

Unit Missions

Assessment and Planning Mission

Mission statement

Assessment and Planning, while not a formal unit, analyzes and reports on a combination of efforts of those involved in improving institutional effectiveness. The Office of Institutional Research and Planning, while under the direction of the VPAA, reports on all effectiveness initiatives to the Dean of Graduate and Continuing Studies and Research (formerly the Dean of Research, Assessment, and Planning).

Related Items

There are no related items.

IRP Mission

Mission statement

The mission of IRP is to enhance the academic mission of the University through institutional effectiveness, by supporting and strengthening the planning process, decision-making, and management operations at Delta State University.

Related Items

There are no related items.

Unit Goals



IE 2013_01: Improve Reporting Process

Start: 7/1/2012

End: 6/30/2013

Unit Goal

- A. IRP staff will tweak processes through Compliance Assist to facilitate reporting.

Evaluation Procedures

- A. Compliance Assist Planning and Program Review modules set up for all units and individualized as needed. Guidelines updated as needed for current year and disseminated to campus

Actual Results of Evaluation

Use of Evaluation Results

- A. Analysis of reports help provide a clear picture of university goals and achievements. This analysis will continue to be enhanced with more training, so that a regular and systematic process of analysis will be institutionalized. Next year's reports will be more robust, with more training for faculty, staff, and administrators on the value of accurate data and timely reporting.

Related Items

SP4.Ind08: Campus Efficiencies

SP4.Ind09: Institutional review process / Accreditations/IE



IE 2013_02: Improve feedback loop for Annual Reports

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Complete annual reviews of APR's and offer feedback for units. Priority: focus on Learning Outcomes (academics) and Goals sections (all units).

Evaluation Procedures

- A. IRP staff will analyze the outcomes section and the goals section of each unit to determine consistency and breadth of reporting.
ed.

Actual Results of Evaluation

- A. The Compliance Assist system allows for a gap analysis; many units made major revisions to outcomes or to the reporting thereof.

Goals: the majority of units have set goals and are reporting on those. The system of reporting in Compliance facilitates reporting and documenting, and creating targeted reports on goals and their relationship to strategic plan goals.

Use of Evaluation Results

- A. Further evaluation reveals that the strategic plan indicators don't always have clear benchmarks associated with them. Benchmarked indicators will be developed for next year.

Related Items

SP4.Ind09: Institutional review process / Accreditations/IE



IE 2013_03: Course evaluations

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Offer professional development sessions for Course Evaluations.

Evaluation Procedures

- A. IRP staff will assist faculty and staff in the training and development of the Campus Labs "Course Evaluation tool." Recent results from courses evals are showing a marked decrease in participation. new methods will be identified and implemented and percentages of participation will be tracked.



Actual Results of Evaluation

- A. Training and development of Compliance Assist and Campus Labs "Course Evaluation tool" will enhance institutional effectiveness for the campus by providing in-depth reports for each department.

Use of Evaluation Results

- A. Training and development of Compliance Assist and Campus Labs "Course Evaluation tool" will streamline processes for accreditation efforts.

Related Items

  [SP3.Ind08: Evaluations](#)

  [SP3.Ind10: Personnel Training -- HR and other](#)

IE 2013_04: Professional development for data integrity

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Offer professional development sessions for data improvement processes.

Evaluation Procedures

- A. The staff will continue to provide educational sessions regarding assessment, Banner, Excel, Access, etc to enhance user techniques to ensure data integrity for the campus community.



Actual Results of Evaluation

A.

Use of Evaluation Results

A.

Related Items

  [SP3.Ind08: Evaluations](#)

  [SP4.Ind10: Data Integrity](#)

IE 2013_05: Accreditation tracking for institution

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continue update of accreditation matrix

Evaluation Procedures

- A. IRP will continue to develop a model to sufficiently track accreditation efforts on department, discipline, college, and institution levels.

Actual Results of Evaluation

- A. Tracking accreditation efforts across campus is resulting in an informative process that allows for open communication between IRP, units, administrators, and their accrediting bodies.

Use of Evaluation Results

- A. Accreditation tracking is allowing for open communication between units, administrators, accrediting bodies, and IRP. it is also being used to verify reports sent to IHL.

Related Items

  [SP4.Ind09: Institutional review process / Accreditations/IE](#)

IE 2013_06: implementation of campus labs tool

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Implementation of CampusLabs Course Evaluation Tool

Evaluation Procedures

Banner and Campus Labs "Course Evaluation tool" will be used to set up and process *Faculty Course Evaluations*. The IRP office used marketing materials such as flyers, cards, emails, to students and faculty, and offered a library monetary incentive to unit administrators to help with response rates.

Actual Results of Evaluation

The IRP office tracked daily the university wide response rate by logging into CampusLabs. Instructors were also able to see their daily response rate by logging in under their account. Marketing materials were administered to students/faculty upwards to three times a week through the two week period. Flyers were put across campus and sent directly to student emails. An

administrative message regarding the evaluation was also on the announcement page of the students course within Blackboard.

Positive and constructive feedback were continuously received from faculty and students regarding course improvements and ease of access to course evaluations using CampusLabs. However, evaluation response rates continue to remain stagnant even with multiple efforts to increase and offer incentives to students and continuous publicity.

Use of Evaluation Results

CampusLabs Course evaluation tool will continue to be utilized for all university wide course evaluations. The IRP office will continue to assist units in their efforts to advertise/promote the university wide evaluations to increase response rates.

Related Items

  [SP4.Ind08: Campus Efficiencies](#)

IE 2013_08: Improve timeline for course evals

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Tracking and Monitoring time of completion for faculty course evaluation reports

Evaluation Procedures

Microsoft Outlook and Campus Labs "Course Evaluation tool" will be used solely to communicate Faculty Course Evaluation process and results.

Actual Results of Evaluation

Evaluations were processed within three weeks of evaluations closing. This process saw a significant decrease in time and effort on the Assessment and Planning Specialists position. The process decreased last year (2011-12) from more than 3 months of work to 3 weeks of review and editing with Campus Labs reports. This past year, the 3 weeks of administering, reviewing and editing held.

Use of Evaluation Results

CampusLabs will continue to be utilized to process university wide course evaluations due to the time decrease of the Assessment and Planning Specialist position. No changes are needed for this process. IRP staff will continue to engage faculty in promoting the importance of evaluations.

Related Items

  [SP4.Ind08: Campus Efficiencies](#)

  [SP4.Ind09: Institutional review process / Accreditations/IE](#)

IRP 2013_01: Institutional Data -- information requests

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continue to communicate, monitor and track institutional data needs for all Academic and Non-Academic units and provide accurate data to enhance the mission, vision, and goals of the University.--information requests

Evaluation Procedures

Information requests from internal and external sources will be monitored weekly to establish the productivity levels within the office. IRP will continue to log all requests using Microsoft Excel to show accuracy and efficiency of incoming and outgoing information. Annual client satisfaction surveys will be used to monitor client's overall satisfaction with his or her experience. More specifically, the survey will track client's opinion of information requested and received and customer service associated with said transaction.

Actual Results of Evaluation

For the 2012-2013 academic year IRP produced the following data requests:

147 incoming requests from constituents on and off campus. 4 surveys were completed for external entities.

The survey was not conducted due to staff turnover.

Use of Evaluation Results

IRP will continue to track all data requests received in order to remain transparent with university faculty, staff, and students.

The survey will be conducted in April 2014.

Related Items

  [SP4.Ind08: Campus Efficiencies](#)

  SP4.Ind10: Data Integrity

  SP4.Ind12: Publication of University data and information

 IRP 2013_02: Institutional Data -- newsletter

Start: 7/1/2012
End: 6/30/2013

Unit Goal

Continue to communicate, monitor and track institutional data needs for all Academic and Non-Academic units; and provide accurate data to enhance the mission, vision, and goals of the University.--newsletter

Evaluation Procedures

Bi-monthly newsletters will continue to be used as the channel of communication to keep the campus-community updated on pertinent data issues and other relevant information.

Actual Results of Evaluation

Due to staff turnover, IRP did not complete any newsletters in 2012-2013 that originated from the office. However, IRP provided data for the Provost newsletter regarding enrollment faculty evaluations, and Southern Association of Colleges and Schools Commission on Colleges (SACS) updates.

Use of Evaluation Results

IRP will continue to provide updates regarding SACS reaffirmation and enrollment during the FY 14 year through the Provost office.

 Newsletter_Course Evaluations1213

Related Items

  SP4.Ind10: Data Integrity

  SP4.Ind12: Publication of University data and information

  SP4.Ind14: Marketing and Publicity

 IRP 2013_03: Institutional Data - website

Start: 7/1/2012
End: 6/30/2013

Unit Goal

Continue to communicate, monitor and track institutional data needs for all Academic and Non-Academic units; and provide accurate data to enhance the mission, vision, and goals of the University.---website

Evaluation Procedures

The website will continue to receive constant enhancements to comply with Higher Education Opportunity Act (HEOA) standards (SACS documents, Strategic Plan process documents).


Actual Results of Evaluation

Updated reports were generated and posted to the website on an as needed basis. Updated reports include the following: University Fact Books, graduation and advisor surveys, and crime statistics.



Use of Evaluation Results

The office of IRP will continue to update data as needed on the website to remain current with HEOA requirements.

 HEOA Disclosures_1213

 Institutional Assessment Webpage_1213

Related Items

  SP4.Ind07: Website

  SP4.Ind10: Data Integrity

  SP4.Ind12: Publication of University data and information

 **IRP 2013_04: Survey delivery improvements**

Start: 7/1/2012

End: 6/30/2013

Unit Goal

Continuous Monitoring and Tracking of Internal and External Surveys

Evaluation Procedures

IRP will continue to communicate results of evaluations to departments that use IRP services using Microsoft Outlook, Zoomerang (Library Student Survey and Library Faculty Survey; Graduation Survey, Administrative Survey for Deans & Chairs, Feedback form for Diane Blansett, Campus Initiatives “Healthy Campus Community Initiative Survey).”

Timelines are computed by the Research & Information Specialist using Microsoft Excel, Word, and Outlook Calendars.

Actual Results of Evaluation

All surveys were generated and results were processed and communicated ahead of schedule due to the new Campus Labs software. All other surveys were processed within the specified time frame as directed by the individual requester.

Use of Evaluation Results

IRP will continue to monitor and track results and make necessary changes as needed to increase efficiency within the office for assessment needs.

Related Items

 [SP3.Ind08: Evaluations](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

Section IV.a

Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

In implementing this mission, the Office coordinates the development of statistical information to meet legitimate reporting requirements, remains alert to the types of information needed by senior administrators to execute their responsibilities, and provides technical assistance in the analysis and use of such information.

More specifically, IRP is responsible for providing consistent and reliable summaries of selected university-wide statistical information for reporting to external agencies and for internal use in planning and management decisions.

In order to provide a clear understanding of what IRP does and how IRP can help the University population, external community constituents, and other organizations, IRP's responsibilities, goals, and services offered are listed on the IRP homepage.

