

MISSOURI WESTERN STATE UNIVERSITY

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AQIP SYSTEMS PORTFOLIO

November 2010



Missouri Western State University AQIP Systems Portfolio

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Overview (0)

Institutional Characteristics

Missouri Western State University (Western), located in St. Joseph, Missouri, is an open access institution and one of 13 public, state-supported universities in Missouri. With a statewide mission of applied learning, Western offers associate (6), baccalaureate (58), and graduate (6) degree programs, as approved by the Higher Learning Commission (HLC) and the Missouri Coordinating Board of Higher Education (CBHE).

Originally founded in 1915 as Saint Joseph Junior College, Western was designated a four-year college in 1969, and became a full member of the State of Missouri system in 1977. By state statute, Western became a university in August, 2005. Western was first accredited by the North Central Association in 1919 and has maintained continuous accreditation. Western completed its last PEAQ Self-Study in 1999-2000 and was accepted into the Academic Quality Improvement Program (AQIP) in 2003. With successful Action Projects (2004-2007, 2007-2009, 2009- present), Systems Portfolio (2006), Strategy Forum (2007), Systems Appraisal (2007), Quality Checkup Visit (2008), and Quality Highlights Report (2009), Western received Reaffirmation of Accreditation in 2009-2010.

Western has a clear understanding of its vision, mission and values (Figure O.1) and these are systematically communicated through print and web materials as well as

Figure O.1 Western's Vision, Mission, and Values

1. Vision

Missouri Western State University will set the standard for excellence for the new American Regional University focused on the development of students as learners, as persons, and as citizens through applied learning, and on the development of the region through applied research and service.

2. 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, especially through applied learning, 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 that it serves through applied research and professional and voluntary service.

3. 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 partnerships with the people of the region.

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

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

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

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

electronic billboards, banners, advertisements, university seals, student, faculty, and staff handbooks, catalogs, and clothing. Alumni are identified as "Western Gold" throughout the campus and in print and electronic materials with alumni comments and photos explaining the significance and impact of their educational experience at Western.

Western has a vigorous and comprehensive strategic planning process and is at the midpoint of the current strategic plan, *Building the New American Regional University: A Five-Year Strategic Plan 2007-2012*. During plan development, careful attention was given to strategic plan goal alignment with the nine AQIP categories.

Figure O.2 AQIP Categories and Western Strategic Plan Alignment

MWSU Strategic Plan Opportunity Area Alignment with AQIP Categories		
Strategic Plan Area	Aligned to	AQIP Category
1. Building Graduate Programs 2. Enhancing Academic Quality	↔	1. Helping Students Learn
3. Sustaining Institutional Accreditation Priorities - Action Projects completed.	↔	2. Other Distinctive Objectives 8. Continuous Improvement
4. Building Connections	↔	3. Understanding Stakeholder Needs 9. Building Collaborative Relationships
5. Using Measurement and Assessment	↔	7. Measuring Effectiveness
6. Valuing People	↔	4. Valuing People 5. Leading and Communicating
7. Building and Managing Resources	↔	6. Supporting Organization Operations



As a result, Western continuously addresses the nine AQIP Categories and the Higher Learning Commission's five criteria for accreditation: mission and integrity, preparing for the future, student learning and teaching effectiveness, acquisition, discovery, and application of knowledge, and engagement and service (See Index for Criteria for Accreditation, Appendix 2).

As noted above, Western is located in St. Joseph, Missouri, a community in northwest Missouri on the Kansas/Missouri border and approximately 46 miles north of Kansas City, a major metropolitan area. Western is also conveniently located for students from Nebraska or Iowa who seek an open access institution. As a result, Western recruits students direct from high school as well as transfer students from a four state area (Figure O.3 Area Map).



Figure O.3 Area Map

Western works closely with its two and four year partners to assure that students seeking an open access institution can easily transfer between institutions as needed. For example, Western provided complete course by course and program to program articulations with Metropolitan Community College (highly urban – 59 miles south in Kansas City) and other community colleges in the region. Western works closely with its more selective admission partners such as the University of Missouri-Kansas City (UMKC) to provide dual degree programs (Engineering Technology-Engineering) or, to avoid duplication, to offer graduate programs on Western's campus (e.g. UMKC - nursing, University of Missouri - social work). Through the Craig School of Business, Western has articulation agreements with both public (UMKC) and private (Rockhurst University) institutions to provide a seamless transition from the baccalaureate to masters level. Western offers several pre-professional transfer programs (e.g. medicine, law, engineering technology).

The Western **campus** consists of 744 acres with 22 buildings, including six residence halls and a commons building that provides meeting, gathering, and casual eating spaces. Recent additions to the campus infrastructure include: Remington Hall, a 60,000 square foot classroom building providing state-of-the-art learning spaces for students taking science and math classes; renovation of Agenstein Hall, a companion building to Remington Hall providing 60,000 square feet of updated classroom, laboratory, and research space for science, math and computer science; the Griffon Indoor Sports Complex, a National Football League summer training facility resulting in two additional outdoor football fields, and upgrades to Spratt Stadium. Current construction projects include a new 242- bed residence hall, a spring sports complex, updated signage for all facilities, and fountains in the ponds on campus. These facilities were provided through strategic partnerships, gifts, and university planning. All Western classrooms have current instructional technology and all residence halls and campus common areas have wireless access for students.

Western also aligns its goals with **Imperatives for Change (IFC)**, the strategic plan of the Coordinating Board for Higher Education. Affirming Western's mission of applied learning, Western identified two IFC distinctive performance indicators for annual reporting: high impact educational experiences (Western's applied learning) and collaborative partnerships. For the fall of 2009, Western had over 343 applied learning courses with 41.89 percent of all undergraduate students participating in one or more applied or "high impact educational experiences" during the semester. Over 89 percent of FY 09-10 graduates had participated in an applied learning experience prior to graduation. During the same time period, Western had over 346 distinct partnerships (See Figure 9I2 for list of partnerships).

01 Goals for student learning and shaping an academic climate - Western provides a blend of traditional academic and professional programs as well as graduate programs that have unique structures and applied learning components. Current offerings include 58 bachelors and six associate degree programs, two undergraduate and four graduate certificate programs, and two Masters of Applied Science and six Masters of Applied Arts. At the undergraduate level, common learning objectives (Figure 1.1) provide the foundation for the General Education Program which has five categories (Figure 1.2). Western is a signatory institution to the Missouri General Education Articulation Agreement that allows smooth transfer of the completed general education 42-credit core of classes.



As an open admission institution, Western welcomes all students and provides resources to support accurate placement of incoming students including American College Testing (ACT) scores and placement screenings, regular advisement, and a comprehensive set of services through the Center for Academic support, and the Division of Student Affairs. With a focus on quality students and quality programs, Western has steadily and consistently raised the average ACT score of incoming students (1P5). Western's admissions staff offer recruiting programs across a four-state area to enable students and other stakeholders (especially parents) to make the best and most informed decision in choosing a university.

Western students are encouraged to enroll in Griffon Edge, a three day orientation experience that focuses on readiness for academic work, understanding the services available to students, and engaging in specific activities that strengthen understanding the six values expected of all students: service, quality, enthusiasm, freedom, respect, and courage. An opening New Student Convocation sets the tone for the three days and the culminating service activities challenge students to live the values of the institution. Many Western students are first generation college attendees. As a result, Western orientation sessions for parents provide comprehensive information on financial obligations and resources, Western expectations for student academic effort, and resources for support. Parents are equally interested in sessions on campus safety and confirming the supportive learning environment available at Western. Most importantly, orientation sessions focus on the final goal of graduation and visualization of a graduation ceremony four years in the future.

Key services to students and stakeholders include thorough recruiting and admissions information, financial aid support enhanced by Western's AQIP Action Project *Money Matters for Life*, degree audit access for all students and advisors, as well as career fairs, internships, and student employment. Student requests for more online courses resulted in the development of an AQIP Action Project, *Expansion of Available Courses Offered by Distance Learning Technologies* which increased the number of online courses by 120 through professional development and incentive support.

Specific student needs (e.g. high-risk, non-traditional, veterans, minorities, international, special needs, athletes) are addressed by Career and Leadership Development, Academic Advisement, Center for Academic Support, Disability Services, Student Life and Non-Traditional Student Services, Student Employment, International

Student Services, Center for Multicultural Education, and the Counseling Center. Western has an Early Intervention Program that allows faculty and staff to seek assistance for students not attending or not finding success within a course. Student Affairs staff make contact with the student and offer services within 24 hours of notification. With regular activities and programs focused on freshman success, Western has also instituted the Sophomore Jump, a series of activities and social programs targeting sophomore student success and retention to the junior year.

Western's statewide mission on applied learning impacts all aspects of the academic experience for students. Western's undergraduate and graduate programs have applied components with coursework clearly identified as applied learning (six types of high impact educational experiences) so Western can track student participation and success. Explicit with the graduate degree titles (e.g. Masters of Applied Science) and coursework is Western's mission of applied learning. All graduate programs have some form of internship, practica, or applied research.

Western operates on a semester system with intersession and summer sessions providing flexibility for students. Coordinated support services through Admissions, Student Affairs, Bursar's Office, Financial Aid, and Academic Affairs encourage student retention and success. From tutoring (Center for Academic Support) to wireless access, conveniently located computer labs, online courses, electronic refunds for financial aid, Western consistently seeks services that meet student expectations and enhance their learning experience.

02 Key services for students and other external stakeholders

Key organizational services include: Alumni Services, Aramark Food Service, Barnes and Noble Bookstore, Athletics, Western Foundation, Advancement Office, Baker Fitness Center, Career and Leadership Development, Counseling Services, Disability Services, Esry Student Health Center, Gold Coat Club (athletic), Griffon Indoor Sports Complex (National Football League Summer Practice Facility), International Student Office, Center for Multicultural Education, Non-Traditional Student Center, Student Employment Office, Police Department, and the Senator Christopher "Kit" Bond Science and Technology Incubator (guided by the Institute for Industrial and Applied Life Sciences Board of Directors).

Community continuing education needs are supported through the Western Institute which offers a wide variety of programs including credit, non credit, and dual credit courses, online and distance education courses, and ser-



vices for businesses such as customized training, Global Information Systems and Geographic Information Systems workshops, nursing home administration, and General Education Degree (GED) programs. The Western Institute offers life-long learning opportunities, continuing professional education opportunities, and self-enrichment courses. The *Palette magazine* provides access to high-quality arts and cultural enrichment for community members of all walks of life. The mission and values of the Western Institute are directly aligned with Western's mission and values. To increase access to programs and services, the Western Institute oversees off-campus programs such as the Downtown University Center, the Northlands campus in Kansas City, and joint programs with regional community colleges. Key services to other stakeholders include community use of Western facilities, such as the Hearnes Library, Griffon Indoor Sports Complex, Blum Union, Private Dining Room with full video conferencing capabilities, and Fulkerson Center (banquet and large meeting facility).

Security and emergency services are another important aspect of services for students and stakeholders. Western has instituted a state-of-the-art Griffon Alert system (\$1.2 million) that has redundant warning and communication systems, electronic locks on all classroom doors, emergency phones in all classrooms, outdoor alarm systems, and outdoor emergency stations. Western has 24/7 police staffing with emergency equipment strategically placed throughout campus.

