



AQIP SYSTEMS PORTFOLIO

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Overview

Missouri Western State University is an open enrollment institution of higher education located in St. Joseph, MO, a city of approximately 75,000 in northwest Missouri. Missouri Western is one of 13 public, state-supported universities in Missouri. Missouri Western has two additional locations: the Northlands located in Platte County (primarily education courses) and space on the Metropolitan Community College – Penn Valley (MCC-PV) campus located in Kansas City (Jackson County). The latter is the result of a partnership between Missouri Western and MCC-PV to provide the BS in Nursing program to MCC students.

Originally founded in 1915 as Saint Joseph Junior College, Missouri Western was designated a four-year college in 1969 and became a full member of the State of Missouri system in 1977. By state statute, Missouri Western became a university in August, 2005 with a state-wide mission of applied learning. Missouri Western offers associate (4), baccalaureate (62) and graduate (7) degree programs as approved by the Higher Learning Commission (HLC) and the Missouri Coordinating Board of Higher Education (CBHE). In addition, Missouri Western offers two undergraduate and six graduate certificate programs.

The mission, vision and values of Missouri Western have provided a strong foundation for providing degree programs and engaging the key stakeholders in improving the lives of regional citizens. In its vision statement, Missouri Western is charged with setting “the standard for excellence in student development and community leadership.” The mission of the institution recognizes that Missouri Western is a “learning community focused on students as individuals and as members of society. Missouri Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, especially through applied learning, as they prepare to be leaders in their work and in their communities. As a leader itself, Missouri Western is committed to the educational, economic, cultural and social development of the people and the region that it services through applied research and professional and voluntary services.”

Missouri Western holds six common values that permeate the culture, instruction and events at the institution. The values are included in official documents (e.g. catalog, Student Handbook, orientation materials), are articulated and practiced in the Griffon Edge Orientation Program and emphasized in the University 101 course. Those values are:

Service – We share the common purpose of serving students, one another and the people of the region.

Quality – We are committed to the quality of our programs, our students and our partnerships with the people of the region.

Enthusiasm – We are enthusiastic about learning and confident that we can make a difference in the lives of students through their learning.

Freedom – We promote the free exchange of ideas that makes education liberating and democracy unique.

Respect – We act as individuals and as a campus community with respect for diversity and for the best in human potential.

Courage – We seek the challenge and adventure of shaping the future with an increasingly global perspective.

Missouri Western has a significant impact on the region through its educational programs and its community engagement. Missouri Western has 527 employees (200 faculty, 193 adjuncts and 327 staff). Most classes are taught by full-time terminally degreed faculty. The faculty to student ratio is 17:1. Recent efforts focused on economic development for the region include the Chiefs Training Camp (NFL team) held on campus each summer with internships for students, the Bond Science and Technology Incubator, Western Playhouse, the Center for Entrepreneurship and the Cronkite Memorial.

As an open enrollment institution, Missouri Western works diligently to provide programs and services that meet the career and personal needs of students and provide academic success. Over the last four years Missouri Western has refocused its support structure to create the College Completion Team (CCT) that includes representatives from all areas of campus. This team looks at data related to degree completion and student satisfaction on a bi-weekly basis. Initiatives resulting from this intense review of data and student input have resulted in adjustments to the advising process, the Early



Intervention process, tutoring services, an enhanced degree audit system and a variety of enhancements in student services (e.g. Accessibility Resource Services, Clubs and Organizations, Residential Life). To support degree completion, Missouri Western launched the Baccalaureate Degree Completion Initiative AQIP Action Project which provides funding and support to encourage degree completion. In addition, Missouri Western is one of the original partners in the Missouri Reverse Transfer Initiative which supports associate degree completion with community college partners.

While Missouri Western generally recruits students from Buchanan and surrounding counties, students from across the state seek admission along with students from other states and countries. As part of the AQIP Action Project Internationalization of the Student Population, Missouri Western is building the infrastructure to support significant numbers of international students. Many international students are attracted to the applied graduate degrees offered by Missouri Western. The AQIP Action Project Increasing Graduate Degree Access and Options is a focused effort to create and expand graduate programs that meet career and employer needs.

For fall 2014, Missouri Western has 5,926 students (undergraduate and graduate) enrolled in coursework. With an enrollment high of 6,135 in 2011, Missouri Western's enrollment declined slightly as did enrollment at other Missouri public institutions. Missouri Western took this as an opportunity to examine recruiting and retention initiatives and combined existing committees into the College Completion Team. The increase in enrollment for fall 2014 is the result of an aggressive recruiting and retention effort led by the College Completion Team which includes all aspects of campus.

Missouri Western's commitment to excellence functions through an intentional shared governance structure that enables input from all aspects of the institution assuring commitment, credibility, transparency and partnership for making improvements. Built as a team structure with cross-membership, teams such as the College Completion Team (CCT), the Governance Advisory Council (GAC) and the Strategic Plan Steering Committee (SPSC) provide strategic and timely input to support integrated and smooth operations. A variety of other teams in student services, technology management, emergency management and facilities management work collaboratively to assure efficient and reliable services for institutional operations. The inclusive culture of Missouri Western engages all groups in addressing challenges and making improvements. The recent improvement in student retention (Figure 1.14) was a campus-wide effort to address student success from every aspect of the student experience.

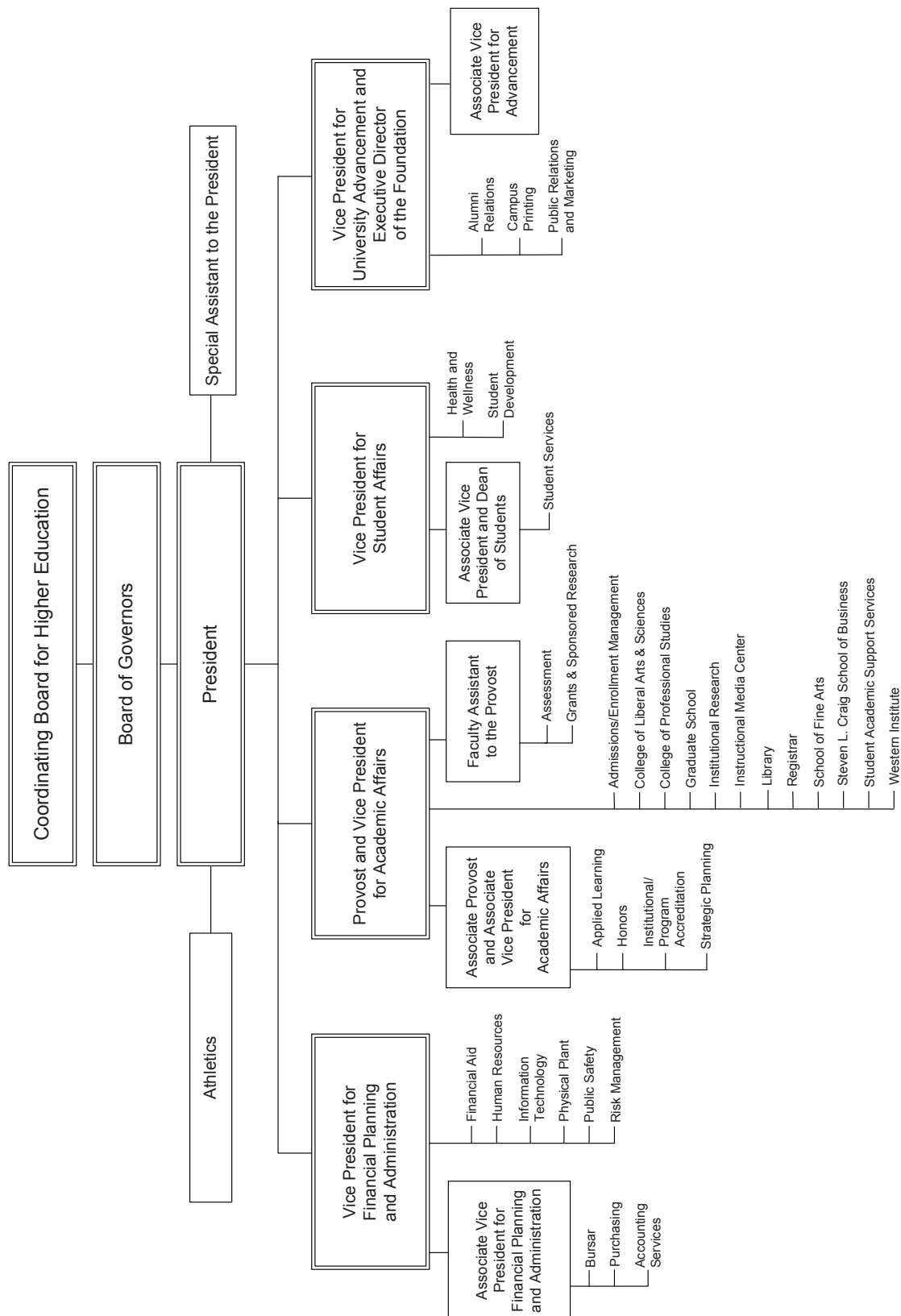
Missouri Western State University has been on its quality journey for nearly 100 years. Missouri Western was founded in 1915 and has been accredited by the North Central Association of Colleges and Schools in 1919 and has maintained continuous accreditation. Missouri Western was accepted into the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission in 2003. Missouri Western has utilized highly successful AQIP Action Projects (2004-2007, 2007-2009, 2009-2012, 2012-current) that remain embedded in institutional operations. Its Systems Portfolios (2004, 2010 and now 2014) have documented the quality journey of a mature institution. With attendance at Strategy Forums (2007, 2012) and the use of the Systems Appraisal Feedback Reports (SAFR) in 2007 and 2010, Missouri Western has embraced continuous improvement at all levels of operations. A Quality Checkup Visit was held in 2008. Missouri Western received Reaffirmation of Accreditation in 2009-2010. Missouri Western took the feedback from the Systems Appraisal Feedback Report (SAFR) seriously and made numerous improvements based on that report as noted throughout this portfolio. Missouri Western looks forward to the feedback on this portfolio and the opportunity to have Quality Checkup visitors on campus in the near future.

Nearing a century of serving the students and citizens of the region, Missouri Western is a crucial partner in providing educational opportunities for the people we serve. As the title of the current strategic plan indicates, Missouri Western is truly Achieving Excellence, Transforming Lives and will continue to embrace the opportunity to support degree attainment, have auxiliary programs that enrich the student and community experience, listen and respond to key stakeholders, improve the employee, student and guest experience, communicate and lead effectively, manage institutional resources prudently and efficiently, measure effectiveness, plan strategically and partner to achieve goals related to our mission.



Figure O.1 2014-15 Missouri Western State University

Missouri Western State University 2014 - 2015





AQIP Category One - HELPING STUDENTS LEARN

Introduction. Missouri Western has common learning objectives for all students that are reviewed by faculty through the curriculum process and assessed each semester. Processes for determining common learning objectives (1P1) are *integrated* into academic operations. Faculty have the primary role in determining specific program objectives with many programs using national accreditation standards. Stable and well-designed processes for setting program specific learning outcomes (1P2) and developing new programs (1P3) are *integrated* into institutional curriculum approval operations. Input from students and employers is a key element in determining new programs (1P4). The use of advisory boards and market demand research as well as the state approval process for new programs provides an *integrated* process for program development.

Preparation required for admission to some academic programs (e.g. nursing, education, medical technology and business) are carefully reviewed by faculty and administration to assure fairness and student success (1P5). These review processes are embedded within the curriculum process and are *integrated* into institutional operations. Program specific requirements (1P6) are communicated to prospective and current students through recruiting and admission materials, catalogs, web-pages and advisors. The College Completion Team (CCT) reviews materials to assure consistency, clarity and that requirements are *aligned* throughout institutional operations. Advisors play a key role in assisting students with the selection of a program of study (1P7). In addition, the Career Development and Student Success Centers work closely to *integrate* the system of support for students still determining their program of study. As an open enrollment institution, Missouri Western admits students who may not be prepared for college-level coursework (1P8). As a result, careful advisement and a series of key processes are *integrated* into institutional processes and regularly monitored by the CCT to assure the most positive support for students. Processes for detecting and addressing student learning styles (1P9) and processes for addressing the special needs of subgroups (1P10) are also *integrated* into daily operations through intake events (orientation, Griffon Edge), coursework (University 101 and developmental coursework) and service units (e.g. Accessibility Resource Center, Student Success Center, Center for Academic Support, Center for Math Success).

Processes for defining, documenting and communicating expectations for effective teaching and learning (1P11) are well-defined in policy and communicated in a variety of methods (e.g. syllabi, webpages, evaluation forms and annual reports). Processes are *integrated*, stable, well designed and monitored each semester through the course evaluation process. Missouri Western regularly monitors its course delivery system and the currency of its programs (1P12, 1P13, 1P14) through student, advisory board and community feedback as well as annual reports and the student evaluation process. These processes are *integrated* into daily operations. There are clear processes within the institution and state to change or discontinue a program.

As an open enrollment institution, Missouri Western provides extensive and *integrated* student learning supports (1P15). Learning needs are determined through assessments at orientation, Griffon Edge and the UNV 101 course. Assessment of learning needs are available throughout the student experience at Missouri Western and include, among others, advising, tutoring, specialized assistance, labs and library assistance. Co-curricular activities (1P16), especially those linked to applied learning experiences, are highly *integrated* into institutional operations. Finally processes for determining that students have met learning expectations and assessment of student learning (1P17) are stable, well designed and *integrated* into institutional performance goals.

1P1. Identified as a *strength* in the 2010 Systems Appraisal Feedback Report (SAFR), processes for determining common learning objectives for students are *integrated* into the operations of the institution. Common learning objectives for all students at Missouri Western are determined by a process that begins with the Faculty Senate General Studies Committee. Members of the Committee are appointed by the Faculty Senate; with the stipulation that no more than one member can be from any one department. Four members of the committee are from the College of Liberal Arts and Sciences, three from the College of Professional Studies, one from the Craig School of Business and one from the School of Fine Arts. The committee uses input from other faculty, administrators and state standards to review and recommend changes to general studies learning objectives. Recommendations are reported to Faculty Senate and then to the Governance Advisory Council (GAC) for review. The GAC ensures that all interested parties have an opportunity to provide input and then submits the recommendations to the President for final approval. The General Studies Committee reviews syllabi and other course materials every three years to ensure that courses are addressing general studies learning objectives. Results from the ETS®



Proficiency Profile, used to assess student knowledge in general studies content, are also reviewed by the committee.

Figure 1.1 presents the common learning objectives for bachelor degrees and Figure 1.2 presents the common learning objectives for the four associate degrees at Missouri Western.

Figure 1.1 Common Learning Objectives for MWSU Bachelor Degrees

1. Write and speak clearly and effectively.
2. Think critically and reason analytically.
3. Locate, organize, evaluate and synthesize information from print and electronic sources.
4. Understand and appreciate moral values and ethical choices.
5. Gain a greater awareness of the present by understanding other cultures and times.
6. Understand and enjoy aesthetic experiences and share in related creative activities.
7. Develop an understanding of fundamental mathematical concepts and their applications.
8. Understand common phenomena in the physical and natural environment and understand the methods by which they are studied.
9. Understand and appreciate the means of gaining and maintaining mental and physical health.

Figure 1.2 Common Learning Objectives for MWSU Associate Degrees

- Think critically and reason analytically
- Write and speak clearly and effectively
- Function as an enlightened citizen of our democratic society
- Develop an appreciation of the cultural aspects of civilization
- Appreciate the means for gaining and maintaining mental and physical health

In addition, Missouri Western organizes general education coursework into five categories (Figure 1.3) providing basic, yet varied, course options within the general education program. Missouri Western participates in the Missouri Statewide General Education Articulation Agreement for student transfer between Missouri public institutions. Under this agreement, any student who has completed the 42-credit block of general education at any Missouri public college or university will be determined to have completed the required lower division general education requirements at any other public college or university in the state of Missouri.

Figure 1.3 MWSU General Education Program

- Category One: Basic Skills – 12 Credits** - Math, English, Oral Communications
- Category Two: Natural Sciences – 8 Credits** - Biology, Chemistry, Geology, Physics, Astronomy
- Category Three: Social Sciences – 9 Credits** - Psychology, Sociology, Anthropology, Geography, Economics, History, Government
- Category Four: Humanities – 9 Credits** - History, Humanities, English, Philosophy, Religion, Art, Music, Theater, Spanish, German, French
- Category Five: Physical Health – 4 Credits** - Physical Education, Military Science

The expectations for intellectual inquiry and the development of broad learning and skills are detailed in 1) the University mission statement, 2) course syllabi, 3) the general education program taken by all students, and 4) in applied learning. Acquisition of these skills is demonstrated by 1) course grades, 2) numerous types of artifacts produced by students in conjunction with courses, 3) program-specific exit exams given to all graduating seniors, and 4) activities of applied learning.

The general education curriculum supports the mission of Missouri Western, which states, “...a learning community focused on students as individuals and as members of society. Missouri Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities...” The six common values of the university include service, quality, enthusiasm, freedom, respect and courage.



The *MWSU Undergraduate Catalog* states “General education at Missouri Western...consists of a common core of curriculum offerings necessary to equip students for successful and fulfilled lives as educated and active citizens. The required... curriculum consists of a broad range of courses that assures that all baccalaureate-degree-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.” In reference to the general studies requirements for associate degrees, the catalog states, “The required general studies curriculum consists of a common core which assures that all associate degree-seeking students will be provided the opportunity to acquire knowledge and skills to think critically and reason analytically, write and speak clearly and effectively, function as an enlightened citizen of our democratic society develop an appreciation of the cultural aspects of civilization and appreciate the means for gaining and maintaining mental and physical health.” **Core Component 3B1**

The *Undergraduate Catalog* clearly states the purposes, required courses and expected learning outcomes for the general studies curriculum. In addition, the required courses are listed on each student’s major declaration form that is signed by the student, the advisor, the department chairperson and the Registrar. The general studies program is grounded in the framework described in 1P1 and is designed to provide learning experiences for students to accomplish the objectives of the general studies program at either the associate or bachelor degree level. **Core Component 3B2**

General studies courses involve collecting, analyzing and communicating specific information. In particular, a course in oral communication is required of all students as are two composition courses, the second of which emphasizes research. A minimum of eight credits with labs from two natural science courses is required. The scientific method is emphasized in these courses. Other ways of knowing, through faith, practice and debate are emphasized in general education courses in the humanities and social sciences. Some of these courses relate to specific majors. Courses specific to individual majors continue to emphasize acquisition and effective utilization of information. For example, programs in psychology, business, nursing, and criminal justice each have a required course that deals with data collection, analysis and communication specific to their discipline. **Core Component 3B3**

As illustrated in Figure 1.3, nine hours in social sciences and twelve hours in humanities are required of all students completing bachelor’s degrees. Associate degrees require three hours of social sciences and three hours of humanities. Curricular and co-curricular programs, outside speakers, and university-wide convocations emphasize human and cultural diversity. In 2013, the annual R. Dan Boulware Convocation on Critical Issues (attended by students, faculty, staff, community members and high school students) featured Doris Kearns Goodwin, author of *Team of Rivals: The Political Genius of Abraham Lincoln*. Part of this book became Steven Spielberg’s movie *Lincoln*. For fall 2014, the speaker will be Douglas Brinkley, Professor of History and Walter Cronkite biographer.

The Griffon Edge orientation course for incoming freshmen includes a common reading of a book or an excerpt of a book that includes topics of diversity. Small group discussions and writing exercises related to the common reading are required components of the course. Freshmen in this course in the fall of 2013 read excerpts from *Team of Rivals: The Political Genius of Abraham Lincoln* by Doris Kearns Goodwin and freshmen students in the fall of 2014 read excerpts from *My Orange Duffle Bag* by Sam Bracken and *Cronkite* by Douglas Brinkley. Selections focused on finding success in the midst of adversity. **Core Component 3B4**

Missouri Western faculty members are actively engaged in scholarship and creative activity. The *Missouri Western Policy Guide* describes the expectations of faculty for scholarship and creative activity: *Activities fulfilling faculty responsibility for scholarship include not only scientific research and humanistic scholarship but also creative expression in the arts. Faculty must be engaged in ongoing scholarship/creative activity in order to be current and competent in their areas of instruction. Active participation in the ongoing conversation of scholarly/professional communities is expected of all faculty at the postsecondary level.*

With a statewide mission of applied learning, Missouri Western students are frequently involved in scholarship, creative work and the discovery of knowledge. A large majority (typically more than 90%) of Missouri Western students complete a credit-bearing applied learning experience by the time they graduate. Many of those experiences include faculty-directed student research projects. Twice each year, the Multi-disciplinary Research Day (MRD) provides an opportunity for students to present their research through poster presentations on campus. Students from all disciplines may submit their work for inclusion. Students, faculty and administrators attend MRD to view poster presentations and converse with student presenters about their work.



Missouri Western provides leadership in applied learning by hosting an annual Conference on Applied Learning in Higher Education on campus. The conference presents opportunities for participants to learn from keynote speakers, break-out session presenters, and other participants in targeted discussions. Paper presentations from the conference may be submitted for review for inclusion in the annual *Journal of Applied Learning in Higher Education*. Summer support for faculty/student scholarship is available through the Missouri Western PORTAL (Program of Research Teaching and Applied Learning). Approximately fifteen projects are supported each year. Funding is also available through the academic colleges and Student Government Association (SGA) to send faculty and students to scholarly meetings. **Core Component 3B5**

1P2. Program learning objectives are determined by program faculty based on discipline standards, accreditation expectations, state and federal requirements and input from advisory committees, when available. Program learning objectives are then embedded in an assurance of learning assessment plan that is reviewed every five years at department, college or school and university levels. Results from assessments of learning are reviewed at specific intervals appropriate to the program.

Student learning is assessed in multiple ways and points in time. Faculty members use a variety of approaches to assessment of learning in individual courses including written papers, oral presentations, demonstrations, written exams, performances and projects. Some academic programs have assessments that must be satisfactorily completed before a student is allowed to advance to a new level. All degree-seeking students are required to complete an assessment of their knowledge of general studies content through a standardized exam (ETS® Proficiency Profile). Exit exams or other assessments measuring discipline-specific knowledge are required prior to graduation. Each program produces an annual report summarizing assessment of student learning and noting actions that have been taken or are planned to improve student outcomes. A comprehensive assessment of each program is conducted every five years, and results are used to guide curricular changes to enhance student learning. **Core Component 4B**

Goals for student learning and the processes for assessment of student learning in the general studies program are presented in 1P1. Academic programs have identified student learning goals and methods of assessing student achievement of those goals. Academic programs complete an annual program report that includes data on student achievement and reflection on those data as a means to continuously improve curriculum, processes of evaluation and student outcomes. **Core Component 4B1**

Program faculty, chairpersons and deans review results from exit exams and other end-of-program assessments to determine how student results compare to national results and to make improvements in courses and programs. For example, the Department of Education included the following statement in their 2014 Annual Report in response to exit exam scores of their graduates.

As an open enrollment institution, Missouri Western's average is being compared with all other teacher preparation universities, most of which are much more exclusive in their entrance requirements; yet, Missouri Western produces candidates that measure almost exactly equal to their national counterparts in almost all categories. As a result, no specific plans for direct change are being promoted at this time; rather, the department continues to focus its efforts toward overall and general improvement. There are, however, some areas for additional consideration. For example, in two of the past three years, reading instruction was well below the national average. Similarly, the category "knowledge of teaching" is noticeably below the national average in all three years. The faculty will seek additional means of improving in these isolated areas of measurable concern.

Much of the co-curricular programming on campus is directed and delivered by units within the Student Affairs Division. Examples of these programming activities include multi-cultural events, leadership development, career development, student government and training programs on topics related to healthy behavior and alcohol and drug use. Student feedback is obtained to increase the effectiveness and satisfaction of these efforts. Additional information is obtained through the results on the Student Satisfaction Inventory that is administered every other year. **Core Component 4B2**

Each department uses exit exam results to modify and improve curriculum. Details of specific plans are an integral part of yearly program reports. In addition to information from standardized exams, student-produced artifacts play an important role in measuring student achievement and identifying areas for individual and program improvement. For example,



art programs use portfolio reviews and music programs require student recitals. Nursing uses Assessment Technologies Incorporated (ATI) to collect information each semester that is used to identify the need for individual remediation and for curriculum improvement, while English programs use written papers and creative writing projects. When students with psychology majors were scoring poorly in the ETS® Major Field Test developmental psychology sub-score area, the department realized that students could graduate without taking a course in that area. The curriculum was revised so students were required to have more breadth in their coursework. This change was made without increasing the overall number of hours required for the major. The change resulted in improved student learning outcomes as measured by the ETS® exam.

Core Component 4B3

Faculty members have the primary responsibility to assess student learning and to use those outcomes for continuous improvement in curriculum. Missouri Western assesses student learning using multiple measures, internal and external testing, and respected standardized exams. Measures include ETS® Exams, student grades, data on admissions to post graduate programs, data on job placement, scores on licensure exams in nursing and other areas. Student learning is also assessed on the basis of grades and on comparing student performance on entrance and exit exams in specific classes, both on a single semester basis and by comparing results over multiple years. **Core Component 4B4**

1P3. Faculty within academic departments are primarily responsible for the development of new programs and curriculum. New programs and courses or course changes are driven by a variety of influences such as changes in academic disciplines or professions; professional societies and accrediting and licensure bodies; input from employers and advisory groups; or recommendations or requests from students or faculty. The process of program or curriculum development is initiated by faculty within an academic unit or department. Department faculty and chairpersons must approve curriculum proposals, which are then forwarded to the academic dean of the school or college for review and approval or disapproval. Proposals are then forwarded to the Faculty Senate Undergraduate Curriculum Committee that includes faculty representatives from all academic departments who review and approve/disapprove proposals. Approved proposals are then forwarded to the Faculty Senate and then to the GAC, Provost and the President. All new programs must be approved by the Coordinating Board for Higher Education (CBHE) before the program can be implemented. Proposals for new programs require documentation of market and student demand, societal need, quality indicators and financial projections for implementation of the program.

The process described above relates specifically to development of undergraduate courses and programs. Development of new graduate programs follows a similar process. Academic departments prepare curriculum proposals; however, following review by the academic dean, proposals are forwarded to the Graduate Council for review and approval or disapproval. Approved graduate programs then follow the same path as undergraduate proposals – GAC, Provost, President, Missouri Department of Higher Education and the Missouri Coordinating Board for Higher Education (CBHE). All new graduate programs must meet the same criteria for demand, quality and financial implications as undergraduate programs. New course and program development takes into consideration competing programs at other institutions to avoid unnecessary duplication and to fulfill market demands that are not currently being met. Development of Missouri Western graduate programs aligns with the University mission of applied learning, with most programs awarding a Master of Applied Science degree. For example, graduate programs in biology and chemistry were developed on a professional science masters model, expanding content knowledge in these disciplines with an emphasis on application to business related aspects and the industrial life science workforce. These programs are unique to the region and designed to fulfill a market demand in business and industry.

1P4. Academic programs use information acquired from advisory councils, employers of graduates, alumni and measures of learning and satisfaction of current students to ensure that curriculum and learning experiences are aligned with professional expectations. Missouri Western's focus on applied learning offers an effective means of providing responsive academic programming. Internships and other applied learning experiences provide opportunities for students to interact with professionals in their field and to explore career options. Currently, many academic programs require, and all programs encourage, students to participate in appropriate applied learning experiences. These applied learning experiences connect students and faculty directly with the employer market providing ongoing feedback to the University about the performance of students and graduates. This feedback becomes the catalyst for program development and revision.



As an open enrollments university with affordable tuition (among the lowest of the four-year state institutions in Missouri), Missouri Western attracts a wide variety of students including first generation students, honors students, students who are less-than-totally prepared for college-level coursework, non-traditional-age students, minority students, degree completion students, students with full-time or multiple jobs and traditional direct-from-high school students. All of these student groups are considered when planning for resources to facilitate student success. **Core Component 1C**

General Education courses in Social Sciences and in Humanities fulfill the General Education goal of “Gain[ing] a greater awareness of the present by understanding other cultures and times.” In general, the General Studies curriculum “helps baccalaureate-degree-seeking students acquire academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.” In addition, majors in the College of Liberal Arts and Sciences require students to take an “International/Intercultural course, which presents a significant recognition, awareness, and understanding of cultural or international diversity.”

The mission of the Center for Multicultural Education (CME) is to stimulate the intellectual curiosity of students in a quest for knowledge that delivers the truth about self and others; challenge students to explore cultural differences and to enhance and embrace the inherent value of this exploration; prepare students for the greatest usefulness in service to and respect of all people and all cultures. During academic year 2013-2014, the CME presented more than 20 programs for the campus and the community. The CME assists students in finding campus resources; supports and advises student organizations; collaborates with other campus departments and the surrounding community to enhance programs; and encourages student involvement in extra-curricular activities and leadership opportunities. An orientation program for new students of color is provided as well as assistance in setting up organizations for groups of students with common interests or backgrounds. Several student organizations support the interests of international students and students of color. These include: Black Student Union, National Pan-Hellenic Council, Association of Latin American Students, Spanish Club, Gentlemen of Color, International Student Club, Zeta Phi Beta, Alpha Phi Alpha, Phi Beta Sigma, and Alpha Kappa Alpha. **Core Component 1C1**

The Missouri Western Nontraditional and Commuter Student Center assists nontraditional students as they transition into the university or as they return to the university. The Center is designed to assist students with their unique educational, personal and professional needs including dealing with back-to-school anxiety. Free services, programs and amenities help this population of students to succeed and connect on campus. International Student Services (ISS) provides international students and scholars with social, cultural and academic support and facilitates cross-cultural understanding. This office helps international students with immigration and travel questions as well as adjusting to life in the U.S. The office sponsors programs such as the International Lecture Series, monthly lectures that focus on a specific country, and an annual International Fair, which showcases all of the cultures and countries represented by Missouri Western’s international students, Fulbright scholars and exchange professors.

The Accessibility Resource Center (ARC) helps provide equal educational opportunities for students with disabilities. An integral part of that commitment is the cooperation of specialized academic support services. The ARC works with faculty to provide accommodations for students with special needs. The Student Success and Academic Advising Center is committed to the growth and development of all students. This Center supports the educational mission of the University and assists with the educational maturity of students through academic advising and intervention programs. The Student Success staff assist students in exploring the variety of majors and makes arrangements for students to connect with faculty advisors and resources. The Counseling Center is designed to help students with problems, both academic and personal, that might interfere with their educational pursuits. Counselors are available to assist students in becoming oriented to college, making career choices, and in resolving personal difficulties. Visits to the Counseling Center are strictly confidential and there is no charge for these services. **Core Component 1C2**

Missouri Western conducts regular program reviews, using results to improve programs and individual classes. The quality of faculty is a critical component of the quality of educational programs and the institution systematically reviews and manages processes of hiring and reappointment of faculty to maintain high quality instruction. Program faculty, department chairpersons and deans have the primary responsibility for ensuring the currency and quality of program curricula and student outcomes. Student outcomes are described in annual program reports and are reviewed by program faculty, department chairpersons, deans and the provost.



The University rigorously evaluates all the credit that it transcripts and uses a standing committee to respond to appeals. Course prerequisites are evaluated by individual departments and by the Undergraduate Curriculum Committee or the Graduate School. A number of departments and programs maintain specialized accreditation. All programs complete annual reports, with more comprehensive reviews on a five-year cycle. The annual Program Report includes the following broad categories: goals and recommendations, personnel, enrollment trends, curriculum, quality assessment, institutional initiatives and summary with action plans for goals. **Core Component 4A1** Finally, the University monitors the success of its graduates in obtaining post-graduate training and jobs related to their educational preparation. **Core Component 4A**

Missouri Western adheres to the *Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities*. Transfer course work is evaluated and awarded on the same basis as credit awarded at Missouri Western. In Missouri, the completion of an Associate of Arts Degree or the completion of the state-approved 42-credit-hour block of general education courses at any public college or university is recognized as meeting the general education requirements and can be seamlessly transferred throughout the state. Consequently, criteria used to evaluate currently enrolled Missouri Western students are equally applicable to transfer students. A student has the right to appeal a denial of transfer credit at Missouri Western. If a transfer student's appeal is denied by Missouri Western, after all appeal steps internal to Missouri Western have been exhausted, transfer students can appeal to the state-level committee on transfer and articulation.

Missouri Western may accept a total of 30 credit hours obtained through non-traditional credit or credit by examination. Experiential learning, except for military participation, is not recognized for credit. Credit earned through the United States Armed Forces Institute (USAFI) in accordance with the recommendation of the Commission on Accreditation of Service Experiences of the American Council on Education is generally recognized. Students who have completed a minimum of one year of active military service or have completed three years in the Guard/Reserves are granted four credit hours of physical education credit. The general education credit will be granted by the Registrar's Office upon presentation of the DD 214 or a letter from the Commanding Officer stating initial enlistment date and current military status. **Core Component 4A2**

Missouri Western accepts course credit in transfer from other colleges and universities that are regionally accredited. Courses accepted for transfer credit are evaluated and approved by academic departments when articulation agreements are not available. An Admissions and Graduations Committee, chaired by the Registrar, and consisting of academic deans, meets weekly to consider appeals related to transfer credits as well as other requested exceptions to academic policy. **Core Component 4A3**

Course prerequisites are approved through the curriculum process as described in 1P3 and managed by the campus information system (Banner) during the registration process. Expectations for student learning within programs are determined by individual departments. Academic units, the academic dean and the provost have responsibility for ensuring that faculty qualifications are appropriate for their assignment. The Missouri Western Board of Governors has the final authority in the hiring and firing of faculty. Dual credit faculty qualifications are mandated by the state and monitored by the department chairperson, the academic dean, the Dean of the Western Institute and the Provost. **Core Component 4A4**

Dual credit courses and instructors must meet the requirements of the Dual Credit Policy of the Missouri Department of Higher Education. The requirements are

1. The high school student must have at least a GPA of 3.0 on a 4.0 scale.
2. High school students must meet admission requirements (such as ACT scores) for college classes.
3. Juniors and Seniors are eligible, Freshmen and Sophomores must score in at least the 90th percentile on ACT or SAT exams.
4. High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.
5. Dual credit courses offered in high schools must duplicate the course offerings delivered on campus to matriculated students.
6. Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus.



As a regional, open enrollment, public university Missouri Western focuses on preparing students for their roles as citizens, as workers, and/or as graduate students. The external validation of quality that comes with program accreditation is important for many students and graduates, including those in teacher education, nursing and allied health programs, business programs, engineering technology programs, and the legal studies program. A number of academic programs at Missouri Western have specialized program accreditation. The institution is committed to meeting accreditation requirements and maintaining program accreditation where that accreditation is available. Figure 1.4 presents the Missouri Western programs that have achieved accreditation. **Core Component 4A5**

Figure 1.4 Program Accreditation

AACSB International Steven L. Craig School of Business www.aacsb.edu	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Clinical Program Medical Technology
American Bar Association (ABA) Certificate, Legal Assistant AS, Legal Assistant	National Association of Schools of Music BA, Music BM, Music BME, Music
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) Certificate, Health Information Technology AS, Health Information Technology	National Council for Accreditation of Teacher Education (NCATE) BSE, Elementary Education BSE, Early Childhood Education BSE, Art BSE, English BME, Music Teacher Certification: Chemistry Mathematics BSE, French BSE, Spanish BSE, Speech and Theatre Biology Social Sciences Physical Education
Council on Social Work Education (CSWE) BSW, Social Work	Engineering Technology Accreditation Commission (ETAC) of ABET BS, Construction Engineering Technology BS, Electronics Engineering Technology
Commission on Accreditation in Physical Therapy Education AAS Physical Therapist Assistant	Commission on Collegiate Nursing Education (CCNE) Nursing BSN Nursing MSN

The Missouri Western Career Development Center, Alumni Association and academic programs gather information related to the success of graduates and their placement in employment or advanced study positions. A number of academic departments routinely survey employers of graduates to determine employers' satisfaction with the knowledge and skill of the Missouri Western graduate. The Missouri Department of Higher Education is currently developing policies and procedures for gathering and reporting information about the employment or continuing education of graduates of colleges and universities that will be used as one of the measures that will determine state funding allocations through the recently established Performance Funding Program. **Core Component 4A6**

The academic programs offered at Missouri Western are appropriate to be offered at a four-year institution of higher education. Missouri Western State University offers bachelor's degree programs, associate degree programs, and a few certificate programs. Master's degree programs and graduate certificate programs are also offered by the university. Many programs have attained and maintained program accreditation through professional accreditation agencies. **Core Component 3A** Program faculty and academic deans have the primary responsibility to ensure that the curriculum is current and appropriate to the degree. Programs that are accredited by their professional accrediting associations are reviewed for currency and appropriate levels of student outcomes periodically as required by the accreditation process. General requirements for



one-year certificate programs, for associate degree programs and for baccalaureate programs are documented in the *MWSU Undergraduate Catalog* and on the official Major Declaration form. As an example, the general requirements for a baccalaureate degree include the following

- Complete the general studies and major requirements
- Earn a minimum of 124 credit hours, including 60 from a senior college for the following departments: Art; Biology; Chemistry; Communication & Journalism; Theatre, Cinema & Dance; Computer Science, Mathematics & Physics; Economics, Political Science and Sociology; English and Modern Languages; History & Geography; Philosophy & Religion; Music; and Psychology
- Earn an overall GPA of at least 2.0
- Earn an overall GPA of at least 2.0 in those courses needed to satisfy the requirements of the selected major
- Earn a minimum of 30 credit hours in upper-division courses (300s and 400s)
- Earn 12 credit hours in one foreign language for all Bachelor of Arts (BA) degrees
- Earn 30 of the last 45 credit hours at MWSU in institutional course work (exclusive of credit-by-examination)
- Participate in required departmental and campus-wide assessments

Degree-seeking students are required to complete an assessment of their knowledge of general studies content (ETS® Proficiency Profile) prior to graduation. Students are encouraged to take this assessment once they have completed 90 credits. Results are shared with faculty and academic units that offer general studies coursework. Prior to graduation, students are required to take either an ETS® exit exam in their major field or an equivalent assessment in areas in which no ETS® exam is available or where other means of assessment are determined to be more meaningful. For example, English majors are required to submit portfolios that are assessed by external reviewers. Academic departments monitor results, paying special attention to scores indicating low performance and a need for curriculum strengthening or revision. Annual program reports include these data and the program's response. Annual reports are reviewed by the appropriate dean and the provost. Responses by the dean and the provost are shared with the department and are addressed as part of the next annual review.

Core Component 3A1

Student learning goals are appropriate for the level of the course and program. Learning goals are developed by program faculty and are reviewed by department and campus curriculum committees with consideration for the level of course and program. Learning goals are communicated in course syllabi, in program descriptions in the print and online catalog and on program web pages. As described in 1P1, learning goals for each level of educational program (certificate, associate, baccalaureate degree) include specific goals for student learning through general education content. Graduate programs have specific learning outcomes as well with capstone projects to confirm student learning. **Core Component 3A2**

Courses and programs are consistent, whether delivered on-campus, off-campus or through distance education. Faculty liaisons assigned to courses that are offered through dual credit are responsible for monitoring course content and student assessments to assure that the course quality and outcomes are consistent with the campus-based course. Department chairpersons are responsible for ensuring that courses delivered through distance education meet the same standards and have outcomes that are consistent with course sections that are delivered face-to-face. Students provide feedback on the quality of instruction for every course in every semester. **Core Component 3A3**

1P5. Enrollment in selected academic programs is restricted to students who have met specific admission criteria and have been accepted through a competitive process (e.g. nursing, teacher education, business, physical therapist assistant). These admission criteria were established by faculty after reviewing discipline standards, student success data and discussion with advisory councils and/or employers of program graduates. Admission criteria are reviewed and adjusted periodically. Standardized test scores determine student placement in English and math general studies and developmental courses. Academic units propose prerequisites for courses that must be approved through the regular curriculum process.

Missouri Western offers a general studies Honors Program and a majors honors program for selected academic programs. Incoming freshmen must have an ACT score of at least 26 and a high school GPA of 3.5. Current college students must have a GPA of 3.5 or higher. To remain in the program, students must receive a grade of A or B in all honors courses, maintain a 3.2 GPA their freshmen year and a 3.5 GPA every year thereafter.



1P6. Students have access to information regarding the required preparation for specific programs, courses and degrees through a number of printed publications (recruiting materials, catalog) and through web pages associated with each program at Missouri Western. Admissions staff visits high schools and attend university fairs for area high school students and counselors where they discuss the required preparation necessary for success at Missouri Western. Admissions staff also visit local middle schools to promote necessary high school coursework to prepare for college. The Office of Financial Aid supports students and parents by holding seminars for parents, students and prospective students such as Debt Management Seminar and Cash course. In particular, FASFA workshops are held for students and parents.

The Offices of Admissions, Student Success and Academic Advising and Registrar provide information about course and degree requirements. Admissions counselors and academic advisors stay informed about changes in academic programs so that they can effectively assist students with degree exploration and course selection until students declare a major. Students are encouraged to declare an academic major within the first 60 attempted credits to support degree attainment within four years. Staff members in Student Success and Academic Advising support the communication of expectations regarding student preparation, learning objectives and degrees, especially in their work with students who have not yet decided on a major. Further, faculty advisors in academic units and staff advisors in Student Success and Academic Advising provide information regarding degree requirements, semester class selection, program outcomes, and career development. Students meet with their advisors each semester to plan schedules for the next semester of study and to discuss student progress and goals. Students are provided specific information about preparation and learning through completion of the Major/Minor forms that are used for degree audit purposes. Electronic degree audit software (Degree Works) is available for use by individual students and their academic advisors who wish to check on progress toward a particular degree or review requirements for a different program.

The Student Success and Academic Advising Center is the campus focus for student advising. The Academic Advising Team, including professional advisors and peer advisors and mentors, assists students with degree planning, study skills, time management and other positive approaches to student success. The Student Academic Mentor program (SAM) in the Student Success and Academic Advising Office works with groups of students to help prepare them for future coursework. They counsel, advise and mentor students on course selections, degree options, four-year plans and campus resources. As peers and exemplary students, they serve as role models for the students they work with, modeling good student behavior that has served them well in their academic pursuits. The Griffon Edge orientation course for incoming freshman and transfer students provides opportunities for students to learn about academic programs and their requirements. The program introduces students to Missouri Western facilities, services, activities, traditions and academic expectations.

Information about programs, requirements, faculty and staff, costs to students, control and accreditation relationships and more is made available to students, parents and the general public on university websites and through printed documents including the print and online *MWSU Undergraduate Catalog*. Missouri Western provides specific and detailed information to parents and students through the Office of Admissions and the Office of Financial Aid. The Office of Admissions supplies information on its website and in the catalog about a variety of topics of interest to entering students and parents. Additionally, Admissions has developed a communications flow to parents and students that includes emails, print materials and phone calls. The Office of Financial Aid supplies, on its website and in the catalog, offers step-by-step information for parents and students on how to apply for financial aid including FAFSA applications. The Office of Financial Aid also offers seminars throughout the year including Satisfactory Academic Progress Seminar, Debt Management Seminar and Exit Loan Counseling Seminar. To more fully communicate and address program requirements and learning needs, the CCT was formed (3P1) with specific goals and processes to support student success and degree completion. **Core Component 2B**

1P7. Approximately 50 percent of first-time, full-time students enter Missouri Western undecided on a major or intended future occupation. Missouri Western's academic advising system and support services provide students with a matriculation-to-graduation support system for exploring and developing their academic goals and related career options. Activities used to help students discover their interests include:

- Career fairs, high school visit days, and open houses help students obtain information regarding available programs of study.
- Registration and orientation sessions have focused discussions on program and degree opportunities. Students tour the Western campus during these sessions and are shown where university offices are located that can help them get answers to questions.



- Surveys of Occupational Interests are available to incoming students to help them determine an appropriate program of study.
- The College Student Inventory (CSI), administered in Foundations of the University Experience (UNV 101), provides students with an opportunity to identify key interests and discuss them with an advisor or instructor.
- Discrepancies between student preparation and career goals are identified by advisors, instructors, or professional tutors in the Center for Academic Support or the Early Intervention Program.
- The Counseling Center administers occupational interest inventories and helps students understand potential academic interests.
- Upon matriculation, students are encouraged to enroll in UNV101. This course introduces students to the vocabulary and processes of critical thinking and their application to reading and writing, academic and personal skills critical for success in college, and the practical application of those skills. Students develop study skills, learn about campus resources and policies, and explore career options.

The first and most direct level of support for student learning comes from the faculty in the classroom and from academic advisors. The Center for Academic Support offers free individual and group tutoring. Students are frequently referred to the Center by faculty members who recognize the need for more individualized assistance. **Core Component 3D**

Faculty receive help to make their teaching more effective from the Instructional Media Center (IMC), which provides Missouri Western's faculty and students with computer and video-based technology and services to enhance educational outcomes. The IMC provides equipment, equipment maintenance, production and design services, programming, training, and consulting, as well as Moodle support. The IMC also serves non-academic sectors of the University and the community. Faculty mentors are assigned for each new faculty member at the beginning of each academic year to enhance the effectiveness of new faculty. All faculty are evaluated by all students in every class every semester. This feedback provides an important perspective on the quality of instruction and learning and allows faculty members and their supervisors to identify opportunities for improvement. This process also provides opportunities to recognize highly successful teaching. In addition, academic programs provide a description of actions taken to increase the effectiveness of teaching and learning as part of the annual program review.

Approximately 1,300 students are campus residents, while other students commute to campus from nearby communities. A few students attend classes at the two additional campus locations. All students have access to resources offered by the university to assist them in their development and learning. The Division of Student Affairs provides services including a broad range of programs and activities that support the social, cultural and intellectual vitality of campus life. The Center for Student Involvement provides a wide variety of student activities to help students develop intellectually, morally, culturally, emotionally, spiritually, physically and socially. The Center also provides information on both joining and starting student organizations, which offer development in the areas of leadership, personnel management, collaboration, fiduciary management, supervision, organization, communication, networking and event planning.

Student services in the Division of Student Affairs are provided through the following offices and centers: Center for Multicultural Education, Accessibility Resource Center, Career Development and Office of Student Employment, Counseling Center, Esry Student Health Center, International Student Services, Non-Traditional and Commuter Student Center/Veteran Affairs, Residential Life and SGA. Additionally, students are assisted by the University Police Department, Testing Services, Information Technology Services, Parking & Security Services; the Student Success and Advising Center, the Center for Academic Support, Hearn Library and the Department of Athletics. **Core Component 3D1**

As an open enrollment institution, the university provides learning support and developmental instruction for many students. First semester course schedules are prepared for entering freshmen based on their desired field of study; if known, their high school rank and grade point average; and their ACT scores. If a student does not meet the criteria for enrollment directly into general education courses in math or English, that student is placed in a course designed to prepare students for success in general education courses. Students meet with an academic advisor when they come to campus in the summer prior to enrollment and are able to make minor schedule adjustments at that time. Pre-requisites for courses are strictly enforced through the enrollment system.



The Center for Academic Support (CAS) provides one-on-one and small group tutoring for most courses on campus. Located on the northeast corner of the library building, the Center consists of group study spaces and a large open area for students to receive tutoring or work independently. The CAS offers free tutoring in math, writing, and specific courses. In addition to these services, the CAS works with faculty members to provide Supplemental Instruction (SI) for specific courses and workshops on a variety of topics. The Student Success and Academic Advising Center helps students choose majors and courses appropriate to those majors and to the academic level of the individual student. Also, the Griffon Graduation Planning System (GPS) was implemented in spring 2014. The Griffon GPS is an online planning tool that produces a comprehensive degree audit and reviews past, current and planned coursework to help students and advisors monitor progress toward degree completion. The audit displays the courses required to achieve a student's degree in an easy-to-read format. **Core Component 3D2**

Program faculty members provide academic advising to students who have declared a major and the Student Success and Academic Advising Center provide advising for undeclared students. The Student Success staff assist students in exploring the variety of majors at Missouri Western and make arrangements for students to connect with faculty advisors and resources across campus. As an open enrollment university with many students who are first-generation college students, Missouri Western uses an intrusive academic advising model. Students are required to meet with their academic advisor at least once each semester and are strongly encouraged to meet with their advisors more often. Academic advising includes counseling regarding career choices within each major, guidance in course selection and sequence and monitoring of student progress. Students meet with their academic advisor at least once each semester, prior to registering for the next semester and at other times if needed. Advisors receive information throughout the semester if an advisee is experiencing problems or has adopted behaviors that put the student at risk for failure. As an example, advisors receive information whenever a student is reported through the Early Intervention system. Additionally, advisors have access to the mid-term grades of their advisees. **Core Component 3D3**

Resources needed for effective teaching and learning are made available to students, faculty members and advisors. Essentially all of the classrooms across campus are equipped with an instructor's station that includes a computer, a monitor and a digital overhead projector. The Instructional Media Center provides technological support for classroom instruction, computer learning labs and online teaching and learning. Desktop computers installed in teacher's stations throughout Missouri Western classrooms all have standard and specialized software. Information Technology Services provides support for faculty computers, email, Banner, shared file storage, networking, network security, hardware/software acquisitions and Internet access. The Library provides a variety of services including instruction on acquiring and using information, access to a variety of databases, monographs, professional journals, inter-library loan services, e-books, Films on Demand, Netflix for faculty, and reference services. During finals, the Library offers extended hours and free snacks and coffee.

Several performance spaces are available and widely used. Potter Hall houses the largest performance facility. The Potter Theater seats about 450 audience members. In addition, the small black box theater is located on the first floor of Potter Hall. Additional performance space is being planned for this building which houses academic programs in art, music, theater and cinema. Other buildings on campus provide additional space that is used for a variety of performances. Spratt Hall houses the Kemper Recital Hall, an atrium that includes the Walter Cronkite Memorial and the Fulkerson Center. The Fulkerson Center is often used for performances. This large room can be sub-divided to allow for the most appropriate size for the event. In addition, the Blum Student Union includes several rooms that are used for a variety of performance events. Spaces dedicated to science and engineering technology laboratory uses, art and music studios, nursing and allied health labs, computer labs and other specialized learning needs are available across campus in buildings that provide easy access for students and faculty. The Craig School of Business uses a simulated trading room for courses that include content related to stocks and bonds. Biology faculty and students use the vast outdoor spaces that are available on the Missouri Western campus and students in programs offered through the Health, Physical Education and Recreation Department use space in gyms and outdoors. **Core Component 3D4**

The Hearn Library provides a variety of services for obtaining information from books, journal articles and the Internet. Reference librarians provide instruction during University 101, Foundations of the University Experience, on the effective use of research and information resources. ENG 108, a required General Education course, provides instruction in college-level research and rhetoric. The Responsible Conduct of Research Policy is found in the Missouri Western State University Policy Guide and includes specific information regarding the required training for students, the verification doc-



umentation that is required and a statement about the responsibility to report any unethical behavior to the provost's office.

Core Component 3D5

1P8. Underprepared students are identified through admissions processes where ACT scores, high school and college grades, high school rank and course completions are reviewed. Identification of these students is particularly critical since Missouri Western is an open enrollment university. Faculty and staff members advise students during the registration process and help to determine student-learning needs relative to individual courses.

Students who do not have the credentials to enroll in general education courses in math and English are required to complete developmental courses. The developmental math course is self-paced and many students complete it successfully in one semester. The English developmental course includes a writing workshop that gives more opportunity for one-on-one assistance. In addition, some students benefit from a course that helps them to develop more effective reading comprehension. Students identified as *significantly* underprepared are “admitted with conditions (AWC)”. These students are enrolled in courses that specifically deal with their learning levels, and focus on developmental math, writing and reading skills. They are not allowed to enroll in a full load of courses in order for them to have time to devote to fewer courses and to take advantage of available academic assistance. Students who are admitted with conditions sign an agreement to follow specific behaviors and are required to work closely with an advisor.

1P9. All first-year students enrolled in the UNV 101 Foundations of the University Experience course complete the College Student Inventory (CSI) to identify existing risks for persistence to degree completion. By providing an opportunity for the students to participate in the inventory and by collecting data directly from the students concerning their academic preparedness, study skills and anticipated difficulties, Missouri Western personnel can highlight areas of concern. This information is used to work directly with the student to overcome any of these obstacles and to link students to campus resources, as well as work to build positive relationships among student peers. The UNV 101 course emphasizes study skills and includes a self-assessment to determine each student's preferred learning style. Throughout the course, references are made to learning styles and exploring successful strategies for students to take notes, study, adapt to teaching styles, and use technology. In the Center for Academic Success, tutors are trained on how to recognize learning styles and adapt tutoring techniques to fit those learning styles. The ultimate goal is to help students succeed in their academic pursuits and to improve retention of students.

Faculty members use multiple modalities in course presentation and assignments to facilitate various learning styles. These include offering classes face-to-face, online and in a blended format. Many faculty members make use of the Moodle system to support and enhance their face-to-face classes. Faculty members can use the Early Intervention process when they recognize that a student may be experiencing difficulty in a course or is exhibiting behaviors that are likely to result in failure. Faculty members report the need for an early intervention to the Student Success office. Staff members in that office contact and work with the student to remedy personal, academic or social problems that are interfering with academic success. The student may be referred to the Center for Academic Support for specialized help when needed, the Counseling Center, or other resources on campus.

1P10. Students who have special needs are identified through a review of records, self-identification or assessments. Several offices are dedicated to answering questions students may have regarding special needs and most are located in the Division of Student Affairs. Offices include the Career Development Center, Student Success & Academic Advising Center, Accessibility Resource Center, Student Life and Non-Traditional Student Services, Student Employment, International Student Services, Center for Multicultural Education, and the Counseling Center. The efforts of these centers and offices are coordinated through Student Affairs to ensure that students with special needs are accommodated through the appropriate university program.

Students in special needs groups are encouraged to identify themselves and to take advantage of specific programs available to them. In order to address the specific needs of high-risk incoming students, Missouri Western has implemented an intrusive advising program. Staff members meet with parents and students during summer registration, provide a list of campus resources, email students during the summer and throughout the year, refer students to career development or other areas based on their needs, and assist in appropriate course selection for the second semester.



As described in 1P8, students who desire to enroll at Missouri Western, but have an academic record that places them at high risk for failure, are admitted with conditions (AWC). This population of students is limited in terms of credit hours they can take at Western and must enroll in UNV 101. In order to continue enrollment at Missouri Western, these students are required to sign an agreement stating that they will 1) attend and successfully complete specified registration and orientation programs prior to the first day of classes (they may not register during Walk-In Registration or Late Registration); 2) meet class expectations; 3) achieve a minimum G.P.A. of 2.0 at the end of the first semester for all credit hours attempted and 4) maintain enrollment in developmental courses and UNV 101.

