



Missouri Western State University
AQIP Systems Portfolio
November 2006

4525 Downs Drive, St. Joseph, Missouri 64507

816.271.5997

www.missouriwestern.edu

Table of Contents

Overview

O1 Distinctive Institutional Features	I
O2 Scope of Educational Offerings	II
O3 Student Base, Needs, Requirements	III
O4 Collaborative or Partnership Arrangements	IV
O5 Faculty and Staff	V
O6 Operational Environment Requirements	V
O7 Important Competitors	V
O8 Important Opportunities and Critical Vulnerabilities	VI

Category One - Helping Students Learn

Figure 1.1 Strategic Planning and AQIP Results Associated
with Helping Students to Learn 1

Context for Analysis (C) 1

1C1 Identifying Common Student Learning Objectives	1
1C2 Ensuring Learning Expectations, Practices, and Objectives Align with Mission, Vision, and Philosophy	2
1C3 Identifying Key Instructional Programs, Delivery Methods, and Technology Use	3
1C4 Preparing Students to Live in a Diverse World and Accommodating Diverse Student Learning Styles	3
1C5 Creating and Maintaining a Climate of Intellectual Freedom, Inquiry, Reflection, and Diversity	3

Processes (P) 4

1P1-1P2 Determining Common Student Learning Goals, Specific Program Learning Objectives, and Designing New Courses and Programs	4
1P3 Determining Required Student Preparation	5
1P4 Communicating Expectations to Students	6
1P5 Helping Students Select Programs	7
1P6 Determining and Documenting Effective Teaching and Learning	7
1P7 Building Effective Course Delivery Systems	9
1P8 Monitoring Curricular Currency and Efficiency	9
1P9 Determining Student and Faculty Learning Support Needs	9
1P10 Aligning Co-Curricular Goals with Curricular Learning Objectives	10
1P11 Determining Student Assessment Processes	11
1P12 Discovering How Well Prepared Students Are for Further Education or Employment	10
1P13 Measuring Student Performance	11

Results (R) 11

1R1 Accomplishing Results for Common Student Learning Objectives and Specific Program Learning Objectives	11
1R2 Acquiring Knowledge and Skills for Degrees	12
1R3 Reporting Results for Processes with Helping Students Learn	14
1R4 Comparing Results	15

Improvement (I) 16

1I1 Improving Current Processes and Systems for Helping Students to Learn	16
1I2 Setting Targets for Improvement	18

Category Two - Accomplishing Other Distinctive Objectives

Figure 2.1 Strategic Planning and AQIP Results Associated
with Accomplishing Other Distinctive Objectives 19

Context for Analysis (C) 20

2C1 Accomplishing Explicit Institutional Objectives	20
2C2 Ensuring Other Distinctive Objectives Align with Mission, Vision, and Philosophy	20
2C3 Using Distinctive Objectives to Support Processes for Helping Students Learn	21

Processes (P) 21

2P1 Determining Other Distinctive Objectives	21
2P2 Communicating Expectations Regarding Distinctive Objectives	21
2P3 Determining Faculty and Staff Needs Relative to Other Distinctive Objectives	22
2P4 Assessing and Reviewing Other Distinctive Objectives	22
2P5 Identifying Measures for Accomplishing Other Distinctive Objectives	23

Results (R) 23

2R1 Results in Accomplishing Other Distinctive Objectives	23
2R2 Comparing Results to Other Institutions	26
2R3 Strengthening the Institution	26

Improvement (I) 27

2I1 Improving Systems and Processes	27
2I2 Setting Targets for Improvement	28

Category Three - Understanding Students' and Other Stakeholders' Needs

Figure 3.1 Strategic Planning and AQIP Results
Associated with Understanding Students' and Other
Stakeholders' Needs 30

Context for Analysis (C) 30

3C1-C2 Identifying Student Stakeholder Groups, Expectations and Requirements	30
---	----

Processes (P) 32

3P1 Identifying, Analyzing, and Responding to Student Needs	32
3P2 Building and Maintaining Relationships	32
3P3 Identifying, Analyzing, and Responding to Changing Stakeholder Needs	33
3P4 Building and Maintaining Relationships with Key Stakeholders	34
3P5 Determining New Stakeholder Groups	34
3P6 Collecting and Analyzing Stakeholder Feedback and Communicating Courses of Action	34
3P7 Determining, Analyzing, and Measuring Stakeholder Satisfaction	35

Results (R) 35

3R1-3R2 Student Satisfaction and Relationship-Building Results	35
3R3-3R4 Stakeholder Relationship Results	36
3R5 Comparing Results	37

Missouri Western State University AQIP Systems Portfolio

Improvement (I)	37
3I1 Improving Processes and Systems for Understanding Stakeholders	37
3I2 Setting and Communicating Improvement Priorities	37

Category Four - Valuing People

Figure 4.1 Strategic Planning and AQIP Results Associated with Valuing People..... 39

Context for Analysis (C)	39
4C1 Organizing Work Environment to Focus on Student Learning	39
4C2 Addressing Key Institutional and Geographic Factors	40
4C3 Analyzing Demographic Trends and Workforce Needs	40
4C4 Implementing Key Faculty, Staff and Administrative Training Initiatives	40
Processes (P)	41
4P1-4P2 Identifying Specific Credentials, Skills, and Values; Hiring, Orienting, Retaining, and Planning Changes in Personnel.....	41
4P3 Ensuring Work Processes and Activities Contribute to Empowerment, Innovation, Performance, and Ethical Practices.....	42
4P4 Training and Developing Employees and Reinforcing Training	42
4P5 Determining Training Needs and Aligning Them with Planning Continuous Improvement and Other Distinctive Objectives	42
4P6 Designing and Using the Personnel Evaluation System	43
4P7 Designing Recognition, Reward and Compensation Systems	43
4P8 Motivating Faculty, Staff and Administrators	44
4P9 Creating Employee Satisfaction, Health, Safety, and Well-Being.....	44
4P10 Collecting and Analyzing Measures for Valuing People	44
Results (R)	45
4R1 Achieving Results in Valuing People	45
4R2 Accomplishing Results in Processes Associated with Valuing People.....	46
4R3 Providing Evidence for the Productivity and Effectiveness of Faculty, Staff, and Administrators in Achieving Goals.....	47
4R4 Comparing Results	47
Improvement (I)	48
4I1 Improving Current Processes and Systems for Valuing People	48
4I2 Setting Targets for Improvement.....	48

Category Five - Leading and Communicating

Figure 5.1 Strategic Planning and AQIP Results Associated with Leading and Communicating 49

Context for Analysis (C)	50
5C1 Leadership and Communication Systems	50

5C2 Aligning Leadership System with Practices and Views of Oversight Entities	50
5C3 Setting Values and Expectations Regarding Ethics and Equity, Social Responsibilities, and Community Service and Involvement.....	51

Processes (P)51

5P1 Setting Directions Conducive to High Performance, Individual Development and Initiative, Organizational Learning, and Innovation.....	51
5P2 Seeking Future Opportunities and Building and Sustaining a Learning Environment.....	52
5P3 Making Decisions.....	52
5P4 Using Information and Results.....	52
5P5 Communicating Between and Among Institutional Levels.....	53
5P6 Communicating a Shared Mission, Vision, Values and .. High Performance Expectations	54
5P7 Encouraging, Developing and Strengthening Leadership Abilities	54
5P8 Ensuring Succession and Preservation of Mission, Vision, and Values	54
5P9 Collecting and Analyzing Measures of Leading and Communicating	55

Results (R).....55

5R1 Accomplishing Results for Leading and Communicating Processes and Systems	55
5R2 Comparing Results	56

Improvement (I)57

5I1 Improving Current Processes and Systems for Leading and Communicating	57
5I2 Setting Targets for Improvement	57

Category Six - Supporting Institutional Operations

Figure 6.1 Strategic Planning and AQIP Results Associated with Supporting Institutional Operations..... 58

Context for Analysis (C)59

6C1 - 6C2 Identifying and Using Key Student and Administrative Processes to Reinforce Student Learning and Other Distinctive Objectives.....	59
--	----

Processes (P)60

6P1 Identifying Support Service Needs of Students.....	60
6P2 Identifying the Administrative Support Service Needs of Faculty, Staff, Administrators, and Other Stakeholders	61
6P3 Managing and Documenting Key Student and Administrative Support Service Processes to Meet the Needs of Students and Key Stakeholders and to Encourage Knowledge Sharing, Innovation, and Empowerment.....	61
6P4 Using Information and Results to Improve Key Student and Administrative Services.....	62
6P5 Identifying, Collecting, and Analyzing Measures of Student and Administrative Support Service Processes	62

Results (R)63

6R1 Reporting Results for Student Support Service Processes	63
---	----

Missouri Western State University AQIP Systems Portfolio

6R2 Reporting Results for Administrative Support Service Processes	64
6R3 Comparing Results for 6R1 and 6R2.....	64
Improvement (I).....	65
6I1 Improving Current Processes and Systems for Supporting Institutional Operations	65
6I2 Setting Targets for Improvement	66

Category Seven - Measuring Effectiveness

Figure 7.1 Strategic Planning and AQIP Results Associated with Measuring Effectiveness..... 67

Context for Analysis (C).....	67
7C1 Collecting, Storing, and Accessing Data	67
7C2 Identifying Key Institutional Measures for Tracking Effectiveness	67
Processes (P)	69
7P1 Selecting, Managing, and Using Data to Support Student Learning, Institutional Objectives, and Improvement.....	69
7P2 Determining Informational and Data Needs	70
7P3 Determining Needs and Priorities for Comparative Information and Data	70
7P4 Analyzing and Reporting Information	70
7P5 Aligning Department and Unit Data Analysis with Institutional Student Learning Goals	71
7P6 Ensuring the Effectiveness of the Information System(s) and Related Processes	71
7P7 Collecting and Analyzing Measures of Effectiveness.....	72
Results (R).....	72
7R1 Identifying Results for Effectiveness of Measuring Effectiveness	72
7R2 Comparing Results	72
Improvement (I).....	72
7I1 Improving Processes and Systems for Measuring Effectiveness	72
7I2 Setting Targets for Improvement	73

Category Eight - Planning Continuous Improvement

Figure 8.1 Strategic Planning and AQIP Results Associated with Planning Continuous Improvement .. 74

Context for Analysis (C).....	74
8C1 Shaping a Vision for the Next 5-10 Years	74
8C2 Identifying Short- and Long-term Strategies	75
Processes (P)	76
8P1 Identifying the Planning Process	76
8P2 Selecting Short- and Long-term Strategies	77
8P3 Developing Key Action Plans to Support Institutional Strategies	77
8P4 Coordinating and Aligning Planning Processes and Overall Institutional Strategies and Action Plans	78
8P5 Selecting Measures and Setting Performance Projections	79
8P6 Accounting for Appropriate Resource Needs.....	79
8P7 Developing and Nurturing Faculty, Staff, and Administrator Capabilities	79

8P8 Measuring the Effectiveness of Planning Continuous Improvement	79
Results (R).....	80
8R1 Results for Accomplishing Institutional Strategies and Action Plans.....	80
8R2 Performance Strategies and Actions for the Next 1-3 Years.....	81
8R3 Comparing Strategies and Action Plans	81
8R4 Providing Evidence of the Effectiveness of Planning for Continuous Improvement	81
Improvement (I)	82
8I1 Improving Processes and Systems for Planning Continuous Improvement.....	82
8I2 Setting Targets for Improvement.....	82

Category Nine - Building Collaborative Relationships

Figure 9.1 Strategic Planning and AQIP Results Associated with Building Collaborative Relationships

Context for Analysis (C).....	83
9C1 Identifying Key Collaborative Relationships	83
9C2 Reinforcing Mission through Collaborative Relationships	85
Processes (P)	85
9P1 Creating, Prioritizing, and Building Relationships	85
9P2 Meeting Partnership Needs.....	85
9P3 Creating and Building Relationships within the Institution	85
9P4 Measures of Building Collaborative Relationships Collected and Analyzed Regularly.....	86
Results (R).....	87
9R1 Identifying Results in Building Key Collaborative Relationships	87
9R2 Comparing Results with Other Higher Education Institutions	89
Improvement (I)	89
9I1 Improving Current Processes and Systems for Building Collaborative Relationships	89
9I2 Setting Targets for Improvement.....	89

Appendices

Glossary.....	A1
----------------------	-----------

Index to the Location of Evidence Relating to the Commission's Criteria for Accreditation Found in Missouri Western State University's Systems Portfolio

Criterion 1	A2
Criterion 2	A3
Criterion 3	A4
Criterion 4	A5
Criterion 5	A7

Index of Figures

Overview

Figure 0.1 Area Map.....	I
Figure 0.2 Vision, Mission, and Values	I
Figure 0.3 Degrees Offered	III
Figure 0.4 Organizational Chart.....	VIII

Category One - Helping Students Learn

Figure 1.1 Strategic Planning and AQIP Results Associated with Helping Students to Learn	1
Figure 1.2 General Education Learning Objectives	2
Figure 1.3 General Studies Core	2
Figure 1.4 Credit Hour Production by Full- and Part-time Faculty	3
Figure 1.5 New Program Review Process	5
Figure 1.6 Western Average ACT (Composite)	5
Figure 1.7 Percent of Students Completing the 16-Unit High School Core	6
Figure 1.8 2004 Developmental Course Enrollments and Grades	6
Figure 1.9 General Education Assessment	12
Figure 1.10 Results of ETS Academic Profile 2005 for Western	12
Figure 1.11 Percentage of Majors Taking and Passing Nationally Normed Test.....	13
Figure 1.12 Percentage of Education Majors Meeting Praxis Exit Requirements.....	13
Figure 1.13 National Council Licensing Examination for Nursing Pass Rates for 2000-2005.....	13
Figure 1.14 Physical Therapist Assistant Pass Rates	14
Figure 1.15 Use Data for the Center for Academic Support	14
Figure 1.16 CAS Services Used, AY 2004/05.....	14
Figure 1.17 NSSE Quartile Rank Comparisons between Western and the ADP Peer Group	15
Figure 1.18 Quality of Applied Learning	15
Figure 1.19 Freshman Student Success Percentages.....	16
Figure 1.20 Graduation Rates by Percentage Missouri Institutions by Mission Category.....	16
Figure 1.21 Teacher Education Admissions/Exit Scores (at or above 50th percentile on the Exit Exam)	17

Category Two - Accomplishing Other Distinctive Objectives

Figure 2.1 Strategic Planning and AQIP Results Associated with Accomplishing Other Distinctive Objectives	19
Figure 2.2 Three-Year Goals for Communicating Quality.....	20
Figure 2.3 Results for Banner Gold Institutional Objectives	24
Figure 2.4 Results for Department/ Functional Areas	24
Figure 2.5 Freshman results, including NSSE 2004	26
Figure 2.6 Enrollment Goals	28
Figure 2.7 Targeted Improvements for Student Engagement	28

Category Three - Understanding Students' and Other Stakeholders' Needs

Figure 3.1 Strategic Planning and AQIP Results Associated with Understanding Students' and Other Stakeholders' Needs.....	30
Figure 3.2 Student Stakeholder Requirements and Expectations	31
Figure 3.3 External Stakeholder Requirements and Expectations	31
Figure 3.4 Identifying, Analyzing, and Responding to Student Needs.....	32
Figure 3.5 Inputs Required for Key Stakeholder	33
Figure 3.6 Tools Used to Measure Satisfaction of Students and Other Stakeholders	35
Figure 3.7 Student Satisfaction Inventory Criterion (2005).....	35
Figure 3.8 Student Satisfaction Inventory Results (2005) ..	36
Figure 3.9 Percentage Retention Rates for Western Students.....	36
Figure 3.10 Alumni Satisfaction Survey Results (2005)	36
Figure 3.11 Continuous Improvement Process	37
Figure 3.12 Improvement Priorities	38

Category Four - Valuing People

Figure 4.1 Strategic Planning and AQIP Results Associated with Valuing People.....	39
Figure 4.2 Valuing People (in number of employees)	45
Figure 4.3 HERI Faculty Perception Survey (in percentage of faculty)	45
Figure 4.4 Clery Crime Statistics (in numbers of incidents).....	46
Figure 4.5 Annual Cost of Living Adjustment (COLA) Rates	46
Figure 4.6 Foundation Funding Evidence for Valuing People.	46
Figure 4.7 Number of Tenured Faculty.....	47

Category Five - Leading and Communicating

Figure 5.1 Strategic Planning and AQIP Results Associated with Leading and Communicating	49
Figure 5.2 Leadership	50
Figure 5.3 Functional Units.....	50
Figure 5.4 Communication System	50
Figure 5.5 Policies.....	51
Figure 5.6 Measures of Leading and Communicating Effectiveness	55

Category Six - Supporting Institutional Operations

Figure 6.1 Strategic Planning and AQIP Results Associated with Supporting Institutional Operations.....	58
Figure 6.2 Key Student and Administrative Support Services.....	59
Figure 6.3 Measures for Student Support Processes	62
Figure 6.4 Measures for Administrative Support Services.....	63
Figure 6.5 New Student Application Information	63
Figure 6.6 Student Information	64
Figure 6.7 Total Library Expenditures per FTE Student.....	65
Figure 6.8 Average Dollars Received per Student in Five Aid Awards.....	65

Category Seven - Measuring Effectiveness

Figure 7.1 Strategic Planning and AQIP Results Associated with Measuring Effectiveness.....	67
Figure 7.2 Measures for Tracking Effectiveness.....	68

Category Eight - Planning Continuous Improvement

Figure 8.1 Strategic Planning and AQIP Results Associated with Planning Continuous Improvement ..	74
Figure 8.2 Strategic Planning Priority Areas and Goals	75
Figure 8.3 Institutional Planning Organization.....	76
Figure 8.4 Institutional and Program Accreditations	81

Category Nine - Building Collaborative Relationships

Figure 9.1 Strategic Planning and AQIP Results Associated with Building Collaborative Relationships	83
Figure 9.2 Key Collaborative Relationships	84
Figure 9.3 Measures of Relationships	86
Figure 9.4 Western Graduates Completing Internships, Practica, or Faculty-Student Research.....	87
Figure 9.5 Financial Impact	88
Figure 9.6 Number of Faculty and Staff Serving as Officers and Board Members of Regional Organizations	88

Missouri Western State University Systems Portfolio

Overview



Overview

O1 Distinctive Institutional Features

Missouri Western State University is one of 13 publicly supported universities in Missouri. Western has a statewide mission in applied learning, and provides associate and baccalaureate degree programs, and soon will offer graduate degree programs as approved by the Higher Learning Commission (HLC) and the Missouri Coordinating Board of Higher Education (CBHE). Applied learning and service are signature emphases for Western.

Originally founded in 1915 as Saint Joseph Junior College to provide a two-year liberal arts transfer program, Western was transformed into a four-year college in 1969, and became a full member of the State of Missouri system in 1977. The Junior College was first accredited by the North Central Association in 1919, and Western has since continuously maintained accreditation. Western completed its last Self-Study in 1999-2000. By state statute, Western became a university in August, 2005.

Located in St. Joseph, Missouri, 46 miles north of downtown Kansas City, Western is accessible to individuals within a 50-mile radius, particularly those coming from the Kansas City region (Figure O.1).

Western serves both traditional and non-traditional students and expects all students to grow intellectually to meet the standards of an academic

discipline and the institution. Western shares the common purpose of serving students, the community, the region, and the State (Figure O.2).

At Western, learning is viewed as a team process requiring the dedication of the students and the caring, informed guidance of well-qualified faculty and staff in a mutual pursuit of knowledge. Missouri's public two- and four-year institutions share a general studies structure of 42 credit hours for purposes of transfer (Figures 1.2 and 1.3). Electives and courses in the majors enable Western students to become critical thinkers and productive contributors to society, as well as life-long learners.

Western has engaged in an extensive planning process that has resulted in *The Western Advantage: A Five-Year Strategic Plan*. More than 400 individuals from the campus and the

Figure O.2 Vision, Mission, and Values

Vision

Missouri Western State University will set the standard for excellence in student development and community leadership.

Mission

Missouri Western State University is a learning community focused on students as individuals and as members of society. 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, Western is committed to the educational, economic, cultural, and social development of the people and the region it serves.

Values

In fulfilling our mission and pursuing our vision, we the people of Missouri Western State University hold in common these values:

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 partnership 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.

Figure O.1 Area Map





larger community developed Western's vision, mission, values, goals, and objectives for seven identified strategic areas:

- Academic Affairs and Enrollment Management
- Applied Learning and Student Development
- Information Technology
- Facilities and Grounds
- Image and Advancement
- Community Service, Community Partnerships and Workforce Development
- Planning and Budgeting

All units report annually on five-year plans that align with the University's strategic planning. Western has completed four years of implementing the plan and has published annual progress reports in 2003, 2004, 2005, and 2006.

Western became the first four-year public university in Missouri to join AQIP (2003). Western joined AQIP because the institution's strategic planning process had created an environment emphasizing continuous improvement in systems and processes.

Western's first AQIP Action Projects grew directly out of strategic planning. Applied Learning, Student Engagement, and Communicating Quality Action Projects represented priorities in relation to Western's mission. Category One of the Systems Portfolio includes the Applied Learning Action Project. Category Two provides details for

Student Engagement and Communicating Quality. Each Action Project received Strategic Planning Implementation Funds (SPIF) of \$100,000 for each of the three years of implementation. Category Eight details the integration of AQIP Categories into strategic planning goals and objectives.

Western has structured its *Systems Portfolio* to reflect the integration of strategic planning goals into AQIP Categories. Each Category begins with a matrix that identifies and indicates progress for strategic planning goals and objectives closely associated with the AQIP Category.

Active links ([underlined](#)) throughout the Portfolio provide access to important systems, planning, and policy. These links guide Western's various stakeholders to areas that interest or directly affect them and provide more detail than the Portfolio content itself.

Western has identified a comparison group of six institutions with which it is building comparison data: Coastal Carolina University, Colorado State University-Pueblo, Mesa State College, Missouri Southern State University, University of South Carolina-Aiken, and University of Wisconsin-Parkside.

Western's Governance Structure (Figure O.4) is found at the end of this Overview.

O2 Scope of Educational Offerings

Western provides a blend of traditional liberal arts and professional programs (Figure O.3). Current offerings include 51 bachelors and ten associates degrees, two undergraduate and one graduate certificate programs. Western offers life-long learning opportunities, pre-professional transfer programs, continuing professional education opportunities, and self-enrichment courses.

Western has created a graduate council and is developing graduate courses and degree programs that meet the needs of citizens, businesses, and industries in the service area. Western offers some graduate programs and courses brokered through other universities (Figure 9.2).



Missouri Western State University AQIP Systems Portfolio

Western operates on a semester basis, including intersession and summer sessions. Programs and classes are offered during the day, evenings, and weekends. Most classes are traditional, but instructional delivery includes internet, telecourses, and videoconferencing (1C3, 1C4).

Western has three divisions: Academic and Student Affairs, Financial Planning and Administration, and University Advancement. Because Western focuses on student learners, Academic and Student Affairs share one organizational structure. Academic departments are organized into the College of Liberal Arts and Sciences, the College of Professional Studies, and the Western Institute.

O3 Student Base, Needs, Requirements

Western students characteristically are first-generation college students coming from families with one of the lowest average income levels in the Missouri four-year public sector. Students qualify for need-based aid at a level that is nearly 17 percent greater than the average at Missouri

Figure 0.3 Degrees Offered

four-year public higher education institutions. Eighty-three percent of students receive some form of financial aid; 58 percent receive need-based aid.

According to Fall 2005 data, most of Western's 5,271 students came from Missouri and surrounding counties. Ninety-one percent (4,782) of students were Missouri residents. Seventy-two percent (3,836) came from a ten-county area. Nine percent (489) came from out of state, and 0.2 percent (16) were international students.

Seventy-seven percent of students (4,070) were full-time students. Seventy-four percent (3,754) were degree-seeking. Twenty-two percent of all students were nontraditional (age 25 and older). Twenty percent of students lived on campus. Sixty percent of all students were female and 40 percent were male. More than 15 percent of students who reported their ethnic origin were minorities. Of the total enrollment, 11 percent were African-Americans. Caucasians comprised about 85 percent of the student enrollment. The average age of all students was 24 years.

College Department	Degree	College Department	Degree
*PS Accounting	BSBA	LAS Mathematics	BS
*LAS Art	BSE, BA	LAS Medical Technology	BS
LAS Biochemistry and Molecular Biology	BS	LAS Music	BSE, BA, BS,
LAS Biology	BS	LAS Natural Science Biology	BS
LAS Biotechnology	BS	LAS Natural Science Chemistry	BS
PS Business	AS	PS Nursing	BSN
LAS Chemistry	BS	PS Paramedic Technology	AAS
LAS Computer Information Systems	BS	PS Physical Education	BS
LAS Computer Science	BS	PS Physical Therapist Assistant	AAS
PS Construction Engineering Technology	AS,BS	LAS Psychology	BA, BS
PS Criminal Justice	AS, BS	PS Recreation Sport Management	BS
LAS Economics	BS	LAS Social Work	BSW
PS Electronics & Computer Engineering Technology	AS, BS	LAS Sociology	BS
PS Electronics Engineering Technology	AS, BS	LAS Spanish	BSE, BA
PS Elementary Education	BSE	LAS Speech and Theatre	BSE
LAS English	BSE, BA	LAS Speech Communications	BS, BA
PS Finance	BSBA	LAS Theatre and Video	BS
LAS French	BSE, BA	LAS Wildlife Conservation	BS
LAS Government and Public Affairs	BA, BS	PS Two Plus Two	BST
LAS Graphic Design	BS	LAS Graduate Certificate in the Teaching of Writing	Post - Baccalaureate Certificate
PS Health Information Technology	*C1, AAS		
LAS History	BA, BS		
LAS Interdisciplinary Studies	BIS		
PS Legal Assistant	C1, AS		
PS Management	BSBA		
PS Manufacturing Engineering Technology	AAS, BS		
PS Marketing	BSBA		

(University Catalog 32-33).

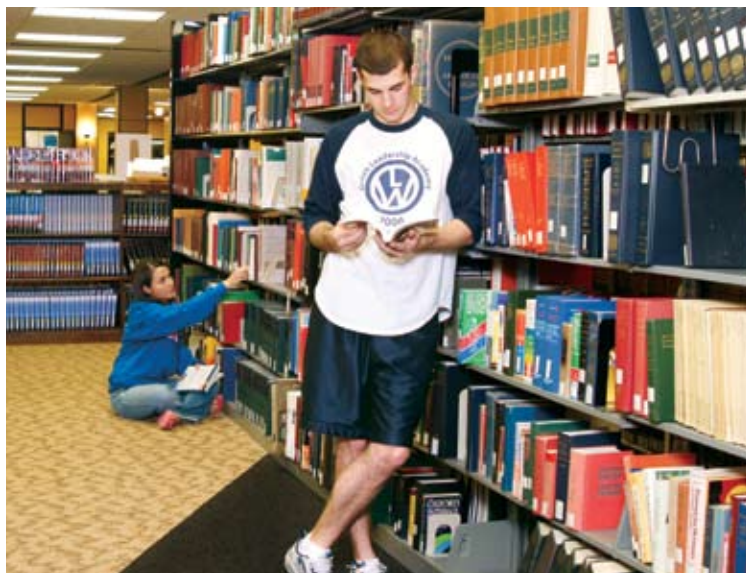
*PS - College of Professional Studies, LAS - College of Liberal Arts and Sciences, C1 - Certificate

Western offers one graduate certificate in the teaching of writing.



In Fall 2005, about 23 percent (314) of the new degree-seeking students at Western transferred from other institutions. There were 159 new students from approximately 26 colleges and universities within Missouri, and 131 new students transferred from 31 other states. Major two-year “feeder” schools in Missouri were Maple Woods Community College (40), North Central Missouri College (19), and Penn Valley Community College (10). Major four-year “feeder” schools were Northwest Missouri State University (18), Central Missouri State University (11), University of Missouri—Kansas City (10), and Central Methodist College (8). There were 42 students from colleges and universities in Kansas (18 of those were from Highland Community College), 9 from Iowa colleges and universities, 8 from Texas, and 8 were from Wisconsin.

In Fall 2005, Western had 1,079 first-time degree-seeking freshmen. Twenty percent graduated in the upper 20 percent of high school classes. The average age of incoming freshmen was 20 years. The average ACT was 19.4. If just-out-of high school students identified as tri-risk (about 114) are excluded, the average ACT is 22. Tri-risk is defined as not having completed the high school core, ranking below the 50th percentile high school rank, and having an ACT less than 17. With these students excluded, Western recruits students similar in profile to more selective Missouri four-year institutions. Six-year fact trends can be found on the [Institutional Research](#) web site.



O4 Collaborative or Partnership Arrangements

Key stakeholders for Western include students, employees, the Board of Governors, CBHE, the Department of Higher Education (DHE), accrediting bodies, advisory councils, employers, community members, and alumni and friends (Figures 3.2, 3.3). These stakeholders are essential to support the vision, mission, and values described in Figure O.2. Category Six describes relationships with these groups. Western partners with regional, national, and international organizations to develop the workforce and to provide service opportunities and programs that enhance the lives of people of the community, region, and State.

- The 2+2+2 partnership between Metropolitan Community Colleges (MCC), Western, and the University of Missouri-Kansas City (UMKC) offers students with an associate degree from Metropolitan the opportunity to finish a bachelor's degree at Western, and then, a master's degree at UMKC.
- Heartland Health, a regional medical center, and Western have partnered on several projects in response to healthcare shortages. This partnership has resulted in the creation or expansion of the Physical Therapist Assistant, Health Information Technology and LPN-BSN Bridge programs and in the increase in the number of students in the BSN program.
- Collaborative relationships with area councils and businesses, such as the Regional Workforce Development Team for Healthcare, Equal Opportunity Corporation, and the Missouri Small Business Development Corporation, have resulted in new programs designed to develop the area workforce.
- Western provides facilities, personnel, and other support services for the Institute for Industrial and Applied Life Sciences (a cooperative agreement that includes the city, county, Heartland Health, and local industry). Western also hosts the Regional Law Enforcement Academy, the Regional Community Policing Institute (a cooperative agreement with the Department of Justice), the Department of Corrections, the Missouri Department of Conservation, the University of Missouri Extension. Western maintains a close relationship with the K-12 schools in the area.



O5 Faculty and Staff

Western uses national searches and hires highly qualified faculty based on expertise in the discipline, professional experience, and academic background. Faculty and staff development is provided in strategic areas such as applied learning, student engagement, and instructional technology.

- In Fall 2005, Western had 179 full-time and 307 total faculty.
- Eighty-four percent (133) of all full-time, tenure track faculty had terminal degrees in their fields.
- Of the 179 full-time faculty, 40.2 percent were female and 5.6 percent were minorities.
- The FTE Student/FTE faculty ratio at Western was 18:1.
- Western had 484 full-time employees, 279 of whom were full-time staff, and 26 were full-time administrators.

O6 Operational Environment Requirements

Western is a state-supported institution operating under the oversight of the CBHE. Western's primary service area is determined by statute. Missouri public institutions choose, and the State Legislature approves, their mission selectivity category. A state committee is reviewing current selectivity categories and admissions requirements for Missouri's public institutions. Western is an open access institution.

Western believes that citizens should have the opportunity to pursue higher education and continues to honor its tradition of open access. In many of the performance areas established by the CBHE, Western achieves outcomes that rival those of more selective institutions in Missouri. Western is committed to academic excellence and quality teaching, and provides a variety of special offerings, ranging from academic assistance to programs for honors students. All are designed to meet the diverse needs of students.

The campus core consists of 744 acres with 20 buildings, including six residence halls and a commons building that provides meeting, gathering, and casual eating spaces ([campus map](#)). The new Living/Learning Residential Center (LLC) supports an environment where first-year, first-time students live and learn together. This residence hall can accommodate eight to ten

communities of 40 to 50 residents each. Information technology attracts students and faculty to the campus, assists instructors and students in the teaching and learning processes, and enables the campus to operate more effectively and efficiently. All classrooms at Western are technologically "smart classrooms" that include computers, ethernet connections, video/data projectors, document cameras and diagonal video format screens.

Western began replacing existing administrative computing software and hardware systems in 2004 with an integrated, technologically current web-based system that empowers users with access to accurate, current information. Category Two describes this important project.

O7 Important Competitors

No other state-supported four-year institutions exist within a 40-mile radius of Western ([map](#)). In and around Kansas City are 17 two-year colleges, other four-year colleges, and theological seminaries. Missouri has 13 public universities. Western's primary service region includes the Missouri counties of Buchanan, Andrew, Clay, Clinton, and Platte. The secondary service region consists of Caldwell, Daviess, DeKalb, Jackson, and Ray counties, all in Missouri.

Western competes directly with more selective four-year public universities in Missouri.

- The University of Missouri-Columbia (UMC) is designated a selective public research university enrolling more than 27,000 students. Western competes with UMC for students from Buchanan, Andrew, Clay, Clinton, Platte, and Jackson counties.
- The University of Missouri-Kansas City (UMKC), 55 miles south of Saint Joseph, is a selective institution that enrolls more than 14,000 students. Western competes with UMKC for students from Buchanan, Clay, Clinton, Platte, and Jackson counties.
- The University of Central Missouri (UCM) in Warrensburg, Missouri, 50 miles southeast of Kansas City, is a moderately selective regional public university enrolling more than 10,000 students. Western competes with UCM for students in Andrew, Clay, Jackson, and Ray counties.



As an open access institution, Western competes somewhat with two-year colleges such as North Central Missouri College (89 miles northeast) and Metropolitan Community Colleges in Kansas City (50 miles south).

Competitive differentiators for students include location, cost, program quality, qualified and approachable faculty, faculty-student ratio, personable support services, and applied learning opportunities.

Western competes with Missouri institutions for faculty. Competitive differentiators include opportunities for teaching, research, and professional development, teaching facilities and technology, and opportunity for faculty/student research. Faculty enjoys peer recognition, such as the Distinguished Professor Award, and interdisciplinary teamwork opportunities.

O8 Important Opportunities and Critical Vulnerabilities

Western is building distinctive programs in applied learning/research and service, producing citizen scholars, and continuing to engage in a broad-based systemic planning process. These processes involve faculty, staff, administrators, students, and community groups in initiating and implementing improvements that advance the institution's mission, values, goals, and directions (Category Eight).

Western's *Strategic Plan* identifies the following seven areas as opportunities for focused improvement.



1. *Academic Affairs and Enrollment Management* offers the opportunity to recruit/retain a diverse mix of students with academic potential for degree completion and individual potential for providing leadership for their communities.

2. *Applied Learning* offers Western students the opportunity to blend academic knowledge and its applications through learning experiences in the larger community.

3. *Information Technology* offers Western an opportunity to enhance the learning outcomes of students and the business outcomes of Western.

4. *Facilities and Grounds* offers Western the opportunity to create a campus environment that fosters a sense of community, contributes to student learning and development, enhances pride in Western and serves students and the greater regional community.

5. *Image Enhancement* offers Western the opportunity to promote its image, internally and externally, by marketing Western as an excellent public institution that is committed to student success and the preparation of students to be leaders in their careers and in their communities.

6. *Community Service and Community Partnerships* offers Western the opportunity to lead while contributing to the good of the larger community and to develop the work force.

7. *Planning* offers Western the opportunity to identify trends in its environment, to develop institutional priorities, and to use its resources to accomplish its mission of meeting student and community needs in an evolving world.

Western chose to address three opportunities in its initial group of AQIP Action Projects. Under Academic Affairs and Enrollment Management, Western is focusing on improving *Student Engagement*. *Communicating Quality* is the focus of activities for Image Enhancement. Western now has a statewide mission in *Applied Learning* and is providing leadership in this critical area.

The level of state funding is a challenge for Western. The Governor's recommendation for state support to Western for FY 2007 is \$21,181,439, an increase of \$415,322. Core reductions and with-



holdings since 2001 have resulted in a loss of approximately \$6 million in state funding.

Another challenge for Western is the inequity in state funding. Western is currently funded at about \$900 less per full-time student as compared to the average funding of public, four-year institutions in Missouri.

Western works to keep tuition affordable. Average family income for Western's students is among the lowest in Missouri four-year public institutions. Western held tuition constant for three years beginning with Fall 2003. With existing inequity and significant reductions in state funding, holding tuition costs down is a challenge. Western raised tuition \$9 per credit hour for Fall 2006.

Western is an open access institution competing with more selective public, four-year institutions in Missouri. Missouri students tend to associate mission selectivity with quality rather than with accessibility and affordability. This requires Western to enhance communication of its quality initiatives and outcomes to stakeholders such as community leaders, parents, counselors/teachers, prospective students, alumni, faculty/staff and students.

Western's strategic planning process drives quality improvement and enables Western to meet these strategic challenges. Western has recently received state and national recognition for commitment to high quality outcomes.

Western was one of 12 public colleges and universities chosen nationally to be a founding member of Foundations of Excellence® in the First College Year, supported by Lumina and the Atlantic Philanthropies. The project was designed to provide a model for institutions to evaluate and improve students' first year of college. Western worked closely with the Policy Center on the First College Year to develop Foundational Dimensions—the general guidelines for an intentional model of the first year—and to assess the progress in reaching those dimensions. Western continues to work with the Foundation.

Western was one of 19 American colleges and universities selected to participate in a National Learning Communities Project Summer Institute designed to strengthen student outcomes through



innovative approaches to college teaching and learning. The first Learning Communities at Western were formed in Fall 2004.

Western is one of 190 colleges participating in the American Democracy Project (ADP), a national initiative to increase the number of undergraduate students engaged in meaningful civic actions ([ADP National website](#)).

Western's teacher education program was one of only four in the nation, and the only program in Missouri, chosen by the American Association of Colleges of Teacher Education and the Carnegie Foundation as an exemplary program in the areas of assessing student work and using the results to improve program quality. Western continues to rank high in Missouri in teacher preparation outcomes (Figure 1.12).

In summary, Western is an institution that continues to serve students, largely of modest economic means, and to produce high quality outcomes. It has a statewide mission in applied learning that is led by strategic planning and grounded in continuous quality improvement.

President James J. Scanlon says, "We at Western have committed ourselves to set the standard for excellence in the development of students, as learners and persons, and in community leadership, through partnership and service. We have pursued this vision with determination during the past five years."