Western supports the P-20 Council, a state-wide initiative to encourage collaboration across the educational continuum and to encourage degree attainment. Western works closely with regional partners including school districts, community and technical colleges, and community development groups to increase the numbers of stakeholders considering college and to support smooth transitions from high school to college. With its higher education partners, Western works diligently to avoid program duplication, share faculty resources, and support degree attainment through reverse transfer.

Representatives of all Western groups meet regularly to review service effectiveness and needed improvements. For example, the Western Gold Coat Club Board of Directors works closely with Western athletics to identify improvements for the fan experience at athletic events. The Western Alumni Association Board of Directors works closely with the Director of Alumni Services to enhance alumni involvement. The Student Employment Director created

the *Hire a Griffon* program to encourage regional employment of Western students. Western academic departments work closely with regional employers to place internship and practicum students in meaningful applied learning experiences. Many academic programs have advisory boards who identify needed knowledge, skills, and services.

03 Short- and long term requirements and expectations -

Western students seek degrees to advance their intellectual and professional lives. In the short-term, students require convenient admission processes, coherently sequenced coursework and degree programs, accurate advisement, stimulating and engaging instruction, access to applied learning assignments and experiences, assistance in negotiating financial aid options, tutoring and disability support as needed, housing, and enriching social and cultural activities. All Western students have the opportunity to evaluate faculty quality of instruction for every course every semester. Student evaluation data is a required part of faculty annual evaluations and promotion and tenure decisions. To assure that students can track progress toward degree completion, Western instituted and provided comprehensive training to all faculty and students on the degree audit function of the Western administrative software system. This tool provides immediate and continuous access to students and advisors on the student's graduation status. Students provide feedback of the importance of and satisfaction with Western services through regular surveys (NSSE/SSI).

Annual reports on program performance as well as five year comprehensive reviews support continued program and resource improvements for current students and other key stakeholders. Many Western degree programs have earned national accreditation (see 8R2). Most recently the business degree programs within the Craig School of Business achieved Initial Accreditation by the Association to Advance Collegiate Schools of Business (AACSB). This rigorous and comprehensive accreditation accomplishment was the result of over ten years of strategic planning, hiring, curriculum and assessment improvement, and attention to the AACSB standards. Students, advisory board members, faculty, and the Western community were instrumental in achieving this accreditation success. Western seeks national accreditation for its academic programs (e.g. nursing, education, engineering technology, social work, legal studies, health information technology, physical therapist assistant, chemistry, and music), using the same deliberate and comprehensive process.



Western students are represented by the Student Government Association (SGA) which has a regular and active presence on institutional committees, and by a Student Board of Governor appointed by the Missouri Governor to serve on the Western Board of Governors. The Student Governor reports monthly on student issues and has a voice in discussions especially those related to students (e.g. tuition and fee issues, campus activities, and calendar issues). Western students seek services that are convenient and meet lifestyle needs. Having wireless access, a variety of food options on campus, and numerous student activities is now routine at Western. Western is addressing a housing need by building a 242 unit residence hall that will open in fall 2011. This state-of-the-art facility provides a more apartment style living experience for Western juniors, seniors, and international students. Students requested additional parking and, in fall 2010, Western added 220 additional parking spaces to the campus.

Long term student and key stakeholder requirements include degree attainment, employment and career support, assistance for admission into graduate school, and alumni services. Employers and advisory board members depend upon highly knowledgeable and skilled graduates who are “career ready” upon graduation and often are hired as the result of internships and research projects linked to applied learning classes. Western employees are routinely involved in leadership roles within the region providing leadership on boards and commissions as well as elected roles (see *Community Impact Report*). Western is a leader in arts and cultural activities with support for both community and campus based programming.

While Missouri public higher education institutions recruit competitively, Western has steadily increased student direct from high school enrollment, returning student enrollment, and transfer enrollment with record increases for the last six years. Western works collaboratively with regional community colleges to support transfer and degree attainment. Western’s main competitors include proprietary (for profit) institutions operating online programs.

04 Human Resources - Western has 523 employees and is the 10th largest employer in the region. At the request of Western staff, Western created an employee classification system that categorizes employees into three groups: faculty, staff, and administration. The system assures that employees clearly know the position expectations across units. In addition, the classification system has a salary template that is used to determine starting salaries for all positions. For Fall 2010, Western has 23 administrators,

196 full-time faculty, and 304 staff. Of that total, 253 are males and 269 are females.

Western uses a recruitment process that clearly defines position requirements, advertises in national publications and websites to assure an adequate and diverse application pool, identifies the benefits of Western employment, provides comprehensive screening of applicants, provides notifications to all unsuccessful applicants, and letters of intent/contracts for the successful applicant.

Despite challenging economic times, Western remains committed to maintaining employees and programs through strategic management of Western resources. Western policies determine workload for employees. The benefits package remains one of the most generous in the region with health, vision, and dental care fully paid by the institution. All employees have access to an annual and free Wellness Screening, the Baker Fitness Center, and a variety of lifestyle and wellness programs. More than 75 percent of Western employees participate in some form of health and wellness programming.

Western provides a full tuition waiver for employees seeking undergraduate coursework and an 80 percent tuition waiver for eligible employee dependents. Professional development opportunities are available to employees with Western sponsored events (Faculty and Staff Professional Development Days) or funds to support professional travel and conference attendance. All employees participate in orientation sessions and have employee handbooks for reference. The Western Policy Guide is easily accessible online and updated continuously.

Western’s Strategic Plan has an Opportunity Area focused on Valuing People. Recent focus groups revealed employee interest in changes to the information on the employee directory, employee pictures on office websites, expanded training for managerial positions, and increased forums for more frequent communication. These requests were all implemented. Additional improvements include first aid training, emergency procedures updates and reviews, and increased campus exterior lighting. Western holds high expectations for the conduct of all employees requiring that all employees annually sign statements affirming their understanding of privacy policies. Finally, all employees participate in an annual evaluation process.

To assure that Western is aware of and responsive to employee and stakeholder issues and concerns, processes are in place for receiving and responding to input. Each unit accepts and documents concerns and complaints through



logs maintained by the unit. Logs include the resolution of the concern or complaint. In addition, if stakeholders prefer, they have access to a university online complaint or concern webpage that is managed by the Director of External Affairs. If Western students have a complaint or concern, they are brought to the Student Government Association (SGA) and communicated to the administration at regular joint meetings. If employees have a concern or complaint, most issues are handled through the governance structures including Faculty (FS) and Staff Senates (SS). Employees also have access to online complaint or concern web pages and have a clearly defined grievance policy.

05 Leadership, decision-making, and communication processes – Western’s governance structure (Figure O.4) is based on shared governance and open, transparent communication. Appointed by the Governor of Missouri, Western has a nine member Board of Governors that oversees all aspects of Western operations and evaluates the performance of the President. Each of the key internal stakeholder groups (students, faculty, and staff) has regular meetings with administration. All have active representation on the Governance Advisory Council (GAC), the Strategic Plan Steering Committee (SPSC), and the Budget Advisory Council (BAC). Meeting notices, agendas, and minutes are posted for easy access.

The President guides Western operations through weekly Cabinet meetings and proposals submitted through the GAC. Four vice presidents guide the four main divisions (Academic Affairs, Student Affairs, Financial Planning and Administration, and University Advancement) with Athletics and External Relations reporting directly to the President (Figure O.5). In addition, the President is highly involved in external partnerships, economic development initiatives, alumni engagement, and donor development. The President provides statewide leadership through the Missouri Council of Presidents in Higher Education, regular attendance at the Missouri CBHE meetings, and through membership on the numerous boards and advisory boards that support Western’s programs, initiatives, and community needs. The President assures that the programs, initiatives, and goals of Western remain clearly aligned with the institutional vision, mission, and values. Western seeks to provide leadership in the educational, economic, cultural, and social development of its stakeholder groups with all initiatives clearly linked to one of those areas.

Through Western’s Office of Risk Management and Office of Human Resources review of legal and ethical responsibilities occur routinely. All employees are annually asked

to review the privacy policies of Western student and employee information. Western takes seriously the importance of improving the economic, social, and financial lives of students and our key community stakeholders. Professional development sessions on ethical and legal issues occur at Faculty and Staff Senate annual professional development days. In addition, Western’s Registrar’s Office provides sessions on privacy issues related to student information to any unit seeking further clarification.

Continuing an AQIP Action Project started in 2004 (*Communicating Quality*), Western has a comprehensive communication plan that includes all forms of print and electronic media (5P1, 5P2). Western regularly communicates to stakeholders within a four state region and with alumni all over the U.S. Western conducts a **Community Impact Survey** every two years, completes internal communication surveys, and conducts regular satisfaction surveys for advisory boards, alumni, employers, and students.

The current challenging economic conditions place additional importance on the quality of leadership, transparency in decision making, and clear and regular communications. Western efforts to reduce expenses, support increased student enrollment, and maintain employees have been possible through the shared governance structure and regular system of meetings, forums, and communications.

06 Key administrative support strategies – Western develops and improves key administrative support strategies to address needs identified through its organizational structure and stakeholder feedback. Proactive admission, financial aid, registrar, and business office support services are organized and delivered to meet student and stakeholder needs. In addition, support services for safety and emergency preparedness are continually monitored and updated to assure a safe learning and working environment for all stakeholders. Academic student support services (e.g. disability, tutoring, international student, non-traditional student, residence hall mentors and directors, and career services) are professionally staffed with service improvements made based on feedback data from stakeholders (6R1) and current trends in service delivery.

Technology support services include a comprehensive administrative system (Banner), software and hardware upgrades, walk-in computer labs, wireless connectivity, instructional teaching stations in all classrooms, video-conferencing capabilities, and Western email. The Hearnes Library provides an extensive shelved collection, access to numerous databases, and electronic journals as well as



reference staff available to assist students, faculty, staff, administration, and the community in searches for information. Western manages the administrative needs of all employees through the Human Resources Office (e.g. recruitment, contracts, benefits, classification and salary information).

Budget development and management is provided through the Division of Financial Planning and Administration with support offices handling purchasing, accounting, grants accounting, and insurance needs. Western Advancement provides services for alumni, public relations and marketing, and development opportunities. The Western Foundation, a separate organization, receives gifts and donations to enhance Western services and facilities.

07 Measuring effectiveness – All levels at Western use data to inform decisions and direct improvements. As a result of the AQIP Action Project *Using Measurement and Assessment* (2007-2009), Western increased its focus on data resources, reports, and the use of assessment data. All institutional, academic programs, and student services assessment instruments were reviewed for effectiveness and use. A master matrix of assessment instruments, instrument purpose, timetable for implementation, primary users of assessment information, and cost/benefit ratio, is maintained and updated annually. Western's strategic plan, accreditation priorities, and external reporting requirements primarily determine the data and information collected. In addition, institution specific needs such as determining the effectiveness of the general studies curriculum, monitoring parent and student satisfaction with recruitment and orientation programs, monitoring advisory board satisfaction, alumni satisfaction, and employer satisfaction all impact the selection and use of data and information. In recent years, Western has moved most institutional assessments to online formats allowing for more convenient delivery for students and stakeholders and quicker reporting of results to the institution.

In addition, clear performance data is required within annual employee performance reviews requiring that faculty, staff, and administrators document effectiveness with data and results. For example, all faculty must provide specific student evaluation of teaching effectiveness data in the annual report along with specific service and scholarship/creative activities. To support this need to efficiently collect information, Western purchased the Digital Measures service and provided training to all faculty and administrators.

