

Chapter XVIII: MASTER PLAN AND ASSESSMENT WORKSHOP

The Summer 2005 Master Plan and Assessment Workshop was held on July 19, 2005. Faculty Senate President Dr. Dana Delaware welcomed the Workshop attendees and introduced University President Dr. Barbara Dixon. The theme of the 2005 Workshop was “Preparing for a Third Decade of Excellence in the Liberal Arts,” and President Dixon spoke of the future of Truman in the context of the upcoming planning process as well as Truman’s strengths and challenges it faces.

Dr. Dixon announced that a representative group of faculty, staff, and students would be appointed to serve as a Strategic Planning Advisory Committee in Fall 2005. The committee will be charged to update the University’s current Master Plan, which goes from 1997-2007, and to develop a targeted list of strategic initiatives with associated accountability centers and projected costs. The committee’s focus will be to build on the University’s successes represented by the 20th anniversary of the mission change and the 10th anniversary of the name change to establish a “third decade of excellence” at Truman. In addition, President Dixon’s presentation identified seven planning priorities for consideration by the new SPAC:

- ❖ Competitive salaries for faculty and staff;
- ❖ Student/faculty ratio at 16:1;
- ❖ Possible new programs and support services;
- ❖ Increased enrollment, retention, and graduation;
- ❖ Administrative restructuring;
- ❖ Examination of the viability of all programs; and
- ❖ Curriculum review, including –
 - √ Examining of the balance between fact gathering, lifelong learning, analysis skills, and personal exploration;
 - √ Modeling leading private liberal arts colleges in the integration of the four powerful pedagogies;
 - √ Graduating more students in 4 years; and
 - √ Considering new delivery models, *e.g.*, 4-course student load, 4-1-4 semester schedule, *etc.*

Dave Rector, Executive Director of Budgets, and Michael McManis, University Dean for Planning and Institutional Development, outlined Truman’s current budgetary status and addressed the outlook for the future of higher education in Missouri and at Truman. Their presentations noted that Missouri’s higher education system faces a challenging, unstable policy and fiscal environment while Truman has limited budgetary flexibility and faces stiff competition for students. As a consequence, funding flexibility for new initiatives will most likely have to be found internally through reallocations or externally through increased private giving or innovative entrepreneurial activities.

Garry Gordon, Vice President for Academic Affairs, and Lou Ann Gilchrist, Dean of Student Affairs, then spoke on the current state of Truman as a learning-centered institution. The question they posed was, “Are we allocating resources in ways that produce learning?” They proceeded to present assessment data both from Truman’s regular assessment instruments (NSSE and HERI Faculty Survey, for example) and from a study by George Kuh of selected institutions that showed strong results on the NSSE called the DEEP Project in order to help answer the question. The remaining plenary session was provided by Mark Gambaiana who outlined the current status of planning for Truman’s first capital campaign in a presentation following lunch.

The Master Plan and Assessment Workshop is always one of the best opportunities on campus to present assessment data to the University community. The VPAA’s and Dean of Student Affairs’ presentation was an excellent of this, but so were many of the concurrent sessions throughout the day. The concurrent sessions ran the gamut from how full-time equivalent ratios can inform resource allocations to success strategies for at-risk students. Particular attention was paid to breakout sessions focused on the broad planning themes identified in the current University Master Plan, *i.e.*,

- ❖ Recruiting and supporting a diverse, well-qualified faculty, staff, and student body
- ❖ Deepening an Enhanced, Self-reflective Liberal Arts Culture
- ❖ Nurturing Viable Relationships with External Constituencies
- ❖ Providing Excellent Support to the Teaching/Learning Process

In addition to numerous presentations supported by assessment, each faculty discipline attendee received a data handout with the Master Plan indicators for their discipline, the division, and the University. These discipline representatives were then expected to share these data with their colleagues for review and discussion.

The following pages include the Workshop agenda and PowerPoints of selected presentations. For links to all the materials associated with the Workshop, visit the following web address, which is restricted to Truman IPs:

<http://vpaa.truman.edu/communications/mpaw/2005/index.stm>.



Visioning Truman's Future and Charting Our Path

Master Plan and Assessment Workshop
Barbara Dixon
July 19, 2005



Twentieth Anniversary: Liberal Arts and Sciences Mission

Statewide Liberal
Arts
and Sciences
Mission
June 20, 1985



Tenth Anniversary: Name Change

"The University's success has exceeded all expectations, bringing great credit to the school and to the state of Missouri."