Missouri Western State University AQIP Systems Portfolio

Figure O.4 Organizational Chart

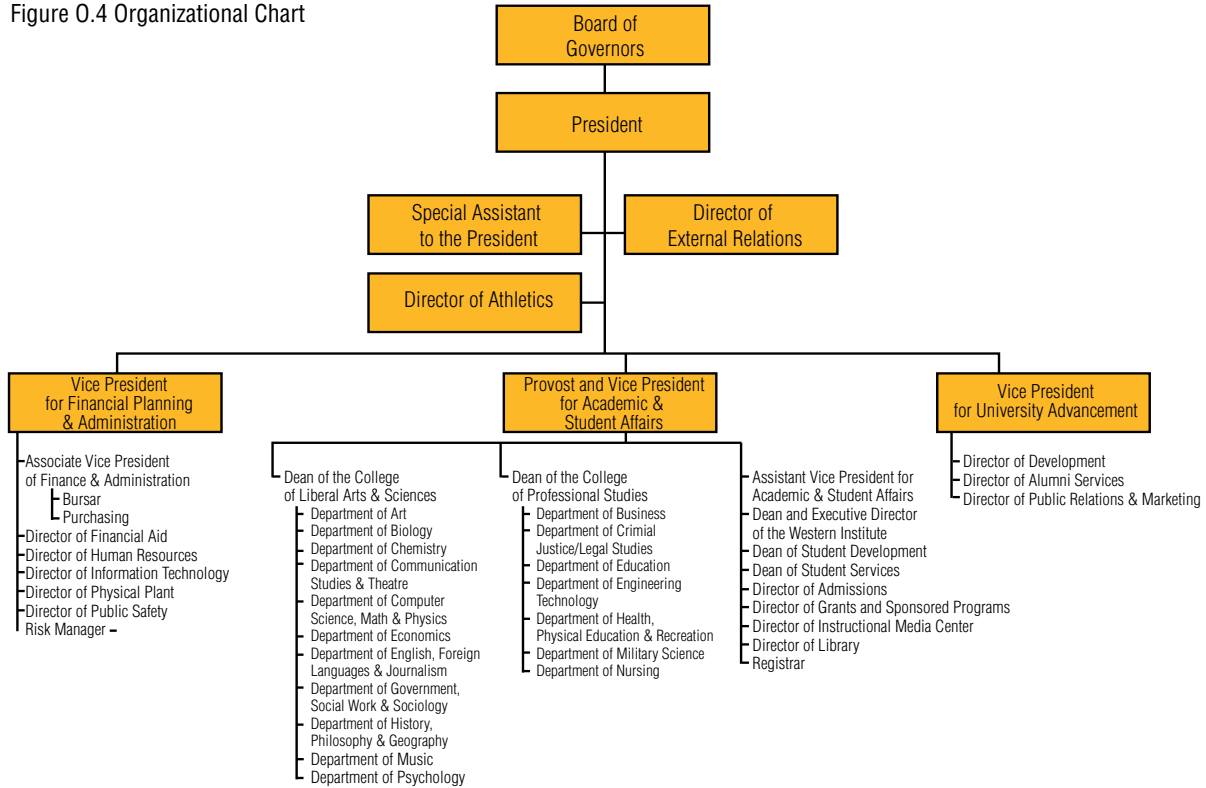
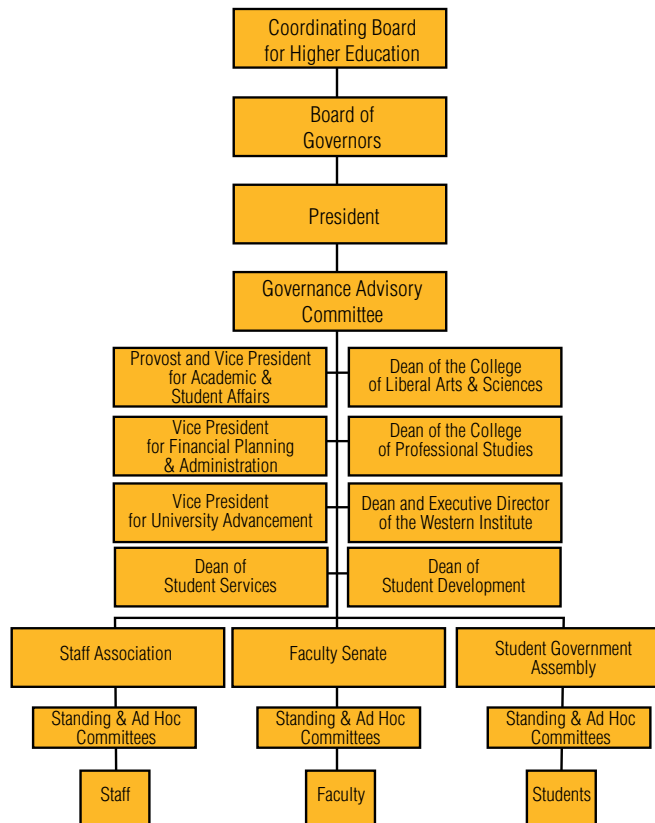


Figure O.5 Governance



Missouri Western State University Systems Portfolio

Category One - Helping Students Learn



Category One - Helping Students Learn

Figure 1.1 Strategic Planning and AQIP Results Associated with Helping Students to Learn*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category One:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Helping Students Learn examines how an organization designs the teaching and other processes that promote student learning, and how effectively these processes perform their functions.	1A	Create, over five years, a more balanced mix of first-year students that reflects the national ACT distribution.			√			
	1E	Develop a strategy to match available course offerings and student course needs when establishing target numbers for entering students.				√		
	2A	Increase involvement of academic departments and other college units in recruitment activities for high ability and honor students.			√			
	3E	Enhance programs that provide opportunities for joint faculty/student projects, student internships, travel/study, international and cross-cultural experiences, and use of technology-based programs.					√	
	3F	Develop programs that continue to provide support for excellence in teaching and learning.					√	
	4E	Develop programs such as Exploration and Discovery, to increase retention of students.		√				
		Applied Learning and Student Development						
	1A	Expand opportunity for students to participate in credit-bearing internships, practica, or faculty/student projects to all departments.					√	
	1B	Increase to 75%, over 5 years, the total number of Western graduates who have participated in credit bearing internships, practica, or faculty/student projects.					√	
	2A	Seek, over five years, to raise the number of international students at Western to five percent of the student population.						√
	2B	Double the number of students involved with Study Away programs.		√				
	3A	Encourage and support increased applied learning techniques and pedagogy through a variety of means.			√			
	SD1A	Expand student activities through effective co-curricular programs and extracurricular activities that encourage involvement on campus and volunteer service to the larger community.			√			
	SD1E	Develop credit and co-curricular leadership development programs.			√			
		Information Technology						
	1B	Offer support services during extended hours of University operation for academics, library, and events that require technology.					√	
		Community Service, Community Partnerships, and Workforce Development						
	1B	Continue to develop an internal environment where community participation and leadership is encouraged and supported.					√	
	3A	Establish a process that encourages all students to participate in at least one service activity prior to graduation.				√		
	WD1B	Expand applied learning experiences for students so that all graduates will have the opportunity to participate prior to graduation.					√	
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

1C1 Identifying Common Student Learning Objectives

Western expects all students completing courses in the general education program to acquire the knowledge and skills to achieve nine common objectives (Figure 1.2).

Statewide general education policy requires Missouri higher education institutions to design and offer a general education program that includes a minimum of 42 semester credit-hours distributed across the academic skills and knowledge areas identified in Figure 1.3. The common core of general education curriculum offerings at Western enables students to acquire the academic



Figure 1.2 General Education Learning Objectives

Learning Objectives
<ol style="list-style-type: none"> 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.

(University Catalog 39)

skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world.

Students are encouraged to complete an applied learning experience such as an internship, practicum, or faculty/student research. In addition, students are encouraged to complete an activity, such as campus employment, that promotes student development. Seventy-nine percent of 2006 graduates participated in co-curricular and extracurricular activities through their involvement on campus and in volunteer service to the larger community.

Student Services and Student Development provide services and programs that systematically impact most students and help them become active and engaged citizens both on campus and in the greater community. These services include orientation, academic advising, counseling, academic support, disability services, multicultural education, testing, non-traditional student support, recreation, employment, and career development.

Figure 1.3 General Studies Core

General Education Program
Category One - Basic Skills - 12 Credits Math, English, 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

(University Catalog 39-40)

1C2 Ensuring Learning Expectations, Practices, and Objectives Align with Mission, Vision, and Philosophy

The *Strategic Plan* identifies Western's mission, vision, philosophy, and areas critical to mission (O1). The plan includes institutional opportunities related to academic programs, applied learning, student development, community service, community partnerships and workforce development. AQIP Action Projects focus on the *Strategic Plan* areas of Student Engagement, Communicating Quality, and Applied Learning.

All academic departments and campus units develop five-year plans aligned with Western's *Strategic Plan*. They work with the strategic implementation teams to execute actions that lead to attainment of the institution's strategic goals. They show points of articulation between their plans and the institutional *Strategic Plan*. These units report annually on their progress in achieving their goals as related to the institution's strategic goals and objectives.

Academic departments complete comprehensive program reviews every five years. The deans and the Provost/Vice President for Academic and Student Affairs review these to assure they are consistent with the institution's mission, vision, and values, and to facilitate program empower-



ment, resource allocation, and achievement of unit goals. An executive summary is forwarded to the Department of Higher Education (DHE) and Missouri's Coordinating Board for Higher Education (CBHE). The DHE review determines that Missouri's higher education institutions continue to offer high quality, student-centered programs that effectively serve the citizens of the state.

Most units at Western, including academic departments, routinely assess their practices, monitoring usage patterns, student needs, and student evaluation of services. As a result of ongoing assessment, major changes in organizations and services occur routinely. For example, some departments have been reorganized to achieve efficiencies in operations. The Department of Communication Studies, Theatre, and Humanities and the Department of Social Sciences have been reorganized into three departments. History, philosophy, and geography are together in one department, leaving communication studies and theatre in the second department, and political science, sociology, and social work in the third department. The Department of Business and Economics has also been reorganized into two separate departments.

1C3 Identifying Key Instructional Programs, Delivery Methods, and Technology Use

DHE maintains a program inventory for Missouri institutions. Figure O.3 presents Western's complete list of Certificate, Associate, and Bachelor degree programs. Western offers ten associate programs and 51 bachelor programs. Some disciplines offer more than one degree. In secondary education, most students complete a major in the discipline as well as a professional sequence in education.

Western offers distance education options, including web-based courses, courses offered via television, and videotaped courses that are mailed to the student's home (1P7). Instructors incorporate technology into daily presentations (O6) in all "smart" classrooms.

Student access to full-time faculty and faculty mentors supports the learning processes. Most classes are taught by full-time faculty (Figure 1.4).

Figure 1.4 Credit Hour Production by Full- and Part-time Faculty

College	Fall 2004	Spring 2005
Liberal Arts & Sciences	FT: 31,148 (82%) PT: 6,851 (18%)	FT: 27,853 (83.5%) PT: 5,520 (16.5%)
Professional Studies	FT: 18,823 (87%) PT: 2,710 (13%)	FT: 17,917 (90%) PT: 1,948 (9.8%)

1C4 Preparing Students to Live in a Diverse World and Accommodating Diverse Student Learning Styles

Western helps prepare students to live in a diverse world in a variety of ways:

- LAS focus areas: Computer Literacy and International/Intercultural programs, and Ethics
- Travel/study to Ireland, England, Italy, France, Mexico, Spain, New York, Turkey, Poland, Washington, D.C.
- Service projects required by specific courses and learning communities
- The Barbara Sprong Leadership Challenge
- Programming through the Center for Multicultural Education
- Orientation activities

Western accommodates diverse learning styles in order to engage and instruct students effectively in the classroom:

- Co-curricular opportunities through Student Development
- Traditional and non-traditional instructional delivery
- Varied learning settings in which students learn from presentation, small group interactions (1C3), hands-on laboratory experience, work groups, practicums, internships, and independent research
- Honors Program emphasizing analysis and synthesis of knowledge
- Student development and support services
- Center for Academic Support

1C5 Creating and Maintaining a Climate of Intellectual Freedom, Inquiry, Reflection, and Diversity

Western's Policy Guide states that "academic freedom is the right of members of the academic community freely to study, discuss, investigate, teach, conduct research, publish, or administer as appropriate to their respective responsibilities



(2.I.B) . It is the responsibility of the administrators to protect and assure these rights within the governing framework of the institution.” (*Policy Guide*, 2.I.B)

Western maintains a climate of academic freedom, inquiry, and respect for diverse opinions for both students and faculty through the individual courses and degree programs offered by both the College of Liberal Arts and Sciences and the College of Professional Studies, as well as through specific activities, events, and services.

Western’s core of general studies addresses students’ understanding and appreciation of moral values and ethical choices (1C1). Additionally, courses throughout the curriculum address gender and ethnicity issues, particularly the Liberal Arts and Sciences focus areas. Specifically, 17 courses address ethics, and another 26 courses address international, intercultural content (*University Catalog* 175).

Individual courses, as well as degree programs in the College of Liberal Arts and Sciences (LAS), encourage students to reflect on the value of individual and organizational integrity, to develop personal and professional respect for others, to foster international/intercultural sensitivity, and to promote personal and social responsibility.

The LAS College oversees Western’s Freshman Seminars (enrolling approximately 700 students per year) and Learning Communities (enrolling approximately 200 students per year). These seminars and communities ensure that students become actively engaged in their classroom environment, campus community, and the community in which they live. These Learning Communities emphasize intellectual freedom for faculty members to pursue their own interests in the classroom and to foster new relationships among courses, and topics. These Learning Communities promote intellectual freedom and flexibility in presenting course content, collaborating with other faculty, and interacting in social ways with students. The mission of the College of Professional Studies states that the College promotes and expects high standards of ethics and quality in teaching and professional practice; advances the intellectual, cultural, economic, and social development of students through

strong and relevant academic programs; and seeks to increase faculty and student awareness, understanding, and appreciation of cultural diversity.

Western’s commitment to intellectual discovery and diversity is also exhibited in a number of activities, events, and services. Since 1996, the Library, Education, and English Departments of Western have held an Annual Banned Books reading. During this event, students and faculty from various disciplines read and discuss a variety of censored works, emphasizing the need to respect and value artistic and literary works of differing opinions. This annual event celebrates academic freedom and encourages the Western community to inquire, learn from, and challenge the world around them.

Western hosts an annual Convocation on Critical Issues that addresses issues of freedom, inquiry, reflection, and respect. Each year one high profile speaker is invited. Past speakers have been J.C. Watts, Bob Woodward, Bill Bradley, David Gergen, Jean Kirkpatrick, Jerry Linenger, David McCullough, Joseph Nye, Colin Powell, Arthur Schlesinger, Jr., Daniel Schorr, Patricia Schroeder, and Steve Forbes. This event is attended by approximately 2,000 to 2,500 students, faculty, staff and the public. The Convocation enables Western to disseminate knowledge, critical ideas, and information about current events to the Western community.

Western’s Center for Multicultural Education (1C4) is committed to student development and to improving the educational experience of all students. Its mission is to stimulate the intellectual curiosity of students, to challenge students to explore cultural differences, and to prepare students for community service. Through education and entertainment, the Center of Multicultural Education increases students’ levels of tolerance and acceptance of others.

Processes (P)

1P1-1P2 Determining Common Student Learning Goals, Specific Program Learning Objectives, and Designing New Courses and Programs

The General Studies Committee reviews the general studies curriculum and the philosophy/



common learning objectives every three years. The Policy Guide (2.V) describes procedures for curriculum development and revision.

The faculty develops and articulates course learning goals and program objectives, establishing and evaluating the effectiveness and currency of the curriculum at the course and program level. Faculty analyzes the need, the population to be served, cost factors, the effect on other programs or departments, and identifies the long range expectations for any proposed course or program.

Advisory councils provide significant direction to many of the academic programs in terms of curriculum development and expectations of graduates. At the institutional level, the Faculty Senate Curriculum Committee reviews and approves curriculum changes. It forwards recommendations to the Governance Advisory Council (GAC).

All new programs must be approved by the Missouri Coordinating Board for Higher Education (CBHE). State policies and procedures for new programs ensure that Missouri's higher education institutions continue to offer high quality, student-centered programs that effectively serve the citizens of the state. CBHE encourages institutions to maintain high standards, collaborate whenever possible, and to design programs that avoid unnecessary duplication in a service region (Figure 1.5).

Through state legislation in 2005, Western became a university and has begun preliminary planning for graduate level programs. A graduate studies task force developed recommendations for policies and procedures related to the administration of graduate programs. The Faculty Senate and GAC approved the recommendations.

1P3 Determining Required Student Preparation

As an open access institution, Western may admit any student with a high school diploma or equivalent. Access to selected programs may have additional program-specific admission criteria.

It is the responsibility of each Missouri public institution to decide which of four CBHE Admissions Selectivity Categories it will choose for admitting students. The categories are Open, Moderately Selective, Selective, and Highly Selective.

Figure 1.5 New Program Review Process

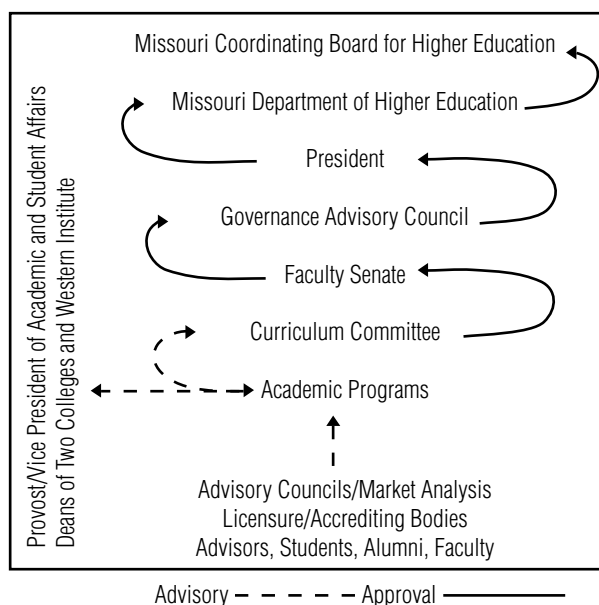
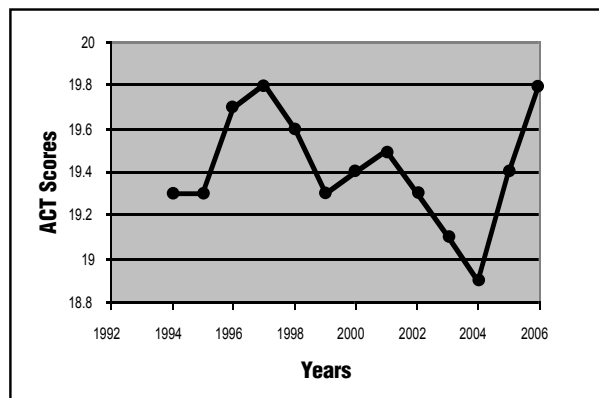


Figure 1.6 Western Average ACT (Composite)



Over the past twelve years, incoming Western freshmen have had ACT (composite) average scores between 19.3 and 19.8 (Figure 1.6). A strategic goal is to enroll a student population which has an ACT profile more like the national distribution. In 2004, Western began implementing a plan to accomplish this goal. The incremental goals for 2005 and 2006 were achieved; the average ACT for the Fall 2005 incoming class was 19.5; for Fall 2006, the ACT was 19.8.

The CBHE requires all first-time, full-time degree-seeking freshmen and transfer students who have completed 23 or fewer credit hours at another institution to complete the high school core curriculum in order to enroll at a four-year institution of higher learning in Missouri.



Missouri has in the past required a 16-unit high school core. In July 2006, the CBHE adopted a 24-unit high school core (required of the high school graduating class of 2010), consisting of 4 units in English, 1 in speech and 2 in composition or writing skills; 3 units in mathematics, high school algebra and beyond, including algebra II; 3 units in social studies, including American history and at least one semester in government; at least 3 units in science, not including general science; at least 1 unit of fine arts courses, practical arts, and physical education; 1/2 unit in health education and 1/2 unit in personal finance; and 7 units of electives (2 units in a single foreign language recommended).

Comparative data (Figure 1.7) from the CBHE *Statistical Summary* indicate Western competes well within mission selectivity with other public four year institutions in Missouri. In 2001-2005, an average of 64 percent of Western's matriculating full-time students completed the 16-unit core. Students at Western who have not completed the core typically lack 1 unit in mathematics, 1 unit in writing, and/or 1 elective. About 85 percent of entering freshmen have completed 14 units of the high school core.

The St. Joseph Public School system and Western partner to prepare middle school students for admission into college, particularly emphasizing the importance in a program called *Ready.Set.Go... Discover College* (1R3).

Figure 1.7 Percent of Students Completing the 16-Unit High School Core

Missouri Institutions by Mission Category (Average)	1999	2000	2001	2002	2003	2004	2005
Western	69	60	68	69	62	65	65
Other Open	62	60	59	62	56	54	54
Moderately Selective	95	92	94	95	91	93	96
Selective	95	94	95	95	93	94	94
Highly Selective	100	100	100	100	100	100	100

Center for Student Retention Data Exchange

Western relies upon ACT scores, as well as departmental placement exams, and high school transcripts to determine appropriate placement of incoming students. For transfer students, previous transcripts and departmental criteria determine students' readiness for specific courses and degree programs. Individual consultations help to determine the student's academic preparation for individual courses and degree programs.

Some students come to Western under-prepared in the basic academic skills of reading, writing, and mathematics. Students are placed in developmental courses in these basic skills based on ACT sub-scores or placement tests. They are required to enroll continuously in these courses from matriculation until they are satisfactorily completed. Figure 1.8 gives the number of students enrolled, and the A, B, C grade rates for these courses for the Fall 2004 semester. Through internal research it has been determined that attendance and participation are essential factors for success in developmental math classes. Students who satisfactorily complete the developmental courses generally do as well as other students in subsequent writing and mathematics (1R3).

Figure 1.8 2004 Developmental Course Enrollments and Grades

Course	# Enrolled	% Grades A,B,C
Reading	222	59%
Writing	557	69%
Mathematics	761	49%

1P4 Communicating Expectations to Students

Recruiting materials, the *University Catalog*, *View Book*, and *Student Handbook* communicate expectations for prospective and current students. Many of these can be accessed online. The catalog lists prerequisites for courses, as well as required licensing or exit exams, for each academic department. Course syllabi detail the expectations and learning objectives for specific courses and faculty.

Admissions staff makes regular high school visits and holds university fairs for area high schools students and counselors. The Office of Financial Aid staff holds workshops for parents and students. Personnel from the colleges and academic units make themselves available to answer questions and provide information.



Students become acclimated academically and socially to the Western community through the Student Orientation program. Orientation begins when Western accepts a student and continues until the student has successfully made the transition. Most incoming freshmen attend a two-day orientation during the summer months. A one-credit hour course, Griffon Edge, assists students in the transition process.

The Offices of Admissions, Student Services, and the Registrar's Office provide information about course and degree requirements. Admissions counselors and general advisors stay informed about changes in academic programs so that they can effectively assist students with degree exploration and course selection until the students prepare to declare a major. Student Services supports the communication of expectations regarding student preparation, learning objectives, and degrees.

Faculty advisors in academic departments and staff advisors in Student Services provide information regarding degree requirements, semester class selection, and career development. Students meet with their advisors each semester to plan schedules for the next semester of study.

1P5 Helping Students to Select Programs

Approximately 50 percent of each first-year, full-time class enters Western undecided on a major or intended future occupation. Western's academic advising system and support services provide students with a matriculation-to-graduation support system for exploring their academic goals and related career options. Listed below are some activities used to help students discover their interests:

1. Surveys of Occupational Interests
 - Surveys of incoming students help to determine students' intended programs of study.
 - The College Student Inventory (CSI), administered in the Freshman Seminar, provides students with an opportunity to identify key interests and discuss them with an advisor or instructor.
 - Discrepancies between preparation and learning are often identified by advisors, instructors, or professional tutors in the Center for Academic Support, or the Early Alert Program.

- The Counseling Center administers occupational interest inventories and helps students understand potential academic interests as well as provides personal counseling.
2. Recruitment Activities and Freshman Seminar
 - Western holds career fairs, high school visit days, and open house to help students determine what programs of study are available to them.
 - The Freshman Seminar teaches students about learning styles, how they can be adapted for various academic disciplines or specific course requirements, and encourages students to explore a variety of career options.
 3. Improving Student Preparation and Support
 - Western identifies students with inadequate preparation in reading, writing, and mathematics, and assists them in improving these essential skills for college work.
 - Students with disabilities are encouraged to work with the Disability Services Coordinator to document the need and discuss an appropriate accommodation. The Coordinator works with faculty to arrange accommodations to help students succeed.
 - Faculty advisors work with students to determine academic and vocation interests and then help students find appropriate majors.

Frequently, students discover their interests in the introductory course of a discipline.

1P6 Determining and Documenting Effective Teaching and Learning

Documentation of effective teaching and learning involves long standing processes that are modified as circumstances require. Student evaluation is a very important source of documenting teaching effectiveness.

In the hiring process, faculty candidates send evidence of teaching effectiveness. Most candidates give a discipline-related presentation.

Each year, every faculty member prepares an annual evaluation that documents accomplishments in teaching, scholarship/creative activities, and service. The documentation includes, for example, results from student evaluations



(for every class every semester), teaching innovations, and evidence of student success. If serious weaknesses in teaching are noted, the chairperson, dean, and the Provost/Vice President for Academic and Student Affairs suggest specific improvements that are expected within the next academic year.

The tenure and promotion process begins with a portfolio created by the faculty member which documents and evaluates the quality of instruction, scholarship/creative activities, and service. Documents of teaching effectiveness include the following:

1. Peer Evaluation
 - Peer (internal and external anonymous) and chair evaluations
 - Classroom observation
 - Peer review of course materials
2. Student Evaluation
 - Student evaluation survey numerical summaries from every course every semester
 - Written student evaluation comments
 - Faculty interpretation of student evaluations
 - Qualitative and quantitative student evaluation comparisons in relation to other departmental and Western faculty
3. Course Materials
 - Course organization (syllabi, objectives, assignments, tests, lecture notes, and student evaluations)
 - Pedagogical innovation (peer evaluation, curriculum proposals, professional growth, and application to classroom)
4. Other Materials
 - Brief overall self-assessment of instructional role(s)
 - List of courses taught, number of students, and grade distributions
 - Annual chair evaluation
 - Tenure and distinguished faculty process with required documentation
 - Teaching effectiveness recognitions and awards
 - Documentation of student success
 - Retention data

The departmental peer review committee, department chairperson, the college dean, institutional tenure and promotion committee, and finally the Provost review these materials. Each of these evaluation entities reads the tenure/ promotion portfolio and gives an evaluation of the candidate's strengths and weaknesses (if any) and makes a promotion/tenure recommendation. At each stage the faculty member may address any disagreement relative to reviewers' comments (with an exception being the anonymous peer reviewers). The Provost evaluates all materials and considers any differences in recommendations and makes a recommendation to the President. The President makes a recommendation to the Board of Governors (*Policy Guide*, 2: VI).

Three faculty awards recognize and reward teaching excellence: the Jessie Lee Meyers Award (primarily for teaching with notable scholarship), the James E. Mehl Award (primarily for scholarship with notable good teaching), and the Western Governors' Distinguished Faculty Award, which recognizes individuals who demonstrate excellence in all three areas of teaching, scholarship/creative activities, and service.

Individuals may self-nominate, or others may nominate faculty to be considered for these awards. For the Meyers and Mehl Awards, the application materials are given to the appropriate dean, who reviews all applications and recommends three individuals for the Meyers and one person for the Mehl awards. Nominees from the two colleges are next reviewed by a committee composed of the two deans, the Provost, and faculty senate president. The strongest three faculty receive the Meyers Award, and one person receives the Mehl Award. The Governors' Award recipients are chosen by a committee composed of faculty, deans, and the Provost. Over the past two years approximately half of all nominees have received the award.

Effective learning is documented by course grades, general education, and discipline-specific graduate senior exit assessments, assessments of applied learning activities, and the judging of student performances/shows in art, music, and communication studies/video. The outcomes of



senior exit/licensing assessments are presented in sections 1R1, 1R2, and 1R3.

1P7 Building Effective Course Delivery Systems

Western develops program offerings and delivery methods based on student needs, feedback from accrediting bodies, transfer institution requirements, business and industry needs, assessment, and planning and budgeting processes.

To meet the needs of the majority of full-time day students, Western provides over 95 percent of enrollments in coursework during traditional class times. Some courses are offered on varied schedules to accommodate students who need classes at night or weekends. Online courses meet the needs of students who cannot come to campus for classes. Distance Education provides televised and online courses. For AY 2005/06, 1,253 enrollments in 101 course sections were offered in a distance education format or delivered off-campus. The effectiveness of distance coursework is evaluated from reports from instructional faculty and a special evaluation form completed by students in every course every semester. These evaluations have been positive.

Many on-campus courses use WebCT as a part of the instructional mix. Currently, over 250 on-campus course sections use WebCT.

Academic departments prepare the course schedules based on an analysis of past student enrollments and projected enrollments. Chairs, using this analysis, plan effective and efficient schedules for each semester. Deans of each college review the proposed class schedule to assure that student needs are met and that class schedules make efficient use of resources. Over 90 percent of the seats available for general education courses are filled each semester.

1P8 Monitoring Curricular Currency and Efficiency

Western reviews academic programs at least every five years (1C2). In almost all cases, external reviewers participate in the process and provide evaluations of the curriculum that include comments related to comparisons with national trends and the currency of the course offerings. These

comments generally indicate an up-to-date curriculum; however, if recommendations for curricular changes are suggested, such recommendations are thoroughly evaluated, often resulting in curriculum revisions. National organizations accredit many of Western's programs (Figures 8.4, 9.2). The processes required for these accreditations contribute to an ongoing monitoring of programs for currency and effectiveness. Numerous curricular changes have resulted from such reviews. Advisory councils provide valuable information that informs decisions related to program curriculum. Several departments have organized advisory boards to evaluate departmental programs, suggest changes, and make important links to the community. Licensing exam results, conferences, and employer feedback also function as indicators for change in programs relative to currency and effectiveness.

End-of-course evaluations provide feedback from learners. Faculty uses student evaluation feedback to improve the effectiveness of teaching and learning processes.

Departments monitor changing requirements in the professions, internal and external needs, student needs, and make recommendations to continue or discontinue individual courses.

1P9 Determining Student and Faculty Learning Support Needs

Determining student learning needs begins with the review of high school transcripts. Faculty and staff members advise during registration and help to determine student learning needs relative to individual courses (1P5). Western uses placement tests to determine the appropriate placement of students in foreign languages and developmental courses (1P3). Test-outs are available for many first-year courses. Data for developmental course work and its effectiveness are presented in 1R3.

Western identifies faculty needs through a variety of communication channels, including department meetings, the Deans' Council, meetings of the colleges, the Faculty Senate, focus groups, and information collection mechanisms specific to the library and to technology needs. Needs are prioritized at various levels within the institution, with decisions made relative to the institution's strategic goals and available budget. Faculty



mentors help new faculty transition to Western and to students.

1P10 Aligning Co-Curricular Goals with Curricular Learning Objectives

The *Strategic Plan* provides a framework for aligning curricular and co-curricular development goals with curricular learning objectives. Western attempts to involve all students in service activity and applied learning prior to graduation (*Strategic Plan*, 24-25). Organizational restructuring combined Academic Affairs and Student Affairs with the goal of removing any boundaries between students' academic lives and their personal and social lives. Administrators, staff, and faculty have noted a dramatic increase in communication, shared governance, and planning between the academic and student affairs areas as a consequence of this reorganization.

The AQIP Action Project in Applied Learning focused on increasing the number of students involved in credit and non-credit curricular and co-curricular applied learning experiences. One outcome of the project included funding for co-curricular events programming. Another outcome included a campus-wide assessment of the quality of applied learning experiences from student, faculty, and chair perspectives, as noted in 1R3.

Through Learning Communities, Western aligns co-curricular and curricular learning objectives. In learning communities, students with similar interests and/or majors take two or three courses together. Students form study groups, interact closely with faculty, and socialize. Within the framework of the courses, students learn valuable life skills, such as communication, time management, leadership and citizenship. Each Learning Community stresses the curricular integration of coursework and content. Each fall semester, Western typically has ten learning communities with a total of about 200 student participants.

Western participates in the American Democracy Project (ADP) and is committed to developing students who understand and are prepared to fulfill their social and civic responsibilities. Students have an opportunity to participate in a variety of applied learning and leadership initiatives that

encourage them to take an active and participatory role in our democracy. ADP has goals to increase student engagement in civic actions and to focus public opinion on the value of the college experience in civic life.

1P11 Determining Student Assessment Processes

Assessment is key to student growth and development. Western designs assessment to improve instruction and student learning. The Assessment and Benchmarking Committee guides assessment initiatives for the campus. Forms of assessment are given in 1P13.

The Assessment and Benchmarking Committee determines the assessment tool used for measuring general education outcomes for graduating seniors. Each department determines which senior exit assessment to use for its graduates. In some instances departments will determine standardized outcome measures, or external criteria, for passing specific courses (e.g. developmental reading and mathematics).

The Missouri Legislature has given Western an applied learning designation as a part of its mission. In recognition of the importance of that mission, and to facilitate growth in the quantity and quality of applied learning, Western has created the position of Director of Applied Learning. The director has done much to institute quality measures. This work and results are given in section 1R3. In the five-year program review, departments evaluate students' performance in light of the program's goals (1C2).

1P12 Discovering How Well Prepared Students Are for Further Education or Employment

Since 1993, Western has surveyed recent graduates concerning their perception of how well their Western education prepared them for further education and employment. In 2005, graduates completed a web-based survey.

Those who responded to the web survey gave similar feedback as in previous years: over 80 percent of graduates were employed full-time; 75 percent responded that their employment was related to their degree; 78 percent rated their



Western education as good or excellent in preparing them for their career, and 97 percent would recommend Western to others interested in their major.

Western students perform well locally and nationally. For example, graduates in the health care professions perform well above state and national counterparts on licensure examinations. The teacher education program ranks high in state performance measures and places teachers in the community and region where they excel as educators. Section 1R2 gives student results for licensure examinations.

Students continue to be admitted to law and medical schools at rates above the national average. In the years 2001-2006, 75 percent of the students who applied for health-related professional schools were accepted.

1P13 Measuring Student Performance

Western uses cumulative and most-recent semester grade point average (GPA) data to assess learners' satisfactory academic progress in general studies and in the majors. It monitors student retention the fourth week of each semester and graduation rates each academic year.

All graduates take a standardized test measuring student performance (ETS Academic Profile) in general education and an exit exam in the discipline (approximately 60 percent of these are nationally standardized examinations, either ETS Major Field Exam or PRAXIS). Measures of student performance include the following:

- General education skills assessment
- Senior portfolios
- Capstone courses
- C-Base teacher admission requirement
- PRAXIS Teacher Education Examination
- Licensure examinations
- Acceptance rates for graduate and professional schools
- National Survey of Student Engagement (NSSE)
- Assessments (1P11), including Applied Learning
- Percentage of students completing courses
- Freshmen success (2.0 GPA after 24 credit hours)
- Mid-term grades

- Passage rates in developmental math, writing, and reading
- Academic suspension and probation rates

Results (R)

1R1 Accomplishing Results for Common Student Learning Objectives and Specific Program Learning Objectives

Figure 1.1 identifies progress for many of the strategic goals and objectives that are associated with Helping Students Learn.

This section reviews student learning outcomes in general education as measured through the Academic Profile and the Collegiate Learning Assessment (CLA). Results for Western compared favorably to available state or national student outcomes.

DHE maintains a database for Missouri institutions that provides a historical profile of the percentage of students taking a nationally normed test in general education and scoring at or above the 50th percentile.

Western compares its Academic Profile results with national norms for 19,142 seniors enrolled in Baccalaureate (Liberal Arts) Colleges I and II across the country. These seniors must be enrolled in at least 90 semester hours or 140 quarter hours. Many of the schools in the national sample have higher selectivity standards than Western.

Western administers the ETS Academic Profile Exam to graduating seniors to measure student learning in general education skills areas. The majority of Missouri public four-year institutions use the Academic Profile. As shown in Figure 1.9, 98-99 percent of Western graduates take the Academic Profile, compared to approximately 75 percent for Missouri public universities. Over eight years, Western students have declined in student performance (from 58 percent to 45 percent over the 50th percentile). 1I2 identifies student areas related to the ETS Academic Profile targeted for improvement. Missouri universities have also shown a declining pattern of performance since 2000. This change exists in relation to an increasing percent of students taking the test (see especially 2003 and 2004).



Figure 1.9 General Education Assessment

Fiscal Year	Percent Western Taking a Nationally Normed Test	Percent Missouri Public Four-Year Assessed	Percent Western Scoring at or above the 50th Percentile	Percent Missouri Scoring at or above the 50th Percentile
1998	79	62.4	58	59.2
1999	99	69.8	58	61.6
2000	98	74.9	53	63.2
2001	99	75.3	51	62.4
2002	99	74.3	47	61.0
2003	98	81.5	44	59.2
2004	99	85.5	43	54.1
2005	95	84	45	61.3

Figure 1.10 presents the reading, writing, and mathematical skill competency data for graduating students at Western and nationally. These data indicate that Western students score slightly lower than the national sample in these foundational skills.

In 2004, Western participated in the Council for Aid to Education's (CAE) national database of the Collegiate Learning Assessment (CLA). The CLA measures critical thinking, analytic reasoning, problem solving, and written communication. Data indicate that the ACT is a positive predictor of the CLA outcomes. First-year students and seniors at Western achieved CLA scores as predicted by their ACT scores. As a measure of value-added learning, seniors scored higher than freshmen.

1R2 Acquiring Knowledge and Skills for Degrees

Several of Western's degree programs have admissions criteria for acceptance to the major. Generally these criteria include completion of any required developmental coursework and introductory discipline related courses. Teacher education programs have selective program entrance requirements in terms of either ACT or C-Base evidence of student preparation. In 2003, 99 percent, and in 2004, 90 percent of education majors had either an ACT Composite score or a C-Base Test result placing them in the top 34 percent of all students taking these tests.

Figure 1.10 Results of ETS Academic Profile 2005 for Western

Skill Dimension	Proficient	Marginal	Not Proficient
Critical Thinking			
National	7%	18%	75%
Western	4%	19%	77%
Reading Level 2			
National	44%	21%	35%
Western	43%	25%	33%
Reading Level 1			
National	74%	16%	10%
Western	75%	16%	9%
Writing Level 3			
National	11%	33%	56%
Western	9%	34%	57%
Writing Level 2			
National	24%	41%	35%
Western	19%	45%	36%
Writing Level 1			
National	73%	20%	7%
Western	72%	22%	6%
Mathematics Level 3			
National	9%	20%	71%
Western	7%	18%	76%
Mathematics Level 2			
National	33%	29%	38%
Western	29%	35%	37%
Mathematics Level 1			
National	60%	25%	14%
Western	58%	30%	12%

DHE set a goal for institutions to increase the number of majors assessed using a nationally recognized or normed assessment and to increase the percentage scoring at or above the 50th percentile. The data for these exams are found in Figures 1.11 (all disciplines except teacher education) and 1.12 (teacher education).

As shown in Figure 1.11, Western's use of field-specific nationally normed tests is similar to that at other Missouri public four-year institutions. Over the past three years, approximately 45 percent of students (non-education graduates) have taken such tests statewide. An accounting change at the Missouri State level that excluded education majors (13 percent of all Western graduates) resulted in the decrease reported in 2000 for majors scoring at or above the 50th percentile.



Several majors do not have adequate national discipline-specific tests. In fact, two of Western's largest majors, Health/Physical Education/Recreation and Criminal Justice/Legal Studies, are among those disciplines without such a test. Several other majors (English, Communication Studies, Art, and Music) use assessment measures (portfolios, performances, exhibitions) which better meet their assessment needs.

The number of Western students scoring at or above the 50th percentile on the discipline-specific senior exit exams in 1999-2005 has declined. Western is looking for ways to improve student outcomes on all exit exams.

Graduates from Western's education, nursing, and physical therapist assistant's degree programs are required to pass national licensure examinations before they may become licensed to practice in their degree field. The following sections give the success of Western students on these examinations.

In Missouri, to receive a teaching certificate, students must pass the PRAXIS. At Western, beginning with Fall 2003, all teacher education candidates have to pass the PRAXIS exam before being allowed to student teach. Prior to 2003, 96 percent or more of education graduates passed the PRAXIS.

A student can pass PRAXIS without achieving the 50th percentile. Figure 1.12 presents senior outcome data for education students. These results

Figure 1.11 Percentage of Majors Taking and Passing Nationally Normed Test

Fiscal Year	Percent Western Taking a Nationally Normed Test	Percent Missouri Public Four-Year Assessed	Percent Western Scoring at or above the 50th Percentile	Percent Missouri Scoring at or above the 50th Percentile
1998	63	57	54	58.1
1999	57	59.4	57	56.3
2000	50	59.9	49	58.1
2001	45	59.3	46	58.6
2002	47	45.3	45	57.2
2003	44	45.2	43	55.5
2004	44	51.4	48	55.4
2005	39	58.2	44	60.7

show that (with the exception of AY 2000) Western's education graduates achieve scores above state and national averages.

Each nursing graduate who wishes to practice nursing takes the National Council Licensing Examination for Nursing. Licensure test results are reported to the state each year (Figure 1.13). With the exception of AY 2004/05, approximately 90 percent or more of Western's nursing students passed the licensing examination and exceeded state and national pass rates.

Over the past five years, an average of 89 percent of Western students in the Physical Therapist Assistant (PTA) Program who took the licensing exam passed. As a group, PTA graduates must maintain an overall pass rate of 85 percent for the most recent three years to satisfy accreditation requirements of the Commission on Accreditation of Physical Therapy Education (Figure 1.14). Western has maintained these accreditation standards over the past five years.

Figure 1.12 Percentage of Education Majors Meeting Praxis Exit Requirements

Academic Year	Western Percent Meeting Praxis Exit Goal (50th percentile or higher)	Missouri Percent Meeting Praxis Exit Goal (50th percentile or higher)
1997-1998	63	56
1998-1999	54	59
1999-2000	40	60
2000-2001	64	60
2001-2002	65	56
2002-2003	60	61
2003-2004	69	61
2004-2005	54	59

Figure 1.13 National Council Licensing Examination for Nursing Pass Rates for 2000-2005.

Academic Year	Western Pass Rate	Missouri Pass Rate	National Pass Rate
2000/01	93.0	85.1	84.2
2001/02	90.0	87.2	85.5
2002/03	89.3	85.4	86.7
2003/04	92.9	88.5	86.6
2004/05	78.9	88.1	86.1



Figure 1.14 Physical Therapist Assistant Pass Rates

Year	MWSU	National
2001	95	93%
2002	88	91%
2003	78	86%
2004	86	Not available
2005	100	Not available

1R3 Reporting Results for Processes with Helping Students Learn

At Western, academic programs and support services work to help students succeed. This section highlights a number of programs and services, including academic advising, tutoring services, developmental placement and programs. Western uses the National Survey of Student Engagement (NSSE) to assess student engagement, essential to student learning. Applied learning is a part of Western's statewide mission. This section describes assessment efforts and results in applied learning.

Student Services provides trained faculty and staff advisors who steer students to course work, support services, and programs that best meet their needs. Special program advisors in the Office of Student Services work with A+ (a Missouri vocational scholarship program) and other special needs students. Academic departments typically advise majors. In-house assessments of the quality of advising have been very positive for many years. The Noel-Levitz Student Satisfaction Inventory (SSI) was given in 2005 to 737 Western students. Using the SSI Academic Advising factor, on a scale from 1 ("not satisfied at all") to 7 ("very satisfied"), Western obtained a mean score of 5.46 compared to a four-year public comparisons group score of 5.16. This difference was statistically significant.