Western's Banner administrative system allows queries and data requests that serve all administrative offices. The Enterprise Resource Planning System module supports the data collection, storage, and accessibility needs of Western. Western's Institutional Research Analyst and Information Technology staff work collaboratively to provide data for annual reports, grant applications, research needs, and external reporting needs. Western's administrative teams (e.g. Enrollment Development Team (EDT), Student Affairs Leadership Team (SALT), Deans' Council) use data for refining processes and benchmarking results. Western uses several comparison groups to compare institutional effectiveness. For example, Western frequently compares results with other similarly sized (comparable annual budget and student population) open admission institutions. Western uses the Integrated Postsecondary Education Data System (IPEDS) comparison groups (8R4), the Student Satisfaction Inventory (SSI – Midwestern institutions comparison group), and National Survey of Student Engagement (NSSE) comparison groups (e.g. American Democracy Project) to provide a range of comparisons for determining Western's effectiveness in meeting stakeholder needs.

Western has a variety of services that protect the integrity and privacy of institutional data including a full back-up and recovery plan to protect data and programs. All data systems are password protected and utilize encryption software where appropriate. Western administrative network is protected with a bandwidth management device, a firewall, and the latest anti-spam, anti-virus network appliance.

08 Key commitments, constraints, and opportunities – Western is committed to fulfilling its mission as an open admission learning community focused on student academic and career success. Through degree programs with embedded applied learning opportunities, Western supports the educational, economic, cultural, and social development of the people and the region that it serves.

Western is also committed to a strategic planning process that is inclusive in nature and focused on realistic goals and needs. Equally important is Western's commitment to continuous improvement through AQIP processes with intentional alignment of strategic initiatives with AQIP categories (Figure O.2). Western has an established strategic planning development and implementation process that includes stakeholder input, implementation teams, and regular reporting on results (quarterly meetings and formal annual reports). Another significant commitment involves Western approach to AQIP Action Projects. Western chooses AQIP Action Projects to serve as both short term



(three year) and long term projects (institutionalized) since all Western AQIP Action Projects become part of ongoing operations. Funding to develop, implement, and sustain projects is built into Western's budgeting process.

As a state supported, public institution, Western works within the governance commitments and constraints of legislative and state oversight. This includes the impact of the national economy and state revenue shortfalls. Missouri legislation caps the tuition rate increases allowed for public institutions to the Consumer Price Index (CPI) which has been relatively flat in recent years. In 2009-2010, the Governor agreed to fund Missouri public institutions at the same level as the previous year if the institutions agreed not to increase tuition. Currently (2010-2011), based on an agreement with the Governor, Western would only have a budget cut of 5.2 percent if Western agreed again to not raise tuition. As a result, there have been significant adjustments in Western's approach to operations (e.g. determining essential course offerings, increasing class sizes where possible, and suspending the salary schedule for summer classes).

As noted in the Institutional Characteristics section of the Overview, the Missouri CBHE adopted a strategic plan that all Missouri public institutions were required to consider within the context of institutional strategic planning. Western was required to report on institution specific performance indicators (7P4) using criteria determined by the Missouri Department of Higher Education (MDHE). Western is currently completing a required review of academic programs that have fewer than 10 graduates over the last three years.

The opportunities within the current circumstances arise from Western's shared governance and transparent operations. For example, Western created a Budget Advisory Council (BAC) to provide strategies and ideas to increase efficiencies within all aspect of institutional operations. All governance groups are involved in making recommendations and implementing decisions.

09 Key partnerships and collaborations – As a major employer and higher education institution in the region, Western is a key partner for businesses, school districts, healthcare providers, and other higher education institutions. Western works closely with regional community colleges (9P1) to support degree access, smooth transfer experiences, and degree attainment. Western's focus on applied learning encourages student internships with

regional employers resulting in meaningful, authentic learning experiences and frequent employment offers prior to graduation. In some instances, Western employer partners (nursing, education, medical technology) provide full tuition support for students willing to commit to two years of employment after graduation.

A partnership among the City of St. Joseph, Buchanan County, the State of Missouri, and Western resulted in the construction of the Griffon Indoor Sports Complex which serves as the summer training camp for the Kansas City Chiefs Football Team. While the impressive facility provides National Football League equipment and training areas, a major benefit is the number of people who attend the training camp. During the three weeks of camp in 2010, more than 60,000 people attended the camp on Western's campus and visited local restaurants, hotels, gas stations, museums, and stores. National and regional sports media reported from Western drawing attention to the campus and its degree programs. The additional benefit is that the Griffon Indoor Sports Complex facility is used by Western students, faculty, and community members during the remaining 49 weeks of the year. Western currently has 346 active partnerships with a wide variety of institutions, organizations, businesses, and governmental agencies.



Figure 0.4 Western Governance Organizational Chart

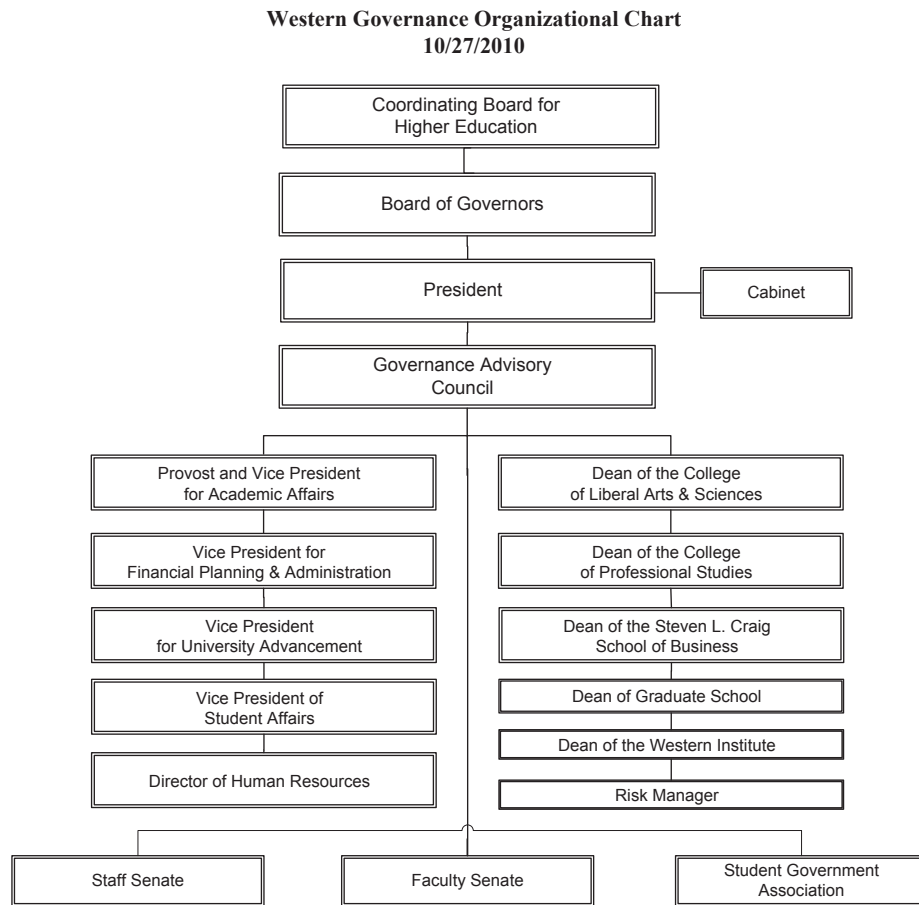
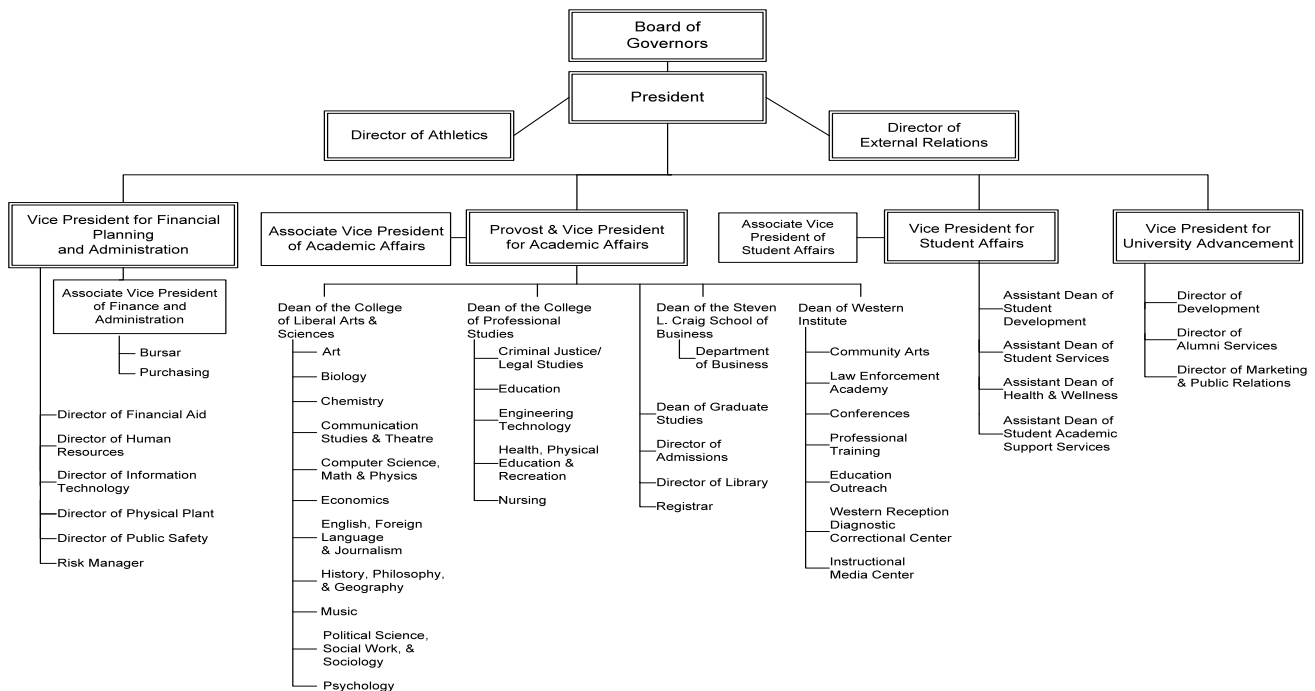


Figure 0.5 Western Organizational Chart

Missouri Western State University 2010 - 2011





AQIP Category 1 Helping Students Learn

Processes (P)

1P1 Determining common objectives for learning for all students – Common learning objectives for all students completing degrees at Western are determined by a process that begins with the Faculty Senate General Studies Committee. The committee uses input from other faculty, administrators, and discipline standards to determine appropriate learning objectives. The same committee reviews the objectives and associated courses, and student performance in exit examinations every three years. This syllabi review requires that the nine identified competencies be clearly stated within the appropriate general studies course syllabus.

Figure 1.1 Common Learning Objectives (Western Catalog 2010-2011 p. 37)

- | |
|--|
| 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. |

In addition, Western organizes general education coursework into five categories providing basic, yet varied, course options within the general education program.

Western participates in the statewide general education agreement for student transfer between Missouri public institutions. This agreement was the result of an extensive review of general education objectives and the courses used to meet the objectives. The campus-based portion of the review was submitted to a statewide committee of faculty to ensure consistency and alignment throughout all institutions in the state. This agreement assists students who desire to transfer between Missouri institutions.