Governor Mel Carnahan
June 15, 1996



Uncertainty Ahead

- Declining state support
- Increased competition for state funding
- Shifting policy environment



Planning Processes

- Five-year Planning Document, 1987-1991
- University Master Plan, 1997-2007
- University Master Plan Update, 2002-2007
- Appointment of Strategic Planning Advisory Committee: Fall 2005



Examine Strengths and Weaknesses

- Competitive edge
- Curriculum structure, delivery, and support
- Continued high quality service to Missouri
- "Business as usual" versus evolution



Priorities for Planning

- Competitive salaries for faculty and staff
- Student/faculty ratio at 16:1
- Possible new programs and support services
- Increase enrollment, retention, and graduation
- Administrative re-structuring
- Examine viability of all programs



Priorities for Planning: Curriculum

- Examine balance between fact gathering, life-long learning and analysis skills, and exploration
- Model leading private liberal arts colleges in the integration of the 4 powerful pedagogies
- Graduate more students in 4 years
- Consider new delivery models – 4 course load, 4-1-4 semester schedule, etc.



Funding the New Plan

- No additional state funding
- Reallocate \$4.0-\$5.0 M from existing resources
- Increase private giving
- Explore alternative revenue generating ideas



Visioning Truman's Future and Charting Our Path

Where is Truman Now? What Assessment Tells Us

Master Plan and Assessment Workshop
July 19, 2005

Garry L. Gordon, Vice President for Academic Affairs
Lou Ann Gilchrist, Dean of Student Affairs

“Never Let It Rest”

(George D. Kuh, Jillian Kinzie, John H. Schuh, and Elizabeth J. Whitt “Never Let It Rest.”
[Change](#) July/August 2005)

- Are schools allocating resources in ways that produce learning?
- Do students acquire the lifelong learning skills that will enable them to lead productive, civically responsible lives after college?
- Are students challenged and supported in their studies?

Documenting Effective Educational Practices (DEEP)

- NSSE Institute for Effective Educational Practice
- 2-year study (24 researchers)
- 20 colleges
- Characteristics of colleges with higher-than-predicted graduation rates and higher-than-predicted levels of student engagement.

DEEP – What the Researchers Found

(George D. Kuh, Jillian Kinzie, John H. Schuh, and Elizabeth J. Whitt “Never Let It Rest.”
[Change](#) July/August 2005)

High Performing Institutions...

- Have an improvement-oriented ethos
- Exhibit a positive restlessness
- Invest in student success
- Make decisions informed by data
- Stay the course

DEEP – What the Researchers Found (con't)

High Performing Institutions...

- Provide leadership from every corner
- Put someone in charge, but make it collaborative
- Get and keep the right people
- Convert challenges into opportunities
- Cultivate a campus culture that makes space for differences
- Avoid overload

At Truman:

Are we allocating resources
in ways that produce
learning?

Producing Learning: What Research Tells Us

Peter Ewell: Principles of Learning
From the 2004 University Conference

- The learner is not a "receptacle" of knowledge but rather creates his or her learning actively and uniquely
- Learning is about "making meaning"
- Every student can learn
- Direct individual experiences decisively shape individual understandings

Ewell, Peter. "Organizing for Learning: A Point of Entry." In *Time*, 1997.

Producing Learning: What Research Tells Us

Peter Ewell: Principles of Learning
(con't)

- Learning occurs when the learner is ready to learn
- Learning occurs best in the context of a compelling "presenting problem"
- The results of learning atrophy if they are not exercised
- Learning occurs best in a cultural and interpersonal context

Ewell, Peter. "Organizing for Learning: A Point of Entry." In *Time*, 1997.

Producing Learning: Selected Truman Data

2004 NSSE: During the current school year, how much has your coursework emphasized the following mental activities?

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.

1=very little
2=some
3=quite a bit
4=very much

	Truman	COPLAC
2002	FY: 3.10 SR: 2.86	FY: 2.81 *** SR: 2.49 ***
2003	FY: 3.13 SR: 2.84	FY: 2.77 *** SR: 2.50 ***
2004	FY: 2.95 SR: 2.84	FY: 2.53 *** SR: 2.39 ***

***Significant at the p<.001 level

Producing Learning: Selected Truman Data (con't.) Service Learning

- NSSE 2004: Which of the following have you done or do you plan to do before you graduate?

