not involving funding at the University level for new permanent positions are negotiated individually between the Provost and the Chancellor as the operating budget is prepared each year and reported to the University Planning Council as a matter of information only. This policy avoids processing large numbers of smaller increases through the University Planning Council and overloading the process.

Figure 7

Flow of Proposals for Expenditure Increases in Years in Which Funding Increases Are Anticipated

"Proposals for Additional
Major Expenditures"

Intermediate Level Administrators
(Deans or Equivalent in Consultation with Departmental
Level Chairs/Heads and Faculty or Staff)

Vice Chancellors

University
Planning
Council

Salary
Increase
Percentage

Funding Increases of
Less Than $25,000
Each Not Including
Permanent Positions

CHANCELLOR'S FUNDING
DECISIONS

- The University Planning Council recommends "Proposals for Additional Major Expenditures" in priority order based upon the following (listed alphabetically):
  - The Provost's recommendations
  - Statement of Academic Focus/Goals of the University
  - Merit of the proposals presented by the vice chancellors
  - Needs of existing units
- The Chancellor, in close consultation with the Provost and based upon discussions with the University Planning Council (see Figure 8),
  - Identifies unavoidable expenditure increases such as those for utilities, fringe benefit rates, etc. and totals "Advance Commitments" made during the years as well as individual proposals of less than $25,000 each negotiated with the Provost and vice chancellors,
  - Establishes a salary increase percentage and policy,
  - Funds "Proposals for Additional Major Expenditures" to the limit of available funds.

In those years in which little if any change in the level of financial support for the University is expected, the process described will also be followed. However, the Chancellor's guidance issued in February or early March will indicate that substantial additional funding is unlikely and preclude development and forwarding of more than a few "Proposals for Additional Major Expenditures."

While not strictly operational in nature, facilities planning takes place in the late spring or summer of each year as the IHL and State of Mississippi Building Commission prepare their proposals for the next legislative session. Those activities are described in Appendix A.
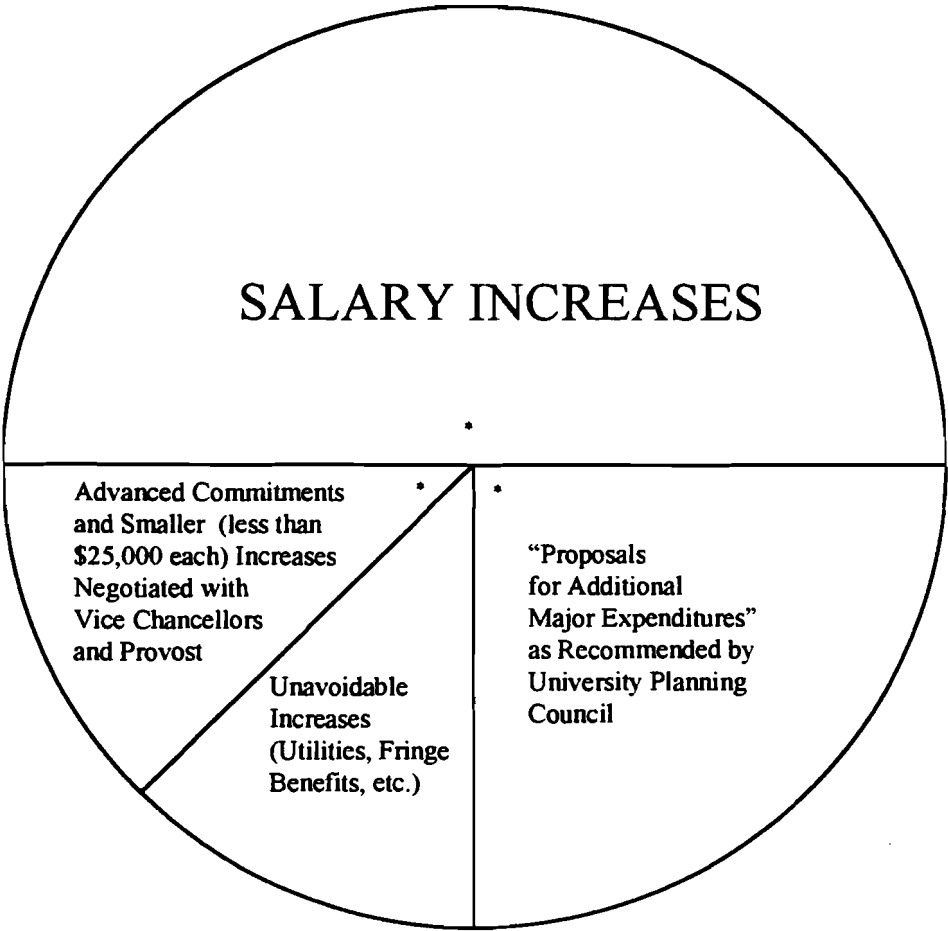
Budget Planning During the Fiscal Year

During the course of any year, two continuous types of budget planning activities are potentially underway. These are the review of advance commitments on the following fiscal year's budget and the possibility of the need for reduction in the current fiscal year's budget.

The need for occasional "Advance Commitments" of *University level funds* for the following fiscal year is evident. In the case of Advance Commitments needed to "retain a valued current employee" or "raise the salary in a vacant position to a level sufficient to employ the candidate of choice," such commitments should be negotiated between the Provost and the Chancellor. The University Planning Council will be informed at the next scheduled meeting after such commitments are made. All other Advance Commitments (new positions and other expenditures) should be forwarded through the University Planning Council for recommendation prior to their being made in the course of a year. Similarly, advance commitments of University level funds for maintenance or utilities of proposed new structures should be considered by the University Planning Council.