Section IV.b

Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Office of Institutional Research and Planning is responsible for assisting with the implementation of the Mississippi Institutions of Higher Learning's (IHL) diversity strategic initiative. Throughout the 2012-2013, IRP assisted with updating data and connecting the report to the University's strategic plan indicator. The Registrar and Director of Institutional Research and Planning is a representative on the Campus Diversity Oversight Committee. The attached document is the completed report submitted to the Mississippi IHL Board of Trustees.

Sources

 [Diversity Evaluation 04-22-13_All Unit Responses_FINAL](#)

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

- Continuous involvement with the Data Integrity Committee (Registrar, Student Business Services, Admissions, Human Resources, Financial Aid, Finance, Office of Information Technology)
- Continuous redesign of IRP website
- Continuous improvement on running reports and processes campus-wide using Access and Pivot Tables
- Steady decrease in the number of reports printed and submitted to the campus community through electronic mediums such as the Deans and Chairs shared drive and electronic mail attachments.
- Continue verification of Banner Conversion Tables for IHL files
- Tracked information request using Microsoft Excel (147 requests received/completed throughout the year)

Analytical Reports:

- Community College Transfer Report 2012

Surveys Administered:

- Administrative Survey for Chairs
- Administrative Survey for Deans
- Advisement/Major Survey
- BSN Satisfaction Survey
- Faculty/Course Evaluations
- Faculty & Staff Diversity Survey
- General SON Course Evaluation
- Graduation Survey
- Coahoma County Higher Education Assessment Survey
- Library Survey (faculty)
- Library Survey (students)
- MSN Satisfaction Survey
- RN/BSN Satisfaction Survey
- SON Alumni BSN Survey
- SON Alumni MSN Survey
- SON Alumni RN/BSN Survey
- SON Course Evaluation (clin fac)
- SON Course Evaluation (course fac)
- SON Course Evaluation (skills lab)
- DMI Mobile Music Lab Survey

External Survey Responses:

- AAUP Faculty Compensation Survey
- ACT Institutional Data Questionnaire
- ACT Distance Education Survey
- College Board Annual Survey of Colleges
- College & University Professional Association for Human Resources
- Council of Graduate Schools/GRE Survey of Graduate Enrollment
- Higher Education Publications Inc. Directory
- MAC Survey
- Mississippi Business Journal Book of Lists College Survey
- Mississippi Business Journal Book of Lists Meeting Places Survey
- Peterson's: Financial Aid Survey
- Peterson's Graduate Survey
- Peterson's Undergraduate Survey
- U.S. News & World Report Distance Education Survey
- U.S. News & World Report Finance Survey
- U.S. News & World Report Financial Aid Survey
- U.S. News & World Report Graduate Survey in Education

- U.S. News & World Report Main Survey
- U.S. News & World Report Teacher Preparation Survey

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section IV.g

Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The Office of Institutional Research and Planning is responsible for the oversight of the collection and tracking of the University's strategic plan and strategic plan indicators. The updated report for FY 2013 is attached.

Sources

 [SP 09-14_Update April 2013](#)

Section IV.h

Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Justin Chandler, Research and Information Specialist:

Education and Training

- Received certification from National Institute for Health on Human Research
- Completed 12 hours toward a Master's degree in Community Development
- Member of Leadership Mississippi Class of 2013
- Student Learning Outcomes Training
- HR Manager's Training
- Attended IPEDS training at MAIR
- Received travel grant for IPEDS training
- MAIR presentation and roundtable
- Attended SAIR
- Attended MBUG
- Attended MAIR

Accomplishments

- Developed current book of cabinet members for President LaForge
- Coordinated disposal/transfer efforts of old equipment
- Salaries & Benefits Chair
- Assisted in developing new graduation layout
- Began coordinating IR travel
- Awarded Textbook Awards to staff members
- Assisted in redesign of Factbook and Mini Factbook
- Represented IR at monthly Staff Council meetings
- Co-Interviewed and hired GA
- Created enrollment comparison report to be updated annually
- Worked closely with Human Resources for IHL Diversity Report

Volunteer Work

- Volunteered at Italian Fest on behalf of DSU
- Volunteered to assist TFA on registration day
- Assisted in coordination of Staff Council Tornado Relief Effort
- Served on Year of Service Planning Committee
- Assisted in coordination of Stuff the Bus Food Drive
- Assisted in coordination of Careers 101 for high school students
- Organized Staff Appreciation Night

Rhonda Loper, Research and Information Specialist:

Education and Training

- Completed 15 hours toward a Master's degree in Community Development
- Completed National Institute of Health web-based training course "Protecting Human Research Participants" 01/24/2013
- Student Learning Outcomes Training 3/1/2013
- Attended IPEDS workshop 4/13/2013
- Ad Astra Training (ongoing)
- Campus Labs Web-based training (ongoing)
- Compliance Assist training (ongoing)

Accomplishments

- Attended and presented at MAIR (session and roundtable)

- Assisted in redesign of Factbook
- Co-Interviewed and hired GA
- Assisted in creating an enrollment comparison report to be updated annually
- Assisted in disposal/transfer efforts of old equipment
- Created flyers, bulletins, and promotional materials for graduation, course evaluations, and charity events
- Assisted in restructuring the Graduate Survey to combine three surveys into one

Volunteer Work

- Volunteered at Italian Fest on behalf of DSU
- Volunteered for Delta Council Catfish Dinner
- Volunteered to assist TFA at "Catfish on the Quad"
- Volunteered for both Fall and Spring Graduation Ceremonies
- Volunteered for Staff Council Tornado Relief Effort

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Suzanne Simpson, Director:

Education and Training

- Education Doctorate Program in Professional Studies, Delta State University (Passed Dissertation Proposal Defense May 2013)
- Updated certification from National Institute for Health on Human Research
- HR Manager's Training
- Student Learning Outcomes Training Certificate
- IPEDS Module I & II Training

Accomplishments

- Promoted to Registrar and Director of Institutional Research and Planning (July 1, 2012)
- Pin awarded for SAIR Mentor Program September 2012
- 5 Year Delta State University Year of Service Certificate
- AIR Professional File Peer Reviewer 2013 Annual Publication

Volunteer/Service

- Volunteered for various activities on campus including State of University Address, Staff Council Development Day, Italian Festival, Stuff the Bus Food Drive, Staff Council Organizer for Hattiesburg Tornado Relief Efforts and Moore, Oklahoma Relief Efforts

Memberships/Organizations

- IPEDS Keyholder
- State Longitudinal Data System Council
- Instructor for BIS 310: Interdisciplinary Research and Applications
- Mississippi Association for Institutional Research (MAIR) (Member)
- Mississippi Association for Institutional Research (MAIR) (Vice President 2012-2013)
- Mississippi Association for Institutional Research (MAIR) (Conference Organizer 2012-2013)
- Association of Institutional Research (AIR) (Member)
- Southern Association of Institutional Research (SAIR) (Member)
- Southern Association of Institutional Research (SAIR)—2012 (Presenter)
- Council of Institutional Research Officers (CIRO) (Member)
- Staff Council Representative (Member)
- Delta State University -Staff Council Executive Committee (Secretary 2009-2010) (Chair Elect 2010-11) (Chair 2011-12) (Past-Chair 2012-13)
- Delta State University -Staff Council Staff Development Committee & Incentives and Recognition Committee (Member)
- Pi Gamma Mu Social Science Honor Society (Member)
- Pi Sigma Alpha Political Science Honor Society (Member)
- Association for Politics and the Life Sciences (APLS) (Member)
- Delta State University Website Enhancement Committee (Member)
- Delta State University Alumni Association (Member)
- Arkansas State University Alumni Association (Member)
- Southern Association for College Registrar and Admission Officers
- Mississippi Banner User Group (Member)
- Banner Power User Group (Member)
- Mississippi Association for College Registrar and Admission Officers
- Compliance Academic Certification Officer
- AdAstra Committee
- National Student Clearinghouse Enrollment and Degree Submission Officer

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Requested new position for Institutional Research and Planning. The position will be titled "Assessment and Planning Specialist." The duties will include the following:

The Assessment & Planning Specialist is a full-time, 12-month position in the office of Institutional Research and Planning. Researches, assesses, reviews, prepares, and communicates information to ensure university compliance with federal and state policies and procedures and departmental accreditation standards (program and university wide). The position will provide assessment reports utilizing university data and working cohesively with the IRP positions to respond to the needs of IHL, Higher Education accreditation, community, and external constituents; assist in developing protocols for data integrity assurance; assist in developing models for institutional assessment and planning; provide training for campus constituents; develop goals and outcomes for continuous institutional improvement; and monitor institutional strategies such as the Quality Enhancement Plan by providing leadership during the implementation and roll-out phase with assessment needs.

Qualifications: Bachelor's degree required. Master's preferred with graduate work in Research, Policy, Public Administration, Legal, Assessment, or related field. Expertise in Microsoft Office Suite (Access, Word, Excel), Banner, SPSS, SQL; Excellent interpersonal communication skills; Detail-oriented work practices; collaborative and collegial attitude.

The position will be full-time and will be budgeted out of the Quality Enhancement Plan line item. As the QEP roles out the position will focus on the evaluation aspect of the project.

The expected start date is July 1, 2013.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI .b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Suzanne Simpson

From: Patsy Burchfield on behalf of Ann Lotven
Sent: Wednesday, April 24, 2013 10:39 AM
To: AcadInfo; StaffInfo
Subject: University Updates



April 24, 2013 / Volume 6, Issue 14

GST-100 REMINDER: AN OPPORTUNITY TO SERVE

Dr. Richard Houston and his staff are organizing the fall 2013 GST-100 class schedule. This class, the induction program for first year students, introduces them to key aspects of campus life. Student success is important to all members of the university community and the focus of our work. This class, like your interactions with students in classes, advising and mentoring activities, and day-to-day interaction, plays an important role in student success. I write to encourage each of you to sign up to work with one of the twenty sections of GST-100 that are planned for this coming fall. This is an opportunity for you as a faculty member to have an impact on our newest undergraduate students. It goes without saying, that it is essential that there be a faculty representative associated with each of the multiple sections of this course. Each section meets for a class period of fifty minutes once a week. If you are able to participate, you will be assigned as a co-mentor along with another member of the DSU community to work with a class.

If you can be involved in this program next fall, please contact Dr. Richard Houston (rhouston@deltastate.edu or 4690) to let him know of your interest.

PLEASE REMIND YOUR STUDENTS TO PARTICIPATE!!!

Spring 2013 course evaluations have launched via our third party provider, CampusLabs. On April 17th, students received an email invitation to complete their evaluations. They will also receive periodic reminder emails. Other access points: the evaluation is available via a link on the Blackboard system as a pop-up message; for students with smart phones, a QR code is available on posters around campus. The student will use the Okramail/clean access login to reach the evaluation instruments. With the secure and unique links created in this system, a student can complete an evaluation only once for each class. The evaluations will be open until April 29th, 11:59 PM.

As of 8:00 AM Wednesday April 24th, the university wide response rate was (10.24%).