The Center for Academic Support (CAS) provides tutoring and supplemental instruction. Figure 1.15 indicates that approximately 25 percent of students use these services each year. A breakdown of the use of specific services is given for AY 2004/05 (Figure 1.16). Help is sought most in the areas of mathematics and writing.

Figure 1.15 Use Data for the Center for Academic Support

AY Year	Hours of Use	Number of Visits	#of Students Served ¹
2002/03	5761	6857	1252
2003/04	6064	7007	1154
2004/05	6761	7937	1274

¹ Indicates the number of separate individuals served. Many students came for multiple visits but were only counted once.

Figure 1.16 CAS Services Used, AY 2004/05

Type of Service	Hours of Use	Number of Visits	#of Students Served
Math	2873	2567	482
Writing	906	1952	570
Content	904	928	288
Reading	11	19	10
Study Skills	160	207	116
Supplemental Instruction	502	574	83
Independent Study	1284	1621	485

Section 1P3 provides the course enrollments and grades for students who come to Western under-prepared in the basic academic skills of reading, writing, and mathematics. Indicators other than course grades speak to the success of students taking developmental courses. Based upon data for the Fall 2004 entering class, students who enroll in a developmental reading course, while also enrolled in a general education course, have a 48 percent probability of receiving a D, F, or W in the general education course. The semester after satisfactorily completing the reading course, the general education D, F, or W grade rate reduced by 20 percent.

Students who complete the developmental English course complete and pass the next English composition course at approximately the same rate as all other students.



While the passing rate (a grade of C or better) in developmental mathematics is lower than desired, over 95 percent of developmental mathematics students who work the 80 -100 hours (in- and out- of-class) expected for this course achieve a grade of C or better. After students complete the developmental mathematics program and continue on to general studies mathematics, they pass those courses at the same rate as students whose ACT scores placed them into regular general education mathematics courses.

Using student self-reports, NSSE assesses activities and requirements that reflect student engagement in the learning process and, theoretically, student learning. Western used this instrument in 2004 and 2005 with samples of freshmen and senior students. Figure 1.17 gives the quartile ranking of Western students compared to the American Democracy Project (ADP) normative comparison group on the five major NSSE areas. Generally, these results indicate that Western students scored at about the average of the normative group for both years. In 2004, scores were slightly below average, and in 2005, slightly above average. The consistent exception to this generality is in the area of Level of Academic Challenge, where students (first-year and seniors) consistently report a perception of less academic challenge than those at other institutions.

Figure 1.17 NSSE Quartile Rank¹ Comparisons between Western and the ADP Peer Group

NSSE Survey Categories	1st-Yr. '04	1st-Yr. '05	Senior '04	Senior '05
Level of Academic Challenge	1*	1*	2*	2*
Active and Collaborative Learning	2*	3	2	3
Student-Faculty Interactions	2	3	3	3
Enriching Educational Experiences	2	3	3	3
Supportive Campus Environment	3	3*	2	3

¹ 1 - lowest quartile and 4 = highest quartile.

*Indicates the Western versus ADP comparison is statistically significant at $p < .05$.

Figure 1.18 Quality of Applied Learning

Type of Applied Learning	Mean Scores on Quality Assessment 1-5 point scale
Independent Research/Project	4.15
Internship/Practicum	4.07
Service-Learning	3.77
Study Away	3.92

Western is creating assessments to measure the number and quality of applied learning activities. The number of these experiences (defined as a credit bearing activity, usually an internship/practicum, independent research, musical performance, or art show) is reported annually in reports on the accomplishment of strategic goals. Currently, over 80 percent of all graduates have participated in some form of applied learning experience. Western uses several benchmarking activities to know the quality of applied learning. Qualitative assessments of applied learning experiences from the faculty perspective were conducted by the Director of Applied Learning through interviews with department chairs and front-line faculty in the applied learning initiative. The Director used 5-point Likert-type instruments with subscales for placement quality, application, reflection, and diversity (Figure 1.18). A fifth subscale is unique to the applied learning experience being assessed (service-learning, study away, internship/practicum, or undergraduate research). The data provides insight into opportunities for improvement to the programs to align student experience with Western's aspirations for them.

Many departments involve students in applied learning, with 88 percent completing independent research, 82 percent involved in internship/practicum, 47 percent participating in service learning, and 29 percent completing study abroad programs.

1R4 Comparing Results

National and state comparative data in sections 1R1 and 1R2 indicate that Western graduates perform at about the average of other institutions in regard to major content knowledge, above average on licensing examinations, and slightly below average in terms of general education. Education and nursing graduates out-performed more selective four-year institutions in Missouri.



DHE expects four-year open access institutions to achieve a 55 percent freshman success rate (2.0 GPA after 24 credit hours). The goals for highly selective, moderately selective, and selective institutions are 90, 80, and 70 percent respectively. Data show the success rate for Western has increased from 41 percent in 1992 to 52 percent in 2002. The national retention rate into the sophomore year for “less selective” institutions of Western’s size is about 69 percent for full-time students. Western’s first-to-second year student success rates (24 credits and 2.0 GPA) exceed the average for other Missouri open access institutions (Figure 1.19).

DHE has set Missouri graduation goals for open enrollment, moderately selective, selective, and highly selective institutions at 45, 55, 65, and 75 percent respectively. Western’s six-year graduation rate increased from 34 percent in 2002 to 41 percent in 2004 (Figure 1.20). Western’s six-year graduation rates exceed those of other Missouri open access institutions.

Western knows of no national six-year graduation data collected specifically on open access institutions. The Center for Student Data Exchange reported a 36.5 percent graduation rate for “less selective” institutions of Western’s size for the 1996 to 2002 cohort group (Figure 1.21). According to ACT data (2004), the national five-year graduation rate for four-year, bachelor-degree-granting, public institutions is approximately 41.7 percent.

Noel-Levitz data indicate that Western, over three years, has a retention rate to the second year of about 59 percent for first-time full-time students.

Figure 1.19 Freshman Student Success Percentages

Missouri Institutions by Mission Category (Average)	F1996	F1997	F1998	F1999	F2000	F2001	F2002	F2003	F2004
Western	52	52	52	48	48	51	52	49	45
Other Open	56	46	46	44	42	42	43	38	36
Moderately Selective	67	69	70	69	70	70	69	68	68
Selective	69	74	73	73	75	75	74	89	74.8
Highly Selective	84	88	87	87	87	89	88	84	84

Center for Student Retention Data Exchange

Figure 1.20 Graduation Rates by Percentage Missouri Institutions by Mission Category

Missouri Institutions by Mission Category (Average)	S1997	S1998	S1999	S2000	S2001	S2002	S2003	S2004	S2005
Western	31	29	27	34	35	34	40	41	37
Other Open	23	22	25	30	32	30	32	33	25
Moderately Selective	42	42	42	42	49	51	51	52	52.5
Selective	51	50	52	52	54	54	56	58	58.8
Highly Selective	66	71	70	71	72	75	72	76	75

Center for Student Retention Data Exchange

Given the comparatively low average family income for Western’s students (almost 30 percent below the average for students in Missouri’s public four-year sector), economics may play a significant role in students’ progress toward graduation.

In teacher education (1R2), Western remains competitive with other Missouri institutions. DHE set a goal that 90 percent of students admitted to teacher education would achieve an ACT Composite at the 66th percentile or 265 on the C-Base; additionally, 80 percent of graduates recommended for certification would achieve PRAXIS scores that equal or exceed the national average, e.g., at or above the 50th percentile. Only one Missouri highly selective four-year public institution consistently meets that goal. Western placed above moderately selective and selective institutions in 2004 (Figure 1.21).

Improvement (I)

111 Improving Current Processes and Systems for Helping Students to Learn

Western continuously reviews and improves its processes and systems for helping students learn and develop. Many improvements result directly from implementing the goals and objectives in Western’s *Strategic Plan* (matrices at beginning of each Category).



Figure 1.21 Teacher Education Admissions/Exit Scores
(at or above 50th percentile on the Exit Exam)

Missouri Institutions by Mission Category (Average)	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Western	86/40	81/64	82/65	99/60	90 ¹ /69 ²	71/54
Other Open	57/44	51/50	51/40	57/46	63/37	28/27
Moderately Selective	63/58	69/61	75/53	70/63	68/60	66/58
Selective	78/67	74/59	72/60	89/64	88/60	73/59
Highly Selective	98/98	98/100	97/98	99/100	92/100	96/97

¹ The first number represents the percent of students meeting the ACT or C-Base requirement.

² The second number represents the percent of students above the 50th percentile on the Praxis.

In 2002 Western established an institutional Enrollment Management Committee. The committee meets monthly and discusses and proposes policy, communicates new admissions and retention strategies, and evaluates the effectiveness of existing and new enrollment policies. This group has been vital in the development of a new comprehensive enrollment plan with two components: recruitment and retention.

As the institution moves to increase its recruitment of high achieving students, in combination with aggressive retention planning, graduation rates should be positively impacted. According to Noel-Levitz, attrition rates can be reduced by one-third in five years by aggressively improving the quality of student life and learning. In Fall 2006, all freshmen will live in the residence halls, unless living with their parents. This improvement advances goal four of the *Strategic Plan* under Academic Affairs and Enrollment Management.

To encourage students to take the high school core prior to admission, in Fall 2005 Western began offering financial aid of \$250 (for each of two semesters) to incoming students who have completed the high school core. This improvement also results from *Strategic Plan* Goal Four under Academic Affairs and Enrollment Management.

The Office of Residential Life, in conjunction with the Director of Academic Learning Communities, created Learning Communities for the 2005/06 academic year to provide students with co-curricular activities around their majors, and created an Honors Floor with a faculty mentor. Learning communities allow students to have a more personal educational experience. Early monitoring indicates that Learning Community participants at Western have higher retention than non-participants, which indicates improvement in the quality of the first year.

In order to support improvement in student learning, Western hired a Director of Developmental Reading. Students with low reading comprehension abilities receive specific instruction in reading to enable them to become more successful in college and to help Western retain more students from the freshman year through graduation. Western research indicates that students who successfully completed the reading program showed a 20 percent improvement in pass rates in general education courses.

This improvement, and those described below, also bear directly on strategic goals for “determining the factors that lead to non-persistence of students.”

Developmental coursework and general education courses form the foundation for success in students’ majors. Effective Fall 2004, students were required to enroll continuously in developmental coursework until satisfactorily completed. First-time students with enhanced ACT scores below 17 can enroll in only 14 credits the first semester. Restricting enrollment encourages students to focus on required developmental and general education courses.

Effective Fall 2006, the Griffon Gateway Program (GGP) is an improvement response to further encourage students to focus on developmental courses and general education. First-time students with an ACT composite score below 17, not having completed the Missouri high school core, ranking in the bottom half of their graduating class, and under age 21 will be restricted to enrolling in 11 credit hours of select courses, and will receive additional advising and monitoring.

Students who receive institutional scholarships from Western totaling more than \$2,500 per semester are required to live in a residence hall.



National data indicate increased engagement, success, and retention for students who live on campus.

Poor attendance in first- and second-year classes is a major predictor of student failure. Western is implementing a mandatory attendance policy starting Fall 2006, with full implementation by Fall 2007. Students who exceed the number of allowable absences will be administratively withdrawn from the course.

Beyond improvements that target under-prepared students, Western's *Strategic Plan* has guided the development of programs to enhance retention for high-ability students as well. Applied Learning opportunities are particularly useful to these students because they challenge them to think beyond the classroom walls. Western has already achieved its strategic goal of more than 75 percent of its graduates having at least one applied learning experience. Western has filled a position for a Director of Applied Learning and a position for a Director of Study Away programs, both of which will improve opportunities that address the breadth of student needs at Western.

112 Setting Targets for Improvement

Faculty contributes directly to setting and achieving goals in the area of student learning. Departments develop five-year plans aligned with the strategic planning goals of the institution. All departments participate in strengthening the retention, graduation, and placement outcomes of students by setting realistic, achievable goals. All five-year plans are reviewed and approved by the appropriate college dean. Another strategic goal realized through department goal setting is that of providing students, by graduation, the opportunity to blend academic knowledge and application in and beyond the classroom. Each department sets and achieves goals for involving students in applied learning experiences. Western assures that these goals are realistic, yet challenging, by providing funds to bring in external consultants within each discipline to review departmental plans and goals.

Faculty and administration evaluate and respond to student outcomes on the ETS Academic Profile. The following areas have been identified for

improvement: student motivation, test administration instructions, evaluation of the appropriateness of measures (the academic profile will be discontinued by ETS), and long-term measures to ensure instructional practices that facilitate student growth in higher order thinking areas such as analysis, synthesis, and critical thinking. Western will match the ETS Academic Profile subtest scores with the common student learning objectives to determine correlation.

During the next 18 months, Western will propose actions to improve student performance on senior learning outcomes in the majors. Western plans to create a central repository of data to be used to improve student learning in the major programs. Western's *Strategic Plan* addresses the need to work on this area of improvement through activities related to Goal Three under Planning and Budgeting.

A new institutional strategic plan is in the early stages of development. Faculty, staff, administrators, and students are actively involved in its development. It is anticipated that goals and objectives included in this plan will directly address improvements in student learning and will set improvement targets. The strategic plan will be widely discussed by faculty, staff, and students as it proceeds to implementation.

Western has engaged Noel-Levitz to assist in the creating of a retention plan with realistic targets to be achieved over the next three to five years.

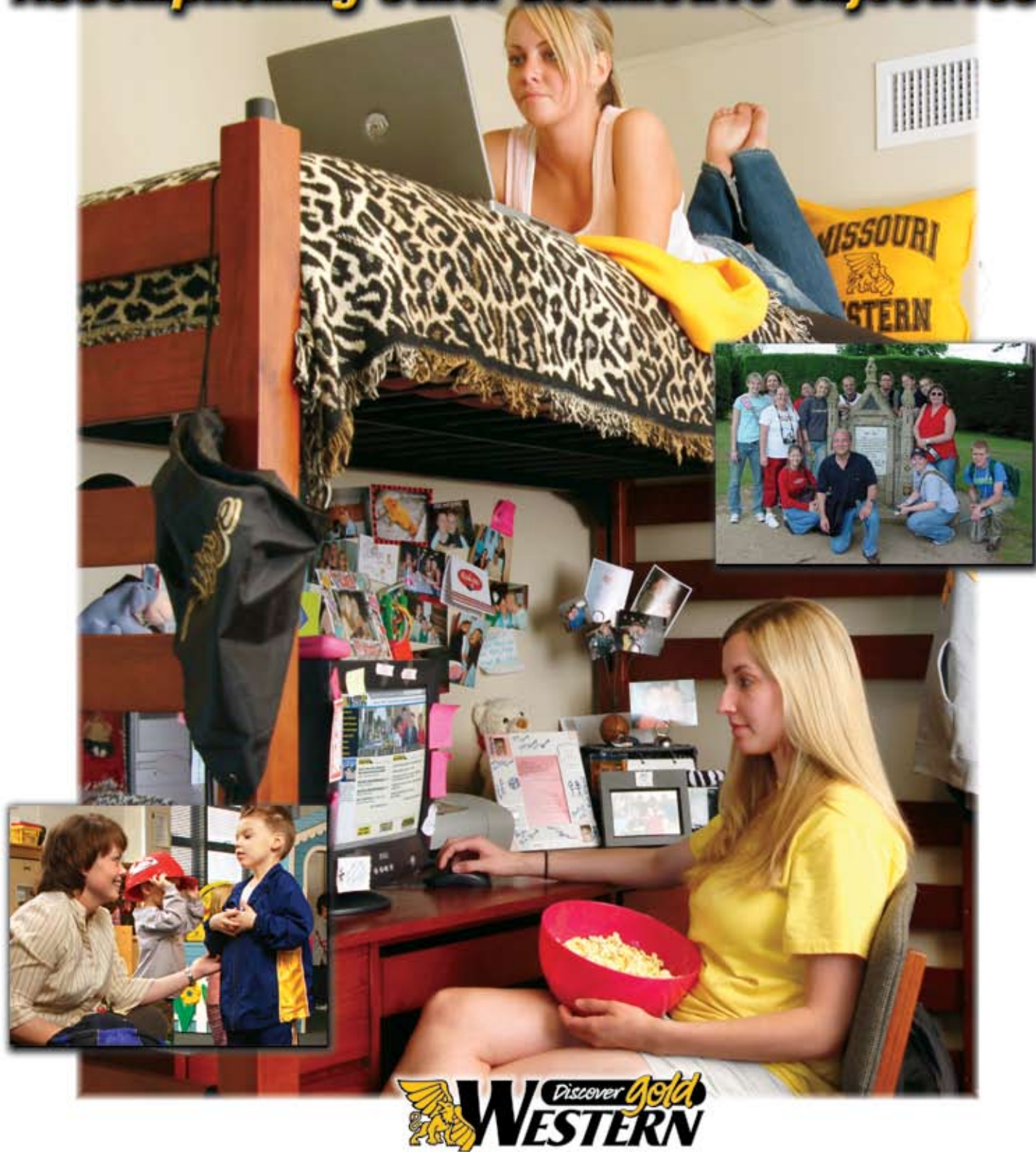
Western is benchmarking a campus-wide assessment tool to gauge the effectiveness and quality of applied learning. Initial results yielded positive feedback from students, and marked the reflection activities as very high quality. During Spring 2006, Western hosted the First Annual Conference on Applied Learning in Higher Education, and keynote speakers focused on reflection activities in Applied Learning. One of the weakest ratings in the benchmarking tool was on the Application subscale, which will be discussed at next year's conference, with workshops and keynote speakers.

Western continues to encourage student learning by emphasizing the use of full-time faculty for instruction (Figure 1.4). Access to faculty and faculty mentors supports the learning processes.



Missouri Western State University Systems Portfolio

Category Two - Accomplishing Other Distinctive Objectives



Category Two - Accomplishing Other Distinctive Objectives

Figure 2.1 Strategic Planning and AQIP Results Associated with Accomplishing Other Distinctive Objectives*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Two:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Accomplishing Other Distinctive Objectives examines the processes that contribute to the achievement of other major organizational objectives that fulfill other portions of the organization's mission----research, community services, outreach, development, etc.	1B	Create an institutional enrollment management plan.				√		
	1F	Develop deadlines by which new degree-seeking students will have submitted complete admissions files.				√		
	2B	Recruit more students from the following populations: international students; non-traditional students; minority students; honors students; and students with the high school core, with above average ACT scores, and with rankings in the upper 50 percent of their high school classes.			√			
	2D	Use opportunities for travel/study programs, internships, and faculty/student projects for recruitment.		√				
	2E	Achieve, over five years, an entering freshman class with 100% having completed the high school core.		√				
	3B	Develop and submit for approval the following academic programs as identified in "Strategic Planning: Academic Affairs/Enrollment Management 2002-2003": BS in Computer Electronic Engineering Technology; AS in Computer Electronic Engineering Technology; 2003-2004 AS in Allied Health; AA/BS in Manufacturing Engineering Technology; 2004-2005 BS in Biotechnology; BS in Instructional Technology; BS in Allied Health; BS in Athletic Training; and continue assessment of levels on appropriate mix of associate, baccalaureate, and graduate programs.					√	
	4D	Develop strategies for earlier registration for returning students.				√		
	4F	Review procedures for enrolling transfer students.				√		
		Applied Learning and Student Development						
	3C	Market opportunities for applied learning available at Western.					√	
	SD1D	Increase campus and community awareness of experiential learning opportunities and student development programs.					√	
		Image and Advancement						
	1A	Establish an institutional committee for marketing and promotion.					√	
	2A	Identify the target audiences for marketing and promotion of the "Western Advantage."					√	
	2B	Convey to all audiences effective messages, stressing mission, character, commitment to diversity, successful programs, and services.					√	
	2C	Coordinate, analyze, and monitor market effectiveness, internally and externally.					√	
	2D	Communicate the Western image through appropriate, approved media.					√	
	3A	Market the opportunities for students at Western to take advantage of strong academic programs.					√	
	3B	Market the opportunities for students at Western to participate in applied learning, including internship experiences, student-faculty research projects, and leadership development.					√	
	3C	Market student-life opportunities to enrich students' intellectual, cultural, and social development as members of society.			√			
		Planning and Budgeting						
	3A	Create an Office of Institutional Research so that appropriate data is available for institutional decision making and reporting.						√
	3D	Review computer facilities to determine the support needed to implement a management information system.				√		
	3E	Establish and pursue a timetable for management information system implementation.				√		
	B4A	Develop an Office of Grants and sponsored Programs that can provide professional growth opportunities for faculty, staff, and students as well as funding assistance to the institution.					√	
	B4B	Develop the Western Institute's Centers for Applied Research to offer sponsored research and policy development assistance to the region.				√		
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan



Context for Analysis (C)

2C1 Accomplishing Explicit Institutional Objectives

Western has committed substantial resources and attention to Helping Students Learn and to three AQIP Action Projects during the years of 2004-2006:

- Student Engagement
- Communicating Quality
- Applied Learning (Category One)

Given the data requirements of the institution, Western chose to upgrade its hardware and software system, a fourth area of major activity. These areas represent four of seven areas within the *Five-Year Strategic Plan*. Figure 2.1 identifies progress for the strategic goals and objectives associated with these distinctive objectives.

Another distinctive objective is the high priority Western places on partnerships and service within the community (9R1).

The *Student Engagement* AQIP Action Project establishes objectives that target 1) increasing applications, yield, and retention of student cohort groups identified in the Enrollment Management Strategic Plan; and 2) increasing student engagement as directly measured by the National Survey of Student Engagement (NSSE) and indirectly by improved retention. This Action Project involves Western's strategic planning processes, including branding and marketing, and three national initiatives connected to student engagement: the National Learning Community Project (NLCP), the American Democracy Project (ADP), and Foundations of Excellence® in the First College Year.

The *Communicating Quality* AQIP Action Project stresses objectives that focus on sharing achievements of Western's faculty/staff, alumni, students and programs, especially in student engagement and applied learning (Figure 2.2).

The *Banner Gold Project*, using SunGard SCT Banner software, replaced the previous administrative software and hardware systems

Figure 2.2 Three-Year Goals for Communicating Quality

<p>Year One</p> <ul style="list-style-type: none"> • Complete baseline surveys and internal benchmarks. • Use broad-based support of the campus community to communicate Western's quality initiatives. • Identify key internal stakeholders to communicate the impact of this focus on quality.
<p>Year Two</p> <ul style="list-style-type: none"> • Expand communication, including focused quality messages. • Complete all qualitative focus groups to review changes in opinions based on communication.
<p>Year Three</p> <ul style="list-style-type: none"> • Review recruitment inquiries and alumni giving rates to see an increase. • Complete quantitative studies, comparing the results to baseline studies.

with an integrated, technologically current, web-based system that empowers users with access to accurate, current information. In addition to being a Distinctive Other Objective for Western, this Project also supports institutional operations (Category Six).

2C2 Ensuring Other Distinctive Objectives Align with Mission, Vision, and Philosophy

Western envisions setting the standard for excellence in student development, community service, and advancing its statewide mission in applied learning. Western is committed to giving students an opportunity to achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities (Figures O.2, 8.2, 2.2; 1C1, 1C2).

The AQIP Action Projects relate directly to Western's vision, mission, and strategic goals and objectives. *Communicating Quality* shares Western's success in realizing its mission. *Engaging Students* is associated with Western's mission to be "a learning community focused on students as individuals and members of society" and to offer students the "opportunity to achieve excellence in the classroom and beyond." *Banner Gold* enables Western to accomplish processes associated with the critical operations of the institution in supporting its mission.



2C3 Using Distinctive Objectives to Support Processes for Helping Students Learn

Distinctive objectives support the goals of general education (1C1) and the objectives of the College of Liberal Arts and Sciences and the College of Professional Studies (1C5).

General education prepares students for successful and fulfilling lives as educated and active citizens. Through the general education core, students acquire the skills and knowledge required of educated, active citizens (Figure 1.3).

The *Student Engagement* Action Project relates directly to Helping Students Learn. Western engages students through building activities that support the student learning process inside and outside the classroom (1P10).

The *Communicating Quality* Action Project focuses on sharing the achievements of faculty, staff, alumni, students and programs, especially in student engagement and applied learning. This communication builds pride in prospective and current students as well as other stakeholders. By communicating quality, Western attracts students who will be better aligned with Western's education mission.

Banner Gold supports information access, one of the most critical tools in education. It provides technology users with effective and efficient access to electronic information.

Processes (P)

2P1 Determining Other Distinctive Objectives

Western's distinctive objectives were identified through strategic planning and implementation processes that involved more than 400 students, faculty, staff, administrators, Western's Board of Governors, and other influential members within Western's immediate community (O1). Strategic planning involved open forums and committees for seven focus areas and structured implementation sharing and reports, culminating in an *Annual Progress Report on the Strategic Plan* (8C1, 8C2, 8P1).

Student Engagement includes representatives from the faculty, admissions, financial aid, academic and student affairs, deans, the honors program, marketing/public relations, residential life, the business office, student body, vice-presidents, and the Provost.

Communicating Quality involves the campus and surrounding community, with more than 100 individuals actively involved in creating and implementing the *Communicating Quality* plan. The creation of departmental brochures, alumni posters, and web pages brought this project to every department on campus.

The *Banner Gold* project, crafted by the Technology Management Team (TMT), includes campus-wide involvement and impacts every functional unit.

2P2 Communicating Expectations Regarding Distinctive Objectives

Western communicates expectations regarding its other distinctive objectives in a variety of ways. The overall *Strategic Plan* infrastructure is the framework for communication. In addition, each implementation team has developed a variety of methods to communicate expectations.

Student Engagement (2P1) communicates expectations through a series of forums, held every year since 2002-2003, which address these topics:

- Learning Communities
- First-Year Programs
- Service Learning
- Enrollment Management
- Citizen-Scholar Model

Communicating Quality (2P1) has communicated through multiple venues:

- *Strategic Plan* and Steering Committees Reports and meetings
- Campus-wide meetings/events for employees
- Unit and departmental meetings
- Web and written communication

Within the *Banner Gold* Project (2P1), current results and improvement priorities are communicated through meetings of the following groups:

- Strategic Planning Team
- President's Cabinet
- Deans' Council



- Technology Management Team (TMT)
- Banner Gold Executive Steering Committee
- User Module Owners
- Implementation Team (2P4)
- Administrative Directors

2P3 Determining Faculty and Staff Needs Relative to Other Distinctive Objectives

Individuals involved in strategic planning work to achieve the goals, objectives, and action items in the *Strategic Plan* (8P1). These groups consist of faculty and staff from across the institution and involve students and the community.

The Academic Affairs Enrollment Management (AAEM) team for *Student Engagement* examined enrollment management issues for critical student cohort groups and other enrollment management concerns:

- High-ability students
- Students of color
- Returning adult students
- International students
- Transfer students
- Continuing and professional education
- Assessment, evaluation, and benchmarking
- Institutional resources and capacity
- Marketing and public relations

Planning teams produced recommendations for the AAEM:

- Current campus practices and processes for continuation or discontinuation
- National best practices or research findings to be adopted

The Noel-Levitz consulting firm helped to develop annual tactical recruitment and retention plans to implement Western's enrollment management goals (2I2).

Faculty and staff were actively involved in creating *Communicating Quality* objectives, participating through formal surveys, focus groups, and meetings. They saw this distinctive objective as important for recruiting students, for recruiting and retaining quality faculty members, and for helping to receive private and public grant support.

Led by a consultant, representatives across campus assessed the *Banner Gold* project objectives. A request for proposals was developed that articulated needs for an automated Enterprise Resource Planning system. Western held software demonstration forums for all faculty, staff, and students. Input was used to determine the software vendor.

2P4 Assessing and Reviewing Other Distinctive Objectives

Category Eight describes Western's overall organization planning and timeline (8P1). During the 2004-2005 academic year, Western designed and implemented campus-specific *Student Engagement* activities and outcome measures using the Strategic Planning Implementation Fund (SPIF), participation in ADP, Foundations of Excellence® in the First College Year, and NLCP.

Western administered the National Survey of Student engagement (NSSE) in 2004 and annually thereafter to monitor students' expectations and attitudes toward their university experience.

The institution administered the Foundations of Excellence® in the First College Year faculty survey developed by the Center for the Study of Higher Education (CSHE) at Pennsylvania State in February 2004 to establish baseline results for measuring student engagement improvements. Both ADP and the Foundations of Excellence® in the First College Year contribute peer group comparisons. Western evaluated NSSE (Figure 2.6) and CSHE results to establish stretch goals based on comparative results from other campuses. Reflecting on these results, Western implemented continuous improvement efforts.

The AQIP *Communicating Quality* Image and Advancement Implementation Team and Public Relations and Marketing Committee reported on the objectives accomplished to the Strategic Plan Steering Committee and to the campus community.

The *Banner Gold* Project Implementation Team identified and resolved hardware/software processing issues at the Implementation Team level. Cross-modular processing issues were identified and resolved at the Project Management Team



level. Policy or procedural level issues or issues that affected most users of the Banner system were addressed by the Executive Steering Committee.

2P5 Identifying Measures for Accomplishing Other Distinctive Objectives

Western reports annually to AQIP the progress made in achieving Action Project objectives. Implementation co-chairs for AQIP Projects report on action items for each Project. Each year, Western publishes an *Annual Progress Report on the Strategic Plan* (Figure 2.1) that identifies some of the measures tracked and the progress made within Other Distinctive Objectives.

Student Engagement used NSSE and CSHE (2P4) data to make peer comparisons and tracked the progress on the recruitment goals.

Communicating Quality used the following measures to chart progress:

- Admission inquiry, application and enrollment data from the six-county primary service area relevant to communicating quality initiatives
- Perceptions of target audiences, including students, faculty/staff, prospective students, alumni, high school students and business leaders
- Effectiveness of communication strategies and campus involvement
- Involvement of the campus community in communicating quality activities

Figures 2.3 and 2.4 describe *Banner Gold* institutional measures and results.

Results (R)

2R1 Results in Accomplishing Other Distinctive Objectives

The Figure 2.1 matrix identifies progress for the goals and objectives within strategic planning associated with Accomplishing Other Distinctive Objectives. The chart shows many objectives as being in intermediate stages of implementation.

Gross and net student applicant information for 2002-2005 *Student Engagement* is reported in 6R1. *Student Engagement* used NSSE and CSHE (2P4) data to make peer comparisons and tracked the

programs on the recruitment goals. Results from Fall 2005 reveal that six of the seven recruitment goals were met or exceeded.

A variety of process measures are used in the *Communicating Quality* Project (6R1). These include focus groups with all student stakeholder groups, measurement of advertising strategies, media placements, and events:

- Focus groups directed the creation and placement of advertisements.
- Advertising strategies impacted media buying in years two and three as published on [Western's market research website](#).
- Media placements increased during the campaign. Increased publicity of Western's university designation was a key part of this coverage (8R1).
- More than 1,200 individuals attended Experience Western, a showcase of Western's campus, programs and students. University celebration events involved the majority of faculty, staff and students and more than 1,000 community members.

In addition, a branding survey was given to current students, visiting students, and employees. Feedback concerning the three statements most associated with *Communicating Quality* includes the following:

- "The academic programs are high quality." Opinions improved significantly. Among current students, 78 percent agreed or significantly agreed with this statement, an increase of 10 percent from 2005. For visiting students, 81 percent agreed or significantly agreed, an increase of 7 percent. Opinions of employees and business leaders decreased in this period.
- "There are opportunities for learning outside the classroom, like internships, faculty-student research, and work study." Agreement with this statement also significantly increased. Employees who agreed with the statement increased from 15 percent to 92 percent. Eighty-two percent of current students and 84 percent of visiting students agreed with this statement in 2006. These were not significant changes from the baseline surveys.
- "The school is well respected" is a statement that saw improved opinions in all three audiences.



Among current students, 59 percent agreed with this statement, a 10 percent increase. For visiting students, 83 percent agreed, a 1 percent increase. For employees, 45 percent agreed, a 6 percent increase. Agreement with the statement among business leaders surveyed increased from 55 percent to 57 percent.

The primary communication focus for the past two years has been on new students coming to Western. The results reflect improvements in these areas. These surveys point to a need to increase communication with employees and business leaders in the community.

Banner Gold measures success through three general outcomes (Figure 2.3):

- Increased accuracy of information and decreased redundancy of information
- Improved communication
- Decreased operating costs

Figure 2.3 Results for Banner Gold Institutional Objectives

Objectives	Results
Deliver an intranet solution to students, faculty, and staff.	Implemented the SCT Luminis web portal system and brought the Banner modules online.
Replace Western's finance, human resources, student, and financial aid systems with an integrated Enterprise Resource Planning (ERP) system.	Implemented Banner in the areas of fixed assets and grants, budget, financial aid, finance, admissions, student information, and human resources.
Implement electronic means of communication among internal and external customers.	Implemented an intranet, electronic portal, and redesigned the web-based information accessible via the Internet.
Decrease operating costs.	Maintained software and hardware that resulted in higher operating costs for hardware/software maintenance: Legacy \$75,000 vs. Banner \$135,000.
Create a web presence through Luminis that reflects the message and look of the branding strategy.	Implemented the branding design and structure for Western internet and intranet.

Figure 2.3 Results for Banner Gold Institutional Objectives Continued

Objectives	Results
Provide a personalized web strategy for prospective students that will lead to increased enrollment of targeted cohort groups.	Enabled prospective students to create personalized web portals and to interact with Banner components important to Admissions.
Implement new automation processes to provide additional access to information.	Extended access and information management to the user community; created an online "one-stop-shop" and services through a single sign-on; implemented WebCT integration; created an environment to facilitate collaboration through on-line tools; simplified the scheduling of academic courses and events.

These implementation processes involved all units (Figure 2.4).

Figure 2.4 Results for Department/ Functional Areas

Objectives	Results
Finance Implemented new automated services available within the Banner ERP application system.	<ul style="list-style-type: none"> • Decentralized purchasing and requisition process. • Automated the procurement card process. • Provided on-line, real-time access to budget information. • Eliminated duplicate entry of information. • Implemented efficient, effective finance processes.
Budgeting Provide a budgeting tool that facilitates the budget preparation process.	<ul style="list-style-type: none"> • Integrated institutional strategy with budgeting. • Improved accuracy of budgets and forecasts. • Integrated available resources and tools. • Enabled more frequent revisions (re-forecasts and rolling forecasts). • Increased employee participation. • Streamlined budget reviews and approvals.
Registrar, Western Institute, and Admissions Implement Web functionality in Banner that is equivalent to legacy Web process.	<ul style="list-style-type: none"> • Enabled students to register via Banner Web.



Missouri Western State University AQIP Systems Portfolio

Figure 2.4 Results for Department/ Functional Areas Continued

Objectives	Results
Registrar, Western Institute, and Admissions CONTINUED Increase information access to student, parents, and faculty.	<ul style="list-style-type: none"> • Enabled electronic submission of transcripts to other schools. • Provided twenty-two hour, seven-day a week access to academic records for students and faculty. • Enabled students to order official transcripts on-line.
Bursar's Office Increase information access to students, parents, and faculty.	<ul style="list-style-type: none"> • Enabled automatic posting of student charges to the student's account. • Integrated student account information, including financial holds on registration.
Admissions Devise new methods to analyze Banner data to support the recruiting process. Provide effective, efficient, and flexible academic advising resources for students and advisors.	<ul style="list-style-type: none"> • Improved ad-hoc reporting capabilities. Made report parameters available to recruitment counselors. • Improved electronic access for students, parents, faculty, and staff. • Implemented Degree Audit System in 2006.
Financial Aid Provide an interface with external and internal systems for electronic transfer of data.	<ul style="list-style-type: none"> • Enabled electronic transfer of data between Western and the US Department of Education. • Enabled the packaging of awards for students and the issue of award letters.
Public Safety Provide an interface with external and internal systems for electronic transfer of data	<ul style="list-style-type: none"> • Created Banner interfaces for integrated parking system, records management software (ARMS), and Identification "ID" software. • Enabled data communication with the Bursar's office for traffic and parking fines. • Eliminated the replication of data between Public Safety and the Administrative Systems.
Housing Provide integrated, up-to-date housing assignment, billing, and related information.	<ul style="list-style-type: none"> • Enabled entry of new student contract information into the system. • Enabled automatic posting of housing billing based on room assignment. • Created process to allow contracted students to update information via the web. • Will enable the generation of automatic letters to students confirming receipt of contract or other information (2007).

Figure 2.4 Results for Department/ Functional Areas Continued

Objectives	Results
Athletics Implement a system to allow access for athletics staff to retrieve information in a timely manner and to ensure compatibility with the NCAA software program currently used by the Financial Aid, Registrar's, and Athletics offices. Provide system with capability to communicate with campus community about upcoming events and special projects.	<ul style="list-style-type: none"> • Provided on-line access to the compliance information contained within the Banner Student Module. • Communicated targeted messages to select audiences, i.e. Students, faculty, or staff using the "information channels" of the Luminis portal system.
Western Institute Enroll credit students in one registration program. Enroll students online at remote sites. Input non-credit data in Banner system.	<ul style="list-style-type: none"> • Created processes to convert data to enroll students in campus system. • Reduced duplication of efforts when registering students. • Created capacity to input data from remote sites to enroll students. • Reduced duplication of efforts when registering students. • Completed entering all non-credit data into Banner.
Student Development Provide access to Admissions information. Provide "card-swipe" verification of enrollment status.	<ul style="list-style-type: none"> • Completed access to Admissions information in conjunction with the implementation of the Student system. • "Card-swipe" verification of enrollment status expected in 2007.
Technical Objectives Eliminate the use of obsolete technology and replace it with software that conforms to good relational database design standards	<ul style="list-style-type: none"> • Implemented architecture to allow incorporation of emerging technologies. • Provided proven Oracle database, design, and programming techniques. • Provided flexibility to allow authorized users to maintain tables, rules, and other system definitions.



2R2 Comparing Results to Other Institutions

NSSE data for *Student Engagement* indicates that first-year students scored lower than expected on the level of academic challenge, active and collaborative learning, and student-faculty interaction, and higher than expected on the benchmarks of enriching educational experiences and supportive campus environment. Western seniors scored higher than expected on the benchmarks of student-faculty interaction and enriching educational experiences, but lower than expected on level of academic challenge, active and collaborative learning, and supportive campus environment.

Communicating Quality is unique to the mission, vision, and values of Western. Peer institutions have marketing and public relations functions, but finding comparable benchmarks is challenging.

Visits to other institutions and on-site project assessment indicate the *Banner Gold* implementation project has been successful. Each module was installed on time, within budget, and is being monitored for functionality.

2R3 Strengthening the Institution

Western was one of the twelve public institutions that were founding members of the Foundations of Excellence® in the First College Year project. Assessments conducted by the Foundations Task Force at Western reported results in nine dimensions as related to *Student Engagement*.

Figure 2.5 Freshman results, including NSSE 2004

Dimension One: Philosophy
<p>Significant evidence supports Western's claim that it takes an intentional approach to meeting the needs of first-year students.</p> <ul style="list-style-type: none"> • Implementation of Western's mission, vision, goals, and <i>Strategic Plan</i> • Positive student evaluations of Freshman Interest Groups (FIGs). Students note the quality of interaction and accomplishment of instructional goals. • First ranking within comparison group for the following: priority of first-year student success, comprehensive approach to helping first-year students succeed, and a coherent approach to helping first-year students succeed. • Increased student participation in Griffon Edge • Better-than-predicted response in enriching educational experiences and supportive campus environment

Dimension Two: Organization
<p>Western has appropriate administrative structure and programming to address the needs of first-year students.</p> <ul style="list-style-type: none"> • Registration and Orientation Program, Griffon Edge • Student Services Office • Intensive Academic Advising Student Success Seminars • Learning Communities • Western Warm-up and Student Government Association Week • S.T.A.R. Peer Advisement Program • Honors Program • Minority Initiatives/Achievement Program • Program for Athletes' Scholastic Success • First ranking among the seven institutions in the comparison group on priority of first-year student success, comprehensive approach to helping first-year students succeed, and a coherent approach to helping first-year students succeed
Dimension Three: Transitions
<p>Western works to improve the transition of first-year students.</p> <ul style="list-style-type: none"> • Student Convocation • Debt management tools • Academic policies • Academic advising • Developmental courses • Student success activities • Student Orientation • Griffon Edge activities • Ranks third in the comparison group of seven institutions in helping students transition. • First ranking among the comparison group of seven in conveying to new students the sense that, if they make the effort, they can succeed.
Dimension Four: Faculty
<p>Western students rank faculty high on teaching, faculty development, and involvement with the first year.</p> <ul style="list-style-type: none"> • Student ratings of relationships with faculty members at 5.49 on a scale of one to seven. • Statistically higher rating than the comparison group of six institutions and the comparison group of all institutions completing the survey on importance placed on the first year, teaching, and faculty development. • Statistically higher score compared to six institutions on supporting faculty work with all students.
Dimension Five: All Students
<p>Western provides services to students deciding on a major.</p> <ul style="list-style-type: none"> • Of respondents, 84 percent reporting that Western provided the support needed to help students succeed academically. • Significantly higher scores than American Democracy Project schools (ADP) on helping students cope with non-academic responsibilities and providing support to help students succeed academically. • Academic advising system that provides extensive contact with a faculty advisor • Career Services Office • Counseling Center



Dimension Five: All Students CONTINUED

- Financial Aid Office
- Center for Multicultural Education
- Honors Program
- Center for Academic Support
- Residential Life Programming

Dimension Six: Engagement

- Western provides a culture of engagement and encourages students to participate in service.
- Service opportunities for students, faculty, and staff identified and communicated.
 - Citizen-scholar model Introduced during student orientation.
 - Active-learning approaches used in first-year courses.
 - Students, faculty, and staff participating in community service.