Currently, there are approximately 250 certified veterans attending Missouri Western and receiving benefits, with additional veteran enrollment anticipated. Between 2009-10 and 2013-14 this number has varied between 246 and 277. In the spring 2010 semester, student veterans established an organization for veterans on campus. The goal of the organization is to provide a venue where veteran students can address concerns, develop support initiatives and build relationships with other veterans. In addition to the organization, veterans work closely with the non-traditional student office to obtain referrals to support agencies, and provide information relative to support on campus, computer access and other assistance as needed. Missouri Western State University is recognized by the Veterans Administration as a Yellow Ribbon Institution. The Yellow Ribbon Program was established by the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with VA to fund tuition and fee expenses that exceed the tuition and fee amounts payable under the Post-9/11 GI Bill. The institution can contribute a specified dollar amount of those expenses, and VA will match the contribution, not to exceed 50% of the difference. To receive the Yellow Ribbon Program benefits the veteran must be enrolled in an approved program offered by an institution of higher learning that participates in the Yellow Ribbon Program.

The Student-Athlete Mentoring Program works with at-risk student-athletes who are in need of time management skills, study skills, organizational skills, and assistance in obtaining tutoring for classes. From Spring 2010 to Fall 2013, an average of 37 student-athletes were placed in the program each semester. Placement is by GPA, coach's request or other factors as determined by the Athletic Department. Mentors attend extensive training on the best methods to mentor at-risk student-athletes and to understand the NCAA regulations so as not to violate policy. The mentors keep accurate records of weekly academic reports and absences from classes, goals for the week, and any other pertinent information needed.

1P11. Recruiting materials, the Missouri Western *Undergraduate Catalog*, the Admissions viewbook, the Student Handbook, and multiple Missouri Western websites communicate expectations for prospective and current students. The Undergraduate Catalog lists prerequisites for courses, as well as required licensing or exit exams for each academic program. Requirements are also described in department/school literature and websites. Course syllabi detail the expectations and learning objectives for specific courses.

Syllabi are reviewed by chairs/deans for consistency, standards of learning, clarity and assessed through program review or accreditation efforts at both the program and institutional level. Faculty advisors in academic units and staff advisors in the Student Services and Academic Advising Center provide information regarding degree requirements, semester class selection, program outcomes and career development. Students are required to meet with their advisors each semester to plan schedules for the next semester of study. Professors and instructors communicate expectations for effective learning to students. General behavior and academic requirements are discussed throughout the student recruitment process (Admissions), during the registration process (the "Big R's"), the orientation process (CED 131 Griffon Edge), First Year Experience (UNV 101 Foundations of University Experience), and through Student Affairs resources. Student performances on standardized assessments identify the abilities of students and help define expectations of student performance. These expectations are then communicated through the curriculum process in the form of learning and teaching objectives. Course grades, general education, and discipline-specific graduating senior exit assessments, assessments of applied learning activities and the judging of student performances/shows in art, music and cinema provide inputs into the processes used for improving teaching and learning. **Core Component 2D**

Each year, each faculty member prepares an annual evaluation that documents accomplishments in teaching, scholarship/creative activities, and service. The documentation includes results of student evaluations (for every class every semester), teaching innovations, and evidence of student success. The Missouri Western Policy Guide includes a substantial list of possible artifacts that are used to assess teaching effectiveness. If serious weaknesses in teaching are noted, the chairperson,



dean and the Provost/VPAA suggest specific improvements that are expected within the next academic year. If weaknesses are not addressed, the faculty member is placed on early warning and may have a one-year terminal contract. Faculty awards recognize and reward teaching excellence. Workshops on various aspects of the faculty experience are offered each fall during a Plan Day, which precedes the start of classes. New faculty members attend a two day orientation. The Missouri Western Policy Guide outlines the definitions and expectations related to academic freedom. Academic freedom requires academic responsibility and processes for assuring that academic freedom is maintained and expectations are understood are clearly presented and shared with faculty at multiple venues (e.g. professional development days, faculty workshops).

The University Policy Guide sets the expectations for academic freedom and responsibility. The Student Handbook of Rights and Responsibilities informs students how to appeal a grade and about academic honesty including such issues as plagiarism. Faculty members mentor students on issues such as plagiarism and reporting knowledge responsibly. **Core Component 2E**

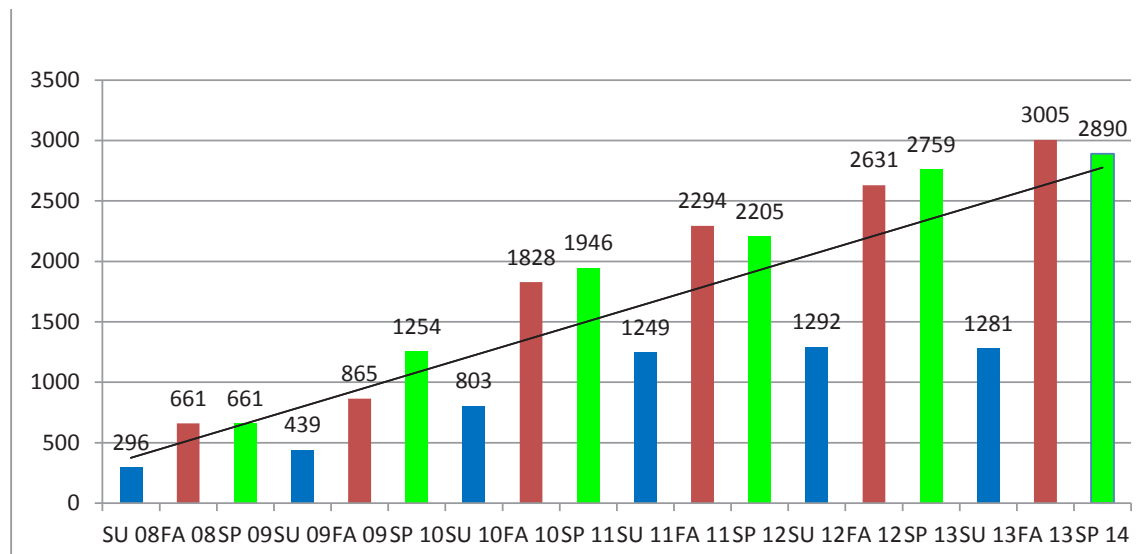
Integrity of research and scholarly practice is monitored at several levels. Peer-review journals and conferences are an external level of review used by the University to ensure responsible scholarship by faculty and participating students. The Institutional Review Board for the Protection of Human Subjects monitors and approves research involving humans. The Responsible Conduct of Research policy is included in the Policy Guide and includes the requirement for students to be informed that they must report unethical behavior to the Provost's office. The Mid-America Science and Engineering Fair (MARSEF) closely monitors projects submitted by middle school and high school students. Projects submitted by Missouri Western students to Multidisciplinary Research Day poster sessions are checked for accuracy and originality by faculty.

Core Component 2E1 In the Student Handbook, which contains the Student Code of Conduct, students are offered detailed guidance in the ethical use of information resources. In classes, faculty members also emphasize appropriate use of information resources and focus on avoiding plagiarism. Academic honesty expectations are part of the Griffon Edge Orientation course and the University 101 course. **Core Component 2E2** The Missouri Western Academic Honesty Policy is included in the Policy Guide and the Student Handbook. If a faculty member finds evidence of academic dishonesty, the policy requires that the student is notified and has an opportunity to disagree with the faculty member's decision. The appeal from the student may be reviewed through administrative levels to the Academic Standards and Regulations Committee. The decision of that committee is final. A log of student academic dishonesty cases is kept in the Provost's office. If a student is involved in a second incidence of dishonesty, the student is reported to Student Affairs for discipline, in addition to the consequences that have been applied in the course. **Core Component 2E3**

1P12. Missouri Western's academic programs, course offerings and course delivery options are developed based on student demand and needs, feedback from accrediting bodies, transfer requirements and articulations, and business and industry needs. The majority of Missouri Western courses are offered in a face-to-face format at the main campus. Some courses are offered at two off-campus locations through the Western Institute including at Northlands campus and the Metropolitan Community College - Penn Valley campus.

Academic departments build the course schedule with input from students through surveys, direct communication and review of previous enrollment data. Academic deans review schedules for conflicts of time and to ensure that student demand is met. As the number of online courses has grown, students have requested the opportunity to complete the general education requirements through a distance education format. That goal should be accomplished within the next year. Figure 1.6 shows the growth of enrollments in online courses over the past six years. Since 2011, Missouri Western has increased the number of courses that are offered through distance education formats and the number of courses that blend online delivery and face-to-face delivery of courses content. This has resulted in an increase in the number of students who enroll at the institution and has increased the flexibility in course scheduling for all students. A survey of students taking online courses at Missouri Western administered by the Western Institute in 2012-13 revealed that 80% of the students indicated they would NOT have preferred to take face-to-face the class they took online; 85% desired to take more online courses from MWSU; 65% stated online courses allowed them to carry more hours and 75% said they learned as much or more as they would have learned in a face-to-face course.

Another survey conducted by Missouri Western faculty, in 2011-12, revealed that Missouri Western students in online courses believed "my learning in this online forum equaled or exceeded that of a conventional classroom experience." On a 1 to 5 scale (Exceptional to Poor), the range of course means for this item was from 1 to 3.7 with the median of the means

**Figure 1.5 Growth of Online Enrollment Summer 2008 – Spring 2014**

across 92 sections being 1.7 indicating a perception that the online forum was better than “above average” in equaling or exceeding face-to-face learning. All Missouri Western courses have Moodle available as a learning management system that faculty can use to post course materials and content and to manage course activities. Most faculty using Moodle use a “blended” approach in which much of the course content (rosters, gradebooks, assignments, course email and communication, and course related documents and resources) are provided to students through the Moodle course web page in addition to traditional course delivery methods (lectures, discussions, laboratory activities).

1P13. At a University level, academic programs are reviewed through annual reports and with a more comprehensive program review on a five-year rotation. Programs with external accreditation (Education, Engineering Technology, Music, Nursing, Legal Studies, Chemistry, Business, and Social Work) time these more extensive reviews to coincide with requirements of the external accrediting agency. Other programs are on five-year cycles determined by the Provost and Academic Deans. The five-year review may include an external review by consultants. For programs with external program-level accreditation, the accreditation process serves as the outside review. For more extensive reviews, the program faculty provides information regarding curriculum that includes national trends and the currency of the course offerings within the programs. Many programs at Missouri Western have attained accreditation through professional accrediting agencies. The processes required for these program-level accreditations contribute to an ongoing monitoring of programs for curricular currency and effectiveness. Advisory councils also provide valuable information that informs decisions related to program curriculum. Academic units monitor changing requirements in the professions, internal and external needs, and student needs, and make recommendations to continue, modify or discontinue individual courses and programs. **Core Component 3A**

1P14. As noted in 1P13, each academic unit completes an annual unit report and a five-year program review. These reviews include recommendations from the unit, the dean and the provost regarding needed changes and assignment of resources. Courses or programs are changed through the regular curriculum process. If programs are discontinued, students are notified and the university guarantees the opportunity for degree completion for all students who have officially declared a major in that program. The Missouri Coordinating Board for Higher Education requires notification of any program deletion. In 2010-11, the Missouri Department of Higher Education (MDHE) began a statewide Academic Program Review to identify and eliminate low-performing programs at four-year institutions. Low-performing programs were identified as undergraduate programs that produced fewer than ten graduates per year using a rolling three-year average or a graduate program that produced fewer than five graduates per year using a rolling three-year average. State-wide, 72 programs or 18 percent of those reviewed were deleted. At Missouri Western, the performance of 16 programs was reviewed. Thirteen of those programs were recommended to continue. One program was eliminated and changes were made to the other programs. **Core Component 4A**

1P15. The need for individual student learning support is most often identified by faculty members as the student progresses through courses. Faculty members may assist the student and may refer the student for further assistance through



the Center for Academic Support, or may work further with the students in laboratory, library or classroom. Support for student learning occurs at several levels. The Center for Academic Support (CAS) provides tutoring services for students in any subject offered. The CAS works with academic departments and individual faculty to identify students who have successfully completed courses. Tutors are trained, monitored and evaluated by the CAS staff. Tutoring is free to students needing assistance, but tutors are paid by the CAS for their services. The CAS also maintains records for effectiveness of tutors and the students with whom they assist. Faculty members also provide at least 10 hours of office hours each week to assist students with course work and advising. To assist student success and increase student retention a CCT was created to help students persist and successfully graduate from Missouri Western (See 3P1). The CCT oversees a variety of sub-committees with specific goals such as recruitment, advising, first year experience, retention and degree completion. **Core Component 3D**

The library supports each academic unit through its holding of books, journals and periodicals. Each department has an annual budget for new acquisitions, and faculty and staff are asked to review holdings and trends in their disciplines to help identify new items to purchase. The library monitors usage of its holdings, particularly journals and periodicals. With the increase in electronic publishing, many print journals and periodicals have been replaced with electronic editions. This also increases access for many students who can utilize these resources from off campus through the library's website. The library staff also surveys faculty, students and special focus groups periodically to determine if needs are being met and if there are new areas that need support.

Technical support is provided to students, faculty and instructional staff by Information Technology Services (ITS) Services and by the Instructional Media Center (IMC). ITS assists students and faculty with technical training and support for electronic resources (computers and mobile devices) commonly used on campus and maintains services needed by students and faculty for data information storage, e-mail and internet access. IMC assists faculty with teaching and classroom resources, services for special or adaptive learning needs (i.e. visual or hearing impairment), and training for many services available for students and faculty such as use of Moodle for course management or services to assist faculty in delivery of course material for distance or online courses.

1P16. The divisions of Academic Affairs and Student Affairs work together to support the education of the whole student. In its entirety, the Student Affairs unit exists to support students' growth and development by enhancing the classroom experience with hands-on skill development and personal discovery. The various departments in Student Affairs provide services, programs and experiences that align with the University mission/vision and encourage personal development, skill development, career preparation, social engagement, civic engagement, financial literacy, globalization, critical thinking, leadership and more.

For example, the Career Development Center helps students to identify their interests, values, skills and personality type, as well as facilitate effective career exploration and development as lifelong learners. The Center for Student Engagement (CSE) takes advantage of a wide variety of student activities to develop students intellectually, morally, culturally, emotionally, spiritually, physically and socially. Involvement in student organizations provides opportunities for development in the areas of leadership, personnel management, collaboration, fiduciary management, supervision, organization, communication, networking and event planning. Engagement in any number of student activities, such as participation in student organizations, can enhance the academic performance of a student, ultimately allowing the university to fulfill its mission of offering students at all stages of life the opportunity to achieve excellence in the classroom and beyond.

Programs such as the Barbara Sprong Leadership Challenge and Griffon Edge (CED 131) combine activities, service and classroom experience in a for-credit experiential learning environment. The CSE began offering Experiential Learning (or e-learning) opportunities to students during Spring 2014. Experiential is defined as "involving or based on experience and observation." These opportunities allow Missouri Western students to learn outside of the traditional classroom and gain valuable lessons. The Non-Traditional and Commuter Student Center assists this group of students with their unique educational, personal and professional needs – combining their "out of the classroom" lives with the academic experience. Residential Life has a goal of being an extension of the university classrooms by being the place where classroom conversations continue, and there is time and space to work on group projects or to spend time studying.

Additional co-curricular opportunities exist which align with and support curricular learning objectives. For example,



opportunities in the arts are woven intricately into the fabric of university life and are central to the educational mission of the university. The knowledge and experience gained from participating in and viewing the performing and visual arts fosters the acquisition of new perspectives on the social, cultural and historical traditions of the world and teaches students creative ways to address the challenges of daily life.

Missouri Western provides many opportunities for students to become engaged in the educational environment of the university. An enriched educational environment includes academic and social enrichments such as belonging to student organizations related to particular programs and majors, joining the Honors Program, or becoming a tutor for the Center for Academic Support. Leadership knowledge, skills and experience are enhanced through many opportunities for campus involvement. Co-curricular activity may involve community service in a variety of ways, becoming involved in SGA or participation in Greek life. With a focus on applied learning, Missouri Western strongly encourages students to become involved in activities that interest them and enhance their development educationally, socially, ethically, civically, and professionally. Nearly 90% of graduates complete an applied learning experience prior to graduation. **Core Component 3E**

Co-curricular programs are consistent with the mission and values of Missouri Western State University, which state, "...a learning community focused on students as individuals and as members of society. Missouri Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities.... The common values of the people of the university include service, quality, enthusiasm, freedom, respect and courage." Participating in clubs and organizations on campus is an integral part of the higher education experience. In fact, studies show that students involved in some form of extracurricular activity are more likely to succeed than other students. Through this involvement students have a chance to interact with others, learn and practice valuable skills, have a lasting impact on the campus, and gain a greater sense of belonging in the community. Missouri Western offers more than 90 different student clubs and organizations including: SGA, Western Activities Council, fraternities and sororities, honors groups, special interests groups (such as the Anime Club), cultural/ethnic groups (such as the NAACP), and religious organizations (e.g. Newman Club or Baptist Student Union). The CSE provides resources and assistance to new and existing student organizations. The CSE also serves as a liaison between organizations and the University community. Students who are interested in starting a new student organization or in restarting an inactive organization can obtain assistance in the CSE. **Core Component 3E1**

Missouri Western states that students who participate in applied learning experiences gain valuable skills and knowledge that prepare them for their future roles in the workplace, as citizens, and as students in graduate or professional level education or lifelong learning experiences. Missouri Western has evidence that this claim is valid in feedback that is received from employers and alumni and from observation of the roles that Missouri Western graduates assume as they contribute to their communities, their careers and society. **Core Component 3E2**

1P17. The first determination that students have met learning and developmental expectations is made through grades in courses and transferred credits (if any). Faculty members determine the level of performance that is required for students to continue in specific academic programs. Missouri Western uses cumulative and most-recent semester grade point average (GPA) data to assess a student's satisfactory academic progress in general studies and in the major. Assessment of student learning occurs at the individual course, program and university levels. Course-level assessment is designed by the course faculty culminating in a course grade. Academic departments have adopted or designed program level assessments required for every graduating student. Program assessments include ETS® or other major field examinations, faculty-designed exit examinations, state examinations for educator preparation programs, and licensure examinations where available. Graduating students are required to take the ETS® Proficiency Profile as a measure of competency in general education. Data from these assessments are reviewed and analyzed by faculty in the academic departments and reported in the annual reviews. These data are used to determine effectiveness of student learning and as a basis for curricular improvement or revision of assessment tools.

1P18. As described in 1P2, the institution routinely assesses student learning, compares those results with discipline standards, institutional standards and goals, results from peer institutions and national results. Using the processes of continuous improvement, these results are used to address individual student learning needs, program deficits and institutional improvement. Responsibility for the assessment of student learning and development is shared across campus, including individual faculty and staff, administrators and committees. Faculty members determine the processes for measuring student



learning in individual courses. These assessments must be included in the course syllabus and are reviewed by department chairpersons. Some programs set program-wide standards and methods of assessment of student learning. For example, the nursing program uses ATI assessments to determine student learning and need for remediation. Departmental committees review results and make recommendations to the department for improvement. The undergraduate curriculum committee, the Graduate Council and the General Studies Committee review assessments of student learning to determine if the right measures are used and if student learning is meeting expectations. Academic deans have responsibility for reviewing and making recommendations related to assessment processes and outcomes in response to annual and five-year program reviews. **Core Component 4B**

1R1. Missouri Western uses a number of measures to determine student learning and development, including classroom level assessments (papers, assignments, exams, projects, observation) and standardized tests, competitions and licensure exams. Figure 1.6 presents information on some of the assessment tools used to measure student learning and development.

Figure 1.6 Measures of Student Learning

Assessment Tool	Measure	Administration Schedule	Student Population
ETS Proficiency Profile* (PP)	Knowledge of gen education	Every semester	All students prior to graduation
National Survey of Student Engagement	Student engagement	Every other year	Freshmen and Seniors
Student Satisfaction Inventory	Student priorities and satisfaction	Every other year	Sample of all students
ETS Major Field or similar exams	Knowledge in major field	Every semester	Graduating seniors
Licensure Exams	Knowledge in major field	Every semester/year	Graduates in selected programs
Portfolios	Knowledge/performance in major field	Every semester	Graduates in selected programs
MoGEA	General Education knowledge	Every semester	Intended teacher education students

The ETS® Proficiency Profile is administered every semester to students who have completed their general education requirements and have completed 90 credit hours of coursework. Missouri Western uses the ETS® Proficiency Profile to measure and document general education program effectiveness, assess student proficiency in core academic skill areas – critical thinking, reading, writing and mathematics – to identify strengths, weaknesses and opportunities to improve curriculum and instruction, compare performance with other institutions across the country and evaluate program improvement efforts and overall learning outcomes. The National Survey of Student Engagement (NSSE) obtains information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on the NSSE represent empirically confirmed “good practices” in undergraduate education. They reflect behaviors by students and institutions that are associated with desired outcomes of college. Missouri Western administers the NSSE every other year to freshman and senior students. The Student Satisfaction Inventory is administered every other year (alternating with the NSSE) to a sample representing all students at Missouri Western. This assessment tool measures student priorities and satisfaction and allows for the responses from Missouri Western’s students to be compared with responses from other four-year institutions across the country or with peer groups of institutions. Students in all four-year programs at Missouri Western are required to complete an assessment of their knowledge in their major field. Many programs use Educational Testing Service Major Field Tests to measure student learning outcomes. A few programs administer locally-developed exit exams and a few programs use student developed portfolios to assess student learning outcomes.



1R2. Figures 1.7 and 1.8 present summaries of Missouri Western's results on the ETS® Proficiency Profile. Figure 1.7 includes the mean score of Missouri Western students from AY 2010-11 through AY 2013-14. Missouri Western's mean score improved over this four-year period (dropped slightly 12-13 to 13-14). This figure also includes a comparison of Missouri Western's scores with national mean scores. As indicated, Missouri Western compares favorably with the national group. Also included in Figure 1.8 are data regarding the percent of students who scored in the "not proficient" range. Again, despite being an open-access institution, Missouri Western's sub-scores are better than the national average.

**Figure 1.7 ETS® PROFICIENCY PROFILE SUMMARY COMPARISON
MWSU SENIORS WITH NATIONAL SAMPLE**

ACADEMIC YEARS	MEAN SCORE	PERCENT "NOT PROFICIENT"								
		READING Level 1 Level 2		CRITICAL THINKING	WRITING Level 1 Level 2 Level 3			MATHEMATICS Level 1 Level 2 Level 3		
2010-11	447.46	10%	35%	69%	9%	43%	68%	15%	36%	71%
2011-12	448.71	8%	33%	65%	7%	44%	74%	12%	37%	71%
2012-13	452.22	7%	25%	60%	4%	32%	55%	12%	38%	70%
2013-14	450.24	8%	30%	61%	5%	33%	59%	14%	37%	71%
NATIONAL AVERAGE COMPARISON	441.1	22%	52%	81%	16%	52%	73%	29%	54%	81%

Figure 1.8 MWSU scores for AY 2013/14 on the ETS® Proficiency Profile

Skill Dimension	Proficient	Marginal	Not Proficient
Critical Thinking			
National	5%	14%	81%
Western	7%	33%	61%
Reading Level 2			
National	30%	18%	52%
Western	51%	19%	30%
Reading Level 1			
National	57%	21%	22%
Western	79%	13%	8%
Writing Level 3			
National	6%	21%	73%
Western	11%	30%	59%
Writing Level 2			
National	16%	32%	52%
Western	26%	41%	33%
Writing Level 1			
National	55%	29%	16%
Western	70%	24%	5%
Mathematics Level 3			
National	6%	13%	81%
Western	9%	20%	71%
Mathematics Level 2			
National	23%	23%	54%
Western	35%	28%	37%
Mathematics Level 1			
National	46%	25%	29%
Western	64%	22%	14%



Missouri Western administers the Student Satisfaction Survey (SSI) to freshmen and seniors every other year, alternating with the administration of the National Survey of Student Engagement (NSSE). The SSI assesses what matters to students and how satisfied the students are, asking students to respond with a rating of importance and a rating of satisfaction to questions regarding all aspects of campus life. Benchmark data is provided to evaluate the institution's rating of importance and student satisfaction compared to other similar institutions. The results from the 2012 SSI show that students at Missouri Western rated their experience at the university slightly higher for both the level of importance and satisfaction on the benchmark on Instructional Effectiveness and higher for both level of importance and satisfaction on the benchmark of Academic Advising effectiveness.

The SSI Instructional Effectiveness factor assesses the students' academic experience, the curriculum, and the campus' overriding commitment to academic excellence. This scale covers areas such as the effectiveness of faculty in and out of the classroom, content of the courses and sufficient course offerings. Academic Advising assesses the comprehensiveness of the academic advising program. Academic advisors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

NSSE Engagement indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Using 2013 NSSE Benchmark Comparisons to compare Missouri Western's results with results from all institutions administering NSSE in 2013 shows that Missouri Western's results are:

- Lower for freshmen and equal for seniors on the benchmark of Level of Academic Challenge
- Slightly lower for freshmen and equal for seniors on the benchmark of Learning with Peers
- Slightly lower for freshmen and slightly higher for seniors on the benchmark of Experiences with Faculty
- Slightly lower for freshmen and equal for seniors on the benchmark of Supportive Campus Environment

1R3. All baccalaureate programs at Missouri Western assess student learning through an exit examination. Some programs use the Educational Testing Service (ETS®) Major Field Exam to measure student learning and to provide a means to compare Missouri Western student learning with student learning at other universities. For example, graduating seniors in the mathematics major take the ETS® Major Field Exam in Mathematics. In four of the last six semesters, Missouri Western students have scored higher than the national average. In the other two semesters, scores for Missouri Western students were slightly below the national average. Figure 1.9 presents results from this assessment over the past six semesters.

Figure 1.9 Math Exit Exam Results

Semester/Year	MWSU Average Score	National Average Score
Spring 2014	163	153
Fall 2013	168	153
Spring 2013	147	153
Fall 2012	147	153
Spring 2012	167	153
Fall 2011	166	153

Results from the 2012 administration of the SSI indicate that students perceive that Missouri Western has strengths in the following areas

- The content of the courses within my major is valuable.
- The quality of instruction I receive in most of my classes is excellent.
- Missouri Western offers coursework and degree programs that are relevant and challenging
- Academic learning outcomes are clearly conveyed in course materials.

1R4. The Physical Therapist Assistant licensing exam is used as a measure of student learning for the Physical Therapist Assistant program. Figure 1.10 presents the pass rate for Missouri Western graduates of this program and the national pass rate for each year. Since 2005, Missouri Western students have passed at a higher rate than the national percentage. Evidence from alumni surveys, surveys and conversations with employers of graduates, admission rates into graduate and



professional programs and pass rates on licensure exams indicates that graduates of Missouri Western are meeting the expectations of our stakeholders.

Figure 1.10 Pass rates on the Physical Therapist Assistant licensure exam

Year	MWSU 1 st time pass rate	National 1 st time pass rate	Overall MWSU pass rate
2010	93.75	82.30	100
2011	89.47	83.49	100
2012	87.50	84.18	93.75
2013	94.44	84.81	94.44

Over the past five years, 88 percent of Missouri Western students who have applied to medical, dental or veterinary programs have been accepted into those programs. When asked how well Missouri Western prepared them for their career, over 91 percent of graduates responded “excellent or good.”

1R5. Each of the following items was cited as strengths or “higher than the national average” on the 2012 SSI: 1) Computer labs are adequate and accessible; 2) This campus provides online access to services I need; 3) My academic advisor is knowledgeable about requirements in my major; 4) Faculty are usually available to students outside of class (during office hours, by phone or by e-mail); 5) I receive the help I need to apply my academic major to my career goals; and 6) My academic advisor helps me set goals to work toward.

The Center for Academic Support has the following mission statement: “The mission of the Center for Academic Support is to provide qualified student tutors and staff who support classroom instruction while encouraging students to set and reach their academic goals.” In pursuit of accomplishing this mission the Center conducts surveys every semester. The results of three important service questions are provided below. One-hundred-and-three students responded to the following question, “How would you grade the CAS on the customer service you received at the front desk and/or over the phone?” Ninety-eight percent of the respondents gave a grade of A (90%) or B (8%). In response to the question, “How would you rate the effectiveness of your tutor(s)?” seventy-eight percent (78%) gave a grade of A, while sixteen percent (16%) gave the tutor(s) a grade of B.

Figure 1.11 Individual Student Usage of the Center for Academic Support

Semester	Students	Visits	Hours	Tutors/Classes
Fall 2009	744	3604	3420	66/87
Spring 2010	612	3218	2790	84/95
Fall 2012	997	4906	4409	90/126
Spring 2013	630	3210	3120	84/110
Fall 2013	843	4899	4663	100/135
Spring 2014	708	4492	4410	85/123

The MWSU Library maintains statistics on support and usage. Recent results indicate that students physically accessed the library more than 167,074 times this past academic year with more than 4,113 reference questions being answered and 1.9 M database searches.

1R6. Comparisons of assessment results show that students at Missouri Western consistently perform at a level at or above students from peer institutions. Figure 1.8 compares Missouri Western’s results on the ETS® Proficiency Profile with national results. Figure 1.10 presents a comparison of Missouri Western’s results for the ETS® Major Field Test in Math with national results. Figure 1.11 shows that Missouri Western’s graduates of the Physical Therapist Assistant program first time pass rate for the licensing exam exceeds the national first time pass rate average. Between 2009 and 2011, 100% of Missouri Western Physical Therapy Assistant graduates passed the exam.



Missouri Western compares favorably with many moderately selective and even selective institutions in terms of the percentage scoring above the 50th percentile on their exit exam scores. Figure 1.12 compares the percent of Missouri Western graduates who scored above the 50th percentile on a nationally normed major field test in 2011 (the latest year that comparison data are available) with graduates from other institutions in Missouri. Missouri Western's percentile is higher than the other open enrollment institutions in the state of Missouri and compares favorably with moderately selective and selective institutions in the state. Figure 1.13 presents the 2012 graduation rate for all four-year public institutions in Missouri. Missouri Western's graduation rate is higher than the two other four-year open enrollment institutions in the state of Missouri and compares favorably with moderately selective institutions in the state.

Figure 1.12 Performance of Baccalaureate Degree Recipients on a Nationally Normed Major Field of Study Test, FY 2011*

	PERCENTAGE ASSESSED	OF THOSE ASSESSED, THE % WHO SCORED AT OR ABOVE THE 50 TH PERCENTILE	ADMISSIONS SELECTIVITY
HARRIS-STOWE	37%	23%	OPEN ENROLLMENT
LINCOLN	48%	21%	OPEN ENROLLMENT
MISSOURI SOUTHERN	32%	46%	MODERATELY SELECTIVE
MISSOURI STATE	32%	53%	SELECTIVE
MISSOURI UNV. SCI. & TECH.	16%	60%	SELECTIVE
MISSOURI WESTERN	35%	37%	OPEN ENROLLMENT
NORTHWEST	24%	52%	MODERATELY SELECTIVE
SOUTHEAST	13%	49%	MODERATELY SELECTIVE
TRUMAN	51%	78%	HIGHLY SELECTIVE
UCM	48%	43%	MODERATELY SELECTIVE
UMC	NR	NR	SELECTIVE
UMKC	33%	48%	SELECTIVE
UMSL	55%	59%	SELECTIVE
TOTAL	25%	54%	
*Does not include graduates of teacher education programs. Obtained from Missouri Department of Higher Education (MDHE).			

Figure 1.13 Graduation Rate for First-time, Full-time degree-seeking Undergraduates from Four-year Missouri Public Institutions as of Spring 2012.

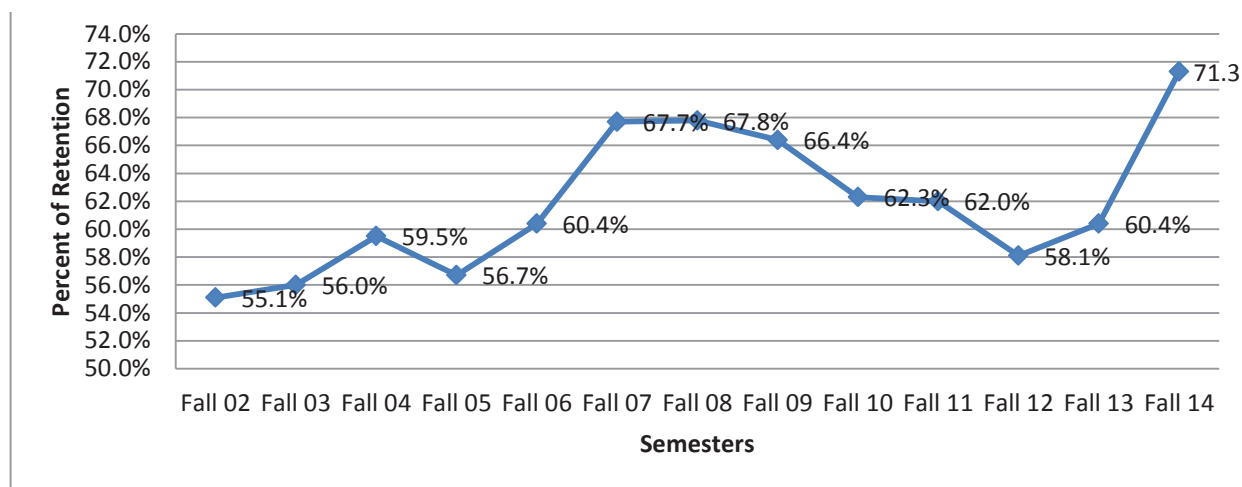
PUBLIC BACCALAUREATE AND HIGHER DEGREE-GRANTING INSTITUTIONS	GRADUATION RATE	ADMISSIONS SELECTIVITY
HARRIS-STOWE	9.5%	OPEN ENROLLMENT
LINCOLN	31.5%	OPEN ENROLLMENT
MISSOURI SOUTHERN	41.1%	MODERATELY SELECTIVE
MISSOURI STATE	65.5%	SELECTIVE
MISSOURI UNV. SCI. & TECH	71.6%	SELECTIVE
MISSOURI WESTERN	39.0%	OPEN ENROLLMENT
NORTHWEST	59.2%	MODERATELY SELECTIVE
SOUTHEAST	54.1%	MODERATELY SELECTIVE
TRUMAN	79.4%	HIGHLY SELECTIVE
UCM	57.4%	SELECTIVE
UMC	76.3%	SELECTIVE
UMKC	56.6%	SELECTIVE
UMSL	62.79%	SELECTIVE
SOURCE: Enhanced Missouri Student Achievement Study, MDHE		



111. Missouri Western has made significant progress in managing and monitoring assessment of student learning and student support processes. All academic units have assessment plans and results are reported in annual unit reports and in five-year program reviews. The format of the annual report has been changed to include more data trends so that yearly data can be easily compared and folded into five-year program reviews. Required components of program reviews include data on academic performance of graduates on both standardized exams and assessment of completed artifacts, and specific information on how that data is used to improve learning outcomes and program content, as well as the results of these changes. Student services units monitor assessment data and use those data to make informed decisions regarding program improvement.

Figure 1.14 shows the improvement that has occurred in the first year to second year retention rate of first-time full-time students at Missouri Western. The fall-to-fall retention of all degree-seeking students at Missouri Western has increased from 69.9% in 2003 to 71.3% in 2014.

Figure 1.14 Retention Rates of First-Time Full-Time Student Cohort



112. Missouri Western's strategic planning processes, shared governance and reliance on teams provide the structure to identify which processes and outcomes need to be improved and also provide the continuing accountability requirements to encourage goal attainment. Regular department chair and college/school meetings facilitate ongoing discussion and planning focused on student learning. Decisions regarding the selection of AQIP Action Projects, especially those focused on student learning, are the result of many discussions by the Strategic Plan Steering Committee (See AQIP 8).

Data from the Student Success and Advising Center and from the Center for Academic Support have helped considerably in identifying processes that need improvement and problems that need to be solved. For example, student feedback and monitoring the success rate of various populations of students (See AQIP 3) both indicate the importance of enhanced advising and of increased advising on several specific topics during registration and early in each semester. In response to these data we have implemented an enhanced program of faculty advising, provided specially trained faculty advisors during the summer registration process and are working on plans to highlight the importance of faculty advising. Faculty members are encouraged to give introductory lectures on how to succeed not only in college, but also in particular courses. In most courses a graded assignment is given during the first two weeks of classes, including a test on necessary pre-requisite knowledge. Faculty members use the Early Intervention process to rapidly identify students who are at increased risk of not succeeding in a particular class.



AQIP Category Two - ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Introduction. Key non-instructional initiatives provide expanded opportunities for students, employees and the community to enjoy unique and enlightening experiences. In the 2010 AQIP Systems Portfolio, Missouri Western highlighted its athletic programs, Foundation accomplishments and the Kit Bond Science and Technology Incubator. Also, 2010 was the first summer training camp for the NFL Kansas City Chiefs. That initiative has continued for the last five years and brought thousands of people to the Missouri Western campus and provided hundreds of internship opportunities for Missouri Western students. Since the last portfolio, Missouri Western has formed the Missouri Western Arts Society as part of a strategic initiative to enhance support for the arts not only for students but the community. The Walter Cronkite Memorial was developed and includes a 5,000 foot memorial archiving Walter Cronkite's life, a course on Cronkite, a live performance based on a Larry King interview and a curriculum for high school students. A conference on ethics in journalism is scheduled for November 2014. Further, in 2012 Western Playhouse was created as a professional summer theater series. Finally, to celebrate the centennial of the founding of Missouri Western, a Centennial Committee has been formed to create a year-long series of events celebrating the history of the institution.

Processes for designing and operating key non-instructional processes (2P1) are *aligned*. Processes are stable, consciously managed and regularly evaluated to assure continuous improvement. There is coordination across all parts of the institution in knowing about, supporting and benefiting from non-instructional initiatives. Processes for selecting non-instructional programs and involving key external stakeholders (2P2) are also *aligned*. Missouri Western works to include its advisory boards such as the Foundation Board, Alumni Board, Gold Coat Board and the Community Alliance. Specific goals are set within each of the groups to work toward addressing needs and serving the community.

Processes for communicating expectations about non-instructional programs (2P3) are *aligned*. Identified as a *strength* in the 2010 Systems Appraisal Feedback Report (SAFR), Missouri Western has increased its efforts to communicate expectations, progress and accomplishments of objectives. Communication formats include print, electronic, billboards, websites, videos, annual reports, social media, media releases, events and meetings. The University's organizational structure allows for communication about these expectations, through President's Cabinet, CCT, Deans' Council, SALT, divisional meetings, and project-specific committees. Processes for assessing and reviewing distinctive objectives (2P4) are also *aligned* and include regularly conducted surveys and/or group interviews with current and prospective students, advisory or governing boards, alumni, parents of current and prospective students, employers and community members.

Processes for determining faculty and staff needs (2P5) are *aligned* and include the input processes related to the development of the 2012-2017 strategic plan that has as one of three major goals the building and managing of resources directly related to human resource issues (8R3). Further, Missouri Western's shared governance structure provides many opportunities for two-way communication between administration and faculty and staff. Processes related to incorporating information on faculty and staff needs (2P6) are *aligned*. Information on faculty and staff needs is communicated at regularly scheduled meetings, including President's Cabinet, CCT, SALT, Deans' Council, Athletics, Strategic Plan Steering Committee, Faculty Senate and Staff Association. The Development Council reviews faculty, student, and organizational need requests at each meeting and regularly updates the matching of donor interests with identified needs.

2P1. Missouri Western designs and operates its key non-instructional processes in alignment with the mission, vision and values of the institution. Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to improve and expand its outreach efforts. Processes related to designing and operating key non-instruction activities are *aligned*, stable and evaluated annually. The process for developing new objectives involves reviewing the objective to determine its appropriateness and fit with Missouri Western's mission, vision and values. Key initiatives are either developed through the strategic planning process, or through the shared-governance approach at Missouri Western. Initiatives are typically lead by cross-sectional teams of faculty, staff and administrators, who create a plan for developing the initiative and present the plan to the appropriate governance entity (e.g. Faculty Senate, Staff Association, SGA, Governance Advisory Council, President's Cabinet). Changes to policy and procedures are also routed through the appropriate governance entity and approved by either the President or President's Cabinet. An example can be found in the formation of the Missouri Western Arts Society. In 2010, a community member with an arts administration background contacted the Development Office regarding the formation of a booster-type group which would support the Arts at Missouri Western – similar to the manner in which the



Gold Coat Club which supports Athletics. This aligned with the University's mission, that includes enhancing the cultural development of the people and the region it serves. It also fit with the University's strategic plan, which calls for expanding the arts infrastructure at Missouri Western. With the approval of University Advancement leadership, the Missouri Western Foundation Board, and President's Cabinet, a community-based committee was formed to create the Missouri Western Arts Society. Bylaws were written, a membership drive was planned, and a governing council was appointed. The council included community members as well as campus representatives (Development Office, the Founding Dean of the School of Fine Arts and the Dean of the Western Institute). Like any campus organization that receives and expends funds, clear processes for receiving, documenting and dispersing donated funds were developed to assure compliance with state and federal tax guidelines. Departments within the School of Fine Arts that need special funding may apply to the Arts Society Allocations Committee. This group directs members' contributions to those needs.

2P2. Identified as a *strength* in the 2010 SAFR, non-instructional objectives are determined through the University and division leadership as well as through volunteer boards, including the Missouri Western Alumni Association Board of Directors, Missouri Western Foundation Board, Gold Coat Board and academic advisory councils. Missouri Western is also a member of the Community Alliance which includes the political, economic, education and social service leaders of the community. This board meets monthly to communicate community needs and issues and to coordinate a community response to those needs.

Under the direction of the Vice President for University Advancement, the Offices of Development, Public Relations and Marketing, and Alumni Relations prepare annual operating plans which align with the division's goals and Missouri Western's strategic plan. The plan is revised and updated annually and on an as-needed basis by the Vice President for University Advancement and the Directors responsible for each area. The division of University Advancement works closely with the external volunteer boards of the Alumni Association and the Missouri Western State University Foundation board.

The Alumni Association, the athletic booster club (the Gold Coat Club), the Missouri Western Arts Society, and the Missouri Western Foundation each have a volunteer governing board. Even though the Missouri Western Foundation is a separate entity from the University, its purpose is to support University strategic initiatives and several committees of the Foundation Board work closely with the University's development staff to ensure it does so. The Missouri Western Arts Society's governing council meets each year at the end of September to review special allocations. Allocation request proposals are submitted by Fine Arts faculty and staff members and are due to the governing council by September 15 of each year. The Council reviews all requests and, based on that year's available dollars, allocates money to these special projects. Many of these requests include student admission and travel fees to museums and theatre and music productions. The Alumni Association Board of Directors meets quarterly and develops strategic plans to increase engagement of alumni with the University. The Executive Committee of the Alumni Association (President, First Vice-President, Second Vice-President, Immediate Past President, and Director of Alumni Relations) meets regularly to guide strategic initiatives.

The Missouri Western Foundation promotes giving and helps the University move to the forefront of public higher education. The Foundation encourages, holds, invests and disburses private gifts of cash, securities, appreciated assets and personal property toward the goal of providing services, programs, and facilities that cannot be provided through tax assistance and student fees. The Foundation Board of Directors meets quarterly, with Foundation finance committee meetings held six times per year. With funding support from the Missouri Western Foundation, the University Advancement division is laying the groundwork for a Centennial Capital Campaign, as part of the Missouri Western strategic plan. Outside counsel, the Steier Group, was retained to conduct an internal readiness assessment and external feasibility study prior to the launch of a Centennial Capital Campaign, which will launch to the public in January 2015 but is already in the process of securing lead gifts. The results of the feasibility study gave solid research to back up priority fundraising initiatives for the University. This study also provided an estimation of the amount of money the University should be able to raise for each project designated within the campaign. A campaign executive committee was formed, which includes members from the President's Cabinet, University Advancement staff, the founding dean of the School of Fine Arts and campaign counsel. A larger Centennial Steering Committee is comprised of members of the executive committee and community volunteers and donor prospects. The campaign is chaired by two couples who are leaders in the community – Dr. Mark and Mary Margaret Laney, and Dan and Dale Boulware. The honorary chair for the Centennial Capital Campaign is Steven L. Craig, the University's top donor. The executive committee meets weekly to track the progress of the campaign and to strategize for the campaign going forward. The Centennial Capital Campaign steering committee meets monthly to discuss prospect lists,



strategize on solicitations and build support for the campaign. Campaign initiatives are developed and approved through the President's Cabinet, Missouri Western's Board of Governors, and the Missouri Western State University Foundation Board, and these entities are regularly provided updates on the progress of the capital campaign.

Missouri Western's student athletes participate in the Mid-America Athletic Association (MIAA), a conference composed of 14 schools from Missouri, Kansas, Oklahoma and Nebraska. Missouri Western offers 10 collegiate sports – six women's teams and four men's teams. In addition to the Gold Coat Club, the University's athletic booster organization, the Department of Athletics also coordinates the Student Athlete Advisory Council (SAAC). Each sport is represented on SAAC, with the governing board being selected by the student committee. SAAC, along with each individual team, coordinates volunteer activities for student-athletes and encourages student-athletes to participate in study halls.

Another key University initiative since the last portfolio involved the construction of the Walter Cronkite Memorial in Spratt Hall Atrium. The Walter Cronkite Memorial is the world's only permanent memorial to the famous journalist and St. Joseph, Missouri native. The memorial ties with the University's mission to expand cultural opportunities in the region and has proven an economic driver for the region by boosting tourism, as well as offering a free educational opportunity in the region and is part of a free field trip package offered to regional high schools and other groups.

The memorial was developed after conversations between Missouri Western's president and St. Joseph community leaders, who had long expressed a desire for a permanent memorial to one of the region's most famous native sons. A team of about 20 Missouri Western employees from across campus collaborated to bring this vision to life. Funds for the Memorial were raised and managed by the Missouri Western State University Foundation Board.

Missouri Western State University dedicated the Walter Cronkite Memorial on November 4, 2013. Currently occupying 5,000 square feet in the atrium of Spratt Hall, the memorial continues to expand. To enhance tours of the memorial, a one-man show, "Cronkite," was created by MWSU President, Robert Vartabedian from a Larry King interview of Cronkite. The interview, occurring on the first anniversary of the September 11, 2011 terrorist attacks, includes Cronkite's views on 9/11, on journalism and journalistic integrity, and the future of the United States. The development of the memorial and the show has led to many new relationships, some of which are business transactions and some of which are ongoing partnerships.

Walter Cronkite's family, and his long-time chief of staff, Marlene Adler, have become ongoing partners in the creation of the memorial. They continue to offer advice on displays and provide photographs and memorabilia. The Bradley family, owners of an extensive news-media organization, provided significant funding, largely underwriting the cost of the first phase of the memorial. Family members continue to participate in events at the memorial and to provide advice and connections to others who can assist in the development of the memorial, both through donations of memorabilia and financial support.

The St. Joseph Convention and Visitors' Bureau and the Chamber of Commerce continue to refer individual, group and corporate guests to the memorial. The memorial is prominently included in numerous publications by these two entities. Bus tours visit the memorial multiple times each week. The Memorial receives a cooperative marketing grant from the St. Joseph Convention and Visitor's Bureau, which is matched with funds from the Missouri Western State University Foundation, which allows the University to draw visitors from outside of Buchanan County to campus and to St. Joseph. University staff now participates in the St. Joseph Museums Association, comprised of museum members from the St. Joseph region and beyond; the Visitor Industry Partnership, comprised of the Convention and Visitors Bureau members, city and county officials, hotel, restaurant and entertainment representatives and University members dedicated to promoting city and county tourism; and the Missouri Highway 36 – the Way of American Genius tourism alliance, comprised of members from numerous entities across the state who are invested in attracting tourism to areas within 30 miles of Missouri Highway 36. These partnerships allow the University to play an active role in St. Joseph tourism, a major economic driver for the region.

The City, the State and the County, have participated in various support activities including the naming of the Walter Cronkite Memorial Highway, the marketing of the memorial to the region and beyond, and the use of the memorial for numerous local, regional and state-wide press conferences. The rave reviews for the Memorial, the strong attendance



numbers and recent awards evidence the success of the Walter Cronkite Memorial in its first year of operation. The show “Cronkite” is being nominated for a Pulitzer, through the efforts of a group of individuals who have become active participants in the development of the show. The Walter Cronkite Memorial and the show “Cronkite” were the recipients of the Missouri Governor’s Spotlight Award, nominated by the Missouri Division of Tourism for exemplary work in drawing tourism by a non tourism entity.

Other key non-instructional objectives since 2010 include:

- The creation of Western Playhouse, a summer theatre company that attracts talent from around the nation, coupled with University talent, to boost the cultural offerings in St. Joseph;
- Continuing partnership with the Kansas City Chiefs National Football League team to support a three-week summer training camp and the maintenance of the Griffon Indoor Sports Complex, drawing thousands of visitors to St. Joseph each year;
- Forming a Centennial Committee, which is preparing for a year of special events and marketing initiatives to Missouri Western’s Centennial celebration in 2015.

The numerous initiatives noted are *aligned* with the institutional mission and strategic plan as well as within institutional operations.

2P3. Identified as a *strength* in the 2010 SAFR, Missouri Western continues to use a strong variety of methods to communicate expectations, progress and accomplishments of objectives. Communication formats include print, electronic, billboards, websites, videos, annual reports, social media, media releases, events and meetings. Employees directly involved in advancing non-instructional objectives are regularly involved in communicating expectations. The University’s organizational structure allows for communication about these expectations, through President’s Cabinet, College Completion Team (CCT), Deans’ Council, Student Affairs Leadership Team (SALT), divisional meetings, and project-specific committees. Communication on these objectives takes place at public Board of Governors meetings, at Missouri Western Foundation Board meetings, at Faculty Senate and Staff Association meetings. University leadership regularly attends these meetings to communicate on University initiatives and their progress. Leadership also frequently speaks at civic organizations throughout the region, presenting on Missouri Western initiatives. The Office of Alumni Relations communicates expectations regarding these objectives through a variety of media, including the weekly e-newsletter “Griff Gab,” regional alumni chapter meetings and events, affinity alumni events and reunions, Alumni Association Board of Directors meetings, Homecoming Week events including the Annual Alumni Awards Banquet, and Missouri Western magazine, which is sent to more than 20,000 households of alumni, donors, friends of the University and community leaders. Examples of using stakeholders to communicate expectations is the Gold Coat Board, whose members are available to all members of the Gold Coat Club, as well as other fans, for input on the fan experience at Missouri Western athletic events. The Innovation Stockyard Board of Directors works closely with Missouri Western administration and regional business leaders to fulfill the goals and objectives of the Kit Bond Science and Technology Incubator on Missouri Western’s campus.

Missouri Western’s University Advancement division communicates expectations regarding objectives through Annual Fund and capital projects mailings and e-mail communications, quarterly updates to all Western League of Excellence and Clock Tower Society members, personal visits with key stakeholders, regular meetings of the Development Council, regional prospective and major donor dinners and events, as well as campaign and project documents and brochures. Updates on these initiatives are also communicated via Griffon Weekly to all faculty and staff at Missouri Western. The Missouri Western State University Foundation publishes an annual report at the end of each fiscal year which includes updates on major gifts, endowments, and investments; financial statements; an honor roll of donors; Western League for Excellence (annual giving honor program) members; Clock Tower Society (planned giving society) and Missouri Western Arts Society members.

Information on Missouri Western’s progress toward strategic initiatives is shared through strategic plan meetings and website as well as the numerous communication tools used to disseminate information throughout campus and the community (See 5P1). Processes for communicating expectations regarding distinctive initiatives are well *aligned* across the institution.

2P4. Missouri Western regularly conducts surveys and/or group interviews with current and prospective students, advisory or governing boards, alumni, parents of current and prospective students, employers and community members. Processes



for assessing and reviewing objectives and operations are *aligned* with the strategic plan. The University Advancement Leadership team relies on input from the Foundation Board of Directors, the Alumni Association Board of Directors, the Missouri Western Arts Society Governing Council, and the Engineering Technology Advancement Committee among others when setting their yearly operating plans. Goals are developed in support of the University's strategic plan.

Missouri Western responded to the 2010 SAFR *opportunity* statement and worked to identify a campus-wide systematic process for assessing stakeholder perceptions. A yearly perception research survey was instituted in January 2014 and administered to current students, faculty, staff, alumni, parents of current students, prospective students and their parents, and St. Joseph community members. Included in this survey are questions about perceptions on the direction the University is heading, awareness of key initiatives and feedback on communication methods used by the University. Results from the perception research survey were communicated to Faculty Senate, Staff Association, President's Cabinet, and Missouri Western's Board of Governors, as well as communicated to leaders in alumni relations, admissions, student affairs and development. Survey results drove changes in many areas of including development of new communications methods to parents, strengthening of internal communications to meet faculty and staff needs, the development of new marketing messaging and updates to Missouri Western magazine. The perception research survey is being edited now for distribution in late 2014/early 2015, at which point the University will have even stronger data to base future improvements on. Missouri Western athletics conducts an annual fan survey, which evaluates all aspects of the fan experience. Results of this survey drive changes in athletics operations, including game day promotions, communication methods, and even changes to facility needs and the times of day athletic events are scheduled. The fan survey had demonstrated a need for a revitalized tailgating atmosphere, which has become a priority initiative at the University since the last portfolio. With cooperation from the University President's Office, Athletics, the Alumni Association and the Office of Student Affairs; students, alumni, and community members were encouraged to develop a tailgating atmosphere for all home football games. One of Missouri Western's athletic sponsors supported a "Tailgate of the Week" contest for which the winners received a gift card to a local grocery store. Two parking lots were designated for tailgating – one for season ticket holders and one for students and non-season ticket holders. The University president also participated by hosting alumni, parents, and donors at his tent in order to cultivate relationships among key constituents.

As mentioned in 2P2, in 2013, the Missouri Western Foundation contracted with the Steier Group to conduct a campaign feasibility study before entering into the Centennial Capital Campaign. This study provided actionable data on the University's top donor prospects' capacity and interest in contributing financially to key Missouri Western initiatives. The results of this study were shared with the campaign executive and steering committees, with University Advancement leadership, President's Cabinet and the Missouri Western Foundation Board. These data were used to guide the direction of the capital campaign and to set strategic objectives that were in line with donors capacity and interests while also meeting critical University needs.