Some strategies for maximizing response rates for your courses might include:

- Take a moment during class to explain the value of the evaluation results, providing examples of how you

have used student comments or opinions to improve your courses in the past

- Make periodic reminders during class time or via e-mail (you can send them the link as well using this link <http://deltastate.campuslabs.com/courseeval>)
- Meet in a computer lab or the library for a class and encourage students to complete the evaluations
- Encourage students with smart phones to use QR codes (simple and easily accessible, it'll be available on posters around campus and on handouts we send to you)

If you have any questions, please contact (662) 846-4053 or rloper@deltastate.edu. If you experience any technical difficulty with the system, please contact CampusLabs/StudentVoice at 716.652.9400 or courseeval@studentvoice.com.

As of April 18th, you may login using this link below to view your response rates in real time. Please note your login and password will be the same as those you use to login to your Delta State email (e.g. jsmith). If you do not have a Delta State University email address, you will not be able to login to the CampusLabs system. Please contact the Office of Information Technology (OIT) at (662) 846-4444 to get a University email address.

May 27th you will receive an email with your reports attached as well as a link to login to CampusLabs/StudentVoice.

Rm. 228
Kent Wyatt Hall
Delta State University
Cleveland, MS 38733
Phone: (662) 846-4010
pbrchfd@deltastate.edu

Academic Affairs
Website

Academic
Calendar

University
Calendar

Class
Schedules

Faculty
Senate

Patsy Burchfield

Assistant to Provost
Provost/Vice President for Academic Affairs
Kent Wyatt 228
Cleveland, MS 38733
Phone: 662-846-4012
Fax: 662-846-4015

In God We Trust

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Delta State University Consumer Information Disclosures

The Higher Education Opportunity Act (HEOA) of 2008 requires that universities make available to current and prospective students important information concerning each institution's academic programs, retention rates, graduation rates, crime reports, financial aid procedures and more in an effort to ensure fairness and transparency for all higher education consumers. Delta State has developed this webpage for current and prospective students to access the necessary information according to HEOA. Delta State hopes that this effort between the University and the Department of Education to provide data to prospective students will help them make the best college decision for them and their future.

For additional information about Delta State University, please see the [College Navigator website](#) maintained by the U.S. Department of Education in which you can compare Delta State to over 7,000 higher learning institutions across the United States.

General Institutional Information

- [Accreditation of Institution and Programs](#)
- [Career and Job Placement Services](#)
- [Computer Use](#)
- [Copyright Infringement](#)
- [Educational Programs](#)
- [Faculty](#)
- [File Sharing](#)
- [Instructional Facilities](#)
- [Internet Course Schedule](#)
- [Net Price Calculator](#)
- [Price of Attendance](#)
- [Privacy of Student Records \(FERPA\)](#)
- [Student Diversity](#)
- [Student Activities](#)
- [Students with Disabilities](#)
- [Textbook Information](#) - Select the academic term and year you wish to view. You may then search for the desired course, and click on the "Course Materials" link to see information (including the ISBN) for required course materials.
- [Transfer of Credit Policies and Articulation Agreements](#)

Health and Safety

- [Campus Crime and Fire Information](#)
- [Campus Security Policies](#)
- [Drug and Alcohol Abuse Prevention Program](#)
- [Emergency Procedures](#)
- [Vaccination Policies](#)

Intercollegiate Athletics

- Graduation Rates for Students Receiving Athletically Related Student Aid (Student Right-to-Know Act)
- Program Participation Rates and Financial Support Data (Equity in Athletics Disclosure Act)

Student Financial Assistance

- Assistance Available From Federal, State, Local, and Institutional Programs
- Financial Aid Contact Information
- Federal Student Financial Aid Penalties for Drug Law Violations
- Institutional Code of Conduct for Education Loans
- Loan Counseling
- National Student Loan Data System
- Private Education Loan Information
- Refund Policy and Requirements for Withdrawal and Return of Federal Financial Aid
- Student Loan Information
- Student Loan Information from the Department of Education

Student Outcomes

- Graduation Rates
- Graduate and Professional Education Placement for Graduates
- Job Placement for Graduates
- Retention Rates
- Teacher Preparation Program Report

Voter Registration

IRP Home	Assessment & Planning Resources	Information Request Form	SACS	Strategic Plan
Annual Reports	Factbook	Resources	Staff	University Facts

This page is maintained by the Office of Institutional Research and Planning. For questions or comments, please contact Institutional Research and Planning at ir@deltastate.edu.



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Institutional Assessment

Advisement/Major Survey

This survey began as a pilot study for the College of Education in the Fall 2007 semester. It was not until Spring 2009 that a report was analyzed for each college/school.

Spring 2013

[College of Arts & Sciences](#) [College of Business](#)

[College of Education](#) [School of Nursing](#)

[Overall Survey Results](#)

Fall 2012

[College of Arts & Sciences](#) [College of Business](#)

[College of Education](#) [School of Nursing](#)

[Overall Survey Results](#)

Spring 2012

[College of Arts & Sciences](#) [College of Business](#)

[College of Education](#) [School of Nursing](#)

[Overall Survey Results](#)

Fall 2011

[College of Arts & Sciences](#) [College of Business](#)

[College of Education](#) [School of Nursing](#)

[Overall Survey Results](#)

Spring 2011

[College of Arts & Sciences](#) [College of Business](#)

College of Education
Overall Survey Results

School of Nursing

Fall 2010

College of Arts & Sciences
College of Education
Overall Survey Results

College of Business
School of Nursing

Spring 2010

College of Arts & Sciences
College of Education
Overall Survey Results

College of Business
School of Nursing

Fall 2009

College of Arts & Sciences
College of Education
Overall Survey Results

College of Business
School of Nursing

Spring 2009

College of Arts & Sciences
College of Education
Overall Survey Results

College of Business
School of Nursing

Fall 2008

College of Education Results

Spring 2008

College of Education Results

Fall 2007

College of Education Results

Course Information**Student Evaluation of Faculty/Course Report**

Campus Labs Course Evaluation Presentation
College & School Overall Comparison Fall 2008
College and School Overall Evaluation of Textbooks Used in Fall 2011 Courses
College and School Overall Comparison Fall 2011

General Education Syllabi

Gen Ed Syllabi, Gen Ed Syllabi 2

Graduation Survey**Graduation Survey Results**

Please choose a commencement year to view results from the Graduation Survey, which is administered biannually at graduation practice. This link will provide a summary of results by college/school as well as overall University results.

Academic Year 12-13

Fall 2012 Commencement Spring 2013 Commencement

3 Year Summary Fall 10-12

3 Year Summary Spring 11-13

Academic Year 11-12

Fall 2011 Commencement

Spring 2012 Commencement

3 Year Summary Fall 09-11

3 Year Summary Spring 10-12

Academic Year 10-11

Fall 2010 Commencement

Spring 2011 Commencement

3 Year Summary Fall 08-10

3 Year Summary Spring 09-11

Academic Year 09-10

Fall 2009 Commencement

Spring 2010 Commencement

3 Year Summary Fall 07-09

3 Year Summary Spring 08-10

Academic Year 08-09

Fall 2008 Commencement

Spring 2009 Commencement

3 Year Summary Fall 06-08

3 Year Summary Spring 07-09

Academic Year 07-08

Fall 2007 Commencement

Spring 2008 Commencement

3 Year Summary Fall 05-07

3 Year Summary Spring 06-08

Academic Year 06-07

Fall 2006 Commencement

Spring 2007 Commencement

3 Year Summary Fall 04-06

3 Year Summary Spring 05-07

Academic Year 05-06

Fall 2005 Commencement

Spring 2006 Commencement

3 Year Summary Fall 03-05

3 Year Summary Spring 04-06

Summary Reports

3yr Academic Summary 2005/06-2007/08

3yr Academic Summary 2006/07-2008/09

3yr Academic Summary 2007/08-2009/10

3yr Academic Summary 2008/09-2010/11

3yr Academic Summary 2009/10-2011/12

Quality Enhancement Plan Surveys

The QEP survey is administered locally and evaluates the same content as the National Survey of Student Engagement (NSSE). The QEP is administered during those years that the NSSE is not administered. See also information within the Office of Academic Affairs QEP website.

- 2003
- 2005
- 2006

- QEP Response Comparisons Spring 03, 05, 06, 08, & 09
- College of Arts & Sciences QEP Comparisons Spring 03, 05, 06, 08, & 09
- College of Business QEP Comparisons Spring 03, 05, 06, 08, & 09
- College of Education QEP Comparisons Spring 03, 05, 06, 08, & 09

- School of Nursing QEP Comparisons Spring 03, 05, 06, 08, & 09

Survey of Graduate Students (Student Satisfaction Inventory)

- 2011
- 2010

IRP Home	Assessment & Planning Resources	Information Request Form	SACS	Strategic Plan
Annual Reports	Factbook	Resources	Staff	University Facts

This page is maintained by the Office of Institutional Research and Planning. For questions or comments, please contact Institutional Research and Planning at ir@deltastate.edu



Campus Diversity Plan

2012-2013

Prepared by
Campus Leadership Diversity Team

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Executive Summary

As a regional Carnegie Master's I university located in Cleveland, Mississippi, Delta State University (DSU) serves as an educational and cultural center of the Mississippi Delta emphasizing service to the Northern Delta Counties and its campus centers in Clarksdale and Greenville. Focusing on providing high quality classroom instruction to its more than 4,000 students, the University offers undergraduate, graduate, and continuing education programs of study leading to baccalaureate and master's degrees in the Colleges of Arts and Sciences, Business, Education, and the School of Nursing, as well as a Doctorate in Education. Also among the university's offerings are specialized programs in nursing, commercial aviation, geospatial informational technologies, international business and development, and music industry studies.

DSU has recently added a Master of Arts in Liberal Studies to its degree offerings through the College of Arts and Sciences. The only one of its kind in Mississippi, the degree program offers tracks in Gender and Diversity, Globalization, the Mississippi Delta, Evolving Human Voices, Philosophy, and Religion. In addition to the formal academic program, DSU provides workshops and trainings for minority-owned and underrepresented businesses through the University's Office of Procurement and Auxiliary Services and through its Debt Education for Business Transformation and Sustainability under the auspices of the College of Business. The University's Gender Studies Group, an interdisciplinary group of faculty, staff, students and community members with diverse experiences and qualifications, disseminates information, generates awareness, facilitates community engagement, aims to influence public policy and holds gender studies forums with lectures and presentations.

DSU is committed to diversity through both its academic programs as well as its outreach programs. The Center for Community and Economic Development addresses long-standing social, economic, and cultural challenges that have historically inhibited economic advancement in the Mississippi Delta region through programs that focus on financial literacy and wealth-building and addressing the social aspects of poor health outcomes. The Delta Center for Culture and Learning promotes the broad understanding

of the history and culture of the Mississippi Delta and its significance to the rest of the world through its humanities workshops and projects that celebrate the heritage of the Blues. The University's Capps Archives and Museum serves as the official repository for University as well as collects, preserves and provides access to the history and culture of the Mississippi Delta through online and in-house resources, public programs and outreach activities and exhibitions. Examples of their activities include the Emmitt Till traveling exhibit and the planned development of a museum that celebrates the history and contribution of the Mississippi Delta Chinese immigrants.