Dimension Seven: Diversity

- Western students encouraged to participate in multicultural learning experiences.
- Significantly higher score than other baccalaureate-general institutions regarding students conversing with students of a different race or ethnicity.
 - Significantly higher score than the three comparison groups on encouraging contact among students from different economic, social, and racial or ethnic backgrounds and students understanding people of other racial and ethnic backgrounds.

Dimension Eight: Roles and Purposes

- Western communicates the roles and purpose of higher education to students.
- Evaluation of Learning Communities
 - Evaluation of Advising System
 - New Student Convocation
 - Evaluation of General Education
 - New Student Orientation
 - NSSE
 - Faculty Survey

Dimension Nine: Improvement

- Western uses several sources of data to make improvements.
- College Student Inventory Results
 - National Survey of Student Engagement Results
 - Placement in developmental courses
 - Developmental Education Committee
 - Assessment and Benchmarking Committee
 - Significantly higher score than the mean of the comparison group of six institutions and the comparison group of all institutions on using data to make improvements.

Communicating Quality supports and strengthens the institution's distinctive objectives as well as Helping Students Learn. Increasing others' understanding of Western's commitment to quality helps attract those who believe in and

support the mission and vision of the institution. *Communicating Quality* directly enhances relationships between the institution and community. Communicating quality is the primary vehicle for increasing awareness of Western's programs, students, and accomplishments in the community and region.

The *Banner Gold* system has provided a singular, consistent database without duplication of data fields. The system is integrated and allows information updates to occur in real-time across all modular/departmental boundaries within the Banner system. Students have web-based access to current information. Some of the financial aid awards packaging is beginning to be performed automatically and electronically. Pre-requisite and co-requisite assessment for enrolling in courses now occurs automatically and electronically.

Improvement (I)

211 Improving Systems and Processes

In *Student Engagement*, continuous improvement is being made across the Division of Academic and Student Affairs. With the assistance of Noel-Levitz, a recruitment plan has been developed with realistic, achievable goals. A retention plan is now being developed with realistic, achievable targets. These have enabled Western to achieve several student engagement and enrollment results. The plan undergoes continuous review.

Western used the feedback received from campus constituents in the *Communicating Quality* project to modify implementation plans for communicating quality in the second and third years. Reviewing the process and outcome measures for communicating quality on an annual basis has helped Western to set targets for improvement.

In 2005, for example, Public Relations completed surveys and focus groups with prospective and orientation students. As a result of the focus group findings, the institution increased advertising on television, radio, and high school newspapers. Key stakeholders discussed and tested advertising and publications impact.



For *Banner Gold*, data conversion issues continue to be identified and corrected within the Banner modules. Report programs must be written to replicate most of the reports generated from the old legacy computer system. A decentralized purchase requisition/order process and the Human Resources module have been completed. The Content Management System has been implemented, and the Luminis Data Interface, completed. Western will implement the Degree Audit feature in Fall 2006. Improvement issues will continue to be identified and resolved at the Implementation Team and Project Managers Team levels.

212 Setting Targets for Improvement

As part of the *Student Engagement* AQIP Project, the AAEM implementation team identified the following undergraduate enrollment goals for Fall 2005-Fall 2007 (Figure 2.6).

Figure 2.6 Enrollment Goals

Goal One: Increase the ACT composite score for first-time-in-college (FTIC) direct from high school (DHS) freshmen from 19.2 in Fall 2004 to 20.1 in Fall 2007.
Goal Two: Increase overall new undergraduate first-time enrollment from 1434 in Fall 2006 to 1491 in Fall 2007.
Goal Three: Increase new FTIC DHS Missouri student enrollment from 807 in Fall 2004 to 851 in Fall 2007.
Goal Four: Increase new transfer student enrollment by from 286 in Fall 2004 to 345 in Fall 2007.
Goal Five: Increase the number of new students (freshmen) out-of-state enrollment from 115 in Fall 2004 to 127 in Fall 2007.
Goal Six: Increase the number of new full-time non-traditional/adult students from 55 in Fall 2004 to 66 in Fall 2007.
Goal Seven: Build inquiry pool from 10,000 in 2004 to 15,000 for Fall 2007.

As indicated in Figure 2.7, the NSSE survey results have highlighted several areas of improvement for Western.

Figure 2.7 Targeted Improvements for Student Engagement

Dimension One: Philosophy
<ul style="list-style-type: none"> • Gain formal campus-wide approval of the philosophy statement. • Identify action items that specifically relate to goals of the Foundations of Excellence® in the First College Year. • Integrate the citizen-scholar model throughout the curriculum and co-curricular activities. • Include the philosophy of the first year in orientation for new faculty and staff and in the training of new faculty mentors.
Dimension Two: Organization
<ul style="list-style-type: none"> • Identify a standing committee to monitor the needs of first-year students and to evaluate the effectiveness of Western approaches to meeting student needs. • Continue the programming that has proven effective.
Dimension Three: Transitions
<ul style="list-style-type: none"> • Review admissions materials and include information about curricular and co-curricular expectations in those materials. • Update website content to include more explicit information about expectations and the importance of being involved on campus. • Develop a more intentional effort during orientation to provide information on the institutional mission, academic expectations and student life. • Disseminate more timely information during the first year about fees and financial aid deadlines so students can better prepare for subsequent years.
Dimension Four: Faculty
<ul style="list-style-type: none"> • Initiate a faculty development program for part-time/adjunct faculty that includes an emphasis on positive outcomes for first-year students. • Expand the use of the College Student Inventory (CSI) to all first-year students. Train advisors in the use of this instrument and in appropriate interventions based on results of the CSI. • Develop a structure to recognize high levels of faculty interaction and positive outcomes with first-year students.
Dimension Five: All Students
<ul style="list-style-type: none"> • Evaluate and enhance the services offered to students who are undecided on a major. • Create a Developmental Education Committee to continue assessing the needs of academically under-prepared students and to provide needed services. • Continue to assess and refine the first-year advising system. • Encourage all first-year students to enroll in the Freshman Seminar. • Determine why successful students leave Western.



Figure 2.7 Targeted Improvements for Student Engagement Continued

Dimension Six: Engagement <ul style="list-style-type: none"> Establish a consistent internal culture of engagement and a set of common practices for incorporating engagement into all first-level courses across academic departments. Identify a common set of institutional learning objectives for first-year students. Develop interdisciplinary, curricular service learning opportunities. Expand opportunities for student participation in service. Maintain a connection with students' families beyond Family Day. Expand the discussion of the citizen-scholar model during student orientation.
Dimension Seven: Diversity <ul style="list-style-type: none"> Determine actions to encourage more students to participate in the variety of multicultural activities offered on campus. Expand the opportunities for students to participate in travel/study programs. Expand opportunities for students to work together and reflect on issues for the campus and the external community.
Dimension Eight: Roles and Purposes <ul style="list-style-type: none"> Expand the discussion of the citizen-scholar model during all student orientation programs. Ensure that all Western faculty members know what students hear and experience during orientation activities so it can be reinforced in courses. Expand the opportunities for students to participate in activities that prepare them for citizenship. Expand the opportunities for students to participate in activities that prepare them to serve the public good. Strengthen the Registration/Orientation program to more explicitly incorporate opportunities to discuss the roles and purpose of higher education. Consider mandatory attendance at the Registration/Orientation sessions. Strengthen training for freshman advisors regarding exploration of the roles and purposes of higher education.
Dimension Nine: Improvement <ul style="list-style-type: none"> Create an ad hoc committee to discuss and make recommendations for assessment of the cognitive and personal development of first-year students. This committee will report its findings and recommendations to the Deans' Council. Expand the presentation of student outcomes and related data to academic units, the faculty, and the institution as a whole.

Communicating Quality set targets for improvements in years two and three using baseline measurements from the first year. Western then set stretch targets for improvements. Although Western will complete the *Communicating Quality* Action Project in 2006 and focus on new AQIP Action Projects, the process of looking at baseline measurements and setting stretch targets continues in the marketing of the quality of applied learning and service to the community. Western will examine the results to look at ways to continue improving communication to key constituents. These results are communicated in a variety of ways as listed in 2P2.

Within the *Banner Gold Project*, the Executive Steering Committee, User Module Owners, and Implementation Team continue to set project targets for improvement. Specific targets for improvement include the following:

- Identify and correct data conversion issues within the modules.
- Write report programs to replicate most of the reports generated from the legacy computer system.
- Add the Degree Audit feature in Fall 2006.
- Implement an "open data storage" solution in AY07 to enhance report generation from the Banner Gold system and to minimize the impact of report processing on the production database.
- Implement an "enterprise data warehouse" in FY08 to allow for efficient storage of large quantities of historical data from the Banner Gold databases.
- Identify and resolve enhancement issues regularly at the Executive Steering Committee level.



Missouri Western State University Systems Portfolio

Category Three - Understanding Students' and Other Stakeholders' Needs



Category Three - Understanding Students' and Other Stakeholders' Needs

Figure 3.1 Strategic Planning and AQIP Results Associated with Understanding Students and Other Stakeholder Needs*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Three:	Academic Affairs and Enrollment Management		1	2	3	4	O	I
Understanding Students and Other Stakeholders' Needs examines how effectively an organization's processes help to understand the specific needs of those it serves--the students and other individuals and groups that have a major stake in the organization's success.	1D	Increase the number of articulation agreements with two-year institutions and increase the number of transfer students who enter with associate degrees.				√		
	2C	Provide more effective means to communicate course and degree equivalency to students (degree audit).			√			
	3A	Identify by the long-range academic planning process programs that meet the educational and career needs of students and the economic, social, and cultural needs of the community.					√	
	3D	Develop the following programs as identified in "Strategic Planning: Academic Affairs and Enrollment Management": the long range plan developed by Academic Affairs: Exploration and Discovery; High School Western Advantage; and Faculty Learning Communities.				√		
	4E	Develop programs such as Exploration and Discovery, to increase retention of students.		√				
	Applied Learning and Student Development							
	SD1B	Provide training for the advisors of all student organizations.			√			
	Facilities and Grounds							
	1A	Ensure all campus areas are accessible to all users with physical challenges.				√		
	Community Service, Community Partnerships, and Workforce Development							
	WD2B	Offer degree programs and other programs such as technical education, internships and practica, continuing education, and life-long learning opportunities that consider community, regional, national, and international workforce needs.					√	
	Planning and Budgeting							
	1B	Establish a comprehensive salary and staffing review process.				√		
	B1A	Work with the Legislature and the Coordinating Board for Higher Education (CBHE) to clarify the mission and character of Western.					√	
	B2B	Ensure that new programs developed add significant and lasting value to the students and Western.			√			
	Image and Advancement							
	A1A	Create a five-year plan for the Foundation, with annual reviews.					√	
	A1B	Create a five-year plan for the Alumni Association, with annual reviews.			√			
	A1C	Develop a five-year plan to enhance college and community relationships and partnerships with annual reviews.					√	
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

3C1-C2 Identifying Student Stakeholder Groups, Expectations and Requirements

Missouri Western State University seeks to set the standard for excellence in student development and community leadership. Western's mission states that the institution is "focused on students as individuals and as members of society" and is "committed to the educational, economic, cultural and social development of the people and region that it serves."

Western responds to a variety of stakeholders in a formal manner, including the U.S. Department of Higher Education, the Missouri

Coordinating Board for Higher Education (CBHE), the Department of Higher Education (DHE), the Governor and the State Legislature, outside accrediting agencies (including the Higher Learning Commission), students, their families, and alumni and employers of students. Coordination with CBHE/DHE, the Governor and legislators is the responsibility of the President and Provost/Vice President for Academic and Student Affairs. The Provost, deans, and academic department chairs work with the accrediting agencies of particular programs. Coordination with the U.S. Department of Education and the reporting of data to both the State and the U. S. Department of Education is provided through the office of the Provost.



The following tables identify Western's key stakeholders and their corresponding requirements and expectations (Figures 3.2 and 3.3).

Figure 3.2 Student Stakeholder Requirements and Expectations

Student Stakeholders	Requirements and Expectations	
	<i>Short Term</i>	<i>Long Term</i>
All Under-graduates	Available classes; quality faculty; effective teaching; specialized information about majors; financial aid; employment opportunities; student activities; support services	Additional education; available classes; effective teaching; continued support services; good reputation; employment
Freshmen	Engagement (NSSE); Satisfaction (SSI)	Additional education; available classes; effective teaching; continued support services; good reputation; employment
Seniors	Engagement; degree audit; access to career services; job interviews and placement; graduate school planning; exit requirements	Good reputation; connectedness with the university after graduation; employment
Non-traditional, Part-time, Evening	Available classes of choice; varied teaching modes; career advancement; job skills; relevance of coursework to employment requirements; easy access to campus; parking; accurate campus information; opportunity to participate in campus culture; one-stop support services	Good reputation; employment
Non-Degree Seeking	Available classes of choice; quality faculty; effective teaching	Additional education; available classes; effective teaching; continued support services; good reputation; employment

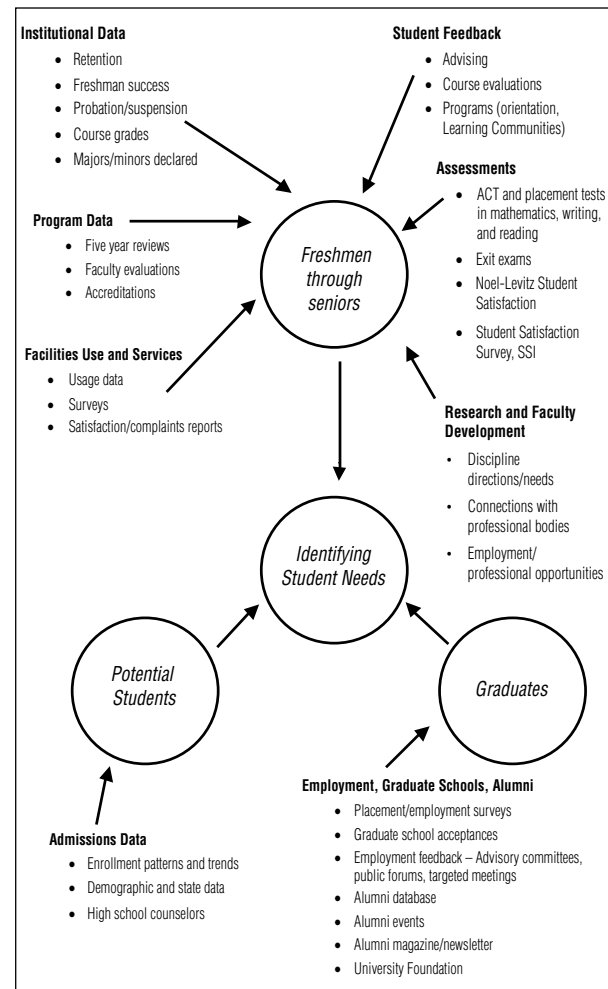
Figure 3.3 External Stakeholder Requirements and Expectations

External Stakeholders	Requirements and Expectations	
	<i>Short Term</i>	<i>Long Term</i>
Parents	Financial aid; user-friendly access to accurate information; friendly, informative campus visits; friendly, informative faculty advisors; FAFSA application support; ongoing communication; accurate advisement leading to timely graduation; placement of graduates; health, wellness, and campus safety	Affordable tuition; quality education; employability of graduates
Governmental decision makers	Affordable, quality education; responsible fiscal management; educated workforce; responsiveness to community needs	Well educated workforce; sound fiscal management; response to state and regional needs
Accrediting bodies	Responsiveness; credible quality assurance; continuing self-evaluation and improvement; ongoing assessment and results	Sustained excellence; integrity and accountability; assessment; improvement, and results
Employers and business supporters	Employment ; job-ready graduates; ready-to-learn interns; Western Institute programs and courses for staff	Well prepared graduates and interns; opportunities for continuing education; collaborations and partnerships
Feeder schools	Helpful interaction with high school counselors; faculty involvement with outreach; accurate information about the university; high school and college transition programs; strong professional relationships; articulations; collaborative programs	Quality education; affordable tuition; current, accurate information; strong professional relationships; articulation



External Stake-holders	Requirements and Expectations	
Potential students	<i>Short Term</i> Available majors; financial aid; student activities; support services	<i>Long Term</i> Admission
Alumni, Friends, Supporters	Communication/ connection with institution and alumni, campus events and culture; recognition for successes; continued learning opportunities; job networking	Sustained communications; quality effectiveness and connections; positive institutional image; recognition for support of time, donations, and mentoring

Figure 3.4 Identifying, Analyzing, and Responding to Student Needs



Processes (P)

3P1 Identifying, Analyzing, and Responding to Student Needs

Western identifies and responds to changing student needs through feedback received from orientation, Learning Communities, advising, course evaluations, admissions, five-year program reviews, facilities usage and services data, assessments, graduate schools, employers, alumni feedback, and advisory councils as indicated in Figure 3.4.

In reference to Figure 3.4, the person gathering the feedback provides it to the person or group who can best address it. For example, institutional data on retention and freshman success rates is provided to the Academic Affairs and Enrollment Management team (AAEM) to use in developing new retention plans. Student feedback on advising satisfaction from the Student Satisfaction Inventory (SSI) is shared with faculty and staff advisors and the advising council who use this to improve advising practices. This benefits both students and advisors.

3P2 Building and Maintaining Relationships

Western builds and maintains student relationships through a vital and interconnected set of communication and support activities, events, services, and organizations (1C2, 1P10).

For example, the Nontraditional Student Center provides an environment and a network of communication and support for students. Students give feedback to the director. They also complete the Noel-Levitz adult learning survey and the College Student Inventory (CSI), which provides direction for programming and immediate follow-up with students.

That Western has a strong student focus is exemplified in the variety of student organizations. The Center for Student Engagement was created specifically to unify the various student clubs and



organizations and to provide space for them to meet, interact, plan and provide feedback to the institution.

Western's support activities create a sense of belonging for students, beginning with recruitment and admissions, orientation through advising, and registration. Feedback from the recent recruitment and retention reviews has led to a significant change in how Western builds and maintains relationships with current and potential students. For example, academic departments now actively engage in campus visit days throughout the year, meeting with prospective students and parents. Faculty continues to be involved during orientation and registration and follow-up through direct email communication with incoming students.

In response to feedback from alumni, an Alumni Student Outreach Committee was created to develop a stronger connection between alumni and current students. Activities initiated as a result of the committee's work include creative career presentations and an innovative mentoring program. Alumni also actively engage in providing applied learning opportunities, including practica and internships, for Western's students.

3P3 Identifying, Analyzing, and Responding to Changing Stakeholder Needs

Western relies on several stakeholder segments to provide input regarding community and regional needs, internships and service opportunities, and needs within the job market (3C1, 3C2, Figure 3.5).

Advisory councils, such as the Regional Workforce Development Team for Healthcare, help with employment issues and to identify the outcomes required to increase area businesses' productivity. Western participates in Chamber of Commerce initiatives such as the Institute for Industrial and Applied Life Sciences and workforce development related to new businesses.

Western employees gather information from meetings with stakeholder groups and respond to actionable items. Information is either acted upon by, or referred to, appropriate personnel or units. Communication follow-through is the responsibility of the person who acts upon the information.

For example, when a meat processing plant in St. Joseph was anticipated to draw many employees whose primary language was Spanish, the Western Institute responded. To support the employees' transition to the community, the Institute developed Spanish courses to enhance communication between the employees and area businesses such as healthcare, banking, law enforcement, and education.

Figure 3.5 Inputs Required for Key Stakeholder

Stakeholder Segment	Input Examples
Accrediting Bodies	<ul style="list-style-type: none"> • Annual conferences • Procedural meetings/workshops • Accreditation requirements • Compliance issues • Federal requirements
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
Board of Governors	<ul style="list-style-type: none"> • Monthly meetings, books, and minutes • Conference calls • Workshops
Feeder Schools	<ul style="list-style-type: none"> • Program and course articulations • State policy work
Parents	<ul style="list-style-type: none"> • Alumni and athletic events • Registration/orientation
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 • Needs assessments
Advisory Councils	<ul style="list-style-type: none"> • Employment issues • Business needs
Alumni and Donors	<ul style="list-style-type: none"> • Foundation Board of Directors • Alumni Board of Directors • Gold Coat Club (athletic boosters)



3P4 Building and Maintaining Relationships with Key Stakeholders

Western is continually building and maintaining strong relationships with its stakeholders. These relationships are critical in helping Western develop its focus. Interactive communication with stakeholders, such as the following, enhances the institution's involvement in planning and solving regional education and training issues.

- Western interacts regularly with governmental decision makers.
- Western interacts regularly with businesses, and employees serve on internal and external boards and advisory committees such as the Institute for Industrial and Applied Life Sciences, the Northwest Missouri Workforce Investment Board and the Allied Arts Council.
- During applied learning activities, such as internships and practica, students and faculty interact with area businesses in several community settings.
- Faculty and staff consult and provide research related to business.
- Western engages its alumni through activities, communications and programs throughout the nation to strengthen relationships and to provide ongoing dialogue resulting in continuous improvement in alumni services.
- Western's Gold Coat Board builds and maintains strong connections to Western's Gold Coat members through a variety of activities surrounding student athletes, athletic events and fundraising. An annual banquet co-sponsored by Gold Coat partners honors the academic, athletic and community service achievements of student athletes.
- Articulations and transfer agreements build relationships with other universities, colleges, and other educational institutions.

3P5 Determining New Stakeholder Groups

Western determines whether new stakeholder groups should be addressed using market research and the University's comprehensive strategic planning process, including the cohort and focus groups within the AAEM team. In addition, the applied learning focus at Western stimulates continuous feedback from students and supervisors at practica and internship sites within the community and the region.

3P6 Collecting and Analyzing Stakeholder Feedback and Communicating Courses of Action

Input measures from key external stakeholders are identified below. Western routes this information to appropriate internal offices for analysis and action.

Summative

- Graduate surveys
- Post-course evaluations
- NSSE surveys

Formative

- Grievance procedures
- Advisory committees, such as the Student Athlete Advisory Committee
- Feedback requests
- Student and parent registration /orientation evaluations
- Learning Community evaluations
- Clery Report

Policies and procedures exist for many common processes such as grade appeals, leaves of absence, and tuition refunds. Western has policies in place to address grievances, discrimination, harassment; smoking, drug, and alcohol violations (*Policy Guide*, 3).

Many departments or units have mechanisms for collecting and responding to questions and comments from stakeholders (6P4). Web-based sites, such as the one for the Instructional Media Center, exist to gather constituent feedback.

Inquiries are often addressed at the departmental or unit level in the posting of frequently asked questions (FAQ's), through direct response to the inquirer, or by taking the appropriate action.

Some issues are reported and the appropriate actions decided at the vice presidential and President's Cabinet level.

Post-course student evaluations are returned to faculty with summative data. Chairs discuss this data with faculty members and use it in the annual faculty evaluation process.

Employees have the opportunity to provide feedback to the senior administration through the evaluation process and Staff Association open forums (4P6).

The Staff Council meets monthly with the President. The President and Provost/Vice President



meet every two weeks with the Faculty Senate to report and receive feedback and questions. The President and Provost meet with the leadership of the Staff and Senate Associations. The governance associations record and publish minutes of their meetings, discussions, and actions.

3P7 Determining, Analyzing, and Measuring Stakeholder Satisfaction

Western determines student and other stakeholder satisfaction through multiple measurement tools such as illustrated in Figure 3.6.

Figure 3.6 Tools Used to Measure Satisfaction of Students and Other Stakeholders

Methods	Stakeholder Evaluated	Frequency	Comparison	Major Focus
NSSE	Fr & Sr Students	Annually	Internal and national	Student engagement
SSI	Fr & Sr Students	Annually	Internal and national	Student satisfaction
Senior exit exam	Seniors	Prior to each graduation	Internal and national	General education competencies
Learning Community evaluations	Freshmen enrolled in learning communities	Annually	Internal	Satisfaction, Effectiveness
Alumni survey	Recent graduates	Annually	Internal	Academic satisfaction/employment information
Internship program survey	Internship host	Ongoing	Internal	Quality of applied learning experience program
Employer Survey	Study of our graduates and employer satisfaction	Ongoing	External	Competitiveness and productivity

Results (R)

3R1-3R2 Student Satisfaction and Relationship Building Results

Results for strategic goals and objectives associated with Understanding Students and Other Stakeholders are summarized in the matrix at the

beginning of this Category (Figure 3.1).

Western has identified measurable results for student satisfaction.

- SSI indicates student satisfaction at Western is comparable to other four-year institutions, with strengths in advising and concern for the individual. The survey indicates students would like more attention given to registration effectiveness and to safety and security (Figure 3.7).

Figure 3.7 Student Satisfaction Inventory Criterion (2005)

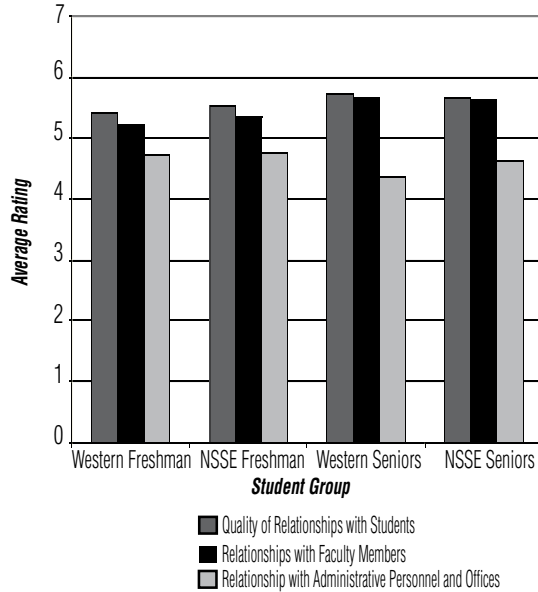
Criterion	Western Satisfaction	Four-Year Public Institutions	Mean Difference
Student centeredness	5.05	5.02	0.03
Campus life	4.70	4.77	-0.07
Instructional effectiveness	5.24	5.17	0.07
Recruitment and financial aid	4.72	4.77	-0.05
Campus support services	5.16	5.19	-0.03
Academic advising	5.46	5.16	0.30
Registration effectiveness	4.75	4.93	-0.18
Safety and security	4.19	4.46	-0.27
Concern for the individual	4.99	4.88	0.11
Service excellence	4.79	4.85	-0.06
Responsiveness to diverse populations	5.03	5.03	0.00
Campus climate	4.96	5.00	-0.4

- NSSE results (2R3)
- Registration/orientation/program evaluation—During Summer 2005, 900 freshmen attended the Destination Western Orientation and Registration program with approximately 700 parents. Approximately 200 students attended the transfer orientation programs.
- Griffon Edge evaluations-601 students participated.
- Exit interviews
- Alumni questionnaires (Figure 3.10)
- Recruitment and retention (2C1, 2R3, Figure 2.7)

The SSI provides Western with information which can be compared nationally. This inventory is given annually to a group of freshmen and a group of seniors. Figure 3.8 indicates results impacting this area: (1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging).



Figure 3.8 Student Satisfaction Inventory Results (2005)



Of Western students surveyed, over 80 percent responded that they would probably or definitely attend the same school. Western's results are comparable to the national results.

Retention of students from the first- to second-year is compared with ACT data nationally for institutions of similar admission selectivity. According to ACT data, Western's second-year return rate of 59.5 percent is higher than the national average of 55.1 percent at open access four-year schools. The retention rate for Western students is shown in Figure 3.9.

Figure 3.9 Percentage Retention Rates for Western Students

Retention Rates First-Time Full-Time Entering Freshmen		
Entering Class	Total Number of Students	Retention Percentage After One Year
Fall 2004	1020	59.5
Fall 2003	995	56.0
Fall 2002	1135	55.1
Fall 2001	1100	59.5
Fall 2000	916	55.8
Fall 1999	996	62.3
Fall 1998	996	63.9
Fall 1997	995	61.0
Fall 1996	964	54.8
Fall 1995	922	54.0

Institutional Research Data

3R3-3R4 Stakeholder Relationship Results

Western collects and analyzes results for student and stakeholder satisfaction (3P7).

The *Communicating Quality* initiatives point to Western's strategic focus and accomplishments, which are distributed widely to students, staff and the community. Western created and uses the following publications to communicate stakeholder relationship results:

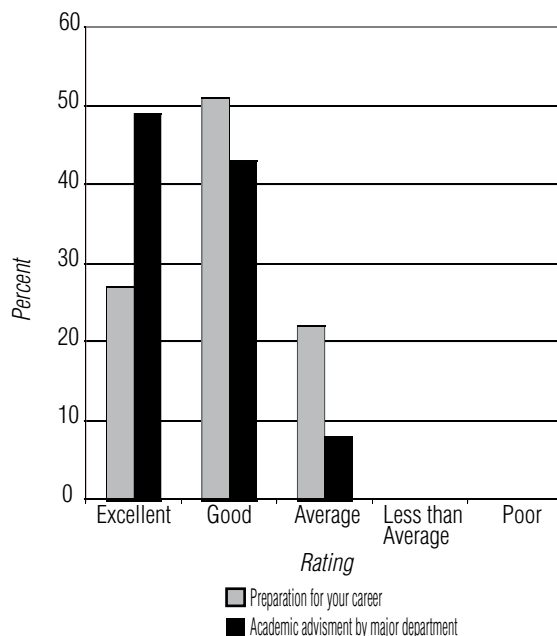
- *Points of Pride*
- *Annual Progress Report on the Strategic Plan* (Figures 2.1 through 9.1)
- *Missouri Western: The Magazine for Alumni and Friends*
- *Personal Impact Survey* (9R1)

Western tracks alumni satisfaction through annual graduate surveys. Figure 3.10 reflects the most recent survey.

To ensure an understanding of Western's initiatives by the General Assembly, the University has focused more effort and resources toward educating those in Missouri's legislative and executive branches about Western's contributions to Missouri and the region. Building stronger relationships with the State of Missouri has resulted in the following:

- Designation as Missouri Western State University with a statewide mission in Applied Learning.

Figure 3.10 Alumni Satisfaction Survey Results (2005)



- \$250,000 in federal funds to design a major renovation and expansion of the Science and Math facility on campus (Agenstein Hall).
- \$200,000 per year in on-going state funds for Western's partnership in the Institute for Industrial and Applied Life Sciences.
- A state funding adjustment of just over \$300,000 to address equity issues (funding comparable to other state universities).

3R5 Comparing Results

Student Satisfaction Inventory data presented in Figure 3.7 indicate student satisfaction at Western is comparable to other four-year institutions, with strengths in advising and concern for the individual. The National Survey of Student Engagement (NSSE) provides evidence that Western engages students in activities that support the student-learning process (Figure 2.5). Western's second-year retention rate, as shown in Figure 3.9, is higher than the national average for open admissions schools.

Improvement (I)

3I1 Improving Processes and Systems for Understanding Stakeholders

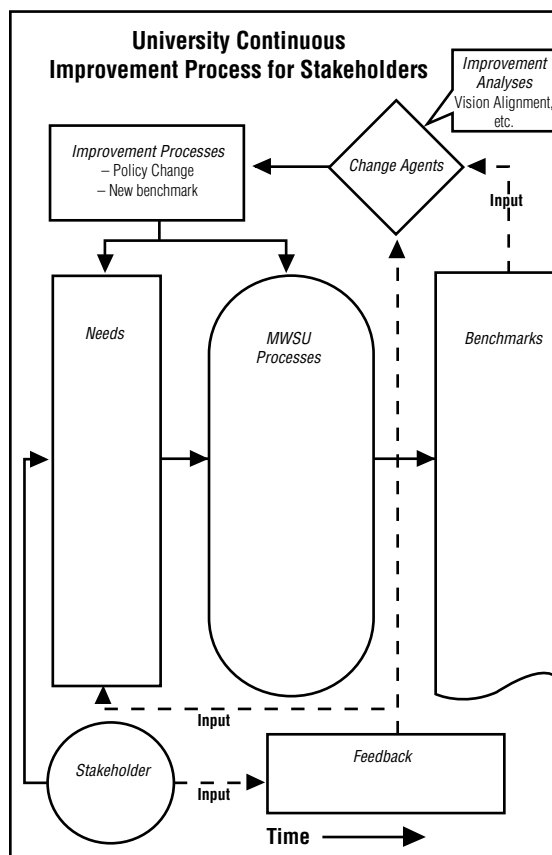
Western has identified several ways to improve processes and systems for understanding stakeholders.

Western analyzes data collected through multiple processes to better understand students and other key stakeholders and to provide for continuous improvement. Benchmarking with peer institutions is a key component in the analysis of data and drives improvement.

Results of data analysis led Western to seek the advice of consultants focusing on the Honors Program, Public Safety, developmental math, advising, recruitment and retention, staff classification and compensation.

Ongoing efforts to understand the needs of Western's stakeholders include the use of focus groups, targeted surveys to key stakeholders, and campus forums. Figure 3.11 shows Western's continuous improvement process. Using analyses of benchmarks, processes, and needs provided through feedback from stakeholders, Western develops policy, new benchmarks, and processes.

Figure 3.11 Continuous Improvement Process



3I2 Setting and Communicating Improvement Priorities

The strategic planning process (Category Eight) at Western is extensive and inclusive. Preparation for a new strategic plan includes months of intensive open meetings that include students, staff, faculty, administration, community members and other stakeholders. This process results in agreed-upon goals, objectives, action plans, and specific targets for improvement. Each unit on campus creates its own plan with operational strategies specifically aimed at fulfilling the campus-wide goals. Significant funding supporting these measures is a component in this process. Individual unit plans are reviewed annually and are available on Western's website.

Figure 3.12 reflects the results of strategic planning, consultancies such as recruitment and retention, and unit planning.



Figure 3.12 Improvement Priorities

Priority	Description	Actions
Recruitment	<p>Recruit increasing numbers of better prepared students, students with the high school core (1P3).</p> <p>Increase the average ACT scores of incoming students.</p> <p>Increase the numbers of students who qualify for the Honors program.</p>	<p>Collaborate with high schools to encourage more rigorous core.</p> <p>Create new and innovative programs to attract students with high ACT scores.</p> <p>Sponsor special recruitment days for potential students and their families.</p>
Feedback mechanism	<p>Develop point of entry and process for receiving and responding to information requests.</p>	<p>Develop comment cards.</p> <p>Use suggestion boxes.</p> <p>Create Information desk.</p> <p>Identify process for responding to concerns.</p>
Campus Safety	<p>Narrow gap identified in SSI on safety and security.</p>	<p>Implement recommendations provided by LEMAP consultants.</p> <p>Continue dialogue with students and other key stakeholders.</p>

Western communicates improvement priorities and results through several means:

- *Annual Progress Report on the Strategic Plan*
- Presentations and publications to community organizations, alumni and other stakeholders
- Reports to and from Western's Board of Governors
- The President's State of the University Address

Missouri Western State University Systems Portfolio

Category Four - Valuing People



Category Four - Valuing People

Figure 4.1 Strategic Planning and AQIP Results Associated with Valuing People*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Four:	Facilities and Grounds		1	2	3	4	O	I
Valuing People examines an organization's processes and performance in developing and using the talents of all of its faculty, staff, and administrators for organizational success	1B	Develop a landscaping plan that will enhance the look and functionality of our campus.			√			
	1C	Define boundaries and purposes of campus areas that will remain undeveloped or have restricted use.			√			
	1D	Develop plans for the incorporation of more artwork on the campus grounds.		√				
	1E	Develop and implement plans to ensure the safety and security of our campus and the campus community.			√			
	2B	Find ways to make all campus offices inviting, student-friendly, and efficient, with input from faculty, staff, and students.		√				
	2D	Develop a plan to enhance uniform interior and exterior campus signage.			√			
	2E	Develop and implement plans to ensure the safety and security of buildings and those who work and learn in them.			√			
Goals	Covered in Other Categories							
	Planning							
	1A	Category Eight-Continuous Improvement					√	
	2A	Category Eight-Continuous Improvement				√		
	2B	Category Eight-Continuous Improvement				√		
	3B	Category Eight-Continuous Improvement					√	
	3C	Category Seven-Measuring Effectiveness					√	
	3D	Category Two-Accomplishing other Distinctive Objectives				√		
	Budgeting							
	B1A	Category Five-Leading and Communicating					√	
	B1B	Category Five-Leading and Communicating					√	
	B2A	Category Five-Leading and Communicating					√	
	B2B	Category Three-Understanding Students' and Other Stakeholders' Needs		√				
	B2C	Category Six-Supporting Institutional Operations				√		
	B3A	Category Five-Leading and Communicating				√		
	B3B	Category Five-Leading and Communicating				√		
	4A	Category Two-Accomplishing other Distinctive Objectives					√	
	B4B	Category Two-Accomplishing other Distinctive Objectives					√	
	B4C	Category Nine-Building Collaborative Relationships					√	
	B4D	Category Nine-Building Collaborative Relationships					√	
	B4E	Category Six-Supporting Institutional Operations				√		
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

4C1 Organizing Work Environment to Focus on Student Learning

Service, quality, freedom, enthusiasm, respect, and courage are values that create the environment in which faculty, staff, and administrators at Western organize their work to strengthen the institution's focus on student learning (Figure O.2, O.5).

The most distinctive way the University approaches its work environment is through its inclusive strategic planning process. Western's strategic planning and implementation processes have involved people across the campus, including

students, faculty, staff, administration, and citizens of the region in making quality improvements (Category Eight).

Several committees have been organized to address quality improvements in the work and student learning environments. These include the Strategic Planning Steering Committee and seven sub-committees; the Communicating Quality Action Project committee; the Marketing and Public Relations committees; the AQIP accreditation teams; the Applied Learning Action Project committee; the Classification Compensation Committee (C3); and the Student Engagement Action Project committees.



4C2 Addressing Key Institutional and Geographic Factors

One of the ways Western has addressed the work environment and job classification for staff is through the classification and compensation process. This process used an outside consultant to develop a compensation plan for which appropriate market surveys were evaluated. These surveys will be conducted every five years.

In this process, positions descriptions were written, and positions with similar responsibilities were grouped into bands and grades. These general position descriptions allow flexibility in defining the skills and qualifications required within classifications (*Policy Guide, Appendices B*).

Western employees work primarily from the main campus. Through a contract with the Missouri Department of Corrections, a small number of employees work at several regional correctional facilities. Some employees work in educational programs in collaboration with the Metropolitan Community Colleges (MCC) and the University of Missouri-Kansas City in the northern Kansas City, Missouri region (Figure 9.2).

Adjunct faculty members teach specific classes as needed. Temporary employees fill positions related to specific projects that require additional personnel for a limited time. Part-time employees provide ongoing support to institutional units.

Western funds part-time student employment through the federal work-study program or institutional work-study. Providing opportunities for students to work on campus is part of the Western retention plan. The student work-study program provides work experience and opportunity to apply learning in the work environment. This allows students to apply knowledge gained in the classroom in a work situation, develop job-related skills, and learn to work in a team environment.

4C3 Analyzing Demographic Trends and Workforce Needs

Several demographic trends affect work environment, job classification, and workforce needs. An aging population is a regional challenge. Western's employee attrition rate in 2005 was 7 percent (Figure 4.2).

Missouri's decision to change the Missouri State Employees' Retirement System (MOSERS) impacts staffing at Western. This change provided financial incentives to employees to retire early.

A lack of diversity in the regional workforce challenges Western's ability to increase diversity in students, staff, faculty, and administration.

Northwest Missouri business and industry needs have impacted the programs Western offers. This is particularly true in the life sciences initiatives which require specific expertise. This challenge has resulted in the establishment of the Institute for Industrial and Applied Life Sciences (9P1).

Regional plant closures have required retraining of dislocated workers. This has resulted in increased enrollment in programs such as the Physical Therapy Assistant (PTA) and Health Information Technology (HIT) programs.

4C4 Implementing Key Faculty, Staff and Administrative Training Initiatives

Key training initiatives include new employee orientation, performance evaluation, supervisory training, sexual harassment, safety, and information technology training. Most of the training is either directed or actually performed by the Human Resources Department. Employees receive financial and retirement planning through MOSERS, financial advisors, and Social Security Administration personnel.

Departments provide orientation for faculty and staff. The employee orientation programs provide beginning employees with an information base about the institution, the organizational structure, and an overview of policies and procedures. This program helps employees become comfortable with the work environment and establishes clear institutional expectations.