2P5. The needs of faculty and staff are represented in Missouri Western's strategic plan, especially in the area of Building and Managing Resources (8R3). Missouri Western's shared governance structure provides many opportunities for two-way communication between administration and faculty and staff. Through division and department meetings, Faculty Senate, Staff Association, the CCT, Dean's Council, GAC, SALT, campus-wide marketing committee, academic department chair meetings, the biannual general session, and campus-wide events throughout the year, there are numerous opportunities for Missouri Western faculty and staff to communicate their needs to top administration. Needs are also determined via surveying, including the perception research survey and fan survey described in 2P4, as well as the Human Resources benefits survey, sent to all employees. The Office of Public Relations and Marketing monitors e-mail messages daily from faculty and staff sent in response to the e-newsletter Griffon Weekly, passing along communication to the appropriate sources. Public Relations and Marketing staff also regularly monitor social media for feedback, questions, concerns and accolades, forwarding them to the appropriate departments. The President's Office also monitors its email account daily, and faculty and staff regularly communicate needs through this method. Processes for determining faculty and staff needs are *aligned*.

Additionally, the University uses faculty and staff forums to provide an opportunity for all employees to attend and give feedback on specific initiatives or concerns. A recent example of this includes the three pool forums held by the Vice President for Student Affairs. As the University explores options for how to move forward with a deteriorating pool facility, including renovations or replacement with recreation space, the forums have provided an opportunity for key stakeholders



to provide insight to use and direction for which option to pursue. Nearly 100 stakeholders have shown up at each forum, including faculty and staff. Feedback from the forums has been communicated to President's Cabinet and posted on the pool website as well as communicated through a letter sent to all forum attendees and pool users, which include faculty and staff. This serves as an example of the thorough efforts used to insure faculty and staff input into decisions that affect the campus community.

Other key examples of determining faculty and staff needs involve the master planning process. In 2014, the University contracted with Clark-Huesemann to develop a comprehensive campus master plan. Faculty and staff input has been critical to this process. Three campus-wide master planning forums are being held throughout the fall of 2014. Open to all faculty, staff and students on campus, these master planning forums allow a platform for employees to give feedback on facility and grounds needs that will be taken into account in the University's upcoming master plan. Master planners have also given public presentations to the Board of Governors and met with faculty and staff in every building across campus as they evaluate facility needs. The master planners have also met with President's Cabinet, the CCT, and Faculty Senate and the Staff Association. As Missouri Western prepares for its Centennial celebration, the Centennial Steering Committee appointed a sub-committee to plan an employee only event during the beginning of the 2015 Centennial Year. Designated to begin the year-long celebration, the committee is chaired by the administrative associate for the Provost and includes the presidents of the Faculty Senate and Staff Association, a member of the HR staff, a faculty member, and the director of alumni relations and is charged with developing an event which recognizes the value of all Missouri Western employees as well as their impact on transforming the lives of our students.

The 2010 SAFR indicated an *opportunity* to confirm that faculty and staff were involved in determining needs within the institution. The organizational structure as well as the regular meeting schedule of all leadership groups provides for continuous opportunities for input and communication with all leadership groups including Faculty Senate and Staff Association.

2P6. Processes for incorporating information on faculty and staff needs is incorporated into the organizational structure of the institution and are *aligned* across those reporting lines. Information on faculty and staff needs is communicated at regularly scheduled meetings, including President's Cabinet, CCT, SALT, Deans' Council, Athletics, SPSC, Faculty Senate and Staff Association. The Development Council reviews faculty, student, and organizational need requests at each meeting and regularly updates the matching of donor interests with identified needs. The Office of Public Relations and Marketing established a cross-campus marketing committee in the fall of 2014 that includes members from departments across campus, staff members, faculty members and administrators. The committee looks at overall University marketing needs, discusses communication policy changes, and supports marketing objectives. As reported in 5I1, the Office of Public Relations and Marketing developed an e-mail newsletter, Griffon Weekly, for faculty and staff following concerns expressed on both social media and in the 2014 perception research survey. Faculty and staff communicated a need for more streamlined internal email communication and more updates on strategic objectives. The move to Griffon Weekly provided both. The student version of Griffon Weekly also responded to a faculty and staff need to have an easier avenue to communicate with students, and the newly developed parent email newsletter responded to a need expressed by both parents and faculty and staff to establish regular communication between these groups.

Based on concerns regarding the cost of attending University events voiced at Faculty Senate and Staff Association meetings, the Athletic Department offers season tickets to faculty and staff at half the cost of the regular price. An employee can receive two tickets to all home Missouri Western athletic events for as little as \$150 per year; and this can be paid in monthly installments. The Athletic Department also developed an employee punch pass prior to the 2011-2012 season. The pass provides 12 free general admission tickets to any home Missouri Western athletic event which has an admission fee. The pass holder may use the tickets at his/her discretion (e.g., one ticket for 12 games or 12 tickets to one game). Additionally, to enhance the game day experience for faculty and staff, in 2011, the Department of Athletics implemented the Honorary Coach Program. The program involves student-athletes from each sport nominated one faculty member who has made a difference in their academic careers. Once nominated, the faculty member is invited to attend a home game and sit on the bench with the team. Honorary Coaches also receive a t-shirt representing their particular sport, a picture with the student-athlete who nominated him/her, recognition at the game, memento of the occasion and, depending on the sport, gets to take part in a pre-game ritual such as football coin toss or baseball's first pitch ceremony. The Missouri Western Foundation also offers special employee pricing for most of its special events and dinners, and employees are eligible for



discounts on theatre tickets. Another example of adjusting processes based on faculty and staff needs is reflected in 4P11. The Office of Human Resources uses feedback from faculty and staff regarding their benefits needs to inform negotiations with insurance providers.

As Missouri Western prepares to launch its Centennial Capital Campaign, the faculty/staff fundraising portion of the quiet phase of the campaign began in earnest in 2014. Feedback from faculty/staff guided the communication of this initiative. Due to the current economic climate, faculty and staff expressed, through their Cabinet representation, concerns with being solicited too heavily or feeling as though donations were required by administration. As such, the communication methods on this subject were revamped from the previous campaign, focusing not on recognizing individual faculty and staff donors or frequently broadcasting percentage of giving, but on personal stories from faculty and staff about participating in “transforming lives” at Missouri Western. Faculty and staff needs are also being taken into account during the Centennial Capital Campaign with their involvement in developing the facility needs that are being supported by the campaign. A key focus of the upcoming campaign is renovations to Potter Hall. Faculty and staff members who work and teach in Potter Hall have been involved with the development of the renderings for Potter Hall for the campaign and their feedback on the facility’s needs has guided communication. The master planning process, as mentioned above, is taking faculty and staff needs into account in setting and readjusting objectives. For example, at a master-planning forum, science faculty members were given an opportunity to express their needs for using the open space on campus for research. Their feedback will be taken into account as the master plan is created and decisions are made regarding use of Missouri Western’s land.

2R1. Missouri Western collects and maintains data on major non-instructional objectives and activities. These data are analyzed at the department and division level, committee level, and at President’s Cabinet, as appropriate. Data is also included in annual reports, used to make decisions in divisions’ annual operating plans, and used to evaluate progress toward Missouri Western’s strategic plan. The University Advancement division collects data on event attendance; dollars raised and distributed; corporate sponsorships and public perception. One example includes data collected by the Missouri Western Foundation. Six times per year, the Foundation Board of Directors finance committee reviews the financial statements of the Foundation, and quarterly these reports are presented to the larger Foundation Board of Directors. Data are used to drive operational goals for the University Advancement division, including fundraising goals as related to lead gifts, major gifts and annual giving. Benchmarks are set for each of these areas and strategies are adjusted in order to reach these benchmarks. Progress for the year is communicated through the annual report, which is widely distributed to donors and key university stakeholders. The annual report is shared with President’s Cabinet and Missouri Western’s Board of Governors. The Office of Alumni Relations collects event attendance information and feedback from the Alumni Association Board of Directors and other volunteers. The Alumni Office also uses the number of alumni initiated contacts (questions, personal information updates) and the number of new volunteers as performance indicators, and uses this data to drive action plans in the alumni relations operating plan, which contributes to the overall goals of the University Advancement operating plan and ties directly to the University’s strategic plan. The Development Office continues to complete the Council for Aid to Education’s Voluntary Support of Education (VSE) annual survey. Together with the Missouri Western State University Foundation, this office also tracks special event attendance, allocation decisions and event sponsorships. The Office of Public Relations and Marketing measures the perception and attitudes of alumni, parents, students, faculty and staff, and community members of Missouri Western. After the opening of the Walter Cronkite Memorial, attendance has been tracked carefully. The number of field trips, bus tour groups and other tour groups is tracked, as well as individual visitors. Visitors are tracked with demographic information. This data drives the marketing plan for the Walter Cronkite Memorial and is used in requesting matching funds from the St. Joseph Convention and Visitor’s Bureau’s cooperative marketing grant. Data is shared with the Walter Cronkite Memorial committee, President’s Cabinet, the Convention and Visitors Bureau, St. Joseph Museums Association, and regional tourism organizations.

The University works with the St. Joseph Convention and Visitor’s Bureau, whom contracts with H2R Marketing Research, to calculate the economic impact of visitors to the Kansas City Chiefs Training Camp, held at Missouri Western. For 2014, the economic impact was estimated at \$6.3 million from 40,000 visitors over the course of the 3-year camp. These figures represented an increase from 2013, when about 35,000 visitors left an estimated \$4.7 million impact on local businesses. This data was shared with local and regional community leaders, at the St. Joseph Community Alliance, at Convention and Visitors’ Bureau events, and with the local media. This data is used to inform negotiations between Missouri Western and the Kansas City Chiefs and speaks to Missouri Western’s commitment to be an economic driver for the region.



2R2. Since its completion in 2010, the Griffon Indoor Sports Complex has hosted more than 900 events and/or activities. Below is a chart which details the usage of the facility. This chart does not include any activities associated with the Kansas City Chiefs training camp, academic uses including labs/lectures or any activities related to Missouri Western sports teams. Almost \$2.3 million in revenue has been generated for Missouri Western through the rental of the Griffon Indoor Sports Complex, accomplishing Objective 3, Action Item 3 in Missouri Western's strategic plan. Since the Griffon Indoor Sports Complex opened in 2010, the impact to the University and City of St. Joseph has been great. As noted in 2R1, the economic impact of the 2014 Chiefs Training Camp was found to be \$6.3 million, with visitors to the Training Camp staying an average of three nights and spending about \$158 per person in St. Joseph.

On average training camp revenues provide \$350,000 to Missouri Western. Additionally, the Kansas City Chiefs Training Camp creates revenue for Missouri Western that goes toward the operation of the Griffon Indoor Sports Complex. Revenue generated by the Kansas City Chiefs training camp is shown in the figure below. It should be noted that there were fewer training camp public event in 2013 which reduced that amount of revenue earned. The increase in 2012 was the result of a pre-season scrimmage with the Arizona Cardinals team.

Figure 2.1 Griffon Indoor Sports Complex Usage

	<i>Total Uses</i>	<i>External Uses</i>	<i>% of Total External</i>
2010	88	27	31%
2011	257	194	75%
2012	273	183	67%
2013	291	169	58%
	909	573	63%

Western Playhouse opened in the summer of 2012 with three productions: "You're a Good Man, Charlie Brown" (8 showings); "Barefoot in the Park" (4 showings); and "I Love You, You're Perfect, Now Change" (6 showings). A total of 2,302 tickets were purchased for those 18 performances. In the summer of 2013, only one production was cast, "Miss Saigon." Six showings were held with 1,621 people in attendance. In 2014, Western Playhouse showed "Mother Divine" and "The Music Man," drawing attendance of 1,133 and 1,617 respectively. Results from attendance numbers are used to determine the number and dates of showings, and the type of theatre entertainment to be pursued. The Missouri Western Arts Society funded 14 special allocation requests from each department housed within the new School of Fine Arts in 2013 for a total of \$27,752. Equipment allocations were art (\$10,508), music (\$4,750) and theatre and cinema (\$12,494).

The development of the Walter Cronkite Memorial has increased tourism to the St. Joseph region and visitors to Missouri Western. Three hundred eighty-five community leaders, tourism leaders, and Missouri Western employees attended the dedication and luncheon of the Walter Cronkite Memorial, which opened in November 2013. Since its dedication, the Walter Cronkite Memorial has brought 500 visitors from motor coach tours and 250 visitors from other groups. Additionally, thousands of individual visitors have come to the Memorial, representing 33 states and five foreign countries. The University also offered a free class on Walter Cronkite in fall 2014, enrolling 31 community members, students and employees who endeavored to know more about the famous journalist and St. Joseph native son.

In 2013, the Missouri Western State University Foundation secured the services of the Steier Group to complete a campaign feasibility study. Sixty-two individuals or couples met personally with our consultant, while an additional 108 shared their thoughts by completing a mail or online survey. Representatives from the Steier Group reported the following findings and observations to the leadership of Missouri Western and recommended that Missouri Western finalize campaign goals based on the University's strategic plan, engage key constituents and implement a lead gift strategy. Based on the results of the feasibility study, the Missouri Western Foundation secured the services of the Steier Group to provide on-site counsel to facilitate the planning of a comprehensive capital campaign in conjunction with the University's centennial celebration.

Representatives from the Steier Group reported the following findings and observations to the leadership of Missouri Western State University on Thursday, September 26:



- 68% of feasibility study respondents are familiar with the proposed projects
- 88% of feasibility study respondents are personally in favor of a capital campaign
 - 95% of the personal interview participants are in favor of a campaign
 - 84% of the mail/online respondents are in favor of a campaign
- 75% of feasibility study respondents indicated that they will make a personal gift to a campaign
 - 89% of personal interview participants will make a gift
 - 67% of mail/online respondents will make a gift

After reviewing all of the feasibility study responses, the Steier Group provided Missouri Western with both general and specific recommendations on how best to move forward and address the University's needs through a capital campaign. The recommendations are as follows:

1. Finalize the campaign goals based upon:
 - The University's long range planning
 - Responses in the feasibility study
 - The projected funding potential
2. Engage "key constituents" to help finalize initiatives that will be addressed during the campaign by presenting a wide range of needs that appeal to individual donor interests
3. Present a wide range of needs to these constituents to assess their individual interests
4. Implement a lead gift appeal strategy
5. Use the level of commitment from lead donors to finalize:
 - The overall campaign goals
 - The plans for announcing the "public" goal to coincide with Missouri Western's centennial celebration

Based on the results of the feasibility study, the Missouri Western State University Foundation secured the services of the Steier Group to provide on-site counsel to facilitate the planning of a comprehensive capital campaign in conjunction with the University's centennial celebration. While the campaign has not yet entered the public phase, leadership pledges are already being returned at a substantial rate.

2R3. The number of non-Alumni Board alumni volunteers and committees outpaces most of Missouri Western's MIAA peer institutions even though Missouri Western has one of the smallest (25,000) alumni bases in the athletic conference. All of the alumni associations in the conference were surveyed. In 2011, Missouri Western received notification from the Council for the Advancement and Support of Higher Education (CASE) that Missouri Western had won a second "Circle of Excellence" Award for excellence in fundraising. The first award was presented in 2010. This was based on data submitted in the Council for Aid to Education's Voluntary Support of Education (VSE) survey. As mentioned in 2P2, the Walter Cronkite Memorial was selected to receive the Missouri Governor's Spotlight on Tourism Award, the only institution to do so statewide. The play "Cronkite" has been nominated for a Pulitzer Prize. Additionally, Missouri Western has been nominated for an award with the Missouri Arts Council for its outstanding commitment to growing the arts in St. Joseph.

Figure 2.2 Comparison of Alumni Support

Institution	Number of Alumni Board Members	Number of Alumni Committees	Number of non-Alumni Board Volunteers
Missouri Western	23	7	39
University of Central Missouri	19	8	Not tracked
University Nebraska – Kearney	27	0	Not tracked
Missouri Southern	18	1	1
Washburn University	16	0	0
Lindenwood University	24	1	10
Emporia State	20	Varies based on needs	100



2R4. Missouri Western's focus on other distinctive objectives has strengthened the overall institution by building dynamic relationships, provided much needed financial resources, increased awareness of Missouri Western in key recruitment markets and improved the overall perception of the University. Missouri Western is viewed as a regional leader for the academic, economic, social and cultural needs of the region. This leadership strengthens the activities of the institution for students, alumni, employees and community members.

The Western Institute continues to provide positive training and educational experiences for the regional stakeholders in the areas of enrichment, dual credit and professional coursework. To support the science and technology needs of regional rural high schools, the Western Institute's BioTechnology Mobile Laboratory, or BioBus, continues to take cutting-edge and locally unavailable scientific equipment to rural high and middle schools to engage students in more advanced experiences in the sciences. Fully staffed with a driver and a professional scientist, the BioTechnology Mobile Lab is serving regional middle and high schools in northern Missouri. Not only does this effort expose more middle and high school students to the STEM fields, it becomes a recruiting opportunity for Missouri Western and an opportunity to position the University as a leader in these subjects, while serving statewide initiatives to increase STEM opportunities in these underserved regions.

The Kansas City Chiefs Training Camp builds relationships between the University and St. Joseph community leaders while boosting tourism dollars for the city and county. Additionally, it provides an opportunity to network with leaders at strategically planned Kansas City Chiefs Training Camp breakfasts. Leadership from the Kansas City Chiefs has met with top donors to the University in preparation for the upcoming Centennial Capital Campaign and to encourage giving to Missouri Western and athletics facilities. The Training Camp also drives incredible publicity for the University, garnering international media coverage and increasing awareness for the University in Kansas City, a key initiative for Missouri Western. As noted in 2R2, the Camp also generates funds for the maintenance of athletics facilities. The Walter Cronkite Memorial and Missouri Western's association with the Convention and Visitors Bureau as well as our local, city, and state museum partners opens the University to tourism opportunities and thus new prospective student and donor visits. The upcoming Centennial Capital Campaign, which has been in the planning stages since 2013, will strengthen the institution by providing needed funding for facilities renovation and repair that is not available via state funding and tuition revenue.

Missouri Western's renewed commitment to the arts has lead to the creation of the School of Fine Arts, increased applications by prospective students and enrollment in the arts fields, and increased attendance in Missouri Western theatre performances, filling a need for the University and the St. Joseph region. The University's arts programs are viewed as the 'front porch to the University,' drawing community members and prospective students to campus and improving the overall quality of the institution.

2I1. Noted as a *strength* in the 2010 SAFR, all units at Missouri Western are focused on supporting the mission of the University to be the educational, cultural, economic and social leader for the region. Recent improvements include the construction of Kelley Commons, a new outdoor student space, renovation of student dining facilities, and the creation of the Walter Cronkite Memorial. Dedicated in the spring of 2014, Kelley Commons is a beautiful, outdoor patio located just outside of Blum Union, features a large patio area with tables and chairs, a stage, a grassy area and large black and gold sails to help provide shade. The patio connects to the Union, where a new Java City was opened by Aramark Campus Dining. This has created an outdoor gathering place for the University, which was lacking before. Chargers for electronic devices are built into this renovated space, enabling students to easily study and connect with friends. Many events have been held in this space since it has opened as well.

During the summer of 2014, Missouri Western's campus dining facilities underwent a renovation, based on feedback from current and prospective students. The food court replaced two of its offerings with Subway and Woo's Oriental Kitchen, which were the preferred vendors based on student survey response and focus group response. Additionally, the deli in Popplewell Hall was renovated to Provisions on Demand, responding to students' needs for more 'grab and go' items in this location.

The addition of the privately funded Walter Cronkite Memorial has opened up the campus of Missouri Western to tourism groups who would previously not have come to campus, increasing awareness for the University. National press coverage for the Memorial has brought enhanced media coverage to Missouri Western. Additionally, many service organizations, tourism organizations and clubs have brought their meetings to who would not normally visit or meet on campus.



Since the 2010 AQIP Systems Portfolio, the addition of the Missouri Western Arts Society offers alumni and friends the opportunity to support the University's fine arts initiatives as the Gold Coat Club supports the University's Athletic Department. This has enhanced the experience of Missouri Western students by providing increased opportunities to fine art students, and ties directly to Missouri Western's mission and strategic plan. The formation of the Centennial Capital Campaign steering committee and executive committee have enabled Missouri Western to prepare for its next successful capital campaign, to coincide with the Centennial in 2015.

212. In the 2010 SAFR, reviewers noted an *opportunity* to administer and report climate survey results to measure the degree of improvement in Missouri Western's culture. As noted in more detail in AQIP 5, the University implemented a perception research survey in the fall of 2014 that will become an annual measure of perceptions and attitudes regarding Missouri Western. Questions include whether Missouri Western is moving in the right direction, trust in leadership and satisfaction with communication received from Missouri Western. Groups surveyed include prospective students and their parents, current students and their parents, faculty and staff, alumni, and community members. These measures were shared across campus via department and division meetings, President's Cabinet, Deans' Council, SALT, CCT, and a report to the Board of Governors. Results from the survey created numerous changes, including the addition of a second general session meeting; the implementation of the email newsletter Griffon Weekly for faculty, staff and students; increased communication to prospective parents through the Admissions communications flow process and the creation of a new publication and email campaign, and the implementation of a monthly newsletter to family members of current students; a decision to continue with the Community Support Campaign; and the development of marketing messaging more in line with stakeholders beliefs about the University, among others.

Missouri Western's shared governance structure allows for continual feedback and process adjustments to improve performance results for University objectives and initiatives. The University's use of committees to make decisions regarding funding as in the Arts Society to planning a major campus and community event such as the Centennial celebration exemplifies the University's commitment to shared governance and decision making. The Alumni Association looks forward to hearing from its constituents during the spring and summer of 2014 as it prepares a new strategic plan that is based on the needs of Missouri Western's alumni.

Additionally, Missouri Western employees and leaders are heavily involved in the community, enabling ample feedback from community leaders to University leaders. Missouri Western is involved in economic development meetings for the region, the St. Joseph Chamber of Commerce board, the St. Joseph Community Alliance, and regularly invites community leaders to campus for events. The volunteer members of all of Missouri Western boards – Foundation, Alumni, Gold Coat, Arts Society, academic advisory councils and others, help to inform the direction and future of the organization by setting goals for continued improvement and relationships between the University and its alumni, donors, sponsors, fans, students, employees and the region as a whole.

AQIP Category 3 – UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS

Introduction. Missouri Western identifies and responds to changing student needs (3P1) through feedback received from a wide variety of national and local sources. Processes continue to be refined and *integrated* in order to identify student needs and improve student services. Not only are there analyses of many processes, programs and procedures, Missouri Western is further *integrating* processes to improve the student experience through strategic planning initiatives (see 8R3). Processes related to building and maintaining relationships with students (3P2) are stable, well-designed and *integrated*. Processes to build and maintain relationships with students (3P3) are also *integrated* and include formal assessments and informal meetings with identified demographic student groups (Pulse Groups) to assure that data being used to make decisions for students are accurate and current. Similarly, Missouri Western is highly involved in the regional community. Processes to build and maintain positive relationships with key stakeholders (3P4) are established and *integrated* into the daily operations of the institution.

When students and key stakeholders indicate the need for new educational programs or services (3P5), Missouri Western has clear communication processes requesting and implementing these programs or services. Development of improved services for specific student groups (e.g. veterans, commuting students, residential students, etc.) are planned with input



from those groups to assure that the resulting change was beneficial. Missouri Western students are part of numerous governance groups (e.g. Board of Governors, SPSC and GAC), allowing for direct feedback on proposed initiatives. These communication processes and the institution's commitment to responding to needs are *integrated* into daily operations. The complaint collection and resolution process (3P6) is also *integrated* into daily operations at Missouri Western.

3P1. Missouri Western identifies and responds to changing student needs through feedback received from a wide variety of sources, both nationally and locally produced. Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to add measures to identify student needs. In addition, systems and procedures for analyzing those needs, developing courses of action and ensuring that key processes are regularly monitored and improved in collaboration with other affected units have been revised and updated. These processes are stable and coordinated across other units at Missouri Western. Processes identifying student needs are *integrated* into the operations of the institution with feedback and results used by numerous committees.

Data from the following national assessments are utilized by the CCT: Noel-Levitz College Student Inventory (CSI), Noel Levitz Mid-Year Student Assessment (MYSA), Noel Levitz Second Year Student Assessment (SYSA), the Noel Levitz Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE), ACT/SAT scores, Educational Benchmarking Institute (EBI-Residential Life Assessment), ETS® Proficiency Profile (general studies), and departmental exit exams (ETS® Major Field Test/department tests). The analyses of these data are now aligned with the University's Strategic Plan and action items are integrated into the goals and objectives of the plan (see 8R3). In addition, the various sub-teams that are part of the CCT use these data. For example, data from the SSI drive action items on enhancing students' institutional impressions, therefore increasing retention. Utilizing these various instruments ensures that the University measures and tracks progress on key strategic and operational goals and can verify responsiveness to student needs.

Most of the assessment tools provide comparisons with national or peer groups. For example, comparative analysis from the EBI enabled Missouri Western to understand that it needed to improve results identified in the area of Residential Life. Prior to this analysis and response plan, Missouri Western did not favorably compare with peer institutions. Utilizing the analysis of the results, the staff identified student concerns and implemented numerous programming and logistical measures that resulted in significant increases in student satisfaction as well as rising to higher satisfaction levels than comparable schools within the MIAA Conference. This is now an action item in the current strategic plan and integrated into operational processes.

Missouri Western is committed to the retention, persistence and completion of all students. Student success is at the heart of the institution. There are many programs and processes that focus on student success including the CCT. Comprised of the academic deans and administrators from admissions, registrar's, athletics, business, financial aid, and student affairs offices, meetings of the CCT have consistently addressed barriers to success. In addition, they have proposed and approved numerous new initiatives to assist students. The CCT meets biweekly to oversee six subcommittees, which include: 1) Milestone & Cohort Management; 2) First Year Experience; 3) Student Services & Financial Security; 4) Academic Advising & Support; Second Year to Graduation; and Academic Recovery. In 2013-14, CCT established the following goals for students: 1) Complete 12 credits each term and 24 credits each year; 2) Achieve a 2.0 or greater GPA at mid-term and end of term; 3) Maintain good financial standing each term (financial aid complete and zero balance); 4) Continue to be engaged in the University through extracurricular involvement or a meaningful relationship with a faculty/staff member; and 5) Successfully complete general studies math.

In addition, state performance goals monitored by the CCT include:

1. Freshman to Sophomore Retention: The percentage of first-time full-time students at an institution who return/re-enroll for the subsequent fall term.
2. Six-Year Cohort Graduation Rate: The 150% time graduation rate of an entering cohort.
3. Improvements in General Education Assessments: The percentage of students taking an assessment of general education and scoring at or above the 50th percentile; or earning a passing score if the assessment is scored pass/fail.
4. Percent of Total Education & General (E & G) Expenditures Expended on Core-Mission: The percentage of E&G expenditures that are expended on the institution's core mission (instruction, research, public service).



5. Missouri Western Indicator: The number of students each year who have participated in research, projects, or creative activities that have resulted in a peer-reviewed publication, presentation, performance, exhibit or external award.

All performance measures are evaluated based on a three-year rolling average with success being defined for each public institution individually as improvement over that institution's performance from the previous year, or, when applicable, maintenance of a high level of performance in relation to a previously established and externally validated threshold. The base year for each measure is also a three-year average, and all numbers are reported in tenths. **Core Component 4C1**

Missouri Western collects data concerning retention, persistence and completion in order to track student success and complete IPEDS reports. Data are also collected in order to meet state requirements and for internal research and improvement efforts. The CCT and its subcommittees collect additional data and are tasked with analyzing the data in the areas of student retention, persistence and completion specific to their focus. Academic Deans, the Provost and Deans' Council regularly set goals for program improvement and new initiatives are approved through Deans' Council, then taken to President's Cabinet. Any action is also discussed with the Strategic Plan Steering Committee (SPSC) and the GAC to assure that all key groups are included and informed in decisions. For example, 2012 NSSE results indicated a need to revise the current academic advising model. That was addressed during the 2013-14 school year by the CCT. The new plan (a blend of central advisement and faculty advisement) approved by the SPSC, the Deans' Council and the Provost and Vice President for Student Affairs, was implemented for the new student registration days in the summer of 2014 and will continue to be updated throughout the 2014-15 school year. **Core Component 4C2**

The CCT Second Year to Graduation Subcommittee reviews persistence from 2nd to 3rd year as well as 3rd year to graduation. They examine data from both "persisters" and "nonpersisters" to make recommendations for programs such as "Sophomore Jump," which enables second year students to stay engaged with the University and persist. They also track students through to graduation. The First Year Experience Subcommittee examines the profiles of students who persist from their first fall to the second fall and makes recommendations on enhancements to programs such as freshman orientation, mentoring programs and University 101 to increase the numbers retained from fall to fall. The subcommittees present recommendations to the CCT which in turn shares with the Deans' Council and other governance groups to gather input and gain consensus. **Core Component 4C3**

Missouri Western processes and methodologies for collecting and analyzing information on student retention, persistence and program completion use best practice instruments, tools and programs to support student success. Figure 3.2 summarizes the formal assessments that are used. In addition, each Division within the University and all units within Student Affairs have action plans within the Strategic Plan linked to the data that is derived from assessments. For example, the data from the College Student Inventory (CSI) identifying students who want help choosing a major is used by the Career Development Center to invite students to events and communicate with them about resources available. This is done through the Data Retention Center linked to the CSI. It is also used with the Mid-Year Student Assessment (MYSA) and the Second Year Student Assessment (SYSA). The Honor's Director has utilized the MYSA and SYSA data to meet individually with at-risk honors students and has seen positive outcomes as a result. **Core Component 4C4**

Identified as an *opportunity* in the 2010 SAFR, Missouri Western seeks to clarify the assessment tools and uses of assessment data that are ongoing at the institution. Figure 3.1 provides the tools and data usage for a variety of assessments related to supporting student success. Data from the assessments are used by the CCT, the Student Affairs Leadership Team (SALT), Deans' Council, President's Cabinet and is reported to the Board of Governors.

In addition to the information collected through the tools listed above, Student Pulse Groups, added in 2013-14 by the Vice President for Student Affairs (VPSA), provide a way to meet with representative Missouri Western students to determine their opinions, perspectives and experiences on campus. The information shared by students is not attributed to any student but demographic information and general responses are shared with other Student Affairs staff, President's Cabinet and other applicable departments depending on the comments made to ensure a swift response to student needs.

Each Student Pulse Group is directed to the experiences of specific demographic groups. Each Pulse Group addresses areas of recruitment/selection of Missouri Western, the Missouri Western experience, campus involvement, services and resources, academics, retention, affording college and the surrounding community. The data collected consists of the dis-



Figure 3.1 Assessment Tools

Assessment Tool	Student Needs	Administration Schedule	Who Analyzes the Data	Examples of Action
College Student Inventory (Action item in the strategic plan and retention plan)	Study skills, math, science, writing, financial security, career closure, co-curricular activities	Griffon Edge—Orientation just prior to beginning of the freshman year and to additional students enrolled in University 101 who were not enrolled in Griffon Edge.	University 101 instructors; Student Success staff; units within Student Affairs including career development, housing, student life; as well as advisors; and the CCT	Faculty/staff go through training and then meet with students to provide their student reports and connect them to specific resources. Student success plans are developed by students. Units on campus utilize the data throughout the fall to alert students to events and opportunities related to their concerns.
Mid-Year Student Assessment (Action item in the strategic plan and retention plan)	Asks if they received assistance in several areas and if they would still like assistance	Middle of the first year (for specific populations)	Director of the honors program, directors of other targeted populations, and CCT.	The honors director and those overseeing other targeted groups meet individually with students and ensure they find resources for the needs they define.
Second Year Student Assessment (SYSA) (Action item in the strategic plan and retention plan)	Asks if they would like assistance in areas including academic, career planning, financial, etc. Asks for their impression and if they intend to graduate from this institution or transfer.	Fall of the Second Year	CCT, various directors of targeted populations (nontraditional students, student athletes, honors students, high risk freshmen who have returned for the second year, etc.)	CCT created a communication/ action plan to ensure follow-up for students. The Retention Data Center provides a way to filter students needing information on specific things (e.g. financial aid, choosing a major) and contacts students directly.
Student Satisfaction Inventory (SSI)	Asks students to rank the importance of and satisfaction with specific processes at MWSU	Spring of even numbered years	Academic Affairs, Student Affairs, and CCT	A complete review of the advising process and training is underway. Advising records and notes are now archived electronically.
National Survey of Student Engagement (NSSE)	Asks freshman and seniors to rate the effectiveness of MWSU processes and interactions. In 2013 a special advising section was utilized.	Spring of odd numbered years	Academic Affairs, Student Affairs, and CCT	The results of the advising module indicated a need to revise the advising process. A retention consultant was hired to improve advising. Those recommendations are being implemented.
ACT/SAT scores	Students with test scores indicating they may be at high risk are identified. Special advisement is provided for them.	Each Semester.	Admissions, Student Success Advisors, CCT	Following extended research and longitudinal studies, students with exceptionally low ACT scores are allowed a reduced course load until successful completion of developmental coursework. Special advisement is provided.
Educational Benchmarking Institute (Residential Life)	Student satisfaction assessments are provided for all residential life students to ensure ongoing program enhancements.	Each semester.	Residential Life Staff, Student Affairs Staff, CCT	The 2 nd Year to Graduation Subcommittee of the CCT is utilizing EBI survey results to ensure enhancements are made in Residence Life to increase student retention. Additional efforts focus on increasing the retention of upper classmen in housing.
ETS® Proficiency Profile (general studies)	General education proficiencies required of all graduates.	Multiple testing opportunities are provided each semester	Academic deans, departments, CCT review data.	The academic deans and unit chairs are using the ETS® results to determine needed changes in general studies courses.
Departmental Exit Exams (ETS® Major Field Test/ department tests)	Test of content knowledge used by academic units.	Administered at the end of the semester within the academic department	Data is part of the unit annual report and is used by faculty, Chairs, deans, and the Office of Academic Affairs	Academic programs have adjusted course sequencing and course content based on ETS® Major Field Test data.



cussion and responses of the group to the questions or topics, the interactions generated among the participants and general observations made by the moderator. These are condensed and summarized into key areas, and the VPSA strives to respond to and answer any unresolved issues or questions. Pulse group summaries are disseminated to participants who have provided their email addresses, posted online, and distributed to campus administrators to make changes based on the feedback. Groups interviewed by the VPSA included adult learners, students of color, international students, veterans, LGBTQ and allies, out-of-state students, athletes, residence hall students, Greeks and transfer students.

Other important data is derived from groups including the CCT, the Council to Assist Struggling Students (CASS), the Events Committee, academic advising sessions and evaluations, facilities use and services and financial aid. For example, the Events Committee members have recommended and implemented a more streamlined process for student groups to arrange events. A software package was purchased (OrgSync) which included a work flow feature as well as the ability to include learner outcomes and follow-up to events with evaluations from those in attendance at events. The CASS group, as a result of their discussions, implemented new assessments for suicide risk, drinking and drug use. Follow-ups include meetings with counselors and instructors in both on-line programs and face-to-face programs. These various committees and teams are fully *integrated* into Missouri Western's structure and meet on a regular basis.

3P2. Missouri Western begins building relationships with students prior to their arrival as first-time students and continues a highly *integrated* set of processes to assure that every effort is made to connect with students for their success. Campus Visit Days and a comprehensive admissions communications plan set the tone for a smooth transition for students and their families. Students begin their experience at Missouri Western with new student registration in the summer, Griffon Edge at the beginning of their first semester, and University 101 classes that help acclimate students to the University. Throughout their college career, the University continues to build relationship via meaningful relationships with faculty and staff, steady communication tools adapted for students' needs and a commitment to student success.

The Division of Student Affairs is organized into two leadership teams: Health and Wellness and Student Development (O.1). Missouri Western has a strong student focus which is exemplified by nearly 90 different clubs and organizations. The Center for Student Involvement (CSI) was created specifically to unify the various student clubs and organizations and provide space for students to meet, interact, plan and provide feedback to the institution. OrgSync provides additional structure for student life. Scheduling of events, room reservations, along with end-of-year totals for clubs and organizations' participation in events and philanthropy are all supported through this software. The Center for Multicultural Education (CME) provides opportunities for personal and professional growth in the areas of multicultural exploration, sensitivity, empathy and competency for students, faculty and staff of Missouri Western State University. The Division of Student Affairs helps build relationships with students through special events. During 2013-14, the CME took students on a trip to the National Civil Rights Museum in Memphis as well as an Alternative Spring Break trip to New Orleans. The CME also coordinated the Tunnel of Oppression, held during the Fall of 2014. Pre and post evaluations of this event were done and information gained from students will guide planning for leadership events.

3P3. The Pulse groups coordinated by Student Affairs provide an ongoing source of information regarding the needs of students. For example, based on information gleaned from the sessions added programming has been recently implemented for veterans. The CCT has developed a way to articulate college credit that veteran's receive while on active duty. In addition, there is an improved process for assisting students serving in the National Guard who are called to active duty during a semester.

The Perception Research Survey, distributed by PR and Marketing, is distributed to prospective students and parents, current students and parents, alumni, faculty/staff and community members. The most recent data was collected from January 9 - February 7, 2014 with 602 responses. Survey data provided insight to communication preferences for these key stakeholders and their overall perceptions of the University. Results lead to the implementation of new e-mail newsletters, including a weekly newsletter to students, a weekly newsletter to faculty and staff, and a new monthly newsletter to parents. Results also guided the marketing messaging used for the 2014-2015 academic year.

Advisory councils such as the Regional Workforce Development Team for Healthcare help with student employment issues. Missouri Western participates in St. Joseph Chamber of Commerce initiatives, the Institute for Industrial and Applied Life Sciences initiatives and new business development related to workforce development.



Since 1915, Missouri Western has worked to support the public good and its mission embodies that commitment. Public service is a core element of Missouri Western's mission. As the university's mission statement outlines, "... Missouri Western is committed to the educational, economic, cultural and social development of the people and the region that it serves." Missouri Western is proud of its collaborative relationships with business, industry, government and nonprofit organizations in St. Joseph and throughout northwest Missouri and the state. These partnerships are not only beneficial for university's students, but also for the regional community and state by providing outreach services, internships, specialized workforce training, degree completion opportunities, economic development, cultural experiences, and much more. One example is Missouri Western's Christopher S. "Kit" Bond Science and Technology Incubator. The incubator provides facilities and assistance for start-up companies, and houses a laboratory, conference room, operation offices, and tenant spaces. Its flexible floor plan can accommodate 12 to 15 firms of a few people each, or a few large firms requiring larger spaces. **Core Component 1D1** Further, Missouri Western's primary focus has always been providing educational opportunities for the students it serves. In the current strategic plan (8R3) fully two-thirds of the plan is focused on direct educational support for students. Missouri Western has always and continues to focus its financial resources on its core mission - the delivery of instruction. Over the last four years, Missouri Western has spent on average 86 percent of its total expenditures on educational support for students. **Core Component 1D2**

Figure 3.3 Key Stakeholder Inputs

Stakeholder Segment	Input Examples	Outcomes
Accrediting Bodies	<ul style="list-style-type: none"> • Annual Conferences • Procedural meetings/workshops • Accreditation requirements • Compliance issues • Federal requirements 	Individual departments and advisory groups analyze and provide recommendations for change.
Coordinating Board for Higher Education (CBHE) and Department of Higher Education (DHE)	<ul style="list-style-type: none"> • Combined CBHE/DHE meetings with Presidential Advisory Committee six to seven times a year • Multiple procedural policy meetings • Meeting minutes • Educational sessions 	The President's Cabinet, Provost and Dean's Council address information from these groups. An example is the new College Completion Teams that were organized to address performance standards set by DHE.
Board of Governors	<ul style="list-style-type: none"> • Bi-monthly meetings, Board Books, and Minutes • Conference calls • Weekly updates • Workshops 	The President's Cabinet maintains communication with the Board of Governors and responds to recommendations and requests.
Student Government Association	<ul style="list-style-type: none"> • Weekly meetings • SGA resolutions • Strategic planning • Student needs assessments 	The VPSA meets weekly with the Student Government Association and assists in addressing student concerns and making change. Example - campus project addressing additional sidewalks between a residence hall and campus buildings. Also, upgrade the Fitness Center and Student Union.
Faculty	<ul style="list-style-type: none"> • Faculty Senate • Dean's Council • Department Chairs 	The President and Provost meet twice monthly with Faculty Senate to ensure regular and effective communication.
Feeder Schools	<ul style="list-style-type: none"> • Program and course articulations • State policy work • Dual credit 	The Provost's Office and Dean's Council develop articulations. Resulted in a reverse transfer policy so some students may also receive an associate's degree.
Parents and Other Family Members	<ul style="list-style-type: none"> • Family Council • Alumni and athletic events • Registration/orientation • Monthly family e-mail newsletter 	Parents evaluate registration/orientation events, leads to streamlining of activities and improved communications



Stakeholder Segment	Input Examples	Outcomes
Business Community	<ul style="list-style-type: none"> • Strategic planning involvement • Chamber of Commerce reports • Advisory groups • Internships • Scholarships/grants committees • Workforce development initiatives • City/County/Regional/State initiatives 	A variety of advisory councils that involve community members make recommendations for new initiatives and for revising current programs.
Advisory Councils	<ul style="list-style-type: none"> • Employment issues • Business needs • International opportunities 	Community members provide current trends and needs. Leads to new graduate programs, new courses and the development of creative entrepreneurship endeavors (e.g., Craig School of Business' Center for Entrepreneurship).
Alumni	<ul style="list-style-type: none"> • Alumni Association Board of Directors • Regional Alumni Chapter events • Homecoming & Reunions • Student Involvement Activities • Junior College Chapter • Family Chapter • Alumni awards and recognition • Weekly e-mail and quarterly magazine 	Board works with the Alumni Director to implement new ideas. Regional Chapter events provide input from alumni. An example is the Mama Griffs program which provides activities for parents and grandparents with their children and grandchildren.
Donors and Community Members	<ul style="list-style-type: none"> • Arts Programs via Western Institute • Continuing Education Programs • MWSU Foundation Board of Directors • Donor Recognition Events • Community Impact Report • MWSU Foundation Annual Report • Work force development programs • Athletic Events • Ambassadors • Gold Coat Club (Athletic Boosters) • NCAA Division II National Athletic Tournaments • Kansas City Chiefs Summer Training Camp 	<p>Evaluations and feedback from all of these events/groups is processed by a variety of staff and committees and leads to updated programming.</p> <p>For example, a change in the way the Foundation recognizes donors was evaluated and received an 80 percent positive evaluation. This involved changing a banquet format to an interactive reception where faculty/students and donors could discuss the results of the funding provided.</p>

3P4. Identified as a *strength* in the 2010 SAFR, Missouri Western continues to build and maintain relationships with key stakeholders. For example, the Public Relations and Marketing area recently asked students, prospective students, faculty, staff, alumni and the general public to participate in an online survey measuring how the university is “perceived” in order to reach out to members of the community and region to learn more about how they feel about Missouri Western and if they are satisfied with the communication they receive from the University. Results of this survey were analyzed by the staff and data received are driving the public relations and marketing plan.

Each year the University Foundation hosts a reception for donors to the University. Of special interest to the donors are the student/faculty research projects on display. Talented musicians and theater students perform during the event as well. Faculty, staff, alumni and community members all join to celebrate how their donations have translated into the successes of students. The informal nature of the reception allows significant interaction among those in attendance. In addition, the Missouri Western Arts Society holds a special dessert reception that highlights many of the talented musical theatre faculty and students. Not only does this bring community members to campus but it showcases the recipients of donor funds. Finally, families are honored at Family Weekend with a special President's Pancake Breakfast in the atrium of Agenstein Hall and are offered free planetarium shows, tours of the Griffon Indoor Sports Complex (summer training camp of the Kansas City Chiefs) and numerous booths with activities for children sponsored by University clubs and organizations. In 2014, a monthly family e-mail newsletter was established, responding to a need found in the results of the perception research survey.

The Convocation on Critical Issues, sponsored by the Missouri Western Foundation, provides an opportunity for the campus, high school students and members of the community to hear from well-known speakers at a public event. In addition,



a luncheon is held providing a question and answer session for those in attendance. Featured speakers since 2006 include: Doris Kearns Goodwin, T. Boone Pickens, Steve Forbes, Sam Donaldson, Mary Matalin and James Carville, Robert Kennedy, Jr., and Newt Gingrich. Douglas Brinkley is the fall 2014 speaker. He will present in conjunction with the Walter Cronkite Conference on Media Ethics and Integrity, cosponsored by Missouri Western and the Media Ethics Division of the Association for Education in Journalism and Mass Communication. The fall 2013 Convocation on Critical Issues with Doris Kearns Goodwin drew Missouri Western students, employees, community members and more than 750 area high school students. As part of her visit, Dr. Goodwin met with a small group of students at a breakfast, spoke to a crowd of more than 2,000 in the Looney arena and engaged 400 luncheon attendees in a question-and-answer session. A variety of other community engagement efforts are identified in 5P3, 9P2 and 9P5.

The Western Institute sponsors a variety of credit and non-credit opportunities for community members. These classes focus on community arts, professional development, distance education, English as a Second Language and literacy programs. The Office of Conferences and Special Programs, within the Western Institute, hosts a number of conferences for businesses and organizations. Among these is the Boy Scout Merit Badge College which brings young men from across the country to campus each year. In addition, numerous summer athletic camps and corporate training sessions are offered. The Office of Conferences and Special Programs and the Department of Athletics at Missouri Western continues to host the summer training camp for the Kansas City Chiefs.

Most academic departments sponsor events that reach out to University stakeholders. For example, academic departments sponsor the Multidisciplinary Research Day each semester; specific programs for enrichment for all include the Missouri Western Planetarium programs and specialized offerings such as *Batty About Bats* (done around Halloween and sponsored by the Missouri Western Biology Department and the Midland Empire Chapter of the Audubon Society). Missouri Western routinely has student music (vocal and instrumental), art, and theater programs available for the community, hosts the Downtown Noon Concerts Series, and a Renaissance Concert.

The Department of Athletics regularly submits proposals to host national tournaments and, in 2010, hosted both the NCAA Women's Division II National Women's Basketball and Softball tournaments. Each fall, the Department of Athletics holds an annual Athletic Hall of Fame weekend. Former athletes and/or staff members are recognized for their contributions with induction into the Missouri Western Athletic Hall of Fame. Scholar athletes are recognized twice during the year. All student athletes with a 3.0 or greater are recognized along with family members during a basketball game. In addition, there is an annual student athlete honors banquet. Each sport nominates an athlete of the year and from that group, one male athlete and one female athlete are named Student Athletes of the Year. During the annual Homecoming weekend, the Alumni Association recognizes three to five alumni with the Distinguished Alumni Award. The SGA holds an annual awards banquet as do many other clubs and organizations and academic departments. A recognition program is held in Social Work, Business, Engineering Technology, Biology, Physical Therapist Assistant Program and Nursing.

3P5. Also a *strength* in the 2010 SAFR, Missouri Western continues to determine whether new stakeholder groups should be addressed based on market research, the University's comprehensive strategic planning process, SGA and alumni groups. Academic Affairs works with community focus groups and businesses to determine what new majors or emphasis areas may be needed. Missouri Western also works closely with its community college partners to identify shared needs and opportunities. For example, Metropolitan Community College (MCC-Kansas City) requested that Missouri Western offer a baccalaureate nursing degree program to enable MCC students to obtain a BSN as well as their RN.

Requests from area businesses led to the development of several Master's degrees. Input from the community was part of the development of the curriculum for these degrees. Information gained from the College Student Inventory, given to incoming freshmen, also provides a picture of particular needs of specific student groups. Results of this survey have led to mentoring programs for high risk students, increased assistance to students in career development and choosing a major, and recommendations for academic services for residential students. Data from the Student Satisfaction Inventory also led to changes in academic advising, campus security, food service and parking.

Recently added as a resource for new services or offerings are the Mid-Year Student Assessment (MYSA) and the Second Year Student Assessment (also used with transfer students). The data from the assessments provide direction and focus for services requested by students. The Retention Data Center associated with these assessments also provides an efficient way



to send information back to students on the services they are requesting. The Student Satisfaction Inventory specifically asks questions related to whether students are satisfied with variety of courses in their major. The CCT looks closely at all formal and informal data and develops plans to ensure increased student services and academic programs that support student success and persistence to graduation.

Missouri Western also engages with its external constituencies and has a long history of working with regional partners to respond to their needs. As an example, recently Missouri Western was asked by Heartland Health/Mosiac Lifecare to develop an accelerated Bachelor of Business Administration degree for caregivers. In addition to developing this option, Missouri Western created a scholarship program that is currently assisting more than 80 caregivers with more than \$100,000 in 2013-2014. Other recent partnerships include a second partnership with Heartland to assist caregivers in beginning a post-secondary education; a partnership with the 139th Airlift Wing to assist enlisted personnel to complete college degrees; a partnership with the 139th Airlift Wing to provide data to support expansion of base resources; a partnership with Truman Medical Center to help RNs earn BSNs; and multiple workforce development activities with regional businesses, including use of a \$1,000,000 grant to help employees earn degrees while participating in company-sponsored workforce development activities – a partnership that currently includes 12 local companies. **Core Component 1D3**

3P6. In the 2010 SAFR, an *opportunity* was identified to create a mechanism to analyze all the various areas that were providing complaint platforms for students, parents, community members, etc. Missouri Western now has an online single source for concerns or complaints. Missouri Western collects complaint information from students and other stakeholders via paper submission or online. All stakeholders can access the online complaint submission process on the Missouri Western homepage through a link for feedback is at the bottom of the page. By selecting feedback, the link goes directly to official complaint resolution procedures at <https://www.missouriwestern.edu/feedback/>. The procedures outline informal and formal complaint processes and provide information on the Missouri Department of Higher Education's (MDHE) complaint processes, as well as a link to the MDHE complaint resolution form dhe.mo.gov/documents/POLICYONCOM-PLAINTRESOLUTION-reviseddraft.pdf and a link to the Higher Learning Commission of the North Central Association of Colleges and Schools complaint policies and procedures at <http://www.ncahlc.org/HLC-Institutions/complaints.html>.

Information submitted via the feedback website is directed to the University President's Office and submitted to the Special Assistant to the President, who is a cabinet member, for review. All submissions are collected and stored on a database for historical review and analysis. All complaints received via the web or in writing are investigated and resolved through the University President's Office. If individuals are making a general inquiry or are looking for assistance, there is also a "contact us" option at the bottom of the Missouri Western home page, next to feedback. Information related to the "contact us" option is located in (5P7). In addition to this central complaint process, areas such as Residential Life also have an icon on its website that provides patrons with the ability to send their requests directly to the area with which they have a concern.

ARAMARK, the University food service provider, is utilizing a new tool in an effort to immediately identify any concerns (and strengths) of the dining staff and program. This is a web-based survey called "The Voice of the Consumer." The information from this is compiled and evaluated on a monthly basis. With this process, if ARAMARK receives a negative comment, the Food Service Director gets a "Rescue Alert" so the situation can be addressed immediately. If the Director receives a "WOW" alert (a comment that someone has done an outstanding job), the mentioned staff member receives an immediate recognition email. In addition, comment boxes are in each food service area on campus and are checked daily. Students report that these complaint/comments are acted on quickly. Upon completion of catered events, the person who placed the order receives a customer satisfaction survey via email. When the survey is complete, the catering manager receives the completed survey. In addition, a yearly survey is sent via email to all students, faculty and staff.

3R1. Missouri Western utilizes a variety of instruments/tools to measure student and key stakeholder satisfaction (Figure 3.2). Appropriate groups analyze the data and make recommendations on ways to increase satisfaction. Assessment tools are used to monitor student satisfaction as compared to the nation as well. This includes data such as:

- The Mid-Year Student Assessment (MYSA) which provides "institutional impressions" for 2nd semester freshmen.
- The Second Year Student Assessment (SYSA) which provides "institutional impressions" for second year students
- The Graduate Survey which tells a number of things including "Would you recommend Missouri Western to others with your major?"



- The National Survey of Student Engagement (NSSE) which provides student responses to their experiences with faculty and working collaboratively with other students, impressions of their academic experiences and reflections on their campus environments.
- The Student Satisfaction Inventory (SSI) administered every two years and provides national comparisons; and,
- The Educational Benchmarking Inventory that is utilized by Residential Life to monitor student satisfaction.

Pulse Groups were created to obtain information in addition to surveys (3P1). Lunch is provided and there is an opportunity for the targeted group for that specific day to discuss issues that are of concern to them. Information gleaned from these conversations has led to additional services, new and enhanced programming, planning for new resource centers and added support services. For example, following the Veterans' Pulse Group, an enhanced program for serving the many needs of veterans and their families who attend Missouri Western was initiated. This includes additional online course opportunities for veterans who may have difficulty attending traditional classes due to their injuries, assistance with tax preparation and added counseling services.

In response to concerns voiced by nontraditional/commuter students and veterans, tax preparation workshops were held. An IRS certified VITA/TCE preparer, with the University of Missouri Extension Service, filed students' tax returns for a second year with excellent results. All appointments slots were filled and the Nontraditional and Commuter Service Center continued to receive calls requesting appointments throughout the weekend.

3R2. Identified as a *super strength* in the 2010 SAFR, Missouri Western has continued to ensure that student satisfaction is a key focus. The Student Satisfaction Inventory (SSI) provides Missouri Western with information that can be compared regionally and nationally. Benchmark results from the latest administration of the SSI (2012) indicate that students at Missouri Western are more highly satisfied than students at other national four-year public institutions on the following questions:

- The content of the courses within my major is valuable
- My academic advisor is knowledgeable about requirements in my major
- The quality of instruction I receive in most of my classes is excellent
- I receive the help I need to apply my academic major to my career goals
- The campus is safe and secure for all students
- Computer labs are adequate and accessible
- My academic advisor is available when I need help
- My academic advisor helps me set goals to work toward

Missouri Western added the MYSA and the SYSA to provide additional information on student needs. This information is analyzed by the CCT. The most recent data revealed a concern of honors students about finances. This information was used by the CCT in recommendations for adjusting academic scholarships on campus and providing additional academic support for students. From the 2012 Second Year Student Assessment, following are results of mean satisfaction scores of student respondents to second-year student satisfaction (institutional impressions) indicating that Missouri Western is above the national average in several areas. (Scale is 1 – 7)

Figure 3.3 SYSA Comparative Results

	Missouri Western Results	Students Nationally at 4-Year Public Institutions
Degree of academic challenge in my classes here	5.94	5.75
Frequency of communication with my academic advisor	5.19	4.81
Variety of majors available here	5.62	5.59
Frequency of interactions with my instructors	5.2	5.11
Availability of service learning, internships, and/or other work experiences associated with my career interests	5.12	5.11

On a question from the SSI in 2010 that resulted in a response of lower satisfaction vs. national four-year publics ("I seldom



get the ‘run-around’ when seeking information on this campus”), the CCT redesigned a one-stop shop where cross-training occurs and front-line staff are able to answer typical questions across units with those needing special in-depth assistance. Also, recognizing that student workers may be the “front line” staff in offices, the Student Employment Office team developed a new professional training for student workers. The Student Employment Initiative (SEI) supervisor training retreat was held to jumpstart the process. SEI consists of four committees of faculty and staff members working together to create the foundation for a successful student employment experience at Missouri Western. The SEI is a long term process improvement.