	Truman	COPLAC
Practicum, internship, field experience, co-op experience, or clinical assignment (1=yes; 2=no)	FY: 0.03 SR: 0.43	FY: 0.08 *** SR: 0.58 ***
Participated in a community-based project as part of a regular course (1=never; 4=very often)	FY: 1.32 SR: 1.54	FY: 1.52 SR: 1.78 ***

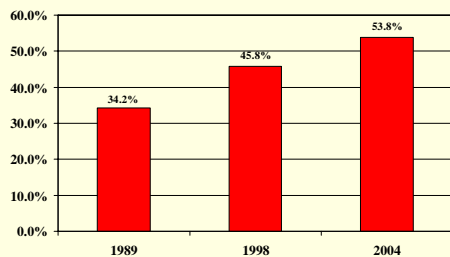
- HERI Faculty Survey 2004: Methods you use "in most" or "in all" of the courses you teach (n=199):

	Truman	Public 4-Yrs.
Community service as part of coursework	3.5%	7.7%

***Significant at the p<.001 level

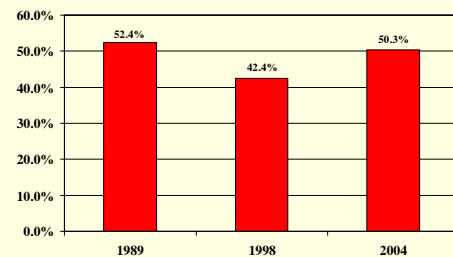
Producing Learning: Selected Truman Data (cont.) HERI Faculty Survey

- Methods used "in most" or "in all" courses: *cooperative learning*.



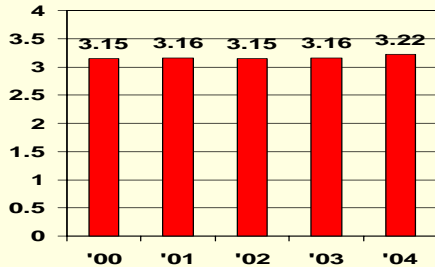
Producing Learning: Selected Truman Data (cont.) HERI Faculty Survey

- Methods used "in most" or "in all" courses: *extensive lecturing*.



Producing Learning: Selected Truman Data (cont.)
 HERI Faculty Survey

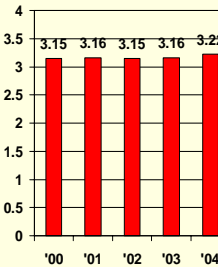
■ Methods used "in most" or "in all" courses: *extensive lecturing*.



Producing Learning: Selected Truman Data (cont.)
 Student Union

GSQ (Satisfaction with Union)

EBI (Educational Benchmarking, Inc.)
 2005, n=651



Factor	Truman	Master's
Union Cleanliness	6.00***	5.67
Positive Environment	5.80***	5.54
Source of Entertainment	5.10	5.37***
Enhances Life and Leadership	3.69	4.10***

***Significant at the p<.001 level

At Truman:

Do students acquire the lifelong learning skills that will enable them to lead productive, civically responsible lives after college?

Producing Lifelong Learning:
 Is a Truman Education Unique? (NSSE 2004)

Item	Truman	COPLAC	Master's
Acquiring job or work-related knowledge and skills	2.84	2.86	3.06**
Writing clearly and effectively	3.15	3.26	3.11
Speaking clearly and effectively	2.96	3.08	3.02
Thinking critically and analytically	3.42	3.52	3.33
Analyzing quantitative problems	2.90	2.84	2.86
Using computing and information technology	3.18	3.10	3.13
Working effectively with others	3.14	3.18	3.14

**Statistically significant at the p<.01 level.

Producing Lifelong Learning:
 Is a Truman Education Unique? (NSSE 2004)

Item	Truman	COPLAC	Master's
Voting in local, state, or national elections	1.80	2.19***	1.84
Learning effectively on your own	3.14	3.26	3.06
Understanding yourself	2.79	3.04**	2.85
Understanding people of other racial and ethnic backgrounds	2.23	2.73***	2.58***
Solving complex real-world problems	2.43	2.79***	2.68***
Developing a personal code of values and ethics	2.42	2.78***	2.72***
Contributing to the welfare of your community	2.16	2.60***	2.41***

** Statistically significant at the p<.01 level.

*** Statistically significant at the p<.001 level.

At Truman:

Are students challenged and supported in their studies?