Additionally, the need to plan continuously for potential budget reductions or re-distributions is occasionally encountered. Upon notice from the IHL of the need to reduce or redistribute budgets during the course of a fiscal year or at the beginning of a new fiscal year, the activity explained in Figure 9 will be undertaken.

23

Figure 8

Annual Funding Overview in Years During Which Increases in Discretionary Funds Are Available

SALARY INCREASES

Advanced Commitments and Smaller (less than $25,000 each) Increases Negotiated with Vice Chancellors and Provost

Unavoidable Increases (Utilities, Fringe Benefits, etc.)

"Proposals for Additional Major Expenditures" as Recommended by University Planning Council

*Chancellor determines proportions of funding increases available for each category.

Figure 9

Steps in Budget Planning When the Need to Reduce or Redistribute Budgets Is Identified

- Chancellor identifies the likelihood that reduction in University operational budgets will be required and convenes the University Planning Council.
- Chancellor and Provost, in consultation with the University Planning Council,
    - Determine the amount that the University's operation budgets will be required to be reduced;
    - Examine carefully and consider external, legislative, or IHL guidance regarding where such actions should take place within the University;
    - Identify critical University Goals, activities, or functions that should be protected from adverse impact during the reduction as well as those areas that bear careful review in the reduction process;
    - Provide instructions to the vice chancellor regarding a targeted amount for reduction in their division and the process and timetable for review of their proposed reductions;
    - Issue a brief announcement describing the need for such action, any guidance received external to the University, areas to be protected from adverse impact, and the process for further action.
- Vice chancellors prepare their proposals for reductions of operational budgets in consultation with *Intermediate level administrators* and others based upon current guidance from the Provost and, where in existence, previously established divisional priorities for budget reductions.
- Vice chancellors review their proposed reductions with the University Planning Council as to compliance with the guidance provided by the Provost, feasibility, and impact upon other components of the University and attainment of University Goals.
- Chancellor, in consultation with the Provost, makes final decisions and communicates them to vice chancellors and the University Planning Council. The vice chancellors notify those affected through the appropriate channels.

25

CHAPTER IV

Concluding Comments

The University of Mississippi is an institution in transition under the dynamic leadership of a new administration committed to making the University a world-class institution. In any institution undergoing such change, procedures are more flexible than in more static periods. The planning activities at Ole Miss are in their third major transition during the past almost twenty years:

- *Ole Miss Through the 1980s* (1st and 2nd editions) established University goals and a highly participatory budget planning process.
- *Ole Miss Through the 1990s* (1st edition) provided a revised Statement of Academic Focus and Goals for the 1990s as well as incorporated the assessment activities necessary to meet the institutional effectiveness requirements of the Southern Association of Colleges and Schools.
- *Ole Miss Through the 1990s* (2nd edition - this publication) contains a refined Statement of Academic Focus; provides a series of Critical Success Factors for each Goal for the 1990s, adjusts roles, functions, and committee membership to reflect administrative reorganization; and describes refined assessment and program or service improvement documentation procedures.

This second edition of *Ole Miss through the 1990s* exemplifies positive changes taking place at the University as it is anticipated that by one year from this time (Spring 1999) strategic plans charting the course of major units on the campus will have been completed.

This type of dynamic transition in University planning activities/procedures exemplifies the view concerning the relative importance of planning documents and actions expressed by one of our nation's greatest leaders, Dwight David Eisenhower, who stated, "Plans are nothing. Planning is everything!"

APPENDIX A

Physical Facilities Planning

The University's planning for its physical facilities is both similar to and different from its other planning activities. It is similar in that such planning should be related to the University's goals. It is different due to the regulatory role played by the State of Mississippi Bureau of Buildings and the more technical nature of the necessary judgments regarding the need for maintenance of structures. In order to provide a degree of campus-wide input into the repair and renovation and capital improvement process without creating unnecessary paper flow, the repair and renovation and capital improvement plan prepared annually for submission to the state will be submitted to the University Planning Council for discussion each year. This procedure is established to prevent the University Planning Council from becoming mired in the detail of repair and renovation projects that should be handled administratively. Physical facility master plans, developed periodically, also will be reviewed by University Planning Council.

APPENDIX B

The University of Mississippi
Instructional Units in Cycle A

College of Liberal Arts

Art
Art, B.A.
Art History, B.A.
Interior Design, B.A.
Art, B.F.A.
Art Education, M.A.
Art History, M.A.
Art, M.F.A.

Biological Sciences
Biological Sciences, B.A.
Biological Sciences, B.S.
Biological Sciences, M.S.
Biological Sciences, Ph.D.

Classics
Classics, B.A.

Communicative Disorders
Communicative Disorders,
    B.A.
Communicative Disorders,
    M.S.

English
English, B.A.
English, M.A.
English, Ph.D./D.A.

History
History, B.A.

Journalism
Journalism, B.A.
Radio/Television, B.A.
Journalism, M.A.

Liberal Arts
Linguistics, B.A.

Mathematics
Mathematics, B.A./B.S.

Modern Languages
French, B.A.
German, B.A.
Spanish, B.A.

Music
Music, B.A.
Music (Education), B.M.
Music (Performance), B.M.
Music (Theory), B.M.
Music (Composition), M.M.
Music (Education), M.M.
Music (Performance), M.M.
Music (Theory), M.M.

Music (cont'd)
Music (Education), D.A.
Music (History &
    Literature), D.A.
Music (Performance
    Pedagogy), D.A.
Music (Theory), D.A.

Philosophy & Religion
Philosophy, B.A.

Physics & Astronomy
Physics, B.A./B.S.

Political Science
Political Science, B.A.

Sociology & Anthropology
Anthropology, B.A.
Sociology, B. A.

Theatre Arts
Theatre Arts, B.A.
Theatre Arts, B.F.A.
Theatre Arts, M.F.A.