Delta State enrolls a diverse student population – 60 percent Caucasian, 33 percent African-American, and seven percent other races, including 67 international students from 21 countries (Fall 2012). While committed to its mission of serving the people and communities of the Mississippi Delta, the University is continuously seeking opportunities to increase international student enrollment. Through its athletic programs, the Magellan Exchange Program, and most recently through a grant provided by the International Research and Exchanges Board, the university recognizes the impact this has on the promotion of cultural diversity and global literacy for all of our students.

DSU enrolls the majority of its student population from the 18-county Mississippi Delta region. These communities share characteristics of high rates of poverty and unemployment, low per capita income, and insufficient tax bases to adequately fund public schools often resulting in poor educational outcomes in the K-12 system. As a result, a large number of students come to DSU from resource-poor secondary schools and are unprepared both socially and academically for post-secondary coursework. DSU's international students are faced with different challenges; those of relocating to a foreign country away from their existing support system, overcoming language barriers, learning cultural norms and differences of a new region, and dealing with mobility and lack of public transportation options in a rural community. The University recently opened its Student Success Center, providing academic support, mentoring, tutorials, developmental classes for underprepared students, international student development and advising. The Student Success Center serves to increase retention and graduation rates

by addressing the academic, social, and personal challenges that our diverse student population faces.

Delta State University began its diversity awareness campus in the 2007-2008 academic year with a seminar for senior leadership. This workshop was conducted by Dr. Eurmon Hervey, Dr. Thomas Wallace, and Dwaun J. Warmack. Warmack spoke about his experiences as an African American student at Delta State University by addressing the question, “Does Race Matter?” Hervey spoke on how the recruitment of underrepresented faculty, staff, and students could create a “Gray University.” Wallace presented on “Creating an Inclusive Environment” to encourage administrative support for a diversity program.

President John Hilpert established a Diversity Committee, headed by a Diversity Programming Coordinator, who reports directly to the President. They have worked for these past four years to move the university towards a more-directed, intentional plan for improving our diversity practices across the institution.

Over the course of the last year, under the leadership of this Committee working in concert with the Offices of Human Resources and Academic Affairs, DSU has met the recommendations of the IHL “Bridge Plan” in the following ways:

Concerning the Overall Recommendations and IHL Board Diversity Goals, the University has:

- Developed and implemented a comprehensive Diversity Plan that follows IHL guidelines and timeline
- Established an ongoing process for review and appropriate revision of the Plan
- Established a Diversity Advisory Council, pulling from the Diversity Committee and its various proposals, procedures, and practices, to drive the work of the Diversity Plan
- Communicated from President Hilpert, the key elements of the plan and timeline to the campus community

To specifically address the first of the Four Main Goals

1. Increasing the enrollment and graduation rates of underrepresented groups:

The University has:

- Examined existing data on enrollment, graduation rates, and majors for underrepresented populations to understand the state of the university;
- Worked with consultants to design and conduct a comprehensive review to identify issues that impact programs in this area; and,
- Reviewed and revised the existing plans for increasing enrollment and improving retention and graduation rates of underrepresented populations.

2. To address the second goal, Increasing the employment of underrepresented populations in administrative, faculty and staff positions:

The University has :

- Examined existing data on employment of underrepresented populations;
- Worked with consultants to design and conduct a comprehensive review to identify issues that impact programs in this area;
- Reviewed and revised the existing plans for increasing employment and retention of underrepresented populations;
- Provided diversity and inclusion training for faculty, staff, and administrators who are involved in hiring decisions; and,
- Modified the training session content based on evaluative data gathered from those who participated in the training sessions.

3. To address the third goal, Enhancing the overall curriculum by infusion of content that enhances multicultural awareness and understanding:

The University has:

- Established a diversity website;
- Developed a diversity campaign and logo, which has been well-received on campus and beyond—received request from a university outside the state of Mississippi that wants to adopt and use it on their campus;
- Conducted campus-wide diversity events (examples follow);
 - Hosted an event for the 40 former DSU students who were arrested for conducting an on campus sit in the early 1970s. The purpose of

the event was to honor and thank them for their achievements and the changes that were begun because of their actions; and,

- Led by Clifton Taulbert, a three-day workshop with students and faculty.

4. To address the fourth goal, **Increasing the use of underrepresented groups as professionals, contractors, and other vendors:**

The University is in the process of:

- Examining existing data based on the outcomes of the evaluation, goals and procedures will be established; and,
- Conducting seminars with underrepresented vendors on effective business practices, state bidding laws, insurance and bonding requirements, and responding to Requests for Proposals.

The University's Office of Human Resources, Academic Council and President's Cabinet have all made concerted efforts to pay attention to the issue of diversity. These efforts include:

- The establishment of a budget for the University Diversity Committee;
- Inclusion of a minority representative on each academic search committee;
- Changes to the guidelines provided by Human Resources for faculty recruitment and hiring process;
- Broadening of the range of sites and publications in which faculty vacancies are advertised; and,
- Progress toward establishing a senior level university position that would be responsible for leadership of campus diversity issues.

DSU is proud to have recently concluded a desk audit by the Department of Labor and was found to have no violations. The finding of the desk audit was that there was no need to send a team to campus for an on-site audit after their review of the University's Diversity and Affirmative Action Plan. This finding has reinforced the efforts that have been made that have been adopted by the University's Diversity Committee. These efforts, that are varying degrees of implementation, include:

- Launch a campus-wide “Diversity Awareness Campaign” to promote multicultural awareness and sensitivity and to increase visibility of Diversity Committee;
- Increase/broaden membership of Diversity Committee;
- Use more visual communication to promote diversity—posters, displays, website;
- Create “Diversity Champions” with recognition going to individual or department who best promotes academic and social inclusiveness across campus;
- Develop and implement strategies specifically for recruitment and retention of faculty;
- Provide orientation for incoming faculty;
- Provide more programming, such as guest speakers and panel discussions, that focus on diversity-related issues;
- Provide support for incoming underrepresented faculty working on advanced degrees;
- Provide opportunities for faculty, staff and students to enhance their understanding of diversity and of multicultural sensitivity;
- Continue diversity workshops for faculty, staff, and student leaders;
- Promote curricula to include more opportunities for student engagement in issues of diversity in the classroom; and,
- Encourage the university to create the position of Chief Diversity Officer.

In conclusion, Delta State University is proud of the efforts and accomplishments related to the Diversity benchmarks set forth over the past few years. However, the University recognizes there is much work to be done to address the four goals identified by IHL and adopted by our campus. The accompanying plan delineates this comprehensive program that will guide us as we continue our efforts towards increasing diversity and inclusion in all aspects of university life.

Campus Leadership Diversity Team

Name	Title
Mrs. Georgene Clark	Assistant Professor of English and Coordinator of Composition
Mrs. Lisa Giger	Associate Director of Human Resources
Dr. Ann Lotven	Provost and Vice President for Academic Affairs
Dr. Beverly Moon	Dean, Graduate and Continuing Studies and Research and Professor
Mr. Greg Redlin	Vice President for Finance and Administration
Ms. Suzanne Simpson	Registrar and Director of Institutional Research and Planning
Dr. Myrtis Tabb	Chair and Associate Vice President for Finance and Administration and Director of Human Resources

Campus Diversity Committee

Name	Title
Mrs. Georgene Clark	Diversity Committee Chair and Assistant Professor of English and Coordinator of Composition
Ms. Raven Causey	Student
Dr. Stephen King	Professor of Communication Studies
Dr. Maud Kuykendall	Associate Professor of Special Education
Mr. Benjamin Little	Student
Dr. Debarashmi Mitra	Assistant Professor of Community Development & Sociology
Dr. Billy C. Moore	Dean of College of Business and Professor
Mr. Cetin Oguz	Associate Professor of Art
Ms. Christy Riddle	Director, Student Success Center
Mrs. Arlene Sanders	Instructor in Political Science
Dr. Myrtis Tabb	Associate Vice-President for Finance & Administration and Director of Human Resources

Institutional Vision

Students at Delta State University will learn and grow in an environment that fosters discovery and creativity. The institution intends to be the best regional university in America as it combines a heritage of academic strength with a robust commitment to serving people and communities, particularly in the Mississippi Delta.

Institutional Mission

As a regional Carnegie Master's I university located in Cleveland, Mississippi, Delta State University serves as an educational and cultural center for the Mississippi Delta, emphasizing service to the Northern Delta counties and its campus centers in Clarksdale and Greenville.

The University offers undergraduate, graduate and continuing education programs of study leading to baccalaureate and master's degrees in the Colleges of Arts and Science, Business, Education and the School of Nursing, as well as a Doctorate in Education.

Emphasis is placed on excellence in instruction, followed by service and research, in the creation of a community of scholars. With special attention to small classes, a friendly environment, and a broad liberal arts foundation, the University encourages significant student-faculty interactions.

Delta State provides programs and services that promote intellectual, cultural, ethical, physical, and social development. Students from different cultural, socioeconomic, and ethnic backgrounds will develop the ability to respect and evaluate the thoughts of others; to develop, assess, and express their own thoughts effectively; and to use the techniques of research and performance associated with their disciplines.

Approved by the Board of Trustees of State Institutions of Higher Learning, March 18, 2004.

Delta State University Diversity Definition and Statement

Definition:

Delta State University defines diversity as the inclusive uniqueness of individuals and their different social characteristics and affinities.

Diversity Mission Statement:

In the pursuit of academic excellence, Delta State University is committed to creating and maintaining an inclusive academic community that fosters productive intellectual exchange while bridging gaps in the differences in the human experience. DSU's goal is to encourage the contributions of each individual in its learning community by providing venues for multicultural education and training in an environment of mutual respect. Through the recruitment and retention of a diverse student body, faculty, and staff, Delta State exemplifies its understanding and appreciation of the individual fabric that creates the rich tapestry of our global community.

Abbreviations and Meanings

Abbreviation	Meaning
EEO	Equal Employment Opportunity
CRM	Content Relationship Management
GR	Graduate
GST	General Studies
HR	Human Resources
IRP	Institutional Research and Planning
OIT	Office of Information Technology
OFCCP	Office of Federal Contract Compliance Programs
QEP	Quality Enhancement Plan
UG	Undergraduate
VPAA	Vice President for Academic Affairs
VPF	Vice President for Finance and Administration
VPSA	Vice President for Student Affairs
WPE	Writing Proficiency Exam

University: DELTA STATE UNIVERSITY

Contact: Dr. Myrtis Tabb, Associate Vice President of Finance & Administration

Board Goal 1: To increase the enrollment and graduation rate of underrepresented groups.