Each spring and summer, new students and parents who attend the New Student Registration programs complete program evaluation surveys. Survey results from Summer 2013 and Spring 2014 from 722 freshmen, 161 transfer students and approximately 342 family members indicate that the Missouri Western orientation experience was excellent. Recommendations for change from these evaluations are handled by the New Student Program Coordinator with oversight by the CCT and the Director of Admissions. To assist students in making the transition to college, Missouri Western offers a three-day orientation program organized around the six Missouri Western values. Participants become familiar with the campus and facilities, learn how to access email, degree audit and Moodle, get books and other resources and learn about student organizations and institutional expectations. Students have a common reading, a freshman convocation and are involved in community service activities. In 2013, approximately, 835 new students participated in Griffon Edge with all students asked to complete an evaluation. More than 813 took the survey with suggestions that resulted in extending the community service component to two days.

3R3. Residential students are a key component of Missouri Western. Ensuring positive relationships is critical to their success and retention. In order to measure this, the Educational Benchmark Inventory is administered each semester to students living on-campus. Increased satisfaction of residential students is demonstrated by a significant increase in the spring of 2014 in residence hall applications. Students indicated they wanted increased opportunities for intramurals and Missouri Western Recreation Services responded with a number of opportunities for participation. Two additional fitness classes (Ultimate Frisbee and a Men’s Sand Volleyball Tournament) were added, which increased participation by 59. There was an overall increase in participants of nearly 10 percent, from 2,023 in 2012-13 to 2,222 in 2013-14.

Another example includes grade point averages for Greek organizations. Based on an analysis of grades, Student Affairs implemented several initiatives including study halls and study skills sessions that resulted in an increase in the average grade point average of Greeks from 2.47 to 2.91 between Fall 2011 to Spring 2013. This is also an action item in the current strategic plan. Results indicate that the interventions to support higher grades are working.

Figure 3.4 Greek Grades: Impact of Initiatives to Improve Grades

Fall 2011	Fall 2012	Spring 2012	Spring 2013	Spring 2014
Avg. GPA of all students 2.67	Avg. GPA of all students 2.77	Avg. GPA of all students 2.78	Avg. GPA of all students 2.82	Avg. GPA of all students 2.90
Avg. GPA of Greeks 2.47	Avg. GPA of Greeks 2.79	Avg. GPA of Greeks 2.83	Avg. GPA of Greeks 2.91	Avg. GPA of Greeks 3.01

Students indicated that an enhanced student union facility was important to them. Missouri Western responded in 2013-14 with new furniture specifically designed to promote interaction and comfortable engagement areas. In addition, a Java City Coffee and Smoothie bar (in addition to one already placed in the Library) was added to this area, creating more opportunities for relationship building. An outdoor space, Kelley Commons, next to the union lobby offers the opportunity for concerts and other outdoor gatherings.

The University Foundation and the SGA provide funding for students to travel with faculty to present at regional and national conferences. This has resulted in numerous awards for students and for increases in faculty/student research. During 2013-14, SGA provided approximately \$30,000 to support student travel to these professional events. That is in addition to the \$40,000 allocated by the University Foundation for student travel and support. In addition, the Career Development Center has a “clothes closet” where students are able to obtain free professional outfits to wear (and keep) for these events if they are not able to afford to purchase them.



Results from the most recent SSI indicate the positive relationships students have on campus with faculty. Missouri Western students indicated, at rates higher than the national average, their satisfaction with “frequency of communication with my academic advisor,” “frequency of interactions with my instructors,” and “my academic advisor is available when I need help.”

3R4. After reviewing previous years’ costs of hosting a free banquet for all members of the Western League for Excellence (donors to the University above \$100 annually), the Development Committee of the MWSU Foundation Board of Directors recommended to the Foundation Board that the format change from a sit down banquet to a reception. In a survey sent to attendees following the banquet, respondents indicated that 80 percent were positive about this new format. In particular, they said that the reception format allowed more student and donor interaction.

The PR and Marketing Annual Perception Research Survey of prospective students/parents, current students/ parents, alumni, faculty/staff and community members indicated satisfaction by stakeholders in the following areas: communication (84% believe Missouri Western communicates well with them); and Missouri Western is moving in the right direction (84%).

The most recent Graduate Survey again indicated high satisfaction of Missouri Western graduates with their institution. Over 91 percent said they would recommend Missouri Western to others interested in their major; over 88 percent said that Missouri Western provided a good/excellent preparation for their career and nearly 85 percent rated the academic advisement in their major department as good/excellent. The EBI survey of residential students for 2012-13 showed the following levels of satisfaction as well as their levels of interaction with professional staff and interpersonal relationships by students. These scores put Missouri Western higher in satisfaction as compared with other schools in the MIAA conference.

Figure 3.5 EBI Performance levels (scale 0-100%); scores 75% - 100% classified as “good”

Professional Staff interaction/Performance	85%
Quality of Programming	75%
Hall Safety	78%
Satisfaction with MWSU	80%
Sense of Community	80.5%
Interpersonal Relationships	87.3%
Interaction with Diversity	78.7%
Learning Skill	83.2%
Personal Growth	75.7%
Overall Satisfaction with Residence Halls	77.3%
Overall Learning Experience at MWSU	77.2%
Recommendation for others to live on campus	78.2%

3R5. Identified as a *strength* in the 2010 SAFR, attendance at and the number of alumni, donor, and athletic events have markedly increased since 2010. Each year, up to 500 community members attend the Convocation on Critical Issues luncheon, with more than 3,000 community members and high school students attending the public convocation earlier in the morning. The format was changed in 2012 so that the Convocation is now held in the morning with the public luncheon immediately following. This has resulted in several hundred additional community members attending the convocation itself and then coming to the luncheon.

The Missouri Western Alumni Association has also seen an increase in the number of volunteers planning regional events and reunions. There is renewed interest from St. Joseph and Missouri Western Junior College alumni in re-connecting with MWSU. One new series of events that has sparked considerable interest is the “Mama Griffs” program. Parents and grandparents who are alumni have the opportunity to bring their children or grandchildren to family activities four times a year. In spring of 2014, the “Mama Griffs” Chapter went to the Rocky Mountain Chocolate Factory and made treats and attended an egg hunt on campus. In the fall of 2014, this group is planning a campout on campus as well as a Homecoming activity called *Arts, Beats, and Treats*, where children participate in craft activities, learn about snakes and other critters,



make their own treats and play games before the Homecoming football game.

A major result for building relationships with key stakeholders involves the multiple partnerships (City of St. Joseph, Buchanan County, State of Missouri, Chiefs organization) to secure the Chiefs summer training camp on the Missouri Western campus. The summer of 2014 was the 5th summer that this occurred and its continued success relies on the relationships with these groups. Not only does this activity provide the City of St. Joseph with a great influx of people, it also is a significant opportunity for the region to come to the Missouri Western campus and to the city to enjoy many cultural and entertainment events. The Chiefs' owner, head coach and general manager often speak of the positive nature of our relationship and our hospitality during press conferences.

Another example is the creation of the Walter Cronkite Memorial on campus. The community was solidly behind this move and contributed financially to enable its creation. Ongoing events surround this Memorial which is open daily to the public at no charge. Many donations from the Cronkite family, CBS and others made this a significant historical venue. Among the many results: tour companies to bring their patrons in as they come through St. Joseph. A conference on ethics in journalism was planned. In addition, the Convocation speaker, Douglas Brinkley, focused on the contributions of Walter Cronkite as published in his recent biography of the life of Cronkite.

Another performance result is the growth of the Missouri Western Arts Society. The goals of the Missouri Western Arts Society are to provide financial resources that supplement the annual budgets of the arts (music, theatre and cinema, and visual arts) programs, encourage attendance at performances and exhibitions and help spread the reputation of the University's arts programs. The Missouri Western Arts Society began membership recruitment in the summer 2011 and is currently at more than 200 members.

3R6. Noted as a *super strength* in the 2010 SAFR, Missouri Western continues to seek and use comparative measures. In addition to the SSI, Missouri Western now uses the MYSA and the SYSA which both include "institutional impressions" and national comparisons.

The SSI is administered every other year. Results from spring of 2012 indicate that students identified the following as strengths:

- The content of the courses within my major is valuable
- My academic advisor is knowledgeable about requirements in my major
- The quality of instruction I receive in most of my classes is excellent
- The campus is safe and secure for all students
- Missouri Western offers coursework and degree programs that are relevant and challenging
- Computer labs are adequate and accessible
- My academic advisor is available when I need help
- Faculty are usually available to students outside of class (during office hours, by phone or by e-mail)
- Academic learning outcomes are clearly conveyed in course materials

Areas where students indicated greater satisfaction with Missouri Western as compared to the National Four-Year Publics included:

- The content of the courses within my major is valuable
- My academic advisor is knowledgeable about requirements in my major
- The quality of instruction I receive in most of my classes is excellent
- I receive the help I need to apply my academic major to my career goals
- The campus is safe and secure for all students
- Computer labs are adequate and accessible
- My academic advisor is available when I need help
- My academic advisor helps me set goals to work toward

Areas students indicated on the SYSA their positive institutional impressions higher than the national means included:

- Degree of academic challenge in my classes here
- Variety of majors here

**Figure 3.6 SYSA Results 2014**

Received assistance last year	Received assistance this year	Decrease in Receptivity	Student Needs and Interests Students' receptivity to assistance in each area below:	Received assistance last year	Received assistance this year	Decrease in Receptivity
			Advising			
59.4%	39.6%	-19.8%	Select an academic program or major	57.4	41.2%	-16.2%
41.9%	56.2%	14.3%	Prepare a written academic plan for graduation	26.9	55.1%	28.2%
41.5%	56.7%	15.2%	Figure out the impact of my grades on my desired major	39.3	62.6%	23.3%
21.2%	26.7%	5.5%	Discuss transfer questions and issues	21.6	32.4%	10.8%
			Career Planning			
35.9%	62.7%	26.7%	Define goals suited to my major or career interest(s)	44.0	62.6%	18.6%
29.5%	65.4%	35.9%	Explore advantages and disadvantages of my career choice	34.6	62.9%	28.3%
25.8%	71.4%	45.6%	Identify work experiences or internships related to my major	27.0	76.4%	49.4%

- Frequency of interactions with my instructors
- Variety of courses available in my (desired) major
- Opportunities to get involved in activities and events associated with my (desired) major
- Availability of service learning, internships, and/or other work experiences associated with my career interests
- Frequency of communication with my academic advisor

Data is now collected through Noel Levitz assessments at the mid-year of the freshman year (MYSA) and the fall of the second year (SYSA) that provide the opportunity to directly address student concerns. Following is a chart that is focused on students' responses to questions related to academic advising and career planning. From these responses, Missouri Western is able to recognize easily what students want so the University can refer them to the appropriate areas.

311. Also identified as a *strength* in the 2010 SAFR, Missouri Western has continued efforts to improve. CCT has six groups focused on student success and degree completion. Data informed improvement affecting transfer student orientation and registration events was the placement of Registrar staff in popular academic program areas allowing for immediate over-ride support. The result was no need for parents or students to go to the Registrar's Office and highly satisfied participants.

When 62 percent of parents/students indicated a preference for meeting with Financial Aid/Bursar offices more than any other service, improvements included having a Financial Aid component to the Griffon Edge Orientation Program check-in process and holding the financial aid presentation first within the parent's session. Eighty-nine percent of Griffon Edge student leader evaluations indicated a preference for spending more time with their individual orientation groups. The improvement was to adjust the schedule to allow more team building time for each group and two additional hours of team building/ice breakers for the entire Griffon Edge class. Griffon Edge includes a community service component that is clearly linked to the mission and values of the institution. Currently the service component now includes almost 100 percent of Griffon Edge students. Based on feedback from students' and other stakeholders, Missouri Western has instituted the following improvements:

Figure 3.7 Recent Improvements

Academic Improvements	Administrative	Community
Added online courses and online degree-based programs including the Bachelors in General Studies which assists transfer students or students who have been out of school for several years and want to complete their degrees.	Instituted a new campus-wide emergency alert system which includes opt in text messaging, emergency beacons and messaging systems in each hallway and telephones in each classroom. Provide emergency hands-on training for campus personnel including active shooter training and weather-related emergency procedures	Pursued an agreement with the Kansas City Chiefs that moved their summer training camp to the campus of Missouri Western beginning in the summer of 2010



Continue to expand education centers in both Kansas City and in the North Kansas City area	Hired a Vice President for Student Affairs at the request of students and faculty	Increased the number of issues of Missouri Western magazine from two to three each year
Developed additional graduate programs along with articulation agreements with Rockhurst University and the University of Missouri – Kansas City’s MBA programs.	Hired a private consultant to examine and propose proactive steps to strengthen and grow the Greek system. Results include Greek housing within the residence hall complex and increased support services for Greek organizations.	Increased the number of Homecoming and reunion activities based on alumni interest
Added mentoring programs for high-risk students.	Streamlined registration and orientation processes.	Developed regional alumni and affinity-based chapters
Feedback from the retention consultant’s 2009 report led to changes in admission’s communication process with students and the registration process for incoming students and feedback from a 2014 consultant’s visit resulted in the restructuring of the enrollment management and retention teams into a CCT	Simplified the student code of conduct to facilitate resolution of student discipline cases. Purchased a software program to facilitate student conduct issues that includes a way to manage reports, see student photos and student schedules and also to include an Early Alert system.	Made adjustments to the Griffon Edge Orientation Program based on feedback from group leaders and evaluations by students and presenters.
Early alert and intervention program	Opened a new residence hall that provides year-round living with full kitchens and living rooms. This supports the mission of the university and those students involved in “applied learning” that continues through breaks and through the summer.	Added advisory councils that include community members
Seminars for students struggling to maintain eligibility for financial aid	Coordinated plan to address students not meeting financial obligations. This has significantly decreased the void list and the default list.	New organization to facilitate students’ and staff participation in community service.
New graduate programs	Updated retention plan and created new teams to address student success and persistence.	New software providing easier access to campus activities open to the community

312. Missouri Western’s organizational and governance structure is one of inter-related teams. Teams are empowered to make recommendations and, in some cases, decisions to improve processes and operations to continuously improve services and outcomes. The governance and administrative structure encourages timely responses to needs and requests since almost all meet at least monthly and most meet weekly. Further, Missouri Western employs shared governance with students and key stakeholders. Each stakeholder group has its own association or board of directors. Some of these organizations are as follows: SGA, Residence Hall Council, National Panhellenic Conference, Interfraternity Council, Departmental Advisory Councils, Faculty Senate, Staff Association, Board of Governors, Alumni Association Board of Directors, Foundation Board of Directors, Gold Coat Board of Directors, and International Advisory Council. These organizations elicit feedback from members which is, in turn, presented to the appropriate offices which act upon this feedback.

Several new processes have been added to improve performance results. Following a campus visit by a retention and student success consultant, two previous committees (enrollment management and retention) were combined into the CCT. The CCT focuses the entire campus on student success and persistence to graduation. The focus on completion was the agenda of the General Session in January 2014. Introduced by the President, various administrators and a retention consultant spoke to the entire faculty and staff. The message was that student success includes everyone from maintenance people, to food service staff to all departments and each faculty and staff person. The CCT and its sub-committees all include faculty, staff, administrators and students.



AQIP CATEGORY 4 – VALUING PEOPLE

Introduction. Missouri Western has placed specific emphasis on several components of the Valuing People category since the 2010 AQIP Systems Portfolio was submitted. A focus on employee wellness, health and safety has received specific attention to move processes and results to an improved status. Processes for identifying credentials, skills and values for faculty staff and administrators (4P1) along with processes for attracting and hiring candidates with the required credentials, skills, and values (4P2) are *systematic* moving to *aligned*. Hiring and selection process while decentralized to departments, are closely guided and monitored by policies and guidelines maintained by the Human Resources office. The recruitment, hiring and retention of employees (4P3) is *systematic* moving to *aligned* as the institution assesses opportunities for improvement.

Employees are oriented to the Missouri Western institutional history, mission and values (4P4) via a variety of processes which are *aligned*. New employees are introduced to the history, mission and values and existing employee are evaluated on their understanding and efforts to exemplify those components in their work. The manner in which Missouri Western plans for changes in personnel (4P5) is *systematic* as the University looks to processes that would allow employees to be more proactive with assessment and preparation for personnel changes.

Work processes and activities are designed so they contribute to organizational productivity and employee satisfaction (4P6) in ways that are *aligned*. Cross functional teams and collaborative initiatives guide processes that are considered to be stable and consistent thorough the institution. Missouri Western ensures that ethical practices (4P7) are interwoven throughout the University. Establishing policies and avenues for communicating concerns related to ethical issues are *aligned*.

The processes for determining training needs (4P8) and aligning training with short and long term organizational plans is moving from *systematic* to *aligned*. How Missouri Western trains and develops all faculty, staff and administrators to contribute fully and effectively (4P9) throughout their careers is *systematic* as efforts are being made to ensure training is delivered in a more effective manner. The personnel evaluation system is designed (4P10) to align with objectives for instructional and non-instructional programs and services. Recent revisions to staff evaluation tools and the utilization of the Digital Measures system provide for *aligned* processes for the evaluation system.

Components of employee recognition, reward, compensation, and benefit systems are *aligned* with institutional objectives for both instructional and non-instructional programs and services (4P11). Missouri Western is continuing to assess these components for opportunities to shift to a more fully *integrated* status. Missouri Western determines and analyzes key issues related to the motivation of faculty, staff, and administrators (4P12) and has processes that are *systematic*. Open and on-going communication and collaborative efforts serve to guide the assessment of motivation.

Missouri Western processes for providing for and evaluating employee satisfaction, health and safety, and wellbeing (4P13) are *aligned* moving to *integrated*. Since the 2010 AQIP Systems Portfolio, efforts to assess and address employee satisfaction have greatly improved.

4P1. Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to update and maintain a position description development process that is led by the Office of Human Resources (HR) in collaboration with the Classification and Compensation Committee, referred to as C-3. When new or adjusted credentials, skills, or values are required, as identified through restructuring or evaluations, the direct supervisor in conjunction with HR and the C-3 Committee, conducts an assessment of similar positions at the institution, similar positions at peer institutions, and industry standards within the broader community to draft or revise a position description which identifies the necessary preparation, experience and values needed to accomplish the responsibilities. Position credentials, skills, values and responsibilities are also reviewed prior to the recruitment process when a position is vacated. This process is performed by the hiring supervisor in coordination with HR. In addition, disciplinary standards, academic credentials, curricular, and departmental needs are incorporated for faculty positions. Market surveys, which validate standard credentials and skills, are conducted every five years for staff and administrators to inform decisions made regarding compensation. This process is moving from *systematic* to *aligned* within operational processes.

4P2. Missouri Western uses search committees for full-time exempt (not eligible for overtime compensation) positions and for some non-exempt (eligible for overtime compensation) positions. The make-up of each search committee can



include employees from the hiring department and, representation from other departments. Some searches have student and community participation. Committee members use their expertise to assess and ensure that the candidate meets appropriate credentials, skills, and values as described in the position posting. Potential employees provide application materials (print or online) and are provided with significant information about the position and the institution. Telephone or Skype interviews are generally conducted as a preliminary interview tool prior to on-campus interviews. On-campus interviews are conducted for all positions and may include presentations, demonstrations and scenarios, open forums and/or teaching components to assure that the potential new employee possesses the necessary credentials, skills and values for the position. These avenues allow for a broader cross section of the campus community to have input on the candidate's fit for a position. All on-campus interviews encourage participant feedback through evaluations. A recent example of the search process for a new dean included community members from the school's advisory committee, student organizations associated with the school, and students within the school who were invited to the campus-wide presentation. Students had an opportunity to have lunch with the dean candidates allowing the candidates to hear directly and openly from students. Events were specifically scheduled to allow community members to interact with the candidate and provide feedback to the search committee.

Formal background checks, employment verifications, reference calls and official transcripts provide a thorough base of information on the candidate's credentials and fit with the Missouri Western community and its values. Appropriate vice presidents review, approve and recommend the final candidate for hire. The Missouri Western Board of Governors approves all faculty appointments and executive administrator positions. As an official statement of credentials, all professional staff, administrators and faculty are listed in the college catalog by title and education levels. Identified as a *strength* in the 2010 SAFR, hiring processes are regularly evaluated and continuously being improved.

Missouri Western has the faculty and staff needed for effective, high-quality programs and student services. For fall 2014, Missouri Western employed 200 full-time faculty and 327 full-time staff to support the instructional and non-instructional services of the institution. In addition there were 199 adjunct faculty employed. All faculty and staff meet the credential and position requirements established through the C-3 classification and compensation process. No one is hired without meeting the position requirements, passing a background check and participating in a tuberculosis screening (TB) survey. Any non-resident alien applicant must provide documentation of the ability to work in the United States. **Core Component 3C**

With 200 full-time faculty, Missouri Western has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty. Many Missouri Western faculty members have worked at the institution for 20 or more years supporting the continuity of instructional delivery and advising to students. The 2013-2014 faculty/student ratio was 17:1. Faculty members are involved in setting the credentials and skills needed for new faculty positions and making recommendation for changes in existing positions as curriculum content is updated and student interests in new areas are known. Faculty are highly involved in the development and implementation of both the undergraduate and graduate curriculum and have standing committees (Undergraduate Curriculum Committee and the Graduate Council) that review and recommend any curriculum changes at the respective degree level. Curriculum recommendations are reported to the Faculty Senate and forwarded to the GAC and then the President of the University for final approval.

Faculty members are highly involved in the continuous improvement processes such as academic searches and student learning data. Faculty members comprise the majority of search committee members on any faculty search and are included in all administrative search committees. Each academic program has created an assessment plan (result of the 2009-2012 *Using Measurements and Assessment* AQIP Action Project) that identifies program and course student learning outcomes as well as the measurement instruments for determining outcome attainment. This information is included in the annual program report. **Core Component 3C1**

All instructors are appropriately credentialed, including those in dual credit programs. Dual credit faculty meet institutional faculty qualifications or, if they are high-school based dual-credit faculty they must meet the state requirement of a Masters degree in the discipline or 18 graduate credits in the discipline. They also work directly with an institutional liaison to assure effective and rigorous delivery of the course curriculum. Dual credit faculty members are evaluated annually. Missouri Western does not have any contractual or consortial programs. **Core Component 3C2**

Missouri Western faculty and instructors are evaluated regularly in accordance with established institutional policies and



procedures. All faculty and instructors teaching courses at Missouri Western are evaluated by students for every course every semester whether face-to-face, online or blended. There are no exceptions to this process. Faculty and instructors receive the student feedback after final grades are posted for the course. Faculty and instructors must include this information in their annual evaluation where they are evaluated and provided feedback by the Chair of the department, the Dean and the Provost. **Core Component 3C3**

Missouri Western provides faculty professional development funds for use for travel, research and presentations including faculty/student presentations. Using the shared governance approach, these dollars are distributed to the academic units (College of Liberal Arts and Sciences, College of Professional Studies, Craig School of Business and the School of Fine Arts. Faculty members submit a request for professional development/travel funds to the appropriate Chair of the unit who makes a recommendation to the Dean of the College or School. The Dean then makes a recommendation to the Provost who has the final authority over outside travel and professional development. Instructors are included in any campus-based professional development and all campus professional development events. Throughout the economic downturn, Missouri Western made a commitment to maintain faculty professional development funding at its current levels and not to reduce this important resource for improving faculty knowledge and skills. **Core Component 3C4**

In keeping with the institutional commitment to enhancing the educational experience of students (Goal 1 of the Strategic Plan – See 8R3), all faculty and instructors have email accounts, are clearly listed on department webpages, have their courses accessible through Moodle (whether online or not) where discussion and contacts with faculty can occur and physical offices within the academic unit. Faculty and instructors are required to have office hours with five hours onsite or online (depending on course delivery) and five hours when meetings with students can be scheduled at the convenience of the student. Faculty members are almost always available for early or late appointments. **Core Component 3C5**

Missouri Western has a Center for Academic Support and a Student Success Center that supports tutoring and undecided advising for students. Staff in these areas are highly qualified to provide tutoring and advising support and receive ongoing training to assure they are current with the knowledge and skills needed to support student success (Griffon GPS training – degree audit, curriculum updates, prerequisite changes, etc.). These staff members are involved in the CCT and help coordinate seamless support for student advising from undecided into the major. The Missouri Western Financial Aid Office is fully staffed with well-qualified employees who receive regular training through conference attendance, webinars and electronic communications from peers and federal agencies. Student services staff (Accessibility Resources Center, Counseling Center, Esry Health Center, Recreation Services, Fitness Center, Center for Multicultural Education, Center for Student Involvement, Career Development, Registrar, Student Employment, Nontraditional & Commuter Student Center, International Student Services and Residential Life) are also well-qualified for their positions and are evaluated annually for recognition and opportunities for improvement. Each employee must meet the C-3 position requirements to be eligible for employment or reassignment within the University. Staff members providing these services have opportunities for professional development using a similar process used for faculty. If funds are needed, staff must request the professional development funding and have that request approved by a supervisor. Funds for staff training are budgeted within the unit or division and were not cut during the economic downturn. **Core Component 3C6**

4P3. As an Equal Opportunity Employer, Missouri Western complies with all federal and state laws regarding the recruitment, hiring, and retention of employees. While some variations in the recruiting and hiring processes exist between staff and faculty positions, Missouri Western's guidelines for recruiting and hiring include:

- Development, review and/or revision of a position description, announcement, and advertisement
- Advertising nationally, regionally, or locally, as appropriate for the position
- Acknowledgement letters and an Affirmative Action Demographic Card sent to applicants
- Determination of qualified applicants, based on C-3 position description and requirements
- Notification to applicants who are no longer being considered
- Reference checks by the search committee on position finalists
- Interviews at a variety of levels of supervision
- Search Committee recommendation of finalists to the person making the final decision
- Background checks, as appropriate for the particular position
- Completed search process and job offer
- Orientation for the new employee and assignment of a mentor
- Ongoing professional development on skills related to the position (e.g. Moodle training for all faculty to support



online access to courses materials; Griffon GPS, a degree audit system, for all faculty and staff involved in advising students; Active Shooter training for all faculty and staff)

There is a tangible understanding of Missouri Western as a “family” or a “team” that serves students, the community and the region. As such, the following are embedded benefits for employee retention:

- Annual (free) wellness fair and health screening opportunity for employees
- Numerous wellness activities and education for employees and families
- Employee undergraduate and graduate tuition reduction
- Employee dependent undergraduate tuition reduction program
- Generous sick leave, holiday and vacation policies
- Health, dental, vision and life insurance provided (100%) by the University
- Regular gatherings to promote community, including: general sessions, Convocation, employee picnic, holiday brunch
- Shared governance model through formal and informal consultation between administration, faculty, staff, and students.
- On-going professional development opportunities, including staff development funds, college/school funds for faculty presentations at conferences
- University and Foundation funded recognition for ‘outstanding’ work by selected employees, including faculty, staff, and administrators.
- Opportunities for faculty tenure and promotion.
- Employees have free access to the University’s recreation, fitness and library facilities.
- Reduced admission rates to University cultural and athletic events.
- A safe, clean and attractive work environment.

4P4. Once a hiring decision is made and accepted by the employee, all new employees are provided a printed *MWSU Benefits Guide* that contains benefits information as well as the University’s mission, vision and values. All employees are able to utilize the knowledge of their departmental peers/mentors for initial support and orientation of the history, mission and values. In addition, institutional mission and values are a recently added component of the staff evaluation form. As an orientation to the University, employees participate in numerous and regular Missouri Western events (e.g., President’s Opening Session, Convocation on Critical Issues, Open Budget Forums, Family Welcome Picnic, Holiday Brunch).

The mission, vision, values and history are present and visible throughout campus as a result of the AQIP Action Project *Communicating Quality*. The six values of Missouri Western are captured in images of faculty, staff, administration, students and alumni with statements from the individuals reflecting Missouri Western values. These images are posted across campus and used in print and web marketing. For example, Missouri Western’s Strategic Plan, AQIP Systems Portfolio, annual AQIP Action Project Updates and SPSC minutes are readily available to all employees and community members. More than 50 employees and students serve on the Strategic Plan Steering Committee (SPSC) allowing them direct involvement in the continuous improvement efforts of Missouri Western.

As Missouri Western prepares to celebrate its Centennial year in 2015, the University has launched a Centennial website, www.missouriwestern.edu/centennial, which features a summary of University history, interactive timeline and video vignettes of interviews with alumni and former employees of Missouri Western. The University’s history will be celebrated throughout 2015, including in a calendar mailed to all key constituents, through special editions of Missouri Western magazine; community presentations; and Centennial kickoff events for faculty and staff, students and the community. Additionally, the Office of PR and Marketing is preparing a community advertising campaign focusing on “leaders on campus, leaders in our community and leaders in philanthropy,” highlighting the top influencers on Missouri Western throughout history. The Centennial committee is also planning on celebrating ‘Missouri Western notables’ during the Centennial year and is currently seeking submissions for nominations for notables.

4P5. As identified in the 2010 SAFR, Missouri Western’s approach to personnel changes is a *strength*. The University continues to have personnel changes driven by organizational needs and guided by the University’s mission and values. In times of decreasing state appropriations, the President’s Cabinet reviews personnel change to carefully ensure the balance of resources. In general, when a vacancy is anticipated through retirement, resignation or program attrition, the appropriate Cabinet-level administrator determines whether the vacancy merits replacement, redefinition or reallocation. Changing federal and state regulations drive personnel changes in some cases. For example, a change in the manner in



which the State of Missouri administers the standardized GED and ACT testing drove a change in the personnel charged with supervising and administering those standardized tests. Personnel changes occurred in the unit responsible for those tests as well as a restructuring of duties for some related personnel. The institution's annual unit reporting process and five-year strategic planning processes help assure continuity in mission, goals and objectives as changes occur in personnel.

4P6. Viewed as an *opportunity* area in the 2010 SAFR, Missouri Western has reviewed work processes and activities so they contribute to both organizational productivity and employee satisfaction through cross-functional participation in committees, taskforces and governance groups along with the collaborative efforts of individual units.

All units have regular staff meetings conveying unit, division and University priorities which can provide an avenue for employee input. Work processes are generally designed by the process leaders, either informally or through structured efforts such as Banner Owners Module Implementation Team, SALT, AQIP Action Project Teams, CCT or the Strategic Planning Steering Committee. All employees are encouraged to design and improve work processes within their areas. An example of this type of initiative is the cross-functional Student Employment Committee. This team is composed of personnel representing nearly all aspects of the University to review, develop and/or revise all aspects of student employment from job postings, hiring processes, procedures and training, data collection/tracking, compliance as well as post-graduation tracking.

When a multi-office or campus-wide work process needs to be created or improved, a more formal structure is employed. For example, the CCT addresses student admissions, registration and payment processes to improve not only services to students but to create more efficient work systems for the staff. In another example, The Technology Management Team (cross-section of Missouri Western) supports information sharing on information technology issues through regularly scheduled meetings, thereby enhancing employee productivity, communication and satisfaction. Recently, the Registrar's Office developed a system to allow advisors and the students themselves to explore course options in effort to prepare for graduation. The Griffon GPS (graduate planning system) provides enhanced support for academic advisors as well as students. The Registrar's staff promoted the new system and coordinated with the Student Success Office to deliver intensive system training for faculty and staff advisors. The result was greater student satisfaction and employee productivity and satisfaction. Improvements continue to be identified and made using internal analysis and external input from best practices among institutional peers, ideas gained at professional meetings or regulatory changes that allow Missouri Western to address issues related to employee productivity and job satisfaction.

4P7. Missouri Western values and promotes ethical practices of all employees and ensures that ethical practices are followed by having definitive policies and procedures for the campus as published in the Policy Guide and on the website including Sexual Harassment, Approval for Research on Human Subjects, Discrimination, Employee Grievance, Computing, Copyright, Employment, Promotion and Tenure, Prohibited and Political Activities, Safety, Release of Employee Information and Whistleblower Policies. Annual faculty and staff professional development days provide opportunities for in-depth training and discussion on these types of issues. In addition, all academic department chairs attend summer professional development sessions to remain current with policies and procedural changes occurring for the next academic year. The 2010 SAFR questioned the process for assuring that reports were reviewed and acted upon appropriately. Missouri Western appreciates the opportunity to clarify that all reports related to ethical issues are handled by either the Risk Manager or HR Director. Documentation and final resolution of the issue are maintained in the HR Office. Missouri Western ensures adherence to these policies through governance processes and the annual evaluation process that keeps employees accountable for their actions as well as monitors their performance. Statements regarding standards of conduct and the University's values which support ethical practices are also included in the University's Faculty Guide, Part-time Faculty Handbook, Student Employment Handbook and Policy Guide.

Annually, all employees are issued either a contract or a letter confirming their rate of pay (non-exempt employees); it is with this annual process that employees are required to sign a statement acknowledging the contents of the Policy Guide and confirming the importance of confidentiality as it relates to the ethics and mandates of GLBA (Gramm-Leach-Bliley Act), FERPA (Federal Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) and serves as a guide for the handling of confidential information.

Opportunities to report unethical practices include:

- Online complaint feature on the Business Office and University Policy web pages



- The faculty and staff grievance processes
- The provisions of the University Whistleblower Policy
- The online complaint process open to all constituents of the University.

Missouri Western operates with integrity in all of its financial, academic, personnel and auxiliary functions. Clear policies governing financial matters are provided within the Missouri Western Policy Guide. As a state institution, Missouri Western has annual audits of all of its financial operations. For more than 25 years, Missouri Western has had “clean” audits with no findings of irregular processes. The finding indicated that “Missouri Western’s financial statements were free from any material misstatements and prepared in accordance with generally accepted accounting principles.” The annual audits include all operations, including the Missouri Western Foundation, Athletics, Western Institute and Financial Aid (A133 report). Every three years, Missouri Western participates in an NCAA audit which combines the Missouri Western Foundation and the institution’s support for athletics to assure that all regulations and requirements are met. The last NCAA audit was FY 2013 and resulted in an unqualified opinion that Missouri Western operates with integrity in financial matters. **Core Component 2A**

In academic matters, Missouri Western has clear policies on expectations of academic quality and behavior of both faculty and students. Policies govern the required components of every syllabus (e.g. learning outcomes, grading process, academic honesty, disability support, academic support, appeals process). Students are well informed of academic policies through faculty or through the Student Handbook that is provided to every new student and available online or through the Missouri Western Undergraduate Catalog or Missouri Western Graduate Catalog. Sessions on these processes are part of the Griffon Edge orientation and the UNV 101 course. Faculty and staff are informed of the expectations of integrity in all aspects of employment beginning with the interview process. This expectation of integrity is part of the New Faculty Orientation process and is reinforced through monthly department meetings and the semi-annual general sessions for all employees. Staff also have monthly department meetings where the values and policies of the institution are reinforced. The Missouri Western Board of Governors has an annual retreat where policies and procedures are reviewed and reinforced. The Board has its own general counsel who provides guidance to the Board on all legal and procedural matters. **Core Component 2A**

In addition, Missouri Western has an Institutional Review Board (IRB) that provides oversight for all research activities to assure that faculty, students and staff acquire, discover and apply knowledge responsibly. The IRB Board meets regularly to review applications and to provide guidance to those seeking research opportunities. Given the information available today, Missouri Western courses frequently address the ethical use of information and assist students in being able to discern the quality of electronic information. Many programs (e.g. nursing, business, digital media, legal studies, education, physical therapist assistant, journalism, computer science) have specific courses that address ethical issues within the profession.

Missouri Western has a long standing policy addressing academic honesty. The policy is written to guide both faculty and students in an understanding of what is appropriate and what is not appropriate. The academic honesty policy is in the Missouri Western Policy Guide and the Student Handbook. Sessions on academic honesty are provided annually to both students and faculty. For issues of integrity related to behavior or lying, policies defining that type of actions as well as the procedures for addressing unethical behavior are within the Student Handbook and adjudicated through the Dean of Students. **Core Component 2E**

4P8. Training needs are identified for staff by a variety of methods. First, needs are identified for those units needing to maintain a state or federal compliance based on the mandates of the regulation or law; some require annual training. Other needs are identified by departmental leadership based on the needs of the unit. For example, as a non-instructional service and in order to address campus-wide safety and security the Risk Manager, in collaboration with the University Police Department, developed an Active Shooter training module that was offered to all University employees as well as students. This training was offered both in an online format as well as a traditional classroom setting. Many employees commented on their appreciation for the training and the value they gained. In addition, each year the Office of Student Employment coordinates Student Employment Supervisor training. Several session options allow for on-campus supervisors to better understand the role and value of employing students as well as the regulation and compliance related issues with federal work-study eligible students and general supervisory tasks.

In 2013-14, a specific inquiry was made on the staff evaluation form to identify training needs for the position’s incumbent. The data collected from the completed evaluations will allow for the identification of general training needs that can be



provided to a broad group of employees. This will also promote dialogue between the employee and the supervisor as to what can assist the employee in better performing their job responsibilities.

4P9. Professional development activities are key to Missouri Western's efforts to strengthen leadership abilities at all levels, and to develop or enhance skills needed to be successful on the job. We encourage faculty, staff, and administration to attend professional meetings and to pursue professional development. Specific budget allocations support professional development requests with funds allocated at the department, college/school, and division levels. Missouri Western reinforces training by providing funding sources and opportunities. Faculty and exempt staff receive support to travel to conferences related to their discipline or area of responsibility. Academic chairs encourage faculty to attend local, state, and national professional meetings. Faculty and exempt staff have the opportunity to apply for sabbatical leave for professional development. Non-exempt staff travel to work-related conferences and workshops and may receive support from Staff Development funding or Staff Association funding sources along with support from their operational work units. There is an annual Faculty Senate Professional Development Day and Staff Association Personal Enrichment Retreats along with multicultural and diversity experiences facilitated by different campus offices such as the Center for Multicultural Education and International Student Services as well as very active arts and athletic programs.

Missouri Western uses technology and software to help with staff training needs. Various training methodologies include teleconferences, video-conferencing, web technology, and internal and external experts. For example, a change in employee access to payroll information was supported by a payroll webinar; technology updates are provided through traditional training and webinar access. Missouri Western recently requested bids from providers to deliver web-based training modules on a variety of key issues related to federal laws and compliance. The intent is to provide a process that is convenient, accurate and supportive of employee needs.

Administrators attend national meetings and discipline-specific conferences. They participate in state planning, policy and legislative decisions related to higher education. At the executive level, this involves attending AASCU presidential or vice-presidential symposiums/workshops (e.g. NACUBO, HLC and similar organizations). Additionally, employees are encouraged to further their education and are offered Missouri Western undergraduate and graduate tuition reductions allowing them to schedule coursework both outside of the regular work day and during regular working hours. Reminders are sent via email each semester about the Tuition Reduction Benefits and are detailed in the University's Policy Guide and Benefits Guide.

4P10. Missouri Western has established policies guiding the employee evaluation processes with all employees receiving annual evaluations and feedback. The quality of faculty teaching, service and scholarship is evaluated annually. The process begins with goal setting and concludes with a performance evaluation within the context of goals set, including self-evaluation, peer and chair evaluation, and review by appropriate deans, and the Provost/Vice President for Academic Affairs. Student evaluations are also a component of the overall faculty evaluation process. With *Quality* as one of the six values of Western, exemplary faculty performance is recognized and rewarded through the promotion and tenure process, Governor's Award for Excellence in Teaching, and award and recognition ceremonies.

Staff evaluation uses a similar process being evaluated within the context of the job description. All exempt and non-exempt staff and administrators undergo an annual evaluation process. The staff member and their supervisor discuss the evaluation and reach consensus on strengths and challenges as well as on goals for the coming year. Action plans and training needed to accomplish those goals and procedures for assessing the extent to which the goals are met are discussed. This process contributes to the understanding of overall University goals, and unit goals that derive from them, and involves the individual staff in action plan accomplishment. The President is responsible for evaluating the performance of the Vice Presidents and others who report directly to him/her. Missouri Western's Board of Governors reviews the President's performance annually.

4P11. Missouri Western has an award system that annually recognizes outstanding employees' exemplary performance. Both faculty and staff are eligible to be nominated for a variety of institutional awards for their performance throughout a given academic year. Awards such as the Jesse Lee Myers Excellence in Teaching, the Dr. James V. Mehl Outstanding Faculty Scholarship and Foundation Citation Awards for Service to Students, Service to Campus Colleagues and Service to the University are recognized annually at a campus-wide reception. In addition, all staff employees are eligible to be recognized by the James J. Scanlon Service-Leader Staff Award at a campus-wide reception. Candidates for these awards



are recommended to the President by the campus community and reviewed by a selection committee. Recipients of these awards typically receive a one-time monetary award in recognition of their service or performance.

Missouri Western has contracted with a compensation consultant to conduct a market salary survey and compensation plan for the staff and administrators. Another labor market survey is planned to review the compensation structure for staff and administrators. The intent is to ensure that Missouri Western's employees' salaries are in line with benchmarked market data for comparable positions and that this information be reviewed on a five year basis. The commitment by Missouri Western to review this information speaks to the integrity and respect that the institution maintains for employees' compensation needs. Extra efforts have been made to ensure that the all employees received a cost of living increase during the past few years despite difficult budgetary limitations.

Missouri Western offers a rich group benefits program with high quality and nationally recognized providers. The Missouri Western Benefits Committee, comprised of faculty, staff and administrators, plays an integral role in recommending group benefit products that are aligned with the employees' needs and the institutional budget. Currently, Missouri Western offers paid health, dental, vision and life insurance benefits to all regular employees along with optional dependent coverage. In addition, Missouri Western offers its retirees the opportunity to participate in the medical and life insurance plans. A recent benefits survey for employees confirmed that Missouri Western is continuing to offer a desirable benefit package to employees.

Employees and retirees are provided free access to wellness facilities such as a weight room, a swimming pool, racquetball and tennis courts, circuit training, and track/trail facilities. Missouri Western also sponsors an annual Wellness Screening that allows employees and retirees a comprehensive health risk assessment and educational services to address personal health and wellness needs. Specific emphasis and resources have been allocated to provide additional wellness related opportunities such as on-site "lunch and learns" providing a variety of topics such as healthy crockpot cooking, use of super-foods, gluten-free information and more. Weight loss classes have been provided to interested employees by an on-campus Weight Watchers at Work program and a variety of fitness and exercise classes continue to be provided both on or off campus. Increasing Wellness initiatives is a specific action item in the University's strategic plan and continues to receive increased attention from faculty and staff.

Missouri Western provides generous paid time-off programs which include monthly vacation and sick leave accruals and standard paid holidays including a fall break (week of Thanksgiving) and winter holiday break (over the Christmas/New Year timeframe). Missouri Western offers a holiday in recognition of Martin Luther King, Jr. which allows employees and students to be able to participate in service opportunities to the campus and community. Finally, Missouri Western offers all employees and eligible dependents tuition reductions to support degree completion at the undergraduate level. Tuition reduction benefits for employees pursuing graduate coursework is also a benefit.

4P12. Missouri Western determines key issues related to the motivation of faculty, staff, and administrators through a leadership system that emphasizes communication and listening (See AQIP 5). A collegial governance system, consisting of the Faculty Senate, the Staff Association, the SGA and administration enhances cooperation, professionalism, and contributions to institutional and community goodwill. The system motivates faculty, staff and administrators by providing a forum for effective, multi-directional communication thus enabling employees to be part of the campus decision-making process. The President, Provost, Vice Presidents and other senior leaders meet regularly with employees and employee groups to present information, gather feedback and stimulate discussions. These include Faculty Senate and Staff Association meetings, the GAC, SPSC along with campus forums; college/department meetings; and other faculty governance meetings. Those venues often provide the catalyst to analyze and pursue appropriate courses of action.

4P13. A comprehensive employee survey identified needs for improvements in several areas related to health, safety and wellbeing. In response to some of those needs, a Griffon Alert emergency notification system was implemented campus-wide allowing students and employees to be notified via email, text, visual alarm lighting on interior and exterior building locations and campus-wide announcements of active or upcoming alerts. Each year students and employees are encouraged to sign up for Griffon Alert as part of the orientation process. Drills and system tests are conducted regularly to ensure system functionality and personnel compliance with the program. The Risk Management office recently developed and delivered an online, or in-person, training module related to active shooter situations. Most employees



participated in this training opportunity and appreciated the important information provided about how to respond to an active shooter emergency scenario.

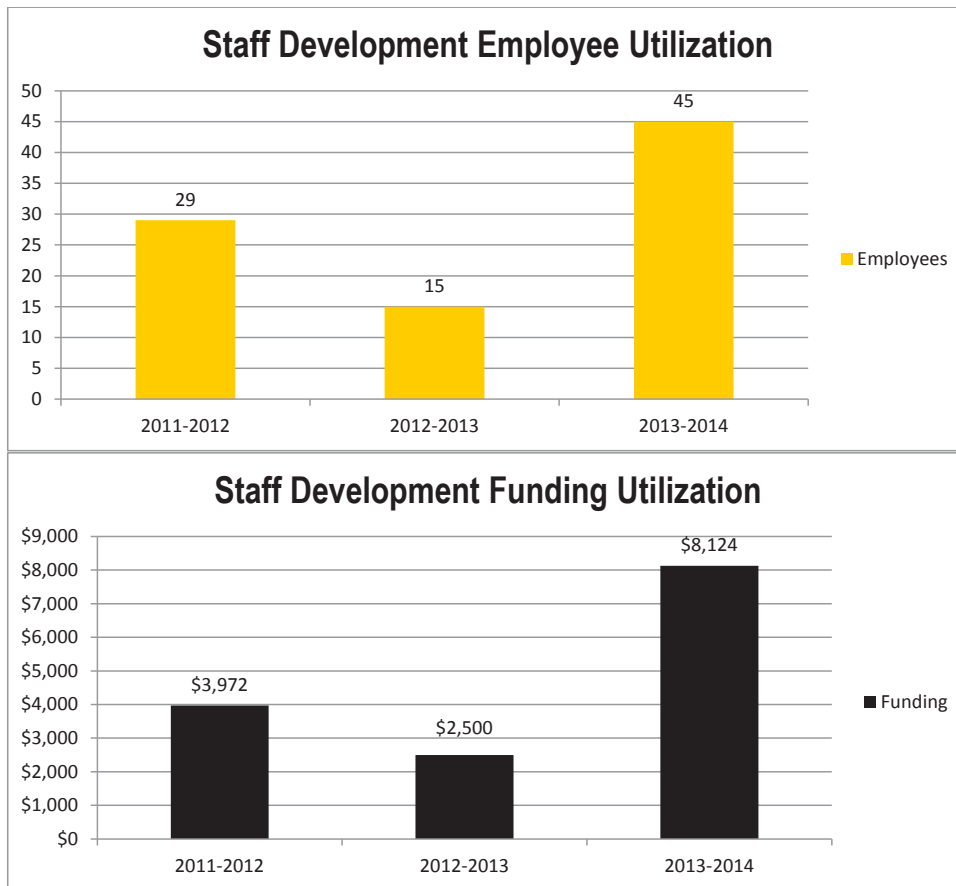
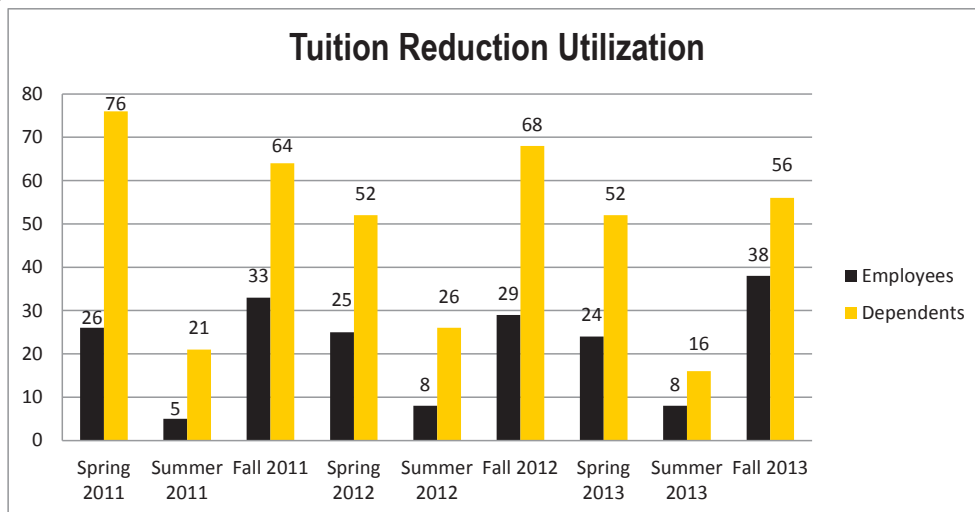
Missouri Western also provides for employee satisfaction, health and safety, and wellbeing through a variety of University sponsored initiatives and programs such as health and wellness programming and weekly wellness updates. The University has a Wellness Committee that conducts an annual wellness screening event that is well attended by employees and spouses. Wellness screening participants are surveyed upon the completion of the screening; this participant feedback provides important information in planning future screenings in addition to affirming whether it is a positive and appreciated event. The Wellness Committee also provides numerous other health and wellness activities such as brown-bag lunch sessions and walking clubs. Missouri Western also offers an array of recreational activities that are available to employees and their families such as a recreation complex, walking trails, swimming, a fitness center and tennis courts. A wellness web page is housed on the Human Resources website providing a variety of information on wellness related initiatives and activities both on campus and in the community. The webpage also provides aggregate data related to the annual wellness screening which identifies and guides the programming provided to employees. A recently conducted benefits survey affirms the types of wellness programming desired as well as the priorities of group benefit offerings. The survey results provided either confirmation or direction on the health and safety needs, as well as the wellness related needs, of the campus community.

In response to a need initially identified by students, Missouri Western began working with students to create a tobacco-free campus. In the spring of 2011, the student-led initiative failed to achieve the needed votes to pass the proposed policy despite a very close vote and one of the largest student voter turnouts in the school's history. Missouri Western administration chose to continue with the implementation of the tobacco-free campus. Through the coordinated efforts of students, faculty, staff and administration this campus-wide policy was implemented in July 2013 after having received guidance from a professional consultant, providing multiple smoking cessation courses for students and employees and coordinating a comprehensive communication plan in preparation for the effective date. Resources were allocated to ensure that a positive public relations campaign was delivered to include new signage on each building entrance, temporary and permanent interior and exterior signage throughout the campus, as well as clear notification on all printed promotional materials. Specific efforts were made to ensure that students were aware of the new policy via the distribution of t-shirts at Western Warm-Up, signing a pledge to be tobacco-free, water bottles and table tents in the cafeteria along with the distribution of other promotional materials. A specific website also served to provide resources and guidance to those wanting general information or pursuing cessation services. Collaboration with a local health agency provided funding and resources to provide on-campus cessation classes for employees and their guests. At this time, there are few complaints related to individuals using tobacco on campus.

Missouri Western is compliant with national standards regarding emergency management. The Risk Manager and Safety Coordinator have emergency operation plans to address issues such as continuity of operations, active shooter response and emergency evacuation plan ensuring that plans allows for the campus to resume key business and educational activities following a critical incident. In addition, members of the University serve as members of a local emergency planning commission in collaboration with local emergency officials and participate in table-top and active emergency response drills. This collaboration allows for coordinated assistance among emergency management organizations should an emergency situation occur. While policies and procedures address everything from natural disasters to hazardous waste spills, the primary focus is on prevention and personal preparedness through process evaluation and training. The campus Safety Coordinator frequently provides safety related notices regarding a variety of current issues such as safety tips for walking surfaces, automobile issues and even the occasional four-legged visitors on campus. The Safety Coordinator has provided hands-on training for employees and students in the areas of: fire extinguisher usage, Active Shooter Training, personal protective equipment, hazardous waste disposal and the usage of the campus provided automated external defibrillators (AEDs).

4R1. Measures collected and analyzed regularly include the Clery Crime Statistics, the utilization of the tuition reduction benefit, utilization of staff development funding, benefits survey participation and responses, wellness screening aggregate data and wellness activity participation information.

4R2. Performance results are primarily related to the number and type of utilizations of the various measures related to valuing people. Improvements are being made in the area of safety and wellness related initiatives. The continued offering of tuition reduction benefits and staff development funding are highly utilized benefits. The Human Resources Office tracks the number of individuals who participated in smoking cessation programs.

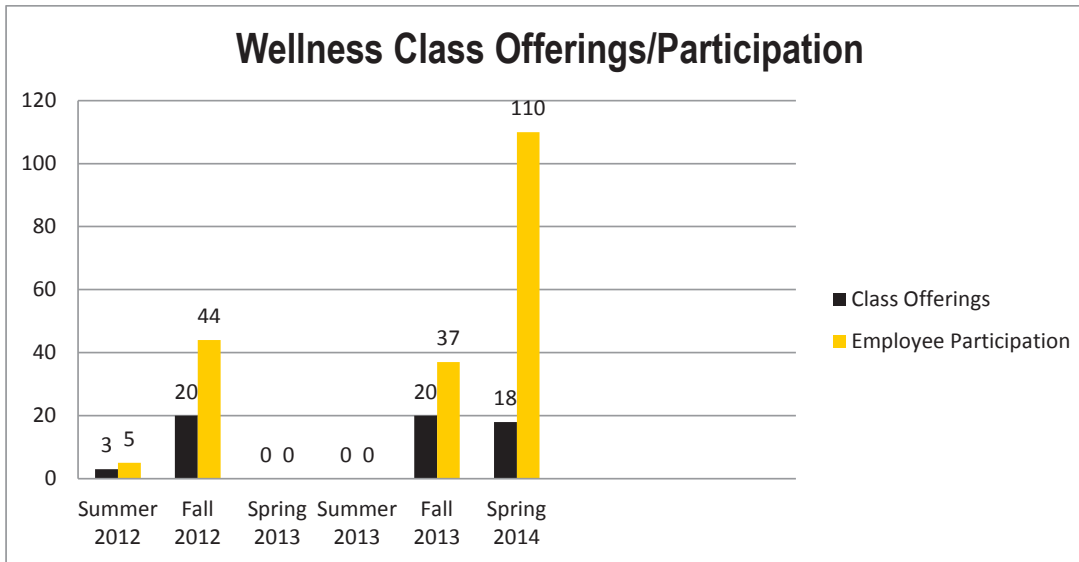
**Figure 4.1 Staff Development Funding & Utilization:****Figure 4.2 Tuition Reduction Utilization Chart:**

Missouri Western provided funding to certify a Tobacco Cessation Trainer to provide cessation programs for the campus community as well as the general public. Over a period of 18 months (Jan 2011—June 2013), 36 students, 26 employees, four dependents and several community members attended and completed the tobacco cessation classes that included free cessation products or prescriptions to assist in their success. While the health related results of this initiative remain to be exhibited in the University's health care experience, results have been noticeable by fewer complaints about walking through smoke while on campus, fewer complaints about second-hand smoke entering the air ducts into the campus buildings and time saved related to physical plant staff cleaning up and removing cigarette waste on campus.