School of Accountancy

Accountancy, B. Accy.

School of Business

Economics
Banking & Finance, B.B.A.
Insurance, B.B.A.
Managerial Finance, B.B.A.
Real Estate, B.B.A.
Economics, B.A.
Economics, B.B.A.
Economics, M.A.
Economics, Ph.D.

Business Administration
General Business, B.B.A.
Business Studies, B.B.A.
Business Administration,
  M.B.A.
Business Administration,
  Ph.D.

Management & Marketing
Management Information
  Systems, B.B.A.
Management, B.B.A.
Marketing, B.B.A.
Journalism & Advertising,
  B.S.J.

School of Education

Curriculum & Instruction
Curriculum & Instruction (Elementary
  Education), B.A.E.
Curriculum & Instruction (Special
  Education), B.A.E.

Family and Consumer Sciences
Family & Consumer Science, B.A.
Family & Consumer Science, B.S.F.C.S.

School of Engineering

Undergraduate Engineering
Engineering, B.E.

Chemical Engineering
Chemical, B.S.C.H.E.

Civil Engineering
Civil, B.S.C.E.

Computer Science Engineering
Computer Science, B.S.C.S.
Computer Science, B.A.

Electrical Engineering
Electrical, B.S.E.E.

Geology & Geological Engineering
Geological, B.S.G.E.
Geology, B.S.

Mechanical Engineering
Mechanical, B.S.M.E.

School of Law and Law Center

Law, J.D.

School of Pharmacy

Pharmaceutical Sciences, B.S.
Pharmacy, Pharm. D.

Administrative Units in Cycle A

Chancellor's Office
Environmental Health and
  Safety
Equal Opportunity &
  Regulatory Compliance
Internal Audit
Public Information and
  Marketing
University Planning and
  Institutional Research

**Vice Chancellor for
  Academic Affairs and
  Provost**
Center for the Study of
  Southern Culture
Jamie Whitten National
  Center for Physical
  Acoustics
McDonnell-Barksdale Honors
  College
Office of Information
  Technology
  (Support Services)
  (Administrative
     Computing)
  (Infrastructure Services)
Registrar
University Museums
University Teaching &
  Learning Center (Disability
  Services)

**Vice Chancellor for
  Administration and
  Finance**
Bursar
Human Resources
ID Cards
Ole Miss Bookstore
University Aircraft
  Pool/Hanger
University Auxiliary Services
  (Campus Mail)
  (Food Services)
  (Property Control)

**Vice Chancellor for
Advancement**
University Development

**Vice Chancellor for Student
Life**
Admissions
Career Center
Financial Aid
International Programs
Student Counseling Center
Student Health Services
Student Media
Student Orientation

Dean of the Law Center
J. O. Eastland Law Library
Mississippi Law Research
  Institute

**Dean of School of
  Pharmacy**
Bureau of Pharmaceutical
  Services
Research Institute of
  Pharmaceutical Services

Rev. 7/98

The University of Mississippi
Instructional Units in Cycle B

College of Liberal Arts

Chemistry
Chemistry, B.A.
Chemistry, B.S.
Forensic Science, B.S.
Chemistry, M.S.
Chemistry, Ph.D./D.A.

Classics
Classics, M.A.

History
History, M.A.
History, Ph.D.

Mathematics
Mathematics, M.A./M.S.
Mathematics, Ph.D.

Modern Languages
French, M.A.
German, M.A.
Spanish, M.A.

Philosophy & Religion
Philosophy, M.A.

Physics & Astronomy
Physics, M.A./M.S.
Physics, Ph.D.

Political Science
Political Science, M.A.
Political Science, Ph.D.

Psychology
Psychology, B.A.
Psychology, Ph.D.

Social Work
Social Work, B.S.W.

Sociology & Anthropology
Anthropology, M.A.
Sociology, M.A./M.S.S.

Southern Studies
Southern Studies, B.A.
Southern Studies, M.A.

School of Accountancy

Accountancy
Accountancy, M. Accy.
Accountancy, Ph.D.

School of Education

Curriculum & Instruction
Curriculum & Instruction
    (Elementary Education),
    M.Ed.
Curriculum & Instruction
    (Special Education), M.Ed.
Curriculum & Instruction
    (Elementary Education),
    Ed.D.
Curriculum & Instruction
    (Secondary Education),
    Ph.D.

Educational Leadership & Educational Psychology
Higher Education -
    Student Personnel, M.A.
Educational Leadership,
    M.Ed.
Education (Educational
    Leadership), Ph.D.
Educational Psychology,
    M.Ed.
Educational Psychology,
    Ed.S.
Educational Psychology,
    Ph.D.

Exercise Science & Leisure Management
Leisure Management,
    B.A.L.M.
Exercise Science, B.S.E.S.
Leisure Management, M.A.
Exercise Science, M.S.
Wellness, M.S.
Exercise Science & Leisure
    Management, Ph.D.

School of Engineering

Undergraduate Engineering
Engineering, B.E.

Chemical Engineering
Chemical, M.S.
Chemical, Ph.D.

Civil Engineering
Civil, M.S.
Civil, Ph.D.

Computational Engineering
Computational, M.S.
Computational, Ph.D.

Computational Hydroscience Engineering
Computational Hydroscience, M.S.
Computational Hydroscience, Ph.D.

Computer Science Engineering
Computer Science, M.S.
Computer Science, Ph.D.

Electrical Engineering
Electrical, M.S.
Electrical, Ph.D.

Environmental Engineering
Environmental, M.S.
Environmental, Ph.D.

Geological Engineering
Geological, M.S.
Geological, Ph.D.
Geology, M.S.
Geology, Ph.D.

Material Science Engineering
Materials, M.S.
Materials, Ph.D.