Describe initial campus climate using the quantitative and qualitative base line data collected to inform Goal 1 of the Campus Diversity Plan.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling under-represented group enrollment figures (numbers and figures);	Data: See Appendices: <ul style="list-style-type: none"> • A1: Unduplicated Headcount Fall 2011 and 2012 by Race • A2: Five Year Enrollment Trend Undergraduate/Graduate • A3: Unduplicated Headcount Fall 2011 and 2012 by Race and Gender 	
Compiling under-represented group graduation rates;	Data: See Appendix: <ul style="list-style-type: none"> • B: Six Year Graduation Rates Freshmen Cohorts 2005-2008 	
Understanding the distribution of institutional aid among under-represented groups (numbers and percentages); and	Data: See Appendix: <ul style="list-style-type: none"> • C: Financial Aid for First-time, Full-time Freshmen Fall 2010 and 2011 	
Compiling data related to the perceptions of campus constituency groups regarding diversity.	Data: See Appendix: <ul style="list-style-type: none"> • D: Consultation Report on Diversity at Delta State University 	
Secondary Elements		
Compiling data on diverse population enrollment by program, degree and mode of delivery;	Data: See Appendices: <ul style="list-style-type: none"> • E1: Enrollment by Program and Degrees Fall 2011 • E2: Enrollment by Online & Traditional Programs and Degrees Fall 2011 • E3: Enrollment by Program and Degrees Fall 2012 • E4: Enrollment by Online & Traditional Programs and Degrees Fall 2012 	
Compiling diverse population graduation rates by program, degree, and mode of delivery; and	Data: <ul style="list-style-type: none"> • Data will be made available Spring 2014 	
Including data collected for the IHL Diversity Committee.	Data: See Appendix: <ul style="list-style-type: none"> • D: Consultation Report on Diversity at Delta State University 	

University: DELTA STATE UNIVERSITY

Contact: Dr. Myrtis Tabb, Associate Vice President of Finance & Administration

Detail a plan for increasing enrollment of diversity populations.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Identifying target diverse populations for recruitment (including, but not limited to, international students, athletes, transfer students, students seeking degrees in specific high-demand industries, students from certain geographical areas, and non-traditional students);</p>	<p>Undergraduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Recruited in the following AACRAO college fairs: 155 Mississippi, 26 Tennessee, 3 Alabama, 3 Louisiana, and 5 Arkansas • Recruiters made over 275 private visits to high schools in Mississippi, Tennessee, and Arkansas • Male freshman applicants increased by 2% and under-represented freshman applicants increased by 10% <p>Areas to Improve (goals):</p> <ul style="list-style-type: none"> • Increase overall awareness by attending college fairs, making private visits, and increasing campus visitors • Increase collection and evaluation of geographic and demographics data on applicants • Increase number of out-of-state applicants by performing more out-of-state visits <p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Recruited in AY 2013 at multiple job and career fairs with diverse populations (14 off-campus locations including AR, AL, TN; 6 local/on-campus) • Increasing diversity in Graduate Students' population (not counting TFA – recruiting their cohorts not our prerogative) <ul style="list-style-type: none"> - Underrepresented 2011 - 47%; 2012 – 51.6% - Males 2011 – 28.6%; 2012 – 30% • Recruited ten students to new program with 6 emphases on diversity (Master of Arts in Liberal Studies) • Recruited fourteen students to new program in high demand field (Master of Applied Science in Geospatial Information Technology) <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Increase population of Graduate Students from group of <ul style="list-style-type: none"> - Underrepresented (particularly males) - International • Increase enrollment of underrepresented in MAS-GIT and other high-impact, high-demand programs 	

University: DELTA STATE UNIVERSITY

Contact: Dr. Myrtis Tabb, Associate Vice President of Finance & Administration

<p>Identifying specific obstacles to enrollment of these populations;</p>	<p>Undergraduate: Accomplishments (analysis)</p> <ul style="list-style-type: none"> • Overall population decline in the delta area • Departmental budget constraints • Academic preparation of applicant pool • Financial hardships of applicant pool <p>Areas to improve (goals)</p> <ul style="list-style-type: none"> • Funding • Academic Support <p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Financial hardship • Transportation and other access • Academic preparation <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Scholarships • Graduate Assistantships • Academic Support 	
<p>Identifying specific solutions to assist target diverse populations in overcoming the identified obstacles to enrollment (including course offerings, communication and outreach efforts, and use of institutional financial aid);</p>	<p>Undergraduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Recruiting outside of the Mississippi Delta region • Providing various marketing plans to attract applicants <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Greater focus on areas beyond the 17 Mississippi Delta counties • Increase recruiting budget to hire additional recruiters and purchase additional travel and marketing resources <p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Out of state fees removed • Automated process for Graduate Admissions in progress • Additional outreach to underrepresented populations at job and career fairs • Evaluating additional degree programs for possible online delivery 	

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	<ul style="list-style-type: none"> Library working in cooperative with larger research institutions to give DSU students access to learning resources <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Offer more programs online Develop online academic support for graduate students Identify more financial aid possibilities 	
<p>Specifying responsible personnel; establishing a process for monitoring the effectiveness of recruitment activities targeted at diverse populations; and</p>	<p>Undergraduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> Director of Recruiting and Dean of Enrollment Management provide leadership and are responsible for monitoring recruiting activities Staff assists in the design and development of marketing materials Working with all prospective student population to increase overall new student enrollment <p>Areas to Improve:</p> <ul style="list-style-type: none"> Purchase and implement a CRM <p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> Graduate recruiter works closely with all populations to ensure a broad reach Staff is tracking recruits from the various events individually Staff takes hands-on and one-on-one approach to moving recruits through the application and admission pipeline <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Train graduate students to facilitate additional help with more targeted recruitment Establish a monitored tracking system and gather trend data 	
<p>Implementing measurable goals related to the recruitment of target diverse populations.</p>	<p>Undergraduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> Working closely with athletic department and student success center to increase international student enrollment Working with all prospective students to enroll qualified individuals <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Increase enrollment 	

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	<p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Currently evaluating underrepresented Graduate Student population in all programs • Currently evaluating international Graduate Student population • Graduate Studies office is member of StudyMississippi, a cooperative effort to improve international recruiting <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Maintain underrepresented Graduate Student population at 50%. • Increase international Graduate Student population 5% annually. 	
Secondary Elements		
<p>Developing a project mini-budget.</p>	<p>Undergraduate: Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Additional recruiter position is needed to focus on out-of-state prospects • Office support position is needed to assist in data entry and follow-up of prospective students • Budget increase to diversify marketing efforts from highly traditional paper-based marketing to an online marketing system • Budget increase to cover increase in travel expenses <p>Graduate: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Reallocating graduate assistantships for best use and widest distribution • Pursuing graduate scholarship funding • Evaluating grant opportunities with view towards identifying additional funding for students and student support in high-impact areas <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Fundraising • Grantwriting 	

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Contact: Dr. Myrtis Tabb, Associate Vice President of Finance & Administration

Detail a plan for increasing retention and graduation rates of under-represented groups.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Identifying target diverse populations for retention and graduation; identifying specific obstacles to retention and graduation of target diverse populations;</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Underrepresented populations have significantly lower retention graduation rates than the traditional majority populations. See Appendix F. <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Underrepresented groups' retention and graduation rates 	
<p>Identifying specific solutions to assist target diverse populations in overcoming obstacles for retention and graduation by addressing student support services, course offerings and the use of institutional financial aid, and developing a plan for dissemination of financial aid information for returning students;</p>	<p>VPAA:</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Diversifying the range of programs of study to include majors that address the interests and needs of a diverse student population • Establishing a Student Success Center to address needs of International students, students in need of academic and/or advising support, students who do not have a declared major • Employing advising personnel to staff the Student Support Center • Expanding the Academic Support Services Director position to ensure that assistance is available to students on a 12 month basis • Opening a computer lab in the Student Union • Expanding hours academic support is available to include evenings • Expanding hours computer labs are open to include evenings • Developing workflow processes to promote communication regarding drop/add, withdrawal, and graduation between and among faculty, staff, and students • Implementing an online degree audit process to facilitate advising • Centralizing resources to support International students • Reviewing and appropriately revising existing developmental courses <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Developing and operationalizing a comprehensive plan for dissemination of information on available resources • Increasing available tutoring and academic assistance personnel • Increasing number of available academic advisors • Increasing support for the Student Success Center and the Academic Support Lab • Expanding available space for Student Success Center • Extending the university programs and units that are a part of the Student Success Center to enhance communication and collaboration 	

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	<p>VPSA Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Financial Aid Office conducts 8-10 Financial Awareness Workshops geared to financial responsibility • Students on Financial Aid Academic Probation are required to attend Study Skills Workshops presented by the DSU Academic Support Lab each semester • Foundation Scholarships for under-represented students: <ul style="list-style-type: none"> Dwaun Warmack Book Scholarship for Minority Students African American Alumni Scholarship • Financial Aid Counselors have visited and/or met with student groups from these schools so far this year: <ul style="list-style-type: none"> Greenwood High School Eastside High School West Bolivar High School Amanda Elzy High School St. Joe High School (Greenville) North Panola High School Cleveland High School Pillow Academy Independence High School Simmons High School Lee Academy • Returning students are contacted several times throughout the year, prior to the start of the new academic year, reminding them to apply for federal and state aid • Closer working relationships with Enrollment Management and Student Business Services regarding use of Federal Financial Aid (Title IV) • More printed material and correspondences with returning students on requirements and deadline for Title IV Federal Financial Aid • International student Association (student support group) • Establishment of Multicultural Affairs cabinet level position (Student Government Association) <p>Data: See Appendix</p> <ul style="list-style-type: none"> • C: Financial Aid for First-time, Full-time Freshmen Fall 2010 and 2011 <p>NOTE: <u>Federal Aid</u> would include Pell Grant, Student loans, Federal Work Study. All federal aid is awarded without regard to race or gender.</p> <p><u>Institutional Aid</u> would include scholarships from the university or foundation (academic, music, athletic, etc.), exemptions, waivers, and regular student employment.</p>	
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University: DELTA STATE UNIVERSITY

Contact: Dr. Myrtis Tabb, Associate Vice President of Finance & Administration

	<p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Use of social media to communicate services offered • Use of GST – First Year Experience program to educate and communicate, in regard to Student Support Services • Continued active involvement of Diversity Committee • Hiring Director for underrepresented population at DSU 	
<p>Specifying responsible personnel;</p>	<p>VPAA: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Student Success Director • Academic Advisor • Academic Support Lab Director <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Increasing available tutoring and academic assistance personnel • Increasing number of available academic advisors • Increasing personnel to address the needs of international students <p>VPSA Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Responsibility and accountability measures – Vice-President for Student Affairs 	
<p>Developing a process for monitoring the effectiveness of activities designed to increase retention and graduation of diverse populations; and</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Strategic plan process linked to all other goals • Weekly Cabinet strategizing and reporting • Annual report process <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • More systematized tracking from unit level up to responsible senior administrator 	
<p>Implementing measurable goals related to the retention and graduation of target diverse populations.</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Identifying specific indicators in DSU Strategic Plan <ul style="list-style-type: none"> ○ Increase pass rate in first course after Developmental in English and Math ○ Increase WPE pass rate ○ Increase Percentage of students indicating satisfaction with level of advising ○ Increase year to year retention ○ Improve graduation rates (IPEDS) for freshmen cohort 6 years ○ Increase 4 year and 5 year graduation rates 	