With a strategic focus on employee health and well-being, wellness class opportunities and participation have increased dramatically in the last year. Figure 4.3 shows the increase in wellness offerings and participation by employees. This was a conscious effort to provide targeted and effective sessions for employees and to conveniently schedule sessions over the lunch hour or right after the workday ended.

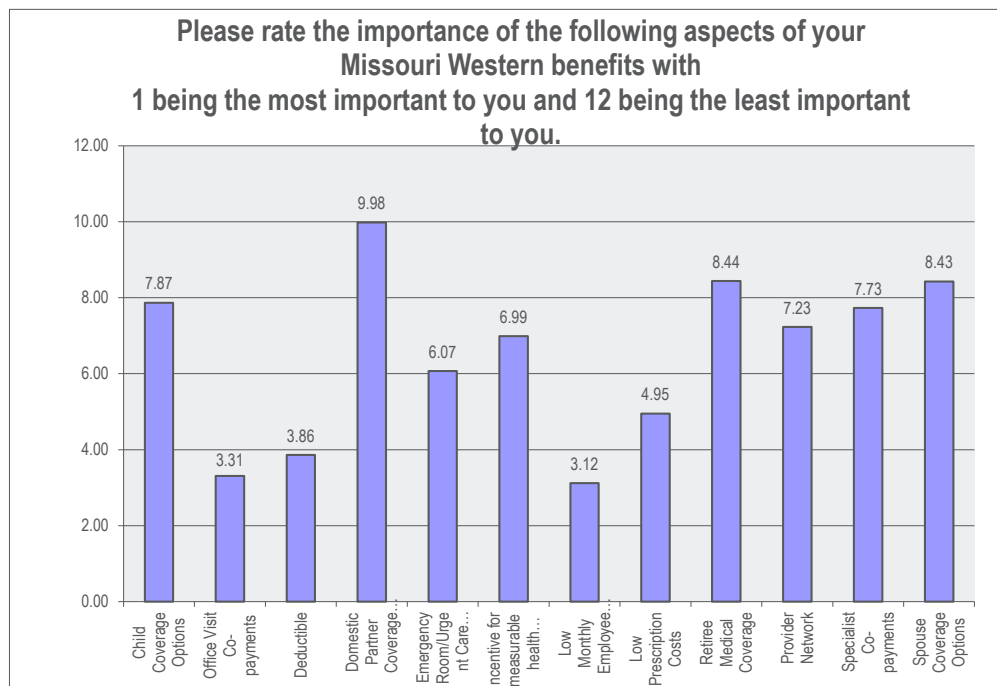
Figure 4.3 Wellness Class Offerings and Participation



4R3. Missouri Western has an annual benefit renewal process and is highly conscious of the financial impact that benefit contributions have for employees. Missouri Western has continued to provide an entirely employer-paid benefit package as an effect to recognize employee contributions to the institution. Through regular meetings with the Benefits Committee- representing faculty, staff, and retiree groups- an effort is made to ensure that there is a common understanding of the benefit packages and the reasons for any changes that may affect the respective groups for the upcoming year. Maintaining a benefit platform offering coverages for primary needs (medical, dental, vision and life) as well as additional voluntary coverages, when the University is subject to cost increases due to high plan utilization or federal mandates, requires employee engagement.

Missouri Western has provided an annual wellness screening on campus for more than 15 years. As healthcare providers have changed and began offering wellness screening as part of their platform of services the shift from an in-house organized offering to an externally organized wellness screen offering has occurred. With that shift, Missouri Western now receives a set of aggregate data that quantifies the general health risks and opportunities for annual screening participants. The Wellness Committee uses the highest identified risk factors to determine the type of wellness programming and activities to offer to employees. The most common high-risks have generally included obesity, diabetes related issues and lack of consumption of fruits and vegetables. Now in the third year of data collection from the wellness screening provider, Missouri Western is starting to see shifts in the identified risk factors. High and moderate risk factors are now moving to moderate to low risk factors. While the University would like to attribute some of that shift to the continued efforts in wellness programming and awareness, this information is generally HIPAA protected. Being fully insured, the University cannot validate the direct correlation between decreased health insurance utilization and those individuals previously identified with high-risk factors from the wellness screening now having shifted to low or moderate risk.

While no official tracking was conducted on the number of complaints related to the smell of cigarette smoke or the actual smoke entering the buildings via fresh air intakes on the exterior of the many buildings, there have been no complaints since the Tobacco Free Policy went into effect in July of 2013. Prior to July 2013, smoking and tobacco use was permitted around the exterior of the buildings, just not indoors, so the likelihood of smoke entering the buildings via a variety of routes was possible. There have been few violation reports. Reports have mainly been centered on individuals who are smoking in their vehicles in the parking lots or in locations adjacent to university property, neither of which are causing a direct impact to others.

**Figure 4.4 2013 Benefit Survey Results**

4R4. NSSE data (2012) indicates that Missouri Western performs better than other four-year public institutions in the area of instructional effectiveness, recruitment and financial aid effectiveness, campus services, academic advising effectiveness, safety and security.

Annually, Missouri Western's Faculty Senate recommends salary and fringe benefit levels for the next year. These are discussed with administrators during the budget development process. Data which the Missouri Department of Higher Education gathers of average 9-month salary information from each public university provides a common data set for these discussions. When hiring is done to fill vacant or new positions, CUPA data is referenced by the Provost to provide a context for discipline specific hires. Missouri Western conducts a national benchmark market survey every five years to determine the level of market equity for staff salaries. This survey is conducted by an external source using national, regional and local salary information. Salary adjustments are recommended to the administration for those positions that are deemed under market.

4I1. Recent improvements in the Valuing People category encompass more measurement of benefit and wellness preferences and making concerted efforts to be attentive to those needs. For example, an identified need was to keep monthly health insurance premiums low and, if needed, increase office visit co-pays, deductibles or co-insurance rates. As benefit renewals were completed, attention was paid to the need to hold costs while providing services. Concerted efforts were made to provide opportunities for employees to inquire and learn more about benefit plan programs via in-person presentations at departmental meetings.

The collection and utilization of aggregate data from the annual wellness screening has been an improvement. Tracking is conducted to monitor the status of the participants for each year as well as tracking those individuals who have participated regularly over the past three years. The latter tracking allows for more accurate measurement of changes and improvements in the health of a select group over a period of time. Significant resources have been allocated to promote and encourage employees to participate in the annual wellness screenings, primarily to support regular preventative healthcare but also to be able to track identified health risks which may drive changes in programming and benefit plan designs.

The format of identifying and collecting training needs through the staff evaluation process allows Missouri Western to focus training efforts on large group offerings and to encourage dialogue between an employee and supervisor. The comprehensive approach to developing and implementing a tobacco-free campus is a major institutional improvement.



Missouri Western is considered a community leader by virtue of its collaboration with a variety of businesses, public and private entities. The sheer number of employees, students, residents and partnerships cause the University to have a far-reaching impact. The publicity alone on the implementation of the tobacco-free campus was considered a positive and progressive step towards safety and health issues for all the constituents served, as well as community partners and guest to campus.

4I2. The continued focus on shared governance as part of the Missouri Western culture and infrastructure helps identify processes and targets for improvement. Departmental and organizational changes often result following collaborative meetings. The use of shared data along with the communication of common goals enables Missouri Western to systematically communicate and deliver change. For example, the establishment of a School of Fine Arts (2013-2014) was a direct result of identifying the uneven distribution of academic department reporting relationships to individual deans. Once the issue was identified, discussions ensued about a reporting structure that went beyond simple redistribution of numbers but was guided by an institutional goal of expanding arts programs. The establishment of the new School of Fine Arts and the aligning of several related academic disciplines resulted in a new structure that was more evenly distributed and addressed growing needs of the institution.

The collaborative efforts of teams that meet regularly to help identify other areas of reorganization have resulted in functional changes while controlling budgetary impact. The service of standardized testing and study away programs was assigned to the Western Institute following personnel changes in an academic unit. This move enabled testing and study away programs to be provided in a more productive manner. The collaborative nature of Missouri Western's culture and infrastructure was a driving force in the comprehensive effort and implementation of the campus-wide tobacco-free policy.

AQIP Category 5 – LEADING AND COMMUNICATING

Introduction. The primary mechanism for aligning leadership, decision-making, and communication processes with Missouri Western's mission, vision and values is the University's strategic planning process, led by the SPSC. This committee represents departments campus-wide, and develops the University's strategic plan, which is approved by the President and the President's Cabinet, then taken to the Board of Governors, which affirms the strategic plan. The process is highly participatory and includes stakeholders from across campus and the community, with consideration of results from performance metrics, stakeholder input, and scans of the University's operational environment (See 8P1-2).

Missouri Western's processes in Leading and Communicating are moving from *aligned* to *integrated*. The University's processes of defining its mission, vision and values (5P1), and setting goals, objectives and action plans that align with those guiding principles (5P2) while considering the needs of its stakeholders (5P3 and 5P4), are becoming more *integrated* with each implementation cycle of the strategic planning process. The processes are continuously monitored for opportunities for improvement, and revised accordingly as Missouri Western works to improve the processes for communicating across units and levels (5P7).

Missouri Western's processes for decision-making (5P5) and using data and performance results in decision-making (5P6) are *integrated*. The committees and divisions coordinate across campus and collaboration deepens over time. From the President's Cabinet to the department level meeting, all aspects on the institution are involved in developing and implementing initiatives important to the task of educating students and contributing to the improvement of the community and region. More than 84 percent of Missouri Western's employees believe the University communicates effectively with them, and the majority perceives the University as moving in the right direction. Processes to communicate a shared mission, vision and values are deepening the principles of high-performing institutions and are quickly moving from *aligned* to *integrated* (5P8). Communication efforts and processes for encouraging, developing and strengthening leadership skills campuswide are *aligned* (5P9). New initiatives provide expanded training, and professional development continues to be supported at all levels. Missouri Western's processes and planning efforts regarding leadership succession are well established and *integrated* to provide smooth transitions and orientation during leadership changes (5P10).



5P1. The Missouri Western mission, vision and values are reviewed as part of the five-year strategic planning process, which is accomplished by the SPSC, and reaffirmed by the Board of Governors with the strategic plan. **Core Component 1A1** Missouri Western's cross-functional SPSC meets quarterly to monitor implementation, and produces an annual report on progress. The SPSC is made up of 50 representatives from across the University, including administrators, faculty, staff and students, who, led by the principles set forth by the mission, vision and values develop the strategic plan. The mission incorporates applied learning, which is Missouri Western's statutory mission. During a regularly scheduled public meeting, the University's Board of Governors then affirms the strategic plan created by the committee. (8P1)

With the completion of the 2007-2012 strategic plan, *Building the New Regional American University*, internal and external stakeholders again reviewed the appropriateness and fit of the mission, vision and values. It was determined that these were still functional for the University, and they were carried forward into the 2012-2017 strategic plan, *Achieving Excellence, Transforming Lives*, which was voted on and ratified by the Board of Governors September 26, 2012. With a shared governance approach, Missouri Western's organizational structure (O.1) and use of teams complement efforts to lead and communicate while integrating the University's mission and values.

Leadership groups meet regularly to ensure adherence and review of the institutional mission and goals including: Board of Governors (bi-monthly), President's Cabinet (weekly), Deans' Council (weekly), Faculty Senate (twice monthly), Staff Association (monthly), CCT (bi-weekly), SALT (weekly), Academic Deans (weekly), and Technology Management Team (monthly) to identify a few. Additionally, every department/division updates quarterly and reports annually on strategic plan/AQIP implementation to ensure progress toward the university's goals. Minutes of these meetings and annual reports are available on the Strategic Planning website. Periodic communication processes, such as those listed below, provide on-going updates about progress and feedback:

- Griff Gab – emailed weekly to all alumni
- Mass emails to the entire university community or to segmented groups as needed
- Griffon Weekly, an email newsletter distributed weekly to students and to faculty/staff
- Missouri Western Magazine – printed and distributed to employees, Board of Governors, alumni, donors, community members and other key stakeholders three times per year (<http://lamp1.missouriwestern.edu/magazine/>)
- Points of Pride – an annual publication for university and community distribution (<https://www.missouriwestern.edu/prmarketing/pointsofpride/>)
- The Student Handbook (<http://griff.vn/handbook>)
- Missouri Western's Website (<http://www.missouriwestern.edu/>)
- The University's About Missouri Western page (<http://www.missouriwestern.edu/about>)
- Board Bullets – a weekly email update written from the President and all President's Cabinet members to the Board of Governors
- Board Report – given at bi-monthly Board of Governors meetings by the President and Vice Presidents

The mission, vision and values are permeated through all sub-administrative levels of the institution. For instance, the student code of conduct is built around the University's stated values (service, quality, enthusiasm, freedom, respect, and courage), and the SGA's mission incorporates these values as well. Missouri Western's academic programs, student support services and enrollment profile are consistent with the University's mission. **Core Component 1A2** Enacted in 2007, Missouri Revised Statutes Section 173.1006 mandates that higher education institutions provide performance reporting on a variety of measures and have the option of reporting on one institution-specific measure. With a statewide mission of applied learning, Missouri Western chose to report on the number of students each year who have participated in research, projects or creative activities that have resulted in a peer-reviewed publication, presentation, performance, exhibit or external award. Missouri Western hosts the Annual Conference on Applied Learning in Higher Education, which solicits presentations from internal and external applicants and invites experts from around the country to present their research on applied and service learning. The University also publishes the *Journal of Applied Learning in Higher Education*.

Through a process of review and coding of relevant courses, Missouri Western has a system in place that documents student engagement and success with applied learning courses. The six high-impact educational experiences include collaborative assignments/projects, focused field experiences, internships/practica/student teaching, learning communities, student-faculty research, study abroad, and service learning. More than 90 percent of 2013-2014 undergraduate student graduates had participated in a high-impact educational experience, and 98 percent of undergraduate completers participated in a



high-impact educational experience before graduation.

Missouri Western's statutory open-enrollment mission requires specific student support services, as referenced in 3P1. The University's enrollment profile aligns with its mission, with 91 percent of students from Missouri and 76 percent from a 10-county region. The average ACT Composite score of entering students is 20.5, consistent with open-enrollment peer institutions. For fall 2014, the average ACT score for full-time, direct-from-high school students to 21.25 which was an increase for the tenth straight year. The average ACT score for all fall 2014 first-time, fulltime freshman was 21.14.

Missouri Western's planning and budget priorities align with and support the University's mission (**Core Component 1A3**). In FY 2013, 83 percent of the University's budget went directly toward academic support, instruction, student services and scholarships (**Core Component 5C1**). Each year during the budgeting process, the vice presidents are given the opportunity to report on changed financial needs across budgets, as corresponds with their divisions' operating plans, which are in alignment with the university strategic plan. The final institutional budget is recommended by the Vice President for Financial Planning and Administration and the University President, and taken to the Board of Governors Finance Committee and the Board of Governors, respectively, for approval during regularly scheduled public board meetings.

Figure 5.1 Percentage of Budget that Goes Towards IPEDS Defined Instruction

FY 2014	82%
FY 2013	83%
FY 2012	85%
FY 2011	85%
FY 2010	82%
FY 2009	80%

5P2. The 2010 SAFR identified an *opportunity* to better clarify how Missouri Western leaders set directions in alignment with the elements of the strategic plan. As described in 8P1-4, there is a continuous focus on leading and communicating through the organizational structure at Missouri Western. Each week, the University President meets collectively with members of the President's Cabinet, as well as individually with each member. The President's Cabinet comprises the University's four Vice Presidents (Academic Affairs, Student Affairs, University Advancement, and Financial Planning and Administration), Director of Athletics, and Special Assistant to the President/Governmental Liaison, and is supported by the Executive Associate to the President and the Director of Public Relations and Marketing. Agendas for each meeting reflect the integrated nature of the University's process to align directions with mission, vision, values and commitment to high performance.

Through the implementation of the strategic plan, the development and implementation of AQIP Action Projects, and the overall shared governance/evaluation process, the administration sets goals and monitors progress. To ensure continued knowledge of and focus on the mission, values, and strategic objectives, a "retired" AQIP Action Project, *Communicating Quality*, continues to inform employees and stakeholders of Missouri Western's focus on high-quality education (quality students, faculty and programs).

To keep the University's mission, vision and values at the forefront, Missouri Western utilizes highly visible framed posters in all areas, banners around the sidewalks and roadways, as well as print and electronic materials (e.g., catalog, student handbook, *Points of Pride*), orientation sessions, Griffon Edge, and University 101 courses, to systematically remind students, employees and community members of the focus on mission and values as well as the institution's commitment to high performance. Further, the mission, vision, and values statements and the Strategic Plan are distributed to each employee, members of the Missouri Western Foundation and Alumni Association boards, the Board of Governors, and members of the community. New employees receive the strategic plan and Faculty/Staff Guide at the time of employment. The President emphasizes progress toward institutional goals during his general session addresses in the fall and spring, at the bimonthly meetings with Faculty Senate and monthly meetings with Staff Association, and the Board of Governors. Missouri Western's official university seal, which is displayed throughout all campus buildings and offices, clearly states the institution's six values.



The Office of PR and Marketing produces several feature stories each year that reflect Missouri Western's mission, vision, values and high performance expectations. It sends these feature stories to area media outlets, and publishes them in the Missouri Western Magazine to inform alumni and the community of the institution's accomplishments.

The University President is the institution's chief executive officer, and reports to the Missouri Western Board of Governors. All eight members of the Board, including one nonvoting student member, are appointed by the Missouri Governor with the advice and consent of the Missouri Senate. Board terms for voting members are six years and are staggered to allow for a breadth of tenure and institutional history on the Board. The student representative serves a two-year term. The Board is statutorily charged to establish policies, bylaws, rules and regulations for its own government and for control and government of the University; to select, appoint, and remove a President of the University; to set admission standards; and to make decisions on financial matters. **Core Component 2C**

Board meeting agendas are developed in cooperation with the University President, including input from the President's Cabinet. Through the deliberative process, board members may identify specific projects, reports and evaluations that are of priority importance to the University. For example, in Fiscal Year 2012, the University was dealing with four years of reduced state appropriations, a statutory tuition cap, and continuing mandatory expenditure increases. Fiscal stability is not only a statutory responsibility of the Board, but also a crucial factor in the health and success of the institution. Therefore, the Board of Governors requested that a consultant be hired to review Missouri Western's financial status, assess its administrative efficiency, and offer recommendations as to possible actions the institution might take to confront its acute financial pressures. The consultant noted that the University's administration deserved credit for making many hard decisions and for continuing to find ways to reduce its operating costs without materially affecting the University's ability to perform its basic mission at a high level of quality. Recommendations that have been considered, continued and/or enacted include: conducting an energy audit of the physical plant; expanding selected academic programs; increasing online offerings; increasing graduate enrollment through targeted marketing; expanding out-of-state and international student recruitment; exploring additional land development; and investing further in fund raising. **Core Components 2C12 & 5C1**

As stated in the University's mission, "As a leader itself, Missouri Western is committed to the educational, economic, cultural and social development of the people and the region that it serves." Integrating that mission within its deliberations and actions, the Board of Governors not only secures and analyzes information from within the University, but also from the external community. One example is the cooperative venture between city, county and state governments, the regional community, the Kansas City Chiefs NFL enterprise, and the University to build the Griffon Indoor Sports Complex on campus and host the annual Chiefs Summer Training Camp. During the August 2013 Board of Governors meeting, several representatives of the city, county and Chamber of Commerce thanked the Missouri Western Board, administrators, faculty and staff for their efforts in hosting the Chiefs Summer Training Camp. As the minutes of that meeting read, "Each spoke about the long-lasting and positive effects the camp has had in the community. ... County Commissioner (RT) Turner thanked Dirck Clark (a board member) and the Board of Governors for their work in making the dream of hosting the Chiefs in St. Joseph a reality. City Manager Bruce Woody spoke about the positive impact the indoor sports complex has in the community and the variety of organizations that utilize it. ... Chamber President (Patt) Lilly expressed his gratitude for the collaboration being seen between the University and the community. Mr. (Brad) McAnally (Hy-vee store manager) played an audio clip of Andy Reid speaking about Missouri Western and how well the Chiefs were treated there. ..." **Core Component 2C2**

A visitor profile study conducted by the St. Joseph Convention and Visitors Bureau during the 2012 Chiefs Camp shows the event's positive economic impact on the city. During 2012, the average daily number of attendees was 2,279. According to the visitor profile study, 25.5 percent of camp attendees were visiting St. Joseph for the first time, and 44.3 percent spent the night (60 percent stayed in local hotels). Over 15 percent of visitors traveled more than 250 miles to attend. In addition to Chiefs Camp, while in St. Joseph the visitors attended attractions/museums (36.9 percent), ate in restaurants (52.3 percent), and shopped (37.6 percent). Each person spent an average of \$133.23. Of the visitors, 57.8 percent planned to visit again within the next 12 months. **Core Component 2C2**

An example of the Board taking the interests of internal constituencies into consideration in the deliberative process involves the Student Governor. Each board meeting includes an oral and written report from the Student Governor regarding current student issues and concerns, as well as an oral presentation by a featured student organization. **Core Component 2C2** The Board serves the University independently, and is not part of a statewide system. Each board member takes an oath of office



to support the United States and Missouri constitutions and to not neglect any of the duties imposed by Missouri state statutes. The members also uphold Board of Governors bylaws and policies in the best interest of the University. **Core Component 2C3** The Board has independent counsel to ensure there is separation between board action and donors, elected officials, etc. The Board has its own officers and committee structure. Further, there is complete separation in operations between the governing board and the University's Foundation Board, although a Board of Governors' representative is an ex officio member of the Foundation Board. To further safeguard independence from undue influence, board bylaws ensure no single board member "shall have the power to act in the name of the Board or bind the Board unless specifically authorized to do so by the Board." **Core Component 2C3**

Following state statutes, board members receive reimbursement solely for realized and necessary expenses. No more than four voting members belong to any one political party, and no more than three voting members are residents of the same county. Five voting members must reside within the University's historical five-county service area, while two voting members must be residents of other Missouri counties. In addition, all voting members must file an annual personal financial disclosure statement in accordance with the rules and regulations of the Missouri Ethics Commission. Board bylaws (Section 6, a-d) specifically outline established prohibitions and protocol regarding conflict of interest. **Core Component 2C3**

The duties and powers of the Board of Governors are outlined in its bylaws and policy handbook. These documents also delineate the authority the Board places in the University President, as well as the reservation of authority by the Board. Open lines of communication between board members, particularly board officers, and the University President assist in the comprehensive understanding of university operations, while entrusting day-to-day management to the University's leadership team. The Board Chair and University President cooperatively develop board agendas, and the President meets with the Board Executive Committee prior to each meeting to discuss specific agenda items as well as the President's recommendations regarding action items. Meeting minutes reflect decisions made by the Board. **Core Component 2C4**

As outlined in the Missouri Western Academic Policy Guide and recognized by the Board of Governors, it is the authority of the faculty to develop undergraduate curricula, approve all curricular offerings of the institution, and establish ways to evaluate the effectiveness and currency of the undergraduate curriculum. The process is outlined in the Undergraduate Curriculum Development academic policy. However, the Board of Governors retains the authority to hire and dismiss faculty members, promote faculty members in academic rank, grant paid sabbatical or professional leaves of absence, and award early retirement benefits (Board of Governors Policy Handbook, Employment and Supervision of Faculty and Staff, 2. Reservation of Authority by Board). **Core Component 2C4**

As outlined in AQIP Category 8 Planning Continuous Improvement, Missouri Western engages in systematic and integrated planning toward continuous improvement. The University provides students with high-quality educations in order to supply Missouri with well-informed graduates eager to participate in and contribute to society. The University educates and trains Missouri's workforce, giving emphasis to programs that have been identified as critical to Missouri's future. Utilizing advisory committees and councils, Missouri Western continually reviews the state's labor market needs and examines regional and national trends to identify new job opportunities. The University uses that information to revise or add programs to educate and train people for those positions. Specifically, Missouri Western provides graduates for employers in health care, advanced manufacturing, animal health, computer science, business, public safety, and K-12 education. The University granted nearly 900 degrees in 2013, and 63 percent of them were in the fields previously mentioned. The institution also works with business and industry to retrain and continually train people who are already in the workforce. **Core Component 5C1-5**

One aspect of Missouri Western's curriculum development is the University's statewide mission in applied learning. Approximately 90 percent of the institution's graduates complete at least one significant applied-learning experience prior to graduation. These experiences prepare students in ways that allow them to hit the ground running in their careers, and need less on-the-job training than many people entering the job market. Just one example of the institution's many applied learning partnerships is an engineering technology internship program Missouri Western has with the internationally known Herzog Contracting Corporation of St. Joseph. All of the University's internship programs are credit bearing, and include specific field-learning objectives. The institution's interns work in Herzog's labs as well as in its estimating department. According to Herzog's President, 95 percent of the interns are offered full-time employment upon graduation. **Core**



Component 5C3 As an integral part of the University's statewide mission, applied learning activities are encouraged and funded through a variety of mechanisms. Since applied learning is always tied to curriculum and imbedded in credit-bearing courses, faculty members who oversee applied learning activities are compensated as part of their regular teaching load. The Missouri Western State University Foundation, the SGA and the Provost's office provide travel funds for students who submit their work and are accepted to present papers at professional conferences. **Core Component 5C1-3**

The Missouri Legislature designated Missouri Western as the state's applied learning university in 2005. In 2014, Missouri Western hosted the ninth annual Conference on Applied Learning in Higher Education. This conference brings faculty and administrators from across the country to share what they have learned about the importance of applied learning in higher education and best practices for implementing applied learning. In addition to the conference, each year Missouri Western publishes the Journal of Applied Learning in Higher Education. The journal is an international interdisciplinary journal serving the community of scholars engaged in applied learning at institutions of higher education. Its purpose is to advance scholarship on applied learning by providing an outlet for empirical, interpretive, and theoretical work related to this pedagogical practice. Volume 5 of the journal was released in fall 2013. **Core Component 5C1-3**

As outlined in Missouri Western State University's 2010 AQIP Systems Portfolio, for more than a decade the state of Missouri joined the rest of the nation in battling severe financial difficulties. The country's economy waned, state revenues fell far short of projections, and state budgets, including those for higher education, were dramatically reduced. As Missouri experiences slow economic recovery and student demographic changes, the University has explored additional growth and improvement strategies. As well as the development and implementation of the University's Strategic Plan, as outlined in AQIP Category 8 Planning Continuous Improvement, the institution has recently executed or is currently working on several key planning issues. Recruitment, retention, and student debt management/financial literacy plans are already in place, while energy audit and campus master planning strategies are being developed. **Core Component 5C4** With limited state fiscal resources, Missouri has implemented a performance funding model for higher education. Until this was employed, Missouri's public colleges and universities were provided across-the-board increases/cuts to core funding. The state-driven performance measures (5P1) require the institutions to be very specific about assessment of student learning and the effective use of financial resources toward core mission. Beginning in FY 2015, appropriation of new monies is based on the performance-driven funding formula. Missouri Western's recent recruitment and retention plans, strategies to increase graduate and online enrollments, and program development in the STEM fields should all positively affect the University's state appropriation. **Core Component 5C4&5**

Changing technology is always an issue, and Missouri Western utilizes several standing committees to ensure its planning includes emerging technology factors and needs. The Banner Module Owners Committee, the Banner Implementation Team, and the Banner Technical Team meet on a pre-determined, regular basis to analyze application solutions and enhancements for the Banner Enterprise Resource Planning (ERP) system and related systems for all departments outside the purview of Banner. Additionally, a committee comprised of technical staff members from the Instructional Media Center (IMC) and the Information Technology Services (ITS) departments meets each month to address areas of technology planning that span both departments. These groups provide oversight of significant technology decisions impacting users across the institution. Collectively, the groups provide guidance and managerial oversight for the use of technology in the deployment of enhanced network services, the operation and management of a wired and wireless data network, operation and support of PCs in labs and offices, and, most important, the full deployment of the Ellucian Banner integrated ERP system and related third-party software application solutions. Ultimately, these decisions are maintained and tracked within the Information Technology Services Annual Unit Plan which is created each fiscal year and reviewed with the Vice President for Financial Planning and Administration. **Core Component 5C5**

5P3. Missouri Western's mission and strategic plan focus on student and community needs. This direction takes into account the needs of students and stakeholders through informed feedback provided by needs surveys, open forums, meetings, and national surveys such as NSSE, SSI and EBI Resident Assessment, employer surveys, advisory committee feedback, perception research surveys and community impact surveys. The VPSA holds Student Pulse Group sessions with representative student groups to determine their opinions, perspectives and experiences on campus. Input from these pulse groups is shared with Student Affairs leaders and with Missouri Western's administration, including the President's Cabinet. Summaries of the sessions, including responses to issues and questions that arise in these sessions, are then distributed to participants and campus administrators to enable changes based on feedback from students.



Missouri Western develops degrees based on specific needs for students and key stakeholders. For instance, in 2013 the University began the “Back to Western” campaign, which targets adult learners who delayed or interrupted their studies, or for whom their original major is no longer appropriate. Three degrees are aimed at these students. The Bachelor of General Studies, developed in 2012, is designed to be multidisciplinary and have maximum flexibility to suit the needs of the widest variety of students, and the path to completion is built around each student’s college credit history. Depending on chosen minors, this degree can be completed entirely online. The Bachelor of Interdisciplinary Studies focuses on the development of broad intellectual abilities, requiring the completion of a course from each of seven areas in addition to a 24- credit hour and a 12-credit hour concentration. The Bachelor of Science in Technology degree allows students to add a concentration to an existing associate degree in a technical area and earn a bachelor’s degree. Missouri Western’s community outreach unit, Western Institute, provides a full range of programming including non-credit, credit, dual-credit, and self-enrichment courses. Course development utilizes feedback from employers and business leaders, as gathered through department and college advisory boards and community partnerships such as the St. Joseph Workforce Development Alliance, which represents members from the St. Joseph Chamber of Commerce, area manufacturing, the St. Joseph School District, area nonprofit organizations, Hillyard Technical Center, and Missouri Western.

Missouri Western has a long history of working within the region to determine needs that can be addressed by the University and build partnerships to effectively respond to those needs. As an example, the University was asked by Heartland Health/Mosaic Life Care to develop an accelerated Bachelor of Science in Business Administration degree for the medical center’s caregivers. In addition to developing this accelerated option, the University created a scholarship program that is currently assisting more than 80 caregivers, providing them with about \$100,000 in 2013-2014. Other recent initiatives include partnerships with Heartland/Mosaic to help caregivers begin a post-secondary education; the 139th National Guard Airlift Wing to assist enlisted personnel in the completion of college degrees; the 139th Airlift Wing to provide data to support expansion of base resources; and Truman Medical Center to help RNs earn BSNs. In addition, Missouri Western collaborates in multiple workforce development activities with regional businesses, including use of a \$1 million grant to help employees earn degrees while participating in company-sponsored workforce development activities – a partnership that currently includes 12 local companies. In addition to a perception research survey, the Office of PR and Marketing regularly conducts formal and informal focus groups with current students. One commonly heard complaint from current students is the lack of visible community support for Missouri Western. (See 5R1, 5R2, and 5I1 for results)

Missouri Western’s vision, mission and values are clearly articulated through multiple public documents and the University’s website, including links from the home page and multiple pages throughout. **Core Component 1B** The vision, mission and values are included in the strategic plan, retention plan, marketing plan, student handbook, university catalog, and admissions materials. In addition, about 300 mission, vision and values framed posters hang throughout the University and are located in all divisions, buildings, and most major meeting rooms. The University’s values are incorporated into the university seal, which is also displayed in every department as well as on banners throughout campus and on official documents, including diplomas and official communication from the President’s office and Board of Governors. In addition, the University’s mission, vision and values are incorporated into division and department plans and are referenced in the mission, vision and values of the Missouri Western Alumni and Foundation boards. They are also communicated to students during student and parent orientation, Griffon Edge (a one-credit- hour class that lasts for three days before classes begin and is an extended freshman-orientation program for incoming students) and University 101 (a three-credit-hour class offered fall semester for first-time freshmen to introduce students to campus and promote leadership).

5P4. Missouri Western’s leadership team is committed to strong academic quality as well as to student service and success. This dedication is evident in all decision making. An opportunity in this area was noted in the last SAFR related to articulation of a clear process for determining opportunities for the future. Such processes are fully aligned within the institutional structure with movement toward full integration.

At its weekly meetings, the President’s Cabinet receives data about university needs and resources, and uses this information to make key decisions. The facts and figures may be requested by Cabinet members, but, very often, originate from units and departments as the result of data collection and analysis, or response to student needs. Information from such sources as monitored data, surveys, and feedback forms is analyzed, and necessary action plans are determined. Academic decisions at different levels (e.g., the Deans’ Council, CCT or a particular academic department) are based on continuously monitored data. Other types of operational decisions, such as those made by the Registrar’s office and



the Bursar, are made by monitoring input from academic and support units. The CCT is critical to coordinating data and actions. Governance groups (i.e., SGA, Faculty Senate, and Staff Association) make policy proposals to the GAC.

Missouri Western's leaders use numerous avenues – from general sessions and governance group meetings to one-on-one discussions and email messaging – to ensure lines of communication are open and the university community is kept informed and engaged. Up-line communication is encouraged through these same methods and often leads to identification of future opportunities for the institution. The University's leadership team not only keeps abreast of the current campus climate, but also monitors ever-changing student needs, federal and state government expectations, and cultural shifts. For example, the University President and selected cabinet members attend regular meetings of the Missouri Coordinating Board for Higher Education and the Missouri Council on Public Higher Education (composed of the state's public university presidents and chancellors) to stay current with regional and national issues, and bring these matters to the campus level. This regular and systematic communication and meeting structure supports the development of joint partnerships between institutions such as reverse transfer, joint degrees and seamless articulation of credit between institutions.

One example of Missouri Western developing a future opportunity from a current obstacle entailed the reconfiguration of student financial aid opportunities following the termination of a state scholarship program. The University's Scholarship Committee, which is represented by Admissions, Financial Aid, Academic Affairs, Students Affairs and the Registrar, greeted the change as an opportunity to reevaluate the scholarship program. Guided by Missouri Western's strategic plan and an analysis of student needs and university resources, the committee adjusted scholarship criteria, making it possible to offer students comparable institutional scholarships (and in some cases expanded awards) to replace the terminated state monies. This not only benefited the students, but also assisted with university recruitment efforts. A second example of leadership guiding future opportunities is in the area of reverse transfer of students. In line with the national target, Missouri has set the goal of increasing the proportion of the adult population with a college degree or with community college credentials to 60 percent by 2020. About 37 percent of adult Missourians currently meet that standard, slightly below the national average.

For more than two years Missouri Western has taken a statewide leadership role in addressing the opportunity to implement a reverse transfer process that enables transfer students to opt in to earn an associate degree while completing their bachelor's degree. Missouri Western and its Missouri two-year-college partners implemented a reverse transfer process that is now being utilized across the state. Students may "opt in" and agree to allow the University to electronically communicate their Missouri Western academic record, at the end of each semester, to the Missouri two-year, reverse-transfer partner institution(s) they have previously attended. This is not a simple process to implement, since students must be informed of the opportunity to participate in reverse transfer, and, to be compliant with federal privacy regulations, students must opt in and provide permission for their academic record to be shared with their previous two-year institution(s). On the technical side, each institution must work through the administrative records issues related to moving electronic academic records between separate and diverse administrative systems on an agreed-upon standard timetable. In February 2014, Missouri Western received a grant for more than \$11,000 from the Missouri Department of Higher Education to assist in developing capabilities for generating, sending and receiving PDF transcripts for the Missouri Reverse Transfer process. On September 16, 2014, Missouri Western was part of the formal launch of the statewide Missouri Reverse Transfer Initiative held in Jefferson City, Missouri.

A third example of focusing on student learning while seeking future opportunities can be found in Missouri Western's online education efforts. As recently as 2008, the university offered little in online opportunities; however, student input suggested a growing need. A survey of students taking online courses at Missouri Western revealed:

- 80 percent preferred online to face-to-face instruction.
- 85 percent desired to take more online courses from Missouri Western.
- 65 percent stated online courses allowed them to carry more hours.
- 75 percent said they learned more than or as much as they would have learned in a face-to-face course.

Consistent with the survey, a pilot instructional evaluation of 92 courses indicated that learning in online courses exceeded learning in face-to-face courses and that course instructors were above average in competence in delivering online instruction. Using this data, Missouri Western launched an AQIP Action Project from 2009-2012 *Expansion of Available Courses*



Through Distance Learning. This project supported the expansion of online courses, and, while the project is “retired” for AQIP purposes, it continues to be an initiative that impacts online course development.

Expressions of program quality and the need for additional online courses were part of the rationale behind the development and marketing of degree completion programs that are available online and face-to-face. The Bachelor of General Studies degree, instituted fall 2013, has already enrolled dozens of students – both those already attending Missouri Western and those returning to collegiate studies, often after lengthy periods away from school.

The best evidence of the desire for and positive evaluation of Missouri Western online courses is the growth in online course enrollment at the university. From fall 2008 to fall 2014, enrollment grew from 661 student enrollments to 3,297 student enrollments, nearly 500 percent. During this period, an incentive program was in place to grow the university inventory of online courses, with the roster increasing from 32 course titles to more than 271. In addition, by fall 2014 there were 334 students taking courses solely online from Missouri Western. See Figure 1.5

5P5. Cited as a *strength* in the last SAFR, Missouri Western uses a shared governance decision-making process with representation from all sectors of the campus community. **Core Component 5B** The three governance groups (Staff Association, Faculty Senate and SGA) assign charges to their standing and ad hoc committees. These committees submit reports and recommendations to their respective governance body. Each of the governance groups then forwards recommendations to the representative GAC. The University President recommends policy, budget and some personnel matters to the Board of Governors. For example, when state funding cuts were instituted, Missouri Western created the Budget Advisory Council to ensure that all affected groups had input into how the university managed state budget reductions. The President held open campus forums, presented information and sought input through community events, and made personal visits to state legislators and other decision makers for information sharing, advice and counsel. A Faculty Senate Summer Salary Compensation Committee recommended a self-imposed adjustment in the faculty summer salary compensation schedule. Academic departments voluntarily increased class sizes where possible. Such actions were the result of open communication and trust. Recently, the President has held semi-annual general sessions to provide updates on budget and ongoing initiatives to ensure that all employees are well informed. **Core Component 5B1-2**

Teams are instrumental in supporting informed decision making, including the CCT, Technology Management Team, SALT, Deans’ Council, and SPSC as examples. In fall 2010, when the Missouri Governor required all state-supported institutions of higher education to complete a program review of all low-enrollment programs with recommendations for eliminating, combining, or continuing them, faculty leaders were asked to identify a group of faculty to serve on an internal Program Review Committee. This committee was provided all current information on each program and was empowered to make objective recommendations that best suited Missouri Western and the region. **Core Component 5B1&3**

Recommendations are considered by the President and the representative President’s Cabinet members. With the advice of the Cabinet, decisions are ultimately made by the President. Policy and budget recommendations are brought by the President to the Board of Governors, which has statutory responsibility for such matters. The Board meets six times per year in public session, with additional sessions of the body’s four committees (Finance, Bylaws, Facilities, and Personnel). Board action and votes are recorded in the minutes. **Core Component 5B1&2**

5P6. Missouri Western collects and analyzes many points of data that are used in decision making across campus. The Institutional Research (IR) Analyst archives the data used by decision makers at various levels. IR annually distributes and posts online an updated institutional fact sheet, faculty information, IPEDS data, enrollment trends and graduation rates, retention rates, program-specific information, and personal impact survey results. Internal groups then use this information for understanding student demographics and academic program status. Such analyses ground decision making in all areas (e.g., academic program development, course schedules, student services programs, program reviews, marketing and admissions initiatives, and budget allocations). Recognizing the growing importance of accurate and reliable data and information, Missouri Western is currently advertising to fill two positions: Associate Provost for Research, Planning and Institutional Effectiveness and a Director of Assessment and Institutional Research.

The President’s Cabinet receives information about the University’s processes and results, analyzes it, and makes key decisions. Academic decisions at different levels (e.g., Deans’ Council, Technology Management Team, or a particular



academic department), are based on continuously monitoring demand data and efforts to provide a balanced program. Other kinds of operational decisions, such as those made by the Registrar's office and the Bursar's office, are made by monitoring input from academic and support units. Governance groups (the SGA, Faculty Senate, and Staff Association) make policy proposals to the GAC based upon recommendations of committees.

Missouri Western uses information from a variety of sources to determine the best practices and procedures to accomplish institutional goals and objectives. For example, the Office of Financial Aid is working to improve the retention rates of first-time freshmen through the development of a comprehensive financial literacy plan and programming offered through Griffon Edge, a summer program for incoming freshmen, and UNV 101, an introduction to college life course. Data about students who have completed the coursework through Griffon Edge and UNV 101 are then measured and compared against students who did not enroll in these freshman orientation initiatives. The results of this data then fuel future decisions about financial literacy programming and increasing efforts to get students to enroll in Griffon Edge and UNV 101. (See 5R2 for results and 5I1 improvements)

The institution allocates its resources in alignment with its mission and priorities. For instance, special funding is available for applied learning activities. **Core Component 5C1** Financial and human capital resources are allocated for the goals, objectives and action items identified in the University's strategic plan. For instance, one objective of the strategic plan is to increase Missouri Western's leadership in the arts, sciences, and workforce development. An action item underneath this objective is expanding Missouri Western's arts infrastructure, support and performance opportunities. Assessment tools used to measure progress toward that goal include membership levels in the Missouri Western Arts Society, contributions to the Missouri Western Foundation, and attendance at theater performances. **Core Component 5C1** This focus has also led to an increased investment in advertising for arts events. (See 5R1)

The University's SPSC involves more than 50 representatives from across campus **Core Component 5C3** who review data collected to correspond with each action item in the strategic plan. These data points encompass collections from internal (three examples include NSSE and SSI data, human resources survey), and external constituents.

Another priority for Missouri Western is to increase enrollment from international student populations to better prepare graduates for an increasingly global workplace. **Core Component 5C5** To that end, Missouri Western established the International Strategic Enrollment Management Committee (ISEM). The committee's charge is to provide a forum for representatives from Missouri Western's divisions of Academic Affairs, Student Affairs, Financial Planning and Administration, and the Western Institute to identify challenges and issues, discuss strategy and operations, and propose recommendations and guidelines to the President's Cabinet for improving the management of the institution's international partnerships and arrangements for the delivery of international learning experiences.

The committee:

- reviews current international practices and policies to ensure best practices and a strategic process by which students will be recruited and retained;
- researches best practices in the international education field to include internationalization of the campus;
- recommends institutional policy; and
- reviews and recommends partnerships, memoranda of understanding, articulation agreements and faculty recruitment proposals.

Through the implementation of these charges, the group will work to create a strategic approach to the recruitment and retention of international students to Missouri Western State University.

The Office of Admissions develops an annual recruitment plan specifically geared toward the recruitment of international students, and is currently implementing a customer relationship management system as a strategic effort to enhance recruitment efforts. Admissions uses historical application and enrollment data to identify countries it should target that produce students who are successful at the University. This data is merged with data from sources such as NAFSA, a national association of international educators, to analyze emerging markets around the world that Missouri Western should target.

Admissions analyzes five-to-10-year historical data sets to identify patterns and trends in enrollment. National data from ACT, Western Interstate Commission on Higher Education (WICHE), and other educational sources are used to compare local trends with those of the state, region and national markets. The Admissions office uses this data to set recruitment and enrollment goals as well as make programmatic and systematic changes to recruitment and enrollment processes.



In addition to using new technologies to enhance the learning outcomes of online courses, Missouri Western employs these technologies in face-to-face courses. The University has utilized instructional technology in all classrooms for more than 15 years. This technology, along with computer labs, is routinely upgraded so students and faculty members have access to the software, hardware and bandwidth required to maximize the positive impact of new technologies on teaching and learning. **Core Component 5C5**

An example of using data to drive an initiative to meet the needs and expectations of students and stakeholders is the University's Tobacco Free policy, which went into effect July 2013. Students were surveyed in 2010, and it was found that the percentage of smokers on campus was 10 percent higher than the national norm, at 27 percent. Data from the Centers for Disease Control and Prevention regarding tobacco use in the St. Joseph community was also used in deciding whether to pursue this initiative. Additionally, a student vote through the SGA in spring 2011 showed that 65.7 percent of students supported instituting a tobacco policy. As noted in AQIP 4 Valuing People, a comprehensive information program about the policy and its implementation, as well as nearly two years of tobacco cessation programs, were provided to students and the community. This resulted in a smooth transition to a tobacco-free campus.

5P7. Communication at Missouri Western is *aligned* between and among different levels of the University, reinforcing shared governance and an open communication system. Communications are aligned through leaders and leadership groups. Missouri Western communicates the status of the strategic plan through SPSC meetings, numerous print publications, governance groups, forums, strategic plan web pages, and the *Annual Progress Report on the Strategic Plan*.

As noted in 5P1, multiple levels of leadership teams meet regularly to review information, make decisions, and communicate information throughout the institution. The Deans' Council, SALT, and CCT meet weekly to review information, share assessment data and make decisions. University Chair Councils meet bimonthly, implement decisions, and share information among academic departments. GAC meets monthly to review and recommend policy and procedural matters to the President for approval.

The SGA, Staff Association, and Faculty Senate meet regularly (5P1) to address relevant issues, review the work of their standing committees, and communicate policy and procedural matters within Missouri Western's governance system. The President and Vice Presidents attend these meetings, give reports to attendees, answer questions, and solicit feedback from these important leadership groups.

The process the University uses to disseminate information to employees and students is aligned. Missouri Western uses its website to provide access to a number of publications, meeting minutes, and information about university issues. With the GoldLink system, employees have access to an intranet system that contains information specific to their needs. The system offers employees effective communication tools, such as targeted announcements and chat rooms to enhance communication within the campus community. Broadcast emails and listserv postings provide the primary communication medium for faculty, staff and students. The President frequently communicates with the entire campus through email. In addition, University Advancement disseminates information on a regular basis campuswide through email communications, news releases, and website and social media updates, among other tactics. In addition to sending communication through these methods, the University regularly monitors social media for instant feedback about news releases, weather closings, and other university initiatives as well as customer service complaints (3P6), and communicates this feedback to the appropriate offices and to the administration.

Face-to-face meetings provide an effective communication of institutional planning and processes. For example, the President visits departments to share his vision and to provide an opportunity for questions and to voice concerns. The President keeps the campus updated on budget, legislative and other issues via email, meetings, general sessions and special forums. The Provost meets with the Academic Affairs team, and the VPSA meets regularly with the SALT to share strategic initiatives and respond to questions. The Vice President of University Advancement meets weekly with the core leadership team for that division and monthly with all staff. The Vice President of Financial Planning and Administration meets with his division directors monthly on a one-on-one basis and also monthly in a divisional meeting, with all directors present.

Missouri Western's homepage has a "Contact Us" option, thus allowing not only students, faculty and staff to communicate, but also the community at large to contact the University at any time. All communications through the link are



directed to the department selected by the individual initiating the email. It is then routed systematically to the proper director's email account. Although the overall communication processes are integrated, until recently the front page communication link did not have a database established so that a full analysis of the data could be reviewed. However, in March 2014, the website was converted to a new platform, WordPress, which allows all communication data to be stored so historical and trend analysis can improve services.

5P8. Communication of a shared mission, vision and values happens through many levels on campus and through numerous forums. Faculty Senate and Staff Association meet regularly, and the sessions are attended by top administrators. This enables the administration to not only communicate university initiatives but also solicit feedback from campus leaders and respond to issues. Missouri Western communicates the status of the mission, vision, and values of the institution through print and web-based materials, governance groups, forums, and regular meetings during which representatives from across the institution report on action items, strategic planning web pages, and the *Annual Progress Report on the Strategic Plan*.

The President holds annual campuswide meetings to open the school year, and holds additional meetings to communicate firsthand on important issues facing the University. He has held meetings to communicate state funding issues and to solicit input from employees. In addition, in 2014, the University introduced a second all-employee general session to start the spring semester. This meeting covered important university initiatives such as efforts to focus on retention and graduation rates and improve recruitment, as well as an upcoming capital campaign.

5P9. Missouri Western is committed to providing faculty and staff opportunities for professional growth, including leadership development. Faculty members, students, staff members and administrators have opportunities for leadership development through service and governance on internal committees, community and regional boards and committees, and professional associations (See 5R1). Missouri Western's Foundation offers funds for travel and professional enrichment. Other institutional funds provide faculty and staff development, and attendance at workshops and conferences. Faculty members participate actively in a variety of professional societies appropriate to their disciplines. Involvement in strategic planning and AQIP Action Projects helps develop institutional perspectives and create opportunities for leadership. **Core Component 5B**

In spring 2014, the University launched the President's Student Employment Initiative to ensure appropriate leadership training not only for students, but also for supervisors. Led by a representative Student Employment Process Improvement Team, the University underwent a thorough review of handbooks, processes and protocol related to student employment and supervision. In addition, the program provides avenues of input and involvement in setting university processes, as well as focused training for students and supervisors. The Student Employment Initiative is a long-term improvement measure, and an advisory board composed of external employers will be created in the coming months. **Core Component 5B3**

5P10. Although the process for leadership succession is well established at Missouri Western, the opportunity for job enrichment and cross-training was cited as an opportunity in the 2010 SAFR. Missouri Western has since put several things in place to integrate leadership success into the fabric of the university's administrative structure.

At the presidential level, Missouri Western has been fortunate to have significant stability, as well as leaders dedicated to smooth transitions. Since becoming a four-year baccalaureate institution in 1967, Missouri Western has had four Presidents: 1967-1982, Dr. M. O. Looney; 1982-2000, Dr. Janet Murphy; 2001-2008, Dr. James Scanlon; and 2008 to present, Dr. Robert A. Vartabedian. Each previous president provided significant advance notice of retirement, allowing the Board of Governors ample time to work in advance of the retirement announcement to review institutional leadership needs. When a presidential search becomes necessary, a logical and practical process is utilized, and key institutional needs are identified and incorporated into the national search. A representative group of institutional and community stakeholders comprises the search committee, and extensive interviews and site visits for each finalist are employed. As a result, the newly appointed president is fully aware of the institutional mission, vision, values, structure, needs, resources, and people.

This same intentional process is followed in searches for all vice presidents, deans and other key leadership positions. Through restructuring and reallocation, several strategic positions were added or reinstated to the leadership team since the 2010 AQIP Systems Portfolio was submitted. This includes a Vice President for Student Affairs, Founding Dean of the



School of Fine Arts, and Dean of the College of Professional Studies. In addition, associate vice president and associate dean positions were implemented in all divisions to allow thorough training and understanding of institutional mission, vision, values, structure, needs, resources and people at multiple levels. These positions are crucial to smooth transitions and orientation during leadership changes.

5R1. The Office of PR and Marketing implemented a Perception Research Survey in the spring 2014 that will be an annual measure of the perceptions and communication preferences of key Missouri Western constituents – current students and their parents, prospective students and their parents, alumni, community members and faculty/staff members. The broad-based survey: covers their perceptions of Missouri Western’s quality, the support the institution receives from the community, and the direction of its leadership; measures the satisfaction with current levels of communication; calculates where respondents remember seeing Missouri Western advertising; and compares respondents’ perceptions of Missouri Western to its primary competitors.

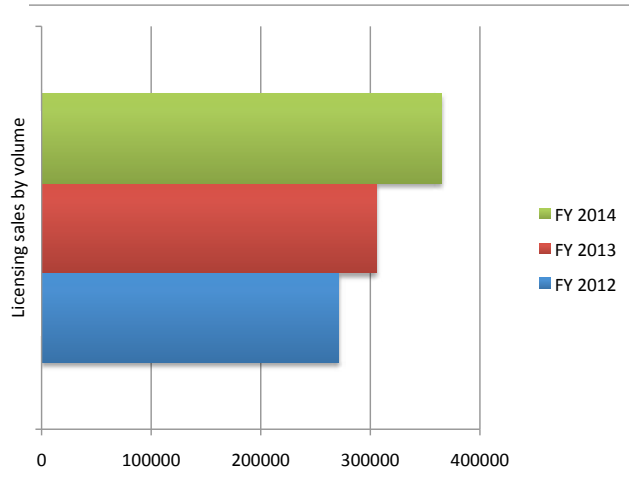
Overall, the survey discovered that 84 percent of respondents felt that Missouri Western communicates well with them. The survey also asked what the top source of Missouri Western news was for all respondents, which helps drive budgetary and human capital decisions for the Office of PR and Marketing. Additionally, 80 percent of faculty and staff members would like to receive an email newsletter from Missouri Western – something the University was not currently sending to all faculty/staff when the survey was distributed. (See 5I1 for improvement made upon this result)

The University monitors Google Analytics to track visits to the entire website as well as subdomains. This data is used to decide what content needs to be linked from various websites, as well as advertising effectiveness through the use of unique URLs. As referenced in 5P3, the VPSA conducts Pulse groups with various student demographic groups throughout the year. One student Pulse group was with veterans, who brought many issues to light including a lack of specific marketing to veterans groups, and untargeted website communications to veterans. Various improvements were made to better market to and serve veterans. (See 5I1 for improvements)

All Missouri Western employees are asked to participate in an annual Personal Impact Survey. This survey gathers information about external service activities of faculty, administrators, and staff at Missouri Western. Employees indicate how much time is spent annually on service activities in 10 areas, and the role that is played by the Missouri Western employee. This data is used to communicate the impact Missouri Western employees have in the community and the region.

Figure 5.2 Missouri Western Personal Impact Survey Results 2014

Spring 2014 - 124 Responses					
Type	Members	Volunteers	Officer	Board Member	Hours
Service	924	2100	366	683	4073
Education	328	790	150	130	1398
Business	311	15	18	83	427
Arts	29	168	34	166	397
Civic	393	683	190	368	1634
Health	67	462	0	81	610
Elderly	0	1052	0	0	1052
Religious	1365	2325	2036	1465	7191
Athletics	261	442	48	148	899
Special Needs	56	822	102	145	1125
TOTALS	3734	8859	2944	3269	18806

**Figure 5.3 Yearly Licensing Revenues from 2009-2014**

In addition, University Advancement monitors licensing revenue from year to year as a measure of licensing and branding success as well as increased community support and university pride.