Mechanical Engineering
Mechanical, M.S.
Mechanical, Ph.D.

School of Law and Law Center

Court Reporting
Court Reporting, B.C.R.

School of Pharmacy

Pharmaceutical Sciences
Medicinal Chemistry, M.S.
Pharmaceutics, M.S.
Pharmacognosy, M.S.
Pharmacology, M.S.
Pharmacy Administration, M.S.

Medicinal Chemistry, Ph.D.
Pharmaceutics, Ph.D.
Pharmacognosy, Ph.D.
Pharmacology, Ph.D.
Pharmacy Administration, Ph.D.

Administrative Units in Cycle B

Chancellor's Office
Alumni Affairs
Intercollegiate Athletic Office
Teleproductions Resource
    Center
University Attorney
University Publications
University Publishing Center

**Vice Chancellor for
Academic Affairs and
Provost**
Center for Population Studies
Junior College Liaison

National Food Service
    Management Institute
Office of Associate Vice
    Chancellor for Research
Office of the Dean
    of Accountancy
Office of the Dean
    of Business Administration

**Vice Chancellor for
Academic Affairs and
Provost (cont'd)**
Office of the Dean
    of Education
Office of the Dean
    of Engineering
Office of the Dean
    of Law & Law Center
Office of the Dean
    of Liberal Arts
Office of the Dean
    of Pharmacy
Office of the Dean
    of the Graduate School
Public Service and
    Continuing Studies
Research & Training Center
    for the Handicapped
Sarah Isom Center for
    Women's Studies
Mississippi Small Business
    Development Center
University Libraries

**Vice Chancellor for
Administration and Finance**
Accounting
Physical Plant
Purchasing & Bureau of
    Administrative Services
University-Oxford Airport

**Vice Chancellor for
Student Life**
Campus Recreational Services
Office of the
    Dean of Students
Ole Miss Union
Student Housing &
    Residence Life
University Police &
    Public Safety

**Dean of School of
    Engineering**
Center for Computational
    Hydroscience &
    Engineering
Mississippi Mineral Resources
    Institute

Rev. 7/98

33

APPENDIX C

Assessment Record Book Example Forms
Instructional Programs
Educational Support/Administrative Departments/Units

34

ASSESSMENT RECORD FOR
DEPARTMENT
OF

Curriculum and Instruction

_____

(Academic Department Name)

September 1995 - August 1997   **October 5, 1997**

_____   _____

(Assessment Period Covered)   (Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program   Degree Level
                                                         (Associate, Bachelors, Masters, etc.)

Elementary Education   **M. Ed.**

Special Education   **M. Ed.**

Elementary Education   **Ed. D.**

Submitted By: Dr. Peggy Emerson, Departmental Chair, Curriculum & Instruction

(Departmental Chair or Faculty Assessment Representative)

Form A
35

ASSESSMENT REPORT
FOR

Elementary Education

(Instructional Degree Program)

M. Ed.

(Degree Level)

September 1995 - August 1997

(Assessment Period Covered)

October 5, 1997

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:
Legal Education and Teacher Preparation. The University will continue to provide the initial and continuing professional education of those who formulate, interpret, and practice law and those who teach and serve as administrators and counselors in K-12 schools as well as higher education.

College/University Goal(s) Supported:
The University will concentrate graduate education and research in areas of strength consistent with the Focus Areas.

Intended Educational (Student) Outcomes:

1. Students will demonstrate a satisfactory general knowledge of the discipline.

2. Students will demonstrate competency in course objectives and reflect on their efforts, progress, achievements in relation to their professional growth throughout the program.

3. Students will demonstrate the ability to think and solve problems, to understand research procedures, and to evaluate the results of research.

4. Students completing the M. Ed. in elementary education will indicate that they are adequately prepared to implement research-based classroom practices and appropriate teaching strategies.

5.

ASSESSMENT REPORT
FOR

Elementary Education

(Instructional Degree Program)

M. Ed.

(Degree Level)

September 1995 - August 1997

(Assessment Period Covered)

October 5, 1997

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1.   Students will demonstrate a satisfactory general knowledge of the discipline.

First Means of Assessment for Outcome Identified Above:

1. a. Means of Program Assessment & Criteria for Success:
Candidates for graduation will demonstrate general knowledge of the discipline by scoring 75% or higher on their first attempt of a written comprehensive examination as evaluated by the use of a rubric. (See attached sample.)

1. a. Description of Data Collection & Assessment Results:
All M. Ed. candidates successfully passed a written comprehensive examination (evaluated by elementary graduate faculty). However, as course content is updated, questions on comprehensive exams are revised.

1. a. Use of Results to Improve Instructional Program:
Changes in the M. Ed. program are not needed at this time based on the results of written comprehensive exams.

Second Means of Assessment for Outcome Identified Above:

1. b. Means of Program Assessment & Criteria for Success:
Ninety percent of the candidates will pass each of the three questions on the written comprehensive examination on the first attempt.

Form C
37

1. b. Description of Data Collection & Assessment Results:
    Ninety seven percent of the candidates met the criteria for success on the first attempt while one hundred percent of candidates passed each of the questions on the first attempt.

1. b. Use of Results to Improve Instructional Program:
    Based on the results of the written comprehensive exam, no changes in the M. Ed. program are needed at this time.

ASSESSMENT REPORT
FOR

Elementary Education

(Instructional Degree Program)

M. Ed.

(Degree Level)

September 1995 - August 1997

(Assessment Period Covered)

October 5, 1997

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> 2. Students will demonstrate competency in course objectives and reflect on their efforts, progress, and achievements in relation to their professional growth throughout the program.