An orientation program is provided for new faculty each August. Each new faculty member is assigned a faculty mentor in the respective academic department.

Many of the 80 supervisors have extensive experience. Some employees, however, have been promoted into supervisory positions to fill



immediate needs without receiving training in the full scope of the job roles. A committee evaluated supervisory training needs, and supervisor training is being provided.

Employees grow professionally through workshops, seminars, and other development activities. They receive training and support in web development, instructional design, software, distance education, multimedia, technical services, library and information services.

Processes (P)

4P1-4P2 Identifying Specific Credentials, Skills, and Values; Hiring, Orienting, Retaining, and Planning Changes in Personnel

Western follows established guidelines for recruiting and hiring employees, including advertising nationally, regionally, or locally, as appropriate to the position, and hiring the most qualified candidates (*Policy Guide, 3: I.M*).

As positions become vacant, units review curricular and departmental needs and update position descriptions before communicating the vacancy. This includes reviewing credentials and requirements for the job. Justification for the position includes curricular and departmental needs as well as the institution's mission, goals, and priorities. Positions are posted publicly after the position is approved through the appropriate vice president and the President's Cabinet.

Positions can be filled internally if candidates possess the requisite qualifications and experience for the position. Staff recruitment includes a seven-day internal posting before the position is advertised outside the institution. In special cases, internal and external recruiting may be concurrent.

Western uses search committees for full-time exempt positions and for some non-exempt positions. The make-up of each search committee includes employees from the hiring department, and frequently, representation from other departments. Some searches, when appropriate, have student participation on the committee. As appropriate, the on-site interview includes a cross section of the campus community and

presentations by the applicant. The search committee consists of people whose individual expertise is used to ensure that the candidate meets appropriate qualifications.

Background checks, employment verifications, reference calls, and official transcripts provide a thorough base of information on the candidate's credentials and fit with the Western community. Appropriate vice presidents review and approve final candidates. The Board of Governors approves all exempt staff and faculty positions.

The faculty search process (*Policy Guide, 3.I.I-L, Appendix D*) includes the following steps:

- Development of a position description, announcement, and advertisement
- National advertisement using internet or appropriate trade publications
- Completed candidate files
- Acknowledgement letters to applicants and an Affirmative Action Demographic Card
- A sorting of applicants
- Notification to applicants no longer being considered
- Reference checks
- Interviews at a variety of levels, including a demonstration of teaching skills
- Committee recommendation and final selection of successful candidate
- Completed search process and job offer

As an Equal Opportunity Employer (*Policy Guide, 3.I.B; Appendix C*), Western complies with the Americans with Disabilities Act and institutional policies and procedures for personnel searches.

Western addresses employee retention through orientation, training and development (4C4), evaluation (5R1), and the performance review system (4P6). An orientation conducted by Human Resources was added to the hiring process during FY2006 and occurs soon after the new employee is hired.

The pay-for-performance evaluation process works with performance-based incentives and compensation for employees throughout the institution (4P7, 5P7). Employees develop annual work plans that address position requirements and include specific goals. During the annual evaluation meeting, unit supervisors and



department chairs evaluate employee performance and review new goals, suggesting revisions as needed.

Western follows promotion, tenure, awards, and pay-for-performance policies as outlined in the *Policy Guide* (2.I.C, VI.C-G, VI.F, VII, VIII, Appendix D). Succession planning includes ongoing needs analysis, replacement, redefinition, and reallocation of positions. The President's Cabinet anticipates vacancies, including retirements, and approves filling open positions contingent on funding and institutional priorities. Some positions may be filled with an interim appointment to provide for seamless transition. The Board of Governors approves a multi-year contract for the President which enables Western to anticipate and prepare for succession. The institution's five-year plan and implementation schedule helps to assure continuity in mission, goals, and objectives as changes occur in personnel.

4P3 Ensuring Work Processes and Activities Contribute to Empowerment, Innovation, Performance, and Ethical Practices

Western uses shared decision-making, fostering this through organizational structure, and providing opportunity for involvement and service on committees (Figures 5.2, 5.3, and 5.4).

Policies guide the institution's ethical and fair labor standards (5C3). These include Sexual Harassment, Approval for Research on Human Subjects, Discrimination, Employee Grievance, Computing, Copyright, Employment, Promotion, and Tenure, Prohibited and Political Activities, Safety, and Release of Employee Information Policies. Western ensures adherence to these policies through performance evaluation and governance processes.

Western encourages cooperation among employees and empowers them to use leadership skills to contribute to institutional goals (Category Eight). The University uses its continuous improvement processes to encourage communication. These communication processes provides a check and balance that help to maintain ethical standards.

4P4 Training and Developing Employees and Reinforcing Training

Western encourages faculty, staff, and administration to attend professional meetings and to pursue professional development (4C4). Chairs encourage faculty to attend local, state, and national professional meetings. Faculty and exempt staff receive support to travel to conferences related to research and pedagogy. 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 receive support from work units.

Western uses technology and software to help with staff training needs. Various training methodologies include teleconferences, video-conferencing, web technology, and external expertise.

Employees are encouraged to further their education and may schedule up to three credits of coursework during regular working hours, with the approval of the immediate supervisor. Full-time, regular employees are eligible for a tuition waiver for the first three credit hours each semester. After the first three credit hours, employees pay \$5 per credit hour up to a maximum of \$45 (spring and fall) and \$25 (summer). Undergraduate coursework may be for any degree program offered by the University.

Administrators attend many national meetings and discipline-specific conferences. They participate in state planning, policy, and legislative decisions related to higher education.

4P5 Determining Training Needs and Aligning Them with Planning Continuous Improvement and Other Distinctive Objectives

Strategic planning at Western drives many of the training and development needs of employees. Institutional priorities directly impact training needs. For example, the implementation of SCT Banner Gold (Category Two) required training in the use of modules such as finance and financial aid.



The Applied Learning Action Project (Category One) used a survey to determine what kinds of applied learning activities occurred within departments. Following the survey, the Director of Applied Learning identified training needs and developed workshops. Western developed and held the First Annual Conference on Applied Learning in Higher Education in Spring 2006, bringing to campus national leaders Drs. Janet Eyler, Kevin Kecskes, and Terry Rodenberg.

As a result of Western's emphasis on applied learning, a group of faculty participated in a National Learning Communities Project Summer Institute to learn how to implement learning communities. A site visitor came to Western to evaluate its progress in building learning communities and to share expertise. Western faculty trained other faculty and staff in using learning communities to improve student learning.

The strategic planning process includes facilitated focus groups where feedback is received from individuals about specific training needs. Other input comes from the division/department level. Additional input comes from governance groups and other groups such as the Deans' Council and the Governance Advisory Council (1P9).

4P6 Designing and Using the Personnel Evaluation System

Western has established policies guiding the employee evaluation processes (*Policy Guide*, 3.1.D). The quality of faculty teaching, service, and scholarship are 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 and Student Affairs (*Policy Guide*, 2.VI.A&B). Quality faculty performance is recognized and rewarded through the promotion and tenure system (1P6).

Staff evaluation uses a similar process of setting goals and being evaluated within the context of the job descriptions. All exempt and non-exempt staff and administrators undergo an equivalent evaluation process (4P1-4P2).

Leadership evaluation is an element in the annual evaluation process (5R1). Chairpersons are evaluated annually. The Faculty Senate evaluated the Vice President for Academic and Student Affairs in 2004. The President undergoes an annual review by Western's Board of Governors.

4P7 Designing Recognition, Reward and Compensation Systems

Western has an award system that formally recognizes outstanding employees at an annual ceremony held at the end of each academic year. Western recognizes distinguished professors and outstanding staff at an annual reception and dinner with the Board of Governors.

The Governors' Distinguished Professor awards recognize and reward faculty with excellent records in teaching, scholarship/creative activity, and professional service. Recipients receive a base salary increase in addition to any normal annual increase the next contract year.

Western's Outstanding Staff Employee Award program combines the evaluation process with performance-based pay increases. The program recognizes outstanding employees in the areas of performance, commitment to the institution's mission, values and goals, strategic planning, and community-service. Recognized full-time and part-time employees receive an increase in base pay in addition to any annual increase.

The Excellence in Teaching and Presidential Citation awardees are recognized in a ceremony and reception for the campus community held annually in the spring. Recipients receive a plaque and monetary award. The University Foundation provides funding for these.

Excellence in teaching and scholarship awards include the Dr. James V. Mehl Outstanding Faculty Scholarship Award and the Jesse Lee Myers Excellence in Teaching Awards. Faculty can self-nominate or be nominated by peers for the awards.

Presidential Citation Awards recognize the contribution and outstanding performance of staff. Employees are nominated for the awards by their supervisors, peers, or other institutional stakeholders.



Western awards an annual James J. Scanlon Service Award to one staff member and one faculty member recognizing outstanding campus and community involvement. Candidates for this award are recommended to the President by the campus community and reviewed by a selection committee.

4P8 Motivating Faculty, Staff and Administrators

Western's pursuit of excellence requires quality in the recruitment, retention, and performance of all employees. A collegial governance system, consisting of the Faculty Senate, the Staff Association, and the Student Government Association, supports cooperation, professionalism, and contribution to institutional community good.

Motivation can be encouraged by intrinsic (4P7) and extrinsic awards. Institutional values help to motivate intrinsically (4C1). Individuals are motivated by different extrinsic values. These include the environment in which the employees organize their work. Institutional culture is shaped by vision, mission and values. The annual evaluation process allows employees to help create their own goals for the upcoming year. This participation contributes to motivation.

4P9 Creating Employee Satisfaction, Health, Safety, and Well-Being

Western provides multiple support systems for employee satisfaction, health, safety, and well-being (*Policy Guide*, 3.VI).

- Health, dental, vision, life, liability, and long-term, short-term disability insurance
- Unemployment and Workers' Compensation
- Ten percent employee/dependent discount for continuing education classes
- Tuition waivers (80 percent) for University credit and non-courses for full-time employees/dependents.
- Vocational certification reimbursement for faculty who are required to obtain this certification
- Professional development funding
- Credit union privileges and check-cashing
- Wellness and Employees' Assistance programs
- Recreation services
- Discounts at campus bookstore, cultural, and sporting events

- The Student Health Center
- Notary public services
- Emergency preparedness and disaster plan
- Performance recognition awards

A faculty and staff salary and benefits committee is designing a survey to evaluate the benefits provided by the institution.

4P10 Collecting and Analyzing Measures for Valuing People

In October 2004, a committee evaluated the personnel evaluation process and recommended changes to expand the process into an employee development tool. Training for all supervisors resulted in a clearly defined process and rating criteria. Goal setting and objectives were added to the process to enable recognition of employee accomplishments. The personnel evaluation process encourages employee development, helps to determine department and campus training needs, and complements pay-for-performance process goals.

The 2004 evaluation process is used as the initial benchmark for tracking the results of the personnel evaluation process. Evaluations are conducted each year (4P6).

The evaluation of faculty is a continuous process that involves the accumulation of relevant data and information that permits judgments concerning performance. Evaluation procedures are used in annual reviews, promotion and tenure decisions, and special reviews, such as the Governors' Distinguished Professor Awards, or for professional, and sabbatical leaves.

In 2005, the Higher Education Research Institute (HERI) survey was used to determine faculty perception of the campus research environment, personal goals, job satisfaction and sources of stress (Figure 4.3).

Other measures include employee longevity and turnover rates and the *Clery* campus crime statistics (Figures 4.4).



Figure 4.2 Valuing People
(in number of employees)

Internal transfer/promotion	Employee/family tuition waiver
2004 9	Spring 2006 85
Number of years employed	Fall 2005 107
0-5 years 205	Summer 2005 53
6-10 years: 120	Spring 2005 110
11-15 years: 58	Fall 2004 215
16-20 years: 39	Summer 2004 48
21-25 years: 29	Spring 2004 99
26-30 years: 23	Aesthetic surroundings
31-35 years: 15	Coffee bars, engagement spaces, walking trails, and natural environment
36+ years: 8	Employee events
Employment turnover	Campus picnic, Employee Service Awards, General Session, Convocation, President's Holiday Luncheon, Staff Association Luncheon, Distinguished Faculty Awards Dinner
2005-2006 7.0%	
2004-2005 6.8%	
2003-2004 6.0%	
2002-2003 4.7%	

Results (R)

4R1 Achieving Results in Valuing People

Valuing people results in particularly strong commitments from faculty and staff to the institution and community (Figure 4.2). Employees often choose Western as the "employer of choice," remaining five, ten, or more years. Employee turnover has increased 2.3 percent from years 2003 to 2006.

In 2005, the Higher Education Research Institute (HERI) survey was used to determine faculty perception of the campus research environment. Figure 4.3 shows the results for Western faculty as compared to the American Democracy Project group (ADP), Campus Compact, and four-year institutions. Western faculty ranked higher than comparison groups in teaching/research activities that address community needs and service.

Western faculty ranked higher in professional activities such as engaging in public service and professional consulting without pay. Faculty ranked higher than peers in believing students should be involved in community service activities and in creating and sustaining partnerships with surrounding communities.

Figure 4.3 HERI Faculty Perception Survey
(in percentage of faculty)

	Western	ADP	Campus Compact	All 4-year Institutions
Teaching/Research Activities				
Used scholarship to address local community needs	60.7	54.4	46.0	49.7
Taught a service learning course in the last 2 years	26.9	20.0	20.9	24.1
Collaborated with local community in research/teaching	56.0	49.3	42.3	48.3
Used community service as part of coursework	55.1	64.1	68.5	73.2
Other Professional Activities				
Engaged in public service/professional consulting without pay in last 2 years	71.9	62.3	56.5	64.1
Published op-ed pieces or editorials	18.2	21.4	21.3	24.1
Advised student groups involved in service/volunteer work	54.3	46.4	59.3	40.0
Educational Goals for Undergraduates Rated Essential				
Develop ability to think critically	87.8	84.9	86.5	84.6
Instill in students a commitment to community service	10.0	9.3	8.9	7.6
Prepare students for responsible citizenship	22.2	22.2	20.8	18.3
Views on Engagement Rated Agree Strongly				
Colleges should be involved in solving social problems.	10.2	16.9	46.0	16.3
Colleges should encourage students to be involved in community service activities.	31.0	26.7	28.1	20.2
Colleges have a responsibility to work with their surrounding communities to address local issues.	18.2	23.6	22.4	18.0
Including community service as part of a course is a poor use of resources.	2.3	5.4	4.9	6.6
Institutional Priorities Rated Highest Priority				
To develop leadership ability among students	14.6	13.2	15.0	9.4
To help students learn how to bring about change in American Society	10.1	8.1	9.2	5.5
To provide resources for faculty to engage in community-based teaching or research	9.2	9.2	7.9	6.3
To create and sustain partnerships with surrounding communities	18.2	14.8	13.4	6.8



According to Clery Crime Statistics, Western is a safe campus environment. The report identifies burglary as the most frequently committed crime (Figure 4.4).

Figure 4.4 Clery Crime Statistics
(in numbers of incidents)

Crime	2004	2003	2002
Burglary			
-on campus	61	47	61
Aggravated assault			
-on campus	7	2	6
-residential	6	2	6
Forcible sex			
-on campus	3	1	2
-residential	3	1	2
Vehicle theft			
-on campus	1	2	1
-residential	2	3	1
Liquor arrest			
-on campus	2	2	4
-residential	0	0	3
Drug arrest			
-on campus	7	2	3
-residential	4	0	3

In the 2005 wellness screening, 285 employees/spouses and retirees/spouses participated. The 30 percent of participants who had potential health issues were encouraged to follow up with their physicians.

4R2 Accomplishing Results in Processes Associated with Valuing People

Western has several measures that reflect the institution's valuing people. The funding expended to improve salaries is one. Western allocated \$500,000 in funds for market-based pay increases for employees and implemented adjustments over two years (2004 and 2005), resulting in increases for 65 percent of the faculty and staff.

Despite state withholdings and flat budgets, Western provided cost of living increases to employees during 2003-2007 (Figure 4.5).

Figure 4.5 Annual Cost of Living Adjustment (COLA) Rates

Fiscal Year	COLA
FY 2007	3%
FY 2006	2%
FY 2005	2%
FY 2004	3%
FY 2003	2%
FY 2002	0%

Figure 4.6 Foundation Funding Evidence for Valuing People.

MWSU FOUNDATION	2000	2001	2002	2003	2004	2005	Totals
Excellence in Teaching Awards	\$6,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$46,000
Student Excellence	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$25,000	\$100,000
Business Convocation	\$10,000	\$12,000					\$22,000
Convocation on Critical Issues	\$15,000	\$30,000	\$15,000	\$15,000	\$25,000	\$15,000	\$115,000
Faculty Research/Innovative Programs	\$30,000	\$30,000	\$30,000				\$90,000
Professional Development	\$37,000	\$37,000		\$30,000	\$30,000	\$30,000	\$164,000
Staff Development			\$8,000	\$7,000	\$7,000	\$7,000	\$29,000
Mid-America Regional							
Science & Engineering Fair	\$10,000	\$10,000	\$7,500				\$27,500
Web Site Developer	\$27,100						\$27,100
Special Project Allocations	\$22,528	\$43,500	\$68,500	\$140,000	\$30,000	\$135,500	\$440,028
Teacher Leadership Institute		\$10,000					\$10,000
Presidential Citations	\$3,500	\$12,500	\$8,500	\$8,500	\$8,500	\$8,500	\$50,000
Pass the Power	\$5,000	\$5,000	\$24,500	\$15,000	\$15,000	\$15,000	\$79,500
Mini Grant Fund			\$15,000	\$3,000			\$18,000
Beautification	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Community Service/Development	\$15,000	\$15,000					\$30,000
Special Scholarships	\$155,500	\$155,500	\$70,000	\$61,500	\$57,000	\$33,546	\$533,046
General Foundation Scholarships	\$548,972	\$627,164	\$562,000	\$520,000	\$380,000	\$420,000	\$3,058,136
Totals	\$905,600	\$1,015,664	\$837,000	\$828,000	\$580,500	\$702,546	\$4,869,310
MWSU ALUMNI ASSOCIATION SCHOLARSHIPS			\$20,000	\$23,000	\$25,500*	\$25,500	\$68,500



Another measure of valuing people is the funding dedicated to recognizing distinguished faculty and outstanding staff (4P7). Through the Governors' Distinguished Professor award beginning in 2005, assistant professors receive \$1,000, associate professors \$2,000, and full professors \$3,000 (18 awards). Each recipient receive a one-time \$1,000 faculty development stipend.

Through the Outstanding Staff Employee Award program, 20 full-time and half-time employees respectively receive a \$1,000 or \$500 increase in base pay in addition to any normal annual increase in 2005.

Funding provided by the University Foundation to recognize teaching excellence, to support development, to promote research, and to advance innovative programs is evidence of Western's valuing people (Figure 4.6)

Another way in which Western demonstrates valuing people is through the evaluation process (4P6). The current staff evaluation system completed its second year in AY 05-06. Additional training for staff and supervisors has been implemented to address concerns about the relatively new system.

The number of tenured faculty is evidence that Western values its teaching staff (Figure 4.7)

4R3 Providing Evidence for the Productivity and Effectiveness of Faculty, Staff, and Administrators in Achieving Goals

Evidence supports the effectiveness of employees in meeting the strategic goals and objectives established in Western's *Five-Year Strategic Plan*. Each Systems Portfolio Category begins with a matrix that indicates progress in achieving institutional goals and objectives (Figures 1.1 through 9.1).

One of the most important strategic planning initiatives was reclassifying job titles and descriptions and improving salaries for faculty and staff (4C2, 4R2, and 4I1). In 2006, Western spent over \$132,000 for faculty and staff development (4R2).

4R4 Comparing Results

Western has identified peer institutions (O1) and is building comparative data. Valuing people is unique to institutional culture. Summative assessment defines who comes and who stays at institutions; it does not provide reasons for these decisions.

An outside consultant used market surveys to help Western develop a classification system used for administrators, exempt, and non-exempt staff (4C2). Classifications and salaries are comparable to existing markets.

Western compares faculty ranks and pay with other Missouri institutions and then sets comparable rates. Adjustments made in 2004-2006 place Western faculty in the mid-range for average salaries across state four-year institutions.

Crime statistics for other institutions are publicly posted (6R3).

Figure 4.7 Number of Tenured Faculty

	FY05			FY04			FY03			FY02		
	#	Tenured	Percent	#	Tenured	Percent	#	Tenured	Percent	#	Tenured	Percent
Professor	38	37	97%	35	34	97%	37	37	100%	38	38	100%
Associate	61	58	95%	57	53	93%	55	47	85%	53	45	85%
Assistant	54	7	13%	63	9	14%	71	9	13%	79	8	10%
Total	153	102	67%	155	96	62%	163	93	57%	170	91	54%



Improvement (I)

411 Improving Current Processes and Systems for Valuing People

The performance-based evaluation process is a primary tool for identifying and improving training and development needs. The process includes the evaluation of employees' performance, not just related to position responsibilities, but also to areas of commitment to the mission and values of the organization; participation, and service to the campus and community; and development through ongoing goals and objectives, which provide employees with opportunities to grow and develop and to become part of the campus community.

An anticipated outcome of the joint development of goals and objectives will be employees who approach positions with greater ownership and supervisors who will empower employees to take on greater responsibility.

Faculty has traditionally participated in goal setting and annual reviews. Extensive documentation exists at the level of departments, colleges, and the institution that demonstrates the continued emphasis upon quality teaching and learning.

412 Setting Targets for Improvement

Although valuing people is unique to institutional culture, Western is building comparative data with its identified peer institutions.

If drastic changes occur in employment trends, either in the overall market or specific positions, Western will conduct market surveys prior to the five-year time frame and adjust bands and grades within the C3 classification process.

Initial development of goals and objectives as part of the pay-for-performance evaluation process will function as benchmarks for setting standards in a measurable format.

Supervisory training will be a priority over the next several years. Supervisors will be trained in helping employees establish clear goals and objectives, and in identifying and developing leadership skills. The first year's performance evaluation training addressed writing the evaluation, discussing the results of the evaluation with the employee, and sharing processes for the development of goals and objectives. These approaches should provide supervisors with tools to measure progress.

Western desires to increase the percentage of faculty with terminal degrees from 84 percent to 100 percent in order to meet the requirements of accrediting associations.

An area targeted for improvement will be the service mission of the Human Resources office.



Missouri Western State University Systems Portfolio

Category Five - Leading and Communicating



Category Five - Leading and Communicating

Figure 5.1 Strategic Planning and AQIP Results Associated with Leading and Communicating*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Five:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Leading and Communicating examines organization's leadership and communications processes and performance in guiding the organizations to set directions, make decisions, seek future opportunities, and build and sustain a learning environment.	3G	Develop a budgeting plan through which we increase the general operating budgets, increase capital allocations, and provide adequate funding for the Library and the Instructional Media Center.		√				
	3H	Secure funding for the following capital improvements (renovation and additions): Science and Mathematics Building; Fine Arts Building; Learning Resource Center; Physical Education Building; Administration/Classroom Building; and Professional Studies Building.	√					
	5C	Develop and implement coordinated strategies (for example, strategies based on input from academic units, students affairs, and other affected groups), for planning, funding, and promoting co-curricular events to improve cultural and co-curricular academic opportunities.			√			
		Applied Learning and Student Development						
	3B	Identify funding sources to support applied learning activities.					√	
	3C	Market opportunities for applied learning available at Western.					√	
	SD1D	Increase campus and community awareness of applied learning opportunities and student development programs.					√	
		Information Technology						
	1A	Develop a plan to provide appropriate personnel and procedures to extend technology services.					√	
	1D	Establish an internal communication procedure with the administration, faculty, staff and students for exchanging information regarding technology projects and operations.					√	
	1E	Promote communications and public relations within the community regarding technology utilization, plans and strategies.						√
	2A	Develop a plan for annualized funding to upgrade, repair, or replace all existing technologies on campus, and to secure increased ongoing funds for electronic library resources.					√	
	3B	Develop a plan to replace the administrative hardware and software systems in advance of discontinuance of support for the existing system (December 2006).				√		
	3C	Develop a plan to evaluate the effectiveness of classroom presentation technology and enhance other forms of technology-based education.					√	
	3E	Develop backup plans for network failure and establish a risk management plan for disaster recovery.					√	
	3F	Develop a plan to acquire more digital holdings, augment holdings of electronic formats, and authenticate users for access to on-line services.					√	
	4B	Continue the activities of the Technology Management Team in the planning and implementation of present and future technology for the campus.					√	
		Facilities and Grounds						
	2A	Develop priorities for enhancing building exteriors, entrances, and common areas through physical assessments and input from the campus community.		√				
	5A	Develop a plan to create interior and exterior community spaces in the current campus and ensure that such spaces are a major part of future projects.					√	
		Image and Advancement						
	1B	Establish an annual budget for marketing and promotion.		√				
	2A	Identify the target audiences for marketing and promotion of the "Western Advantage."					√	
	2B	Convey to all audiences effective messages, stressing mission, character, commitment to diversity, successful programs, and services.					√	
	2C	Coordinate, analyze, and monitor market effectiveness, internally and externally.					√	
	2D	Communicate the Western image through appropriate, approved media.					√	
	A1A	Create a five-year plan for the Foundation, with annual reviews.					√	
	A1B	Create a five-year plan for the Alumni Association, with annual reviews.			√			
	A1C	Develop a five-year plan to enhance university and community relationships and partnerships, with annual reviews.					√	
		Community Service, Community Partnerships, and Workforce Development						
	1C	Take into account relevant community and regional strategic plans as plans for the institution are developed.					√	
	3A	Establish a process that encourages all students to participate in at least one service activity prior to graduation.				√		
	3B	Encourage all faculty and staff to participate in community service.					√	
	4A	Develop a public awareness campaign to inform the community and region of the service contributions of Western students, faculty, and staff.					√	
	4B	Develop a public awareness campaign to inform the community of existing and potential university-community partnerships.		√				
		Planning and Budgeting						
	B1A	Work with the Legislature and the Coordinating Board for Higher Education (CBHE) to clarify the mission and character of Western.					√	
	B1B	Work with the Legislature and the CBHE to achieve core-funding equity for Western.					√	
	B2A	Maintain the high percentage of student and state funds that go to instruction, academic support, student services and scholarships.					√	
	B3A	Develop medium and long-term capital asset acquisition plans and resources.				√		
	B3B	Ensure that capital asset acquisition and initial use plans include consideration of adequate funding for maintenance and modernization.	√					
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan



Context for Analysis (C)

5C1 Leadership and Communication Systems

Accomplishing the vision, mission, and purpose of Western depends completely upon the people of the institution (Figure O.2). The matrix in Figure 5.1 lists the goals and objectives in Western's *Strategic Plan* that are associated either directly or indirectly with Leading and Communicating.

Western's leadership and communication systems may be viewed from administrative and governance perspectives (Figures O.4, O.5). Governance develops policies and procedures, while administration implements and monitors those policies and procedures. Figure 5.2 provides a summary of the various individuals and groups involved in these leadership systems.

Figure 5.2 Leadership

Coordinating Board for Higher Education (CBHE)
and Department of Higher Education (DHE)
Western's Board of Governors
President
President's Cabinet
Provost/Vice President for Academic and Student Affairs
Vice President for Advancement
Vice President for Financial Planning and Administration
Deans
Directors, Department Chairs
Governance Advisory Council (GAC)
Strategic Planning Steering Committee and
AQIP Accreditation Team
Faculty Senate
Faculty Senate – 10 Standing Committees
Staff Association
Staff Association – 7 Standing Committees
Student Government Association – 4 Branches
Institutional Committees – 13 Committees
Ad hoc committees
Faculty
Staff
Students

Functional units contribute to leadership and communication, reporting to the Provost or vice presidents (Category Eight). Unit five-year strategic plans are aligned with that of the institution and are reported on annually (Figure 5.3). The five-year plans and reports are available to the institution on its [strategic planning web site](#). Links in this *Systems Portfolio* provide additional information important to Western's various stakeholders.

Figure 5.3 Functional Units

Financial Planning and Administration	Academic and Student Affairs
Financial Services	Admissions
Information Technology	Registrar
Public Safety	Instructional Media Center
Human Resources	Library
Financial Aid	Student Services
Physical Plant	College of Liberal Arts and Sciences
Risk Management	College of Professional Studies
Advancement	Western Institute
Alumni	Student Development
Foundation	
University Relations	

Western's institutional planning and communication processes are detailed in 8P1.

The e-mail listserv for employees is the daily mode of internal communication at Western. Figure 5.4 lists other modes of the institution's communication system. The Site Index provides access to these additional sources of information about Western. Active links enable various stakeholders to move quickly from the *Systems Portfolio* to relevant information.

Figure 5.4 Communication System

Western Web Site Index
[Strategic Plan](#)
[MWSU Catalog](#)
[Faculty Media Directory](#)
[Griffon News](#)
[Western Magazine](#)
[Griffon Sports Info](#)
[Policy Guide](#)
[Student Handbook](#)
[Annual Points of Pride](#)
[Governance Advisory Council Minutes](#)
[Faculty Senate and Minutes](#)
[Staff Association Minutes](#)
[Student Government Association](#)
[Alumni Association](#)
[Western Foundation](#)
Various departmental newsletters
Board of Governors Agendas & Minutes (Deans, Cabinet, and a copy in Library)

5C2 Aligning Leadership System with Practices and Views of Oversight Entities

Strategic planning and involvement are central to the overall operations of the institution (8C1, Figure O.2). This *Systems Portfolio* begins each section by listing the strategic goals and objectives. Processes



are described in 8P1. Western's Board approves the *Strategic Plan* and receives annual progress reports on the strategic planning implementation.

A Steering Committee guides the strategic planning of the institution and communicates through committees, sub-committees, and a web page on the institution's intranet (Category Eight). Units across the campus create and implement five-year plans aligned with the institution's *Strategic Plan*. The Provost, vice presidents, deans, and directors guide the functional planning and communication of the institution.

5C3 Setting Values and Expectations Regarding Ethics and Equity, Social Responsibilities, and Community Service and Involvement

Western expects employees and students to be leaders in their work and communities. The *Strategic Plan* identifies service, quality, enthusiasm, freedom, respect, and courage as the institutional values of Western (Figure O.1). These core values shape day-to-day operations and contribute to a distinctive Western culture.

The *Policy Guide* contains policies that help shape the institution's identity and promote equity (Figure 5.5).

Figure 5.5 Policies

Policy	Section/Part/Ref.
Equal Opportunity Statement	1.II.D5
Outside Employment	3.I.C
Performance Evaluations	2.VI; 3.I.D
Political Activities	3.I.E
Prohibited Activities	3.I.G
Release of Employee Information	3.I.I
Personal Debts	3.I.J
Safety Policy	3.I.K
Recruitment Guidelines	3.I.M
Seniority/Staff Positions	3.I.N
Conflict of Interest	3.I.P
Copyright Policy	3.I.Q
Approval of Research on Human Subjects	3.I.S
Communicable Disease Policy	3.I.S
Computing Guidelines	3.I.V
Discrimination Policy	3.II.A
Faculty & Staff Grievance Policies	3.II.B
Sexual Harassment Policy	3.II.C

The *Student Handbook* describes expected student behavior. The *Student Government Association's Constitution and Bylaws* defines the communication system within the student organization.

The *Strategic Plan* identifies specific actions that directly affect service to the community. Western commits to the following:

- Use resources to provide expertise for collaborative efforts for community and regional priorities.
- Continue to develop an internal environment where community participation and leadership is rewarded and supported.
- Expand service opportunities for students and employees by increasing collaboration with community, regional, national, and international organizations.
- Encourage all students to participate in at least one service activity prior to graduation.
- Encourage all faculty and staff to participate in community service.
- Expand applied learning opportunities for students so that all graduates will have the opportunity to participate prior to graduation.

Processes (P)

5P1 Setting Directions Conducive to High Performance, Individual Development and Initiative, Organizational Learning, and Innovation

Western sets directions through an active interdepartmental group of campus decision-makers and processes (8P1, 8P7, 8P8). Short- and long-term strategies are described in 8C2, while 8C3 outlines the institution's planning process. Western's coordination and alignment of planning processes with overall institutional strategies and action plans are explained in 8P4.

In 2004, Western created the Western Institute to expand upon the services Western provides the community and the region. The Institute includes all educational and research outreach activities of Western, including continuing and distance education, workforce development, extended campus programs, conferences and special programs, and several emerging faculty research/creative activity centers.



The Citizen-Scholar model of student education is the foundation of student development on the Western campus. Students are involved in leadership activities and applied learning experiences designed to prepare them for professional work and community service.

5P2 Seeking Future Opportunities and Building and Sustaining a Learning Environment

Western is a rapidly emerging institution (O1). The following key changes suggest how Western is maturing and some of the processes involved.

- After Western became a university (in 2005), the Faculty Senate set up the ad hoc Graduate Study Task Force composed of faculty and staff to begin the process of developing graduate policies and procedures in alignment with regional and state needs.
- Western sustains the learning environment through technology and faculty expertise. Faculty stays current in fields of expertise and contributes to their professions.
- Western combined the Academic Affairs and Student Affairs Offices in 2003 to support better student learning (1P9, 1P10, and 3P1).
- Western collaborates and partners with the community in research and development initiatives.
- In 2004, Institutional Advancement expanded to include a Director of Development and a Director of Alumni Services to enhance collaboration between potential donors, alumni, and the institution.
- Strategic Planning Implementation Fund (SPIF) funding from 2003-2006 has supported processes that included AQIP Projects and Strategic Initiatives.

5P3 Making Decisions

Western uses a consensus decision-making process with representation from a cross section of campus constituents involved in committees and projects. Groups may forward policy recommendations to the Governance Advisory Council (GAC). The President forwards policy, budget and personnel matters to the Board of Governors (8P1).

The three governance groups (Staff Association, Faculty Senate, and Student Government Association) assign charges to their respective standing and ad hoc committees. After addressing these charges, the groups submit reports and recommen-

dations to their respective governance body. Each of the governance groups then forwards recommendations to the GAC.

Institutional Committees (committees appointed by the President) make recommendations directly to the GAC (5C1). GAC acts as a clearinghouse for proposals originating within the University and forwards proposals, with comments, to the President for action. Some examples of institutional committees and their purposes are the Honors Committee, which awards scholarships and shapes all aspects of the Honors Program, and the Calendar Committee, which sets the university calendar several years in advance.

5P4 Using Information and Results

Western collects and analyzes data that is used in decision-making across the campus. The Office of Institutional Research (IR) archives much of the University's data used by decision makers at different levels. IR distributes and posts on the web an institutional fact sheet each semester. Internal groups then use this information for understanding student profiles, such as credit hours generated, number of majors in programs, and student demographics. Such analyses ground decision-making about marketing, admissions, publicity and class planning. Budget data and the priorities articulated in the *Strategic Plan* are particularly important information shaping the decisions of those in key administrative positions. The methods used to select, manage, and use information to support student learning and overall institutional objectives are described in 7P1.

The President's Cabinet is a particularly important group that receives information about the University's functioning, analyzes it, and makes key decisions. Academic decisions at different levels (e.g. the Deans' Council or a particular academic department), are based on continuously monitoring demand data and efforts to provide a balanced program at a small but comprehensive university. Other kinds of operational decisions, such as those made by the Registrar's Office and the Business Office, are made by monitoring input from academic and support units. Governance groups (the SGA, Faculty Senate and Staff Association) make policy proposals to GAC based upon recommendations of committees that gather and analyze data on current issues.



Western annually assesses progress of the *Strategic Plan*. A new cycle of planning, based in part on data about results on action items in the previous plan, was initiated in Spring 2006. The accomplishments of students, faculty, and staff are regularly communicated to the university community in a web-based monthly report and in the annual *Points of Pride* publication.

Western uses information from a variety of sources to determine the best practices and procedures to accomplish institutional goals and objectives set forth in mission statements and the *Strategic Plan*. For example, in 2003-2004, when Western selected a new provider for health insurance, it hired an outside consultant who worked with a committee whose members represented different campus constituents. A similar but larger scale process was used to plan enrollment management activities (Category Two).

5P5 Communicating Between and Among Institutional Levels

Communication at Western occurs between and among different levels of the University. A process that demonstrates this involved launching a new branding initiative in 2004. Throughout the entire consultation and decision-making phase, employees attended informational meetings and expressed opinions. Posters and fliers communicated the branding message, and the institution's web site provided additional information and background. Drawings and contests increased interest in learning about the brand.

The institution values shared governance and an open communication system. Communication occurs vertically and horizontally through leaders and leadership groups.

Western communicates the status of the planning process (8P1) through governance groups, forums, 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's Cabinet meets weekly to review information, make decisions, communicate information to the institution, and to prepare for meetings with the Board of Governors. Department directors often attend Cabinet meetings to give

reports and presentations, or to answer questions regarding university issues.

GAC meets monthly to review and recommend policy and procedural matters to the President for approval.

The Deans' Council meets weekly to review information, share assessments, and make decisions. University Chair Councils meet bimonthly and implement decisions and share information among academic departments.

The Student Government Association, Staff Association, and Faculty Senate meet regularly to address relevant issues, to review the work of their standing committees, and to communicate policy and procedural matters within Western's governance system.

Face-to-face meetings provide an effective communication of institutional planning and processes. For example, the President visits various departmental groups to share his vision and to give them an opportunity to ask questions and voice concerns. The President keeps the campus updated on budget, legislative, and other issues. The Provost meets with the Academic and Student Affairs area to share strategic initiatives and to respond to questions.

The Office of University Advancement disseminates information on a frequent basis. It publishes a weekly electronic newsletter, *Tower Topics* for faculty, staff, and students. The newsletter reinforces Western's shared vision by highlighting student and staff achievements, campus activities, upcoming events and a campus calendar.

The University uses its website to disseminate information to employees and students, and they have access to a number of college publications, meeting minutes, and information about university issues. With the Banner Gold system, employees have easier access to an intranet system which contains information specific to their needs. The new system offers employees effective communication tools, such as targeted announcements and chat rooms to enhance communication within the campus community.

Broadcast e-mails and listserv postings provide the primary communication medium for faculty, staff and students. The President frequently communi-



cates with the entire campus through e-mail. When appropriate, Western communicates through the campus mail system.

5P6 Communicating a Shared Mission, Vision, Values and High Performance Expectations

Western's leaders communicate the institutional mission, vision, values, strategic planning and high performance expectations through several means.

The mission, vision, and values statements and the *Strategic Plan* are distributed to each employee, members of the Foundation and Alumni Association Boards, the Board of Governors, and several members of the community. New employees receive the *Strategic Plan* at the time of employment.

The mission, vision, and value statements appear on several institutional publications such as the catalog, student handbook, the *Points of Pride*, and on the institution's website.

The Public Relations Office produces several feature stories each year that reflect the mission, vision, values and high performance expectations of Western. It sends these feature stories to area media outlets and publishes them in the college alumni magazine.

Students and employees participate in community service opportunities each year. The Public Relations Office publicizes community service events, sending out press releases and stories to area media outlets.

Participants in the campus Speakers Bureau communicate the university's institutional direction to the community by speaking to local groups and organizations several times throughout the year.

The Western Strategic Planning Steering Committee and implementation subcommittees communicate the mission, vision and values through the implementation of specific activities. In the annual State of the University address, the President communicates to the employees progress associated with the strategic institutional objectives.

Missouri Western: The Magazine for Alumni and Friends informs alumni and the community of Western's accomplishments.

Western communicates expectations for faculty, staff and administrators through the *Policy Guide* while expectations for student behavior are addressed in the *Student Handbook*.

5P7 Encouraging, Developing and Strengthening Leadership Abilities

Western is committed to providing faculty and staff opportunities for professional development. Western's Foundation offers funds for travel and professional enrichment. Other institutional funds provide faculty and staff development, including sabbaticals, attendance at workshops, and at conferences. Faculty participates actively in a variety of professional societies appropriate to their disciplines.

Through 2004, Western used a merit system to recognize and award merit to its best performing employees. An Outstanding Staff Award program now recognizes exceptional employee performance (4P7). The Governors' Distinguished Faculty Award (4P7) now focuses on and rewards exceptional performance in the areas of teaching and professional growth.

Western encourages employees to take undergraduate credit courses for degree completion and professional development and provides a tuition waiver for full-time employees. Western also makes available a partial tuition waiver to half-time employees.

Involvement in strategic planning and AQIP help develop institutional perspectives and create opportunities for leadership.

5P8 Ensuring Succession and Preservation of Mission, Vision, and Values

The strategic planning processes and the current administration have built a strong, collaborative partnership and shared goals. This helps the institution to maintain stability and to fulfill its mission, vision, and values. Succession of leadership occurs through a formal process of selecting candidates through a nationally competitive applicant review. The President works closely with the Cabinet and institutional units to ensure continuity of leadership (4P1-4P2).



The Board of Governors ensures that Western continues to fulfill its mission and public responsibilities.

5P9 Collecting and Analyzing Measures of Leading and Communicating

Western collects and analyzes several important measures of leading and communicating effectiveness.