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	<ul style="list-style-type: none"> • Identifying specific Cabinet Strategic Initiatives • Identifying specific Student Success Center goals as detailed in the annual plan • Identifying specific Academic Support Lab goals as detailed in the annual plan <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Define and/or strengthen mechanisms to gather measurable data related to specific DSU Strategic Plan goals and indicators <ul style="list-style-type: none"> ○ Increase pass rate in first course after Developmental in English and Math ○ Increase WPE pass rate ○ Increase Percentage of students indicating satisfaction with level of advising ○ Increase year to year retention ○ Improve graduation rates (IPEDS) for freshmen cohort 6 years ○ Increase 4 year and 5 year graduation rates • Define and/or strengthen mechanism to connect Cabinet Strategic Initiatives to DSU Strategic Plan and gather and measure Initiatives • Define and/or strengthen mechanisms to gather data related to the Student Success Center goals as detailed in the annual plan • Define and/or strengthen mechanisms to gather data related to Academic Support Lab goals as detailed in the annual plan 	
Secondary Elements		
Developing a project mini-budget.	<p>VPAA:</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Reallocating funding to support new academic degree programs • Establishing a budget for the Student Success Center through a funding reallocation process • Expanding funding to the Academic Support Lab through a funding reallocation process • Funding the development and implementation of several workflow projects • Reallocating funding to development and implement an online degree audit system <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Expanding funding to the Student Success Center • Expanding funding to the Academic Support Lab • Increasing the number of workflow processes to promote communication <p>Student Success Center</p> <ul style="list-style-type: none"> ○ Current Budget\$150,000 ○ Addition Funding required.....\$ 85,000 	

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	<p>Academic Support Lab</p> <ul style="list-style-type: none"> ○ Current Budget.....\$75,000 ○ Additional Funding required.....\$75,000 <p>Workflow Processes</p> <ul style="list-style-type: none"> ● Current Budget.....\$50,000 ● Additional Funding required.....\$50,000 <p>VPSA: Areas to Improve (goals)</p> <ul style="list-style-type: none"> ● Increase departmental budget – Financial Aid and Communications & Marketing ● Increase departmental budgets – All student support services for communication ● Funds for staff development and training staff regarding underrepresented population 	
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Board Goal 2: Increasing the employment of underrepresented groups in administrative, faculty and staff positions.

Describe initial administration, faculty and staff employment using the quantitative and qualitative baseline data collected to inform Goal 2 of the Campus Diversity Plan.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling administration, faculty, and staff employment data by gender, race, and ethnicity (numbers and percentages)	Data: See Appendix G <ul style="list-style-type: none"> • G: Employee and Staff by Race and Gender Fall 2011 and 2012 	
Compiling data related to the perceptions of employees at all levels regarding diversity among the administration, faculty and staff;	Data: See Appendix D: (Consultation Report on Diversity at Delta State University) <ul style="list-style-type: none"> • Consultation Report on Diversity at Delta State University will be placed on Human Resources website. • Campus Diversity Plan Evaluation will be placed on Human Resources website. • Feedback will be solicited from faculty, staff, and students with comment box. • DSU was audited by OFCCP and received a clean audit with no onsite visit. 	
Identifying specific obstacles to increasing the employment of under-represented groups; and	<ul style="list-style-type: none"> • Obstacles include budget constraints with advertising, salary agreements, relocation expenses; location and region, incentives, and housing. 	
Identifying specific solutions to assist in increasing the employment of under-represented groups in relation to identified obstacles.	<ul style="list-style-type: none"> • Send job announcements to the Mississippi Unemployment Commission, under-represented community and four-year colleges and other diverse agencies to recruit under-represented groups. • Advertise in diverse publications and online venues by discipline • Utilize the Internet to identify targeted recruitment sites for qualified under-represented applicants • Ensure that all announcements, advertisements, and other related information publicizes commitment to equal employment opportunity (EEO) • Provide support for incoming faculty working on advanced degrees such as schedule adjustments and course reductions • Faculty and staff apartments were built and available to rent August 2010 • Provide additional resources for recruitment such as housing assistance, salary, etc. • Provide assistance with housing as many faculty indicated that they were shown substandard housing by realtors and only shown housing in certain parts of town; this difficulty sets a negative tone early on in getting acclimated to Cleveland and DSU. • Strengthen and systematize the process for faculty recruitment as it relates to diversity (e.g., provide support/training to faculty members who are asked to serve as the “diversity representative” and clarify their role to all search committee members and 	

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	chairs, provide resources to search committee members on the recruitment of diverse faculty). <ul style="list-style-type: none"> Review the Affirmative Action Plan to assess which employment groups have an under-representative groups and form goals to recruit in those areas. 	
Secondary Elements		
Compiling data on under-represented group population employment by program.	Data: See Appendix <ul style="list-style-type: none"> G: Employee and Staff by Race and Gender Fall 2011 and 2012 	

Engage the university Chief Diversity Officers in the process of filling vacant positions.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Identify/define the Chief Diversity Officer's role in employment procedures	Accomplishments (analysis): <ul style="list-style-type: none"> One of the strategic directions identified by the University Leadership Cabinet is to "Create the position of Chief Diversity Officer as the next step in the expansion of this important area of institutional life." The leadership of the institution has engaged in a discussion about the role of Chief Diversity Officer and the need to identify the funding for this position. Areas to Improve (goals) <ul style="list-style-type: none"> Create a Chief Diversity Officer position and a Diversity Department that could serve as a centralized area that supports and directs efforts to address diversity issues and assesses campus climate. Funding amount needed.....\$125,000. Provide opportunities for faculty and staff to learn about diversity issues, mainly surrounding race, nationality/culture, SES, sexual orientation, and religion. 	

Provide diversity and inclusion training for administrators, faculty and staff who serve on search committees or make hiring decisions.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling data on current diversity training, and the effectiveness of such training; and	Data: See Appendix: H: Diversity Programming 2012-2013 The 2012-2013 Diversity Awareness Report was presented with the February Board Report. Accomplishments (analysis): <ul style="list-style-type: none"> Job descriptions are available to incumbents and all members of management involved in the recruiting, screening, selection, and promotion process. Job descriptions are also 	

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	<p>made available to employees, applicants, and recruiting sources as appropriate.</p> <ul style="list-style-type: none"> Analyze job position classifications and job descriptions to ensure related knowledge, skills, abilities, and other characteristics serve as the basis for employment decisions. A program of training is developed each year by the Diversity Committee. See 2012-2013 Diversity Awareness Report. <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Goal is to employ a Diversity Officer. Funding amount needed.....\$125,000 	
Specifying responsible personnel.	<p>Human Resources and Diversity Committee</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> Diversity Coordinator was appointed January 2008 	
Secondary Elements		
Developing a project mini-budget.	<p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Funding of \$125,000 be identified and implemented. 	

Establish mentoring programs for under-represented groups hired in administrative, faculty, and staff positions.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Compiling data on current mentoring practices among employees and the effectiveness of such incentives</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> Support professional development and non-academic units that make measurable strides to meet university diversity goals Provide diversity and inclusion training for administrators, faculty and staff Provided opportunities for faculty and staff to enhance their understanding of diversity and of multicultural sensitivity by presenting “Dish It Up”, “Beyond Black and White: The Chinese Experience” with John Jung, and “MS Civil Rights History: Where do We Go From Here” with Paul Ortiz programs <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Establish a mentoring program for professional development by 2014. Implement an orientation program to inform new employees of their equal employment responsibilities, promotional opportunities, University rules, ways to alleviate any problems that might arise and other issues related to affirmative action compliance. Workflow processes will address topics through power point presentations on diversity and multicultural awareness to be viewed by new employees. 	

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Specifying responsible personnel.	<ul style="list-style-type: none"> Human Resources, Deans, Chairs, and Directors, and Vice Presidents. 	
Secondary Elements		
Developing a project mini-budget.	<p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Funding source to be identified and implemented for mentoring program.....\$75,000 	

Provide incentives for academic and non-academic units that make measurable strides to meet university diversity goals.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling data on current incentives offered and the effectiveness of such opportunities	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> Discussion by the Diversity Committee of incentives to be provided – no action taken. <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> A system to provide incentives will need to be developed and implemented in conjunction with the President’s Cabinet, Human Resources, and Academic Council during budget process. Funding amount needed.....\$200,000. 	

Support professional development and administrative intern opportunities for under-represented groups within the staff and faculty.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling data on current professional development opportunities, and the effectiveness of such opportunities.	<p>VPAA:</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> Allocation of funding to support faculty professional development Delivery of on-campus professional development workshops related to <ul style="list-style-type: none"> ○ Learning Outcomes ○ BANNER ○ Workflow ○ Induction/mentoring of new faculty <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> Establish data management system to identify and monitor effectiveness of professional development opportunities at the institutional and unit levels 	

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	<ul style="list-style-type: none"> • Establish under-represented groups as an area of emphasis for professional development at the institutional and unit levels • Development of a comprehensive annual plan for the delivery of on-campus professional development workshops <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Provide ongoing opportunities for faculty, staff, and students to enhance their understanding of diversity and of multicultural sensitivity. <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • A system will need to be developed and implemented in conjunction with the Vice President for Academic Affairs and Human Resources such as a program managed by Human Resources allowing under-represented groups to attend professional development seminars and rating the effectiveness of seminars through surveys. • Promote abroad opportunities for faculty to become exposed to diverse cultures and learning environments • Provide ongoing opportunities for faculty, staff, and students to enhance their understanding of diversity and of multicultural sensitivity. 	
Secondary Elements		
<p>Developing a project mini-budget.</p>	<p>VPAA:</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Identifying funding at the VPAA level to support professional development • Funding, planning, and delivering professional development opportunities <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Establish a separate budget for professional development opportunities <p>Currently there is not a separate budget for Professional Development</p> <p>Necessary Allocated Funding.....\$75,000</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • A program for professional development will be developed by Human Resources <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Funding source to be identified and implemented. • Funding amount needed.....\$25,000 	

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Board Goal 3: To enhance the overall curriculum by infusion of content that enhances multicultural awareness and understanding.

Describe initial curriculum offerings relating to diversity to inform Goal 3 of the IHL Campus Diversity Plan.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Compiling data on course offerings related to diversity (including Women’s Studies, African American Studies, etc.);	Data: See Appendix --- <ul style="list-style-type: none"> • D: Consultation Report on Diversity at Delta State University • I: Fall 2012 and Spring 2013 Diversity Course Offerings 	
Compiling data on other educational activities offered to students related to diversity; and	Data: See Appendix -- <ul style="list-style-type: none"> • Annual Reports and possible questionnaire for all units 	
Compiling any available data on student participation in course offerings and other activities related to diversity.	Data: See Appendix --- <ul style="list-style-type: none"> • D: Consultation Report on Diversity at Delta State University • I: Fall 2012 and Spring 2013 Diversity Course Offerings 	

Utilize humanities courses as a springboard to introduce students to multicultural concepts and awareness.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Identify general education courses that will serve as foundational for diversity awareness and competency.	Data: Appendix J: QEP proposal on Cultural Awareness Accomplishments (analysis): <ul style="list-style-type: none"> • Establishing General Education Purposes and Specific Competencies for overall General Education Curriculum • Identifying Cultural Awareness as one of the Specific Competencies addressed in the General Education Curriculum • Developing a matrix that indicates General Education Purposes and Specific Competencies related to each course in General Education Curriculum • QEP proposal on Cultural Awareness – Appendix J Areas to Improve <ul style="list-style-type: none"> • Continuing to revise and edit the matrix to best identify the courses that will serve as foundational for diversity and awareness 	

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Provide courses in subject areas that facilitate an appreciation for underrepresented populations as options to satisfy general education or elective requirements (including, but not limited to, African American Studies, Women’s Studies, etc.).