Challenge and Support: Pathways to Graduation

- Ranked 12th of 16 peer institutions for four-year graduation rates (35.9%)
- Ranked 9th of 16 peer institutions for six-year graduation rates (63.9%)
- Ranked 7th of 16 peer institutions for freshmen-to-sophomore retention rates (84%)
- Of those students who do graduate in 4 years, 45.6% have transfer hours
- Last year, only 4 students graduated with a GPA between 2.00-2.24 (of 1074 graduates)

Challenge and Support: Student Perceptions

- Truman students report that we emphasize spending significant time on academic work at a statistically higher rate than the COPLAC comparison group. (NSSE 02, 03, and 04)
- First-year students report spending significantly more time in preparation for class than COPLAC comparison group. (NSSE 02, 03, and 04)
- Truman students rate the adequacy of Truman in helping them develop study and time management skills the lowest of the 25 items in that section of the GSQ (2004).

Challenge and Support: Impediments to Success

American College Health Association (ACHA) Comparison of Factors Affecting Academic Performance

Factor	Truman % 2005	ACHA % 2004
Stress	43.3	32.4
Sleep Difficulties	30.8	24.6
Concern for Family Member or Friend	21.9	18.1
Depression, Anxiety	18.0	15.3
Alcohol Use	6.8	7.6

Challenge and Support: Impediments to Success

ACHA (2004) Comparison of Factors Affecting Academic Performance

Factor	n, Truman Sample 2005	N, Truman Total 2005
Stress	477	2385
Sleep Difficulties	339	1695
Concern for Family Member or Friend	241	1205
Depression, Anxiety	198	990
Alcohol Use	75	375

Challenge and Support: Impediments to Success

1.3% of Truman students reported attempting suicide in the last school year

71 students

Challenge and Support: Supportive Campus Environment

NSSE Seniors

Item/Truman averages	2002	2003	2004
Support to succeed academically (scale: 1-4)	2.77*-	2.92	3.06
Help you cope with non-academic responsibilities (scale: 1-4)	1.59*-	1.68**-	1.65*-
Support to thrive socially (scale: 1-4)	2.01*-	2.03	2.01*-
Quality of relationships with students (scale: 1-7)	5.86	6.08**+	5.99**+
Quality of relationships with faculty (scale: 1-7)	5.48*-	5.67*-	5.72*-
Quality of relationships with administrative personnel (scale: 1-7)	4.28*-	4.77	4.76*-

*Statistically significant difference with COPLAC institutions

**Statistically significant difference with COPLAC and Master's institutions

Recommendations: Allocating resources to produce learning/lifelong learning

- Re-examine and revitalize the teaching/learning process to produce learning
- Develop Assessment to better measure objectives
- Better incorporate *Powerful Pedagogies* into the curriculum
 - Study Abroad
 - Service Learning/Community-Based Research
 - Internships
 - Research/Creative Work/Scholarship with a Faculty Member

Recommendations: Allocating resources to produce learning/lifelong learning

Enhancing Experiences

- Recognize, define and communicate student, faculty and staff roles as co-producers of learning
- Create professional development activities around the science of learning
- Design and assess out-of-class experiences based on desired learning outcomes
- Seek and/or create opportunities for collaboration

Recommendations: Challenge and Support

Critical Connections:

Every student forms relationships with faculty and staff through which:

- The student gains confidence in his/her ability to be successful.
- The student is challenged to reflect on personal behavior and assumptions.
- The student remembers a faculty and/or staff member who went out of his/her way to assist the student.
- The student receives quality mentoring.