Figure 5.6 Measures of Leading and Communicating Effectiveness

Measures	Use
<i>Annual Progress Report</i>	Details the extent to which the various goals, objectives, and action items have been accomplished
SPIF Projects	Over the last three years, Western has invested over \$1 million in Applied Learning, Student Engagement, and Communicating Quality. Other projects have included lifelong learning, public safety on campus, and the campus structural, mechanical, and utility system.
Annual Performance Evaluations	Administrators, faculty & staff articulate annual goals and report progress on reaching goals annually.
Community Service in the Region	Demonstrates Western's commitment to providing leadership in the community and region.
Perception Survey	Provides Western with an indication of the branding initiative's success in communicating its mission, vision and values to the community (5R1)
Media Clippings Service	Tracks the publication of articles that reflect the college's mission, vision, values and <i>Strategic Plan</i> .

Results (R)

5R1 Accomplishing Results for Leading and Communicating Processes and Systems

Results of strategic goals and objectives associated with Leading and Communicating are summarized in Figure 5.1. The progress indicated for significant goals provides evidence of effective institutional leadership. Western's *Annual Progress Report on the Strategic Plan* provides some of the institution's most compelling evidence for leadership's careful planning and implementation of strategic initiatives (Figures 1.1 through 9.1).

Two SPIF projects demonstrate leadership in public safety and oversight of the campus structural, mechanical, and utility systems. Western used consultants from the Loaned Executive Management Assistance Program (LEMAP) sponsored by the International Association of Campus Law Enforcement Administrators (IACLEA) to provide recommendations for improving campus safety. The campus public safety department will act upon these recommendations.

Western began a comprehensive audit and condition assessment of its campus structural, mechanical, and utility systems in February 2006. This audit provides a Facilities Condition Index (FCI), a ratio of deferred maintenance to replacement value of the physical plant. Western will use the audit in its maintenance and capital renewal planning.

Leadership evaluation is an element in the annual evaluation process for faculty and some academic administrators at Western. Every faculty member produces an annual self-evaluation focused on teaching, scholarship/creative activity, and service. Department chairs, deans, and the Provost review these evaluations and provide additional analysis and evaluation of performance. Chairpersons in the Colleges of LAS and PS are evaluated annually. In 2004, the Faculty Senate conducted an evaluation of the Vice President for Academic and Student Affairs.

Western's mission emphasizes leadership in the community and region as part of student development and the commitment of the institution itself. Western plays a key role in major initiatives in the community and region (9R1). Western's leadership is evidenced in the hours of community service



provided by its students and employees. Leadership is developed through internships in the community and the assistance provided by the Western Institute to area companies. Many of Western's faculty and staff serve as officers or board members of organizations in the region.

The Public Relations and Marketing Department organized the Discover Gold public relations campaign. This branding initiative was a major component of strategic planning objectives concerned with image enhancement.

This campaign is also related to enrollment management objectives that aim to change the enrollment mix. Results of the Discover Gold campaign are highlighted below.

During baseline studies, 36 percent of students and 100 percent of employees recognized "the Western Advantage." In 2006, 87 percent of students, 80 percent of employees, and 76 percent of visiting students were able to choose Discover Gold as the new brand from a list of six choices. A 70 percent recognition by all audiences is a strong indicator of brand penetration. Of all audiences surveyed in February 2006, the majority indicated they saw or heard ads about Western. The recall rate ranged from 75 percent among orientation students to 91 percent for current students, 92 percent for employees, 93 percent for visiting students, and 93 percent for business leaders. All audiences reported an increase in the percentage of individuals who felt the school is well-respected.

High school newspapers, radio and television were the three primary advertising media visiting students most often recalled. These results reflected the funding the advertising medium received.

Western periodically makes use of expert consultants to evaluate and reshape leading and communicating systems.

Noel-Levitz consultants were used extensively to help Western leaders evaluate and reconfigure communication strategies as well as other programmatic efforts concerned with recruiting and retention of students.

Western annually evaluates the leadership involvement of faculty and staff in local communities by conducting a survey. Survey results are indicated in 9R1.

5R2 Comparing Results

Strong leadership and effective communication enables Western to compete favorably with other institutions in several national programs.

Western was the first four-year public institution in Missouri to participate in the Academic Quality Improvement Program (AQIP). Western's leadership recognized the good fit between its strategic planning and AQIP and encouraged Western's participation. Western's *Five-Year Strategic Plan* is a comprehensive systems approach to continuous improvement. In its application to AQIP, Western demonstrated that it had integrated its systems planning across the nine AQIP Categories. Western's Systems Portfolio is structured to demonstrate this integration.

Western has provided leadership support to AQIP and has representation on the Advisory Council, the Admissions Panel, the Peer Review Corps, and in the Systems Appraisal process.

Western was one of 12 founding public institutions selected from 70 public institutions in a national competition to participate in "Foundations of Excellence® in the First Year of College" (O8, 1I2, 2C1, 2P4, 9R1).

Western, in 2004, was one of only 19 American colleges and universities selected to participate in a National Learning Communities Project Summer Institute (O8, 1P10, 9R1).

The institution has also joined approximately 200 other colleges and universities in the American Democracy Project (ADP), a national project focused on educating students as citizen scholars (9R1).

The successes of students prove that Western's leadership initiatives positively impact Western's most important commodity, students. For example, Western admits students to law school and medical school at a rate well above the national average. They pass licensure examinations in nursing (Figure 1.13 and 1.14) and other health professions



at levels above the state and national averages and often exceed state expectations on the National Teacher's Examination (Figure 1.21), placing Western in the top group of public colleges and universities in Missouri.

Comparative data and historical trends are shown in Category One.

Improvement (I)

511 Improving Current Processes and Systems for Leading and Communicating

Western improves processes for leading and communicating by using data on outcomes to assess performance and to identify areas for improvement. These include assessment of annual goals, progress reports on annual goals, and annual evaluations. Western publishes an *Annual Progress Report on the Strategic Plan* and an annual *Points of Pride* outlining the accomplishments of its students, faculty and staff.

As an example of a process improvement, Western reviewed and revised a classification and compensation system for staff in 2004. A market study was conducted, using an outside consultant and peer groups, and on the basis of information gathered, new job descriptions were drafted, and a new classification structure was developed. Western has implemented a performance-based pay evaluation process (Category 4).

Other examples of process improvement include the use of advisory councils and open forums to gather information and establish collaborative processes.

512 Setting Targets for Improvement

Administration has led the institution in a new direction by instituting a five-year *Strategic Plan*, and has worked to communicate that plan to students, employees and all stakeholders each step of the way. When the plan was being created, the administration invited employees and students across campus and citizens of the region to give their input. Campus committees were chosen with broad representation.

Each step of the strategic planning process was outlined in employee e-mails, letters from the President, in the campus newsletter and student newspaper, and on the website to keep employees informed.

Each of the nine areas of strategic planning includes specific goals, objectives, and action items (Figure 8.1). Each year, implementation teams review the progress made on the prior year's implementation and adjust action items to achieve the specific goals and objectives stated. In Spring 2006, Western began the next five-year strategic planning process by identifying focus areas, opportunities, and new goals. Western will complete this plan in Fall 2006, using meetings with wide campus and community representation.

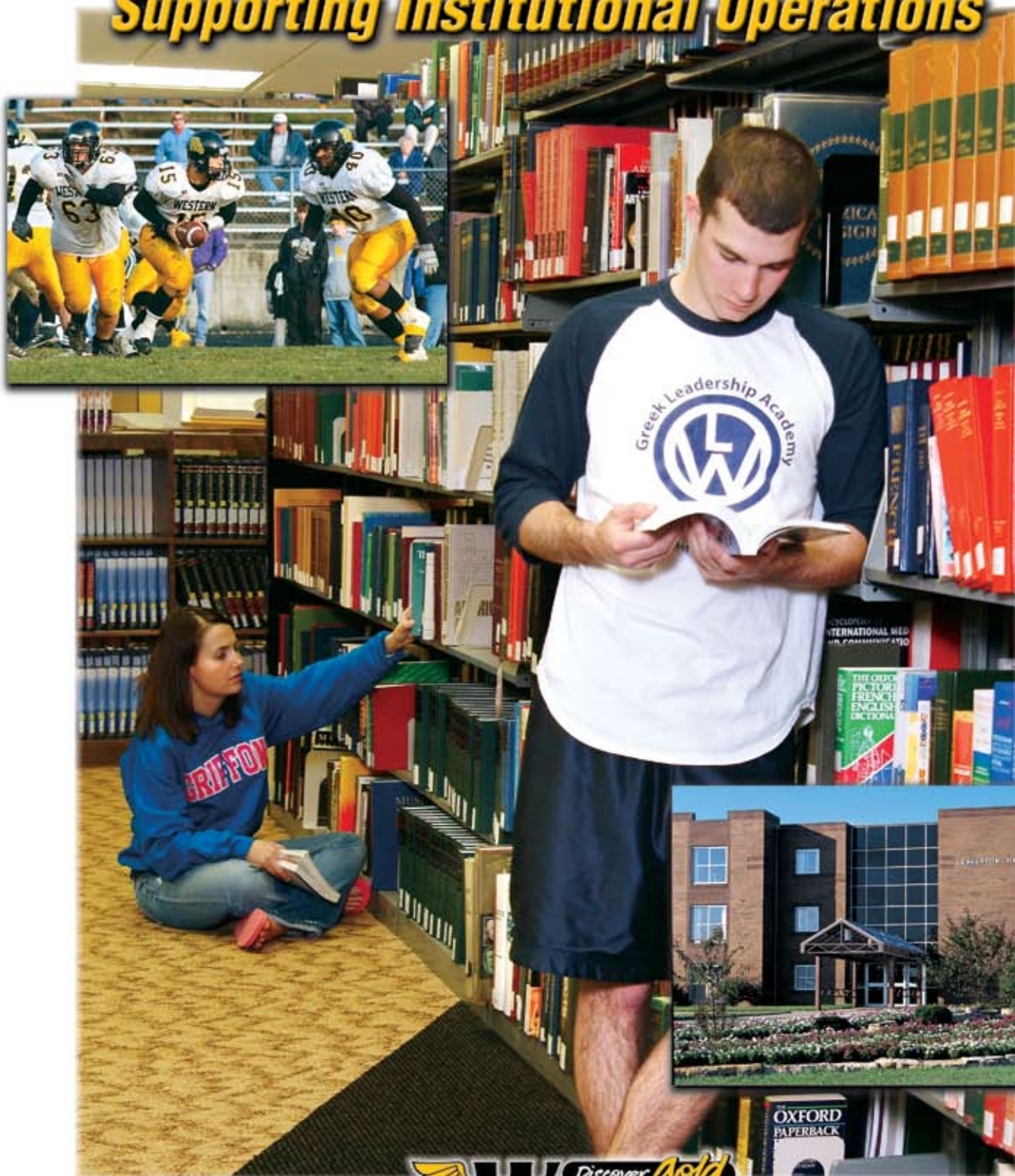
Exit interviews are conducted by Western's Human Resources department upon employment termination. This data needs to be collated and analyzed.

Western plans to adopt an instrument similar to the Personal Assessment College Environment (nationally normed and used by other universities participating in AQIP) to measure elements concerned with leading and communicating.



Missouri Western State University Systems Portfolio

Category Six - Supporting Institutional Operations



Category Six - Supporting Institutional Operations

Figure 6.1 Strategic Planning and AQIP Results Associated with Supporting Institutional Operations*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Six:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Supporting Organizational Operations addresses the variety of organizational support processes that, while they do not directly impact student learning, help to provide an environment in which learning can thrive.	4B	Strengthen programs that support honors students.					√	
	4C	Strengthen programs that support international and other minority student populations.					√	
	4D	Develop strategies for earlier registration for returning students.				√		
	4E	Develop programs to increase retention of students, such as Exploration and Discovery, to increase retention of students.		√				
	4F	Review procedures for enrolling transfer students.				√		
	4G	Strengthen orientation and advising programs.				√		
	5A	Develop and implement a plan for the "student friendly" integration of support services provided by admissions, housing, financial aid, the student success office, career services, unity services, the business office, and the registrar, based upon input from all affected groups.				√		
	5B	Develop and implement a plan for better integration of technical support services as they relate to academic units and to other campus support services, such as admissions, housing, financial aid, the business office, and the registrar, based upon input from all affected groups.				√		
		Applied Learning and Student Development						
	2C	Develop, implement, and maintain the appropriate support services for international and/or multicultural experiences.		√				
	3D	Create awards to recognize outstanding activities in applied learning.		√				
	SD1A	Expand student activities through effective co-curricular programs and extracurricular activities that encourage involvement on campus and volunteer service to the larger community.				√		
	SD1B	Provide training for the advisors of all student organizations.				√		
	SD1E	Develop credit and co-curricular leadership development programs.				√		
	SD2C	Provide a common structure for student employment and training for all campus employers.				√		
	SD2D	Assist campus employers in using student employment as an opportunity for student development.					√	
		Information Technology						
	1B	Offer support services during extended hours of university operation for academics, library, and events that require technology.				√		
	1C	Provide additional opportunities for faculty and staff training/development in technology applications relative to their job responsibilities.					√	
	2B	Evaluate the potential for service contracts for all technology-related equipment.					√	
	3D	Expand Americans with Disabilities Act access to educational technology across campus.					√	
	4A	Develop a plan to renovate and expand the Learning Resources Center building to provide for more effective delivery of technology-based and instructional services.						√
		Facilities and Grounds						
	1A	Ensure all campus areas are accessible to all users with physical challenges.				√		
	3C	Make recommendations regarding the needed number and distribution of custodial, maintenance, and grounds staff.					√	
	3D	Address training and equipment needs for custodial, maintenance, and grounds staff.					√	
	4A	Address, with input from the campus community, the design, size, location, and other attributes of curricular spaces (classrooms, labs, library, etc.) to ensure they are contributing positively to curricular activities.	√					
	4B	Address the design, size, location, and other attributes of co-curricular spaces (residence halls, study rooms, union, etc.) to ensure they facilitate continued student learning in an academic environment.					√	
	5B	Enhance student life and activities, with input from student, through creation of new spaces to fit their needs.					√	
		Image and Advancement						
	3A	Market the opportunities for students at Western to take advantage of strong academic programs.					√	
	3B	Market the opportunities for students at Western to participate in experiential learning, including internship experiences, student-faculty research projects, and leadership development.					√	
	3C	Market student-life opportunities to enrich students' intellectual, cultural, and social development as members of society.			√			
		Planning and Budgeting						
	B2C	Expand and package financial assistance for students in ways that contribute to their education and lifelong successes.				√		
	B4E	Enhance the Western Institute's Continuing Education unit as a source of services to the regional community and as a vehicle for pursuing our Western priorities.				√		
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan



Context for Analysis (C)

6C1 - 6C2 Identifying and Using Key Student and Administrative Processes to Reinforce Student Learning and Other Distinctive Objectives

Category One describes many of the key processes involved with Helping Students Learn, including establishing common learning objectives (1C1, 1P1-1P2), identifying key instructional programs, delivery methods, and technology use (1C3), preparing students to live in a diverse world (1C4), promoting a climate of intellectual freedom, inquiry, reflection, and diversity (1C5), designing new courses and programs (1P1-1P2), determining required student preparation and helping students select programs (1P3, 1P5), and aligning co-curricular and curricular learning objectives (1P10).

Support areas function critically to reinforce all processes associated with Helping Students Learn and the processes associated with Western's Student Engagement AQIP Action Project. Figure 5.3 identifies Western's key support departments and services. Figure 6.2 identifies many of the functional processes that support student learning and Other Distinctive Objectives.

In 2004, the following personnel changes affected Student Services:

- Appointed an Assistant Vice President of Academic and Student Affairs to focus on accreditation/assessment (including AQIP) and professional development issues.
- Hired a new counselor specializing in multicultural and women's issues.

In 2003, the following structural changes affected student services.

- Created a Scheduling Services Office to implement new scheduling software
- Reorganized Student Affairs and Student Success into Student Development and Student Services.

Figure 6.2 Key Student and Administrative Support Services

Admissions
<ul style="list-style-type: none"> • Provides information to prospective students • Assesses basic academic skills • Facilitates access to learning • Provides guidance on programs of study • Plans recruitment and retention strategies (Student Engagement)
Accounting
<ul style="list-style-type: none"> • Processes accounts payable, receivable, and check disbursement • Provides account analyses and projections as requested • Provides reports and accounts analyses • Resolves accounting and budgeting issues
Business Office/Cashiering
<ul style="list-style-type: none"> • Bills and processes students' payments • Accepts third party contracts for billing student accounts • Handles payroll, Perkins Loans, and provides general accounting service options for student organizations
Financial Aid and Student Employment
<ul style="list-style-type: none"> • Provides financial assistance information • Coordinates funding sources for students • Prepares financial aid packages • Builds relationships with employers • Assists students in locating employment • Coordinates human resources functions for student employment
Information Technology and Instructional Media
<ul style="list-style-type: none"> • Provides access to and support for computer resources and network connections • Staffs the Help Desk support service • Conducts training sessions • Establishes computer and internet use policies • Assists in integrating instructional technology into the teaching and learning process • Provides video, web-based, production capabilities using broadcast quality facilities • Supports technology-based instructional delivery systems • Manages classroom presentation technologies
Library
<ul style="list-style-type: none"> • Provides access to library materials, electronic databases and other information • Provides training in the use of library resources, promotes information literacy and lifelong learning • Provides access to statewide consortium for a common library platform • Collaborates to meet curricular and research needs
Public Safety
<ul style="list-style-type: none"> • Provides security and emergency support services, including <u>Courtesy Patrol</u> • Provides traffic and parking services • Publishes <u>Clery</u> Report and Universal Crime Report (UCR).



Student Services/Registrar
<ul style="list-style-type: none"> • Advises, registers, and <u>enrolls students</u> through an online application • Creates course catalog and class schedule • Provides <u>student counseling</u>
Student Development
<ul style="list-style-type: none"> • Conducts new student <u>orientation</u> and Freshman Convocation • Provides diversity awareness through the <u>Center for Multicultural Education</u> • Maintains calendar of student activities, provides information about <u>clubs and organizations</u> and <u>recreational activities</u> • Promotes <u>residential life</u>, <u>wellness and health services</u> • Provides information about <u>child care services</u>
Campus Dining
<ul style="list-style-type: none"> • Provides food services, flexible meal plans, catering, and deli and coffee bars
Center for Academic Support
<ul style="list-style-type: none"> • Provides <u>tutoring and study skills training</u>, and <u>workshops</u> • Oversees <u>testing</u>
Athletics
<ul style="list-style-type: none"> • Provides opportunity to compete in ten intercollegiate athletic sports teams, in the National Collegiate Athletic Association (NCAA) Division II, and within the Mid-American Intercollegiate Association (MIAA)
Alumni and Foundation
<ul style="list-style-type: none"> • Provides information and sponsors events for alumni and friends • Recognizes the accomplishments of students • Enlists the interest and support of volunteers to obtain private funds • Manages funds and provides the <i>Annual Report</i>
Western Institute
<ul style="list-style-type: none"> • Provides continuing education for individuals and groups • Provides facilities and support for professional development seminars and conferences

Processes (P)

6P1 Identifying Support Service Needs of Students

Western identifies the support service needs of student learners through information gathering methods described in 3P1 and 3P5. Some of these methods are listed below.

Early processes for determining service needs:

- *Admissions/Registration/Orientation.* Admissions provides training and planning sessions for its staff to discuss new issues that affect recruitment strategy. Admissions

staff holds meetings and workshops with area high schools and two-year colleges to gather input based on the needs of the schools and their students. Staff meets weekly to discuss improvements, problems, and solutions involving prospective students and applicants. Changes in procedures are implemented when appropriate. Western conducts student surveys as part of the Registration/Orientation (R/O) process. Admissions staff analyzes data and implements changes in processes and procedures based upon student recommendations.

- *Campus visits.* Prospective students complete individualized visit surveys. Western uses information from these to change the visit process to better meet students' needs. Western interviews and polls its VIP student ambassadors, who provide guided campus tours and serve in other capacities, for suggestions to improve campus visits for prospective students and parents.
- *Financial Aid.* Student focus groups review office policies, procedures, and customer service. Surveys provide data on the financial aid needs of students, including response times and customer service. Staff meets with students to identify financial needs, and to direct them to appropriate support services.

Methods for determining needs after enrollment:

- *College Student Inventory.* Western students who enroll in the Freshman Seminar Learning Communities take the College Student Inventory (CSI). The results are used to help students be successful.
- *Center for Academic Support (CAS).* CAS staff provides qualified student tutors and staff who support classroom instruction while encouraging students to set and reach their academic goals.
- *Student Development and Student Services.* These offices work directly with students to determine their needs in both formal and informal relationships, which include orientation, advising, residential life services, and student activities.
- *Athletics.* Division II athletics integrates athletics into the educational experience and relies on its relationships with other services to identify student needs. Western provides an "at-risk" mentor program, community service outreach, life skills programs, additional medical services, and fifth year scholarships for athletes.



- *Committees and representative bodies.* Students channel their needs through a student appointed to serve on the Board of Governors, the Student Government Association (SGA), the Registration Committee, and the Americans with Disabilities Act Committee. SGA involves students in the review of academic policies and procedures, receives suggestions and complaints, researches academic matters, expends SGA funds, and reviews proposed legislation and matters relating to student affairs. As a part of student self-governance, the Residence Council addresses areas of student concern.

Determining perspective on student need:

- *Alumni and Foundation Offices.* The Alumni and Foundation Offices foster partnerships and vital connections with alumni, business, industrial, professional, and community leaders who provide feedback and perspective on student need.
- *Western Institute.* The Western Institute communicates with businesses, governmental, and non-governmental organizations, and receives feedback about workforce needs and required student preparation.

6P2 Identifying the Administrative Support Service Needs of Faculty, Staff, Administrators, and Other Stakeholders

Western identifies the critical administrative support service needs of faculty, staff, administrators, and other stakeholders through the following structures and processes.

- *Organizational structure and shared governance.* (O.4, O.5, 5C1, Figures 5.2, 5.3, 5P5).
- *Strategic planning* (Figures 8.3, 8.4). Departments and individuals have been integrally involved in the planning processes that have resulted in five-year plans for each unit that align with the institution's *Strategic Plan*.
- *Budget process.* Once total revenue has been determined, consisting largely of state appropriations and of revenue from tuition and fees, expenditures can be budgeted, with input from faculty and staff.
- *Human Resources.* The human resource needs of employees are identified through institutional and unit goals and objectives and regulatory policies.

- *Program review.* Each academic department conducts a program review at least every five years that includes assessment of program outcomes, placement of graduates, use of resources, and recommendations for change (1P8).
- *Accrediting bodies, national standards and best practices.* Western uses recommendations from various accrediting bodies to review, revise, and support improvement processes. Western is currently supporting the Business Department's application and admission into The Association to Advance Collegiate Schools of Business (AACSB) accreditation.
- *Community collaborations and partnerships.* Western has created new programs or modified existing ones to respond to the needs of emerging fields and technologies, evidenced by its life sciences initiatives and its 2+2+2 in education with the Metropolitan Community College and the University of Missouri - Kansas City.
- *Technology.* Western actively plans for and supports the present and future technology needs of the campus. (Category Two).
- *Key Stakeholders.* Western relies on several stakeholder segments to provide input regarding community and regional needs, internships and service opportunities, and needs within the job market (Figure 3.5).

6P3 Managing and Documenting Key Student and Administrative Support Service Processes to Meet the Needs of Students and Key Stakeholders and to Encourage Knowledge Sharing, Innovation, and Empowerment

Western's *Strategic Plan* guides the development of initiatives and programs needed by students and stakeholders (Category Eight). From the beginning of the strategic planning process, all key stakeholders have been 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 their annual reports on the goals and objectives of strategic planning, they provide important information for improving student and administrative services.

Key processes and goals are communicated through institution-wide meetings, such as the President's University Address at the opening of each academic year, and in college, department, and unit meetings.



Western manages key student support and administrative processes by the President's Cabinet, the Governance Advisory Council (GAC), the Provost/Vice President for Academic and Student Affairs, the Deans' Council, and a network of directors and managers.

Through meetings and other communications, Western improves faculty and staff awareness of internal and external operations, including the budgetary process.

The President's Cabinet manages the budgeting process. The Cabinet, after reviewing recommendations from representatives from all of the employee groups, including Human Resources, determines the funds to be used for increases in salaries and benefits and for operating and capital acquisitions. Vice presidents use established procedures to work with and determine each unit's budget needs and allocations.

Key individuals and groups across the campus manage the student and administrative support service processes associated with technology needs. For example, owners of the respective applications and associated data communicate directly with the Information Technology Services (ITS) department regarding corrections or enhancements to application systems. Directors, the Deans' Council, the Technology Management Team, and the Cabinet communicate needed improvements in student and administrative support service processes. The Academic Computing Committee reviews proposals for equipment and software upgrades to general use computer labs across campus. Students, faculty, and staff provide feedback that is typically directed to the user department responsible for specific processes, and the application/data "owner" responds to the needs of the application system customer.

As noted in 6C1-6C2, many student and administrative services are documented on the institution's web site, 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.

6P4 Using Information and Results to Improve Key Student and Administrative Services

Western encourages employees to identify needed improvements in processes and customer service (6P2-6P3). Many significant changes result from strategic planning and the AQIP Action Projects directly associated with strategic planning.

- Departments, colleges, and the Institutional Research Office compile data that are used and analyzed to improve recruitment, retention, graduation, accreditations, licensures, and other institutional directions.
- Western uses the information derived from various evaluation forms to improve and re-design programs for first-year students, including registration/orientation days, Griffon Edge, COL 101, and Learning Communities.
- Administrative support units gather data and process enhancements to services such as parking, safety, food services, residential housing, and facilities.
- Information Technology Services, the Library, the Academic Computing Committee, and the Instructional Media Center rely on surveys and informal feedback to purchase hardware, software, and instructional equipment to support teaching, learning and other student and administrative processes.
- Financial Aid uses information and results to improve performances, to document policies and procedures, and to communicate them.

6P5 Identifying, Collecting, and Analyzing Measures of Student and Administrative Support Service Processes

Western collects and analyzes several measures related to student and administrative support processes (Figure 6.3)

Figure 6.3 Measures for Student Support 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



Student Support Services CONTINUED	Measures CONTINUED
Learning, discipline support, and technology	<ul style="list-style-type: none"> • Course evaluations • CSI, SSI, NSSE • COMP, ETS profiles • Exit exams
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"> • Crime statistics • Registered vehicles • Parking violations • Dispatches & daily activity logs • Surveys of lighting, emergency and courtesy phone system, and community informational surveys
Special needs	<ul style="list-style-type: none"> • Number and types of disabled students
Employment & career needs	<ul style="list-style-type: none"> • Graduate survey
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 6.4 Measures for Administrative Support Services

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 (4P10)
Public relations, marketing, and external relations	<ul style="list-style-type: none"> • Application numbers, yield rate, and student retention • Admissions inquiry, applications, and enrollment data
Information technology, and telephone services	<ul style="list-style-type: none"> • Banner implementation, Figures 2.3 and 2.4
Western Institute	<ul style="list-style-type: none"> • Enrollments • Businesses and industries served • Net revenue
Alumni and Foundation	<ul style="list-style-type: none"> • Voluntary Support of Education (VSE) survey • Scholarships awarded

Results (R)

6R1 Reporting Results for Student Support Service Processes

Western keeps data for many student support service processes. An example is the trend data Admissions keeps for applicants. Another example is the student data provided by the Office of Institutional Research (Figures 6.5, 6.6).

Figure 6.5 New Student Application Information

	F2005	F2004	F2003	F2002
Gross Applications				
-First-time	2,440	2,323	2,154	2,492
-Transfer	505	437	437	460
-Returning	550	545	519	539
Total	3,495	3,305	3,110	3,491
Net Applications				
-First-time	1,434	1,400	1,187	1,409
-Transfer	276	249	263	249
-Returning	420	405	402	418
Total	2,130	2,054	1,852	2,076

In AY2002, Western exceeded capacity in the residential halls and accommodated this by creating triple occupancy. Since then, a new residential hall was constructed and opened in 2005.

Western consulted with Noel-Levitz to create a plan for enrollment management (Figure 2.6). Western has targeted increased growth in new undergraduate first-time enrollment, enrollment from Missouri, new transfers, and new freshmen out-of-state. Western is also seeking to increase the average ACT composite for new, first-time-in-college freshmen.

In AY2005, Western enrolled about 200 students in ten Learning Communities (1P10, 5I2). Early monitoring indicates that Learning Community participants have higher retention than non-participants, which indicates improvement in the quality of the first year (1I1).



Figure 6.6 Student Information

Total Registered Students	F2005	F2004	F2003	F2002
Headcount	5,271	5,105	4,962	5,232
Degree-seeking	4,769	4,646	4,654	4,925
	91%	91%	94%	94%
Full-time	3,800	3,759	3,704	3,932
	72%	74%	75%	75%
Average ACT	19.4	18.9	19.2	19.3
First-time Enrolled	1,079	1,079	1,044	1,234
New Degree-seeking Transfers	314	286	280	269
	23%	21%	21%	18%
Total Credit Hours	61,049	60,044	59,072	62,123
	(11.58 per student)	(11.76 per student)	(11.90 per student)	(11.87 per student)
Minority	15%	14%	14%	13%
Geographic Origin-10 county area	3,831	3,663	3,520	3,625
	73%	72%	71%	69%

Western keeps a trend analysis of financial aid awarded through Pell, institutional funds, and Missouri state aid (10-year trend in financial aid). In 2004-2005, Western awarded Pell grants of \$4,790,370 to 2,003 students, a \$1,149,033 increase from Pell awarded to 1,987 students in 2000-2001. Comparing the same years, Western awarded institutional funds of \$4,002,608, a decrease of \$276,458. The decrease is due to a downward trend in endowments and endowment interest. Western expects institutional funds to increase during 2006-2007. In 2004-2005, Western students received total Missouri state aid of \$1,796,614, an increase of \$1,000,358.

Graduation rates for student athletes, as reported to the National Collegiate Athletic Association (NCAA), were 55 percent, 46 percent, and 55 percent in the years 2003, 2004, and 2005.

Data kept by Western's Department of Public Safety show that burglary is the most frequently committed crime, Clery Report (Figure 4.4).

Western allocated \$100,000 in 2004 to improve services through the Instructional Media Center and \$150,000 to improve the library's holdings of journal titles requested by faculty and to strengthen its monographic collection.

Interlibrary loan transactions increased 11 percent from 2004 to 2005. Gate count increased by 13.9 percent from 2004-05 to 2005-06, directly

attributable to renovation that included soft seating, a coffee bar, and a wireless network.

Recreational facilities usage increased by 14 percent from 2002 to 2005.

6R2 Reporting Results for Administrative Support Service Processes

Administrative support services accomplished the following:

- Created a seamless online admissions/financial aid application.
- Enhanced the institutional scholarship program by investing more funds into both need- and merit-based awards. Reduced the Stafford loan cohort default rate from 13.7 percent to 5 percent over the last five years.
- Increased Western's economic impact in 2005 on the region to \$161 million, an increase of \$22 million since 2002 (Figure 9.5).
- Completed construction on the 11,860 square foot Fulkerson Center to be used for community training and development in 2005.
- Completed construction on the Residential Suites Commons building and the new Residential Life Living/Learning center in 2005.
- Worked with Barnes and Noble to remodel the campus bookstore in 2004.
- Invested over \$300,000 to create a number of student engagement spaces across campus to provide attractive, comfortable, informal areas for students and faculty to gather. Completed renovations to the main floor of the library in Hearnes Center in 2005 that included a coffee bar, soft seating, and wireless connectivity to enhance student engagement.
- Reviewed and updated institutional policies.
- Elected a new health care insurance provider.
- Completed an employee job classification methodology (6I1).
- See Figure 2.3 for results for Banner Gold Institutional Objectives.
- See Figure 2.4 for other results in functional areas.

6R3 Comparing Results for 6R1 and 6R2

Western has identified six peer institutions for comparing certain internal results (O1) and is benchmarking and building comparative data for student support services. Figure 6.6 indicates data that is common to the Integrated Postsecondary Education Data System (IPEDS) reports.



Western's library uses peer data to compare its collections and services to other libraries. The library also compares results based on standards outlined by the Association of College and Research Libraries. Figure 6.7 shows that the 2002 data are lower than in 2004 for Western, indicating Western's library has gained in total expenditures per FTE.

Figure 6.7 Total Library Expenditures per FTE Student

	Western	Peer	Missouri	National
2002	\$220	\$326	\$516	\$497
2004	\$246	\$264	\$244	\$386

Western compares trend data for five State financial aid awards—Bright Flight, Charles Gallagher, Marguerite Ross Barnett, Advantage MO, and MO College Guarantee—with other Missouri institutions. Data for 2004-05 shows that Western students receive \$390.81 less in these scholarships than the Missouri institution receiving the highest aid average per student.

Figure 6.8 Average Dollars Received per Student in Five State Financial Aid Awards

Institution	Dollars Received	Number Students	Ave/Student
Western	\$388,577	245	\$1,586.02
MO 1	\$431,948	255	\$1,693.91
MO 2	\$681,722	384	\$1,775.31
MO 3	\$425,020	215	\$1,976.83
MO 4	\$815,144	471	\$1,730.66
MO 5	\$2,636,683	1402	\$1,880.65
MO 6	\$2,788,523	1423	\$1,959.60

Western emphasizes instruction and spends over 80 percent of its operating budget on instruction and other direct student support, more than any other public four-year institution in Missouri.

Western's crime statistics are compared annually to other institutions' crime statistics and the results can be found at Missouri Uniform Crime Report.

Improvement (I)

611 Improving Current Processes and Systems for Supporting Institutional Operations

Western's *Strategic Plan* and *Annual Progress Reports* guide the overall improvement of current processes and systems for supporting institutional operations (Category Eight).

Implementation of the SunGard SCT Banner administrative software application and Luminis portal systems involved the largest technology improvements undertaken by Western. Western continues to analyze current technologies for new uses in the delivery of innovative services and features. As part of the implementation of the SunGard SCT Banner administrative software, Scheduling Services purchased and installed an interface between the SCT Banner and the newly acquired Resource 25 Event Scheduling Software system.

In the area of Enrollment Management, Western used Noel-Levitz to develop a recruitment plan in 2004 and a retention plan in 2006 (2I2). Figure 2.7 indicates targeted improvements for student engagement.

As part of strategic planning, Western reclassified job titles and descriptions in 2004 for administrators and staff. This included a market assessment to determine salary scales. Western used broad-based participatory involvement in developing the new classification system and provided good communication throughout the implementation process (Category Four).

Another project contributing to improved processes and systems includes Western's *Communicating Quality* AQIP Action Project focused on branding and marketing Western, particularly in the areas of applied learning, service to the region, and communicating its student engagement initiative to internal and external audiences (Category Two).

Every five years, Missouri Western's department of athletics conducts a self-study using the Institutional Self-Study Guide (ISSG), a process required by the National Collegiate Athletic Association (NCAA). This self-study assists



institutions in evaluating their compliance policy/procedures, along with other areas such as student-athlete welfare, recruiting, scholarships, budgets, and institutional control.

In conjunction with the ISSG self-study, Western invites the NCAA to conduct a Compliance Blueprint Review. The NCAA completed a campus visit in October 2005 and reviewed the athletics department's policy/procedures. Upon receipt of the complete review, Western established a plan to address areas of concerns documented by the NCAA.

Western Public Safety applied for and was granted Strategic Planning Implementation (SPIF) funding for an assessment of Public Safety operations and general campus safety. The Public Safety Department contracted with the Loaned Executive Management Assistance Program (LEMAP), sponsored by the International Association of Campus Law Enforcement Administrators (IACLEA), to provide management consulting. LEMAP provides assistance in improving the administration, management or operations of a police/public safety agency, and may aid in implementing improved practices and techniques. This unique program uses the talents and resources of executives from campus law enforcement and security who serve as consultants.

As one of the goals of the facilities and grounds strategic plan actions, the University is undertaking the task of completing a comprehensive Facilities Condition Audit of all University facilities and systems. This will provide a comprehensive deferred maintenance backlog and establish a Facilities Condition Index (FCI) that can be used to benchmark against other institutions.

Western is subject to an annual financial audit by independent certified public accountants. As part of this review, an opinion is issued on the overall financial statements and a management comment letter is prepared. The University has always received an unqualified opinion on its financial statements.

612 Setting Targets for Improvement

Western uses the Noel-Levitz College Student Inventory to provide students with opportunities to identify and discuss key interests with advisors.

Western uses the Noel-Levitz Student Satisfaction Inventory to assess student perceptions and overall satisfaction with institutional operations as well as its quality of education.

Western used NSSE survey information in 2003 for the first time in conjunction with the Foundations of Excellence® in the First College Year. NSSE was again administered in 2004, 2005, and 2006. Figure 2.7 identifies targets for improving student engagement.

Financial Aid is actively involved in the enrollment management process and sets specific goals to increase financial aid awareness, improve application processing times, increase available funding, and to better educate students in financial literacy matters. Specific targets include increasing the number of student employment positions available on campus.

Student support services units are planning more opportunities for self-service through SCT Banner to allow students, faculty, and staff to access personal information, billing and payment information, financial aid status, grades, and class and faculty evaluations.

Western currently establishes targets for improvement in technology by developing a one-year and five-year technology deployment plan in conjunction with Western's *Strategic Plan*. The Library reviews Standards for Academic Libraries (Association of College and Research Libraries) and uses peer comparison data to set annual goals which align with the *Strategic Plan*.

The Physical Plant has a goal over the next ten years to provide funding to bring all facilities into the 6 to 10 percent (good range in the FCI). The FCI is used as an industry standard to measure the physical condition of a facility.



Missouri Western State University Systems Portfolio

Category Seven - Measuring Effectiveness



Category Seven - Measuring Effectiveness

Figure 7.1 Strategic Planning and AQIP Results Associated with Measuring Effectiveness*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Seven:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Measuring Effectiveness examines the processes an organizations employs to collect and use data and information to manage itself responsibly and to drive performance improvement.	1C	Maintain a comprehensive research program in support of enrollment management, retention, student success, graduation rates, and professional/graduate school/job placement rates.		√				
	2B	Recruit more student from the following populations: international students; non-traditional students; minority students; honors students; and students with the high school core, with above ACT scores, and with rankings in the upper 50% of their high school classes.				√		
	2E	Achieve an entering freshman class with one hundred percent having completed the high school core.		√				
	4A	Determine the factors that lead to non-persistence of students, including high-ability and honor students, and develop plans that address these factors.		√				
		Applied Learning and Student Development						
	SD2A	Track and measure the quality of the applied learning experiences of individual students.				√		
	SD2B	Track and measure the quality of the co-curricular involvement of individual students, for example, through a co- curricular transcript.		√				
		Information Technology						
	3C	Develop a plan to evaluate the effectiveness of classroom presentation technology and enhance other forms of technology-based education.						√
		Planning and Budgeting						
	3C	Evaluate the data used in internal and external reporting for accuracy, consistency, and appropriateness for its use.						√
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

7C1 Collecting, Storing, and Accessing Data

Western collects information about students, human resources, financials, technology, and strategic initiatives from units across the system and stores it so that it can be accessed by authorized individuals for purposes of review, modification, analysis, and reports.

An integrated relational database is key to consolidating and retrieving systems-wide academic and administrative operational and strategic information. Understanding this, Western, in 2004, replaced its data information system, hardware and software, with an integrated SunGard SCT Banner system. This management information system is used by faculty, staff, and administrators in a variety of ways described in Figures 2.3 and 2.4. This central system eliminates duplicative entry of information and enables

extended information management, access to users across the campus, and reliable data extraction and reporting.

The campus system accesses information through requests to the Office of Institutional Research (IR), data reports published by IR, and by the Department of Higher Education's *Annual Statistical Summary*. Other external data includes the Integrated Postsecondary Education Data System (IPEDS), and the Department of Higher Education (DHE) campus-based academic and mission review.

7C2 Identifying Key Institutional Measures for Tracking Effectiveness

Multiple institutional measures are used for tracking effectiveness across the system (Figure 7.2).



Missouri Western State University AQIP Systems Portfolio

Figure 7.2 Measures for Tracking Effectiveness

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



Source	Use CONTINUED
Measures of Budget	<ul style="list-style-type: none"> • Infrastructure quality • Comparative state funding measures • Percent of funding to student education and support • Tuition and fees • Financial aid • Internal and external audits • Capital investment • Staff and faculty salary and contracts
Measures of Institutional Advancement	<ul style="list-style-type: none"> • Institutional name recognition and perception measures • Program effectiveness measures • Capital campaign success • Alumni giving rates • Faculty/staff giving rates
Program effectiveness	<ul style="list-style-type: none"> • Five-year program reviews • Annual department reports • Quality outcomes for programs, faculty, staff, and students (accreditations, exit exams, graduate or professional placement, publications, presentations/exhibits, members or officers on boards of community, state, and national organizations/ associations)
Faculty/Staff Professional Development Outcomes	<ul style="list-style-type: none"> • Classification data for rank and salary • Community service hours • Professional meetings, books, papers, presentations, and exhibits • Professional training

Processes (P)

7P1 Selecting, Managing, and Using Data to Support Student Learning, Institutional Objectives, and Improvement

Western selects, manages, and uses data associated with student learning, state data requests, strategic planning, developmental outcomes and improvement efforts, program and institutional accreditation, and retention and promotion decisions.