The Office of PR and Marketing monitors social media accounts and social media conversations each day as they relate to Missouri Western, responding to needs accordingly and passing relevant information on to the appropriate departments. The Office of Public Relations and Marketing tracks the number of followers on social media platforms in comparison to peer institutions.

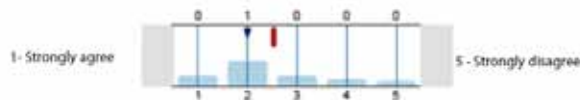
5R2. The Perception Research Survey provided an in-depth look at the effectiveness of communications, as well as perceptions about the University and its leadership. The following is a small sampling of the data gathered from this survey in spring 2014.

Figure 5.4 Perception Research Survey Results on Leadership and Communication – 2014 N= 602

Do you feel Missouri Western is moving in the right direction?



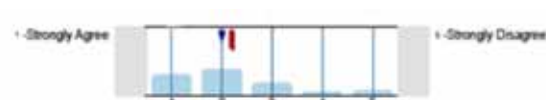
The leadership of the university has the courage to make difficult decisions



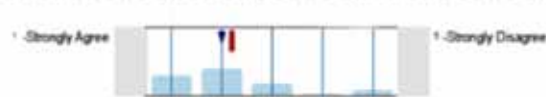
I feel that I know and understand the goals for the University



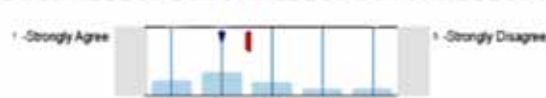
I have confidence in the faculty to do a good job



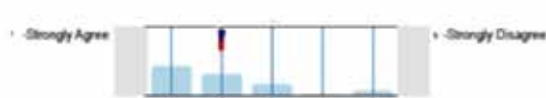
I have confidence in the staff to do a good job



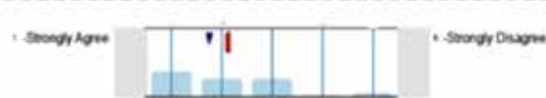
I have confidence in the administration to do a good job



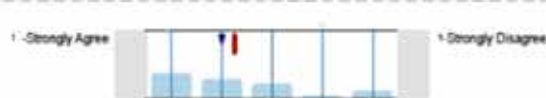
I have confidence in my department head



I have confidence in my dean



I have confidence in the president of the University



The leadership of the university has the courage to make difficult decisions

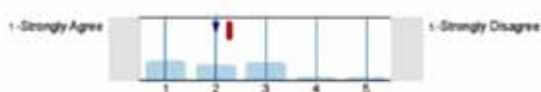




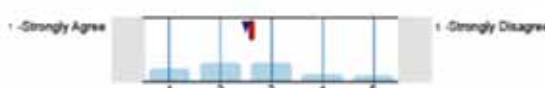
The survey will be repeated annually to allow for trend data. In regard to university leadership, the survey found that the majority of responders believe the institution is moving in the right direction. The majority of responders believe that the University has the courage to make difficult decisions, and the majority has confidence in leadership to make the right decisions.

The Perception survey also asked follow up questions to the feedback received from student focus groups in regard to the perception of a lack of community support (5P3). While the perception of the community's level of engagement is still an opportunity, overall respondents felt that the University is becoming more respected when compared to previous years. This data will continue to be measured in conjunction with the ongoing community support campaign (5I1).

Compared with a few years ago, the University is becoming more respected



The community is engaged with Missouri Western.



As referred to in 5P6, the Office of Financial Aid gathered data about attendance at financial literacy events and outcomes of those who participated in these events.

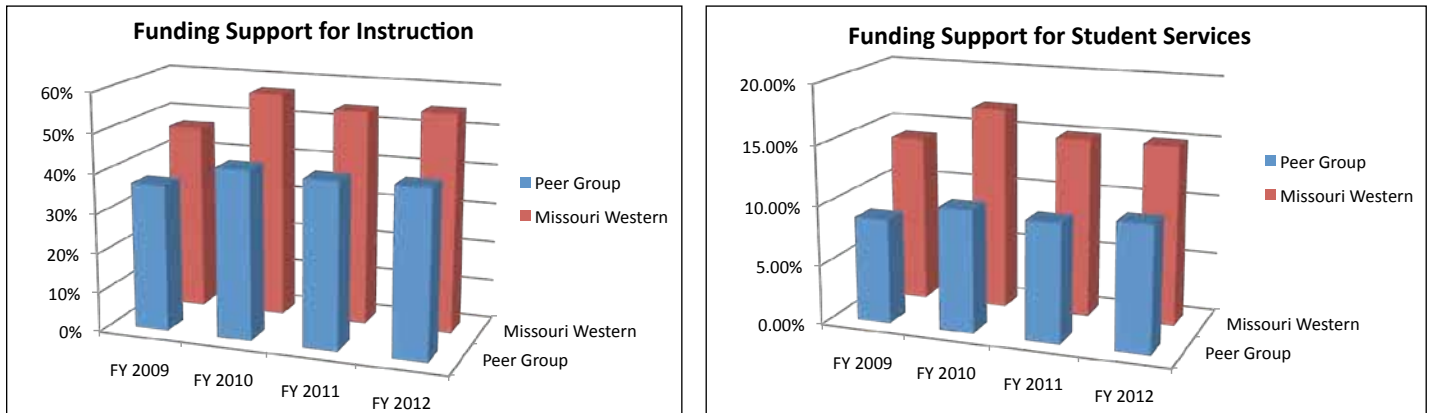
Figure 5.5 Attendance at Missouri Western Financial Literacy Events

Presentation/Seminar	Total Events	Number Participating
High School Nights/FAFSA Frenzy Events	12	250 (est.)
Summer Registration/Orientation Program	8	1,250
Debt Management Seminars	13	735
Griffon Edge Freshman Orientation	1	839
University 101 Course Presentations	11	626
Freshman Experience	45	3,741

When evaluating the fall 2012 efforts, the data showed that students who attended Griffon Edge and those who completed the Debt Management Seminar were retained at a higher rate than those who did not. Students participating in these programs also achieved the highest average GPA, were more likely to maintain Satisfactory Academic Progress standards, and less likely to have withdrawn during the semester. Students who did not enroll in Griffon Edge or University 101 were less successful in all categories.

The results of surveying students on the subject of a tobacco free policy initiative (5P3) guided the University to implement a Tobacco Free Policy (5I1). Before and after the policy was implemented, the University offered cessation classes to the faculty, staff and students. Sixty-six people took cessation classes. Results of this initiative have included fewer complaints about walking through smoke while on campus, and potential health insurance savings.

5R3. Although noted as an *opportunity* in the 2010 SAFR, Missouri Western has made great strides in making peer comparisons part of its evaluation process for planning, leading and communicating. As an example, as noted in 5P2, Missouri Western's state appropriation is calculated through a performance funding model. The university's performance is measured not only by individual improvement, but also by a sustained excellence comparison to 47 peer institutions nationwide. One performance measure evaluates financial responsibility and efficiency by calculating the percent of total education and general (E&G) expenditures allocated to the core mission. Sustained excellence is recognized through a comparison with peer institutions. As illustrated in Figure 5.6, Missouri Western consistently meets its target, and, most recently, improved the FY 2009-2011 three-year rate of 60.9 percent to 63.2 percent in FY 2010/2012.

**Figure 5.6 Comparison Funding for Instruction and Student Services 2009-2012**

Through campuswide communication and leadership processes noted in 5P2, Missouri Western was able to honor its commitment to the university's students and mission through sustained support for instruction and student services. The charts below depict a comparison of Missouri Western's funding support to the average support of its peers nationwide. In addition, Missouri Western uses comparative data to give direction to student academic and support services. Results from the 2012 Noel-Levitz Student Satisfaction Inventory indicate that Missouri Western's students have higher satisfaction in a variety of areas in comparison to respondents from other four-year institutions nationwide. Such measures note:

Figure 5.7 Noel-Levitz Student Satisfaction Inventory Results 2012

Item	Missouri Western State University			National Four-Year Publics			Mean Difference
	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap	
The content of the courses within my major is valuable.	6.69	5.60 / 1.32	1.09	6.44	5.35 / 1.47	1.09	0.25
My academic advisor is knowledgeable about requirements in my major.	6.59	5.83 / 1.58	0.76	6.47	5.41 / 1.70	1.06	0.42
The quality of instruction I receive in most of my classes is excellent.	6.59	5.50 / 1.39	1.09	6.51	5.35 / 1.48	1.16	0.15
I receive the help I need to apply my academic major to my career goals.	6.53	5.37 / 1.52	1.16	6.39	5.14 / 1.60	1.25	0.23
The campus is safe and secure for all students.	6.51	5.84 / 1.21	0.67	6.42	5.64 / 1.45	0.78	0.20
Computer labs are adequate and accessible.	6.46	5.69 / 1.47	0.77	6.21	5.54 / 1.50	0.67	0.15
My academic advisor is available when I need help.	6.44	5.64 / 1.58	0.80	6.34	5.22 / 1.70	1.12	0.42
My academic advisor helps me set goals to work toward.	6.40	5.43 / 1.75	0.97	6.23	5.03 / 1.81	1.20	0.40

Missouri Western will work to increase these satisfaction levels, but will pay particular attention to areas with which the students were less satisfied compared to their national peers. Measures showing lower satisfaction were:

Item	Missouri Western State University			National Four-Year Publics			Mean Difference
	Importance	Satisfaction/SD	Gap	Importance	Satisfaction/SD	Gap	
Tuition paid is a worthwhile investment.	6.57	5.05 / 1.69	1.52	6.48	5.24 / 1.61	1.24	-0.19
I seldom get the "run-around" when seeking information on this campus.	6.37	4.40 / 1.89	1.97	6.13	4.70 / 1.79	1.43	-0.30
Billing policies are reasonable.	6.29	4.63 / 1.66	1.66	6.14	4.95 / 1.57	1.19	-0.32



It is worth noting that two of the three measures which rank lower in satisfaction are related to financial issues. This is not unexpected when it is realized that about half of Missouri Western's students are first-generation college students (47 percent) coming from families with one of the lowest average income levels among students at Missouri four-year public universities. In addition, nearly a third of the University's students receive no financial support from their families. Missouri Western's leadership team and campus community realize that education will help elevate these students and their families socially and economically. That is why the University strives to make education as affordable as possible for its students. Missouri Western maintains the third lowest tuition rate among Missouri's 13 public universities, and the institution currently dedicates 12.4 percent of its operating budget to institutionally funded scholarships. That is a 2.9 percent increase from fiscal year 2005. Actual expense in this area has increased from \$3.9 million in FY 2005 to \$6.3 million in FY 2014 (an increase of \$2.4 million or 61.5 percent).

511. In response to information gathered through the Perception Research Survey as well as through monitoring the Public Relations and President's office email accounts, the Office of PR and Marketing noted that the faculty, staff and students were not satisfied with the quantity of emails they were receiving. Random samples of students and faculty/staff members were encouraged to count the number of emails they received in a given week over one month's time. The Office of PR and Marketing then took that data, coupled with the feedback for desired content in the perception research survey, to develop Griffon Weekly, a weekly electronic newsletter sent to students and faculty/staff members with unique content for students and unique content for the faculty/staff. This greatly reduced the number of emails received by students and faculty/staff members. Initial feedback, through the Public Relations email account, has been overwhelmingly positive. The Office of PR and Marketing will continue to measure the effectiveness of this tool through the annual Perception Research Survey.

An *opportunity* mentioned in Missouri Western's 2010 SAFR noted the lack of a leadership and communication effectiveness perception measure. As part of the perception research survey, the University now measures key constituents' perception of the institution's communication effectiveness (see 5R1, 5R2) and the perceptions of university leadership (5R2).

In an effort to improve communication from administrators to all faculty and staff members, a second general session at the start of the spring semester was instituted in 2014. General session involves reports from the President, Provost and Vice President for Academic Affairs, Vice President for Financial Planning and Administration, Vice President for Student Affairs, and Vice President for University Advancement, with updates on budget, legislative issues, retention efforts, recruitment initiatives and fundraising progress. Previously, the University held one general session at the beginning of the fall semester.

In response to data gathered in student focus groups (5P3), the offices of Public Relations and Marketing, Athletics, and Admissions partnered to start a community support campaign, which began in July 2013. The community support campaign involved taking materials to local businesses and asking them to visibly show their support of Missouri Western through the flying of a university flag, display of a window cling, wearing of buttons, and encouraging their staff to wear black and gold on Fridays. As a result of this campaign, the University has seen an increased perception of university support in the community (5R2) and now has more than 120 flags flying throughout town, 120 window clings displayed in the community, and more than 4,000 buttons distributed.

In response to feedback from veterans through Student Pulse Groups and meetings with the 139th National Guard Airlift Wing in St. Joseph, Missouri Western implemented a number of initiatives to better serve military students. This includes the development of a website, www.missouriwestern.edu/military, that's specifically designed to recruit and retain active-duty military and veterans by offering clear information about transfer possibilities, degree completion, and services available to military students.

As a result of the data gathered from students (5P3), the University launched the Tobacco Free Policy in July 2013. The policy prohibits the use of any tobacco on campus to promote the health, safety and well-being of members of the Missouri Western community and to reduce exposure to secondhand smoke. The launch of this new policy involved extensive marketing efforts, including the creation of a website (<http://www.missouriwestern.edu/tobaccofree/>), campaign-style yard signs displayed across campus, large banners displayed in front of key areas such as residence life, window



clings placed on all campus buildings, email communication strategies and extensive social media posts as well as a press conference announcing the initiative, which received ample coverage from local and regional media. As mentioned in 5R2, this initiative has resulted in increased participation in tobacco cessation courses, with 66 individuals completing the course. The new policy has also lowered the number of complaints from students and employees about second-hand smoke.

5I2. As a regional state-supported, open-enrollment university, Missouri Western serves all students and community stakeholders. Fundamental to this service is the university's transparent and accommodating atmosphere. Missouri Western welcomes partnerships, collaborations, opportunities, questions, and concerns. From the President's office to the academic and service offices, the institution's stakeholders have access to personal service and information. The team approach (CCT, SALT, Technology Management Team, Deans' Council, Cabinet, etc.) for reviewing data and finding solutions permeates the entire organizational structure.

A concerted effort to work across units is fundamental to Missouri Western's culture. Questions or concerns are answered by the respective office as immediately as possible. If an individual is being referred to another office, frequently the sending office walks the individual to the office where services or questions should be handled to ensure that the individual is directed to the right source for services. In addition, many offices confirm that the individual's needs were met through follow-up contacts. Any individual has the opportunity to provide feedback to the institution through the *Feedback* link on the President's webpage. Submissions are handled promptly by the Special Assistant to the President. The CCT is instrumental in leading and communicating in the area of financial literacy, implementing the Student Debt Management Plan and continuing the "retired" AQIP Action Project *Money Matters for Life*. This project (5P6) seeks to increase the number of students eligible for aid, reduce the number of students with unnecessary debt, improve the Missouri Western default rate, assure that students understand the annual salary required to manage loan payments, understand the consequences of default and become familiar with the repayment options available to assist borrowers. An interesting detail that was unearthed during the student loan review process is that for-profit service providers have no incentive to offer income-based repayment options to borrowers. Rather than pay what they can afford, borrowers default. Missouri Western implemented an Income-based Repayment/Pay as You Earn application campaign that seems to be working very well for the university's students.

Due to the numerous financial literacy and debt management tools the university has put into place, the institution's default rate decreased 5.6 percentage points to 16.4 percent for the FY 2011 Cohort Default Period.

AQIP Category 6 – SUPPORTING INSTITUTIONAL OPERATIONS

Introduction. Missouri Western is continuously working to improve institutional operations and has identified increasing and managing resources as a key goal in the current strategic plan (8R3). Institutional operations such as food service, residence halls, computer labs, wireless internet access, registration processes, communication processes, technology support, bookstore operations and relationships with suppliers are crucial to supporting the experience of students, employees and guests on campus.

Missouri Western's processes to identify support service needs to students and stakeholders (6P1) are *aligned* through a continuous flow of information received from and analyzed by numerous institutional committees, student organizations, functional work groups and our governing board. The support service needs of faculty, staff and administrators (6P2) are also *aligned*; however, the internal processes for (6P2) are more *integrated* through cross-functional work groups or committees. The University designs, maintains and communicates key support processes that protect students, faculty, staff and administrators (6P3), which are *systematic*. The infrastructure of Missouri Western's communication systems is designed to effectively and efficiently communicate necessary information as events occur or as information is needed. The communication systems are periodically tested to maintain constant stakeholder awareness and evaluate the effectiveness of the processes. Key student, administrative and institutional support service processes (6P4) are also *aligned* through cross-functional work groups, and a fully integrated Enterprise Resource Planning (ERP) software system implemented in 2005. Missouri Western's process for encouraging and sharing knowledge (6P5) is *integrated* through a document imaging system used to manage and share information through workflow processes that are well thought out and tested. In addition, the system networking platform is designed to allow functional work groups and committees



to share a common file that promotes transparency and empowers members to make informed decisions in a venue that promotes consensus building opportunities.

It is through the University's integrated, aligned, and occasionally systematic processes that areas needing improvement(s) are identified and assessed. The organizational structure of the University also provides the opportunity to implement improvements in a relatively short time frame, with communications flowing quickly and efficiently through the campus.

6P1. Missouri Western identifies and responds to changing student needs through feedback received from the SGA, student representative on the Missouri Western Board of Governors, NSSE data, SSI, student orientation surveys, Learning Communities surveys, advising surveys, faculty evaluations (completed by students each semester for each course), admission surveys, five-year program reviews, facilities usage and services data, institutional assessments, graduate school feedback, employer surveys, alumni feedback, advisory councils, the Missouri Western Board of Governors and the University Advancement Office. The person gathering the feedback data provides it to the person or group who can best address or utilize the information. For example, institutional data on retention and freshman success rates is provided to the CCT to use in developing new retention and progression plans. Student feedback on advising satisfaction from the SSI and NSSE is shared with faculty and staff advisors, who use this information to respond and improve advising practices. ITS receives information for support service needs through a variety of committees designed to identify and discuss the changing needs of our service users. The Banner Implementation Committee, which meets twice monthly, consists of twenty-seven staff members from fourteen departments. The staff members represent the needs of their respective units as well as the needs of the students, faculty and staff each unit serves. The ITS staff and Banner users are able to systematically identify issues and implementation solutions that meet the needs of all of our system users. There is a Banner Module Owners Committee that holds high-level discussions regarding conceptual and strategic issues that may be met with the Banner ERP system or related third-party applications. The IMC and ITS technical support personnel meet each month to discuss technology solutions and strategic positioning of technologies for the success of our students, faculty and staff. This stable and consciously managed set of processes to identify support service needs is *aligned* throughout the institution.

6P2. Missouri Western identifies the critical administrative support service needs of faculty, staff, administrators and other stakeholders through its organizational structure, shared governance, strategic planning, surveys of faculty and staff, program reviews, accreditation reports, national standards, best practices, community collaborations, partnerships, technology and input from key stakeholders. When units or offices identify new or increasing service needs, requests are made through the administrative governance structure with repurposing or additional support provided to meet needs. A thorough needs analysis is completed to determine how administrative support needs are best met. Based on that needs analysis, a decision is made to add or repurpose administrative service supports. The impact of any decision is reviewed through the annual reporting process. As a result, the process for identifying administrative support services is *aligned* throughout the institution.

As mentioned in 6P1, the ITS team receives information from a variety of forums. The Banner Implementation Committee meets twice per month, the Banner Module Owners meet weekly, the ITS support team meets weekly and the IMC/ITS teams meet monthly. The directors of the Financial Planning and Administrative Division meet with the division vice president monthly. A Help Desk service is available Monday–Friday during regular business hours to provide support services, and a formal on-call service is available during non-business hours.

The Physical Plant operations receive requests for services rendered by the department in both general operations and auxiliary. These are services relating to, but not restricted to, facility HVAC/R comfort levels, maintenance needs, cleaning needs, event set ups, grounds maintenance, mail services, facility access, project management, etc. Requests are received from faculty, staff, students and conferences. These requests are received via telephone, fax, e-mail, key request forms, facility reservation forms, maintenance request forms and online auxiliary maintenance requests. These requests are processed through the office and directed to the appropriate responsible unit within physical plant. Requests also are received verbally through regular and scheduled meetings with the Vice President for Financial Planning and Administration, administrators, faculty and staff, and student groups. In addition, the department organizational structure allows for daily maintenance of all facilities and grounds to insure all systems are functioning in an appropriate manner so as to maintain an acceptable learning and living environment for students and faculty. Requests for capital improvements are generated annually, and major renovation needs are identified and prioritized in order to maximize impact of limited funding. Ongoing monitoring is done



on all major utilities in an effort to minimize consumption while insuring facility environments are conducive to instruction and learning. Identifying and evaluating potential energy conservation measures is an ongoing process within the department. In July of 2014, the University's Board of Governors approved a contract with an energy services company to provide a comprehensive energy conservation program. The energy services company will work with the University to identify major energy conservation projects that can be completed and funded by the energy savings generated from the projects over a fifteen-year period. The audit process and project design will take approximately six months to complete with an additional twelve to sixteen months for project construction.

The University's Board of Governors also recently approved a contract with an architectural firm to assess the manner in which the University facilities and infrastructure currently serve constituents, integrating the requirements of the University's vision, mission, values and strategic plan, as well as meet the University's future capital demands. Master planning consultants were selected (Clark/Huesemann, LC) and charged with providing options for campus building and land use (See 7I2). Multiple interview sessions were held and three campus and community forums were scheduled (September 24, November 5 and December 3, 2014). The master planning project is estimated to take approximately twelve months and will provide the University with a long range expansion plan for the next ten to fifteen years.

6P3. Processes to design, maintain and communicate key services that address safety and security are *systematic*. Emergency notifications are provided through a comprehensive redundant multimedia system collectively called the Griffon Alert. The system is activated by the University Police Department for weather related school closings and when emergencies exist which could affect multiple individuals and/or cause significant infrastructure or property damage. Griffon Alert is designed to be used for incidents such as tornado warnings, active shooters, shelter-in-place due to outdoor hazards, bomb threats and other types of evacuations. The alert system incorporates text messaging and e-mails available to all currently enrolled students and all employees; outdoor strobes; outdoor public address systems; alert beacons and text-to speech annunciators for weather related school closings and in the halls of all buildings; voice messaging to key telephones on campus, to assigned building safety personnel, and to Voice Over Internet Phones (VOIP) in all classrooms; and television interrupt for the informational televisions strategically placed throughout campus.

The University Police Department also maintains a web site for two-way communications that contributes to the safety and security of students, faculty, staff and visitors to the campus. The web site consists of online crime reporting, parking and security services, service request forms, personal safety tips and recommendations, emergency telephone locations and an anonymous crime information reporting system. The department recently installed the New World Systems Public Safety & Law Enforcement Dispatch Software Solution in a partnership project with local law enforcement agencies, and PC interrupt for PCs located in student labs. Finally, the Emergency Management Committee is comprised of key individuals who would respond to a crisis (e.g. Residence Life staff, Information Technology staff, University Police, Risk Manager, Public Relations and Marketing staff). The Emergency Management Committee meets biweekly to discuss emergency response procedures and review operations of the Griffon Alert system and equipment, emergency plans and to implement and monitor emergency drills on campus.

Missouri Western also has a behavior intervention team, CASS (Committee to Assist Struggling Students), designed as a behavioral assessment and intervention committee. The committee identifies and addresses students who appear to be struggling academically, socially or emotionally, who could pose a threat to the campus community or themselves. CASS members meet monthly or more often on an as-needed basis. In addition, Missouri Western has an online Early Intervention Notification System where faculty can notify the Student Success Office of students who are struggling academically in order to proactively assist student.

6P4. Missouri Western's Strategic Plan guides the development of initiatives and programs needed by students and stakeholders. From the beginning of the strategic planning process, all key stakeholders are encouraged to share ideas and to participate in their implementation. Each department and unit develops strategic plans in alignment with the institution's goals and objectives. As units prepare annual reports on the goals and objectives of strategic planning, they provide important information for improving student and administrative services. Personnel are apprised of goals and objectives through their annual performance appraisals, at which time departmental goals and objectives are established for the beginning of each fiscal year. As a result, daily operations processes are *aligned* across divisions and units to assure effective and organized development and implementation of services.



Missouri Western manages key student support and administrative processes through the President's Cabinet, the GAC, the four Vice President offices (Academic Affairs, Student Affairs, University Advancement and Financial Planning and Administration), and a network of directors and managers. Through meetings and other communications, Missouri Western improves faculty and staff awareness of internal and external operations, including the budgetary process. Faculty and Staff Associations meet regularly with the President and Provost, and with other key operations staff when appropriate.

The President's Cabinet manages the budgeting process. The Cabinet, after reviewing recommendations from the Financial and Administrative Division, Academic Affairs Division and Student Affairs Division, determines the funds to be used for increases in salaries and benefits, operating expense allocations and capital acquisitions. Vice Presidents use established procedures to work with and determine each unit's budget needs and allocations.

Key processes and goals are communicated through institution-wide meetings, such as the President's semi-annual University address at the opening of fall and spring semesters, the GAC, and in college, school, department and unit meetings. Additionally, all employees and the community have access to the Missouri Western website and all employees, retirees and students have access to Missouri Western e-mail.

Key individuals and groups across the campus manage the student and administrative support service process, as well as identify and define or refine processes that directly impact unit and institutional service operations. Service areas provide capital requests for their units annually. The units provide the administration with their unit needs and provide the basis for the request. Requests for capital usually result from technological changes, software enhancements and regulatory and/or compliance requirements. For example, in October 2015 the University will replace its ID card system due to changes in the Europay, MasterCard and Visa (EMV) standards within the global integrated circuit cards and point of sale terminals. As a result of the need for the change, the University is considering a "one card" system that will work for access, financial transactions, and parking and security services, providing an efficient single card issuance to all students, faculty and staff. Presently, multiple cards, chips and hard keys are issued on an individual as-needed basis.

6P5. Most, if not all, student and administrative services are documented on Missouri Western's website, which has active links to services that can be accessed and requested online. Many of these sites include frequently asked questions (FAQ's) and links to obtain information as well as to provide feedback. Clear institutional and unit organizational charts assist in clarifying the lines of communication and approval. Missouri Western also has an intranet portal known as GoldLink which all faculty, staff and students enter to access e-mail, online services and campus-wide communications. It is through the GoldLink portal that faculty, staff and students are able to access services, share knowledge, obtain system documentation, and create their own portal page and make personal updates to their personal information. The University's data network system provides access to subscribed servers dedicated to operational needs. For example, the University has a fully integrated software system, Banner. A server is dedicated to a full library of current user guides used for reference by operational units. The University also has a document imaging system that is used across all areas of the University. The system provides individual units their own data storage areas as well as a workflow process that is used for multiple unit access and communications, providing an aligned and integrated process of document access and retrieval. ITS has documented the support services they provide on the ITS web pages. A general description of available services is provided along with instructions for using the help desk and on-call services. Official forms are also provided for users to request the establishment of list-serve groups and access to the Banner system. The access to support services and related data and the reliable infrastructure facilitates knowledge sharing, innovation and empowerment of employees and students. This process is *integrated* into the daily operations of the institution.

6R1. Where national, regional and/or peer benchmarks exist (e.g., CSI, SSI, NSSE, exit exams, circulation statistics), Missouri Western's performance is regularly evaluated. Where benchmarks do not exist (e.g., scholarships awarded, registered vehicles, number of faculty and staff registered in Griffon Alert system), data is routinely examined to measure the development of the campus toward a goal (e.g., having all students and faculty participating in Griffon Alert).



Figure 6.1 includes some of the student support services measures used to determine effectiveness of processes

Student Support Services	Measures
Admissions, registration, advising and counseling	<ul style="list-style-type: none"> • Gross applications • Net applications
Financial aid	<ul style="list-style-type: none"> • Scholarship yield rates • Total aid disbursed • Student loan default rates
Residential, Learning Communities, food services, health services and bookstore	<ul style="list-style-type: none"> • Number of residential students • NSSE and SSI data • ARAMARK surveys
Learning, discipline support and technology	<ul style="list-style-type: none"> • Retention data • Graduation rates • Course evaluations • CSI, SSI, NSSE • COMP, ETS® profiles • Exit exams • Surveys of students and faculty
Library	<ul style="list-style-type: none"> • Gate count • Circulation statistics • Interlibrary loan statistics • Database statistics • Number of reference questions asked
Security, safety and parking	<ul style="list-style-type: none"> • Clery Report on Campus Crime Procedures and Statistics • Registered vehicles • Parking violations • Registered Griffon Alert students, faculty and staff • NSSE and SSI data
Disability Services	<ul style="list-style-type: none"> • Number and types of disabled students
Employment & career needs	<ul style="list-style-type: none"> • Graduate survey • Number of student employees on campus
Veterans Services	<ul style="list-style-type: none"> • Number of veterans served
Recreation and athletics	<ul style="list-style-type: none"> • Facilities usage • Number of student athletes • Graduation rate of student athletes • Number of reported secondary violations • Number of NCAA post season appearances

Figure 6.2 Sample Administrative Support Services Measures For Effectiveness of Processes.

Administrative Support Services	Measures
Accounting	<ul style="list-style-type: none"> • Annual Audit Opinion and management letter comments
Facilities planning, management, maintenance, custodial and grounds	<ul style="list-style-type: none"> • Facilities Plan goals accomplished • Residential Life Master Plan goals accomplished
Human resources	<ul style="list-style-type: none"> • Employee evaluation, longevity, and turnover rates • HERI survey



Public relations, marketing and external relations

- Application numbers, yield rate, and student retention
- Admissions inquiry, applications, and enrollment data
- Annual Perception Research Survey
- Annual internal communication survey of faculty and staff
- Annual internal communication survey of students
- Attendance at key University Advancement events
- Social media analytics
- Media placement reports

Information technology and telephone services

- System upgrades, database upgrades, software updates or new purchases.

Western Institute

- Credit & non-credit enrollments
- Businesses and industries served
- Gross & net revenue
- New course development (online & dual credit)

Alumni and Foundation

- Voluntary Support of Education (VSE) survey
- Scholarships awarded

Figure 6.3 Gross and Net Applications

Gross Applications	F2014	F2013	F2012	F2011	F2010
Total	5,215	5,264	5,705	5,902	5,827
Net Applications					
Total	1,755	1,676	1,806	1,914	2,109

6R2. Figures 6.3 through 6.6 provide summary results for the student support services processes. For example, since the fall of 2010, gross applications for admission have decreased by 9.66 percent; student enrollment has decreased 20.53 percent and credit hour production has decreased by 8.61 percent.

Figure 6.4 Undergraduate Student Enrollment Results

Total Undergraduate Registered Students	F2014	F2013	F2012	F2011	F2010
Headcount	5,742	5,644	5,903	6,135	6,010
Degree-seeking	4,796	4,911	5,156	5,448	5,455
	84%	87%	87%	88%	91%
Full-time	3,885	3,947	4,077	4,320	4,363
	68%	70%	69%	70%	73%
Average ACT of Entering Students	20.5	20.5	20.3	20.2	20.1
First-time Enrolled Baccalaureate Degree Seeking Students	1,041	974	1074	1150	1271
New Degree-seeking Transfers	380	373	374	403	473
% of New Degree Seeking Transfer Students	27%	28%	26%	26%	27%
Total Credit Hours	64,839 (11.3 per student)	64,844 (11.5 per student)	67,586 (11.4 per student)	71,331 (11.6 per student)	70,953 (11.8 per student)
Minority	14%	13%	13%	12%	15%
Geographic Origin of fulltime students -10 county area	2,647	2,818	2,903	3,112	3,112



For seven years prior to fall 2012, Missouri Western had seven straight years of record enrollment, peaking with 6,135 students in fall 2011. Since that point, Missouri Western has seen the effects of changing demographics due to an improving economy, a two percent decline in the national college-going rate, and a decline in high school graduates in the Midwest that is projected to continue through 2019. Overall enrollment for fall 2013 was 5,823 students. Overall enrollment for fall 2014 is 5,926 which is a 1.79 percent increase over 2013 and the result of an aggressive recruitment and retention initiative through the CCT. This enrollment includes 5,742 undergraduate students and 184 graduate students.

Applications to Missouri Western have seen some recent decreases which are consistent with state-wide trends at four-year and two-year public institutions, including an 8.8% decline in gross applications for fall 2013. Despite those challenges, Missouri Western did see an increase in transfer students of 7.4% and an 81% increase in international students for fall 2013. The University also saw one of its most talented direct-from-high school classes with a record high average ACT of 21.20, which is a nearly one half point improvement over the past five years. For fall 2014, Missouri Western saw a 3.6% increase in first-time freshmen, including a 6.8% increase in direct-from-high school students. The average ACT score for full-time, direct-from-high school students to 21.25 which was an increase for the tenth straight year. Transfer students were down 3.1% which is a state-wide trend due to enrollment decreases at community colleges in the region. New international enrollment grew by 68.4% while out-of-state enrollment of domestic students saw a 20% increase.

Given the demographic of Missouri Western students and the region, Missouri Western provides substantial financial aid, fellowships and grants to students. Missouri Western Financial Aid staff spends many hours researching, developing and implementing a thorough financial literacy and default prevention plan to ensure our borrowers are provided consistent, timely and relevant information to help them understand and successfully repay their student loans – avoiding the consequences of default. Missouri Western's financial literacy plan for first-time freshmen is quite extensive. In addition to mandatory Entrance Loan Counseling, the Missouri Western support plan includes the potential for students to attend up to five seminars during their first semester, each focusing on financial literacy topics and successful student loan repayment. Participants are provided with printed materials including the "Your Federal Student Loans" booklet, instructions for accessing the National Student Loan Debt System (NSLDS), a student loan repayment tip sheet, information about loan repayment plans, and options for borrowers who are experiencing financial difficulty.

Figure 6.5 Debt Management Experience Results for 2013-14

Presentation/Seminar	Total Events	Number Participating
High School Nights/FAFSA Frenzy Events	12	351
Summer Registration/Orientation Program	8	1,150
Debt Management Seminars	16	647
Griffon Edge Freshman Orientation	1	788
University 101 Course Presentations	16	576
Debt Management Event Totals	53	3,512

In FY 13, a Debt Management Seminar for first-time borrowers was added to the freshman experience. This seminar was designed to help borrowers develop a solid understanding of student loans and the reality of student loan debt. The seminar reinforces basic financial principles, including credit card management, personal credit scores, saving, budgeting, tracking spending, identity theft, etc.

As part of the online award acceptance process, Missouri Western implemented a Student Loan Debt Awareness Worksheet to ensure that our borrowers become familiar with NSLDS; have a clear understanding of how much they have borrowed to date; understand the long-term financial commitment by calculating their estimated monthly payment; understand the annual

**Figure 6.6 Financial Aid Support Results**

Financial Aid – Scholarships, Fellowships, and Grants	F2014	F2013	F2012	F2011	F2010
Need Based	\$298,675	\$285,404	\$254,041	\$280,743	\$246,175
Merit Based	\$4,391,366	\$4,079,630	\$3,977,043	\$3,991,850	\$4,039,175
Athletic	\$1,661,000	\$1,584,534	\$1,507,561	\$1,290,627	\$1,290,627
Tuition and Fee Remissions or Waivers	\$333,664	\$406,373	\$469,034	\$544,418	\$913,274
Non-Need Based Employment	\$1,111,232	\$1,088,313	\$1,303,952	\$1,452,285	\$1,944,048

Figure 6.7 Student Support Service Results

Residential, Learning Communities, Food Service, Health Services and Bookstore	F2014	F2013	F2012	F2011	F2010
Resident Student Headcount	1,302	1,195	1,267	1,221	1,163
Resident and Nonresident Meal Plans	1,329	1,216	1,259	1,244	1,186
Health Services Visits	717	766	897	867	911
Bookstore Voucher Usage	2,655	2,357	2,957	3,286	3,017
Value of Vouchers	\$576,476	\$537,715	\$642,625	\$733,737	\$668,567

salary required to manage loan payments; understand the consequences of default; and become familiar with the repayment options available to assist borrowers. In addition, students are asked to provide updated contact and reference information. In FY 13, 3,859 students completed the worksheet prior to accepting their student loan funds. Although we did not see a significant reduction in the average amount borrowed per student, we did accomplish our goal in providing borrowers the opportunity to educate themselves each time loan funds are accepted. The University also partnered with American Student Assistance (ASA) Salt Program free of charge, to provide proactive Education Debt Management Services. The targeted outreach services provided by ASA consist of e-mail, print, and/or telephone communications to inform certain borrowers of specific topics relevant to their repayment status. The goal of Missouri Western is to provide students and their families with a professional, unbiased approach to making the dream of higher education a reality. Our objectives include helping students attain a higher education by providing eligible students the maximum amount of financial assistance possible from all available resources while keeping the student loan debt as low as possible.

Other support services to students include residence hall occupancy, meal plans, health services, bookstore vouchers and the value of the bookstore vouchers. The following figure provides the results in these areas since the last portfolio.

6R3. The annual audit for Missouri Western has consistently received an unqualified opinion on an annual basis for the past the five years. This validation of proper and accurate accounting processes is the result of careful and diligent attention to all processes related to purchases, grants and gifts to the institution. The national economic crisis reduced state expenditures for higher education and resulted in delayed maintenance and infrastructure improvements. Missouri Western made the rebuilding of its human, physical and fiscal infrastructure a part of strategic planning for the future. Key improvements include the construction of the Griffon Indoor Sports Complex that came online in July 2010 in conjunction with the first summer training camp for the Kansas City Chiefs football team hosted by the University. This facility is used by the Chiefs during their summer camp and by the Missouri Western football team and other sports. In addition, two new natural turf football fields were constructed for the Chiefs' use during their camp. These projects were in excess of eleven million dollars. At the same time, Missouri Western was completing the Spring Sports Complex, which is home to the University men's baseball and women's softball teams, giving both an on-campus presence for their sports. As part of this project, new stadium visitor bleachers and visitor restroom/concession facilities were constructed at our Spratt Stadium football facilities. These projects were in excess of four million dollars. In December of 2010, a \$75,000 renovation was completed to restrooms in Eder Hall utilized by students receiving services from Admissions, Registrar, Financial Aid and Business Office.



In 2011, the cold storage space for our food service was expanded with the construction of additional walk-in freezer and refrigeration space for an investment of \$130,000. Additional security cameras were installed in the residential halls for a cost of \$75,000 and additional cameras were installed in Blum Union. Additional interior renovations were completed for residence halls Beshears, Juda and Leaverton and new card reader locks installed at Logan, Beshears and Juda Halls for an additional \$150,000. In 2012, exterior renovations were begun for Logan, Beshears and Juda Halls for \$450,000. Renovations were completed to the Baker Fitness Center locker rooms for \$300,000. A modular basketball playing surface was installed over the existing asphalt courts at the residence hall complex for a cost of \$30,000. In 2013, painting and new flooring were completed at Spratt Hall for a cost of \$250,000. Work was also begun on creating the Walter Cronkite Memorial on the first floor of Spratt Hall. Restroom renovations were completed in Scanlon and Leaverton Halls for a cost of \$180,000. Exterior renovations were completed for Logan Hall in the amount of \$230,000. The campus electronic lock system software was upgraded to insure ongoing maintenance of the system. Based on student feedback and with the support of the Missouri Western Foundation and SGA, the Kelley Commons outside patio area was constructed at a cost in excess of \$100,000. This is a student gathering area adjacent to Blum Union that provides an outside seating (including charging stations) and entertainment area for student use. In the spring of 2014, construction began on a 3,500 square foot addition to Potter Hall to increase restroom facilities for the theatre and acoustical space for the music department. In addition, renovations will be completed for Wilson Hall restrooms and locker rooms at the Looney Complex. This project will cost in excess of \$750,000. Additional exterior renovations are scheduled for Beshears Hall and restroom renovations at Vaselakos Hall in the residential halls complex. These renovations are scheduled for 2015 and will cost over \$300,000.

The information technology expansions which have improved internal processes include the implementation of Reverse Transcript Processing, installation of the STARS Scholarship Management application service, and installation of the ADIRONDACK Residential Housing application service. Additionally, work is in progress to install the Degree Works module of the Ellucian Banner system, the Hobson's Customer Relations Management application service, and the College Scheduler application service. Plans are being finalized for the installation of the National Clearing House eTranscript processing service. The campus-wide e-mail system was replaced with the Google Mail system at the beginning of the 2013 fall term based on user concerns about the reliability of the previous service. As a direct response to feedback from students, faculty and staff the campus-wide internet bandwidth was increased from 165 Megabits per second (Mbps) to 500 Mbps in 2014.

The Missouri Western State University Foundation reported an official total of charitable contributions (using present value) on the VSE survey in 2012 of \$8,707,686.00 compared to the \$3,364,132.00 reported in 2013. The MWSU Foundation has continued to award scholarships to Missouri Western students. Scholarships awarded increased from \$656,056.00 in fiscal year 2010 to \$728,369.00 in fiscal year 2014.

6R4. As noted in 6P1, Missouri Western identifies and responds to changing student needs through feedback received from a variety of sources. When a need is identified, a plan is developed to address the identified need. For example: Data for monthly consumption of electrical and water utilities is gathered for each of the University academic and auxiliary facilities. This data is regularly compared to previous annual reports, and trends are identified to help determine necessary adjustments. This data allows us to adjust HVAC/R systems and lighting controls to minimize consumption without compromising comfort levels. Online courses are a mechanism for place-bound and time-bound students to complete programs of study that will allow the students to advance their careers and contribute more effectively to the financial wellbeing of their family and the economy of their community. Providing a growing inventory of online courses and online programs is consistent with serving Missouri Western's existing students and with reaching students currently not served by the University.

6R5. Results from the Noel Levitz Student Satisfaction Inventory (SSI) are utilized to compare Missouri Western's performance with Midwestern 4-year public institutions and with 4-year public institutions across the nation. The inventory asks students how important various service aspects are, including: "the campus is safe and secure for all students," "computer labs are adequate and accessible," "the campus provides online access to service I need". Missouri Western students indicated on the SSI administered in 2012 that all three service areas were of high importance to them; and in comparing the results, their satisfaction in these areas was equal to or higher than the national norms. Additionally, Missouri Western scored higher than the national norm in announcing financial aid awards in time to be helpful in their planning.



On the SSI (2010/2012), Missouri Western senior responses indicated a positive system of support for students. Comparative examples include:

2010 and 2012 data from SSI vs. the national 4-year public institutions show the following three areas that were a strength for Missouri Western for both years and were higher than the national 4-year publics:

2010 DATA

- The campus is safe and secure for all students
Satisfaction MWSU: 5.80 Satisfaction National 4 yr 5.35 0.17 mean difference
- My academic advisor is available when I need help
Satisfaction MWSU: 5.68 Satisfaction National 4 yr 5.24 0.444 mean difference
- My academic advisor is knowledgeable about requirements in my major
Satisfaction MWSU: 5.91 Satisfaction National 4 yr 5.51 0.40 mean difference

2012 DATA

- The campus is safe and secure for all students
Satisfaction MWSU: 5.84 Satisfaction National 4 yr 5.64 0.20 mean difference
- My academic advisor is available when I need help
Satisfaction MWSU: 5.64 Satisfaction National 4 yr 5.22 0.42 mean difference
- My academic advisor is knowledgeable about requirements in my major
Satisfaction MWSU: 5.83 Satisfaction National 4 yr 5.41 0.42 mean difference

In both 2010 and 2012 on the SSI, Missouri Western had greater satisfaction than the national 4 year public institutions on the items:

- Financial Aid counseling is available if I need it
- Library resources and services are adequate
- Tutoring Services are readily available
- I am able to register for classes I need with few conflicts
- I am able to take care of college-related business at times that are convenient for me
- Counseling services are available if I need them
- Faculty use a variety of technology and media in the classroom
- There is an adequate selection of food available on campus
- Students are made to feel welcome here

2010 DATA

- Financial Aid counseling is available if I need it
Satisfaction MWSU: 5.17 Satisfaction National 4 yr 4.91 0.26 mean difference
- Library resources and services are adequate
Satisfaction MWSU: 5.72 Satisfaction National 4 yr 5.61 0.11 mean difference
- Tutoring Services are readily available
Satisfaction MWSU: 5.84 Satisfaction National 4 yr 5.23 0.61 mean difference
- I am able to register for classes I need with few conflicts
Satisfaction MWSU: 5.20 Satisfaction National 4 yr 4.93 0.17 mean difference
- I am able to take care of college-related business at times that are convenient for me
Satisfaction MWSU: 5.25 Satisfaction National 4 yr 5.12 0.13 mean difference
- Counseling services are available if I need them
Satisfaction MWSU: 5.44 Satisfaction National 4 yr 5.28 0.16 mean difference
- Faculty use a variety of technology and media in the classroom
Satisfaction MWSU: 5.71 Satisfaction National 4 yr 5.44 0.25 mean difference
- There is an adequate selection of food available on campus
Satisfaction MWSU: 4.86 Satisfaction National 4 yr 4.38 0.48 mean difference
- Students are made to feel welcome here
Satisfaction MWSU: 5.53 Satisfaction National 4 yr 5.41 0.12 mean difference



2012 DATA

- Financial Aid counseling is available if I need it
Satisfaction MWSU: 5.15 Satisfaction National 4 yr 4.95 0.20 mean difference
- Library resources and services are adequate
Satisfaction MWSU: 5.68 Satisfaction National 4 yr 5.57 0.11 mean difference
- Tutoring Services are readily available
Satisfaction MWSU: 5.77 Satisfaction National 4 yr 5.23 0.54 mean difference
- I am able to register for classes I need with few conflicts
Satisfaction MWSU: 5.02 Satisfaction National 4 yr 4.85 0.17 mean difference
- I am able to take care of college-related business at times that are convenient for me
Satisfaction MWSU: 5.25 Satisfaction National 4 yr 5.12 0.13 mean difference
- Counseling services are available if I need them
Satisfaction MWSU: 5.39 Satisfaction National 4 yr 5.22 0.17 mean difference
- Faculty use a variety of technology and media in the classroom
Satisfaction MWSU: 5.57 Satisfaction National 4 yr 5.44 0.13 mean difference
- There is an adequate selection of food available on campus
Satisfaction MWSU: 4.52 Satisfaction National 4 yr 4.37 0.15 mean difference
- Students are made to feel welcome here
Satisfaction MWSU: 5.33 Satisfaction National 4 yr 5.30 0.03 mean difference

In 2012 Missouri Western students indicated greater satisfaction with Missouri Western vs. Midwestern 4 year public institutions in:

- My academic advisor is knowledgeable about requirements in my major
Satisfaction MWSU: 5.83 Satisfaction Midwestern 4 yr 5.65 0.18 mean difference
- The campus is safe and secure for all students
Satisfaction MWSU: 5.84 Satisfaction National 4 yr 5.65 0.19 mean difference
- My academic advisor helps me set goals to work toward
Satisfaction MWSU: 5.43 Satisfaction National 4 yr 5.10 0.33 mean difference

611. The Missouri Western Police Department has partnered with the City of St. Joseph Police Department on an integrated mobile data software program. The program is a result of a \$1.2 million dollar grant that was awarded to the City of St. Joseph to develop an interagency data management system that will link the St. Joseph Police Department, the Buchanan County Sheriff's Department and the Missouri Western Police Department. The mobile data system has three components – the infrastructure (hardware) at the transmission tower sites and at the Communications Center that will support the transfer of data; the software that will interface the raw data with software record-keeping systems; and finally, the laptops and mounting hardware for the vehicles themselves. This is a long standing partnership that the institution has with the local police department and the result of the internal efforts to improve response times and tactical resources. Missouri Western moved the entire Banner ERP system into a Hosted Services environment provided by the software vendor Ellucian. The advantages to Missouri Western included: 1) off-site warm backup computer system and facility 2) a backup power generator 3) off-site data storage 4) guaranteed resumption of computing services within 48 hours in the event of a catastrophic failure at the primary computing location 5) 24 x 7 x 365 system monitoring and system support to resolve problems. This results in a substantial reduction of downtime in the event of hardware failures, provides for an effective and efficient disaster recovery process, and implements “best practices” for database security and controlled access. Furthermore, Missouri Western took advantage of using Ellucian's Managed Services offering, which provides 79 technical staff members to provide support for Banner applications and system. Missouri Western pays a fixed cost for seven years for hardware, software, technical support personnel, patch implementation management, version upgrade management, software licenses and maintenance costs. The Hosted Services and Managed Services contract saves Missouri Western approximately \$1.4M compared to an in-house solution that closely replicates the features of the Ellucian services.

As noted in 6R4, data from students and faculty led to the development of an AQIP Action Project in 2009 – *Expansion of Available Courses Offered by Distance Learning Technologies*. This three year project has been continued as an ongoing institutional initiative. Linked to this project, Missouri Western developed a new AQIP Action Project, *Baccalaureate Degree*



Completion Initiative, aimed at assisting adults in returning to college to complete degrees begun earlier in life. Marketed as the *Back to Western* program, the project focuses on returning adults who can complete a Bachelor of General Studies (BGS) degree program (created as part of the AQIP Action Project) and can enhance their career and life opportunities through the most popular academic areas of interest which are now online. During spring 2014, more than 100 individuals have inquired about the BGS, and more than half of the inquiries have been converted to submitted applications. Through the BGS, the inventory of online courses and programs and *Back to Western*, Missouri Western is being responsive to expressed educational needs of the region.

Systematic and comprehensive processes and results regularly support institutional operations. For example, Missouri Western's functional database utilizes the SCT Banner software system. It is a fully integrated system that is used by Admissions, Registration, Financial Aid, Student Accounts, Financial Administration and HR. Having a fully integrated and comprehensive system requires that all internal processes must be agreed upon by each functional area in order for the system to run efficiently and in line with institutional policies. All functional area module "owners" of the SCT Banner system are members of the CCT that makes final decisions and recommendations to the administration regarding policy and process changes.

6I2. Missouri Western maintains a transparent environment for decision making and information sharing. Proposed changes to Missouri Western's official policies are reviewed by the GAC, which meets monthly. The membership of this council is widely representative of the campus, including administrators, faculty, staff and students. Proposals submitted to the GAC that are endorsed by consensus are forwarded to the President.

There are a number of campus committees that create proposals that are forwarded to the GAC. Most proposals are reviewed by multiple committees before being forwarded to the GAC (e.g., CCT, the Deans' Council, Faculty Senate, Staff Association, SGA and the President's Cabinet). Most campus committees are broadly representative of the campus, and members of these committees tend to serve on more than one committee, providing a campus network that results in broadly shared communication and decision making. This structure provides Missouri Western the opportunity to implement improvements in a relatively short time frame, with communications flowing quickly and efficiently through the campus. In addition, this process leads to a well thought out infrastructure and, when necessary, a seamless cultural shift.

AQIP Category 7 - MEASURING EFFECTIVENESS

Introduction. Missouri Western State University collects, distributes, and uses data, information and knowledge to effectively provide programs and services to achieve the institution's mission of providing the opportunity to achieve excellence in the classroom and beyond. The administrative (Figure O.1) and extensive committee structure encourages the flow of data and information to in a timely, secure and accurate manner. Missouri Western recognizes the importance of selecting, managing and distributing data and performance information that supports its instructional and non-instructional programs and services and considers these processes (7P1) to be *integrated* and effective. Missouri Western's processes for planning and improvement (7P2) are also well *integrated* into the structure and culture of the institution. Strategic planning is the foundation of institutional improvement and includes a comprehensive input and development process, a targeted focus on using measures and data to determine results, and embedded processes (regular committee meetings at all levels of leadership, regular report meetings of the SPSC, effective use of AQIP Action Projects (8R2), and annual reporting processes) for assuring broad communication of steps to goal attainment. Processes related to determining data and storage needs (7P3) are *aligned* and support the ability of departments and units to have needs and issues known and addressed quickly.

Missouri Western analyzes data and information (7P4) in an *integrated* manner with routine reporting both internally (e.g. President's Cabinet, SPSC, GAC, CCT) and externally (e.g. Integrated Postsecondary Education Data System, HLC Annual Institutional Data Update, Missouri Department of Higher Education). To further support the institutional ability to gather, analyze and use performance data, Missouri Western is in the process of hiring two positions that will expand the data management services and the use of institutional data for improvement purposes. Those new positions are Associate Provost for Research, Planning, and Institutional Effectiveness and Director of Assessment and Institutional Research. The addition of these positions will further enhance the institution's ability to select, manage and distribute performance data for all levels and programs at Missouri Western. Processes for determining comparative data needs and priorities (7P5) are *aligned*. Missouri Western routinely uses the NSSE and the SSI to remain informed of student needs and satisfaction levels. In addition Missouri Western uses the ETS® Major Field Tests and the ETS® Proficiency Profile to determine institutional



effectiveness at the program and general education levels. Academic departments review data and comparison data from these two instruments to monitor and adjust the academic curriculum and curriculum delivery.

The Missouri Western strategic plan *Achieving Excellence, Transforming Lives 2012-2017* and the institutional mission are the key tools for assuring alignment with overall institutional goals. An annual reporting process and formalized report template assure that department and unit data and information are *aligned* and shared both within the department and unit and to the administrative levels responsible for the department or unit. The processes (7P6) for assuring that the analysis and sharing of data and information for instructional and non-instructional programs and services are *integrated* into the systems of work at Missouri Western. Processes related to the timeliness, accuracy, reliability and security of information systems (7P7) are *aligned*. Standing committees (Banner Owners Module Committee, Banner Implementation Team, Banner Technical Team, along with staff from the ITS and the IMC support the information technology services needed to effectively operate and deliver high quality instruction and services throughout the institution. The constant vigilance of these groups has resulted in secure and reliable systems supporting the data and information needs of the institution.

7P1. Missouri Western selects, manages, and distributes data and performance information associated with student learning, strategic planning, regional and state data requests, program and institutional level accreditation, and community outreach in an *integrated* manner. Data processes are designed to meet internal and external information needs. All leadership teams (e.g. President's Cabinet, Deans' Council, SALT, and GAC) systematically review performance data for instructional and non-instructional programs and services. Building upon the 2007-2012 strategic plan focus on *Using Measurement and Assessment* and the AQIP Action Project of the same name (2007-2009), Missouri Western has continued to be focused on identifying the right measures, managing the data process, and sharing performance results.