First Means of Assessment for Outcome Identified Above:

> **2. a. Means of Program Assessment & Criteria for Success:**
> Students will select examples (from a required list) of their performance in coursework and professional growth throughout the program to present in a portfolio. At least 95% of the students will receive a rating of acceptable or above on their portfolio as evaluated by the use of a rubric.

> **2. a. Description of Data Collection & Assessment Results:**
> Program portfolios are examined midway through a student's program and at the end of the program by an assessment team. All M. Ed. students have successfully fulfilled the criteria used to evaluate program portfolios.

> **2. a. Use of Results to Improve Instructional Program:**
> While no changes in the M. Ed. program are necessary at this time based on the results of portfolio assessment, the current method is not definitive enough to provide conclusive evidence needed for program improvement. The graduate faculty modified the assessment instrument so that portfolio data for the next assessment period will be analyzed by components.

Second Means of Assessment for Outcome Identified Above:

> **____b. Means of Program Assessment & Criteria for Success:**

> **____b. Description of Data Collection & Assessment Results:**

> **____b. Use of Results to Improve Instructional Program:**

Form C

39

ASSESSMENT REPORT
FOR

Elementary Education

M. Ed.

(Instructional Degree Program)

(Degree Level)

September 1995 - August 1997

October 5, 1997

(Assessment Period Covered)

(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3. Students will demonstrate the ability to think and solve problems, to understand research procedures, and to evaluate the results of research.

First Means of Assessment for Outcome Identified Above:

3. a. Means of Program Assessment & Criteria for Success: Students enrolled in EDEL 630 - Clinical Projects will define a topic of inquiry and design and implement a clinical study to investigate the topic. The results will be presented to faculty and graduate students. Students must receive a rating of acceptable or excellent as measured by a criterion-referenced rubric used by a panel of three graduate faculty.

3. a. Description of Data Collection & Assessment Results: During the past year all graduate students enrolled in EDEL 630 - Clinical Projects earned an acceptable or excellent rating on their clinical studies projects.

3. a. Use of Results to Improve Instructional Program: While all students earned an acceptable or excellent rating on their clinical projects, the graduate faculty modified the assessment instrument to use scale scores and to analyze the data for each of the four required criteria.

Second Means of Assessment for Outcome Identified Above:

____b. Means of Program Assessment & Criteria for Success:

____b. Description of Data Collection & Assessment Results:

____b. Use of Results to Improve Instructional Program:

Form C
40

ASSESSMENT REPORT
FOR

Elementary Education

M. Ed.

September 1995 - August 1997

October 5, 1997

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

> 4. Students completing the M. Ed. in elementary education will indicate that they are adequately prepared to implement research-based classroom practices and appropriate teaching strategies.

First Means of Assessment for Outcome Identified Above:

> **4. a. Means of Program Assessment & Criteria for Success:**
> The majority of the M. Ed. degree graduates in elementary education will indicate on the exit questionnaire that they believe their program prepared them to implement appropriate classroom practices and teaching strategies in an educational setting.

> **4. a. Description of Data Collection & Assessment Results:**
> All students who responded to the exit questionnaire agreed that their program adequately prepared them and reported specific examples of how the program enhanced their ability to implement research-based instructional practices. However, three students made suggestions related to program improvement.

> **4. a. Use of Results to Improve Instructional Program:**
> Suggestions made in the 1996 exit questionnaire are being considered by the graduate faculty for improving the M. Ed. program.

Second Means of Assessment for Outcome Identified Above:

> **4. b. Means of Program Assessment & Criteria for Success:**
> The majority of the M. Ed. degree graduates in elementary education will indicate on the University Master's Student Exit Survey that they believe their program prepared them to implement appropriate classroom practices and teaching strategies in an educational setting.

4. b. Description of Data Collection & Assessment Results:
   Although all thirty students returning the survey indicated that they believed their program prepared them to implement appropriate classroom strategies, seven percent indicated that their course/field experiences did not make them familiar with multicultural and global issues and strategies for culturally diverse and exceptional populations in their experiences.

4. b. Use of Results to Improve Instructional Program:
   A subcommittee is currently developing for faculty approval curricular revisions for the two identified areas.

ASSESSMENT RECORD FOR
DEPARTMENT/UNIT
OF

Office of Dean of Students

(Name of Administrative or Educational Support Department/Unit)

September 1995 - August 1997

September 26, 1997

(Assessment Period Covered)

(Date Submitted)

Submitted By: Dr. Judith D. Trott, Dean of Students

(Unit Assessment Representative)

ASSESSMENT REPORT
FOR

Dean of Students

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

September 27, 1997

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference: The University will continue to develop leadership and to instill in its students a sense of justice, moral courage and tolerance for the view of others.

Administrative or Educational Support Unit Mission Statement: The Office of the Dean of Students serves as the primary contact with students through crisis intervention, leadership development, student organizations, volunteer services, multicultural programming and other programming as dictated by student needs and campus environment.

Intended Administrative Objectives:

1. Students will be provided opportunities to develop and use leadership skills through a variety of social and educational out of class opportunities.

2. Provide a wide range of activities which will provide diversity in student organizations and volunteer services.

3. Provide comprehensive standards and policies and office fair judicial and disciplinary procedures.

4.

5.

Form B

44

ASSESSMENT REPORT
FOR

Dean of Students

(Administrative or Educational Support Unit)

September 1995 - August 1997
(Assessment Period Covered)

September 27, 1997
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> **1.** Students will be provided opportunities through the Dean of Students office to develop and use leadership skills through a variety of social and educational out of class opportunities.

First Means of Assessment for Objective Identified Above:

> **1 a.** Means of Unit Assessment & Criteria for Success: Student satisfaction with the Dean of Students office reported on the graduating student survey will be at least a 3.8 or above on a 4.0 scale.