Conclusion

... *We Cannot Let It Rest*

Change Happens



Change Happens





**Linking Resources and Planning:
Trends in Truman's External Environment
and Our Budgetary Situation**

Dave Rector
Executive Director of Institutional
Research and Budgets

Michael A. McManis
University Dean for Planning and
Executive Assistant to the President



**Overview of Planning Process and
External Environmental Issues**


Planning Context



**Becoming a Nationally Recognized
Liberal Arts University:
Linking Planning and Budget**

Core Supporting Values

- A strong focus on students and student learning
- Intellectual challenge in a nurturing and diverse environment
- Affordability which promotes financial access to educational excellence
- A commitment to assessment for continuous improvement and accountability



**Becoming a Nationally Recognized
Liberal Arts University:
Linking Planning and Budget**

Principal Planning Themes, FY 2003-07

- Recruiting and supporting a diverse, well-qualified faculty, staff, and student body
- Deepening an enhanced, self-reflective liberal arts culture
- Nurturing viable relationships with external constituencies
- Providing excellent support to the teaching learning process



**Becoming a Nationally Recognized
Liberal Arts University:
Linking Planning and Budget**

Recent and Anticipated Planning Cycles


- University Master Plan: *Affirming the Promise: An Agenda for Excellence, FY 1997-2007*
- University Master Plan Update: *Affirming the Promise: Fostering a Nationally Recognized Community of Learners, FY 2003-2007*
- Begin another master plan update process this year for FY 2007-2011: new SPAC to be appointed very soon



**Becoming a Nationally Recognized
Liberal Arts University:
Linking Planning and Budget**

Anticipated Planning Process

- Led by the Strategic Planning Advisory Committee
- Data and Information Driven
- Highly inclusive and participative
- Target for completion: May/June 2006



Becoming a Nationally Recognized Liberal Arts University: Linking Planning and Budget

External Environmental Assumptions, FY 2007-11

- Student recruitment to remain a challenge
- Term limits to remain in place and public policy to remain unpredictable
- No significant growth in state support
- Student financial access to be increasingly important issue



Becoming a Nationally Recognized Liberal Arts University: Linking Planning and Budget

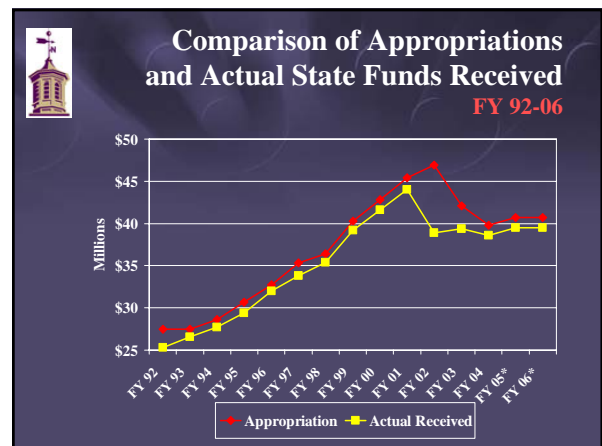
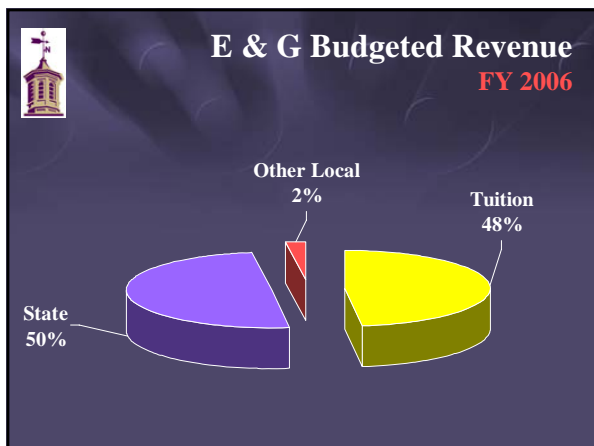
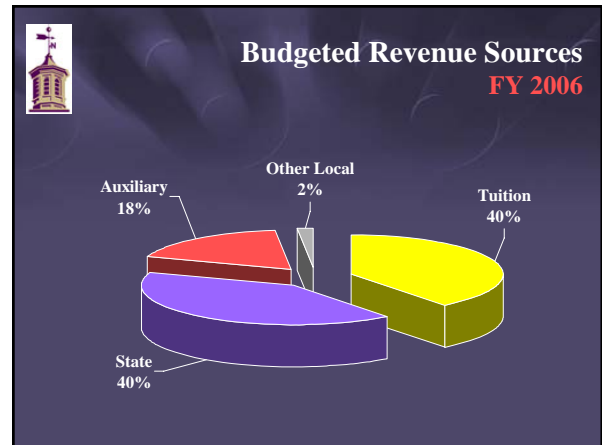
*External Environmental Assumptions, FY 2007-11
(con't)*