Instructional performance data is selected through a systematic and comprehensive cycle of strategic planning and reporting processes. This process includes academic program faculty, department chairs and deans. The work of selecting measures is placed with those working directly with the issues such as the academic departments, the CCT, and the SALT. Each academic program developed a program-specific assessment plan to assure identification of program learning goals, measures to be used within courses and programs to determine student attainment of the learning goals, and annual reporting of student learning outcomes through the annual report. Performance measures (e.g. general education performance, major field tests, retention and graduation rates, NSSE, EBI Benchmarking Assessments, SSI data) are used by the academic and student support services to determine if processes are functioning effectively. The Ellucian Banner integrated Enterprise Resource Planning (ERP) system provides reports to end users on a variety of student performance measures. Distribution of data occurs in the academic department meetings, Cabinet meetings, adivision meetings, through annual reports on program effectiveness, at quarterly SPSC meetings, on institutional webpages, and with accreditation reviews. Missouri Western students complete a faculty evaluation of teaching form for every course (face-to-face or online) each semester. This information is available to faculty after grades are posted and is included in the annual evaluation of each faculty member.

Operational data for non-instructional services such as financial aid, bursar, residence life, alumni, University Foundation, athletics, and maintenance and grounds are selected based on internal needs as well as reporting and audit needs. Each unit determines data needs based on reporting and best practices recommended by consultants and national standards. Operational data is accessed through the university administrative system Ellucian Banner integrated Enterprise Resource Planning (ERP) system. The Office of Accounting Services provides monthly budget reports to enable academic and support units to check budgets on a monthly basis. Missouri Western monitors data needs and system capacity on a routine, daily basis through the Information Technology Services unit. Data distribution is primarily managed by the Institutional Research Analyst who works closely with the Registrar and ITS to assure that accurate and comprehensive management of data occurs and that data are properly accessed and understood.

7P2. Selection, management and distribution of data is an integrated process at Missouri Western. Those involved with planning and improvements efforts at all levels regularly use data to make informed decisions for improvement. Data are included in almost all reports such as the annual program reports for academic units and annual reports from areas such as the Division of Student Affairs, University Foundation, athletics, and the Division of Financial Planning and Administration. All employees participate in an annual evaluation process that includes goals and performance expectations. The Missouri Western Board of Governors receives a weekly update on campus activities and accomplishments and has six formal meetings each year. Board minutes are publicly posted. **Core Component 5D**



Within the current strategic plan, *Achieving Excellence, Transforming Lives*, each objective within the three major goals (1-Enhancing the Educational Experience, 2-Preparing Graduates for Careers, Graduate Studies and Life Opportunities, and 3-Increasing and Managing Resources) has measures identified as part of the original plan development process (See 8R3). Those measures provide quantifiable data that can be followed through and beyond the five years of the strategic plan. The development process for the plan goals, objectives and measures is described in 8P1 and included input from all stakeholder groups. That input was reviewed, revised and formed into three strategic goals. The three goals represent all aspects of the institution and were intentionally designed to be comprehensive and interwoven across campus units. The SPSC serves as the main forum for reviewing, discussing and documenting evidence of performance operations related to strategic planning.

Core Component 5D1

Management of performance data is primarily through the Ellucian Banner integrated Enterprise Resource Planning (ERP) system which is monitored and managed by the ITS unit. The Institutional Research Analyst handles data requests and provides analysis of data requests as needed. The Institutional Research Analyst also reports regularly at the SPSC meetings. Individuals that are responsible for goal objectives and action items provide data updates to keep the campus community informed of issues and progress toward goal attainment.

Recognizing the increasing demands for data and data analysis, Missouri Western is currently advertising for two positions to support effective use of data and to continue improving assessment processes. Those positions are Associate Provost for Research, Planning, and Institutional Effectiveness and Director of Assessment and Institutional Research. The first position will focus on accreditation, strategic planning, research, applied learning, grant management and development of strategic partnerships. The second position, Director of Assessment and Institutional Research, will manage the Office of Assessment and Institutional Research to enhance the delivery and use of student learning data to assure accurate and timely information for internal decision makers and external agencies. **Core Component 5D2**

7P3. The use of teams and committees as well as the annual reporting process are the key processes for determining department and unit needs related to the collection, storage, and accessibility of data and performance information. Data requests are based on state and national performance reports, strategic goals, program and institutional accreditation needs, grant need assessment, and advisory board requests. The annual reporting process and annual evaluation process for all employees enables units and individuals to identify performance and data needs. These processes are *aligned* to the mission and strategic plan of Missouri Western.

All academic programs identify data needs through monthly college or school meetings of the department chairs. If a department needs existing data for routine reports or research, the department administrative assistant can access much of the student information data through the Ellucian Banner ERP system. If new data sets are needed, a request from the Chair or Dean to the Institutional Research Analyst enables the department to obtain the requested data from the Banner system. If a data set does not currently exist, the ITS unit has programmers who can create queries to generate the requested data.

Missouri Western determines needs for information and data collection, storage and accessibility based on request that are ultimately considered by the owners of the ERPS module. If the request is approved, then the data collection, storage or access is accommodated. In the event of a denial, the Technology Management Team may be convened for additional discussion and consideration.

The 2010 SAFR indicated that it was not clear how unit data needs were linked to institutional processes. Since 2010, there has been a concerted effort to use data more consistently and effectively to assure informed decision-making and the best use of resources. For example, the CCT reviews data (admission applications, enrollments, use of the Center for Academic Support, mid-term grades, early interventions, and D, F, and W rates) for each semester at each bi-weekly meeting. This is tightly linked to institutional processes for retaining students. Residence Hall staff involved in the CCT use the data to create programs for effective study habits, regular attendance in classes and rallies to prepare for finals week. The IMC which oversees classroom and computer lab technology monitors needs and usage to assure seamless operations of technology equipment especially during high usage times.

7P4. At the institutional level, Missouri Western analyzes and shares data and information on overall performance through formal and informal processes including reports for the Integrated Postsecondary Education Data System (IPEDS), the



Higher Learning Commission (Annual Institutional Data Update), the Missouri Department of Higher Education, legislative requests, bi-monthly Board of Governors' meetings, annual reports and five year reviews. Missouri Western has continued to support interdepartmental committees as a process that assures a shared understanding of different work processes and broad communication across university units.

The 2010 SAFR suggested an *opportunity* to review the process for aligning appropriate courses with the six categories of applied learning identified by the Missouri Department of Higher Education. That process was in place at the time but not clearly explained in the Portfolio. Embedded within the curriculum development process and form is the requirement that any new course or degree program or change in a course or degree program automatically triggers the review of course alignment with applied learning categories. As a result, the annual curriculum process has *integrated* the process that keeps the applied learning designation current and accurate.

7P5. Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to use comparative data to guide institutional improvement efforts. Missouri Western determines the needs and priorities for comparative data and information through internal and external data requests. These processes are *aligned* between units and divisions. For example, many degree programs have accreditation review processes that require comparative performance rates on areas such as student learning, licensure test pass rates or placement rates within the field of study.

For student satisfaction with services, Missouri Western routinely uses NSSE, the SSI and the EBI to determine institutional performance as well as institutional comparison with peer groups. Missouri Western uses the ETS® Proficiency Profile to determine student performance on general education competencies and the ETS® Major Field Test for determining performance within most degree programs. Each instrument provides some comparative data to inform continuous improvement with programs of study.

When issues of compensation, reward programs, graduation rates, retention rates, state budget allocations per student and wellness programming have arisen, Missouri Western always examines comparative information and data to guide decision-making. Committees identify a need for comparative data and information and either access that information or request data and information through the Institutional Research Analyst. The annual reporting process also helps identify comparison needs. If a program or department is seeking comparative data or information on new program development, that need can be identified within the annual report to assure follow-up and discussion for the following academic year.

As an open enrollment, state-supported institution in Missouri, Missouri Western frequently compares itself with other Missouri State-supported open enrollment, institutions of as well as other Missouri state-supported regional institutions and other national peer institutions. Salary comparisons are an ongoing comparative measure used by the Faculty Senate, Staff Association, and the President's Cabinet to determine salary increases and adjustments. On occasion, Missouri Western uses comparative salary data from business and industry to determine compensation for faculty in high demand professions (e.g. Ph.D. accountants, Ph.D. finance faculty, Ph.D. nursing faculty, Ph.D. computer science faculty, and Ph.D. human factors faculty). Missouri Western routinely uses College and University Professional Association (CUPA) data to provide comparative data to guide decisions on salaries.

7P6. There are two ways that Missouri Western assures that department and unit analysis of data and information aligns with institutional goals. The first process is the annual reporting process and a report template that requires all units to analyze performance data to determine next steps in the improvement process. Annual department and unit reports are reviewed by the next level of leadership and aggregated into a Division report that is provided to the President and Board of Governors. For example, in the Division of Student Affairs there are three units: Health and Wellness, Student Development and Student Services. Each unit has smaller individualized programs and services. For example, the unit of Health and Wellness includes Accessibility Services, Counseling Services, Recreation Services, the Esry Health Center, and the Baker Fitness Center. Each area has a director and staff that oversee the delivery and documentation of services, analyze the data related to services and service gaps, and provide reports at monthly meetings of the Division of SALT. This same process is used for the other two units of the Division of Student Affairs: Student Development and Student Services. Each area prepares an annual report on service delivery effectiveness and future needs. The individual area reports are reviewed and summarized by the Associate Dean over the area. The three unit reports are reviewed by the Associate VPSA and the VPSA and summarized into an Annual Report from the Division of Student Affairs. The Division report is sent to the President and Board of Governors and



shared with the campus community via print and electronic formats. This same process is used by other Divisions within Missouri Western – Academic Affairs, Financial Planning and Administration, the Missouri Western Foundation, University Advancement, and Athletics. The 2010 SAFR questioned how top leadership was aware of the data gathered within each unit and how that data were shared. Missouri Western appreciates the opportunity to clarify how *integrated* and clear our processes are for sharing the analysis of institutional data.

7P7. Missouri Western assures the timeliness, accuracy, reliability, and security of information systems and related processes through the Banner Module Owners Committee, the Banner Implementation Team, the Banner Technical Team, and a committee that is comprised of technical staff members from the IMC and the ITS departments to address areas of technology that span both departments. These groups provide oversight of significant technology decisions impacting users across the institution. These groups successfully provide guidance for the use of technology in the deployment of enhanced network services, the operation and management of a wireless data network, operation and support of computers in labs and offices, and most importantly, the full deployment of the Ellucian Banner integrated ERP system, including the integrated portal software application Luminis. Processes related to the timeliness, accuracy, reliability and security of Missouri Western's information systems and related processes are *aligned* across the institution.

For minor technology issues (log-in and password support, printing issues, file retrieval, shared drive access) Missouri Western maintains a Help Desk to support all users of the Missouri Western electronic infrastructure. In addition, ITS staff perform third-party hardware and software system upgrades in conjunction with the respective hardware or software vendors. Hardware and software maintenance and support contracts exist for major hardware and third-party software components. Finally, ITS staff are available to assist students with their personal computing device issues such virus removal and trouble shooting problems.

7R1. Multiple institutional measures are used for tracking effectiveness across the institution. Figure 7.1 provides only a sampling of the types of measures collected, analyzed and used for institutional improvement. Missouri Western also collects data on student enrollment, persistence and graduation rates to name a few. In addition, Missouri Western collects and analyzes performance measures related to spam filter effectiveness, email viruses, and downtime of the Ellucian system.

7R2. Data and information are key components of every aspect of the institution. Missouri Western is routinely asked to provide data on its programs and students for internal and external stakeholders. The ability to record, archive and retrieve data on faculty teaching effectiveness and scholarship productivity are maintained in Digital Measures which has operated without incident for more than seven years. The focus on academic program viability has required data and information on course and program enrollments and student success rates with those courses and programs. The Ellucian system has maintained data and information without issue. The switch to the Google for email service has also been positive both in terms of costs and reliability of the email system.

Another example of system effectiveness of Missouri Western's measurement systems involves the MDHE performance indicator measures. These measures focus on overall institutional viability including graduation rates, retention rates, performance on general education assessment, applied learning, and use of funding for the core mission of the institution. Missouri Western relies on its administrative system to collect, maintain and provide data to meet the State's annual performance reporting requests. See 8R4 for samples of Missouri Western's reporting on these data points and comparisons with peer institutions.

Finally, Missouri Western's administrative system of hosted services is regularly audited by Ernst & Young, LLP. At the most recent audit (2013) of the Description of Control Objectives, Controls, Tests and Results, the findings indicated an acceptable Service Organization Control 1 (SOC1) report assuring that hosting services provided had appropriate controls to assure that operations were reliable and secure. There have been no incidents of loss of access to data. Figure 7.2 shows the consistent availability of the Banner hosted services for the most recent fiscal year.

7R3. With the nature of confidential hosted services information, it is difficult, if not impossible, for Missouri Western to determine the comparative standing of its hosted services platform. As noted in 7R2, Missouri Western has had improved function and availability of its administrative systems and the institutional data and information housed in those systems. For services managed by the Missouri Western ITS staff, Help Desk requests are generally handled within 24 hours, if not

**Figure 7.1 Measures for Tracking Effectiveness**

Source	Use	
Admissions Data	<ul style="list-style-type: none"> • ACT market and yield analyses • Total transfer student applications • Total returning student applications pending, accepted and enrolled • Total registered at each R/O • Parents attending R/O's • Campus visit surveys 	<ul style="list-style-type: none"> • Total freshman applications received, accepted, and enrolled • Total transfer student applications accepted, and enrolled • Registration/Orientation (R/O) invitations sent • R/O student surveys • Periodic student focus groups
Incoming Student Measures	<ul style="list-style-type: none"> • High school core completion percentages • Enrollment from six-county area • High school class rank 	<ul style="list-style-type: none"> • ACT scores • Student diversity
Student Numbers	<ul style="list-style-type: none"> • Number and percent of degree-seeking first-time freshmen • Out-of-state enrollment 	<ul style="list-style-type: none"> • Total headcount and full-time equivalent • Minority enrollment
Measures of Student Development and Success	<ul style="list-style-type: none"> • First year retention rates • Six-year degree completion rates • Learning Communities participation levels • Graduate satisfaction survey responses • Exit exam data • NSSE data 	<ul style="list-style-type: none"> • First year success rates (24 hours, 2.0 GPA) • Level of student participation in community services • Graduate placement data • Employer data • SSI data
Developmental Education	<ul style="list-style-type: none"> • Student placement in developmental reading, English, and mathematics • Student performance in general education 	<ul style="list-style-type: none"> • Student performance and completion rate for developmental reading, English, and mathematics
Measures of Planning and Budgeting Related to Faculty and Staff	<ul style="list-style-type: none"> • Student/faculty ratios • Number of full-time employees • Relative distribution of employees (administrators, faculty, staff) • Terminal degrees • Faculty and staff community service hours 	<ul style="list-style-type: none"> • Faculty numbers and credentials • Salary comparability • Student course evaluations • Tenure and rank data • Professional development outcomes data
Physical Environment Measures	<ul style="list-style-type: none"> • Technology availability and usage • Library holdings and acquisitions 	<ul style="list-style-type: none"> • Buildings and space utilization • Residential space

Figure 7.2 Banner System Availability FY 2014

SYSTEM AVAILABILITY OF THE BANNER HOSTED SERVICES FOR FY14													
	July ('13)	August	September	October	November	December	January ('14)	February	March	April	May	June	July ('14)
Production Internet Native Banner (INB)	100%	100%	99.98%	100%	100%	99.99%	99.99%	99.98%	99.98%	100%	100%	99.97%	100%
Production Luminis Portal	100%	100%	99.98%	100%	100%	99.99%	99.99%	100%	99.96%	100%	99.98%	99.96%	100%
Production Self-Service Banner	99.94%	99.96%	99.98%	100%	99.99%	99.99%	99.99%	100%	99.64%	99.86%	99.92%	99.88%	99.13%



immediately. Comparative data on this type of service is not available. As detailed in 8R4, the data maintained by Missouri Western indicates that it is performing as well as, if not better than, other Missouri open enrollment institutions and, in some cases, as well as moderately selective institutions. Also in 8R4, Missouri Western students consistently rate Missouri Western computer lab access higher than the national average.

711. Several significant changes have been implemented to improve the timeliness, accuracy, reliability and security of Missouri Western data and information systems since 2010.

- 1) Missouri Western's locally provided e-mail service was outsourced to Google Mail in July of 2013. The timeliness, reliability and security of e-mail service are improved as a result.
- 2) Local server applications were outsourced to the respective software providers for the Hobsons Customer Relations application (Admissions), Adirondack (Residential Housing), Live25 (Scheduling Services), PyraMed (Health Services), CSO (Career Services), College Scheduler (Registrar/Admissions), OrgSync (Student Affairs Organizations), and Advocate (Judicial). The reliability and security of each of these systems was enhanced by the respective software provider. Each vendor has a robust computing environment with improved data backups and system redundancies that Missouri Western was unable to previously provide.
- 3) The entire Ellucian Banner system was outsourced to Ellucian. Significant benefits that were realized by using the Ellucian Hosted Services opportunity and the related Application Managed Services include:
 - a) off-site warm backup computer system and facility,
 - b) backup power generator,
 - c) off-site data storage,
 - d) guaranteed resumption of computing services within 48 hours in the event of a catastrophic failure at the primary computing location,
 - e) 24 x 7 x 365 system monitoring and system support to resolve problems.
 - f) standardized the review and installation of new releases of Banner features and functions providing Missouri Western with an opportunity to maximize the benefits of our Banner software investment,
 - g) substantially reduced down-time in the event of hardware failures,
 - h) provided for an effective and efficient disaster recovery process,
 - i) implemented "best practices" for database security and controlled accesses,
 - j) required the use of a formal change management procedure for all application and data modifications,
 - k) Previously Missouri Western Information Technology Services supported the Banner computer operating system and database with three full-time staff members and one contracted Ellucian Database Administrator while the Ellucian Application Managed Services has 79 technical staff members to provide support for Missouri Western's Banner system, and
 - l) a standardized problem resolution reporting and communication tool (SolarWinds) is used by Ellucian and Missouri Western to record and track all problems.

712. With the increasing demand for accurate and timely data and information, Missouri Western has continued to embrace its culture of shared governance and open communication to identify areas for improvement in improving its effectiveness. The 2010 SAFR asked for further clarification on how data and information are shared within and across interdivisional teams. Missouri Western appreciates the opportunity to clarify that committees such as President's Cabinet, the SALT (all parts of the Division of Student Affairs meet monthly), University Advancement leadership meets weekly, Athletics leadership meets weekly, Financial Planning and Administration directors meet monthly, the Banner Owners Module Committee (includes directors of Human Resource, Finance, Financial Aid, Registrar and Information Technology Services) meets weekly, the Technology Management Team (consists of the Dean of the Western Institute, Director of Information Technology Services, Network Administrator, Computer Acquisitions Specialist, Instructional Technology Director, Instructional Design, Web and Application Programming Manager, Operations Engineer and the Computer Lab Coordinator) meets bi-weekly, Dean's Council meets weekly, and the CCT which consists of members from the Division of Student Affairs, Academic Affairs, University Advancement and Athletics with student membership as well meets bi-weekly. There are 54 members of the Complete College Committee who are charged with improving results in six areas: Academic Advising & Support, Academic Recovery, First Year Experience, Second Year to Graduation, Student Services & Financial Security, and Milestone & Cohort Management. With a strategic commitment to degree attainment, the College Completion Committee is a key example of the broad involvement to address important goals at Missouri Western.



Another group that is embedded into the culture and infrastructure of Missouri Western is the GAC. The monthly meetings and agenda are announced to the full campus community so anyone can attend. A key component of this group is the communication exchange at the end of every meeting to support campus-wide knowledge of issues and information. In addition, many of the academic and service programs have community advisory boards (e.g. education, engineering technology, legal studies, nursing, physical therapist assistant, criminal justice, social work, alumni, foundation, and athletics). Finally, the SPSC which meets quarterly to review progress toward strategic goals (See 8R3) provides a forum for all employees, students, and community members to receive updates on goal attainment and to have input on any plan adjustments and new plan development.

When there are major initiatives such as retention, increasing international enrollment and services, and master planning, consultants are engaged with open forums for full participation by stakeholder groups (See 8P6). For example, master planning consultants were selected and given a charge for providing options for campus building and land use. The consultants held multiple interview sessions where they gathered input from teams such as those previously mentioned as well as the Board of Governors. To assure that the consultants were gathering and forming accurate needs, three campus and community forums were scheduled (September 24, November 5 and December 3, 2014) where the consultants were able to present draft findings and asked for suggestions and refinements. At the first forum explained the master planning process, let the campus community know what they have done so far, made a few observations, and solicited input from the campus community. The second forum will be used to report back regarding their analyses and observations, and, again, solicit input. They will provide more finalized information during the third forum. If campus and community stakeholders were unable to attend any of the three forums, they were invited to send information to the Special Assistant to the President, who gathered and shared the comments with the consultants.

In all of these examples of the committee and shared governance structure of Missouri Western, employees, students and community members join together to assure targeted focus on critical needs and results. As Missouri Western increasingly provides programs and services through web-based resources, the importance of accurate, timely and secure operations related to data and information continue to be a priority at the institution.

AQIP CATEGORY 8 – PLANNING CONTINUOUS IMPROVEMENT

Introduction - Missouri Western's planning processes and how strategies and action plans support institutional goals and improvement are well *aligned* and in many instances *integrated*. The key planning processes (8P1) are highly inclusive and well *integrated* into all aspects of the institution. Missouri Western has developed three five-year strategic plans that directly align to the mission and values of the institution. Strategic plans guide the development of AQIP Action Projects as well as other institutional priorities. Short and long-term goals are selected through processes that are also *aligned* to strategic priorities and *integrated* into the operations of the institution (8P2). It should also be noted that at Missouri Western AQIP Action Projects are embedded into institutional operations and processes and not "retired." Key action plans (8P3) are clearly articulated throughout the strategic plan and are *aligned* to the mission, vision and values of Missouri Western. Coordination of planning processes, strategies and action plans (8P4) is *integrated* and is accomplished primarily through the SPSC and reinforced through numerous organizational lines of communication (e.g. quarterly strategic plan meetings, standing committees such as the Board of Governors meetings, GAC, Faculty Senate, Staff Association and SGA) and communication tools such as webpages, email, Griffon Weekly newsletter, Griff Gab (alumni e-news) and *Missouri Western Magazine*.

In the current strategic plan, *Achieving Excellence, Transforming Lives 2012-2017*, a conscious effort was made to *integrate* institutional priorities with regional, state, and national initiatives (e.g. reverse transfer, retention, graduation, recruit-back initiatives) and accreditation standards. These initiatives and standards have enabled Missouri Western to define priorities, select measures and performance targets that help guide the continuous improvement efforts of the institution (8P5). This work is accomplished through stable, well-designed processes that are regularly monitored and reported to all parts of the institution. Linking strategy selection and action plans (8P6) is an *integrated* process at Missouri Western. Leadership teams from all parts of campus and the community help shape the specifics of action plans and AQIP Action Projects. A proposal process is used to identify key plans and implementation teams. Those proposals are reviewed by the SPSC and the governance groups of the institution to identify the proposal that have the greatest potential impact for continuous



improvement. Missouri Western is well aware that risk is a factor that must be addressed in all institutional operations. Committees, consultants, advisory boards, alumni, and community groups assist the institution in assuring that issues of risk are handled through stable, current and effective processes and are *integrated* into all parts of the institution (8P7). Keeping all employees current on changing requirements and needs of the institution is an ongoing effort that demands time and resources which have been maintained even in tough economic conditions. Processes (8P8) to assure employee professional development and health/wellness efforts are *integrated* and comprehensive.

As a result, numerous initiatives are underway in a coordinated and informed process. Measures are in place and results are reported at regular intervals. Some initiatives have already been completed (reverse transfer policies and implementation, tobacco free campus, land lease restrictions lifted) while many others are moving forward (e.g. advising, retention, persistence to graduation, graduate program options, global engagement, financial literacy, career and life opportunities (See 8R3).

In 2015, Missouri Western State University will celebrate its centennial with a series of events and activities that showcase the accomplishments of 100 years of transforming lives. It is the sustained efforts by many individuals over the last 100 years that has enabled Missouri Western to move from a small building in the center of the City of St. Joseph to the 744 acre main campus location of the institution today. Those leaders had the foresight to consider growth in community needs and to provide the degrees needed for regional employers. They crafted a mission that allows Missouri Western to serve, as an open enrollment institution, the needs of all students and the regional community. The mission of Missouri Western is:

Missouri Western State University is a learning community focused on students as individual and as members of society. Missouri Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities. As a leader itself, Missouri Western is committed to the educational, economic, cultural and social development of the people and the region it serves.

8P1. Planning processes that support continuous improvement, data-informed decisions, and engagement of stakeholder groups are key to the continuing maturity of Missouri Western as an institution that responds to and embraces change in a strategic manner. Key planning processes are a part of all divisions of the institution and are *integrated* to assure a stable environment for continuous improvement. The strategic planning process is central to achieving improvements with focused and limited resources. Missouri Western strategic planning and the AQIP categories are consciously aligned. AQIP Action Projects are developed from strategic plan goals. All strategic plan goals have multiple and authentic assessment tools to provide a range of data for determining progress toward the goal. Further, the strategic plan is consciously aligned with Missouri Western's mission, vision and values to assure a coherent focus. An example of a key planning process is the process used to develop the current strategic plan, *Achieving Excellence, Transforming Lives 2012-2017*. The process began with the review of the goals from the prior strategic plan, *Building the New American Regional University 2007-2012*, by the SPSC, a committee of more than 50 members representing all aspects of the university. The committee identified goals met or unmet as of 2011 and began the processes of assessing emerging challenges and opportunities not addressed by the previous strategic plan.

In developing the strategic plan, Missouri Western sought input from all regional stakeholders including students, staff, faculty, administration, the Board of Governors, alumni and community leaders. Forums and meetings were held to assure access and understanding of challenges and opportunities facing the institution. Based on stakeholder input, draft goals were identified and all stakeholders had additional opportunities to refine goals and strategies for attainment. At times consultants were engaged to assist. In the last two years, Missouri Western has engaged retention and recruitment consultants to assist in goal attainment related to improvement of graduation rates and retention from first to second year of studies. Consultants who specialize in master planning for facilities and grounds, financial planning and capital campaign planning were hired to support goal attainment.

Missouri Western's strategic planning process is integrated and comprehensive. Every five years Missouri Western formally renews its commitment to strategic planning through a complete review of institutional priorities and needs, allowing all aspects of the Missouri Western community to have input into plan development. This iterative planning process that included input from all key stakeholder groups (students, faculty, staff, governance groups, community groups) led to the identifica-

**Figure 8.1 Missouri Western AQIP Action Projects 2004-2015**

AQIP Action Project	Dates	Alignment with AQIP Categories
Baccalaureate Degree Completion Initiative	2012-2015	3-Understanding Students and Other Stakeholders' Needs
Increasing Graduate Degree Access and Options	2012-2015	1-Helping Students Learn
Internationalization of the Student Population	2012-2015	1-Helping Students Learn
Expansion of Available Courses through Distance Learning Technologies	2009-2012	1-Helping Students Learn 3-Understanding Students & Other Stakeholders' Needs
Money Matters for Life	2009-2012	3-Understanding Students & Other Stakeholders' Needs
Preserving Gold	2009-2012	5-Leading & Communicating
Using Measurement & Assessment	2007-2009	7-Measuring Effectiveness
Critical Thinking	2007-2009	1-Helping Students Learn
Building Graduate Programs	2007-2009	1-Helping Students Learn
Communicating Quality	2004-2007	5-Leading & Communicating
Student Engagement	2004-2007	3-Understanding Students & Other Stakeholders' Needs
Applied Learning	2004-2007	1-Helping Students Learn

tion of three goals for 2012-2017: 1) Enhancing the Educational Experience, 2) Preparing Graduates for Careers, Graduate Studies and Life Opportunities, and 3) Increasing and Managing Resources.

At a more detailed unit or program level, key planning processes include five year comprehensive reports (short and long term goals are a component), annual reports (goal attainment and future goals are discussed and evaluated), accreditation reports, master planning for facilities, master planning for fundraising and planning for state performance benchmarks. These key unit or program planning processes utilize the same inclusive approach to gathering, analyzing and reporting on data and goal attainment as is used in the strategic planning process (student feedback on course and program effectiveness; student satisfaction data; graduate feedback on program quality; employer feedback on graduate quality; faculty input on program effectiveness; recruitment, retention and graduation rates; alignment with national standards; benchmarking with other open enrollment, four-year institutions, etc.). In addition, the annual report includes sections on faculty productivity (scholarship and professional service), projected faculty and staff needs, and opportunities for new degrees or program changes. Unit and program planning and reporting occurs annually and is shared with the unit involved, the College or School involved, Dean's Council, and Academic Affairs. Relevant issues are shared and discussed with the CCT.

Another key planning process is the development of AQIP Action Projects. Missouri Western has successfully completed nine AQIP Action Projects since 2004 and has three underway. All AQIP Action Projects are developed from Missouri Western strategic goals which are intentionally aligned with the current nine AQIP categories (See Figure 8.1).

Progress on Missouri Western's AQIP Action Projects is reported externally annually and internally at the quarterly SPSC meetings. Another unique aspect of the Missouri Western culture is that AQIP Action Projects are selected and implemented permanently. All 12 of the AQIP Action Projects were designed to be permanent improvements within the operations of Missouri Western. Finally, feedback from AQIP Action Project reviewers has been consistently positive and provided guidance to Missouri Western on how to better implement the project and document improvement.

The tradition of strong strategic planning has been part of the Missouri Western culture since 2002. Starting with *The Western Advantage* (2002-2007), *Building the New American Regional University* (2007-2012), and now with *Achieving Excellence, Transforming Lives* (2012-2017) Missouri Western has embedded strategic planning into the culture of the institution. Each plan had specific goals drafted from input from stakeholder groups, implemented by key action teams with progress document through score cards, reporting matrices, or report minutes. As each plan moved toward completion, a conscious effort was made to engage all stakeholders in new plan development.



8P2. Selection of short- and long-term goals is influenced by input from numerous stakeholders including students, faculty, staff, the community and key governance structures. For example in the 2012-2017 strategic plan, *Achieving Excellence, Transforming Lives* Goal One is *Enhancing the Educational Experience*. To identify that goal, the CCT met bi-weekly for over a year to review a variety of data related to student satisfaction data (e.g. NSSE, SSI, EBI), student academic performance data (e.g. ETS® Proficiency Profile, major field tests, and GPAs) as well as student persistence to graduation (e.g. retention data, graduation rates, transfer out rates, and D, F, and W rates) to identify issues related to improved student satisfaction and improved persistence to graduation. Students were an integral part of these discussions as well with presentations of draft short- and long-term goals presented to the SGA for student input. In addition, the President and Vice President of the SGA and the Student Board of Governors representative are part of the Missouri Western SPSC (meets quarterly).

In addition to the development and implementation of the strategic plan goals, both long- and short-term strategies are routinely implemented to address five year report reviews, program reviews, ongoing program accreditation expectations, and annual reports. The groups involved in the development and response to feedback from the specific report provide revised strategies (short- and long-term) for addressing the issue involved. For example, the National Association of Schools of Music draft report (2013) noted the need for additional classroom and practice space for effective delivery of the vocal and instrumental music programs in Potter Hall. A team (department faculty and chair, dean and associate provost) reviewed the report and developed strategies to address the issues. Short-term strategies included identifying the actual needs of the music program (surveying faculty and students) and hiring a local architect to provide renovation and expansion ideas as well as projected costs. Once that information was available, the team worked with the President's Cabinet to review facility options and costs and develop the long-term strategies for construction approval by the Missouri Western Board of Governors, funding from the Missouri Western reserves, bidding architectural services and bidding construction services. The short-term renovation and expansion of Potter is expected to be completed by the end of 2014. At the same time, Missouri Western is in the silent phase of a capital campaign that will address other facility needs including Potter Hall. Careful coordination of the current renovation and expansion of Potter Hall and the long-term plans for a second performance hall and additional classrooms is taking place.

The 2010 SAFR indicated that it was "not clear if a process is in place that would ensure strategies and recommendations made by one department do not adversely impact another department or duplicative efforts." To clarify, the processes that assure no adverse impact or unwanted duplication include the strategic planning process, annual reporting process and the strategic planning quarterly reporting process. Within each process are multiple reviews of proposed actions and results. Further the quarterly meetings of the SPSC coordinate the actions taken and next implementation steps for the goals and objectives of the plan. This also includes regular quarterly reports on the three AQIP Action Projects. Another structure in place that assures no adverse impact or duplication is the GAC. With more than 25 functional leaders within the institution reviewing all policy, significant curriculum changes, and progress toward institutional goals, the monthly meetings of the GAC support communication to avoid duplication and adverse impact.

Finally, Missouri Western utilizes a five year strategic planning cycle. During the two year development of the current plan, adjusting to a shorter or longer plan cycle was considered given the rapidly changing landscape in higher education. Feedback from stakeholders supported the continuation of a five year strategic plan cycle with three year AQIP Action Projects to address short-term issues. Longer term issues would be continued across strategic plans as needed. Feedback on this issue was collected through numerous meeting with key groups, a campus-wide survey, presentations to Faculty Senate and Staff Association, SGA and the Missouri Western Board of Governors. As a result, Missouri Western's short- and long-term strategies for planning are aligned to strategic priorities and *integrated* into the workings of the institution.

8P3. As noted in 8P2, the Missouri Western process for developing key action plans is iterative, aligned with the overall institutional goals and mission, and is thoroughly vetted by all stakeholder group impacted by the plan. Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to have clear and measurable goals, key objectives and action items, and regular reporting on progress. Missouri Western's four administrative divisions: Academic Affairs, Student Affairs, Financial Planning and Administration and University Advancement all report annually on progress toward short- and long-term goal attainments through the annual reporting process. Processes for developing key action plans are *aligned* across the institution.



For example, one campus issue since the 2010 AQIP Systems Portfolio was the request from a variety of stakeholder groups to establish and implement a Tobacco-Free Campus policy (See 4P13). In 2010-2011, the policy allowed smoking outside of buildings. Groups were concerned about health issues of smokers, second-hand smoke issues, and campus appearance and image. Development of a tobacco-free policy impacted all aspects of campus and all four divisions were engaged in the discussion and implementation of the policy. This policy change also impacted all visitors to campus and the numerous community and regional events hosted on campus. With the shared governance structure at Missouri Western it was important to take the time to gather feedback from all affected groups (students, employees, community groups) to assure that all impacted understood the opportunities and challenges of the policy. This initiative had both short and long term goals focused on communicating the advantages of becoming a tobacco-free institution to assuring that those impacted had knowledge of and free access to tobacco cessation resources. The tobacco free policy was presented to and revised by all affected groups (students, employees and community representatives). This process took over a year (2011-2012) to allow discussions and feedback to occur. The tobacco-free policy was drafted and reviewed by all governance groups and approved by the Board of Governors (2012-2013). Implementation was in 2013-2014 to allow time for students who choose to continue to smoke and currently lived in residence halls to make arrangements for other living quarters or participate in a smoking cessation program. During this same time, intensive and free resources for smoking cessation were provided to all employees and students. Signage indicating a tobacco-free campus was installed and the Missouri Western web page routinely informed any visitors of the new policy. Incoming students were informed of the policy change through electronic and print notification as well as on admission and housing materials. As a result, the tobacco policy became effective for the 2013-2014 academic year with few issues.

8P4. Also identified as a *strength* by the 2010 Systems Appraisal team, Missouri Western continues to coordinate and align institutional strategies and action plans with Missouri Western's legislated mission of applied learning, mission review processes by the MDHE, and through input received by consultants, accreditation requirements and advisory boards. Functional and regular planning occurs through Missouri Western's leadership teams, with each team communicating through regular meetings, minutes and reports. Additional coordination and alignment occurs through the SPSC quarterly meetings, through strategic plan webpage postings and reports to the Board of Governors on progress toward goal implementation. As a result, Missouri Western processes for coordinating and aligning its planning processes, strategies and action plans are *integrated* across the institution.

Missouri Western coordinates planning processes with external oversight bodies such as the MDHE and the Coordinating Board for Higher Education. The CBHE consists of nine members appointed by the Governor with the advice and consent of the Missouri Senate. The CBHE approves new degree programs, establishes guidelines for appropriations requests, establishes guidelines for transfer of student credits among state supported institutions, and collects comparable data for all Missouri public institutions. The CBHE directs the activities and operations of the MDHE.

The Missouri Western Board of Governors (seven members appointed by the Missouri Governor), Missouri Western's President, four Vice-Presidents, numerous deans and directors provide the executive/administrative leadership for Missouri Western planning. The President's Cabinet, consisting of the President, four Vice-Presidents, Special Assistant to the President, Director of Public Relations and Marketing and the Director of Athletics, meets weekly to plan and coordinate the general objectives of the institution and its budget planning.

The GAC, chaired by the Provost and Vice President for Academic Affairs, meets monthly to assure discussion of any proposed policy change related to university operations or academic curriculum. At each GAC meeting each participant is asked to share any pending proposals or events happening on campus and to communicate any relevant actions taken to the respective constituent groups. The GAC operates on consensus which assures that if any proposal is not fully supported by the Council, the proposal is sent back for further review and refinement. Proposals referred back can be re-submitted to the Council once any adverse issues are resolved. Once the proposal has consensus, the policy is forwarded to the President for his review and approval. The GAC review process assures that proposals have been discussed by all campus governance groups. Further in that last two years, the GAC has begun a review of the entire policy guide to assure that policies are current and reflect any changes in federal and state requirements.

Another governance structure that assures informed implementation of policies is the Deans' Council, SALT, CCT, as well as regular meetings of the University Advancement and Financial Planning and Administration divisions. Within each division,



the respective groups evaluate and implement policies, designate resources for implementation and assess progress. The VP/SA participates in the Deans' Council meeting. The CCT includes the academic deans and key directors from Financial Aid, Registrar, Admissions and Student Affairs. Leadership teams within the divisions of University Advancement and Financial Planning and Administration follow a similar process for coordinating planning. All of these individuals are part of the GAC and the SPSC.

Finally, the SGA is an elected representative student group which provides the primary mechanism for student participation in institutional decision-making. SGA officers or appointees are members of the SPSC and the GAC. The SGA constitution and bylaws define the communication system within and among student organizations. A Missouri Western student is an official member of the Missouri Western Board of Governors and reports at each Board meeting on student activities and issues.

8P5. As discussed briefly in 8P2, the Missouri Western approach to defining objectives, selecting measures and setting performance targets is inclusive, iterative and *integrated* into the culture and operations of the institution. Environmental scanning of needs/opportunities and resources is ongoing. When a need/opportunity arises, the issue can emerge from any one of the governance groups or committees. That group is empowered to gather information about the issue and share and analyze the issue to identify objectives, measures and targets to address the need area. Performance targets must be measureable at all levels of implementation.

The development of the Missouri Western Strategic Plan provides the input and refinement of needs and opportunities that supports the identification of AQIP Action Projects. The SPSC identifies numerous goals and objectives taken directly from the strategic plan that could best serve as and benefit from being an AQIP Action Project. Those recommended draft projects are reviewed and refined using the same process as the strategic plan. Each draft project must indicate the potential costs of the project (personnel, equipment, training, advertising, etc.), the annual measurements to determine progress and the process used to institutionalize the project into ongoing operations. At Missouri Western, AQIP Action Projects are used to make changes in operations that are long-term and continue beyond the formal three year term of the project. When three to five potential projects have been reviewed for suitability and viability, those recommendations are made to the President's Cabinet and the selection of three AQIP Action Projects is completed. The final step is the presentation of the AQIP Action Projects to the Board of Governors for final approval before submission to the Higher Learning Commission.

In the 2010 SAFR, the reviewers suggested an *opportunity* for systematically examining peer institutions to set measure and performance targets. Since that time, Missouri Western has developed peer group comparisons of medium-sized, open enrollment, state supported institution using IPEDS data especially data related to graduation and retention rates. The Missouri Western governance groups at all levels regularly review performance results within individual teams and committees and collectively at the quarterly SPSC meetings.

8P6. The recent state funding and budget circumstances have made it imperative for all levels of the institution to understand the importance of assuring that strategies and action plans are thoroughly vetted and efficiently planned. Missouri Western routinely reviews all available resources including personnel, facilities, equipment, community resources and possible partnerships to assure that institutional efforts are aligned with institutional and regional goals. Processes for linking strategy selection and action plans are *integrated*, regularly monitored and coordinated across other affected units.

As the 2012-2017 strategic plan was being developed, fiscal implications were part of each goal and objective. The allocation of resources (human and fiscal) to support goal attainment was embedded in the plan from the beginning. If new financial or personnel resources were needed, it was part of the development, review and approval of the strategic plan. This same process was used to assure adequate support for AQIP Action Projects. As noted in 8P1, Missouri Western AQIP Action Projects are carefully chosen and do not "end" once external reporting ends.

Future needs are equally important. Missouri Western uses specialized consultants for recruiting (2012-2013), retention (2013-2014), development of international programs (2013-2014) and master planning in the areas of capital campaign development and implementation (2013-2014) as well as master planning for land and facilities (2014-2015). Consultants enable Missouri Western to stay informed of current and future trends and strategies in the areas identified. Consultants are selected from a variety of requirements but a key component is the global and national knowledge that can be provided.



Consultant reports are disseminated to the various governance groups involved in the issue and used to guide changes in current action plans.

Missouri Western has a resource base that is sufficient to support its educational programs and both now and in the future. Missouri Western's resource base consists primarily of tuition and fee revenues as well as State Appropriations. The resource base does allow for the University to support its educational programs as currently constituted. Expansion of that resource base is necessary for the continued maintenance of those programs as well as strengthening those programs in the future. The University approaches the prospect of resource expansion in many ways, through new program creation (at both the undergraduate and graduate levels); and student recruitment beyond the traditional recent high school graduate, to include non-traditional, graduate, and international students. Resource generation also occurs in more traditional ways such as the increase of tuition and fees. Additionally, the resource base can be expanded through giving to the Missouri Western Foundation using many avenues, including annual fund giving to support program and operational needs, donations toward scholarships, and donations toward projects, including the Craig School of Business and the upcoming capital campaign's focus on the arts and athletics. **Core Component 5A**

Missouri Western has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations. Sufficient fiscal and human resources are directly linked to the University's budget process. When Missouri Western considers offering new or expanded programs these go through a curriculum approval process and program review process that takes costs into consideration. If the new program is recommended for final approval issues of human resource, physical, and technological needs have already been reviewed and included. From this process Missouri Western determines estimated costs, both in terms of initial investment as well as ongoing investment in funding new or expanded programs. In this process, currently budgeted funds are evaluated to determine if, and to what degree, current funding could support the new or expanded program. Consideration is given to whether other programs should be removed or downsized to free funds for redirection to the new or expanded programs. When a determination is made on the new funding needs, various means of generating those funds are evaluated. Missouri Western takes into account anticipated tuition revenue increases as well as other fee increases in place, and makes determinations with respect to the need for new fees that may provide additional funding for the new or expanded program. For academic programs already in place, they are evaluated annually to determine any new, as well as ongoing, fiscal needs with respect to human resource, physical and technological needs. These needs are evaluated as a part of the annual budget process and increases or changes in budgets are incorporated to provide ongoing support to current programs. **Core Component 5A1**

As a state institution Missouri Western does rely on support from the State of Missouri to continue to meet standards of academic quality as well as student involvement. Obviously this resource can fluctuate from year to year. This potential fluctuation requires Missouri Western to be able to adjust its operational plans should state appropriations come in below levels anticipated. Throughout the budget process the University works closely with its partners at the State to maintain estimates that, as closely as possible, reflect ultimate appropriation levels. In dealing with fluctuations in appropriation levels the university has some options with respect to both tuition and fee increases that can serve as a means to fill revenue gaps that may come about due to lower than anticipated appropriations. Additionally, the University has worked to build a sufficient source of reserves to be able to absorb appropriation reductions without adversely affecting educational operations. As a result, Missouri Western's resource allocation process is robust enough to ensure that its educational purposes are not adversely affected by resource allocations or disbursement of revenue by the State of Missouri **Core Component 5A2**

The mission and vision statements identify Missouri Western as a "learning community that sets the standard for student development and community leadership, while being focused on students at all stages of life." The mission, vision and values are entirely appropriate given the institution's organization, resources, and opportunities. The goals of the mission statement are realistic for an open enrollment, regional, state-supported institution. Missouri Western's mission, vision, and values allows for applied learning opportunities beyond the areas traditionally considered. Growth in the non-traditional student population, expansion of the graduate student population and programs, as well as the expansion of the international student population are all areas the University can reasonably explore and support. Expansion in these areas (non-traditional students, graduate and international recruitment) allows for the generation of additional resources and creates opportunities for maintaining and strengthening program quality for all students. The inclusion of students on campus (both commuter and residential) allows for enhanced opportunities at the student life level – from living and learning communities to the personal growth that comes from interaction with those individuals different than oneself **Core Component 5A.3**



At Missouri Western staff in all areas are appropriately qualified and trained for their role at the institution. Identified as a *strength* in the 2010 SAFR, Missouri Western has a position description development process that is updated and maintained by HR in collaboration with the C-3 Committee. When new or adjusted credentials, skills or values are required, as identified through restructuring or evaluations, the direct supervisor in conjunction with the HR office and the C-3 Committee conducts an assessment of similar positions at the institution, similar positions at peer institutions, and industry standards within the broader community to draft or revise a position description which identifies the necessary preparation, experience and values needed to accomplish the updated responsibilities. Position credentials, skills, values and responsibilities for vacant positions are reviewed prior to the recruitment process. This process is performed by the hiring supervisor in coordination with HR. In addition, disciplinary standards, academic credentials, curricular, and departmental needs are incorporated for faculty positions. Market surveys, which validate standard credentials and skills, are conducted every five years to inform decisions made regarding compensation.

Missouri Western uses search committees for full-time exempt (not eligible for overtime compensation) positions and for some non-exempt (eligible for overtime compensation) positions. The make-up of each search committee can include employees from the hiring department, and frequently, representation from other departments. Some searches, when appropriate, have student and community participation. Committee members use their expertise to assess and ensure that the candidate meets appropriate credentials, skills, and values as described in the position posting. Potential employees provide application materials (print or online) and are provided with significant information about the position and the institution. Telephone or Skype interviews are conducted as a preliminary interview tool prior to on-campus interviews. On-campus interviews are conducted for all positions and may include presentations, demonstrations and scenarios, open forums and/or teaching components to assure that the potential new employee possesses the necessary credentials, skills and values for the position. These avenues allow for a broader cross section of the campus community to have input on the candidate's fit for a position. All on-campus interviews encourage participant feedback through evaluations. **Core Component 5A4**

Missouri Western has a well-developed process in place for budgeting and for monitoring expense. Budgeting is a collaborative process beginning with the President's Cabinet. Cabinet members maintain ultimate responsibility for each area of the University's operations from custodial services to course instruction. The budget process begins with dissemination of budget request forms to Cabinet members. These forms provide a breakdown of budgets by each division/department on campus and are shared and discussed with the department/division supervisors, deans, managers and directors to update the coming year's budgetary needs at both the operational and personnel levels. The request documents are then provided by each Cabinet member to the Office of Accounting services where requests for increases, stable budget allotments or decreases are compiled. Concurrently, revenue estimates (encompassing revenues from tuition, room and board; outside activities; state appropriations and all other sources) are developed by the Accounting Services office in conjunction with various departments/divisions of campus.

The budget request forms, which outline budgetary requests by department/division, are incorporated into a first draft budget along revenue estimates to determine and discuss the priorities at the Cabinet level. During this discussion, the needs of departments/divisions on campus are discussed and priorities are continually outlined and adjusted so that the University's finite resources can be allocated appropriately for the coming year.

On a monthly basis, Missouri Western provides expense and budget tracking reports to department/division supervisors, deans, managers and directors. These reports are reviewed at a departmental/divisional level and with the appropriate Cabinet-level supervisor to ensure that those departments and divisions maintain their operations within set budgetary parameters. Instances where overages are anticipated due to unforeseen circumstances are discussed between the Cabinet-level supervisor and the Vice President for Financial Planning and Administration as well as with the entire Cabinet as appropriate. This process has worked well to assure that resources needed are available even when state support is reduced. **Core Component 5A5**

8P7. Missouri Western recognizes that efforts to meet current and future challenges hold risks. To minimize risk, Missouri Western seeks input from as wide a variety of key stakeholders including consultants, advisory boards, legal counsel, risk management staff, community members, alumni, faculty, students and staff. Missouri Western's standing committees and governance structure provides the opportunity for a constant review of the status of performance data and information.



Numerous open forums support input and understanding of issues. Given recent budget circumstances, governance discussions include the risk of doing or not doing something and the potential consequences/risks of actions. Processes for assessing and addressing risk are *integrated* across units with regular monitoring by key individuals and groups..

Missouri Western addresses risk through a constant review of data and information about institutional operations. Missouri Western employs a fulltime Risk Manager who participates in the SPSC, the GAC, and the Committee to Assist Struggling Students (CASS). The Risk Manager reviews all contracts, agreements, and health/safety mandates to advise the affected unit of any potential risk.

The Committee to Assist Struggling Students (CASS) is becoming an increasingly key process for addressing risk for students. CASS receives notifications from any employee or student about a student(s) who seem to be exhibiting unusual behaviors. CASS collects additional information from relevant resources to conduct a threat assessment and determine what support services should be provided to the student. CASS meets monthly or more often as needed to remain informed and proactive about students exhibiting unusual behaviors. Where appropriate, interventions and services are provided and faculty may be involved to assist with student needs.

Another process for assessing and addressing risk is the Emergency Management Committee which maintains policies and procedures for handling all non-student emergencies such as weather and illness related emergencies and fire or injury situations. This committee meets monthly to assure that policies and procedures are current and communicated throughout the institution. In the spring of 2014 all employees were required to participate in Active Shooter training and an Active Shooter drill was held.

Missouri Western has a Continuity of Operations Plan that provides a process for allowing the campus to resume key business and educational activities following a critical incident. With a primary focus on prevention and personal preparedness through process evaluation and training, the plan addresses everything from natural disasters to hazardous waste spills. Hands-on training for employees and students in the areas of fire extinguisher usage, active shooter training, personal protective equipment, hazardous waste disposal, and use of the campus provided automated external defibrillator are examples of Missouri Western's efforts to address risk. These types of proactive trainings are embedded in the overall plans for valuing employees, students and guests on the campus.

Finally, Missouri Western addresses risk in its operations through its requirement that any expenditure must be authorized by the account manager and expenditures more than \$1,000 must be authorized by the account manager, direct supervisor and the vice president responsible for that area. Accounting and purchasing offices follow strict protocols on bid processes and allowable expenses. An annual audit assures that all Missouri Western financial activities are authorized and operated within university and state accounting policies. All fixed assets (computers, printers, desks, chairs, bookcases, file cabinets, tables, etc.) are tagged and inventoried with an annual audit of equipment conducted.

8P8. Processes for developing and nurturing all employees to meet changing demands are stable, well-designed and *integrated* into the operations of Missouri Western. In the 2012-2017 Strategic Plan, *Achieving Excellence, Transforming Lives*, Missouri Western made a decision to focus on three major areas rather than the nine areas of the prior strategic plan. As noted in 8P1, the focus narrowed to 1) Enhancing the Educational Experience, 2) Preparing Graduates for Careers, Graduate Studies and Life Opportunities, and 3) Increasing and Managing Resources. The third area provided an opportunity to focus on all aspects of resources at the institution including human, fiscal and physical resources. It was a conscious choice to have the first key objective focus on employee development since employees are a key resource for the institution. The first step to address employee capabilities was to evaluate, prioritize and respond to the human resources needs across the institution. Next, Missouri Western focused on strengthening wellness initiatives for all employees and students and strengthening workplace-related employee professional development opportunities. Web-based, university-wide training for sexual harassment, non-discrimination issues, diversity awareness, FERPA, HIPAA and other institutional related training needs has been developed. At the individual office level, all new employees go through an orientation session and have a mentor for guidance through the first year of employment. As institutional needs change, professional development and cross-training needs are identified and provided as part of any job responsibility change or addition of new responsibilities. The Staff Association holds an annual professional development day that enables staff to have targeted training in issues and needs they identify. Faculty also participate in an orientation process during the first week of employment. The President



and Provost have a follow-up luncheon with all new faculty to identify additional needs that arise during the first year of employment. In addition, all new faculty members have a mentor within the academic department. Faculty members have access to substantial resources for professional development and attendance at professional conferences. This was an area that was protected from budget cuts when the State of Missouri cut higher education budgets by more than 30 percent. Administrators also have access to professional development funding for conference and training needs. At any level, the employee only need to request the approval to have professional development expenses provided by Missouri Western and it is generally approved. At other times the institution may request that an employee participate in a professional development activity to strengthen knowledge and skill sets or to develop new ones. In those instances, again, the request for approval for professional development is a matter of completing the request and having it reviewed for approved.

Missouri Western also sees value in bringing training to campus for the whole campus or for targeted portions of the campus. For example, when Missouri Western engaged a retention consultant, the consultant was asked to address the entire campus community at a campus general session. This was helpful in assuring that all employees were knowledgeable of the opportunities to improve retention and heard the same message at the same time. Employees have expressed an interest in further events of this type to assure a common understanding of the challenges and opportunities in important issues (recruitment, retention, budget, performance funding, etc.).

Seen as an *opportunity* in the 2010 SAFR, Missouri Western seeks to clarify in this AQIP Systems Portfolio that processes are in place for all employees to have professional development related to current and future position needs. A conscious effort to protect professional development funds occurred during the last six years of state budget cuts. At Missouri Western, investing in employees is part of the culture and infrastructure. Specifically, Missouri Western maintained training and professional development support for all areas of the institution (faculty, staff and administrators) to enable all employees to remain effective in their positions and to grow into the emerging responsibilities of the position as may occur. Each unit has the ability to identify training/professional development needs and allocate funding or request additional funding to assure that employees remain effective in their institutional roles. Current employees may have the opportunity to apply for positions that have more responsibilities than their current position. Internal advancement is supported with specialized training to assure employee success at the next level.