> **1 a.** Description of Data Collection & Assessment Results: Data reported from the graduating survey for 1996/97 listed a student satisfaction response of 3.7 for the Dean of Students Office.

> **1 a.** Use of Results to Improve Unit Services: During the school year changes were made within the department to better serve students. 1. Number of workshops increased. 2. Staff member's responsibilities were more defined.

Second Means of Assessment for Objective Identified Above:

> **1 b.** Means of Unit Assessment & Criteria for Success: Evaluation forms were used in five of the eight workshops. Evaluations were rated on a scale of 1-10 with 10 being the most positive. Student satisfaction on the appropriateness of subject matter will be rated at least 9 or better.

> **1 b.** Description of Data Collection & Assessment Results: Satisfaction rates for appropriateness of subject matter presented as reported on the evaluations was 8.5 on a scale of 10. Open ended suggestion areas offered students comments.

> **1 b.** Use of Results to Improve Unit Services: Suggestions from students are being used to better structure types of programs, workshops, and out of class opportunities.

Form C
45

ASSESSMENT REPORT
FOR

Dean of Students

(Administrative or Educational Support Unit)

September 1995 - August 1997

September 27, 1997

(Assessment Period Covered)

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> _2_ Provide a wide range of activities which will provide diversity of student organizations and volunteer services.

First Means of Assessment for Objective Identified Above:

> _2_a. **Means of Unit Assessment & Criteria for Success:** Student satisfaction with the promotion of diversity as reported on the graduating student survey will reflect at least 3.7 or better on a scale of 5.0.

> _2_a. **Description of Data Collection & Assessment Results:** The results of the survey provided a student satisfaction response of 3.3 on a scale of 5.0.

> _2_a. **Use of Results to Improve Unit Services:** Restructured staff in the department and established an office of multicultural affairs. Staff personnel will supervise graduate assistants in this program.

Second Means of Assessment for Objective Identified Above:

> _2_b. **Means of Unit Assessment & Criteria for Success:** Newspaper and signup tables for recruiting volunteers for service to others reflected a 6 percent increase over last year at this time.

> _2_b. **Description of Data Collection & Assessment Results:** Success of increases resulted in more numbers to fill demands for need of volunteers for many areas.

> _2 b. **Use of Results to Improve Unit Services:** The staff evaluated other methods of marketing the services of volunteer programs and have obtained office space for graduate assistants.

ASSESSMENT REPORT
FOR

Dean of Students

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

September 27, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> __3__ Provide comprehensive standards and policies and provide fair judicial and disciplinary procedures.

First Means of Assessment for Objective Identified Above:

> **_3_a. Means of Unit Assessment & Criteria for Success: Data as indicted by the SACS Student Survey will indicate 90% of students agreed, strongly agreed or were neutral that judicial procedures are fair.**

> **_3_a. Description of Data Collection & Assessment Results:** 55.6 percent of the students questioned agreed or strongly agreed that judicial procedures were fair. 36.4 percent were neutral which indicates they had not been a part of disciplinary procedures. 8.1 percent disagreed with the question.

> **_3_a. Use of Results to Improve Unit Services:** Handbook of standards and activities was completely revised and policies were streamlined to better serve the students and University community.

Second Means of Assessment for Objective Identified Above:

> **_3_b. Means of Unit Assessment & Criteria for Success:** Data provided by the SACS Student Survey was to reflect that 90 percent of the students would agree, strongly agree or be neutral that their involvement with the judicial system was positive.

> **_3_b. Description of Data Collection & Assessment Results:** 46.4 percent of the students questioned agree or strongly agreed that their involvement was positive. 46 percent were neutral for a total of 92.4 percent and 7.6 percent did not have a positive experience.

> **_3_b. Use of Results to Improve Unit Services:** The office developed a mediation process so that students would be able to interact on a one to one basis with a staff member or go before the entire Judicial Board.

Form C
47

ASSESSMENT RECORD FOR
DEPARTMENT/UNIT
OF

Intercollegiate Athletics

(Name of Administrative or Educational Support Department/Unit)

September 1995 - August 1997   **October 3, 1997**

(Assessment Period Covered)   (Date Submitted)

Submitted By: Dr. Peter V. Gray, Director of Academic Support, Athletics

(Unit Assessment Representative)

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997   October 3, 1997

(Assessment Period Covered)   (Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference:
The University will maintain efficient and effective administrative services to support the University's instructional, research, and public service programs.

Administrative or Educational Support Unit Mission Statement:
The Department of Intercollegiate Athletics wants to provide educational growth to its student-athletes through academic services, personal development, and community service. It is our desire that student-athletes have the skills to be exemplary citizens throughout their lives.

Intended Administrative Objectives:

1. The percentage of graduating student-athletes should be greater than or equal to that of the overall undergraduate student body.

2. The percentage of graduating student-athletes should be greater than or equal to that of other institutions within the Southeastern Conference.

3. The G.P.A.'s of student-athletes should be comparable to those of the overall student body.

4. The G.P.A.'s of student-athletes should be comparable to those of the student-athletes at other Southeastern Conference institutions.

5. The Department will make available one major personal development workshop to student-athletes each semester.

6. The Department will provide each team with two one hour mini-lectures per semester regarding personal development topics.

7.   Student-athletes will participate in community service projects throughout the year on both a team and an individual basis.

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997
(Assessment Period Covered)

October 3, 1997
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

1. The percentage of graduating student-athletes should be greater than or equal to that of the overall undergraduate student body.

First Means of Assessment for Objective Identified Above:

__1__ a. **Means of Unit Assessment & Criteria for Success:** The percentage of graduating student-athletes is measured through the Official NCAA Graduation Rates Disclosure Form. Criteria for success are two fold. First, does the graduation rate for student-athletes exceed that of the rest of the undergraduate student population? Second, does the graduation rate show an increase in percentage for student-athletes during the reporting period?