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Identify alternate courses for general education inclusion; review all curriculum for identification and inclusion of electives with diversity threads.	<p>Data: Appendix J: QEP proposal on Cultural Awareness</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Establishing a process for inclusion of additional courses in the General Education Curriculum • Ongoing review of the general education curriculum’s purposes, requirements, courses, and outcomes • Developing a matrix that documented general education outcomes • Ongoing review of the matrix entries to ensure appropriate articulation of the course to the syllabus • QEP proposal on Cultural Awareness – Appendix J <p>Areas to Improve</p> <ul style="list-style-type: none"> • Encouraging curriculum committees in each academic unit to propose courses that address diversity for inclusion in the General Education Curriculum • Developing a process for review of courses to determine the existence of diversity content appropriate to designate for elective purposes on degree plans 	

Incorporate diversity and multicultural awareness into freshman seminar courses, capstone courses, or other courses that are required of all students.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Review and revise degree programs for inclusion of capstone or required courses with diversity awareness threads.	<p>Data: Appendix J: QEP proposal on Cultural Awareness</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Establishing a process for approval of courses and degree program changes • QEP proposal on Cultural Awareness – Appendix J <p>Areas to Improve</p> <ul style="list-style-type: none"> • Working with curriculum committees in the academic departments/divisions to encourage the review and revision of degree programs 	

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Incorporate diversity and multicultural awareness into first-year experience programs, student and/or residential life programs, and other programs that engage many students.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Review and revise first-year experience program activities and other student life programs, to include diversity threads.</p>	<p>GST: Data: Appendix J: QEP Proposal on Cultural Awareness</p> <p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Employing a model with student services emphasis through a continuation of orientation focus known as GST-100 Delta Discovery • Recruiting faculty and professional staff to serve as mentors for the students • Organizing a schedule of activities and presentations that facilitate adaptation to university life • Requiring activities that cover social learning, financial skills, the Student Handbook, library discovery, and an exposure to university Study Skills and Registration Skills • QEP Proposal on Cultural Awareness – Appendix J <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Enhancing the GST-100 model to include a required module on diversity • Including presentations by the Diversity Committee • Creating an online module on diversity accessible through Blackboard • Allowing co-mentors to expose their respective section to diversity 	
Secondary Elements		
<p>Developing a project mini-budget.</p>	<p>GST: Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Stipends for GST are low <p>Areas to Improve (goals)</p> <ul style="list-style-type: none"> • Increasing the co-mentor pay to \$1000 per term and commodities to \$300 per section <p>QEP Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Budget established for QEP implementation.....\$60,000 	

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Promote study abroad opportunities for student exposure to diverse cultures and learning environments.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Identify and increase study abroad opportunities	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Offering a travel abroad opportunity every year (for credit) • Joining StudyMississippi group <p>Areas to Improve</p> <ul style="list-style-type: none"> • Coordinating efforts with other IHL's • Identifying other funding sources to supplement costs • Identifying partner schools abroad • Identifying and applying for appropriate grants 	

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Board Goal 4: To increase the use of underrepresented groups as professionals, contractors, and other vendors.

Enhance efforts to accurately identify, capture and report under-represented businesses at the institutions with an ultimate goal of establishing practices that increase participation of under-represented vendors by.

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
Reviewing current practices and ensuring consistency based upon collaboration with institutional procurement officers;	Accomplishments (analysis): <ul style="list-style-type: none"> • Reviewing practices involving the use of under-represented groups of professionals, contractors, and other vendors Areas to Improve <ul style="list-style-type: none"> • Including use of IHL databases to inform under-represented vendors of opportunities • Establishing an internal database of under-represented vendors • Continuing to review practices involving the use of under-represented groups of professionals, contractors, and other vendors 	
Assessing current vendor systems to determine needed updates or improvements; and	Accomplishments (analysis): <ul style="list-style-type: none"> • Assessing vendor systems to determine expectations are met • Identifying and capturing all under-represented businesses Areas to Improve <ul style="list-style-type: none"> • Collaborating with OIT to allow a prompt in our system to request information regarding the consideration of an under-represented vendor • Ensuring the Office of Procurement contacts vendors regarding under-represented information on vendor paperwork 	
Developing reporting requirements to ensure routine reporting of under-represented vendor information.	Data: Appendix K: Vendor Data Accomplishments (analysis): <ul style="list-style-type: none"> • Completing monthly under-represented vendor reports for IHL Areas to Improve <ul style="list-style-type: none"> • Utilizing monthly under-represented reports to monitor the progress of increasing under-represented vendors 	

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Develop web-based information and resources to assist under-represented vendors in doing business with the university to include:

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Developing websites which provide information for vendors on “How to Do Business with the University”;</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Establishing vendor workshops specifically for underrepresented groups • Developing a strategic plan to utilize the existing DSU website to provide information needed to develop a new website for the program. <p>Areas to Improve</p> <ul style="list-style-type: none"> • Expanding reach of vendor workshops • Providing detailed information regarding the required process to becoming a vendor • Including links to necessary documents, question and answer interfaces, and an events calendar for public use • Informing potential vendors via emails and text-blasts of detailed vendor processes 	
<p>Establishing links to other non-IHL entities available to assist under-represented businesses, such as the Small Business Administration, Mississippi Department of Finance & Administration, Mississippi Contract Procurement Center, Mississippi Minority Business Alliance, etc.; and</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Providing information for entrepreneurs and business owners through College of Business webpage <p>Areas to Improve</p> <ul style="list-style-type: none"> • Researching helpful links providing information to potential vendors • Providing information assisting unqualified under-represented vendors in becoming legitimate business entities 	
<p>Researching the viability of participation in annual trade shows and other events that will foster relationships with under-represented businesses.</p>	<p>Accomplishments (analysis):</p> <ul style="list-style-type: none"> • Plans to conduct research in 2014-2015. <p>Areas to Improve</p> <ul style="list-style-type: none"> • Expanding reach of workshops for underrepresented vendors providing information on becoming a vendor • Expanding our reach to vendors outside the immediate area via trade shows • Hosting trade show events allowing under-represented vendors to display services and products 	

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Cooperate with IHL legal counsel in:

Primary Elements	Data or Feedback: Accomplishments/Areas to Improve	Rating
<p>Creating written guidelines that can be provided to procurement offices which address the goal of cultivating under-represented businesses as potential vendors while adhering to all applicable laws; and</p>	<p>Areas to Improve</p> <ul style="list-style-type: none"> • Embedding consideration of reputable under-represented businesses in purchasing process • Creating written policies, procedures, and accountability measures • Reviewing, revising, and amending current policies • Establishing a referral program to identify potential under-represented vendors 	
<p>Ensuring training for procurement officers and other university staff that addresses the practical implementation of such guidelines as well as initiatives for diversifying vendor participation is both legally and fiscally sound.</p>	<p>Areas to Improve</p> <ul style="list-style-type: none"> • Offering internal training sessions to campus employees • Ensuring employees understand procurement processes, vendor application processes, and importance of considering reputable under-represented vendors 	

Goal 1: <u>Increase student learning:</u> (DSU will ensure through high-quality programs that graduates are well prepared for successful careers, meaningful work in a global society, and engaged citizenship.)								
Indicators:	RESPONSIBLE PARTY [Data Source]	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14) Target	NOTES
1.1 Senior-level competency measures – every discipline (Internship, capstone, exit exam, major field tests)	AA / Deans [annual reports]							
Pass rate in first course (099) after Developmental (090) in	Acad support [IRP]							
1.2a English		0.0%	75.0%	100%	100%	100%		
1.2b Math		0.0%	16.7%	63%	50%	50%		
Pass rate in first course (100-level) after Intermediate (099) in								
1.2c English		80.0%	95.6%					
1.2d Math		70.2%	64.2%					
1.3a WPE pass rates	VPAA [IRP]	38%	46%	44%	53%	60%		WPE report
1.3b CAAP		92%	74%	88%	83%	81%		CAAP report (>3.0)
1.3c PRAXIS I – Math	[Field Experiences]	57%	57%	76%	70%	67%		Field Experiences
1.3d PRAXIS I – Reading		54%	63%	82%	68%	63%		
1.3e PRAXIS I – Writing		56%	59%	85%	68%	68%		
1.3f NCLEX 1 st Write	[School of Nursing]	83%	97%	96%				Nursing AR
Number of students involved in	IRP [annual reports]							Delta Center
1.4a Volunteerism, (no longer available)		1,748						
1.4b Service-learning (gather from AR)								
1.5 Percentage of academic programs measuring QEP goals	Departments [annual reports]	78%	68.2%					AR
1.6 Career services (# of student contacts --usage, partnerships, surveys, workshops)	Career Services [annual report]	3,874	3,972	4,099				
1.7 (%) of students employed w/in one year of graduation	IRP [nSPARC data]	AY 2007: 76.7%	AY 2008:	AY 2009:	AY 2010:	AY 2011:	AY 2012:	MS residents? Not in school?
1.8 (%) of students employed in field at time of graduation	IRP [graduation survey]	AY 2009: 91%	AY 2010: 84%	AY 2011: 87%	AY 2012:	AY 2013:	AY 2014:	Graduation survey (directly and somewhat)
1.9 (%) of students indicating they are exposed to diverse ideas at “moderate” to “very high” levels (will use sample)	AA / IRP [course evaluation]	87.1%						Q20
1.10 (%) of students indicating satisfaction with level of advising (excellent or good)	AA / IRP [graduation survey]	93.8%	90.9%	91.1%				Q3a-b Advisement/ Major survey
Age of Library Collections:	Library Services [annual report]							Library AR
1.11a Percentage of holdings 5 or fewer years old		6.5%	6.0%	5.5%				
1.11b Percentage of holdings between 5 and 10 years old		14.8%	15.5%	14.4%				
1.11c Percentage of holdings 10 or more years old		78.7%	78.5%	80.1%				