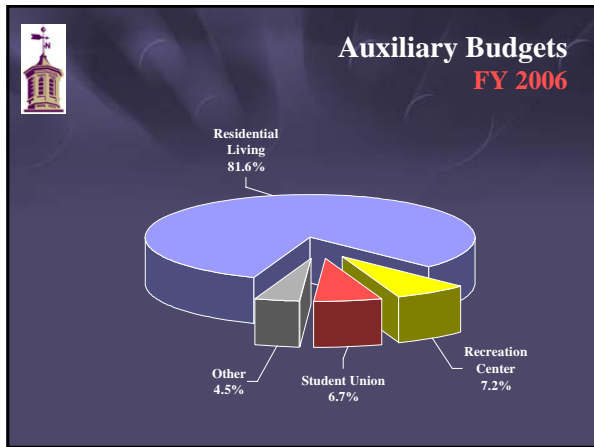
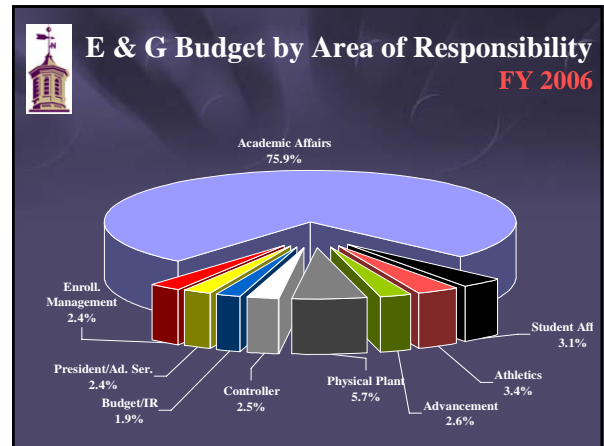
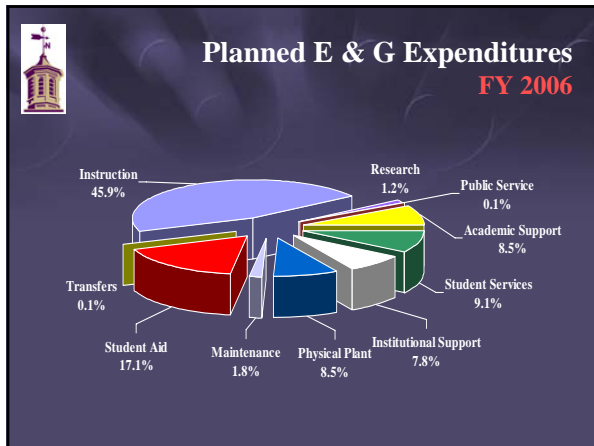
- State-level higher education coordination likely to change
- Truman's distinctiveness difficult to sustain
- Student and parent expectations to remain high



Overview of Budget Issues

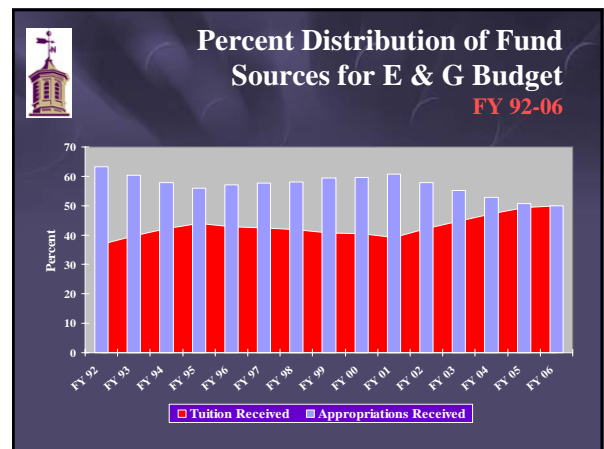
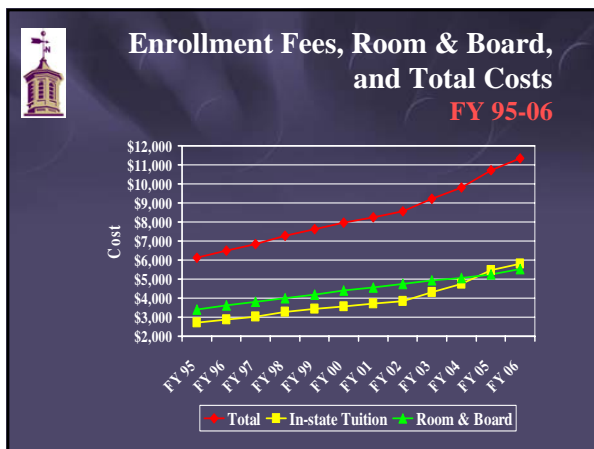
Background on Budget