__1__ a. **Description of Data Collection & Assessment Results:** The 1997 Official NCAA Graduation Rates Disclosure Form indicated a graduation rate for student-athletes of 60% compared to a graduation rate of 47% for all undergraduate students at The University of Mississippi. The 1996 Official NCAA Graduation Rates Disclosure Form indicated a 55% graduation rate for student-athletes. 1997 shows an increase of 5% in graduation rate.

__1__ a. **Use of Results to Improve Unit Services:** Graduation rates are presented to prospective student-athletes as an indicator of probable success rate as compared to the rest of the student population.

Second Means of Assessment for Objective Identified Above:

____ b. **Means of Unit Assessment & Criteria for Success:**

____ b. **Description of Data Collection & Assessment Results:**

____ b. **Use of Results to Improve Unit Services:**

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> **2.** The percentage of graduating student-athletes should be greater than or equal to that of other institutions within the Southeastern Conference.

First Means of Assessment for Objective Identified Above:

> __2__ a. **Means of Unit Assessment & Criteria for Success:** Every institution within the Southeastern Conference is required to complete the Official NCAA Graduation Rates Disclosure Form. The percentages of graduating student-athletes from each institution is compared, and a rank order by percentage determined. The higher the ranking among the twelve Southeastern Conference institutions indicates a higher rate of success.

> __2__ a. **Description of Data Collection & Assessment Results:** The 1997 Graduation Rate of 60% ranks The University of Mississippi as third among the twelve Southeastern Conference institutions.

> __2__ a. **Use of Results to Improve Unit Services:** The NCAA Graduation Rate is used in goal development for departmental improvement. In addition it is used by coaches in the recruiting process as a toll in assisting prospective student-athletes with their decisions on college choice.

Second Means of Assessment for Objective Identified Above:

> ____ b. **Means of Unit Assessment & Criteria for Success:**

> ____ b. **Description of Data Collection & Assessment Results:**

> ____ b. **Use of Results to Improve Unit Services:**

Form C

52

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

3.   The G. P. A.'s of student-athletes should be comparable to those of the overall student body.

First Means of Assessment for Objective Identified Above:

__3__ a. **Means of Unit Assessment & Criteria for Success:** Grade point averages are calculated to reflect team and departmental averages at the end of each regular semester. Successful results would be indicated when any team or the entire departmental grade point average for any term exceeded the calculated grade point average for the entire student body.

__3__ a. **Description of Data Collection & Assessment Results:** It was determined that there are too many factors within the entire student body G.P.A. to make it a valid comparison with those of student-athletes. Student-athletes are all full time degree seeking students unlike a significant portion of the student body. Therefore this assessment was not made.

__3__ a. **Use of Results to Improve Unit Services:** Alternate ways of using G.P.A. to assess success are being implemented such as team G.P.A. comparison from term to term, and the number of student-athletes receiving academic awards such as UMAA Honor Roll (3.0+), Dean's List (3.5+), and Chancellor's Honor roll (3.75+).

Second Means of Assessment for Objective Identified Above:

____b. **Means of Unit Assessment & Criteria for Success:**

____b. **Description of Data Collection & Assessment Results:**

____b. **Use of Results to Improve Unit Services:**

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> 4. The G.P.A.'s of student-athletes should be comparable to those of student-athletes at other Southeastern Conference institutions.

First Means of Assessment for Objective Identified Above:

> __4__a. **Means of Unit Assessment & Criteria for Success:** Obtain the grade point averages of other athletic departments within the twelve Southeastern Conference institutions. Success would be shown by a high ranking in the order of high to low G.P.A.

> _4__a. **Description of Data Collection & Assessment Results:** Due to issues of Rights to Privacy and the unwillingness of other institutions to provide general departmental grade point averages, this assessment could not be made.

> _4__a. **Use of Results to Improve Unit Services:** It was determined that this measure is unnecessary to determine the effectiveness of the academic services with intercollegiate athletics at The University of Mississippi. The comparison of graduation rate will be used as a better alterative and indicator.

Second Means of Assessment for Objective Identified Above:

> ____b. **Means of Unit Assessment & Criteria for Success:**

> ____b. **Description of Data Collection & Assessment Results:**

> ____b. **Use of Results to Improve Unit Services:**

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> 5.   The Department will make available one major personal development workshop to student-athletes each semester.

First Means of Assessment for Objective Identified Above:

> _5___a. **Means of Unit Assessment & Criteria for Success:** The time frame during the athlete certification process is used for presentation of a major issue. This provides the most access to the entire student-athlete population. The goal is 60% attendance to each session measured on a team by team basis.

> __5_a. **Description of Data Collection & Assessment Results:** The athlete certification process is only conducted for the entire student-athlete population once per academic year. 93% of all student-athletes were present to participate in both 1996 and 1997. No formal presentation occurred during the Spring 1997 semester.

> __5__a. **Use of Results to Improve Unit Services:** The fall certification process is an appropriate time to conduct a workshop on a major issue. Because of the lack of opportunity through the certification process to conduct a Spring workshop, it has been determined that the Director of Athletics will mandate attendance by all student-athletes for a development workshop during the Spring.

Second Means of Assessment for Objective Identified Above:

> ____b. **Means of Unit Assessment & Criteria for Success:**

> ____b. **Description of Data Collection & Assessment Results:**

> ____b. **Use of Results to Improve Unit Services:**

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

6. The Department will provide each team with two one-hour mini-lectures per semester regarding personal development topics.

First Means of Assessment for Objective Identified Above:

_6___a. **Means of Unit Assessment & Criteria for Success:** Each athletic team is provided access to eight areas of personal development each academic year. Head Coaches are asked to report to the Compliance Officer or Director of Athletics the number and type of presentations made to each team. Successful completion of four programs per year, or an average of two per semester, is considered an accomplishment of the objective.