Goal 2: <u>Develop an engaged, diverse, high-quality student population.</u> (Delta State will attract, retain, and graduate an engaged and success-oriented student population.)								
Indicators:	RESPONSIBLE PARTY [data source]	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14)	NOTES
Increase enrollment (Fall to Fall) 2.1a First time fresh 2.1b CC transfer 2.1c Part – time 2.1d International 2.1e Graduate 2.1f	Enrollment services International advisor Graduate dean [IRP]	Fall 2008 398 496 1,159 39 852 n/a	Fall 2009 367 492 1,248 54 916 n/a	Fall 2010 381 492 983 58 920 506	Fall 2011 332 332 1171 57 847 896	Fall 2012 384 384 1059 65 566 1141	Fall 2013	2.1c- GR and UG w/o TFA 2.1d- citizenship and residency
Increase year to year retention (available by race/gender) 2.2a Second 2.2b Third 2.2c Fourth 2.2d Fifth 2.2e Sixth 2.2f % of Graduate Student Completions in One Year or Returned for a Second Year	AA / Deans [IRP]	64% 48% 40% 31% 11%	63% 47% 42% 21% 9%	71% 58% 54% 31% 11%	63% 48% 40% 21% 10%	61% 48% 42% 24% 8%		
Improve grad rate (IPEDS) freshmen cohort 6 years 2.3a White 2.3b African American 2.3c Other 2.3d Pell 2.3e No Pell 2.3f Stafford 2.3g No Stafford 2.3h Athletes (academic success rate)	AA / Deans [IRP] [Athletics]	45% 52% 34% 43% 39% 50% 60%	46% 48% 43% 33% 44% 48% Aug 1,2011	36% 25% 44% 24% 38% 25% 38%	41% 27% 63% 30% 41% 31% 40%	45% 22% 36% 27% 36% 26% 35%		
Increase grad rate 2.4a 4 year (NASH) 2.4b 5 year (NASH)	AA / Deans [IRP]	17% 41%	18% 27%	17% 33%	15% 29%	16% 27%		
2.5 Increase number of UG degrees	AA / Deans [IRP]	599	520	559	503	487		
2.6 Increase number of GR degrees	Graduate dean [IRP]	287	253	334	277	309		
2.7 Increase yield rate (% of students admitted who actually enroll) - Undergraduate	Enrollment Services [Enrollment Services]	87%	83%	92%		77%		
2.8 Increase yield rate (% of students admitted who actually enroll) - Graduate	Graduate Office [IRP]	78%	73%	73%				
2.9 Number of graduate assistantships	Graduate Office [G&CS]	76	83	72	53	78		EEO 8
2.10 Scholarship (or aid) dollars per FTE	Financial aid [IPEDS]	\$1,723 (\$8,617)	\$1,813 (\$9,568)	(\$9,857)				(Annual report and IPEDS 12-month FTE)

Goal 3: Assure high-quality, diverse, engaged faculty and staff. (Delta State will attract, retain, and support an engaged and highly-trained workforce)								
Indicators:	RESPONSIBLE PARTY [data source]	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14)	NOTES
Salary levels for 3.1a Professors 3.1b Assoc Prof 3.1c Asst Prof 3.1d Instructor	HR [IRP]	\$68,047 \$59,905 \$49,695 \$48,565	\$68,340 \$60,378 \$48,930 \$49,912	\$68,110 \$60,297 \$50,340 \$49,122	\$66,702 \$56,138 \$49,479 \$47,416	\$66,095 \$53,844 \$51,688 \$46,064	SREB Avg for peer Comparison percentages	AAUP
Salary levels for staff (by EEO) 3.2a Other Professional/Support 3.2b Technical/Paraprofessional 3.2c Clerical/Secretarial 3.2d Skilled Craft 3.2e Service/Maintenance	HR [IRP]	\$39,348 \$30,373 \$22,992 \$36,968 \$18,247	\$37,166 \$34,337 \$23,619 \$38,949 \$18,953	\$37,943 \$34,314 \$23,664 \$40,397 \$18,342	\$38,938 \$36,571 \$24,186 \$39,176 \$19,456	\$38,104 \$32,142 \$24,306 \$38,736 \$19,695	SREB Avg for peer	IHL Employee file
3.3 Salary levels for administrators	HR [IRP]	\$82,796	\$85,234	\$84,637	\$85,506	\$85,958	SREB Avg for peer	IHL Employee file
3.4 Number of faculty participating in distance learning training through OIT	OIT [annual report]							
3.5 Training hours in technology available to faculty and staff through OIT	OIT [annual report]							
3.6 Training hours in technology utilized by faculty and staff through OIT	OIT [annual report]							
3.7a Improved faculty retention 3.7b Improved staff retention	HR [IRP]	90% 69%	88% 74%	82% 85%	100% 71%	90% 68%		F: PFO-2, Hired 07/01 to 12/31 S: PFO-1,3-7
Increased diversity (as reported to IHL) (non-majority) 3.8a Administrators 3.8b Faculty 3.8c Other Professional/Support 3.8d Technical/Paraprofessional 3.8e Clerical/Secretarial 3.8f Skilled Craft 3.8g Service/Maintenance	HR [IRP]	8.9% 13.0% 19.8% 0.0% 21.8% 7.7% 79.3%	11.4% 13.5% 22.8% 22.2% 22.5% 8.3% 80.4%	5.0% 12.9% 25.3% 25.0% 20.6% 7.1% 74.2%	5.0% 14.8% 22.0% 36.4% 21.9% 6.7% 69.6%	5.4% 16.5% 29.5% 33.3% 19.4% 7.7% 69.3%		
Increased diversity (as reported to IHL) (female) 3.8a Administrators 3.8b Faculty 3.8c Other Professional/Support 3.8d Technical/Paraprofessional 3.8e Clerical/Secretarial 3.8f Skilled Craft 3.8g Service/Maintenance	HR [IRP]	48.9% 50.8% 62.4% 62.5% 94.9% 0.0% 49.1%	47.7% 50.8% 64.4% 66.7% 93.8% 0.0% 47.8%	52.5% 52.7% 62.1% 75.0% 95.6% 0.0% 46.1%	52.5% 56.8% 60.2% 72.7% 93.8% 0.0% 46.4%	54.1% 54.0% 59.0% 75.0% 93.5% 0.0% 45.5%		
3.9 Faculty with terminal degrees (full-time)	HR [IRP]	67.7%	70.5%	67.7%	61.4%	71.2%		
3.10 Faculty Professional development dollars per FTE	AA [budget, IRP]							

Goal 3: Assure high-quality, diverse, engaged faculty and staff. (Delta State will attract, retain, and support an engaged and highly-trained workforce)								
Indicators:	RESPONSIBLE PARTY [data source]	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14)	NOTES
3.11 Number of professional development activities by FT faculty can we track (or remove) these three items – 3.11, 3.12, 3.13)?	Chairs [MAD]							
3.12 Number of scholarly contributions by FT faculty	Chairs [MAD]							
3.13 Number of service activities by FT faculty	Chairs [MAD]							
3.14 Percentage of supervisors and department heads receiving yearly best practice training on HR topics set goals on these three with HR (3.14, 3.15, 3.16)	HR							
3.15 Percentage of staff receiving yearly best practice training on operational topics	HR							
3.16 Web redesigns per year (as % of current content)	Comm/Mark, OIT							

Goal 4: Enhance institutional effectiveness: (DSU will improve and communicate effectively its financial, physical, and resource capacities, demonstrating efficiencies in programs and services.)								
Indicators:	RESPONSIBLE PARTY [data source]	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14)	NOTES
4.1 Increased marketing outreaches (budget, articles, press releases – local, national, international)	Communications [annual report]	980	863	827				Press releases in AR
4.2 Alumni events / participation numbers	Alumni [annual report]	40 / 5000	40 / 5000					
4.3 External resource base: (capitol campaign \$) <i>expand categories?</i>	Alumni	\$4,200,000						Foundation AR
4.4 Grants submitted (# and \$)	Grants Office [IHL external fund report]	N/A	N/A					Began tracking FY11
4.5 Grants received (# and \$)	Grants Office [IHL external fund report]	76 \$13,263,122	62 \$13,631,855					
4.6 Facility renewal (deferred maintenance \$)	Finance / facilities							
4.7 Master lease (budget, number of items)	Finance / facilities							
4.6 Technology infrastructure improvements <i>How to measure?</i>	OIT							
4.9 Attendance at cultural events (BPAC, others)	BPAC, others [annual report]	9,467						BPAC AR
4.10 Attendance at sporting events	Athletics	N/A						
4.11 Use of website (measured by hits down to second or third tier?) <i>how to measure? Or instead, analyze review cycles; track improvements. . . ?</i>	OIT							
4.12 Process manuals developed for all units for FY 12 (initiated with request for data processing goals in Annual Report for 10-11)	All units [annual report]							
4.13 Best Practices Campus efficiencies (yearly program review by % of total units) <i>how to measure? Energy savings?</i>	VP Finance							
Library resources 4.14a Materials budget 4.14b Items added collection 4.14c Staff / student FTE ratio	Library [budget?] [?] [annual report]	1:141	1:147	1:148				
4.15 User and/or unit outcomes established and measured in 100% non-academic annual reports	IRP [annual reports]	N/A	57%					
4.16 Student outcomes established and measured in 100% academic annual reports <i>maintain</i>	IRP [annual reports]	100%	100%	100%	100%	100%		
4.17 Annual Reports received on time (100%)	IRP [annual report delivery]	76%	45%					

Goal 5: Improve the quality of life for all constituents (Improving its image and impact, DSU will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.)								
Indicators:	RESPONSIBLE PARTY (Owner)	BASELINE FY 2009 (08-09)	FY 2010 (09-10)	FY 2011 (10-11)	FY 2012 (11-12)	FY 2013 (12-13)	FY 2014 (13-14)	NOTES
5.1 Online course offerings (#)	AA [IRP]	495	607	631	641	623		Summer I, II, Fall, Spring
5.2 Online degree programs (#)	AA [IRP]	8	9	9	9	9		
5.3 Off-Campus courses (#)	AA [IRP]	116	109	135	134	125		
5.4 Off-Campus degree programs (#)	AA [IRP]	3	3					
5.5 2 + 2 programs (#)	AA [IRP]	1	1					
5.6 Dual enrollment (#)	Enrollment [IRP]	131	146					Admissions Annual Report
5.7 a Non-trad offerings (summer, workshops, CEU's)	Cont. Education [annual report]	281	302					# of CEU, workshops in GCS AR
5.7b Number of students involved in continuing education offerings	Continuing ed [IRP]	4,803	5,053					
5.7c Number of faculty involved in continuing education offerings	Cont. Education [IRP]	76	113					
5.8 Usage of campus facilities and space by external constituents <i>how to quantify?</i>	Union / Finance							
5.9 Faculty, staff participation in community events	All units [Annual Reports]							
5.10 Title IX <i>how/what to measure?</i>								
5.11 Number of partnerships <i>how/what to measure?</i>	Office of President Special Projects							
5.12 Economic Development impact (<i>how/what to measure—programs, \$'s, participants?</i>)	CCED							
5.13 Ed.D. enrollment (area priority -- AY unduplicated)	COE [IRP]	77	80	71	74	82		
Number of nursing degrees (state and area priority)	SON							
5.14a BSN	[IRP]	54	19	42	54	40		
5.14b MSN	[IRP]	33	9	30	0	10		
5.14c		n/a	n/a	0	0	0		
Number of teaching degrees (state and area priority)	COE							
5.15a Undergraduate	[IRP]	69	76	61	63	69		All Ed degrees for teaching; not psychology or administration
5.15b Graduate	[IRP]	150	165	158	151	152		