8R1. Missouri Western measures the effectiveness of institutional planning directly through quarterly and annual reports on the implementation of the strategic plan and AQIP Action Projects as well as through annual reports from all campus units and departments. At the employee level measures of progress toward strategic goals is included in the individual annual evaluation process which is mandatory for all employees. The annual reports and annual evaluations all require an analysis of progress toward current goals as well as goal setting for the following year. Specifically:

- Missouri Western assesses institutional performance in its strategic planning through specific and measureable objectives and action items in the three goal areas of the strategic plan, Achieving Excellence, Transforming Lives.
- The SPSC reviews objectives and action items at quarterly meetings and makes needed adjustments to support attainment of the three goals. Meeting minutes and updates are posted to the Strategic Plan webpage.
- Bi-annually, Missouri Western creates a Community Impact Report to document progress toward the institutional mission of serving the needs of the region.
- Missouri Western develops a comprehensive strategic plan every five years that is inclusive in development and focused on measurable goals.
- Key institutional performance objectives are benchmarked using state performance data among the public four-year institutions of higher education and peer institutions.
- External audits of all financial operations (Division of Financial Planning and Administration, Missouri Western State University Foundation, Athletics, etc.) are done annually to assure that processes are operating effectively and accurately.
- Many academic programs have external accreditation reviews to assure alignment with nationally recognized program standards and program effectiveness.
 - o Association to Advance Collegiate Schools of Business (AACSB) – Business
 - o American Bar Association (ABA) – Legal Assistant
 - o Commission on Accreditation for Health Informatics and Information Management (CAHIIM) – Health Information Technology, Health Informatics & Information Management
 - o Commission on Collegiate Nursing Education (CCNE) – Nursing



- o Council on Social Work Education (CSWE) – Social Work
- o National Accrediting Agency for Clinical Laboratory Science (NAACLS) – Clinical Program in Medical Technology
- o National Association for Schools of Music (NASM) – Music
- o National Council for Accreditation of Teacher Education (NCATE) – Teacher education
- o Engineering Technology Accreditation Commission of ABET (ETAC of ABET) – Engineering Technology
- o American Chemical Society – Curriculum Approval - Chemistry

The 2010 SAFR questioned “whether there were benchmarks around the effectiveness of the planning process overall.” Missouri Western benchmarks its performance against its own prior progress, against national accreditation standards, and peer institutions for performance indicators related to student retention, graduation rates, applied research, amount of budget allocated to instruction.

8R2. Key performance results are reported through the SPSC quarterly reports. Performance results include

- Development and implementation of reverse transfer processes – 20 associate degrees have been awarded to students (2012-2014) through this process.
- Legislative approval in 2014 (House Bill 1206) to eliminate the five-year limit on land leasing which allows Missouri Western to better utilize its land resources. This was the culmination of a multiyear effort to change the existing legislation.
- Increasing the percentage of Missouri Western full-time students who return to the institution for the following fall semester. This measure is based on a three year rolling average. The most recent data for Fall 2007-2009 indicate a 65.4% retention rate; Fall 2008-2010 indicate a 63.5% retention rate. Efforts are focused on reaching a 66% retention rate.
- Implementing Residential Life strategies to address student success including a residence hall mentoring program (4% improvement in retention for students with mentors)
- Make improvements to the advising process – Missouri Western purchased and implemented the Griffon GPS system which allows faculty and students to generate a degree audit to be used for advising effectiveness. One hundred percent of Missouri Western faculty and staff advisors received training on this enhanced advising system.
- The Bachelor of General Studies (BGS) degree was developed, approved internally and by the Missouri Coordinating Board for Higher Education, and is being marketed to support degree completion for college students with credits but no degree. This effort was a key objective in the strategic plan and identified as an AQIP Action Project – Baccalaureate Degree Completion Initiative.

Missouri Western has three AQIP Action Projects that are directly linked to its continuous improvement initiatives. Those projects are: Baccalaureate Degree Completion Initiative, Increasing Graduate Degree Access and Options, and Internationalization of the Student Population. The Baccalaureate Degree Completion Initiative focused on creating a degree to address students who had significant credits but no degree path, assisting students with career advancement through degree completion, and providing strategies and resources to support degree completion. Missouri Western is working with regional businesses (e.g. Heartland Health/Mosaic Life Care, 139th Airlift Wing of the Missouri Air National Guard) to support employee degree completion and advancement.

Recent improvements (2013-2014) in the Baccalaureate Degree Completion Initiative include:

- There have been more than 200 serious inquiries to Missouri Western about declaring the Bachelor of General Studies (BGS).
- There are 53 current BGS majors at MWSU
- 20 students graduated with a BGS in 2013-2014.
- To further support degree completion options, a revised Bachelor of Science in Technology (BST) curriculum was available to students starting in 2014-2015.
- Online course inventory grew by 45 course titles to 264. Online enrollments grew more than 14% from 2,631 credit hours to 3,005 credit hours from Fall 2012 to Fall 2013. Spring 2013 to Spring 2014 online enrollments grew by about 5% from 2,759 to 2,890. This initiative builds upon a “retired” AQIP Action Project – Expansion of Available Courses Through Distance Learning Technologies..



- The Missouri Western/Heartland Health/Mosiac Life Care scholarship program grew from zero to 94 caregivers, with more than \$54,000 in tuition provided to support degree completion and career advancement.
- The Buchanan County Degree Completion Initiative grew from one participant to 20 in 2013-2014, with \$17,381 in scholarships provided.
- The Missouri Western/139th Airlift Wing of the Missouri Air National Guard partnership began during 2013-2014 and 37 Guard members are signed up for a preparatory math course.

A second AQIP Action Project, *Increasing Graduate Degree Access and Options 2012-2015*, is directly related to career advancement for regional stakeholders. Missouri Western was authorized to offer graduate degree in 2005. The AQIP Action Project, *Building Graduate Programs 2007-2009*, focused on creating the infrastructure for offering graduate degrees (e.g. graduate program staff and office, graduate admission policies, graduate program webpage, Graduate Handbook, Graduate Faculty Handbook, development and approval of initial graduate programs, hiring of specialized graduate faculty (e.g. human factors and usability testing, health care leadership) and purchasing of specialized equipment (e.g. digital media, forensic investigations, information technology management). The current AQIP Action Project *Increasing Graduate Degree Access and Options 2012-2015* builds upon the infrastructure developed to target degree development to regional stakeholder and employer needs.

A goal of this project included developing new graduate degree programs and increasing enrollments in graduate programs. Results for this AQIP Action Project include development and approval of the curriculum for four new graduate programs over the 2013-2014 academic year

- Master of Applied Science: Industrial Life Science Option
- Master of Information Management: Enterprise Resource Planning Option
- Master of Science in Nursing: Nurse Educator Option
- Nurse Educator graduate certificate

These four programs were approved by the Graduate School's governing body (Graduate Council), the GAC, the President and were submitted to and approved by the Missouri Department of Higher Education (MDHE) during the 2013-2014 academic year. The Industrial Life Science program accepted its first students and began offering classes in January 2014. The other three programs will began offering courses for their first students during fall 2014.

- A fifth program, Master of Science in Information Technology Assurance Administration, was approved by the Graduate Council, and was submitted to MDHE during the fall of 2014 with an expected starting date for implementation in the fall of 2015.
- Along with the two new programs approved during the 2012-2013 academic year (MAS Sport and Fitness Management, Professional Skills graduate certificate), the Graduate School has already reached the goal of initiating six new graduate programs during the first two years of the AQIP Action Project timeline.

Figure 8.2 Enrollment, Applications and Credit Hours Generated

Average number of graduate students enrolled (fall & spring semesters)

	2011-2012	2012-2013	2013-2014
Student Enrollment	165	172 (+4%)	178 (+3.5%)
Graduates	25	53	51

Total number of graduate school applicants

	Total Applications	New Students Enrolled
Fall 2012 (as of July 31)	174	50 (28.7%)
Fall 2013 (as of July 31)	240	54 (22.5%)
Fall 2014 (as of July 28)	211	52 (24.6%)

Total number of credit hours generated

	2011-2012	2012-2013	2013-2014
Credit Hours Generated	2,395	2,517 (+5.1%)	2,742 (+8.9%)



Graduate student enrollment is another key goal of this AQIP Action Project. The data below provide an overview of student trends and graduate school performance in terms of recruitment, enrollment and graduation trends.

From the data above the average graduate student enrollment has continued to increase by 3-4% annually over the past two years. Although this growth is very modest it is notable that the enrollment has held steady even with a large increase in graduating students (>50 students) in 2012-2013 and 2013-2014 academic years.

The number of applications for admission has increased significantly during the past two years (+37% for fall 2013, +21% for fall 2014) in comparison to the number of applications submitted for fall 2012 before the action project began. The growth in applications submitted may be due to an increased investment in advertising regionally over the past two years. However the number of new students enrolling has remained flat. Missouri Western hopes to increase the number of applicants who ultimately enroll in the Graduate School by pursuing those applicants more aggressively. This is a goal that has been discussed between the Admissions Office and the graduate program directors. The Admissions Office will be implementing new customer relationship management (CRM) software and coordinated efforts will help graduate program directors develop follow-up routines for contacting applicants in a more systematic manner to assist in recruitment.

Another goal for supporting graduate program effectiveness was the updating of the Graduate School website. A new website was developed and launched in March of 2014. The new website utilizes WordPress for easy design and maintenance. The new website is easier for users to navigate and conforms more to the university's general website template making it more consistent for users. Time and attention are being applied to provide more information for current and potential graduate students.

Another AQIP Action Project, *Internationalization of the Student Population* has also had significant improvements and results including:

- Exchange agreements with Jiaying University in China, and proposals in process with Telcom in Saint-Etienne, France, and University of Costa Rica.
- In Spring 2014, Missouri Western was approved to host exchange students from Brazil through the Brazil Scientific Mobility Program.
- International recruiting trips were conducted in 2013-2014 with a goal of establishing relationships with potential sending high schools and universities. The trip to Asia (2013) included stops in Singapore, Indonesia, Malaysia, Thailand, Vietnam, and China.
- A professor from the Department of Communication Studies also visited several universities in China and facilitated an exchange agreement between Jiaying University and Missouri Western.
- Beyond formal exchange agreements, there were 92 students and J-scholars at Missouri Western in 2013-2014, and two Fulbright scholars, for the Spring 2014 semester. Missouri Western's short-term goal was to reach 100 international and exchange students. For fall 2014, Missouri Western reached and surpassed its goal with 127 international students enrolled.
- There was increased programming for native and international students as well as the community.

8R3. Performance targets are embedded in each action item of the Missouri Western strategic plan, *Achieving Excellence, Transforming Lives 2012-2017*. Each action item is clearly identified with the measures also identified to support longitudinal tracking. Where possible, each performance target is aligned to state or national mandates, AQIP categories and state performance funding. All action items within the strategic plan have measurable actions and identified assessment tools. The strategic plan includes the following: The following is a sample from each of the three strategic plan goals. The full strategic plan with its goals, objectives, action items and assessment tools can be found at: <https://www.missouriwestern.edu/strategicplan/>

Goal 1 – Enhancing the Educational Experience

Objective 1 - Increase student persistence to graduation

Action Item 1 - Increase the percentage of Missouri Western first-time fulltime students who return to the institution for the following fall semester above the national median for first-time, full-time students at an open admission, public four-year institution. *Primary leadership – Academic Affairs*



Assessment Tools: IPEDS Data <https://nces.ed.gov/ipeds/datacenter/Default.aspx>
Student Satisfaction Inventory (SSI)

National Survey of Student Engagement (NSSE) data

Alignment: CBHE Performance Funding Model for Public 4-Year Institutions – Student Retention – ****MWSU Specific Indicator****, AQIP 1 Helping Students Learn

Action Item 2 – Increase the percentage of Missouri Western students who return to the institution for their third consecutive fall semester after their second consecutive fall semester. Primary leadership – Student Affairs

Assessment Tools: Sophomore Survey Instrument

Institution IR website http://www.sc.edu/fye/research/data_access/index.html

Alignment: CBHE Performance Funding Model for Public Four-Year Institutions - Increased Degree Attainment, AQIP 3 Understanding Students' and Other Stakeholders' Needs,

Action Item 3 – Increase the six-year bachelor degree graduation rate above the national median for first-time, full-time students at open-admission, public four-year institutions. Primary leadership – Academic Affairs

Assessment Tool: <https://nces.ed.gov/ipeds/datacenter/Default.aspx>

Alignment: CBHE Performance Funding Model for Public 4-Year Institutions – Increased Degree Attainment – ****MWSU Specific Indicator****, AQIP 1 Helping Students Learn

Action Item 4 – Review, make improvements and assess actions to assure an effective and comprehensive advising process. Primary leadership – Academic Affairs

Assessment Tools: Student evaluation of advising; Student Satisfaction Inventory results; National Survey of Student Engagement results

Alignment: CBHE Performance Funding Model for Public 4-Year Institutions – Retention and Increased Degree Attainment, AQIP 3 Understanding Students' and Other Stakeholders' Needs

Action Item 5 – Increase student financial literacy Primary leadership – Financial Aid

Assessment Tools: Annual borrowing rates by class and graduates; Student participation in financial literacy initiatives at Missouri Western; Reductions in excessive borrowing; Missouri Western Cohort Default Rate

Alignment: Federal Financial Aid Regulations, AQIP 3 Understanding Students' and Other Stakeholders' Needs, AQIP 6 Supporting Institutional Operations, AQIP 7 Measuring Effectiveness

Action Item 6 – Increase student performance as measured by exit examinations, general studies examinations, and licensure examinations. Primary Leadership – Academic Affairs

Assessment Tools: ETS® Proficiency Profile (General Studies), ETS® Major Field Tests, Licensure exams, and departmental exit exams

Alignment: CBHE Performance Funding Model for Public 4-Year Institutions – Exit Examination Performance Rates – ****MWSU Specific Indicator****, AQIP 1 Helping Students Learn

Goal 2 - Preparing graduates for Careers, Graduate Studies and Life Opportunities

Objective 1 - Increase Western's global engagement

Action Item 1 - Increase the number of international students attending Missouri Western as well as faculty and student international exchanges. Primary leadership – Student Affairs

AQIP Action Project – 2012 – 2015

Assessment Tool: IPEDS data

Alignment: Consultant's reports 2012, AQIP 3 Understanding Students' and Other Stakeholders' Needs

Action Item 2 - Increase student interactions with students from other countries and cultures. Primary leadership – Student Affairs

Assessment Tool: Event and exchange data

Alignment: Consultant's Report 2012, AQIP 3 Understanding Students' and Other Stakeholders' Needs

Action Item 3 - Strengthen institutional policies, practices, and structures to respect and represent diverse cultures. Primary leadership – Student Affairs



Assessment Tool: Governance Advisory Council policy changes

Alignment: AQIP 3 Understanding Students' and Other Stakeholders' Needs, AQIP 4 Valuing People

Goal 3 – Increasing and Managing Resources

Objective 1 - Increase and Manage Human Resources

Action Item 1 - Evaluate, prioritize, and respond to the human resources needs across the institution. *Primary Leadership – Human Resources*

Assessment Tool: Human Resource Survey

Alignment: AQIP 4 Valuing People, AQIP 6 Supporting Institutional Operations

Action Item 2 - Strengthen wellness initiatives (employees and students). *Primary Leadership – Human Resources*

Assessment Tool: Annual Aggregate Wellness Screening Data

Alignment: AQIP 4 Valuing People, AQIP 3 Understanding Students' and Other Stakeholders' Needs

Action Item 3 – Strengthen workplace-related employee professional development opportunities. *Primary Leadership – Human Resources*

Assessment Tool: Human Resource Survey

Alignment: AQIP 4 Valuing People, AQIP 6 Supporting Institutional Operations

Other targets for performance goals of the Missouri Western strategic plan include:

- Increasing the first time freshman retention rate to 70%
- Increasing the graduation rate to 40%
- Increasing the number of graduate students to 250
- Increasing the number of international students to 250
- Increasing the reverse transfer associate degree awards to 30
- Increasing the number of BGS degree awards to 50

8R4. The Missouri Department of Higher Education gathers data on the performance of public higher education institutions and reports that data on the Statistical Summary of Missouri Higher Education. This enables Missouri Western to compare itself with other open-enrollment institutions in the state on indicators such as graduation rates, first-time full-time degree seeking undergraduate performance rates, and number of degrees conferred. The table below shows the latest performance funding results summary available. The results indicate that Missouri Western performs better than other open enrollment institutions in Missouri and in some cases better than some moderately selective institutions.

Another key performance indicator from the Statistical Summary of Missouri Higher Education prepared by the Missouri Department of Higher Education provides comparative data for graduation rates. The comparison of Missouri Western's performance with those of other open enrollment institutions reveals that Missouri Western is performing better than other open enrollment institutions.

Other comparisons demonstrating Missouri Western's performance related to student satisfaction of campus security, parking, service access, instruction and advising show Missouri Western performing better than peer institutions and improving in categories related to strategic initiatives (campus security, student services, instruction, computer support and advising).

The 2010 SAFR questioned how Missouri Western used benchmarking data to inform the planning process. To reiterate, the SPSC regularly looks at internal and external performance measures to determine progress toward strategic goals such as safety, support services, retention and graduation rates.

8R5. Missouri Western regularly and systematically evaluates the effectiveness of its planning processes. With the implementation of the current strategic plan, all strategic goals, objectives and action items have clear and measurable performance targets (see 8R3). Progress toward those targets is updated and reviewed at each quarterly SPSC meeting. Results have enabled more effective use of resources to support student recruitment, orientation, retention and advising. The SPSC is representative of all aspects of campus enabling all campus groups to be aware of and involved in continuous improvement. Progress toward strategic goals is posted on the strategic plan website and shared at the GAC, opening



sessions held each semester for all employees, and at numerous forums and meetings held regularly on campus and in the community.

In addition, Missouri Western has used outside consultants to provide expertise and guidance on effectiveness of its key processes. Recent consultants (finance, recruitment, retention, international recruitment, and master planning) provided specific feedback on university operations that was used to improve those processes and eventual outcomes. Consultants also identified strengths in university operations and have specifically identified the current strategic plan and its tight alignment with performance measures as a significant strength for Missouri Western.

Another measure used to determine continuous improvement is the external accreditations conducted for numerous academic programs. As noted in 8R1, Missouri Western continuously works at improving its academic programs and has those efforts externally validated by accrediting bodies.

8I1. Development of the 2012-2017 strategic plan, *Achieving Excellence, Transforming Lives 2012-2017*, focused on identifying the most important goals that would strengthen and improve the institution. With the reduction of state funding, Missouri Western recognized the importance of finding efficiencies that had no impact on mission priorities. The intent and result was to identify key goals that supported academic excellence in the classroom and beyond and supported the educational, economic, cultural and social development of the people and the region served. The development process followed earlier plan development processes and included all key stakeholder groups with multiple opportunities for input and refinement of plan goals. The development process resulted in three major goals which was an improvement over the previous strategic plan which had 22 goals. This improvement allowed Missouri Western to focus resources on retention, graduation attainment, student career support, international recruitment, recruit-back programs and management of institutional resources. Another significant improvement within the strategic plan was the identification of specific measures to determine progress toward each goal. Finally, the current strategic plan was intentionally aligned with state and national priorities as well as AQIP categories.

Identified as a *strength* in the 2010 SAFR, Missouri Western has continued to have strategic planning guide all institutional operations. As noted in the 8R2, Missouri Western's AQIP Action Projects have had significant impact on institutional improvement including:

- increasing international enrollment and providing a broader cultural experience for domestic and international students,
- increasing the number of graduate program options for graduate students,
- increasing the opportunities for regional students to return to complete a degree no matter how long they have been absent from collegiate study.

In addition, recent improvements include:

- Updating advisor training and requiring all advisors to participate in training
- Enhancing the Degree Audit software to support more effective advising processes
- Using consultants (recruitment, retention, master planning, financial planning) to inform decisions and shape actions
- Fully staffing the Career Services area to support partnerships for student and graduate employment

8I2. Missouri Western operates with a shared governance approach that encourages and requires that all internal stakeholder groups be involved in planning and improvement processes. As noted in AQIP 5 *Leading and Communicating*, numerous communication structures are in place to assure aligned and integrated communication of institutional goals and progress toward those goals. As noted in AQIP 8P1 the SPSC serves as the organizing unit that both gathers and shares input and results. AQIP Action Projects are a direct outgrowth from the strategic plan and are embedded into university operations when the AQIP Action Project is "retired." This culture of inclusion and commitment to improvement are integrated into the conversations and actions of employees, students and the community members that are our partners and supporters. The regular communication of institutional challenges and successes creates an atmosphere of shared purpose and understanding. Missouri Western looks forward to continuing its journey of improvement as it enters its 100th year of serving students and the community.



Figure 8.3 First-Time, Full-time, Degree Seeking Undergraduate Performance Rates - Missouri Public Higher Education Institutions (Open, Moderately Selective)

Institution	Initial Cohort	Earned 24 or more credits	Earned a 2.0 GPA or higher	Earned a 2.0 GPA or higher and 24 or more credits	Enrolled subsequent fall	Earned a 2.0 GPA or higher and 24 credits and enrolled subsequent fall	Admissions Selectivity
Harris-Stowe State Univ	271	8.49%	46.49%	8.49%	60.15%	7.75%	Open
Lincoln Univ	561	37.61%	58.11	36.19%	56.86%	32.09%	Open
MO Southern St. University	849	53.71%	73.38%	52.30%	66.43%	44.29%	Moderately Selective
Missouri State	2647	67.59%	88.10%	65.85%	86.59%	61.01%	Moderately Selective
MO Western St. University	1088	59.38%	73.35%	56.71%	68.75%	50.74%	Open
Northwest State University	1456	71.29%	79.53%	68.54%	79.46%	62.71%	Moderately Selective
Southeast State University	1817	66.54%	82.88%	64.56%	80.41%	59.66%	Moderately Selective
University of Central Missouri	1547	67.74%	79.70%	65.03%	82.42%	61.09%	Moderately Selective

Source: Enhanced Missouri Student Achievement Study – Missouri Department of Higher Education

Figure 8.4 Six Year Graduation Rates for First-Time, Full-time Degree Seeking Undergraduates as of Spring 2012

Public Baccalaureate and Higher, Open enrollments, Degree Granting Institutions	Cohort	Graduate within Six Year	Graduation Rate
Harris-Stowe State Univ.	273	26	9.5%
Lincoln Univ.	476	150	31.5%
Missouri Western State Univ.	816	318	39.0%

Source: Enhanced Missouri Student Achievement Study – Missouri Department of Higher Education

Figure 8.5 Increases in Student Satisfaction Inventory from 2010 to 2012 MWSU vs National

	2010 Satisfaction	2012 Satisfaction
NSSE Item #	MWSU NATIONAL	MWSU NATIONAL

#3 The campus is safe and secure for all students	5.05 5.63	5.84 5.64
#12 The amount of student parking space on campus is adequate	3.15 3.70	3.84 3.67
#15 Computer labs are adequate and accessible	5.66 5.60	5.69 5.54
#18 Parking Lots are well-lighted and secure	5.10 5.14	5.27 4.90
#25 I am able to take care of college-related business at times that are convenient for me	5.25 5.12	5.27 5.15
#36 The quality for instruction I receive in most of my classes is excellent	5.44 5.43	5.50 5.35
#38 I receive feedback about progress toward my academic goals	4.97 4.83	5.01 4.79



AQIP Category 9 – BUILDING COLLABORATIVE RELATIONSHIPS

Introduction. Missouri Western State University seeks opportunities to build collaborative relationships with educational organizations, employers, service providers and materials and supply providers using integrated processes and measures to determine quality and results. With processes identified as *strengths* in the 2010 AQIP SAFR, Missouri Western has worked to further refine its collaborative relationship efforts and to better document its results.

Processes to create, prioritize and build relationships with educational institutions and other organizations (9P1) from which the institution receives students are *integrated* and a priority for Missouri Western's admission staff. Faculty, staff and administration work to build relationships between two- and four-year institutions through articulation agreements, joint degree programs as well as regular communications on shared issues. Viewed as a *strength* in the 2010 AQIP SAFR, Missouri Western has continued its efforts to work collaboratively with its educational partners. Processes related to educational institutions and employers who depend upon Missouri Western's students and graduates (9P2) are *integrated*. Also a *strength* in the 2010 AQIP Systems Appraisal Report, efforts to work more closely with educational partners on joint degrees, dual enrollment and reverse transfer have been accomplishments since the last portfolio.

Relationships with vendors who provide services to students (9P3) are *integrated*. Missouri Western negotiates contracts with vendors such as ARAMARK (food service) and Barnes and Noble (textbooks and supplies) to assure that high quality, convenient and reliable services are continuously provided to students. Suppliers who provide materials and services (9P4) do so through set processes that assures a cost-effective and transparent purchasing process. These processes are thoroughly *integrated* into all aspects of the institution. Processes for 9P3 and 9P4 were noted as *strengths* in the 2010 AQIP SAFR and Missouri Western has continued to refine and strengthen these processes. Processes for developing relationships with educational associations, external agencies, consortia partners, and the general community (9P 5) are *aligned* and moving to *integrated*. Missouri Western employees are involved in almost every aspects of community improvement in the region including serving on boards and foundations, leading community service organizations (e.g. St. Joseph Chamber of Commerce, United Way, St. Joseph School District Levy Extension Committee, Planning A Course Together (PACT) Strategic Plan Taskforce for the St. Joseph School District, and numerous service clubs such as Rotary, Lions, Kiwanis and Allied Arts Council).

To assure that partnership relationships are meeting the varying needs of those involved, Missouri Western became one of the original participants in a survey to assess partnership satisfaction. In collaboration with Eastern Arizona College, Missouri Western supported the development and implementation of the Higher Education Partnership Satisfaction Survey. In 2011-2012, development and testing of the survey was completed. Missouri Western created the database of partners and submitted those to enable anonymous feedback from partners. Results from that survey can be found in Figure 9.2. Missouri Western has used the feedback to respond to partner suggestions. Although identified as a *strength* in the 2010 SAFR, Missouri Western considers its processes in this area (9P6) to be *aligned* and we are working to improve them.

Finally, processes for building relationships among departments and units are integrated into the organizational and shared governance structure of Missouri Western. These processes (9P7) are *integrated* into all aspects of the institution through its committee structure. Multiple communication tools assure that all employees and students are aware of events and news about the institution. The shared governance structure supports direct involvement for all campus groups. The community is well informed about Missouri Western through news releases, and media coverage, webpages, events on campus, advertising campaigns, civic involvement and the outreach efforts of institutional leaders (See 5P7-9).

9P1. Identified as a *strength* in the 2010 AQIP Systems Portfolio, Missouri Western has continued to intentionally build and maintain relationships with educational organizations and other organizations from which it receives students. The process of creating and building relationships is part of a defined and well-established process and is *integrated* throughout the institution. Missouri Western administrators, faculty and staff meet with regional school administrators, counselors, transfer coordinators and faculty/instructors to assess their students' needs, and then respond to identified needs, opportunities and goals through actions that are appropriate to the mission, vision, values and strengths of the institution. Collaborative partnerships are developed and nurtured at the strategic and operational levels at which Missouri Western can leverage strengths, opportunities, and resource capabilities to respond to meet strategic and tactical goals.



Missouri Western recruiters and advisors regularly travel to all area high schools and community colleges to provide information and support for the best decision for each potential student. Missouri Western sponsors *Money Matters for Life: Personal Finance, Careers, and College Access* for potential Missouri Western students *Ready, Set, Go!* for middle school students and parents as well as FASFA workshops for prospective and current Missouri Western students and parents. In addition, Missouri Western works to assure the seamless transition for transfer students through a regularly updated transfer library that is available to all potential students. Potential transfer students or college advisors can see how existing coursework fits into Missouri Western degree programs.

Between institutions both two and four year, Missouri Western seeks to work collaboratively with its regional partners. For example, in a collaborative relationship with Metropolitan Community College (MCC) in Kansas City, Missouri Western implemented a 2+2 program, featuring a B.S. in Nursing and B.S. in Education – Early Childhood Education. Articulation agreements as well as contracts for physical use of space on the MCC campus were negotiated allowing for delivery of baccalaureate coursework on the MCC campus. In another example, Missouri Western has a partnership /contract with the University of Missouri-Kansas City (UMKC) to offer a M.S. in Nursing on Missouri Western's campus. To develop these partnerships, Missouri Western and its partners have regular discussions regarding shared needs and issues. The Council of Presidents in Higher Education (COPHE) meets five times per year for a day prior to the Coordinating Board for Higher Education meeting. Conference calls for this group are scheduled as needed. The Chief Academic Officers of all Missouri institutions have monthly telephone conference to coordinate and communicate on issues and collaborations and two times per year the four-year Chief Academic Officers meet with the Chief Academic Officers of the two-year institutions to collaborate and communicate on shared issues. Finally, collaborative relationships are built between and among two- and four-year institutions through special work groups formed by the Missouri Department of Higher Education. For example, a Taskforce on College and Career Readiness was formed in 2012 to address the development of best practices in developmental education. Also in 2012, the Missouri Reverse Transfer Initiative Steering Committee was formed to develop policies and implementation practices to provide reverse transfer of credits from four-year institutions to two-year institutions to enable associate degree completion. Missouri Western had a leadership role in both of these initiatives and continues to be seen as a leader in these initiatives.

Missouri Western also responds to critical needs identified by organizations, by identifying root causes and determining steps required to resolve problems. For instance, while hospitals and other patient care facilities are experiencing increased patient acuity and an increased need for experienced nurses in critical care areas, they are also observing an aging workforce preparing to retire during the next few years. This situation, along with a wave retirements of nursing faculty, is anticipated to decrease the nation's healthcare workforce. With input from Heartland Health/Mosiac Life Care leadership, Missouri Western began the process of developing a degree program to address this issue. In Fall 2014, Missouri Western responded by implementing a new graduate program, Master of Science in Nursing (MSN) in Health Care Leadership with a Nurse Educator option or a Nurse Educator Graduate Certificate, to increase the number of qualified nursing faculty and ultimately, to increase the number of qualified nurses in the workforce.

Prioritizing relationships is based on how well the potential collaborative partner or initiative fits with the mission, vision, and values of Missouri Western. The Missouri Western mission allows for partnerships to support the educational, economic, cultural and social development of the people and the region which provides broad opportunities for collaboration. Some issues are mandated through legislation or policy that may have deadlines that make the issue a priority for the institution.

9P2. Also a *strength* in the 2010 AQIP Systems Portfolio, Missouri Western administrators, faculty and staff continue to actively partner with regional educational institutions, workforce development organizations, economic development councils, private and public agencies, and businesses to identify regional needs, opportunities, and goals. Prioritization of Missouri Western's actions depends upon the level of need, available/potential resources, and appropriateness to Missouri Western's mission, vision, values and strengths. Processes to support partnership development are *integrated* into the daily operations of the institution. Missouri Western faculty and staff are members of economic development, arts, service, professional, and civic organizations.

For example Missouri Western has a longstanding partnership with Heartland Health/Mosiac Life Care, the largest employer in the region. Missouri Western faculty and administrators are members of the Heartland Health/Mosiac Life Care boards. Heartland Health/Mosiac Life Care has provided financial support to expand the nursing program, creating a greater number



of baccalaureate-prepared nurses for the region. There are joint meetings between the leadership of both institutions each semester to maintain communication on needs and opportunities. In one joint meeting, Heartland Health/Mosaic Life Care identified a critical need for clinical laboratory staff. Missouri Western Chemistry faculty responded to the need by proposing the Bachelor of Science with a major in Medical Technology (also known as Clinical Laboratory Science). As a part of that development process, Missouri Western developed formal partnerships with three affiliated hospitals for the clinical portion of the program.

Heartland Health/Mosaic Life Care and Missouri Western have also collaborated to develop and implement an accelerated and ultra-flexible business administration degree path to meet Heartland Health/Mosaic Life Care's need for clinic managers to be knowledgeable and skilled in business administration functions, as well as their clinical specialties.

In addition, Missouri Western's Department of Engineering Technology completed a 3+2 articulation agreement with the University of Missouri–Kansas City (UMKC) School of Computer Science and Engineering to enable Missouri Western students to take approximately 80 credits at Missouri Western and 70 credits at UMKC to earn two baccalaureate degrees (Engineering Technology and Engineering) in five years. Finally, Missouri Western has articulations and agreements with two Association to Advance Collegiate Schools of Business (AACSB) accredited schools of business (Rockhurst University and UMKC), allowing a seamless transition for Missouri Western business graduates seeking regional graduate study opportunities.

Partnerships to support degree completion for career advancement are an integral part of the AQIP Action Project Baccalaureate Degree Completion Initiative. This initiative targets businesses that have employees that are underprepared to advance in careers and offers the financial and academic opportunities to erase that deficit. In addition to community and educational partners such as the Community Alliance of St. Joseph, the St. Joseph Chamber of Commerce, Metropolitan Community College, the St. Joseph School District, and the Northwest Workforce Investment Board, business partners include: Heartland Health/Mosaic Life Care, Hillyard Industries, Boehringer Ingelheim Vetmedica Inc., Gray Manufacturing, Lifeline Foods, Altec Industries, Blue Sun Biodiesel, Albaugh Inc., Farmers State Bank, Midland Empire Resources for Independent Living (MERIL), Sunshine Electronic Display and Commerce Bank.

9P3. Also a *strength* in the 2010 AQIP Systems Portfolio, the creation of relationships with organizations that supply materials and services to Missouri Western students and the university begins with the identification of need and a bid process. Prioritization of creating these relationships is based upon the level of student/organizational need, fit with the strategic initiatives, and resource availability. Final approval of such bids rests with the Board of Governors, and is based on lowest best bid or single-source availability. Effective formal and informal communication is required for Missouri Western to build long-term relationships with suppliers. For example, an important service for students is food service, whether it is provided in the main dining hall or the numerous food stations throughout campus. To assure institutional, and especially student satisfaction with the service, a Food Service committee, representing all groups on campus, holds regular meetings with ARAMARK, Missouri Western's food service provider. With ARAMARK, the committee identifies issues related to food quality and service, potential solutions, and action steps to be taken. Since numerous groups hold events on Missouri Western's campus, the Center for Conferences and Special Programs analyzes post-event surveys and shares catering information with ARAMARK. In addition, ARAMARK surveys students and employees each semester to determine changing customer needs/requirements and makes changes, such as described in 9R2.

Missouri Western follows this same approach with services provided by Barnes & Noble contract for the Missouri Western bookstore. Each semester, an analysis of service effectiveness is conducted with results guiding contract negotiations. For example, Missouri Western bookstore staff worked collaboratively with Missouri Western administration and students to develop and implement a rental program for textbooks, resulting in a significant savings to students. Processes related to providing services to students are highly *integrated* into institution operations and are continuously monitored for opportunities for improvement.

9P4. Another *strength* area, Missouri Western has continued to improve its systematic process for obtaining materials and services that assures that bids are fairly requested, reviewed, and selected. Any materials or services less than \$3,000 can be purchased with department or unit approval. Materials or services costing from \$3,000 to \$5,000 must have three informal



bids – meaning that direct contact with the vendor is allowed. Any item more than \$5,000 must go through the official bid process handled by the Purchasing Office. The Purchasing Office keeps a record of all bids and assures that the institution selects the most cost-effective and appropriate bid for materials and services. As a state-supported institution, all actions are open to public review.

Further, processes are in place to assure that all expenditures are either through a purchase order or a University-issued procurement card with a two-step review process within the Purchasing Office and a third review step with Accounting Services. This review process assures that purchases from and payments to vendors are within institutional purchasing policies and are handled in a prompt manner. These processes are *integrated* into the institutional workflow and culture of accountability.

9P5. In its 2012 -2017 Strategic Plan, *Achieving Excellence, Transforming Lives*, Missouri Western has as one of its three goals the preparation of graduates for careers, graduate studies and life opportunities (See 8R3 – Goal 2). In order to prepare students for these opportunities, Missouri Western administrators, faculty and staff meet and develop long term professional relationships with individual business people, business clusters and advisory council members to identify immediate needs, regional trends and resources. Missouri Western also actively engages in interagency-supported regional initiatives, such as the Governor’s P-20 Council, the Northwest Missouri Workforce Investment Board, St. Joseph Chamber of Commerce, “St. Joseph: A City Building Character,” Profit in Education, “Another Smart Move.” The prioritization of these relationships is based upon the regional need, fit with Missouri Western’s strategic initiatives and resource availability.

As an institution with a statewide mission of applied learning, Missouri Western has hundreds of students who participate in course-based applied learning experiences each semester. These experiences require the development and maintenance of formal relationships and agreements. For example, all placement sites for teacher education students require an agreement to be in place outlining the responsibilities of each partner and processes for addressing any issue that might arise during the placement in the K-12 schools or other educational agencies. The Department of Nursing and Allied Health has clinical partnerships that enable nursing students to participate in clinical settings under the supervision of a nurse educator at the hospital. This same process for formal partnerships for internship placement occurs with all departments that place students in applied learning setting (e.g. engineering technology, computer science, business, physical therapist assistant, political science, and social work). Processes for creating, prioritizing, and building relationships with education associations and the general community are *aligned* and moving to being *integrated*.

9P6. Positive student/organization satisfaction surveys, increased enrollment, increased and/or repeat business, increased financial support from businesses, student feedback on applied learning experiences, and decreased complaints are used to determine that partnership relationships are meeting the varying needs of those involved. To assure accurate data on partnership effectiveness, Missouri Western was one of the initial institutions to participate in a Higher Education Partnership Satisfaction Survey developed in 2011-2012 by staff at Eastern Arizona College. An extensive development and testing process enables participating institutions to identify partnership types (educational organizations and other organizations from which you receive students, educational organizations and employers that depend on the supply of your students, organizations that provide services, organizations that supply materials and services and educational associations and others with whom you interact), enter the list of partners into a database and have a survey of satisfaction sent to the partner to enable anonymous feedback. Eastern Arizona College runs the data reports and provides results to the participating institutions. Results of the 2014 Higher Education Partnership Satisfaction Survey Results are noted in Figure 9.2. This process is stable, consciously managed and regulated to determine improvement needs. As a result, processes for partnership satisfaction and relationship status are *aligned*.

9P7. Missouri Western includes representatives from all employee groups in important discussions. Institutional committees consist of representatives from faculty, staff, and students. For example, the membership of the GAC consists of the President; vice presidents; college deans; presidents and vice presidents of the Faculty Senate, Staff Association, and SGA; Dean of Student Development; Director of Athletics; Director of Human Resources; and Risk Manager. This group facilitates communication within the institution and evaluates and recommends proposals and policies to the President. As is described in 8P1-2, a culture of continuous improvement is embedded at Missouri Western. Systems of open communication and shared governance are fully *integrated* into processes and operations.



Missouri Western builds several kinds of relationships within the institution. Faculty-to-faculty relationship-building includes new faculty orientation and mentoring. Faculty members build relationships through common content interests, teaching in learning communities and colloquia, and through project and committee work. Faculty-to-staff-to-administration relationship building is consistently supported through the shared governance structure at Missouri Western. The administrative leadership routinely attends and provides updates to the Faculty Senate, Staff Association and SGA. All groups participate in the GAC and the SPSC. The ongoing and embedded lines of communication support an environment of trust and shared knowledge. General sessions, held twice annually for all employees, provide another opportunity to build a relationship between and among institutional employees. Programs such as orientation, learning communities, honors symposia, undergraduate research, courses, and advising enhance faculty-student relationships. Students build relationships with each other through residential life and learning communities, as well as in classrooms, through coursework and performing groups, and participation in co-curricular activities.

Missouri Western communicates current results and improvement priorities to relationship partners, faculty, staff, administrators, students and the general public through a variety of formal and informal channels, including:

- Print, broadcast, and electronic media such as the *Missouri Western: The Magazine for Alumni and Friends*, *Points of Pride*, *Griffon Weekly*, MWSU Foundation *Annual Report*, Missouri Western Television (MWTV), Missouri Western website, electronic billboards, news releases, radio, television, the *Griffon News* student newspaper, the Family Newsletter and the weekly Griff Gab. Missouri Western also uses social media, such as Twitter, Facebook, and Linked In to communicate with constituents.
- Twice yearly general sessions for all employees also include invitations to the Missouri Western board of Governors and the media, joint staff and faculty meetings, employee announcements, and e-mail broadcasts
- Presentations to various civic and service organizations
- Interpersonal, inter-departmental communications that take place at the administrative, faculty, staff and board levels.

9R1. As evidenced in Figure 9.1, Missouri Western uses a variety of measures to assess the effectiveness of relationships and the collaborative work that is tied to these relationships. Results for each key relationship are shown in 9R2.

9R2. As noted in 9R1, Missouri Western groups partnership relationships in five categories. Through a variety of instruments and measures, Missouri Western is able to document results and improvements in its partnership relationships. The following are some of the results since the 2010 AQIP Systems Portfolio.

- Key relationships with feeder institutions and organizations.
 - During AY2013, the Western Institute enrolled 867 students from 36 high schools in dual credit programs for a total of 3,101 credit hours, a 7.6 percent increase from that recorded in 2010.
 - In Fall 2013, 27 percent (373) of new degree seeking students at Missouri Western transferred from other institutions. This represents a four percent increase over the number who transferred in Fall 2008.
 - In Fall 2013, 5,157 of Missouri Western's students were from Missouri. Of this total 4,278 were from Missouri Western's immediate 10-county region. This represents 6.5 percent and 5.1 percent decreases, respectively, over Fall 2010.
 - One hundred twenty-seven international students attended Missouri Western in Fall 2014 as compared to 32 in Fall 2010. This was the result of increased partnerships with international agents and agreements with international schools.
 - In 2009, Missouri Western was awarded a \$950,000 federal grant for a "Bio Lab," a mobile biotechnology lab outfitted with select scientific equipment. The goal of the grant was to enhance interest in science education and careers, as well as to provide students access to specialized equipment for their capstone and/or independent research projects. During the period 2010-2013, 20,657 students from 78 regional high schools and middle schools and 20,700 other visitors participated in Bio Lab activities.
 - In 2013, faculty members in chemistry and students in the Missouri Western Alchemist Club hosted demonstrations and activities for more than 1000 local children who attended the 14th Annual Super Science Saturday. In 2014 more than 900 children participated in the 15th Annual Super Science Saturday event.
 - An initiative and AQIP Action Project was begun in Spring 2009 to grow Missouri Western's inventory of online courses. As of November 2014, faculty has developed 234 online courses, adding to the 30 online courses that had been offered previously. Of the 264 online courses that have been developed, there are 248 unique course titles (e.g., multiple

**Figure 9.1 Measures of Relationships**

Key Relationship	Measures
Feeder institutions/ organizations	<ul style="list-style-type: none"> • Number of high school students enrolled in dual credit courses • Percent of transfer students • Number of students enrolling from high schools
	<ul style="list-style-type: none"> • Number of students enrolled in academic programs (e.g. nursing, engineering technology, computer science, business, education)
Receiving institutions/ organizations/ employers	<ul style="list-style-type: none"> • Percent of Missouri Western graduates applying to health profession schools that are admitted. • Percent of Missouri Western graduates completing internships, practica or faculty-student research. • Number of Missouri Western nursing graduates employed at Heartland Health/Mosaic Life Care • Community Alliance survey
Suppliers of student services	<ul style="list-style-type: none"> • ARAMARK Student Satisfaction Survey • Number of enhanced student services • Monthly Student Pulse Forums conducted by the Vice President of Student Affairs
General community	<ul style="list-style-type: none"> • Number of community service hours performed by Missouri Western employees • Number of community service hours performed by Missouri Western students • Perception research survey data of community members
Educational assoc. / consortia partners	<ul style="list-style-type: none"> • Number of accredited external agencies/programs

faculty developed ENG 104, MUS 101, etc.). This represents a 767 percent increase in the number of unique course titles developed in the past five years.

- o During 2013-2014, the Western Institute hosted 24,391 individuals in conferences and workshops. This shows a 43 percent increase over the number hosted in AY '09.
- Key relationships with receiving institutions, organizations, and employers.
 - o During the five year period 2009-2013, 87.5 percent of Missouri Western graduates applying to health professions schools were admitted.
 - o In 2013, 89 percent of Missouri Western graduates completed internships, practica or faculty-student research.
 - o During 2013, 220 students are enrolled in Missouri Western's BSN and ADN-to-RN bridge program. Each year 40 percent (80) of Missouri Western's BSN graduates are employed by Heartland Health/Mosaic Life Care in St. Joseph, MO.
 - o Through departmental advisory councils, professionals in the region provide input related to curriculum, student learning experiences and employer expectations for Missouri Western graduates.
 - o One of the goals of the Missouri Western strategic plan is to provide leadership for projects and programs that enhance the lives of people of the region. Missouri Western plays a key role in all major initiatives in the region, such as development of the St. Joseph regional life sciences industry, lifelong learning initiative, workforce development and regional planning.
 - o More than 507 employees of local law enforcement agencies updated their professional skills through seminars offered by Missouri Western's Law Enforcement Academy in 2012-2013.
 - o In Fall 2013, approximately 50 percent of the teachers in the St. Joseph School District were educated at Missouri Western.
 - o Prairie Lands Writing Project conducted 60 programs which reached nearly 1,500 area teachers, pre-service teachers or youth. The program also sponsored a regional technology conference for 60 teachers from throughout the state and a Super Saturday Technology workshop for 20 area teachers.
 - o In AY 2014 the Western Institute provided workforce development courses for nearly 500 employees of regional companies.



- o More than 250 local and regional businesses, agencies, and organizations partner with Missouri Western to provide meaningful internship and applied learning opportunities for Missouri Western's students.
- Key relationships with providers of student services.
 - o As a result of actions taken after ARAMARK's 2011 semi-annual student survey described in 9P3, usage of campus dining services has increased, the total number of customers paying with cash or credit has increased by 45 percent, and the total amount of Missouri Western "gold dollars" being used in the dining hall has increased by 55 percent. As a result of the last semester's student survey, ARAMARK scheduled changes during summer 2014. Woo's Oriental Kitchen replaced Caliente Mexican and Subway replaced Quizno's in the Missouri Western Food Court; Java City II was added to the Blum Student Union Lobby; and the Deli in Popplewell Hall was replaced with Provisions on Demand.
 - o With information obtained from local and national student focus groups, Missouri Western's Barnes and Noble Bookstore instituted textbook rentals to decrease student textbook costs. Results show that in Fall semester 2013, 76 percent of text titles were able to be rented. The company now offers both new and used textbook rentals. Used textbook rentals save students an average of 55–60 percent off the new textbook price. Missouri Western students saved more than \$550,000 in FY 2014 using textbook rentals and/or used textbooks.
- Key relationships with the general community.
 - o The 2014 Personal Impact Survey shows that Missouri Western employees, faculty and staff provided 18,696 hours of community service during the past year.
 - o Nearly 900 new Missouri Western students participated in the Scanlon Day of Service in Fall 2014. Integrated into the final day of the Griffon Edge program for incoming freshmen, this activity provided 1,588 hours of service to regional organizations and agencies.
 - o Through the efforts of campus volunteers, Missouri Western employees pledged over \$31,382 in 2013 to assist United Way agencies. This represents a 19.5 percent decrease in the amount pledged in 2009.
 - o In 2012, as part of Missouri Western's strategic plan to expand Missouri Western's arts infrastructure, support, and performance opportunities, the Western Institute created a new summer professional theatre company, Western Playhouse. Since its inception, the company has presented seven productions at Potter Hall Theater on the Missouri Western campus. In 2013-2014, Western Playhouse set an all-time audience record per show.
- Key relationships with educational associations, external agencies, and consortia partners.
 - o In 2014 the National Science Foundation awarded more than \$1 million to Missouri Western and Davidson College in North Carolina for undergraduate synthetic biology research. This, the largest research grant in University history, will provide 18 undergraduate students on each campus with full-time summer research jobs and summer support for faculty research over the three-year grant period. This project proposal is the result of interdepartmental faculty collaboration with two Missouri Western departments, biology and math, and their Davidson College colleagues.
 - o Missouri Western was one of 12 founding institutions in the "Foundations of Excellence® in the First College Year" project.
 - o In addition to being accredited by the Higher Learning Commission, a member of the North Central Association, Missouri Western is recognized in 2014 as having earned specialized accreditations from 10 national agencies. These include:
 - Association to Advance of Collegiate Schools of Business (AACSB)
 - American Bar Association (ABA)
 - Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
 - Commission on Accreditation in Physical Therapy Education (CAPTE)
 - Commission on Collegiate Nursing Education (CCNE)
 - Council on Social Work Education (CSWE)
 - National Accrediting Agency for Clinical Laboratory Science (NAACLS)
 - National Association of Schools of Music (NASM)
 - National Council for Accreditation of Teacher Education (NCATE)
 - Engineering Technology Accreditation Commission of ABET (ETAC of ABET)

9R3. Many of Missouri Western's key collaborative relationships are unique to Missouri Western and its strategic focus on applied learning and community service. While many higher education institutions have collaborative relationships with



their respective area Chambers of Commerce, Missouri Western's relationship with the St. Joseph Chamber of Commerce is unique and reflective of the local culture, economy, demographics, and identified social service needs. Missouri Western has taken a leadership role in collaborative initiatives, including *The Community Plan*, Economic Development Forum, shared lobbying, workforce development, "St. Joseph: A City Building Character," "Another Smart Move," "Opportunities Abound," and an Economic Development Administration (EDA) grant. These initiatives not only contribute to Missouri Western's ability to accomplish its mission but also provide a valuable resource and service to the community.

As a result of a collaborative effort between Missouri Western, the State of Missouri, the City of St. Joseph, Buchanan County and the St. Joseph Chamber of Commerce, Missouri Western became the home of the Kansas City Chiefs three-week summer training camp. A multi-million dollar indoor sports and recreation facility was constructed on Missouri Western's campus. Multi-disciplinary teams including Missouri Western representatives from Conferences and Special Programs, ARAMARK, Athletics, Residential Life, University Police, Physical Plant, Instructional Media Center, Missouri Western Foundation, Board of Governors, Public Relations and Marketing and Information Technology work collaboratively to successfully meet the needs of this initiative.

The 2010 SAFR noted that there was an *opportunity* to have comparisons with other institutions to determine effectiveness in building collaborative relationships. As a result, in 2011, Missouri Western entered into a partnership led by research staff at Eastern Arizona University to create and implement a partnership satisfaction survey, the Higher Education Partnership Satisfaction Survey, which directly addresses AQIP 9 *Building Collaborative Relationships*. With survey implementation in spring 2012, Missouri Western is able to benchmark its partnership satisfaction performance using this anonymous feedback process. In Spring 2014, Missouri Western participated in the Higher Education Partnership Satisfaction Survey with eight peer institutions. Missouri Western's survey return rate was 33.8 percent. An example of the survey results is included in Figure 9.2.

Figure 9.2 Higher Education Partnership Satisfaction Survey Results – 2014

	MWSU (N=158)	All Peer Institutions (N=749)
Our organization's opinions and recommendations are respected by MWSU	89%	89%
Overall, our organization is satisfied with the relationship between MWSU and our organization.	94%	93%
Our organization is likely to recommend that others form partnerships with MWSU.	88%	86%
A relationship of mutual trust exists between MWSU and our organization.	91%	97%
The purposes of the partnership are well defined.	88%	87%
The responsibilities of each party are well defined.	81%	83%
Our organization receives a return on our investment of time and money into this partnership	74%	71%

9I1. Recent improvements include the successful development and implementation of reverse transfer for Missouri Western students, degree completion support for the members of the 139th Air National Guard Airlift Wing, collaborating with the government of Brazil to provide degree access for students seeking degrees in science fields, and partnering with a variety of franchise businesses to provide an integrated process for identifying, awarding and supporting new entrepreneurs.

The Missouri Reverse Transfer Initiative is the process of allowing college students or former college students who have completed credits for an associate's degree to receive that degree even if they have transferred to a different college or university, or stopped out of higher education altogether. Missouri Western has been a participant from the beginning of this initiative and served as a pilot institution for testing the technical aspects of the reverse transfer process. Missouri



Western had staff on the Missouri Reverse Transfer Initiative Steering committee and was recognized at the formal launch of the Missouri Reverse Transfer Initiative in September, 2014. Missouri Western has completed a two year pilot with two year partners, Metropolitan Community College and North Central Missouri College resulting in the award of 20 associate degrees to students who otherwise would not be degree completers.

Representatives from Missouri Western State University, St. Joseph Chamber of Commerce, City of St. Joseph, and Buchanan County joined with the Air National Guard in a collaborative effort to support strategic plans of the 139th Airlift Wing. The first phase of this comprehensive initiative has resulted in a plan to meet the educational needs of this Air Force Air National Guard Unit:

- Missouri Western has established multiple methods for 139th Airlift Wing personnel to complete a CCAF associate degree online and/or in face-to-face courses. The completion of this degree will increase their opportunity for promotion.
- Personnel may then move on to a bachelor's degree using traditional baccalaureate format or a Bachelor of General Studies (BGS) format.

Beginning in March 2014, Missouri Western became host to eight students participating in the Brazil Scientific Mobility Program (BSMP). Within five months, the BSMP population grew to 31. This initiative, administered by the Institute of International Education (IIE), is part of the Brazilian government's larger effort to grant 100,000 scholarships to the best students from Brazil for study abroad at the world's top universities. The IIE handles the processing of Brazilian students who have selected Missouri Western through the BSMP. The program provides an exchange experience at a U.S. college or university to a diverse group of emerging Brazilian student leaders, widening the academic and research exchange between the U.S. and Brazil. This initiative is the result of joint efforts from two sponsoring organizations, *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* and *Conselho Nacional de Desenvolvimento Científico e Tecnológico* (CAPES and CNPq respectively). CAPES is an organization within the Brazilian Ministry of Education that is primarily concerned with the evaluation of programs at Brazilian institutions of higher learning; and the awarding of grants and scholarships related to education. CNPq is an organization within the Brazilian Ministry of Science and Technology that is primarily concerned with the advancement of scientific research.

The major benefactor to the Steven L. Craig School of Business has supported the development of an entrepreneurship course that enables qualified students to develop a business plan and present that plan to a review board of business owners. The selected business plan results in the student being provided with the opportunity to own a small business franchise. In 2013, this process was opened to Missouri Western alumni. Since the program began in 2009, a total of 18 graduates have been awarded Rocky Mountain Chocolate Factory, Aspen Leaf Frozen Yogurt, Wich Wich, and Frescas stores in Nebraska, Iowa, California, Arizona, New Mexico, Nevada, Utah, Mississippi, Texas, Colorado, Illinois and Oregon. This partnership enables new entrepreneurs to have support from Missouri Western Craig School of Business faculty and successful franchise owners to assure a successful start to their business careers.

These examples of recent improvements and partnerships in Building Collaborative Relationships is the result of a conscious and strategic effort to actualize the mission of Missouri not just with students but with partners of all kinds, foreign and domestic. The conscious application of applied learning throughout all academic programs has enabled Missouri Western to find partners to support that mission. It has also made Missouri Western an institution that others seek to partner with. Currently Missouri Western has 220 business/agency partners, 18 articulation partners, 14 higher education partners, 35 consortia/conference partners, 12 accreditation partners and seven governmental partners.

912. As noted in earlier sections of the AQIP Systems Portfolio, Missouri Western State University serves as one of the regional state-supported institutions of higher education with a specific mission of applied learning and regional improvement. Missouri Western employees are involved in numerous civic and educational initiatives from boards and committees, service organizations, internship and applied learning partnerships as well as numerous outreach efforts to K-12 students and their families. State law and policies provide clear guidelines for vendors and service providers. Faculty and students seek opportunities to become involved in community improvement initiatives. The shared governance structure at Missouri Western enables it to seek and respond to community and regional needs with thoughtful and strategic processes.