Figure 1.2 MWSU 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

Western Catalog, pp. 37-38

1P2 Determining specific program learning objectives

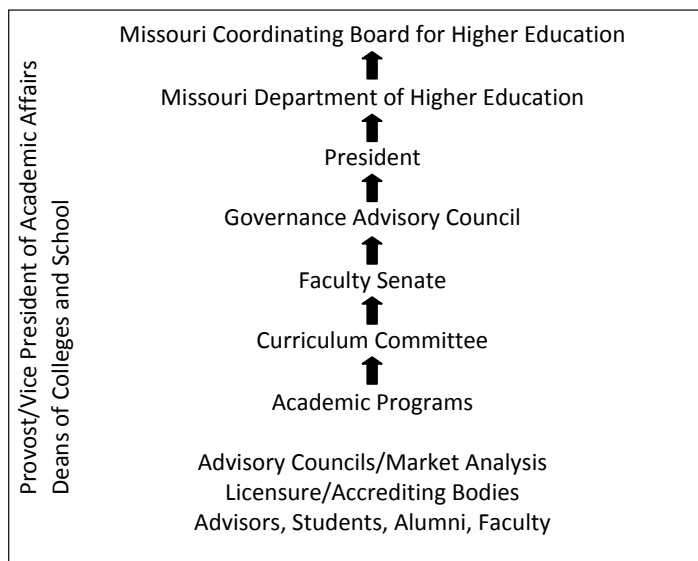
Program faculty set initial program learning objectives based on discipline standards and input from advisory committees, when available. Program learning objectives are embedded in an assurance of learning assessment plan that is reviewed at department, college or school, and university levels. All academic programs have student learning/program assessment plans.

1P3 Designing new programs and courses that are competitive and facilitate student learning - Faculty members have the responsibility for development of new programs and courses. The development of new programs or courses is driven by changes in academic disciplines or professions, information from employers or advisory councils, or interest from students or faculty. New programs and courses are proposed by an individual faculty member or academic unit for approval by the academic department. If approved, the process continues to review by the dean and then review and approval/disapproval by the Faculty Senate Curriculum Committee. Once the proposal is approved by that committee, the proposal is reviewed by the Governance Advisory Council, the Provost, and the President. All new programs must be approved by the Coordinating Board for Higher Education (CBHE) before implementation. The CBHE review requires documentation of market and societal need, student demand, quality indicators, and financial projections. Western requires that new programs align with university strategic goals.

The process for approval of new programs is displayed in Figure 1.3.



Figure 1.3 New Program Approval Process



1P4 Designing responsive academic programming - Western's focus on applied learning offers an effective means of providing responsive academic programming. In 2005, the Missouri legislature assigned Western a statewide mission in applied learning as Western was granted "university" status. Currently, many academic programs require, and essentially all programs encourage, students to participate in appropriate applied learning experiences. These experiences (clinicals, internships, student/faculty research, study abroad, service learning) require students to connect classroom learning with the learning that occurs in a different context. Approximately 89 percent of all Western graduates complete a significant applied learning experience.

A number of programs also have advisory councils that provide input regarding workplace expectations and help keep the curriculum current.

1P5 Determining the preparation required of students -

As an open enrollment state university, Western may admit any student with a high school diploma or equivalent. Enrollment in selected academic programs is restricted to students who have met specific admission criteria and have been accepted through a competitive process (e.g. nursing, teacher education, physical therapist assistant).

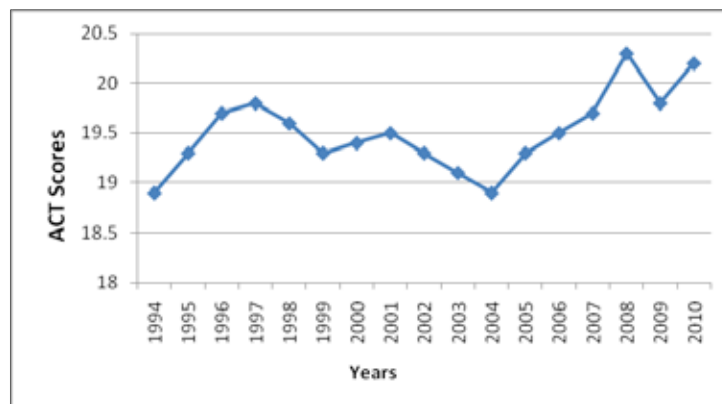
At the state level, much work has been done to align high school and university entry and exit competencies for typical freshman level courses. This Curriculum Alignment Initiative (CAI), conducted through the MDHE, is driving discussions in secondary schools and university academic units offering freshman level courses in: Arts and Humanities, Engineering and Technology, English and Communi-

cations, Foreign Language, Mathematics, Science, and the Social Sciences. The result of this work should help inform students and institutions and result in more effective placements.

Western determines the appropriate placement of incoming students by a process that includes examination of the student's ACT scores and high school and university transcripts. Students who have an ACT English subscore of less than 19 are required to enroll in ENG 100 Introduction to College Writing or to achieve a passing score on the Writing Placement Exam. Students who have an ACT Reading subscore of less than 19 are required to enroll in RDG 095 Reading Skills Improvement or achieve a passing score (72) on the Accuplacer Reading Test. Students who have an ACT Math subscore of less than 20 are required to enroll in MAT 081 Foundations for University Mathematics or achieve a passing score on the math placement test. Students who have an ACT English subscore of 26 or above may enroll in ENG 112 Honors Composition and Rhetoric. This course fulfills the English composition requirement for basic skills in general studies. Western offers a general studies honors program and majors honors for selected academic programs.

Western developed an AQIP Action Project on Student Engagement with a plan component that included a goal of enrolling students with higher ACT scores. The yearly goals of increased ACT averages for incoming freshmen were met. Figure 1.4 illustrates the success of strategies to accomplish this goal.

Figure 1.4 Average ACT Scores of New Student Cohorts



Faculty members who teach in specific degree programs determine the level of student preparation and achievement that is necessary for success in the program. Some undergraduate programs (e.g. teacher education, nursing, business) and all graduate programs have admission criteria that students must meet in order to be accepted into the program. In most cases, these criteria are based on



disciplinary standards. Academic units propose prerequisites for courses that must be approved through the regular curriculum process.

1P6 Communicating required preparation and learning and development objectives - Students have access to information regarding the required preparation for specific programs, courses and degrees through a number of printed publications (recruiting materials, MWSU Catalog) and through web pages associated with each program at Western. An example can be found at the following web address: <http://www.missouriwestern.edu/eflj>.

Admissions counselors frequently visit high schools and attend university fairs for area high school students and counselors. The Office of Financial Aid holds workshops for parents and students that support the AQIP Action Project *Money Matters for Life*.

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 declare a major. Students are encouraged to declare a major within the first 60 attempted credits to support degree attainment within four-six years. Student Services supports the communication of expectations regarding student preparation, learning objectives, and degrees.

Faculty advisors in academic units and staff advisors in Student Services provide information regarding degree requirements, semester class selection, program outcomes, and career development. Students meet with their advisors each semester to plan schedules for the next semester of study and to discuss student progress and goals. Students are provided specific information about preparation and learning through completion of the Major/Minor forms that are used for degree audit purposes. Electronic degree audit is available for use by individual students and their academic advisors.

1P7 Helping students select programs of study - Approximately 50 percent of first-time, full-time students enter 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 and developing their academic goals and related career options. Activities used to help students discover their interests include:

- Career fairs, high school visit days, and open houses help students obtain information regarding available programs of study.
- Registration and orientation sessions have focused discussions on program and degree opportunities. Students tour the Western campus during these sessions and are shown where university offices are located that can help them get answers to questions.
- Surveys of Occupational Interests are available to incoming students to help them determine an appropriate program of study.
- The College Student Inventory (CSI), administered in Foundations of the University Experience (UNI 101), 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 Intervention Program.
- The Counseling Center administers occupational interest inventories and helps students understand potential academic interests.
- Upon matriculation, students are encouraged to enroll in UNI 101. This course introduces students to the vocabulary and processes of critical thinking and their application to reading and writing, academic and personal skills critical for success in college, and the practical application of those skills. Students develop study skills, learn about campus resources and policies, and explore career options.

1P8 Dealing with underprepared students - Underprepared students are identified through admission requirements including ACT scores, high school and college GPA, and an evaluation of course completion at high school or community college. Faculty and staff members advise students during the registration process and help to determine student learning needs relative to individual courses. Students identified as significantly underprepared are "Admitted with Conditions". These students are enrolled in courses that specifically deal with their learning levels, and focus on developmental math, writing, and reading skills.

University policies call for students to complete developmental courses in sequence through continuous enrollment and to complete the corresponding general studies courses by the end of 60 credits of study. The Center of Academic



Support (CAS) provides tutoring to underprepared students, and this support is available throughout their undergraduate experience.

1P9 Detecting and addressing students' learning

styles - All first-year students enrolled in the UNI 101 course complete the College Student Inventory (CSI) to identify existing risks for persistence to degree completion. By providing an opportunity for the students to participate in the inventory and by collecting data directly from the students concerning their academic preparedness, study skills, and anticipated social interests, Western personnel can highlight areas of concern and work directly with the student to overcome any of these obstacles. Armed with this information, the campus community can begin building stronger relationships and linking incoming students to the campus as well as their peers. The ultimate goal is to help students succeed in their academic pursuits and to improve persistence and retention of students.

Faculty members can use the early intervention process when they recognize that a student may be experiencing difficulty in a course or is exhibiting behaviors that are likely to result in failure. Faculty members report the need for an early intervention to the Academic Advising office. Staff members in that office contact and work with the student to remedy personal, academic, or social problems that are interfering with academic success. The student may be referred to the CAS for specialized help when needed, the Counseling Center, or other resources on campus.

1P10 Addressing the special needs of student

subgroups - In order to address the specific needs of high-risk incoming students, Western has implemented an intrusive advising and support program. Staff members meet with parents and students during summer registration, provide a list of campus resources, email students during the summer and throughout the year, refer students to career development or other areas based on their needs, and assist in appropriate course selection for the second semester. Each student is enrolled in a special support class and is assigned a mentor during their first semester. Any early intervention or disciplinary notices are addressed. The retention of this group from the first semester to the second semester following the implementation of these interventions, increased from 67 percent to 72 percent.

Currently, there are 210 certified veterans attending Western with additional veteran enrollment anticipated. In the spring 2010 semester, some veterans expressed an interest in starting a club on campus. The goal of the organization is to provide a venue where veteran students can address

concerns, develop support initiatives, and build relationships with other veterans. In addition to the organization, veterans work closely with the non-traditional student office to obtain referrals to support agencies, and provide information relative to support on campus, computer access, and other assistance as needed.

The MAX (Mentoring for Academic Excellence) Program works with at-risk student-athletes who are in need of time management skills, study skills, organizational skills, and assistance in obtaining tutoring for classes. From Spring 2003 to Fall 2009, an average of 33 student-athletes were placed in the MAX Program each semester. Placement is by GPA, coach's request or other factors as determined by the Athletic Department. Mentors attend extensive training on the best methods to mentor at-risk student-athletes and how to understand the NCAA regulations so as not to violate policy. They keep accurate records of weekly academic reports and absences from classes, goals for the week, and any other pertinent information needed. Mentors work with students on time management and study skills to assist the student-athletes in the pursuit of their academics until acceptable performance is achieved.

A review of the past fourteen semesters indicates that the majority of student-athletes respond to the interventions of mentors and the program results show that there is a higher retention rate among the student-athletes in the program and that the GPA is on the rise.