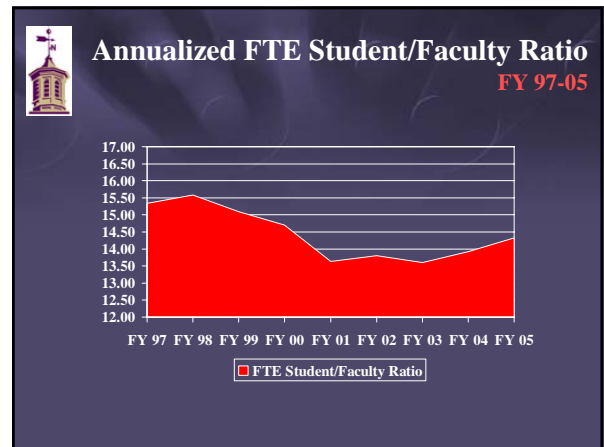
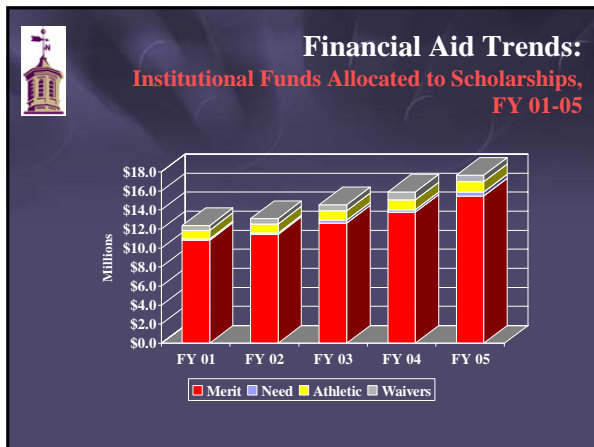
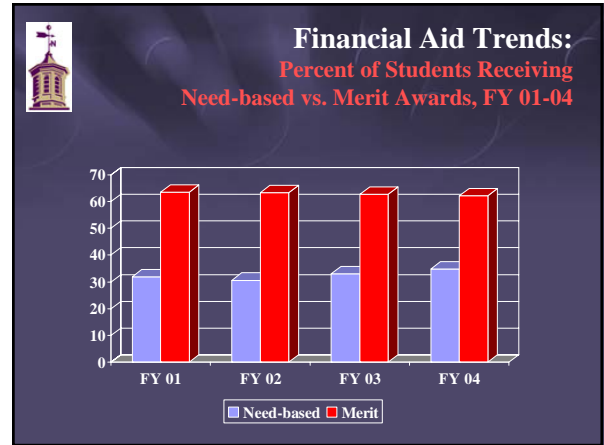
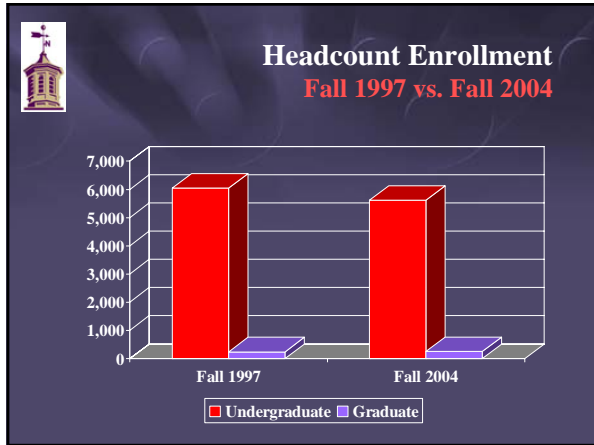
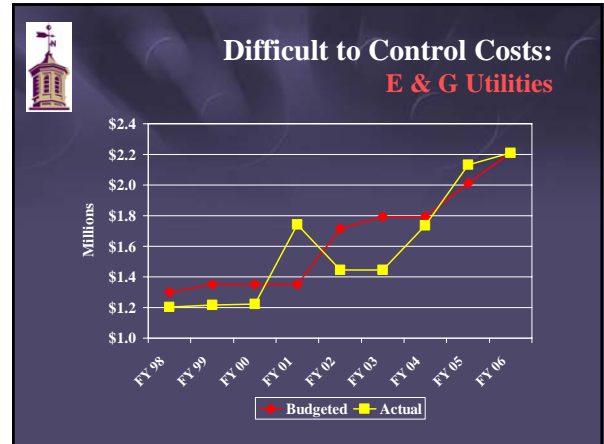
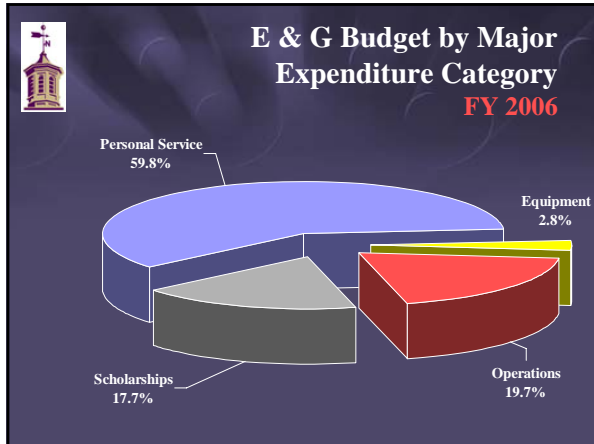