The State of Missouri requests information on a number of variables related to student characteristics, preparation, and student success in higher education. For example, the State mandates that Western assess student outcomes in general education objectives (Figure 1.9), freshman success (Figure 1.19), and senior exit exams in the major field area (Figure 1.11).

Western uses state data to evaluate student success and to compare outcomes with other institutions. Departments use the results of the senior exit exams to evaluate and recommend changes in departmental curricula and programs.

Academic departments adopted five-year plans and associated goals to reflect the *Strategic Plan* (8P1). Each year, departments complete a report that examines pertinent data and evaluates the progress made on departmental and institutional strategic goals. Based on this data, they set new targets for the following year.

Western has a strong developmental education program in the areas of reading, writing, and mathematics, and monitors the placement of students in these courses, their performance, and completion rates (Figure 1.8). Student performance in general education courses that require reading, writing, or mathematics skills is closely monitored. Analyses of these data enable Western to make informed decisions about needed program modification.

Students complete a faculty evaluation for every course each semester. The department chair evaluates this information. Chairs and faculty discuss opportunities for improving teaching and learning efforts. These data are also used in the reappointment, promotion, and tenure processes.



7P2 Determining Informational and Data Needs

Individual departments and units at Western identify their needs for data and information based on both external and internal requirements. Informational needs are frequently determined by accrediting bodies, program review activities, and program policies.

Internally, Western determines its needs for information and data collection, storage, and accessibility based on administrative requests, institutional teams requesting data and providing feedback, needs expressed by departments and units, and requests for data beyond those tracked and published by the IR. Department representatives often work collaboratively with administration, the Institutional Research Analyst, and campus information services to provide data for use at department or unit levels.

Western's implementation of the *Banner Gold* project is an example of how it considers unit needs. Needs were assessed by representatives across the campus, led by an independent consultant. Forums were held for all faculty, staff, and students. Input was used to identify and to resolve hardware and software processing issues at the implementation level (2P3-2P4).

Another example of determining informational and data needs is the *Student Engagement* Action Project. Western used representatives from across the system (2P1) to provide input. Teams analyzed data for critical cohort student groups (2P3) and recommended tactical recruitment and retention plans.

A challenge for Western is institutionalizing a process for determining informational needs across the system. Western will address this in its next strategic plan.

7P3 Determining Needs and Priorities for Comparative Information and Data

Comparative data are used throughout the institution. For example, academic departments use comparative data to evaluate programs (1P8). Comparative data are used for institutional accreditation and processes. Data are selected

to support and improve institutional strategic commitments such as applied learning and service.

The institution has identified a set of peer institutions with which it compares program and institutional data (O1). The process for assessing, identifying, and obtaining comparative data for use in the benchmarking activities of institutional projects is currently being developed and will involve cooperative data-sharing agreements with peer institutions.

The comparative data most often used by departments and units are normative data provided by the vendors of the many proprietary assessment tools. Many other indicators are available annually, such as data regarding exit exams, job placements, licensure or certification receipt of students, expenditures of peer institutions, and academic policies.

7P4 Analyzing and Reporting Information

The institution collects, analyzes, and shares performance data through formal and informal processes, including reports for IPEDS, the Higher Learning Commission Accreditation Report, the Department of Higher Education, legislative requests, annual reports such as the strategic planning *Annual Progress Report*, each academic department's Annual Unit Report, and Five-Year Review. Interdepartmental committees, with administrative support, prepare and disseminate these reports.

Informally, Western shares information across the system through a series of meetings, workshops, forums, and reports (Category Eight).

An example of how Western reports information is its *Annual Progress Report*. Each section of this *Systems Portfolio* references strategic goals and objectives associated with the respective Category. For example, Western is maintaining a comprehensive research program in support of enrollment management, retention, student success, graduation rates, and professional and graduate school placement. Another example is tracking and measuring the quality of the applied learning experiences of individual students.



7P5 Aligning Department and Unit Data Analysis with Institutional Student Learning Goals

The five-year *Strategic Plan* (8C2) guides short- and long-term strategies relevant to the mission vision, and values of the institution. Western ensures that faculty, staff, and programs align to organizational performance analyses by requiring units, academic departments, and the Colleges of Liberal Arts and Sciences and Professional Studies to create five-year goals that reflect the institutional goals in the *Strategic Plan*.

Departments provide annual reports that examine pertinent data and evaluate progress on the departmental goals aligned with the *Strategic Plan*. The academic chain of command reviews the reports, and the Provost summarizes and presents them to the Strategic Planning Steering Committee. The Office of Academic and Student Affairs accumulates, analyzes, and disseminates much of the data shared with the university community and external constituents.

The strategic planning goal most directly associated with student learning is for Western students to complete, prior to graduation, an applied learning activity such as a credit-bearing internship, practica, student/faculty research project, campus employment, or some co-curricular activity.

7P6 Ensuring the Effectiveness of the Information System(s) and Related Processes

The Technology Management Team provides oversight of significant technology decisions impacting users across campus. This group has successfully provided guidance for the use of technology in teaching spaces on campus, the deployment of enhanced network services, the development of help desk support services, and the acquisition and deployment of the SunGard SCT Banner integrated Enterprise Resource Planning (ERP) system, including integrated portal software and a content management system.

Technology staff performs third-party hardware and software system upgrades in conjunction with the respective hardware or software vendor. Vendors thoroughly test upgrades prior to releasing the hardware or software for installation.

Hardware and software contracts exist for major hardware and third-party software components. After installations, the Information Technology Services department (ITS) works closely with the affected offices to assure that changes work accurately, that system performance is optimal, and that training is available for staff.

When approached ITS staff develops in-house software for departments. Unit testing of software modifications occurs in a test environment that either replicates the production instance of the software and data or with test data that resides within the production instance of the software and data.

The integrity and reliability of information and data is a high priority. The Data Standards Committee defines, documents, reviews, and makes changes to the Banner Gold Data Standards manual. The Reporting Strategies Committee addresses information output. This committee uses the *Reporting Strategies Analysis* manual to document acceptable methods of reporting.

The confidentiality and security of electronic and printed information is a high priority. The Gramm, Leach, Bliley Act (GLBA) of 1999 required a plan to protect confidential information related to customers and employees. A safeguard policy regarding GLBA was implemented in 2003. Training of employees, including student employees, is required each year by GLBA. Western no longer uses social security numbers for identification. Employees abide by the Federal Rights and Privacy Act (FERPA) as well as the Health Insurance Portability and Accountability Act (HIPAA).

Western uses several measures to protect information systems. Computer systems are located in a locked room accessible to authorized personnel only. A full back-up and recovery plan protects data and programs. A full-scale disaster recovery plan has been implemented, and application and data systems are password-protected. The network provides secure connectivity through the use of Secured Socket Layer (SSL) encryption. The network is protected with a bandwidth management device, a firewall, and an anti-spam/anti-virus network appliance.



7P7 Collecting and Analyzing Measures of Effectiveness

One measure of the effectiveness of Western's system for measuring effectiveness is accessibility of data needed for decision-making (Figure 7.2). Western is beginning to develop an institutional research web that makes much of its data accessible within the system. Help desks, such as the [Information Technology Help Desk](#), is an example of how Western assures accessibility. A measure of its effectiveness is faculty, staff, and student satisfaction. Another measure is the [IT Support Log](#).

Another measure of effectiveness includes the use of the data and its meaningfulness for helping units and Western as a system to reflect upon and improve processes. Measures include, for example, satisfaction and tracking.

Timeliness of data becomes critical for any routine use in decision-making. Institutional Research focuses upon collecting, reporting, and analyzing data specific to Western's data needs and to external bodies that require the data, such as DHE and IPEDS.

An integrated relational database (SCT) is important to standardizing data. When Western, in 2004, replaced its hardware and software system with SunGard SCT Banner System, a goal was to empower users with access to current, accurate information. Western expects to enhance report generation from the Banner Gold system and to minimize the impact of report processing on the production database (2I2).

The integrity, reliability, confidentiality, and security of information has been addressed in 7P6 as high priorities for Western.

Results (R)

7R1 Identifying Results for Effectiveness of Measuring Effectiveness

Western is in the process of developing protocols for its measurement system that assess such things as system accessibility, timeliness, usefulness, accuracy, reliability, and meaningfulness of data, and data-user satisfaction.

A significant measure of the effectiveness of Western's information and data system is that it enables Western to complete the goals and objectives within its *Strategic Plan* (Figure 7.1).

System accessibility is ensured through an on-going program for rotational replacement of computers for faculty and staff whereby no computer is older than four years. Increased accessibility has been enabled through widespread installation of a wireless network across campus in 2006.

The implementation of an integrated hardware and software system is improving accessibility, overall accuracy, reliability, and validity of data, including annual data review and trend analyses (7P6-7P7, Category Two). Deans, department chairs, administrators, faculty, and employees provide feedback for improvement. All share responsibility for interpreting and using data appropriately.

7R2 Comparing Results

Western is in the process of identifying, collecting, analyzing, and reporting data regarding the effectiveness of its system. Once indicators are available, data will be compared to the effectiveness measures of peer institutions.

Missouri public universities provide data to the Department of Higher Education which is used for public accountability. Much comparative data is available in the [Statistical Summary](#).

Improvement (I)

7I1 Improving Processes and Systems for Measuring Effectiveness

The replacement of existing administrative software and hardware systems with an integrated, technologically current, web-based system demonstrates commitment to empowering users with access to accurate, current information.

Informally, the office of IR receives feedback in the kinds of data requested, the frequency with which data are requested and by what units, the use of data, and the patterns of the data itself. A system is being developed for identifying what data exists, how well it works, whether IR asks or answers the right questions, and what data may yet be needed.



712 Setting Targets for Improvement

Western understands the critical importance of maintaining flexible data systems and of improving measurements as an ongoing process. The SunGard SCT Banner System will help to improve data collection, accuracy in data reporting, and result in decreased redundancy across five major modules (2P4). Determining the kinds of reports needed and providing that data is targeted as an area requiring focused attention.

Another target for improvement is identifying what data exist, determining who needs what data, how the data can best be distributed, and which data should be made centrally accessible.

Other targets for improving ways of measuring effectiveness include the full implementation of an information portal within the Banner Gold system and the acquisition and deployment of a data warehouse solution for information storage and harvesting.



Missouri Western State University Systems Portfolio

Category Eight - Planning Continuous Improvement



Category Eight - Planning Continuous Improvement

Figure 8.1 Strategic Planning and AQIP Results Associated with Continuous Improvement*

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Eight:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Planning Continuous Improvement examines how an organization aligns what it wants or hopes to do with what it actually does.	1C	Maintain a comprehensive research program in support of enrollment management, retention, student success, graduation rates, and professional/graduate school/job placement rates.		√				
	3C	Develop applications for national accreditation to include Art (NASAD), Business (AACSB), and Recreation (NPRA).		√				
	4A	Determine the factors that lead to non-persistence of student, including high-ability and honor students, and develop plans that address these factors.		√				
	4E	Develop programs such as Exploration and Discovery, to increase retention of students.		√				
		Information Technology						
	3A	Continue to implement enhanced network services using the fiber optic network cable and the upgraded network systems. Implement network service, including enhanced e-mail service, automated campus-wide communications application, centralized file storage/backup, and redundant/automated fail-over services.						√
		Facilities and Grounds						
	2D	Develop a plan to enhance uniform interior and exterior campus signage.			√			
	3A	Prioritize renovation and construction based on educational needs, infrastructure, space utilization, and aesthetic assessment.		√				
	3B	Develop a plan for future building placement, general design, and purpose.		√				
		Image and Advancement (A)						
	3B	Market the opportunities for students at Western to participate in applied learning, including internship experiences, student-faculty research projects, and leadership development.						√
	A2B	Develop a comprehensive prospect and donor research program for institutional advancement.			√			
		Community Service, Community Partnerships, and Workforce Development						
	2A	Establish a database of existing service opportunities and a responsible entity for information and coordination.				√		
		Planning and Budgeting						
	1A	Review our administrative structure and its units.						√
	1C	Prepare annual operating and capital needs forecasts for Western relative to institutional goals and priorities.						√
	2A	Ensure that procedures and schedules exist for five-year comprehensive plans with annual updates, allowing for appropriate interactions between related planning units.				√		
	2B	Develop formats for forecasting and reporting of resource needs for use in unit and institutional planning/budgeting documents.				√		
	3B	Review institutional policies and practices beginning at the institutional level for effectiveness and consistency.						√
*(Progress) Key			1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.				
			2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.				
			3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.				
			4	Fully deployed; 100% success on results.				
			O	On-going planning, program, or funding process. Annual report on results.				
			I	Implementation to be undertaken in another year.				

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

8C1 Shaping a Vision for the Next 5-10 Years

Implicit in Western's future are opportunities to enhance educational resources, outcomes, and services to the larger community. Western's strategic planning is a continuous 5-4-1 improvement cycle in which a five-year strategic plan guides the institution, a new strategic plan is shaped in the fourth year, and progress reports occur annually.

Western's current *Strategic Plan* identifies seven specific areas of opportunity for improvement

(Figure 8.2). These opportunities are foundational to the goals and objectives that guide the seven areas of Western's strategic planning.

Processes already underway for the next five to ten years include continued development of programs in applied learning, applied research and service, and producing citizen-scholars. The institution will continue to engage in a broad-based, systemic planning process that involves faculty, staff, students, administration and community groups in initiating and implementing improvements that advance Western's mission, value, and goals.



Western plays an integral role in the life of the community, the region, and the state. Western's capacity for contributing to the region has been enhanced through the development of the Western Institute. Institute centers for research and educational outreach have been established, and external funding for regional projects is growing. The development of graduate programs at the master's degree level is appropriate for Western as an emerging university. Initiatives are underway to enable the development of such programs. Western's new five-year strategic plan will focus on its intended directions for the future.

8C2 Identifying Short- and Long-term Strategies

Western's *Five-Year Strategic Plan* (2001-2006) provides a vision, mission, and focus for the talent and energy of the institution and its communities. Western implements and reports progress annually on the goals and objectives of the institution (Figure 8.2).

Figure 8.2 Strategic Planning Priority Areas and Goals

Academic Affairs and Enrollment Management <ul style="list-style-type: none"> • Develop and implement a comprehensive enrollment plan. • Develop a diverse mix of students with academic potential for completing high quality programs.* • Strengthen existing and develop new academic programs. • Strengthen the retention, graduation, and placement outcomes of students.* • Improve the functional integration and communication among campus support services. 	<ul style="list-style-type: none"> • replacement of information technologies, electronic library services, and operational resources to support the activities facilitated by the information technology infrastructure. • Use and improve the capabilities of the technology infrastructure and accessibility of digital and electronic information. • Provide a centralized location on campus for collaborative technology support and information delivery.
Applied Learning and Student Development <ul style="list-style-type: none"> • Provide students, by graduation, the opportunity to blend academic knowledge and applications in and beyond the classroom.* • Provide additional opportunities for students to participate in international and/or multicultural experiences.* • Require all Western graduates to complete an applied learning experience or student development activity that includes, but is not limited to, internships, practica, faculty/student projects, campus employment, or some form of co-curricular activity. 	Facilities and Grounds <ul style="list-style-type: none"> • Enhance the grounds to ensure continuity of landscaping, preservation of natural environments, and a welcoming campus for all. • Ensure that campus buildings are inviting and aesthetically pleasing by addressing the existing and potential benefits of our building designs. • Address future renovation and construction needs, ensure preventative maintenance, and preserve the condition of buildings and grounds. • Address ways in which facilities and grounds may enhance teaching and learning. • Enhance student life and campus community through addressing needs in student life and other common areas.
Information Technology <ul style="list-style-type: none"> • Provide efficient technology support services for faculty, staff, and students; improve technical communications within the framework of the campus and community.* • Establish a funding plan for continual upgrade and 	Image and Advancement <ul style="list-style-type: none"> • Prepare a long-range marketing plan for Western. • Communicate the "Western Advantage" to existing and new audiences. • Market Western as an institution that sets the standard for excellence in student development and community leadership.* • Create a development plan to meet the Foundation and the Alumni Association short-term and long-term goals. Integrate the mission of the Foundation and the mission of the Alumni Association with our strategic planning process and foster resources associated with these missions. • Generate increased financial support and investment through partnerships with businesses, corporations, government agencies, individuals, and public and private foundations. Community Service and Community Partnerships <ul style="list-style-type: none"> • Provide leadership for projects and programs that enhance the lives of the people in the community, especially through integrating the strategic planning processes of the St. Joseph community and the region into institutional planning.* • Collaborate across campus and with regional, national, and international organizations to provide additional service opportunities for individuals and groups associated with Western. • Increase the participation of Western students, faculty, and staff in community service activities.* • Increase public awareness of university-community partnerships and of the service contributions of Western students, faculty, and staff.* • Prepare students with the appropriate knowledge, abilities, skills, and ethics necessary for success in the workplace. • Participate in workforce development for the region.



Planning and Budgeting

- Review the Western environment, structure, priorities, and resources to ensure that we remain effective at our mission and adaptive to the forces of changing conditions.
- Develop timetables and processes for planning by all units that will ensure effective planning within units, integration of plans between units, and reliable forecasts of units.
- Develop and maintain a management information system that brings together student, staff, and financial data in such a way as to improve policy analysis and development, budgeting, reporting, and decision-making.
- Pursue core funding commensurate with the current size, mission, and character of Western so that the benefits of our comparative efficiencies can continue to be provided to students without compromising quality.
- Continue to focus on educational value per dollar.
- Develop capital revenue sources that will allow continued investment in educational technology, structures, grounds, and equipment that will protect existing assets through maintenance and modernization.
- Coordinate institutional goals and activities to extend and expand benefits to the region.

**indicates a key goal associated with an opportunity*

Implementation teams report regularly on specific action items for each of the goals and objectives in the *Strategic Plan*. Institutional units have developed five-year plans aligned with the system's strategic planning.

Processes (P)

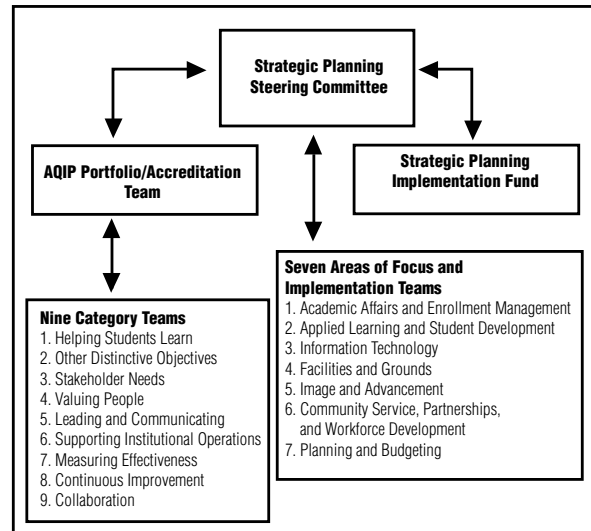
8P1 Identifying the Planning Process

Western plans continuously, moving from strategic planning to implementation, annual progress reports, and review of the *Strategic Plan*.

Western shaped the vision, mission, and values that guide all planning at Western through a series of open forums attended by representatives from the community, campus, and Board of Governors. The Strategic Planning Steering Committee, a group of more than 30 representatives from across the campus, guides overall institutional planning (Figure 8.3). Committees are made up of students, faculty, staff, administrators, the Board of Governors, and regional stakeholders. The Steering Committee meets regularly and oversees implementation of goals, objectives, and action items. Implementation teams for each of the seven planning areas update action items and report at each Steering Committee meeting. The Steering Committee reports annually its progress

in implementing the *Strategic Plan*. The institution distributes the *Annual Progress Report* across the campus, community, region, and state.

Figure 8.3 Institutional Planning Organization



Preliminary steps to annual implementation include the following:

- April 1- Co-chairs of area planning teams build implementation teams and provide a list of members.
- April 15 - Implementation teams identify individuals or sub-groups responsible for implementation of goals and objectives in areas and establish timeline.
- April 30- The Steering Committee reviews representation, responsibility, and timeline for each area.
- July 1- Implementation teams provide detailed area plans to the Steering Committee, identifying the goals and objectives to be accomplished in the current year.
- October 1- Institutional units write unit plans incorporating strategic planning goals and objectives.

The following indicates the annual report timeline for strategic plan progress reports.

- October 1- Unit plans incorporate strategic planning goals and objectives.
- April 1- Individual units deliver unit reports to deans/supervisors.
- April 15- Deans/supervisors distribute annual area reports to the appropriate vice president.
- May 1- Vice presidents distribute area reports to the steering committee for feedback.



- May 15- Vice presidents present annual division reports to the Steering Committee.
- July 1- The Steering Committee presents institutional report to the President's Cabinet.
- July 15- The Writing Committee prepares annual institutional report to go to the Board of Governors and for public distribution.

Western has seven strategic planning implementation teams, each consisting of an average of 15 or more interdepartmental representatives.

The Accreditation team, a group of 15 individuals, oversees the writing of Western's Systems Portfolio and keeps it updated. Functioning under the direction of this team are an additional nine teams who gather necessary data and information and contribute to writing the Category sections of the *Systems Portfolio*. These teams report to the strategic planning Steering Committee.

Western's AQIP Action Projects focus on Applied Learning, Student Engagement, and Communicating Quality (Category One and Category Two). Western joined the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association in June 2003 and attended its first Strategy Forum in November 2003.

8P2 Selecting Short- and Long-term Strategies

Western selects key strategies relevant to strategic planning priorities and institutional needs. The Steering Committee for strategic planning determines priorities and guides their implementation based upon institutional impact, available staffing, physical resources, cost, and urgency of need.

Short-term strategies pertain to operating plans, process development, and improvement. Long-term strategies focus on wide-ranging institutional improvement and strategic initiatives (8C2, 8P1, Figure 8.1).

8P3 Developing Key Action Plans to Support Institutional Strategies

Western develops key action plans through a systems-wide strategic planning process (8P1).

The following areas annually report their progress relative to strategic planning:

- *Academic and Student Affairs*
Admissions, Registrar's Office, Library, Student Development, Student Services, College of Liberal Arts and Sciences, College of Professional Studies, Instructional Media Center, and the Western Institute.
- *Financial Planning and Administration*
Physical Plant, Financial Services, Information Technology Services, Public Safety, Financial Aid, and Risk Management
- *Institutional Advancement*
Alumni Services, Development Office, MWSU Foundation, Public Relations and Marketing, and Campus Printing.

The above plans can be accessed on the [Strategic Planning](#) web pages. Other strategic planning activities include the following:

- Campus units review, update, and report on unit strategic plans annually and publish them on the institution's strategic planning web pages.
- Strategic plan implementation teams review action plans each year and revise as appropriate after feedback from forums and discussion at team meetings.
- The Strategic Planning Steering Committee publishes an annual progress report.
- Academic Affairs revises, updates, and implements an enrollment management plan, *Assets and Aspirations*.
- Through *Ready.Set.Go...Discover College*, Admissions works with regional school districts to increase the number of students who come to Western having completed the state-required high school core.
- The Office of Advancement publishes an *Integrated Marketing Plan* that includes the marketing efforts of each major area of campus. Institutional Advancement is working on a plan for public relations/marketing, alumni services, and development.
- The Office of Financial Planning and Administration publishes the *Facilities Plan*.
- The Office of Academic and Student Affairs is working with strategic planning, its enrollment management committee, Admissions, and Noel-Levitz to create an enrollment management plan with goals, strategies, and specific action plans.



Requirements for meeting external accreditation standards guide planning processes for accredited programs and for those programs seeking accreditation (Figure 8.4).

8P4 Coordinating and Aligning Planning Processes and Overall Institutional Strategies and Action Plans

Western coordinates and aligns institutional strategies and action plans with perspective provided by the Department of Higher Education (DHE) and input received from within varying institutional levels (8P1, Figure 8.3). Functional planning occurs throughout leadership systems, with each unit communicating through regular meetings, minutes, and reports. Representatives provide two-way communication from units and leadership systems.

The Department of Higher Education (DHE) is governed by the Coordinating Board of Higher Education (CBHE) and consists of nine members appointed by the Governor with the advice and consent of the Senate. CBHE approves new degree programs, establishes guidelines for appropriation requests, approves new university or residence centers, establishes admission guidelines, develops policies and procedures on resident status of students, establishes guidelines for transfer of students among Missouri state educational institutions, and collects comparable data for all institutions.

The Board of Governors (seven members appointed by Missouri's Governor), President, vice presidents for the three divisions, deans, and directors provide the executive/administrative leadership for Western's systems planning (O.4-O.5).

The President's Cabinet, consisting of the President, Executive Assistant, vice presidents, Special Assistant to the President, and Director of External Relations meets weekly to plan and coordinate the general objectives of the institution and its budget planning.

The Governance Advisory Council (GAC) consists of the President, vice presidents, the deans, and the presidents and vice presidents of the three governance groups of the Faculty Senate, Staff Association, and the Student Government

Association. GAC facilitates communications within the university, acting as a clearing-house for proposals originating within the university. It insures that existing policies and procedures have been discussed by all campus governance groups, compares new proposals with existing policies and procedures, and submits proposals with GAC-related discussion to the president for action. GAC meets regularly in an open forum.

The Deans' Council, chaired by the Provost/Vice President for Academic and Student Affairs, is comprised of deans and directors from academic and support units. The Dean's Council evaluates and implements policy, plans budgets, generates new programs, and responds to the academic needs of the institution.

Deans of the College of Liberal Arts and Sciences and the College of Professional Studies meet with the chairpersons' councils on a regular basis to facilitate budgeting and planning and to respond to the needs of the Colleges. They also hold regular meetings for the membership of the two colleges.

An active Faculty Senate and Staff Association help to communicate with the administration and help to improve the overall operations of the institution.

Several institutional committees contribute to planning and submit their proposals or recommendations to GAC for communication and reaction campus wide: Calendar, Classification, University Hearing Panel, Cultural Events, Equal Opportunity, Americans with Disabilities Act (ADA), Campus Environmental Impact, Registration Procedures, Safety Committee, Traffic Appeals Board, Institutional Legislative, Admission and Graduation Committee, and Technology Management Team (7P6).

The Student Government Association (SGA), composed of elected representatives from the student body, provides the primary means for student participation in institutional decision-making. SGA officers and members frequently serve as student members of committees. The SGA *Constitution and Bylaws* define the communication system within the student organization (*Student Handbook* 5). SGA consists of the executive branch followed by the legislative and presidential-appointed



standing committees. The Campus Activities Board (CAB) and the Residence Council (RC) represent individual interest groups.

8P5 Selecting Measures and Setting Performance Projections

Western encourages a systems-wide process for selecting measures and setting performance projections. Each of the strategic planning groups defines annual action items for goals and objectives in its area. The groups create an implementation timeline and identify the individuals for each action. The Steering Committee receives regular progress reports for the goals and objectives in each area. Figures 1.1 through 9.1 demonstrate the progress and alignment of strategic goals with AQIP Categories.

- Annual *Progress Reports* publish progress on strategic goals, opportunities, and specific actions.
- Institutional goals are established through the strategic planning process as described previously.
- Unit directors, chairs, deans, vice presidents, and the Cabinet establish measurable outcomes necessary for evaluation of goal attainment.

8P6 Accounting for Appropriate Resource Needs

Western reviews and uses staff, space, and equipment to best match strategic planning needs and priorities (8P1). In addition to aligning resources, the institution designates \$350,000 each year in the Strategic Planning Implementation Fund (SPIF) to assist in promoting *Strategic Plan* objectives. Grants and private funding also provide additional resources to achieve objectives. As other resources become available, other Action Projects will be funded.

8P7 Developing and Nurturing Faculty, Staff, and Administrator Capabilities

As described in Category Four, Western supports the professional development of employees, recognizes distinguished and outstanding employees, and promotes employee health and well-being. In its next strategic plan, Western will focus on developing and nurturing faculty, staff, and administrator capabilities.

Much of Western's development and nurturing of employees occurs in the various campus units (8P3). Faculty mentors are assigned to all first year faculty. Human Resources oversees compensation and benefits, and the Foundation provides financial support for professional affiliations and memberships.

Units across the institution receive information intended to support employee development. They also have opportunity for development by participating in regular department, division, Faculty Senate, Staff Association, Deans' Council, and Governance Advisory Committee meetings.

8P8 Measuring the Effectiveness of Planning Continuous Improvement

Western measures the effectiveness of institutional planning indirectly through analysis of the data collected internally and externally (Figure 7.2, 1R4).

- Western assesses institutional performance in its strategic planning through specific and measurable objectives and action items in the seven areas of its *Strategic Plan* (Figure 8.2).
- Implementation teams report progress relative to these measurable actions at six to seven annual strategic planning Steering Committee meetings.
- Western evaluates the effectiveness of annual strategic planning each year at the end of the process and publishes an annual *Annual Progress Report*. Western reviews the comprehensive *Strategic Plan* every five years.
- Western reviews AQIP Action Projects annually, focusing on priority strategic planning outcomes. For its first three AQIP Action Projects, Western chose three-year projects associated with applied learning, student engagement, and communicating quality.
- Updating and replacing Western's administrative computing software and hardware system became an institutional priority as the result of a process that identified the system as obsolete (Category Two).
- Western systematically reviews its programs and reports to the Department of Higher Education. Western seeks to integrate its program review with its continuous improvement and accreditation efforts.



Results (R)

8R1 Results for Accomplishing Institutional Strategies and Action Plans

Western's annual *Progress Report on the Strategic Plan* indicates the accomplishment of specific objectives for each goal in the seven areas of strategic planning (Figure 8.2). This progress is reflected in the strategic goals and objectives and AQIP matrices found at the beginning of each Systems Portfolio Category. Unit, Area, and Division reports include progress within these areas.

As indicated in 9R1, 80 percent of Western graduates completed internships, practica, or faculty/student research in 2005. The number of students completing applied learning activities has increased from 72 to 80 percent in three years.

Through enrollment management planning, Western has fully implemented 217 of 246 action items. Six of the seven first-year goals in the recruitment plan have been met. In consultation with Noel-Levitz, Western has created and is implementing a retention plan.

Western has encouraged completion of the Coordinating Board for Higher Education's high school core requirements through the *Ready.Set.Go...Discover College* program at middle schools (8P3).

The *Communicating Quality* Project resulted in the completion of brochures, web sites, and alumni surveys for 23 academic programs.

In 2005, Western had 47 more stories in non-paid media than the previous years and doubled the number of releases over the past three years while maintaining a 98 percent publishing rate for those releases (2R1).

Institutional Advancement has accomplished several strategic goals. Its goal to have 300 donor members in the Western League for Excellence has resulted in 278 or 92.7 percent of the goal. Western has increased by 17 percent the unrestricted new dollars for FY06. Sponsorships increased 40 percent in FY06 for the Convocation on Critical Issues, tripling sponsorships for this event in two years.

An agreement among the University, Alumni Association, and Foundation was signed in January 2005. This agreement clarified the roles of each group. Western surpassed its goals for involving 100 alumni in voluntary service to the institution and 400 alumni in attendance at events. The alumni participation rate has increased from 5.77 percent in FY05 to 10.92 percent in FY06.

Western has been continually accredited by the North Central Association since 1919 and maintains accreditation of the following programs (O1, Figure 8.4).

Curricular review indicates programs are current. The five-year program review results in reallocation of resources, including staff, space, and budgets, and provides direction for the next five years (1C2, 1P8).

Financial Planning and Administration completed successful projects in campus safety and facilities assessment (5R1). A major accomplishment was the installation of a new administrative hardware and software system using SunGard SCT Banner (2R1, Figures 2.3-2.4).

8R2 Performance Strategies and Actions for the Next 1-3 Years

Western's strategic planning is a continuous 5-4-1 improvement cycle in which a five-year strategic plan guides the institution, with annual progress reports and a new strategic plan shaped in the fourth year. Each goal listed within the *Strategic Plan* identifies objectives, action items, and a timeline for completion. Ongoing unit planning, guided by five-year plans aligned with the institution's *Strategic Plan*, occurs throughout the system.

Western completed its final updates on its first three AQIP Action Projects in September 2006. Western's Student Engagement Project contributed to the development of students as learners, persons, and citizens; and developed leadership in the larger community, through partnership and service. The Communicating Quality Action Project moved Western to its goals of "setting the standard for excellence" in the development of students. Western has exceeded its goal for the Applied Learning Project and is now moving to assessing quality. In 2007, Western will identify new AQIP Action Projects and goals.



Figure 8.4 Institutional and Program Accreditations

Association of Colleges and Schools The Higher Learning Commission Institutional Accreditation	American Bar Association (ABA) Certificate, Legal Assistant AS, Legal Assistant
Accreditation Board for Engineering and Technology, Inc. (ABET) and The Technology Accreditation Commission (TAC) BS, Construction Engineering Technology BS, Electronic Engineering Technology	American Health Information Management Association (AHIMA) Certificate, Health Information Technology AAS, Health Information Technology
American Chemical Society (ACS) BS, Chemistry	Commission on Collegiate Nursing Education BSN, Nursing
Commission on Accreditation of Physical Therapy Education (CAPTE) AAS, Physical Therapist Assistant	National Accrediting Agency for Clinical Laboratory Science (NAACLS) Clinical Program Medical Technology
Council on Social Work Education (CSWE) BSW, Social Work	National Council for Accreditation of Teacher Education (NCATE) BSE, Elementary Education BSE, French BSE, Art BSE, Spanish BSE, English BSE, Speech and Theatre BSE, Music Teacher's Certification: Biology, Chemistry, Mathematics, Physical Education, Social Sciences
National Association of Schools of Music BA, Music BSE, Music Seeking Association to Advance Collegiate Schools of Business (AACSB) for Business	

8R3 Comparing Strategies and Action Plans

Western compares favorably with other AQIP institutions, peer institutions, and Missouri public four-year institutions.

- Western's strategic planning has been recognized as a "Best Practice" in presentations at the Higher Learning Commission's annual conference.
- Western's AQIP Action Projects have been evaluated as successful by AQIP reviewers.
- Western compares well with other Missouri institutions, especially regional institutions and institutions with open access, across a number of comparisons available in the Department of Higher Education's *Annual Statistical Summary*.
- Through the Department of Higher Education, Western participates in mission and program review. Through the mission review, institutions demonstrate achieving mission-specific outcomes. Program review assures that Missouri public institutions are meeting state quality expectation. These reviews enable Missouri public institutions to compare themselves with each other.
- Western tracks a number of student and institutional variables in relation to a peer group of institutions selected through the National Center for Higher Education Management Systems (O1).

8R4 Providing Evidence of the Effectiveness of Planning for Continuous Improvement

Over 400 students, community members, Board of Governors, staff, faculty, and administrators have actively participated in Western's strategic planning and implementation of that plan.

- Over 100 individuals have contributed to writing Western's Systems Portfolio.
- Categories 2R1-2R3 indicate results in Communicating Quality, Student Engagement, and SCT Banner Gold implementation.
- Figure 1.18 and Categories 1R1-1R4 list strategic planning results for Applied Learning and Helping Students to Learn.
- Figure 8.4 identifies accrediting bodies for success in continuous program improvement.



Improvement (I)

8I1 Improving Processes and Systems for Planning Continuous Improvement

Western makes improvements to its planning processes based upon feedback received from unit, area, and division reports and from its *Annual Progress Report*. Institutional groups examine and modify strategic initiatives, institutional policies, and processes.

Western's newly integrated administrative software and hardware system is improving Western's ability to collect and analyze data to support institutional research. Baseline data has been established, and Western is involved in building a data base to demonstrate its progress in recruitment and retention.

Admissions reviews admission inquiries, application, and enrollment data from Western's six-county primary service area to determine the impact of its marketing of Western and uses survey results to measure perceptions of the institution.

Results of processes associated with AQIP Action Projects are shown in results in Category One and Category Two.

Progress levels associated with specific goals and objectives for Continuous Improvement in the fourth year of implementing the *Strategic Plan* are shown in Figure 8.1.

8I2 Setting Targets for Improvement

Western has held public forums to begin the process of creating a second strategic plan that will be implemented in 2007. That plan identifies seven opportunities about which Western will build goals, objectives, and action items. One of those areas is Sustaining Institutional Priorities. Western has funded each of the three AQIP Action Projects with \$100,000 annually for the last three years.

These three institutional priorities will receive base funding of up to \$100,000 each, and the new Projects identified will be funded with non-base funding similar to previous Projects.

Western expects to use implementation teams to oversee the accomplishment of goals and objectives in the new strategic plan. The Strategic Planning Steering Committee and implementation teams determine the most critical steps in accomplishing the goals listed in the *Strategic Plan*. Improvement priorities in the plan will include new Action Projects.

Recruitment and retention plans were developed with specific goals set. For example, Western plans to recruit an additional 126 students by 2007. Among these 126 will be 44 students coming directly from high school, 59 new transfer students, 12 out-of-state students, and 11 full-time, non-traditional students.

Western is beginning the implementation phase of the retention component of the enrollment management plan.

Western is working to achieve The Association to Advance Collegiate Schools of Business (AACSB) accreditation in Business.



Missouri Western State University Systems Portfolio

Category Nine - Building Collaborative Relationships



Category Nine - Building Collaborative Relationships

Figure 9.1 Strategic Planning and AQIP Results Associated with Building Collaborative Relationships

How the Strategic Planning Goals and Objectives Capture AQIP's Nine Categories			PROGRESS *					
Category Nine:		Academic Affairs and Enrollment Management	1	2	3	4	O	I
Building Collaborative Relationships examines an organization's processes for creating and maintaining internal and external relationships that assist the organization in accomplishing its mission.	1D	Increase the number of articulation agreements with two-year institutions and increase the number of transfer students who enter with associate degrees.				√		
		Applied Learning and Student Development						
	SD1C	Develop collaborative partnerships between academic and student affairs to foster student development.			√			
		Facilities and Grounds						
	2C	Develop unique building and grounds features that will enhance collaboration between faculty, staff, and students.		√				
		Image and Advancement (A)						
	A2A	Work cooperatively with the proposed Office of Grants and Sponsored Programs.					√	
	A2C	Improve relations with area financial planners and estate service providers to facilitate giving.					√	
		Community Service, Community Partnerships, and Workforce Development						
	1A	Establish structures that use Western resources to provide expertise for collaborative efforts for community and regional priorities.					√	
	1B	Continue to develop an internal environment where community participation and leadership is encouraged and supported.					√	
	2B	Expand service opportunities by increasing collaboration with community, regional, national, and international organizations.					√	
	WD1A	Work with area schools and the St. Joseph Area Chamber of Commerce to implement the St. Joseph Area Workforce Enhancement Plan.				√		
	WD2A	Partner with other organizations to develop the workforce.					√	
		Planning and Budgeting (B)						
*(Progress) Key	1	Start-up initial actions undertaken; concept work completed; early organization efforts underway; 25% to goal.						
	2	Process underway and on track; steady progress being made; funding may be secured; 50% to goal, but no results yet.						
	3	Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to goal and beginning to have results.						
	4	Fully deployed; 100% success on results.						
	O	On-going planning, program, or funding process. Annual report on results.						
	I	Implementation to be undertaken in another year.						

*2006 Fourth Annual Progress Report on the Strategic Plan

Context for Analysis (C)

9C1 Identifying Key Collaborative Relationships

Western develops collaborative relationships with many organizations, agencies, businesses, and community groups in order to accomplish its mission (Figure 9.2).

- Western works collaboratively with many feeder institutions and organizations to implement programs that promote life-long learning through advanced education and to ensure the seamless pursuit of a college degree.
- Western understands that the success of its academic programs is related to the degree that employers, community agencies, and graduate and professional schools embrace its students before and after graduation.
- Western engages in innovative partnerships with various organizations to expand services to its

students that enhance their overall learning experience and promote student satisfaction.

- Western views itself as an integral member of the region, and, therefore, it promotes service and citizenship among its administration, faculty, staff, and students.

Key relationships identified in Figure 9.2 are representative of Western's intentional commitment to building collaborative relationships for its students and the greater region. These relationships fall into one of the following categories 1) institutions and organizations from which Western receives its students, 2) institutions, organizations and employers that receive Western's students pre- and post-graduation, 3) organizations that provide services to Western's students, 4) the general region with whom Western interacts, and 5) other educational associations, external agencies, and consortia partners.