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

An example is the Office of Disability Services. Disability Services provides reasonable accommodations for students with all types of disabilities. Its mission is to ensure that students with disabilities have equal access to all of the facilities, grounds, and programs at Western as mandated by the Americans With Disabilities Act of 1990 (ADA). Disability Services serves as an advocate for students with disabilities, and also encourages students to develop a



sense of independence and responsibility as they take part in University life.

1P11 Defining, documenting, and communicating expectations - Recruiting materials, the *Missouri Western State University Catalog*, the *Admissions View Book*, the *Western Student Handbook*, and multiple Western web-sites communicate expectations for prospective and current students.

Specific requirements for learning are articulated in university publications. The *Western Catalog* lists prerequisites for courses, as well as required licensing or exit exams for each academic program. Requirements are also described in department/school literature and brochures. Course syllabi detail the expectations and learning objectives for specific courses, and syllabi also list the expectations for faculty for teaching performance. Syllabi are reviewed by chairs/deans for consistency, standards of learning, and clarity, and again assessed through routine accreditation efforts at both the program level and institutional level.

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

General behavior and academic requirements are discussed throughout the student recruitment process (Admissions), during the registration process (the “Big R”), the orientation process (CED 131 Griffon Edge), First Year Experience (UNI 101 Foundations of University Experience), and through Student Affairs Offices of Career and Leadership Development, Academic Advisement, Center for Academic Support, and the Student Life and Non-Traditional Student Services.

Student performances on standardized assessments determine abilities of students and help define expectations of student performance. These expectations are then communicated through the curriculum process in the form of learning and teaching objectives.

Course grades, general education, and discipline-specific graduating senior exit assessments, assessments of applied learning activities, and the judging of student performances/shows in art, music, and communication studies/video provide inputs into the processes used for improving teaching and learning.

Each year, each 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. The *Western Policy Guide* includes a substantial list of possible artifacts that are used to assess teaching effectiveness. If serious weaknesses in teaching are noted, the chairperson, dean, and the Provost/Vice President for Academic Affairs suggest specific improvements that are expected within the next academic year.

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.

1P12 Building an effective and efficient course delivery system - 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. Courses are offered in the face-to-face format for most students. Courses are offered to students who cannot travel to St. Joseph at off-campus locations through the Western Institute (high schools, dual credit courses, and to other populations that cannot travel to Western’s St. Joseph campus), at the Northlands Campus in Platte County, and at Western’s Downtown University Center.

Faculty are increasingly using WebCT, the web-based course delivery system, for both distance education and regular campus-based courses. All courses at Western now have a WebCT presence, and the number of faculty who utilize WebCT in on-campus settings is increasing significantly. Most faculty use a “blended” system of WebCT presence (roll book, email, course document delivery, etc.) and campus-based lectures for course delivery.

Academic units prepare the course schedules based on an analysis of past student enrollments, projected enrollments, and student feedback. For example, results from the 2010 Student Satisfaction Inventory (SSI) show that Western students indicate more satisfaction than students at other four-year public universities when rating the following statement, “There are sufficient courses within my program of study available each term”.



Chairs, using this analysis, plan effective and efficient schedules for each semester. Deans of each college/school review the proposed class schedule to assure that student needs are met and that class schedules make efficient use of resources.

1P13. Ensuring programs and courses are up-to-date and effective

Western reviews academic programs through annual unit reports with a comprehensive program review at least every five years. The five-year review includes an external review through accreditation or consultants. Program faculty members provide information regarding curriculum that includes national trends and the currency of the course offerings. Many programs at Western have attained accreditation through professional accrediting agencies (see Figure 8R2). The processes required for these accreditations contribute to an ongoing monitoring of programs for currency and effectiveness. Advisory councils provide valuable information that informs decisions related to program curriculum. Academic units monitor changing requirements in the professions, internal and external needs, and student needs, and make recommendations to continue or discontinue individual courses and programs.

1P14 Changing or discontinuing programs and courses

All academic units complete an annual and a five-year review. This review concludes with recommendations from the unit, the dean and the provost regarding needed changes and assignment of resources. Courses or programs may be changed through the regular curriculum process. If programs are discontinued, students are notified and the university guarantees the opportunity for degree completion for all students who have officially declared a major in that program. The Missouri Coordinating Board for Higher Education requires notification of any program deletion.

1P15 Determining and addressing learning support needs

Every academic unit is allocated a budget for library acquisitions each year. Academic departments also receive an additional allocation on a rotating basis to supplement the annual acquisitions. Faculty members review current library holdings and determine what new acquisitions are needed. The library staff periodically conducts surveys of patrons (faculty, students) and focus groups to determine if needs are being met and to look forward to addressing new needs.

The Center for Academic Success (CAS) manages the tutoring service for students. When a request is submitted, staff in the CAS work with a faculty member to identify an appropriate tutor who has recently completed the course.

Student tutors are trained, monitored and evaluated by the CAS staff. Student tutors are paid for their services. Records of tutoring services and effectiveness are maintained.

Beginning a few years ago, the Faculty Senate officers began offering professional development sessions during one of the “plan days” immediately before the beginning of the fall semester. Sessions are offered on topics such as

- Managing classroom behavior
- Developing an online course
- Emergency response
- Promotion and tenure processes
- Maintaining confidentiality of student records

Institutions traditionally have focused on the first-year experience because research indicates that support in the first year leads to retention. However, emphasis should also be placed on helping students make the transition into their second year. To address this, Western has developed a Sophomore Jump program. At an initial meeting of prospective sophomores, they participated in a survey that asked them to respond to these statements: issues they struggled with, had they decided on a major, what campus activities they were involved in, and how we could support them. Results of that survey served as a basis for a year-long plan that focuses on leadership, engagement, goal setting, academics, and career planning. By engaging students throughout the sophomore year Western will provide them with opportunities to stay connected to the university and more importantly, persist to their junior year. Finally, Western has volunteered to be part of the Noel-Levitz Second-Year Student Assessment that will identify strengths and needs of college sophomores.

Faculty needs for teaching support are identified through faculty surveys conducted by the Instructional Media Center (IMC). Needs are met through training (1-on-1 or in groups) conducted by Information Technology Services, IMC, or Student Services. The IMC also provides support for faculty and students with special needs for teaching and learning, including special accommodations related to visual impairment, hearing impairment, or needs for voice projection.

1P16 Aligning co-curricular development goals with curricular learning objectives

After splitting academic and student affairs into two divisions: Division of Academic Affairs and the Division of Student Affairs, the first Vice President for Student Affairs was hired in January 2010 and one of the Vice President’s first tasks was to develop a model that would ensure that academic affairs and stu-



dent affairs partner to support the education of the whole student. A way to link classroom instruction and student life to achieve the goal of educating the whole student is through implementation of involvement theory (Astin, 1993). Simply put, involvement theory is based on the idea that the more a student is involved in the activities and offerings of the college, the more likely that student will remain in school. A framework for moving involvement theory into practice is the re-conceptualized of Vincent Tinto's model of institutional departure. Tinto states that for a student to persist and graduate, the student needs to be academically and socially integrated. The re-conceptualized model includes student development as critical to the integration process. Therefore, the curricular and co-curricular goals and objectives should be aligned in order for students to persist and, ultimately, graduate. This model was presented to over 130 Western faculty members, deans and administrators and to the Enrollment Development Team (EDT) to illustrate the importance of aligning academic and student affairs. The EDT is currently reviewing retention and strategic plans and aligning co-curricular and curricular objectives. The whole institution is involved in supporting these plans. Finally, the Vice President for Student Affairs reorganized the division into four units: Student Development, Student Academic Support Services, Health & Wellness, and Student Services to more effectively address student development desired outcomes and to support curricular desired outcomes.

1P17 Determining that students have met learning and development expectations - The first determination is made through the traditional process of tracking student performance through grades in courses. Faculty members determine the level of performance that is required for students to continue in specific academic programs. Western uses cumulative and most-recent semester grade point average (GPA) data to assess a student's satisfactory academic progress in general studies and in the major.

All graduating students are required to take the ETS® Proficiency Profile as a measure of competency in general education and an exit exam in the discipline of the major. Some programs use examinations developed at the department/school level, student portfolios evaluated by external evaluators, or the results of state licensing examinations as measures of student achievement in the major field (see Figure 1.5).

1P18 Designing processes for assessing student learning - Faculty members in each academic department develop and maintain an assessment plan that includes assessment of student learning. Examples of student learning

assessments include evaluation of individual assignments, course grades, applied learning assessments, and assessments of program learning objectives. Student learning outcome results are reported each year in the annual unit report and are evaluated more extensively in the five-year program review process.

Results (R)

1R1 Measures of students' learning - Figure 1.5 presents a list of measures used by Western to assess student learning outcomes. These measures are in addition to the classroom level assessments through instructor evaluation of student assignments (papers, projects, homework assignments), student examinations, in-class performance and instructor evaluation of applied learning performance.

Figure 1.5 Measures of Student Learning

Assessment Tool	Measure	Administration Schedule	Population
ETS Proficiency Profile* (PP)	General Education	Every semester	Prior to graduation
NSSE	Student Engagement	Every other year	Freshmen and Seniors
SSI	Student Satisfaction	Every other year	Sample of all students
ETS Major Field	Knowledge in major field	Every sem.	Graduating seniors
Licensure Exams	Knowledge in major field	Every sem./year	Graduating students
Portfolios	Knowledge in major field	Every sem.	Graduating students
Praxis	Pedagogical Knowledge	Every sem.	Teacher educ. candidates

**Formerly the ETS MAPP*

Missouri Western State University uses the ETS® Proficiency Profile to:

- measure and document general studies program effectiveness
- assess student proficiency in core academic skill areas-critical thinking, reading, writing and mathematics - to identify strengths, weaknesses and opportunities to improve curriculum and instruction
- compare performance with other institutions across the country
- evaluate program improvement efforts and overall learning outcomes

Students are required to complete this assessment prior to graduation, generally at the completion of 90 attempted credits.



The National Survey of Student Engagement (NSSE) obtains information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for student learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from

Figure 1.6 ETS Proficiency Profile Summary Comparison

MWSU Seniors with National Sample										
		Percent “Not Proficient”								
MEAN		READING		CRITICAL THINKING	WRITING			MATHEMATICS		
ACADEMIC YEARS	SCORE	Level 1	Level 2		Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
2006-07	445.75	11%	39%	76%	10%	42%	64%	17%	39%	73%
2007-08	444.56	9%	39%	79%	11%	46%	67%	18%	41%	77%
2008-09	447.21	10%	37%	73%	8%	41%	67%	15%	36%	71%
2009-10	449.12	8%	32%	69%	7%	38%	66%	13%	38%	73%
National Average										
COMPARISON	447.94	11%	38%	77%	8%	38%	59%	16%	41%	74%

Figure 1.7 presents Western's scores for AY 2009/10 on the ETS Proficiency Profile.

Figure 1.7 ETS Proficiency Profile

Skill Dimension	Proficient	Marginal	Not Proficient	Skill Dimension	Proficient	Marginal	Not Proficient
Critical Thinking				Writing Level 1			
National	6%	77%	17%	National	71%	21%	8%
Western	6%	72%	23%	Western	67%	25%	9%
Reading Level 2				Mathematics Level 3			
National	41%	38%	21%	National	8%	18%	74%
Western	45%	34%	21%	Western	9%	16%	75%
Reading Level 1				Mathematics Level 2			
National	72%	11%	17%	National	30%	29%	41%
Western	75%	9%	15%	Western	32%	27%	41%
Writing Level 3				Mathematics Level 1			
National	9%	59%	32%	National	58%	26%	16%
Western	7%	68%	25%	Western	60%	24%	16%
Writing Level 2							
National	22%	38%	40%				
Western	19%	41%	40%				

attending college. Survey items on the NSSE represent empirically confirmed "good practices" in undergraduate education. They reflect behaviors by students and institutions that are associated with desired outcomes of college. Western administers the NSSE every other year to freshman and senior students.