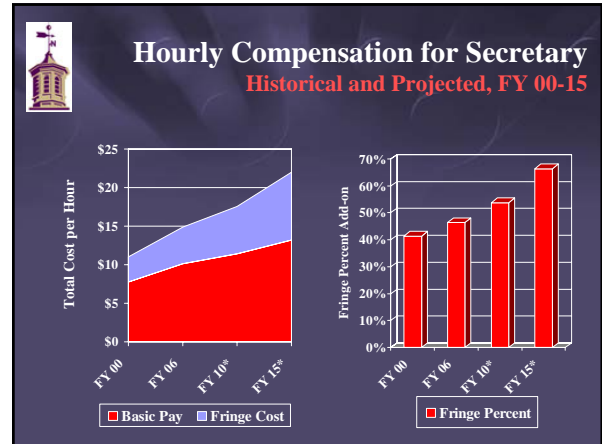
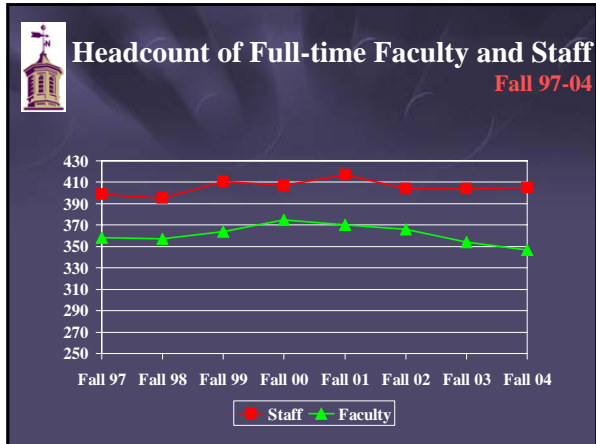


Overview of Budget Issues

Challenges Ahead







Faculty Salary Comparison Missouri Public Master's Universities FY 2005

	Professor	Associate	Assistant
CMSU	\$68,900	\$57,200	\$48,100
SEMO	\$68,100	\$54,100	\$48,000
Northwest	\$70,100	\$55,800	\$47,100
SMS	\$64,900	\$52,100	\$46,300
Truman	\$64,800	\$52,000	\$42,100
Lincoln	\$57,700	\$44,700	\$39,600

Sample Entry-level Staff Salaries FY 2005

Counselor (University Counseling Center w/ Master's)	\$23,000	9 Month
Regional Admission Coordinator	\$24,000	11 Month
Academic Advisor (Residential Colleges)	\$22,600	10 Month
Staff Assistant	\$24,000	12 Month

- ### Linking Planning and Budgeting: Summary
- > Higher education faces a challenging and unstable environment
 - > Competition for students and resources is fierce
 - > Funds for new initiatives will be internally generated

- ### Questions for Further Consideration
- > How should SPAC be structured?
 - > What improvements should be considered in implementation of planning process?
 - > In what ways can we be more efficient?
 - > How can we change to meet these challenges?