Missouri Western State University AQIP Systems Portfolio

Figure 9.2 Key Collaborative Relationships

Articulation Partners	Public Education Partners	Business Partners
Des Moines Area Community College Ellsworth Community College Highland Community College Indian Hills Community College Iowa Western Community College Johnson County Community College Kansas City, Kansas Community College Kemper Military Junior College Moberly Area Community College North Central Missouri College Southeast Community College Southeastern Community College Southwestern Community College St. Charles Community College St. Louis Community College State Fair Community College Wentworth Community College Metropolitan Community Colleges	St. Joseph School District Benton High School Bevier High School Breckenridge High School Cainsville High School Central High School DeKalb High School Excelsior Springs High School Fairfax High School King City High School Lafayette High School Lathrop High School Lawson High School Bishop LeBlond High School Maysville High School Mid-Buchanan High School Mound City High School Northeast Nodaway High School Nodaway Holt High School Northeast Nodaway High School Osborn High School Platte City High School Putnam County High School Rockport High School South Harrison High School South Holt High School Savannah High School Smithville High School St. Joseph Christian High School Stanberry High School Stewartville High School Union Star High School West Nodaway High School West Platte High School Wathena High School	Agri-Laboratories, Ltd. The Albee Agency American Family Insurance American Express Financial Advisors Beleeza Day Spa Boehringer Ingelheim Vetmedica, Inc. Citizens Bank and Trust Drury Inn & Suites Envision Tech Inc. Flourish Magazine Gray Automotive Products Co. H & R Block Hausman, Akers & Associates, P.C. Heartland Foundation Heartland Regional Medical Center Hillyard Hines Hunt Midwest Interserv J.D. Shipman Lowes Home Improvement Nestle Purina PetCare Nodaway Valley Bank Palm Tree Islands Parker & Associates Ramada Inn Conference Center RJ Promotions Sara Lee Foods Sears St. Joseph News-Press St. Joseph Country Club The Sunflower Group Tilton Thomas & Morgan Insurance US Bank
National Partners	Higher Education Partners	Governmental Partners
Foundations of Excellence™ First College Year Project American Democracy Project National Learning Communities Project Summer Institute	University of Missouri-Kansas City Northwest Missouri State University University of Central Missouri Hillyard Technical Center Grand River Technical School Excelsior Springs Area Career Center Northland Career Center North Central Area Vo-Tech School North Central Missouri College	State of Missouri City of St. Joseph, Missouri Buchanan County, Missouri Missouri Department of Corrections National Science Foundation US Department of Education Workforce Investment Board
Accreditation Partners	Community Service	Consortia Partners
North Central Association of Colleges and Schools – The Higher Learning Commission Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET) American Bar Association (ABA) American Chemical Society (ACS) American Health Information Management Association (AHIMA) Commission on Accreditation in Physical Therapy Education (CAPTE) Commission on Collegiate Nursing Education 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)	Second Harvest Food Bank Habitat for Humanity Community Action Partnership of Greater St. Joseph St. Joseph Youth Alliance Special Olympics Inter-Serve Youth Center YWCA Open Door Food Kitchen Boy Scouts of America March of Dimes Catholic Charities Eastside Human Resources American Red Cross Noyes Home for Children Salvation Army United Way Allied Arts Council St. Joseph Symphony	St. Joseph Area Chamber of Commerce MoKan Regional Council Institute for Industrial and Applied Life Sciences The Ferguson Group, LLC Western Reception Diagnostic Correctional Center Regional Law Enforcement Academy MWSU Foundation MWSU Alumni Association Barnes and Noble Bookstore ARAMARK



9C2 Reinforcing Mission through Collaborative Relationships

Western's mission commits it to the educational, economic, cultural, and social development of the people and the region that it serves. Many successful partnerships (Figure 9.2) have been developed between Western and community organizations, businesses, and agencies. These partnerships enable Western to realize its mission in providing students applied learning experiences and opportunities to develop as leaders in community service.

Processes (P)

9P1 Creating, Prioritizing, and Building Relationships

Community partnerships offer Western the opportunity to learn and to lead while contributing to the good of the greater community. Western responds to community-identified needs, opportunities, and goals through actions that are appropriate to the mission and strength of the institution. Western integrates its goals with the community and regional goals, and works with private and public agencies to enhance the lives of people in the region. Examples of community partnerships include Heartland Regional Medical Center, the regional life sciences industries, and the St. Joseph School District.

The healthcare programs at Western work in partnership with Heartland Regional Medical Center for mutually beneficial exchange, exploration and application of knowledge, expertise, and information. The collaboration between Western's Department of Nursing and Heartland Regional Medical Center has helped to address the region's shortage of qualified and trained nurses. Based on a study conducted by the Regional Healthcare Workforce Development Group regarding healthcare personnel needs in the region, Western's nursing program was expanded. Funding assistance from Heartland Regional Medical Center allowed Western to hire additional faculty members so student enrollment in the nursing program could be increased.

Collaboration between the Missouri Department of Conservation and the Biology Department at Western has resulted in many positive outcomes, including a building on campus that meets the needs of each partner.

Western continues to play a key role in efforts to support life science initiatives in the region. Western, the St. Joseph Chamber of Commerce, Heartland Regional Medical Center, the City of St. Joseph, Buchanan County, and local life and animal science companies have established the Institute for Industrial and Applied Life Sciences, which is housed on the Western campus.

Many other partnerships, such as the St. Joseph School District, have brought mutual benefits. Approximately 40 percent of the teachers in the St. Joseph School District were educated at Western (9R1). St. Joseph teachers participate in the national Prairie Lands Writing Project, a "teaching teachers" model.

9P2 Meeting Partnership Needs

Many faculty, staff, and administrators serve on boards of external organizations, while members of the community serve on a variety of advisory councils for academic programs and other units at Western. Various units at Western provide services for specific populations in the region. For example, the Director of Financial Aid travels to a number of locations throughout the region to provide information to high school students and their parents regarding the costs of a college education and ways that they might finance higher education.

Academic units consider the perspectives of their communities of interest as they develop or revise curriculum and plan learning experiences for students. Departments analyze data from these communities of interest as they make important decisions about academic programs. An example of this level of collaboration is a dual credit General Chemistry course offered through Western's Department of Chemistry.

9P3 Creating and Building Relationships within the Institution

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 Governance Advisory Council (GAC) consists of the President; vice presidents; the college deans; the presidents and vice presidents of the Faculty Senate, the Staff Association, and the Student Government Association; the Dean of Student Development; the Director of Athletics;



the Director of Human Resources; and the Risk Manager. This group facilitates communications within the institution, and evaluates and recommends proposals for change.

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. 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.

An example of a collaborative effort supported by both students and employees is the “Big Event Community Service Day,” a campus-wide community service project for which students and employees volunteer at several locations in the St. Joseph area. This all-day experience provides Western’s students and employees with a greater understanding of community service and leadership while providing several not-for-profit social service agencies with needed assistance.

Western works collaboratively with organizations and businesses that provide services to its students. Relationships with the Barnes and Noble Bookstore and ARAMARK campus dining services are two examples of relationships that result in expanded student services and an enhanced campus experience. ARAMARK conducts an annual student survey and incorporates the student response in collaborative planning with the institution. The Barnes and Noble Bookstore gathered information obtained from national student focus groups to institute changes in procedures.

9P4 Measures of Building Collaborative Relationships Collected and Analyzed Regularly

As evidenced in Figure 9.3, Western uses a variety of measures to assess the effectiveness of relationships and the collaborative work that is tied to these relationships.

Figure 9.3 Measures of Relationships

Key Relationship	Measures
Feeder institutions/organizations	<ul style="list-style-type: none"> • Number of articulation agreements. • Number of high school students enrolled in dual credit courses • Percent of transfer students • Number of students enrolling from high schools • Percentage of faculty engaged with public schools • Number of students enrolled in the nursing program
Receiving institutions/organizations/employers	<ul style="list-style-type: none"> • Number of companies receiving funds through the Missouri Customized Training Program and amount of funds received • Number and type of customized and public programs providing workforce development training • Percent of Western graduates completing internships, practica or faculty-student research. • Number of Western nursing graduates employed at Heartland Regional Medical Center • Number of students placed in internships
Suppliers of student services	<ul style="list-style-type: none"> • Number of enhanced student services • Scores/ratings from student satisfaction surveys
General community	<ul style="list-style-type: none"> • Number of faculty and staff serving on boards for not-for-profit agencies • Number of community service hours performed by Western employees • Number of community service hours performed by Western students
Educational associations/external agencies/consortia partners	<ul style="list-style-type: none"> • Number of accredited programs



Results (R)

9R1 Identifying Results in Building Key Collaborative Relationships

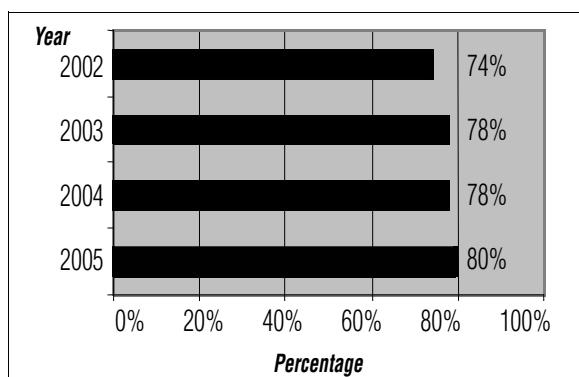
Strategic planning goals and objectives associated with Building Collaborative Relationships are identified in Figure 9.1. Many objectives are noted as either being deeply or fully deployed. Results of key collaborative relationships include the following:

1. Key relationships with feeder institutions and organizations.
 - Western maintains general studies articulation agreements with 20 community colleges and maintains complete course-by-course articulation agreements with five community colleges.
 - Approximately 3,000 students from the five-county primary service area, including 2,000 from Buchanan County enrolled at Western in Fall 2005.
 - During the 2004-2005 academic year, the Western Institute enrolled 854 students from 32 high schools in dual credit programs. According to a Noel-Levitz report, 25 percent of these students enrolled at Western after graduating from high school.
 - In 2005, faculty members in chemistry and students in the Western Alchemist Club hosted demonstrations and activities for 650 local children who attended the St. Joseph Museum's annual Super Science Saturday.
 - In 2005, over 8,800 elementary and secondary students participated in camps, competitions, and events on Western's campus as part of a lifelong learning initiative.
 - In Fall 2005, 23 percent of new degree seeking students at Western transferred from other institutions.
 - During Fall 2004 and Spring and Summer 2005, the Western Institute registered 27,000 individuals in courses, seminars and conferences.
 - Approximately 200 regional businesses had employees enrolled in Institute courses.
2. Key relationships with receiving institutions, organizations, and employers.
 - Through advisory councils, professionals in the region have provided input for decisions related to curriculum and student learning experiences,

and provided employer expectations for Western graduates.

- One of the goals of the *Strategic Plan* is for Western to provide leadership for projects and programs that enhance the lives of people of the region, especially through integrating the strategic planning processes of the St. Joseph community and the region into institutional planning. Western now plays a key role in all major initiatives in the region, such as development of the life sciences industry, the lifelong learning initiative, workforce development, and regional planning.
- During the past five years, the Western Institute has assisted 15 area companies and one ten-member consortium of companies preparing Missouri Customized Training Program proposals. As a result, a total of over \$125,000 in training funds was received by regional companies to support workforce development training.
- Western's students are admitted to law school and medical school at rates above the national average.
- As shown in Figure 9.4, 80 percent of Western graduates completed internships, practica or faculty-student research in 2005.

Figure 9.4 Western Graduates Completing Internships, Practica, or Faculty-Student Research



- Over the past five years, Western has provided over 100 graduates from its nursing program to the Heartland Regional Medical Center.
- Eighty percent of Western's Law Enforcement Academy (LEA) students are hired by regional law enforcement agencies.
- Over 375 employees of local law enforcement agencies had their skills updated through seminars offered by Western's LEA in 2005-2006.
- Approximately 40 percent of the teachers in the St. Joseph School District were educated at Western.



- The Western Institute offers courses focusing on professional development to over 1,000 people annually.
- In 2005, over 800 youth and 400 adults participated in cultural enrichment courses offered by the Western Institute's Center for Community Arts.
- Over 35 local and regional businesses, agencies, and organizations partner with Western to provide meaningful internship and applied learning opportunities for Western's students.

3. Key relationships with providers of student services.

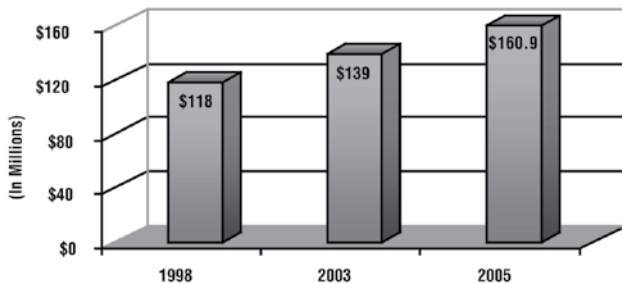
- As a result of a student survey described in 9P3, the ARAMARK's campus dining services made changes to menu items and service hours. ARAMARK works closely with Student Affairs to support Griff Fun Fest, Homecoming activities, and freshmen orientation. Also, in 2005, ARAMARK opened the Java City © coffee house in the library in response to student input and the library's long range planning.
- In spring 2006, the Barnes and Noble Bookstore, with information obtained from national student focus groups, instituted online textbook ordering to reduce the time students spend in line to purchase textbooks. Results of this procedural change will be assessed.

4. Key relationships with the general community.

- Last year, 55 Western students volunteered 11,500 hours to America Reads, a program committed to building literacy skills.
- Last year, Western's students contributed over 29,000 hours of volunteer service in the community.
- Over 800 new Western students dedicated a day in service to Habitat for Humanity on the final day of the Griffon Edge program for incoming freshmen in 2005.
- In November 2004, the TKE fraternity received the Humanitarian Award at the Mayor's Thanksgiving Dinner for its service to the Second Harvest Food Bank. The institution received the Humanitarian Award in November, 2005.
- The Personal Impact Survey reports that Western employees provided 44,136 hours of community service during 2005.

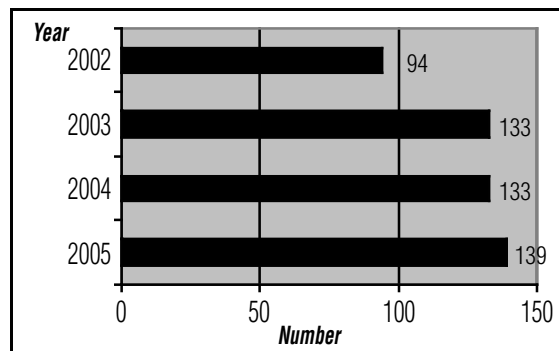
- The 2005 estimated financial impact of \$160.9 million represents a \$21 million increase since the last study in 2003 and \$42 million more than the 1998 study (Figure 9.5).

Figure 9.5 Financial Impact



- As shown in Figure 9.6, 139 faculty and staff serve as officers or board members of organizations in the region.

Figure 9.6 Number of Faculty and Staff Serving as Officers and Board Members of Regional Organizations



- Staff members in Western's Instructional Media Center produced an award-winning United Way campaign video.
- The Western Institute and the MO-KAN Council of Government provided urban planning and technical assistance to help the town of Trimble, Missouri deal with its substantial population growth.
- Through the efforts of campus volunteers, Western employees pledged \$41,769 to assist United Way agencies.
- Western supports the community Allied Arts fund drive with pledges averaging \$7,500 annually.
- Student music groups performed before at least 10,000 students, parents, supporters and the general public in the region in 2005.



- Over 150 grade school students in the St. Joseph School District are mentored by Western students each semester through the Healthy Buddy Program.
- Through a shared vision, the St. Joseph School District and the Education Department at Western worked together to design and implement a teacher education program that receives national and state acclaim and is nationally accredited.

5. Key relationships with educational associations, external agencies, and consortia partners.

- Western currently has 11 programs accredited nationally (Figure 8.4).
- Western was one of only 19 American colleges and universities selected to participate in a 2004 National Learning Communities Project Summer Institute (O8).
- Western was recognized in *The New York Times* as one of 190 colleges participating in the American Democracy Project (O8).
- Western was one of 12 founding institutions in the “Foundations of Excellence® in the First College Year” project (O8).

9R2 Comparing Results with Other Higher Education Institutions

A large percentage of Western’s key collaborative relationships are unique to 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, Western’s relationship with the St. Joseph Area Chamber of Commerce is unique and reflective of the local economy, demographics, and identified social service needs. 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,” the Educator Institute, lifelong learning initiatives, and “Another Smart Move,” “Opportunities Abound,” EDA grant, and KC Chiefs Summer Training Camp. These initiatives not only contribute to Western’s ability to accomplish its mission but also provide a valuable resource and service to the community.

The Missouri Department of Higher Education (DHE) requires all Missouri public universities to complete strategic plans. These are available for comparison.

The Department of Higher Education provides a link to [articulation agreements](#) for Missouri institutions which identify comparable courses and programs.

Improvement (I)

9I1 Improving Current Processes and Systems for Building Collaborative Relationships

One area of improvement involves expanding collection and analysis of data relative to the success of Western’s collaborative relationships with community organizations, businesses and agencies. It is important to measure how many of Western’s students remain engaged in community service in their respective communities post-graduation.

9I2 Setting Targets for Improvement

Figure 9.1 identifies five-year measures set in 2002 and the 2006 results associated with those measures for Building Collaborative Relationships. In 2006, Western began discussing a new strategic plan and will reevaluate these measures and results and establish continuing or new measures for these areas.

Western has already identified the following targets for improving its Collaborative Relationships.

1. Identify target specific improvement priorities in relationship with its feeder institutions and organizations. This includes increasing the number of institutions and organizations from which Western receives its students; increasing the number of articulation agreements with two-year institutions; and increasing the number of transfer students entering Western with associate degrees.
2. Strengthen relationships with institutions, organizations and employers that receive Western’s students pre- and post-graduation. To accomplish this, Western will establish structures that use Western resources to provide expertise for collaborative efforts for community and regional priorities and specifically in the life sciences area; expand applied learning opportunities for students so that all graduates will have the opportunity to



participate prior to graduation; and partner with other organizations to develop the workforce.

3. Collaborate with organizations that provide services to Western's students. Western will collaborate with service providers to enhance student services with input from the students; work in partnership with the MWSU Foundation to support Western's plans and goals; and work with the MWSU Alumni Association to support Western's plans and goals.
 - Campus-wide events such as Experience Western, joint staff and faculty meetings, employee announcements, and e-mail broadcasts
 - Presentations to various civic and service organizations
 - Interpersonal communications that take place at the administrative, faculty, staff and board levels.
4. Develop and enhance relationships with the region with whom Western interacts. Western will continue to develop an internal environment where community participation and leadership is encouraged and supported; establish a database of existing service opportunities and a responsible entity for information and coordination; expand service opportunities by increasing collaboration with community, regional, national, and international organizations; establish a process that encourages all students to participate in at least one service activity prior to graduation; and encourage all faculty and staff to participate in community service.
5. Enhance relationships with other educational associations, external agencies, and consortia partners, and increase the number of accredited programs.

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 identified in Western's *Strategic Marketing Plan*. These include:

- Print, broadcast, and electronic media such as the *Missouri Western: The Magazine for Alumni and Friends*, *Points of Pride*, *Tower Topics*, MWSU Foundation *Annual Report*, Western website, news releases, radio, television, the *Griffon News* student newspaper, and the iModules © alumni community



APPENDICES



GLOSSARY

AACSB	Association to Advance Collegiate Schools of Business	HLC	Higher Learning Commission
AAEM	Academic Affairs Enrollment Management	IACLEA	International Association of Campus Law Enforcement Administrators
ABA	American Bar Association	IPEDS	Integrated Post Secondary Educational Data System
ACS	American Chemical Society	IR	Institutional Research
ACT	Assessment	ISSG	Institutional Self Study Guide
ADP	American Democracy Project	ITS	Information Technology Services
AHIMA	American Health Information Management Association	LAS	Liberal Arts & Sciences
AQIP	Academic Quality Improvement Program	LEA	Law Enforcement Academy
ARMS	Automatic Records Management Software	LEMAP	Loaned Executive Management Assistant Program
BSN	Bachelor of Science in Nursing	LLC	Living Learning Communities
CAB	Campus Activities Board	MARSEF	Mid-America Regional Science and Engineering Fair
CAE	Council for Aid to Education	MCC	Metropolitan Community College
CAPTE	Commission on Accreditation of Physical Therapy Education	MIAA	Mid-American Athletics Association
CAS	Center for Academic Support	MOSERS	Missouri State Employee's Retirement System
CBHE	Coordinating Board of Higher Education	NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
CLA	Collegiate Learning Assessment	NASAD	National Association of Schools of Art and Design
COLA	Cost of Living Adjustment	NASM	National Association of Schools of Music
CSHE	Center for the Study of Higher Education	NCAA	National Collegiate Athletics Association
CSI	College Student Inventory	NCATE	National Council for Accreditation of Teacher Education
CSWE	Council on Social Work Education	NLCP	National Learning Community Project
DHE	Department of Higher Education	NRPA	National Recreation and Park Association
DHS	Direct from High School	NSSE	National Survey of Student Engagement
ERP	Enterprise Resource Planning System	PRAXIS	Educational Testing Service
ETS	Educational Testing Service	PS	Professional Studies
FAFSA	Free Application for Federal Student Aid	PTA	Physical Therapist Assistant
FAQ'S	Frequently asked questions	RC	Residence Council
FCI	Facilities Condition Index	SCT	SunGard Banner Software
FERPA	Federal Rights and Privacy Act	SGA	Student Government Association
FIG	Freshman Interest Groups	SPIF	Strategic Planning Implementation Fund
FTE	Full-Time Enrolled	SSI	Student Satisfaction Survey
FTIC	First-Time-In-College	SSL	Secured Socket Layer
GAC	Governance Advisory Council	TAC/ABET	The Technology Accreditation Commission/ Accreditation Board for Engineering and Technology, Inc.
GGP	Griffon Gateway Program	TMT	Technology Management Team
GLBA	Gramm, Leach, Bliley Act	UCM	University of Central Missouri
GPA	Grade Point Average	UMC	University of Missouri-Columbia
HERI	Higher Education Research Institute	UMKC	University of Missouri-Kansas City
HIPAA	Health Insurance Portability and Accountability Act	VSE	Voluntary Support of Education



***Index to the Location of Evidence Relating to the
Commission's Criteria for Accreditation Found in
Missouri Western State University's Systems Portfolio***

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. *The organization's mission documents are clear and articulate publicly the organization's commitments.*

- *The Western Advantage: A Five Year Strategic Plan* includes institutional priorities and statements of mission, vision, values, and goals that articulate Western's commitments (Overview, 8C1-8C2, 8P1-8P4).
- Western has identified its internal and external stakeholders (3C1-3C2).
- Western's vision, mission, and values include a strong commitment to setting the standard for excellence in student development and community leadership (O1).
- Western's mission emphasizes helping students achieve excellence in the classroom and beyond, as they prepare to be leaders in their work and in their communities (O1).
- Western regularly evaluates and, when appropriate, revises its mission, vision, and values through its strategic planning process. The highly participative planning process involves students, faculty, staff, administrators, the Board of Governors, and regional stakeholders (1I1, 8P1).
- Western makes its *Strategic Plan* available to the public and internally through a web version and hard copy distributed to key stakeholders and to every Western employee and units within the system (5P6, 8C1, 8P3).

Core Component 1b. *In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

- Western's values affirm the common purpose of serving people, commitment to quality, enthusiasm about learning, respect for diversity and the best in human potential, the free exchange of ideas, and a global perspective (Figure O.2, 2R3).
- Western encourages students to reflect on the value of individual and organizational integrity,

to develop personal and professional respect for others, to foster international/intercultural sensitivity, and to promote personal and social responsibility (1C5).

- Western honors the dignity and worth of individuals by its commitment to participatory strategic planning, open communication, teamwork, and consensus decision-making (O1, 3P4, 5C1, 5P3, 8P1).
- Western maintains a climate of academic freedom, inquiry, and respect for diverse opinion for both students and faculty (1C5).

Core Component 1c. *Understanding of and support for the mission pervade the organization.*

- The Board of Governors, students, staff, faculty, and administration understand and support Western's mission (4C1, 5C3, 5P6, 8C2, 8P1).
- Western's strategic planning process drives quality improvement (O8, 5P5-5P6).
- All units at Western have five-year plans aligned with the strategic priorities of the institution (8P1).

Core Component 1d. *The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

- Western's Board of Governors actively participated in helping Western to shape its vision, mission, values, and strategic initiatives. The Board strongly supports the concept of Western's being a leader itself and expecting students and employees to be leaders (Figure O.2, 8P1).
- Western uses well-defined administrative and governance structures, processes, and activities to distribute responsibilities for accomplishing its mission (5C1, 5P3, 8P1).
- Western's Board supports the administration's leadership (8P4).
- Faculty contributes directly to setting and achieving goals in the areas of student learning, curriculum coherence, and academic integrity (1C2, 1C5, 1P1-1P3, 1P8, 1P10-1P11).
- Western communicates vertically and horizontally through leaders and leadership groups (5P5).



- Western engages in a continuous improvement cycle guided by its five-year strategic plan, annual progress reports, evaluation, improvement targets, and its vision for the next five to ten years (8C1).

Core Component 1e. *The organization upholds and protects its integrity.*

- Western identifies itself through its mission and holds steadfastly to its focus on students as individuals and members of society, offering them the opportunity to achieve excellence in the classroom and beyond, and helping them to become leaders in the community. A statewide mission in applied learning guides the development of programs and the way Western structures learning activities and processes (O1, O8, 1P10, 1R1).
- Western recognizes and fulfills its responsibilities as a state-supported, open access public institution with a statewide mission in applied learning, and takes into account the consequences of its action upon the communities to which it belongs, and upon the higher education system (O6, 5C3).
- The Board of Governors ensures that Western operates legally, responsibly, and with fiscal honesty (5P3).
- Accrediting bodies ensure sustained excellence, integrity, and accountability, assessment, improvement, and results in programs at Western (Figure 3.3, Figure 9.2).
- Western takes into account the requirements and expectations of both its internal and external stakeholders and treats them with equity and respect (3C1-3C2, 3P3, 3P7).
- Western has established policies that guide the institution's ethical and fair labor standards (4P3).
- Western has policies and processes for the resolution of appeals, grievances, and complaints (3P6).

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. *The organization realistically prepares for a future shaped by multiple societal and economic trends.*

- Western's planning system takes into account institutional capacity with respect to people,

operations, data requirements, and partnerships (Categories 4, 6, 7, 8, 9).

- Western plans into the future, taking into account changing conditions and how these changes impact students and other stakeholders, operations, and performance (O8, Figures 3.2 and 3.3, 4C2, 4P5, 5P2, 8I1-8I2).
- Western has created a structure and authority for decision making that is participatory and results-oriented (Category 8).
- Western understands the challenge and adventure of shaping the future with an increasingly global perspective (Figure O.2).
- Western's planning evidences attention to changing societal, economic, and technological trends (O8, 2C1, 3P3, 4C3, 7P2, 9C1).

Core Component 2b. *The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

- Western's resources support its current educational programs and its plans for maintaining and strengthening their quality. The level of state funding presents challenges requiring reallocation of resources internally (O8, 2C1, 6I1, 6R2, Figure 8.1, 8P6, 8I2).
- Budget data and the priorities articulated in Western's *Strategic Plan* are particularly important in shaping the decisions of those in key administrative positions (5P3, 6P3, 8P6).
- Western understands the critical importance of its human resources and provides training and development for all its employees (4P1-4P9, 4R1-4R3).
- Western intentionally sets and meets its planning goals (Figures 1.1-9.1).
- Western has been accredited continuously by the North Central Association since 1919 (O1).
- Western has demonstrated flexibility in planning, sustaining quality, and growth during reduced state funding (O1, O8).

Core Component 2c. *The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

- Western's *Annual Progress Report on the Strategic Plan* provides reliable evidence of institutional effectiveness across the seven areas of strategic planning (Figures 1.1-9.1).
- Annual unit reports on planning goals aligned with institutional planning goals provide



evidence of Western's dedication to continuous improvement and to achieving results (8P1).

- Western is improving its systems for collecting, analyzing, and using data to support decision-making (2C1, 2P1, Figures 2.3 and 2.4, 2R3, 2I1, 7C1, Figure 7.2, 7P3-7P4, 7P6- 7P7).
- Western's *Systems Portfolio* indicates it is using data and feedback loops to set targets for improvement across its systems (Improvement sections in nine AQIP Categories).

Core Component 2d. *All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.*

- Western engages in broad-based systemic planning that involves faculty, staff, administration, and community groups in initiating and implementing improvements that advance Western's mission, values, and goals (6C, 8C1-8C2).

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. *The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

- Western identifies nine common objectives for all students in general education and a general studies core of courses in five categories. The General Studies Committee reviews the general studies curriculum and the philosophy and common learning objectives every three years. The faculty develops and articulates course learning goals and program objectives, establishing and evaluating the effectiveness and currency of the curriculum at the course and program level. Academic departments complete comprehensive program reviews every five years. New programs must be reviewed by the Missouri Department of Higher Education and approved by the Missouri Coordinating Board for Higher Education (1C1-1C2, 1P1-1P2).
- Western designs assessment to improve instruction and student learning. An Assessment and Benchmarking Committee determines the assessment tool used for measuring general education outcomes for graduating seniors. Faculty determines student learning outcomes and whether outcomes are achieved (1P11).

- Measures of student performance include GPA, general education skills assessment, senior portfolios, capstone courses, C-Base teacher admission and PRAXIS Teacher Education Examination, acceptance rates for graduate and professional schools, the National Survey of Student Engagement, applied learning qualitative and quantitative assessment, passing rates on the National Council Licensing Examination for nursing, Physical Therapist Assistant passing rates, and services used in the Center for Academic Support (1P13, 1R1-1R4).
- The Missouri Department of Higher Education reports data for external accountability on graduation rates, majors taking and passing a nationally normed test, Education majors meeting admission and exit exam requirements, and freshman success --2.9 GPA after 24 hours (1R1-1R4).

Core Component 3b. *The organization values and supports effective teaching.*

- Faculty determines curricula, and the Curriculum Committee through the Faculty Senate approves new and revised curriculum. Eighty-four percent of all full-time tenure track faculty have terminal degrees in their fields (O5, 1C1, 1P1-1P2).
- Western is committed to providing faculty opportunities for professional development, including sabbaticals. Faculty members receive support to travel to conferences related to research and pedagogy. Western trains faculty in the use of instructional technology and software, providing various methodologies, including teleconferences, video-conferencing, web technology, and external expertise. Western has a statewide mission in applied learning. A group of faculty members participated in a National Learning Communities Project Summer Institute and implemented learning communities at Western to improve student learning. Western has organized several committees to address quality improvements in the student learning environment, providing extensive support to faculty in key areas such as student engagement. The Higher Education Research Institute (HERI) survey shows Western faculty as ranking higher than comparison groups in teaching/research activities that address community needs and service (4C1, 4P4-4P5, 4R1, 5P7, 8P7).



- Western evaluates teaching and recognizes effective teaching. The quality of faculty teaching, service, and scholarship are evaluated annually, a process that begins with goal setting and concludes with a performance evaluation within the context of the goals set, including self-evaluation, peer and chair evaluation, and review by the appropriate deans and the Provost/Vice President for Academic and Student Affairs. Western annually recognizes and rewards excellence in teaching through the Excellence in Teaching and the Presidential Citation awards as well as the Dr. James V. Mehl Outstanding Faculty Scholarship award and the Jesse Lee Myers Excellence in Teaching awards (4P6-4P7).

Core Component 3c. *The organization creates effective learning environments.*

- Western sustains the learning environment through technology and faculty expertise. Faculty stays current in fields of expertise and contributes to their professions (5P2).
- Helping Students Learn describes many of the key processes involved with helping students learn, including establishing common learning objectives; identifying key instructional programs, delivery methods, and technology use; preparing students to live in a diverse world; promoting a climate of intellectual freedom, inquiry, reflection, and diversity; designing new courses and programs; determining student preparation and helping students select programs; and aligning co-curricular and curricular learning activities (1C1, 1C3-1C5, 1P1-1P3, 1P5, 1P7, 1P10, 6C1).

Core Component 3d. *The organization's learning resources support student learning and effective teaching.*

- Support areas function critically to reinforce all processes associated with Helping Students Learn. Western staffs support units appropriately and assesses the effectiveness of their services (6C1-6C2, 6P3, 6P5).
- Western partners with regional, national, and international organizations to develop the workforce and to provide service opportunities and programs that enhance the lives of people of the community (O4, 9C1, 9P1-9P4, 9R1-9R2).
- Eighty-four percent of Western's budget directly supports students and student instruction, among the highest percentage in the state among public universities. Through strategic planning, Western

continues to improve its support processes for teaching and learning (6R2-6R3).

- The use of technology is critical to teaching, learning, and support services. All classrooms at Western are technologically "smart classrooms" that include computers, Ethernet connections, video/data projectors, document cameras, and diagonal video format screens. Western replaced the previous administrative and software systems with an integrated, technologically current, web-based system that empowers users with access to accurate, current information. This project supports all institutional operations (O6, Figure 6.2).

Criterion Four – Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. *The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.*

- Western expects employees and students to be leaders in their work and communities. The *Strategic Plan* identifies service, quality, enthusiasm, freedom, respect, and courage as the institutional values of Western. These core values shape day-to-day operations and contribute to a distinctive Western culture (Figure O.1, 5C3).
- Western's *Policy Guide* states that "academic freedom is the right of members of the academic community freely to study, discuss, investigate, teach, conduct research, publish, or administer as appropriate to their respective duties. It is the responsibility of the administrators to protect and assure these rights within the governing framework of the institution." Western maintains a climate of academic freedom, inquiry, and respect for diverse opinions for both students and faculty through the individual courses and degree programs offered by both the College of Liberal Arts and Sciences and the College of Professional Studies, as well as through specific activities, events, and services (1C5).
- Western offers life-long learning opportunities, pre-professional transfer programs, continuing professional education opportunities, and self-enrichment courses. (O1)



- Western uses a consensus decision process with representation from a cross section of campus constituents involved in committees and projects. Western's three governance groups of faculty, staff, and students provide input into institutional decision making. Western engages in a continuous 5-4-1 improvement cycle in which a five-year strategic plan is shaped in the fourth year, and progress reports occur annually (O5, 8C1-8C2, 8P1-8P7, 5P3).
- The university publicly recognizes the research achievement of faculty, staff, and students and honors these through its recognition, reward, and compensation systems. Western recognizes outstanding faculty, staff, and employees at an annual ceremony held at the end of each academic year. The achievement of students is also recognized annually (4P7).

Core Component 4b. *The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

- Western has an established set of nine common learning objectives for general education aligned with Missouri's statewide general education policy for signatories, including all public universities. The philosophy of general education in Missouri includes enabling students to acquire the academic skills and knowledge necessary for understanding, communicating, and performing in a diverse and complex world. The objectives include understanding and appreciating moral values and ethical choices as well as understanding other cultures and times. Additionally, courses throughout the curriculum address gender and ethnicity issues (1C1).
- The General Studies Committee reviews the general studies curriculum and the philosophy/common learning objectives every three years. The *Policy Guide* describes procedures for curriculum and revision. Organizational restructuring combined Academic Affairs and Student Affairs with the goal of removing any boundaries between students' academic lives and their personal and social lives. An AQIP Action Project in *Applied Learning* focused on increasing the number of students involved in credit and non-credit curricular and co-curricular applied learning experiences. Seventy-nine percent of 2006 graduates participated in co-curricular and extracur-

ricular activities through their involvement on campus and in volunteer service to the larger community. Another AQIP Action Project, *Engaging Students*, is associated with Western's mission to be a learning community focused on students as individuals and as members of society and to offer students the opportunity to achieve excellence in the classroom and beyond (1C1, 1P10, 2C2, 2P1).

- Western has a statewide mission in applied learning, and all students are encouraged to complete at least one applied learning experience by graduation (O1, Figure 1.1)
- Service, quality, freedom, enthusiasm, respect, and courage are values that create the environment in which faculty, staff, and administrators at Western organize their work to strengthen the institution's focus on student learning (4C1).
- The Western Institute provides educational and research outreach, including continuing and distance education, workforce development, extended campus programs, conferences, applied research centers, and special programs (5P1).

Core Component 4c. *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

- Faculty develops and articulates course learning goals and program objectives, establishing and evaluating the effectiveness and currency of the curriculum at the course and program level. Academic programs are reviewed at least every five years. All new programs must be approved through the Department of Higher Education and the Coordinating Board for Higher Education. Western uses external reviewers who participate in the curricular review process and provide evaluations of the curriculum that include comments related to comparisons with national trends and the currency of the course offering (1P1-1P2, 1C2, 1P8).
- Western helps prepare students to live in a diverse world through the Liberal Arts and Sciences focus areas in computer literacy, international/intercultural programs, and ethics. Students gain global exposure through travel/study programs. Western's Center for Multicultural Education challenges students to explore cultural differences. Students gain experience through their participation in applied learning activities that prepare them to live and work in a global, diverse, and technological society (1C4-1C5).



- General education prepares students for successful and fulfilling lives as educated and active citizens (2C3).
- Students are encouraged to complete an applied learning experience such as an internship, practicum, or faculty/student research. The university expects and actively encourages scholarship by students (1C1).

Core Component 4d. *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

- Student Services and Student Development provide services and programs that systematically impact most students and help them become active and engaged citizens both on campus and in the greater community. Western intentionally aligns curricular and co-curricular learning objectives. Learning communities emphasize leadership and citizenship (1C1, 1P10, Figures 5.3, 6.2).
- Western's *Policy Guide* sets out explicit policies and procedures to ensure ethical conduct in its research and instructional activities. The *Student Handbook* describes expected student behavior (1C5, 5C3).
- Western's mission focuses on students as individuals and as members of society, offering students at all stages of life the opportunity to excel in the classroom and beyond, as they prepare to be leaders in their work and in their communities. A leader itself, Western is committed to the educational, economic, cultural, and social development of the people and the region it serves (O1).
- Western's *Policy Guide* includes explicit policy on copyright and approval of research on human subjects (5C3).
- Western is committed to providing opportunities for professional development, including sabbaticals, attendance at workshops, and at conferences (5P7).

Criterion Five – Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

- Everything Western does is shaped by its mission and its capacity to support the commit-

ments of that mission. The institution identifies and implements AQIP Action Projects from its strategic priorities for applied learning, student engagement, and communicating quality. Western realizes that accomplishing its vision, mission, and purpose depends completely upon the people of the institution. Leadership sets directions through strategic planning that are conducive to high performance, individual development, and innovation (Overview, 3C1, 3P3, Category 2, 5C2-5C3, 5P1, Category Eight).

- Western uses environmental scanning to understand its constituents and their changing needs. Advisory councils help with employment issues and to identify the outcomes required to increase area businesses' productivity. Western relies on several stakeholder segments to provide input regarding community and regional needs, internships and service opportunities, and needs within the job market (3P3, 3P5, Figure 3.5, 8C1- 8C2, 8P4, 8P6).
- Community partnerships offer Western the opportunity to learn and to lead while contributing to the good of the greater community. Western responds to community-identified needs, opportunities, and goals through actions that are appropriate to the mission and strength of the institution (Figure 9.2, 9P1- 9P2).

Core Component 5b. *The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

- Western develops collaborative relationships with many organizations, agencies, businesses, and community groups in order to accomplish its mission. Western integrates its goals with the community and regional goals, and works with private and public agencies to enhance the lives of people in the region. Western envisions itself as setting the standard for community leadership (Overview, Figure 9.2, 9C1, 9P1).
- Western's planning processes focus on the critical areas of student engagement, applied learning, communicating quality, information technology, planning and budgeting, facilities and grounds, and community service, community partnerships, and workforce development. Western publishes and distributes widely an *Annual Progress Report on the Strategic Plan* (Category Two, Category Eight).



Core Component 5c. *The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

- Western participates in partnerships focused on articulation, public education, business, higher education, government, accreditation, community, consortia, and national entities. Accreditation partners, for example, include the Accreditation Board for Engineering and Technology, the American Bar Association, the American Chemical Society, the American Health Information Management Association, the Commission on Accreditation in Physical Therapy Education, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the National Accrediting Agency for Clinical Laboratory Science, the National Association of Schools of Music, and the National Council for Accreditation of Teacher Education. Western has been accredited by the North Central Association since 1919 (O1, Figure 9.2).
- Missouri's two-and four-year public institutions share a general studies structure of 42 credit hours for transfer purposes. The Missouri Department of Higher Education oversees policy and best practices in transfer (O1).

Core Component 5d. *Internal and external constituencies value the services the organization provides.*

- Western interacts with its stakeholders in ways that enhance the institution's involvement in planning and solving regional education and training needs. For example, faculty and students interact with area businesses in several community settings through applied learning activities such as internships and practica. When a meat processing plant in St. Joseph was anticipated to draw many employees whose primary language is Spanish, the Western Institute responded by developing Spanish courses to enhance communication between the employees and area businesses such as healthcare, banking, law enforcement, and education (3P3- 3P4).
- Western provides graduates in Nursing to the regional hospital, graduates of the Western Law Enforcement Academy to local law enforcement agencies, and graduates of Education to regional schools (9R1).

- Western has focused effort and resources on educating the Missouri legislative and executive branches about Western's and higher education's contribution to the State of Missouri (3R3-3R4).
- Western uses a variety of measures to assess the effectiveness of relationships and the collaborative work that is tied to these relationships (9P4, 9R2).
- Western plays a key role in all major initiatives in the region, such as development of the life sciences industry, the lifelong learning initiative, workforce development, and regional planning (9R1).