__6_a. **Description of Data Collection & Assessment Results:** Five head coaches presented four or more lectures during the course of the academic year 1996-97. Seven head coaches presented one or more, but not four presentations during 1996-97.

__6__a. **Use of Results to Improve Unit Services:** The Director of Athletics will mandate presentations to be made in the future, and may mandate specific programs to specific teams to best suite the perceived needs of those teams.

Second Means of Assessment for Objective Identified Above:

____b. **Means of Unit Assessment & Criteria for Success:**

____b. **Description of Data Collection & Assessment Results:**

____b. **Use of Results to Improve Unit Services:**

ASSESSMENT REPORT
FOR

Intercollegiate Athletics

(Administrative or Educational Support Unit)

September 1995 - August 1997

(Assessment Period Covered)

October 3, 1997

(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

> 7.   Student-athletes will participate in community service projects throughout the year on both a team and individual basis.

First Means of Assessment for Objective Identified Above:

> _7_ a. **Means of Unit Assessment & Criteria for Success:** Students are asked to register individual community service participation with their academic counselor. A 40% participation rate among all student-athletes is considered successful.

> _7_ a. **Description of Data Collection & Assessment Results:** Many participants did not report their service activities to their counselors. Therefore the only record of volunteer work by student-athletes is through department initiated activities.

> _7_ a. **Use of Results to Improve Unit Services:** Student-athletes will now be asked to list their community services activities as a part of the annual certification process. This will provide a more accurate assessment of individual community service activity. In addition, the Associate Director of Athletics is now developing community service opportunities for individual student-athletes. The Associate Director of Athletics has now assumed the role as contact for community organizations.

Second Means of Assessment for Objective Identified Above:

> _7_ b. **Means of Unit Assessment & Criteria for Success:** If 90% of the athletic teams participate in a team oriented community activity, then the objective will have been met.

> _7_ b. **Description of Data Collection & Assessment Results:** During 1996-97 five of twelve head coaches reported a team community service activity. This is equivalent to 41% of all head coaches.

> _7_ b. **Use of Results to Improve Unit Services:** The Director of Athletics and the Associate Director of Athletics will emphasize the need for each team to participate in a community service activity per academic year, and will assist in the development of the same.

Form C

57

APPENDIX D

PROPOSAL FOR ADDITIONAL MAJOR EXPENDITURE

FOR FY _____

DESCRIPTIVE TITLE _____

DEPARTMENT _____

BUDGET ACCOUNT NUMBER _____

TOTAL AMOUNT OF INCREASE REQUESTED _____
(including fringe benefits if appropriate)

SUBMITTED BY _____
                              Name of Intermediate Level Administrator

Ranked _____ of _____ by Intermediate Level Administrator

Ranked _____ of _____ by Vice Chancellor

Ranked _____ of _____ by Provost

_____

RELATIONSHIP TO UNIVERSITY GOALS FOR 1990s

_____

OTHER JUSTIFICATION

DESCRIPTION OF REQUESTED INCREASES

Personnel Services

Title of New Position(s) Proposed	# of Months	Salary

Total Salary Increase	_____
Wages Increase	_____
Fringe Benefit Increase	_____
Total Personnel Services Increase	_____

Commodities Increase	_____
Contractual Services Increase	_____
Travel Increase	_____
Equipment Increase	_____
Total Funding Increase Requested	_____

NATURE OR DURATION OF REQUESTED INCREASE - INDICATE ONE

ONE-TIME   PERMANENT

RELATIONSHIP TO ASSESSMENT RESULTS (Not Expected Regarding Most Request)

59

APPENDIX E

COMMITTEES AND TASK FORCES
FOR UPDATING UNIVERSITY PLANNING
1992

ASSESSMENT COMMITTEE COMMITTEE

Chair:

Dr. Glenn W. Hopkins

Members:

Dr. Charles Alexander
Dr. John Robin Bradley
Dr. James W. Davis
Mr. Herbert E. Dewees
Dr. Julie E. Horine
Ms. Leigh Lucas
Mr. Edward Movitz
Dr. Frank A. Wiebe
Dr. Bruce B. Williams
Dr. Lori Wolff

ENVIRONMENTAL SCANNING

Chair:

Dr. Joseph G. P. Paolillo

Members:

Mr. Dana Brammer
Ms. Rosa Lee Canon
Dr. Jim R. Chambless
Dr. Charles L. Clark
Dr. Faye W. Gilbert
Dr. Vaughn L. Grisham
Dr. Michael De L. Landon
Dr. Tyrus A. McCarty
Ms. Allison Pope
Dr. Ronald J. Rychlak
Dr. Lewis Harvey Smith
Dr. Max W. Williams

GOALS TASK FORCE

Chair:

Dr. Mickey C. Smith

Members:

Dr. Guthrie Abbott
Dr. Henry E. Bass
Mr. David Elmore
Ms. Margaret J. Gorove
Dr. Robert M. Hackett
Dr. Edwin E. Meek
Dr. James F. Payne
Dr. William F. Shughart
Mr. Rhea Tannehill
Dr. James G. Vaughn

PLANNING PROCESS TASK FORCE

Chair and Co-Chair:

Dr. Tonya Kay Flesher
Dr. James O. Nichols

Members:

Mr. Robert W. Dowdy
Dr. Joanne V. Hawks
Dr. Robert J. Haws
Dr. Thomas R. Mason
Dr. Jo Ann O'Quin
Dr. Jean M. Shaw
Mr. Thomas A. Wallace
Dr. Marvin C. Wilson
Ms. Mary Harrington
Dr. Charles L. Hussey

60