The Student Satisfaction Inventory (SSI) is administered every other year (alternating with the NSSE) to a sample representing all students at Western. This assessment tool measures student satisfaction and priorities and allows for the responses from Western's students to be compared with responses from other four-year institutions in the United States.

Students in all four-year programs at Western are required to complete an exit assessment. Many programs use Educational Testing Service Major Field Tests to measure student learning outcomes. A few programs administer locally-developed exit exams and a few programs use student developed portfolios to assess student learning outcomes.

1R2 Performance results for common student learning and development objectives - Figures 1.6 and 1.7 present summaries of Western's results on the ETS Proficiency Profile. Figure 1.6 includes the mean score of Western students from AY 2006/07 through AY 2009/10. Western's mean score improved over this four-year period. This figure also includes a comparison of Western's scores with



national mean scores. As indicated, Western compares favorably with the national group. Also included in Figure 1.6 are data regarding the percent of students who scored in the “not proficient” range. Again, despite being an open-access institution, Western’s subscores are above the national average with only one exception (Writing Level 3).

Western administers the National Survey of Student Engagement (NSSE) to freshmen and seniors every other year, alternating with the administration of the SSI. Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Using 2009 NSSE Benchmark Comparisons to compare Western’s results with results from all institutions administering NSSE in 2009 shows that Western’s results are:

- Slightly lower for both freshmen and seniors on the benchmark of Level of Academic Challenge
- Equal for both freshmen and seniors on the benchmark of Active and Collaborative Learning
- Significantly better for both freshmen and seniors on the benchmark of Student-Faculty Interaction
- Lower for freshmen and equal for seniors on the benchmark of Enriching Educational Experiences
- Equal for both freshmen and seniors on the benchmark of Supportive Campus Environment

1R3 Performance results for specific program learning objectives

Student performance on measures of student learning of program specific objectives is evaluated typically through standardized nationally normed examinations. Program faculty use the results in review of curriculum, review of program objectives, and as a measure of program quality. Results are reported in annual unit reports and five-year program reviews.

As an example of how performance results are used, Figure 1.8 presents a comparison of results on the ETS Major Field Test in Business, including nine subscores representing distinct areas in the curriculum between 2005 and 2009. The chart clearly illustrates the following improvements:

- Overall, student scores improved an average of almost 42 percentile points across the nine disciplines
- Student scores in Accounting went from near the bottom nationally in 2005 to the 65th percentile in 2009
- In 2009, eight of the nine disciplines scored in the upper half nationally, a very significant improvement over the scores in 2005 when six of the nine discipline scores were in the lowest quartile

Figure 1.8 Craig School of Business Student Performance on ETS

Major Field Test Subscores 2005 and 2009		
Category	Fall 2005 National Percentile	Spring 2009 National Percentile
Accounting	5	65
Economics	25	80
Management	15	40
Quantitative	20	70
Finance	30	80
Marketing	40	55
Legal	10	70
MIS	25*	50
International	30	65

*Score is from 2006 when the MIS category was first included

Student outcomes inform curriculum decisions in academic departments. For example, the ETS Major Field Test in Psychology has several subscores. When students with psychology majors were scoring poorly in the developmental psychology area, the department realized that students could graduate without taking a course in that area. The curriculum was revised so that students were required to have more breadth in their coursework. This change was made without increasing the overall number of hours required for the major. The change resulted in improved student learning outcomes as measured by the ETS Psychology exam.

The Physical Therapist Assistant licensing exam is used as a measure of student learning for the Physical Therapist Assistant program. Figure 1.9 presents the pass rate for Western graduates of this program and the national pass rate for each year. Since 2005, Western students have passed at a higher rate than the national percentage.



Figure 1.9 Pass Rates on the Physical Therapist Assistant Licensure Exam

Year	MWSU	National	Year	MWSU	National
2001	95%	93%	2006	82%	73%
2002	88%	91%	2007	100%	78%
2003	78%	86%	2008	100%	79%
2004	86%	Not available	2009	95%	80%
2005	100%	73%			

While 100% of Western's teacher education candidates pass the Praxis exam prior to graduation, Figure 1.10 compares the percent of Western graduates who score at or above the 50th percentile with the percent of all Missouri graduates who score at or above the 50th percentile on the Praxis.

Figure 1.10 Results on the Praxis Exam for Teacher Certification at Western and other Public Institutions in Missouri

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	63
2003-2004	69	61
2004-2005	54	59
2005-2006	58	61
2006-2007	55	63
2007-2008	54	61
2008-2009	74	56

Figure 1.11 Alumni Survey Responses 2009

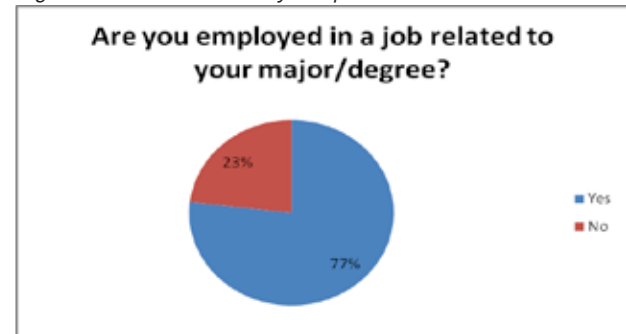


Figure 1.12 Western's preparation for your career choice

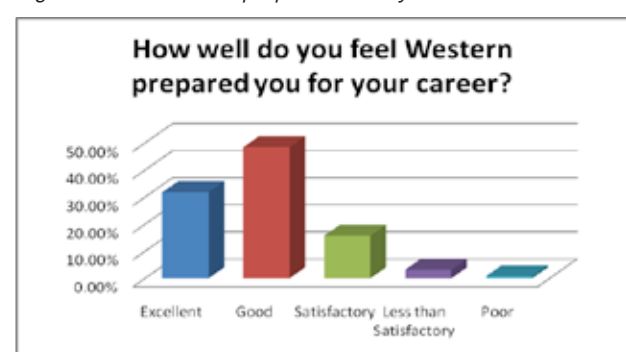


Figure 1.13 Recommend Western to others

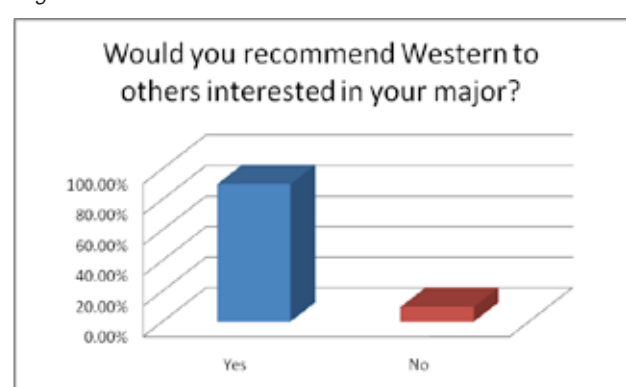
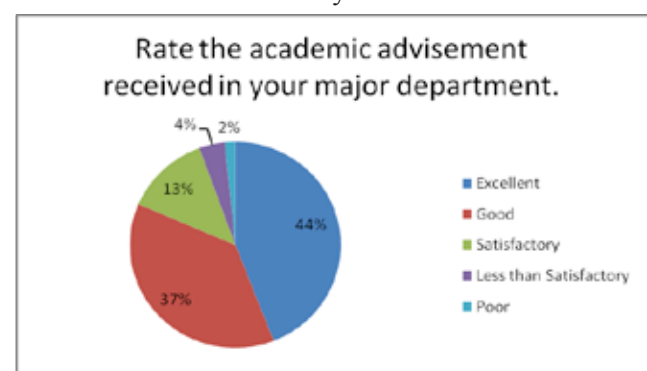


Figure 1.14 Advisement Rating

Ninety-four percent of Western alumni believed their advisement was satisfactory to excellent.





1R4 Evidence that the students have acquired the knowledge and skills required by stakeholders – Western regularly surveys alumni to determine program effectiveness. The most recent survey (2009) provided validation that the knowledge and skills learned through Western's academic programs resulted in positive outcomes for most graduates. Figures 1.11-1.14 document alumni responses.

1R5 Performance results for learning support processes - During the 2009-10 academic year, the Center for Academic Support (CAS) provided:

- Supplemental Instruction study groups for three general studies courses
- Study groups for a general biology course and an American history course.
- Math assistance was provided for 40 different classes
- Writing assistance was provided for 82 courses
- More than 130 class presentations as well as presentations to various organizations on campus

Figure 1.15 Individual Student Usage of the Center for Academic Support AY 2009-10

Semester	Students	Visits	Hours	Tutors/Classes
Fall 2009	744	3604	3420	60/87
Spring 2010	612	3218	2790	74/95
Summer 2010	101	459	424	

During the academic year 2009-2010, the library at Western provided:

- 668,953 Electronic databases searches (+31 percent from '08-'09)
- 8,765 Interlibrary loan transactions (+17 percent from '08-'09)
- 98 Information instruction sessions with 2,309 students (down slightly from '08-'09)
- 4,873 Answers to reference/information desk questions (up slightly from '08-'09)

The Gate Count included 211,757 library visits which was up slightly from the previous year and there were 2,113,143 hits to the library websites (up 30,080 hits from 2008-2009).

Student Satisfaction Inventory (SSI 2010) results show that Western students are more satisfied than students at other

four-year public institutions in the Midwest when responding to the following individual statements:

- Library resources and services are adequate
- Computer labs are adequate and accessible
- Tutoring services are readily available
- I receive the help I need to apply my academic major to my career goals
- Counseling services are available if I need them
- The quality of instruction I receive in most of my classes is excellent

The SSI includes nine subscales. Western scores higher than other four-year public institutions in the Midwest on seven of the nine subscales and equal to the other institutions on the other two subscales. Western scores higher on the following subscales:

- Student Centeredness
- Campus Life
- Instructional Effectiveness
- Recruitment and Financial Aid Effectiveness
- Academic Advising Effectiveness
- Campus Climate

Western's score are equal to the scores from other four-year public institutions in the Midwest on the following subscales:

- Registration Effectiveness
- Safety and Security

1R6 Comparative results - Comparisons of assessment results show that students at Western consistently perform at a level at or above students from peer institutions. Figure 1.6 compares Western's results on the ETS® Proficiency Profile with national results. Figure 1.8 presents a comparison of Western's results for the ETS Major Field Test in Business with national results. Figure 1.9 shows that Western's graduates of the Physical Therapist Assistant program pass the licensing exam at a rate higher than the national average. Figure 1.10 compares Western's teacher education candidates with others in the state on the Praxis exam.



Figures 1.16A and 1.16B document Western's relative performance with other institutions in the State of Missouri. Western compares favorably with many moderately selective and even selective institutions in terms of the percentage scoring above the 50th percentile on their exit exam scores. This is despite the fact that only about 35 percent of Western's incoming freshmen are from the top 30 percent of their high school classes, and having only about 50 percent of Western's incoming freshmen with ACT scores of 19 or above.

Figure 1.16A

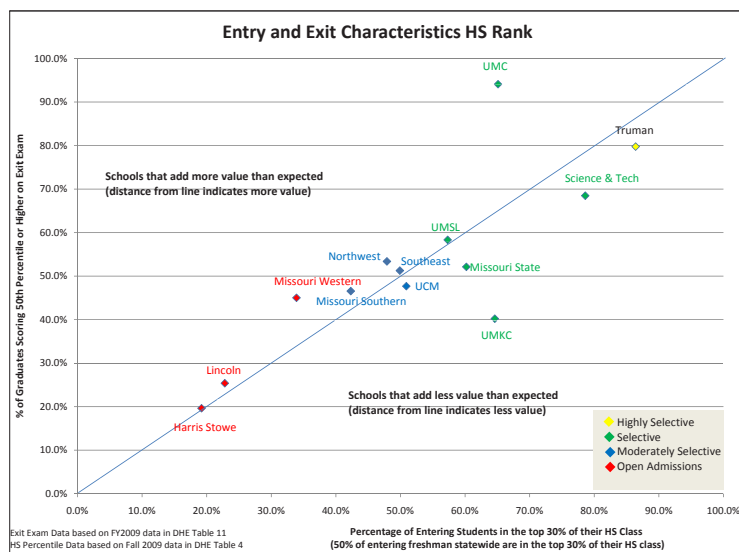


Figure 1.16B

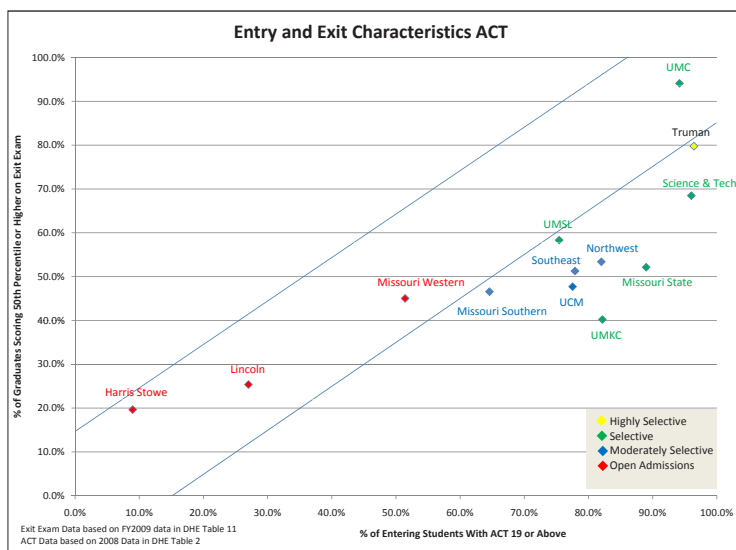


Figure 1.17 compares the percent of Western graduates who scored above the 50th percentile on a nationally normed major field test in 2009 with graduates from other institutions in Missouri. Western's percentile is higher than the other open enrollment institutions in the State of Missouri and compares favorably with moderately selective and selective institutions in the state.

Figure 1.17 Performance of Baccalaureate Degree Recipients on a Nationally Normed Major Field of Study Test, FY 2009*

	Percent Assessed	Of Those Assessed, the Percent Who Scored at or Above the 50th Percentile	Admissions Selectivity
HARRIS-STOWE	43%	20%	OPEN ENROLLMENT
LINCOLN	48%	25%	OPEN ENROLLMENT
MISSOURI SOUTHERN	52%	47%	MODERATELY SELECTIVE
MISSOURI STATE	46%	52%	SELECTIVE
MISSOURI UNIV. OF SCI. & TECH.	22%	68%	SELECTIVE
MISSOURI WESTERN	43%	45%	OPEN ENROLLMENT
NORTHWEST	51%	53%	MODERATELY SELECTIVE
SOUTHEAST	19%	51%	MODERATELY SELECTIVE
TRUMAN	81%	80%	HIGHLY SELECTIVE
UCM	4%	48%	MODERATELY SELECTIVE
UMC	6%	94%	SELECTIVE
UMKC	32%	40%	SELECTIVE
UMSL	51%	58%	SELECTIVE
Total	31%	58%	

*Does not include graduates of teacher education programs
Chart obtained from the Missouri Department of Higher Education



Figure 1.18 presents the 2009 graduation rate for all four-year public institutions in Missouri. Western's graduation rate is higher than that of the other four-year open enrollment institutions in the state of Missouri.

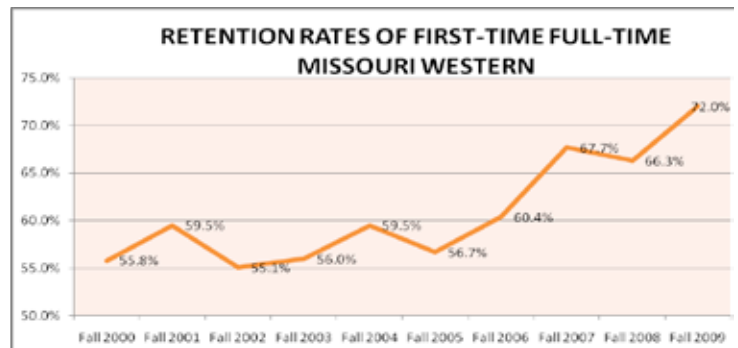
Figure 1.18 Three and six-year graduation rate of fall 2003 first-time, full time degree-seeking undergraduates from four-year Missouri public institutions as of spring 2009

PUBLIC BACCALAUREATE AND HIGHER DEGREE-GRANTING INSTITUTIONS	GRADUATION RATE	ADMISSIONS SELECTIVITY
HARRIS-STOWE	18.9%	OPEN ENROLLMENT
LINCOLN	26.8%	OPEN ENROLLMENT
MISSOURI SOUTHERN	34.9%	MODERATELY SELECTIVE
MISSOURI STATE	63.3%	SELECTIVE
MISSOURI UNV. SCI. & TECH.	67.3%	SELECTIVE
MISSOURI WESTERN	34.0%	OPEN ENROLLMENT
NORTHWEST	58.0%	MODERATELY SELECTIVE
SOUTHEAST	51.7%	MODERATELY SELECTIVE
TRUMAN	75.3%	HIGHLY SELECTIVE
UCM	53.9%	MODERATELY SELECTIVE
UMC	72.9%	SELECTIVE
UMKC	49.2%	SELECTIVE
UMSL	46.8%	SELECTIVE
Total	60.0%	
PUBLIC CERTIFICATE AND ASSOCIATE DEGREE-GRANTING INSTITUTIONS	18.8%	OPEN ENROLLMENT

SOURCE: Enhanced Missouri Student Achievement Study, Missouri Department of Higher Education

Figure 1.19 shows the improvement that has been made in the past few years in the retention rates of first-time full-time students at Western. In addition, the fall-to-fall retention of all degree-seeking students at Western has increased from 69.9% in 2003 to 79.4% in 2010.

Figure 1.19 Retention Rates



As an open enrollment institution, a significant number of Western's students need to complete developmental courses. The following chart provides the trends results for success rates.

Figure 1.20 Developmental Math Pass Rates

Developmental Mathematics Pass Rates		
Semester	Passed	Omit FA* & W**
Fall 2006	49%	67%
Spring 2007	49%	69%
Fall 2007	73%	89%
Fall 2009	85%	94%

* FA- Failure due to lack of attendance

** W- Withdrawal

Improvement (I)

11 Recent improvements - Western has made significant progress in managing and monitoring assessment of student learning and student support processes. All academic units have assessment plans and results are reported in the annual unit reports and five-year program reviews. Student services units are now monitoring assessment data and using data to inform decisions regarding program improvement.

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



AQIP Category 2 Accomplishing Other Distinctive Objectives

Processes (P)

2P1 Design and operation of key non-instructional processes

– Key non-instructional processes at Western include athletics, grants and sponsored programs, community enrichment, economic development, and alumni services. Processes and activities in each area link closely with Western's mission as a regional educational leader focused on economic and social needs. Each area is staffed with professionals who understand and advance the mission of Western. Areas supporting these processes and activities include:

- **Athletic programs** designed and operated to assist Western stakeholder groups (e.g., student-athletes, athletic alumni, parents, booster club members, corporate sponsors, and fans). Programs are developed in accordance with the National Collegiate Athletic Association (NCAA) and the Mid-America Intercollegiate Athletic Association (MIAA). Griffon Athletics consists of ten intercollegiate athletic teams, four for men (football, basketball, baseball, golf) and six for women (volleyball, basketball, softball, tennis, soccer, golf). Western is affiliated with the National Collegiate Athletic Association (NCAA) at the Division II level and competes within the Mid-America Intercollegiate Athletic Association (MIAA). The MIAA is composed of 16 institutions in Missouri, Nebraska, Kansas and Oklahoma, and is widely considered the top conference at the Division II level. Scholarship aid is available to student-athletes in each sport at Western.
- **Griffon Indoor Sports Complex** – In 2009, through a collaboration among the City of St. Joseph, Buchanan County, State of Missouri, Western, and the Kansas City Chiefs, Western was named the Missouri institution to construct the \$10.5 million sports complex that is the summer training camp for the Kansas City Chiefs, a National Football League team. This state-of-the-art training facility is used by the Chiefs during the three weeks of summer training camp and used by Western and its stakeholders during the remaining 49 weeks. In keeping with Western's applied learning mission, Western students are involved in over 25 training camp internships each summer.
- **Grants and Sponsored Programs** – Supporting the development, application process, and implementation of awarded grants, this office oversees external grant funding to Western. Western works closely with faculty, staff, the City of St. Joseph, Buchanan County, Heartland Regional Medical Center, local school districts, and other institutions of higher education to support consortia grant applications.
- **Western Institute** – This outreach office supports stakeholders who seek opportunities to engage in special activities, events or programs and includes: the Center for Community Arts, Center for Educational Outreach, Center for Professional Development, Conferences and Special Programs, Intensive English Program, Law Enforcement Academy, Biotechnology Mobile Laboratory, and the Scheduling Office.
- **Institute for Industrial and Applied Life Sciences (IILAS)** – With the award of a 2.5 million U.S. Economic Development Administration grant, Western was able to construct a state-of-the-art Science and Technology Incubator (STI) facility that has secure, high-technology laboratory space to support life sciences product and business development. The STI "clean room" provides an aseptic environment free of environmental impurities and provides training and development equipment for businesses, students, and faculty. Operated on Western's campus by the IILAS Board, the Senator Christopher "Kit" Bond Science and Technology Incubator facility is a state-affiliated Innovation Center and is a state certified Small Business Incubator. The STI is fully occupied and supporting business development and expansion. Stakeholders supported by this facility and staff include life sciences and animal health product research and development activities.
- In 2009, Western was designated as a host institution for a **Regional Professional Development Center (RPDC)** supporting PK-12 teachers and administrators in the region. The Western RPDC serves regional K-12 school districts with staff and training related to Migrant English Language Learner (MELL), Professional Learning Communities (PLC), Positive Behavior Support (PBS), and the Missouri Assessment Program (MAP).
- **Alumni Office** – This office offers activities and events for Western alumni. For example 2010 fall activities including Alumni Day at the Kansas City Chiefs Football Game, Homecoming activities and Alumni banquet, Football Reunion Weekends, and Commencement events.



- **Western Foundation** – The Foundation, a separate entity, works closely with alumni, business leaders, and donors to provide opportunities for strategic giving to Western. University Advancement staff survey Western faculty, student, and staff programs to identify priority needs and match needs with donor interests. Recently the Foundation celebrated the completion of a capital campaign, Achieving Greatness, which exceeded a 15 million dollar goal with 100 percent of the Western Board of Governors and President's Cabinet contributing and more than 78 percent of all Western faculty and staff contributing. The Foundation also organizes the **Convocation on Critical Issues**, an annual event since 1993 which offers an enriching and stimulating experience for Western employees, community members, and students. Convocation activities include a reception, dinner event, and major address the following day which is open to the public. Western encourages high school students, community stakeholders, alumni, and all employees to participate in the Convocation. The 2010 Convocation on Critical Issues featured Former Speaker of the US House of Representatives Newt Gingrich. The 2011 Convocation on Critical Issues will feature Thomas L. Friedman, internationally renowned author, reporter, and columnist. Mr. Friedman is the winner of three Pulitzer Prizes (1983, 1988, and 2002), and is considered a leading thinker in the area of globalization.
- **Applied Learning** – Supporting Western's statewide mission on applied learning and more fully developed with an AQIP Action Project focused on applied learning (2004-2007 and ongoing), Western has a Director of Applied Learning with administrative support who provides the leadership for documenting and enhancing applied learning goals and objectives.

2P2 Determining Major Non-instructional Objectives –

In Western's strategic plan Opportunity Area 4: Building Connections has five goals that organize Western's efforts for supporting the educational, economic, cultural, and social needs of the region. Stakeholders include parents, alumni, athletes, donors, and grant and business partners. All identified groups have boards of directors or advisory boards or both that have input on determining goals. For example, objectives for athletic external stakeholder groups (e.g., student-athletes, athletic alumni, parents, booster club members, corporate sponsors, and fans) are determined through Western policies as well as the rules and regulations of the NCAA and the MIAA. The changing needs of student-athletes are identified through the

Student Athlete Advisory Committee. Representatives of all sports meet on a monthly basis to discuss needs and concerns of student-athletes. Other athletic stakeholder needs are addressed through the Gold Coat Club Board of Directors, which is composed of athletic alumni, boosters, and corporate sponsors. This board meets on a monthly basis to address the needs of the athletic department and Western fans.

To assure close communication between faculty and the athletics programs, the Faculty Athletic Advisory Committee, comprised of various faculty members, meets to review the policies and procedures of the Department of Athletics. In addition, the Compliance Committee, which has representatives of the Registrar's Office, Financial Aid, Student Affairs, and Athletics, also reviews the policies and procedures. The Assistant Athletic Director is part of the Enrollment Development Team and the Athletic Director regularly consults with the Deans' Council and academic programs on issues related to student athlete academic progress. The motto of all athletic programs is "Graduating Champions" and all athletic teams have required weekly study times and monthly grade checks.

In 2008, the Western Alumni Association developed a five-year strategic plan closely aligned with Western's strategic plan. The Alumni Board of Directors was directly involved in seeking input and refining the plan goals. The Western Development Office prepares an annual operating plan focused on strengthening relationships with key stakeholders through an integrated program that promotes annual giving, major (capital) giving, and planned giving. The Western Development Council initiated a formal process for receiving, reviewing, and prioritizing University funding needs. This process allows the Development Office to take a more proactive approach to major and planned gift fundraising by matching donor interests with the Western's funding needs. The Office of Development and Office of Alumni Services each develop a yearly operational plan. The Foundation's Development Committee and the Alumni Association Board of Directors provide input into these objectives.

The Director of Applied Learning supports the coherence and alignment of applied learning with Western's mission and values specifically quality and service. With goals originally identified through the strategic plan and further developed through an AQIP Action Project Applied Learning (2004-2007), Western has continued to refine the definition of applied learning to align with Missouri Department of Higher Education (MDHE) definitions of high impact educational experiences as identified in the MDHE



strategic plan *Imperatives for Change*. Western faculty reviewed all courses to determine course alignment with applied learning definitions allowing an efficient method for determining progress toward goals of having all students participate in an applied learning experience at Western. In addition to coursework, applied learning and service are an integral part of the Griffon Edge orientation program and Western's student clubs and organizations.

Finally, all of the services provided through the Western Institute have goals and objectives aligned with the Western strategic plan and community needs. Surveys, evaluations, and annual reports inform the various units of stakeholder needs and priorities.

2P3 Communicating Expectations – Expectations, activities, and successes are communicated through a variety of media including print, electronic, billboards, websites, annual reports, and meetings. Employees directly involved in advancing non-instructional objectives are regularly involved in communicating expectations. For example, the President's Cabinet and the Enrollment Development Team represent all aspects of campus and meet weekly. An example of using stakeholders to communicate expectations is the Gold Coat Board who are available to all members of the Gold Coat Club, as well as other fans, for input on the fan experience at Western athletic events. In another example, the IIALS Board of Directors works closely with Western administration and regional business leaders to fulfill the goals and objectives of the Science and Technology Incubator (STI). The Office of Alumni Services communicates expectations regarding these objectives in a number of different ways: "Griff Gab" – a weekly e-newsletter sent to alumni and friends, regional alumni chapter meetings and events, affinity alumni events and reunions such as the Junior College Reunion and the Football Reunion, Alumni Association Board of Directors meetings, Homecoming Week events including the Annual Alumni Awards Banquet, and the *Western Magazine*.

Western's **University Advancement** and **Office of Development** communicate expectations regarding objectives through Annual Fund and capital projects mail and e-solicitations, quarterly updates to all Western League of Excellence and Clock Tower Society members, personal visits with key stakeholders, regular meetings of the Development Council, regional prospective and major donor dinners and events, as well as campaign and project documents and brochures. The MWSU Foundation assists in communicating expectations through a printed **annual report** sent to all donors and an annual appreciation dinner.

Ultimately information on Western's progress is shared through the **Annual Update on the Strategic Plan**, a report card that documents progress on specific objectives and action items. Each unit at Western prepares an individual annual report as well that includes progress on internal and external communication strategies.

2P4 Assessing and reviewing objectives – Western regularly surveys students, advisory boards, employers, and community leaders on how the institution is meeting stakeholder needs.

In consultation with the various stakeholder groups (i.e. Western employees, students, community and business stakeholders, advisory boards and Western governance) non-instructional objectives are assessed and reviewed by the appropriate group. Assessment and recommendations are part of all annual reports and include not only results and progress, but an update on policies and procedures. All reports are publicly posted. For example, the Office of Alumni Services routinely reviews unit objectives with the Alumni Association Board of Directors and other volunteer committees. The operating plan prepared by the Development Office contains measurable goals and objectives. In 2009, an external audit of the Development Office conducted by The Steier Group contained suggestions for improvements which are under implementation. Finally, the Strategic Plan Steering Committee regularly reviews goals and objectives of the strategic plan.

2P5 Determining faculty and staff needs – The needs of faculty and staff relative to Other Distinctive Objectives are supported within the Western strategic plan especially Opportunity Area 4 Valuing People and Opportunity Area 7 Building and Managing Resources. With people (students, employees, and community members) as the most important resource, each unit at Western routinely identifies needs and communicates those needs through meetings and reports. Key processes for determining needs involved the Enrollment Development Team, the Deans' Council, the Student Affairs Leadership Team, Western's Foundation, University Advancement Office, Financial Planning and Administration, and the President's Cabinet. In 2010, the Office of Development requested information from each university department to determine funding priorities. The President's Cabinet ranked these lists to determine a university-wide funding priority list. Within athletics, faculty and staff needs are determined through the input of the Faculty Athletic Advisory Committee and the involvement of athletic staff members on various committees on campus. Finally, the Office of Alumni Services regularly encourages faculty and staff to attend alumni events and each



year develops reunions for specific departments. Recently, academic department alumni reunions have included the Craig School of Business, Department of Communications Studies and Theatre, Department of Music, and Department of Health, Physical Education, and Recreation.

2P6 Incorporating information on faculty and staff needs

- Information on faculty and staff needs is routinely incorporated into regularly scheduled meetings (President's Cabinet, Enrollment Development Team, Student Affairs Leadership Team, Deans' Council, Budget Advisory Council, Athletics, and Strategic Plan Steering Committee.) The Development Council reviews faculty, student, and organizational need requests at each monthly meeting and regularly updates the matching of donor interests with identified needs. In 2009, the Valuing People Committee conducted focus groups for Western faculty, staff, and administration to provide additional direction for this component of the strategic plan. Focus group data are used to refine processes and services specifically communication, mentoring, and recognitions.

Results (R)

2R1 Measures collected and analyzed regularly – Grants and Sponsored Programs maintains a record of all grant applications, awards, and final reports. The Grants and Sponsored Programs Office oversees the development, award, and implementation of research and grant activity. The Senator Christopher "Kit" Bond Science and Technology Incubator regularly collects data on the economic impact of STI small business product development and grant awards. In the area of athletics, measures that are regularly collected include renewal rate of Gold Coat members and Corporate Sponsors, win-loss record, season ticket sales, and game attendance.

The Office of Alumni Services collects event attendance information and feedback from the Alumni Association Board of Directors and other volunteers. Other conditions such as the day of the week/month, type of event, community event calendars, and other indicators that may affect attendance are taken into account. The Alumni Office also uses new e-mail addresses and new volunteers as an indicator.

The Development Office completes the Council for Aid to Education's Voluntary Support of Education (VSE) survey annually. The VSE is the authoritative national source of information on private giving to higher education. By adhering to national fundraising reporting definitions and a common reporting timetable, Development staff are able to benchmark performance over time and compare results

with peer institutions. The data can then be used to help identify Western's fundraising strengths and weaknesses, helping to inform future fundraising efforts. The Public Relations and Marketing Office track Western's impact on the region aligned with Western's mission of improving the educational, economic, cultural, and social development of citizens.

2R2 Performance results – The Alumni Association Board of Directors has increased its membership from 18 active members in 2006 to 28 in 2010. Additionally, the Alumni Board has increased its membership to now include alumni who live in Kansas City, St. Louis, Columbia, and Washington, D.C. Approximately half of the Alumni Board now live outside of the St. Joseph area. In 2006, regional alumni chapters existed in the St. Joseph region only. In 2010, regional chapters were sponsored in St. Joseph, Kansas City, and St. Louis. In 2009, the Alumni Association Board of Directors established affinity chapters for Junior College alumni and non-traditional student alumni. The Junior College chapter hosts an annual reunion each spring. The non-traditional student alumni chapter has begun work on an alumni affinity group. In 2010, following a data search in collaboration with the Office of Development, the number of alumni e-mail addresses increased from just over 2,000 to 8,000. In 2008 and 2009, the Alumni Association hosted three events in connection with Kansas City professional sports teams – with 300 attendees at each event. In 2009, the Alumni Association coordinated its most well attended Homecoming Week. Over 500 alumni attended events ranging from the Alumni Awards Banquet, Greek and Band Reunions, Junior College Building plaque dedication, Scanlon Hall dedication, post parade faculty reception, and the traditional parade and football game activities.

Western's *Community Impact Report* (2009) documents Western's impact on the region including a \$183.5 million economic impact, and service support by students of more than 100,000 hours of service to schools, organizations and businesses. Western employee's volunteered almost 22,000 hours of time for community service.

In 2007, Western launched the *Achieving Greatness* capital campaign, the largest campaign in the University's history. To date, \$17.9 million has been raised toward the initial \$15 million goal. This is 119% of the goal amount. Highlights include: the two largest gifts in Western's history were received (\$5 million for Remington Hall and \$5.5 million for the Craig School of Business); 100% participation was achieved by the Board of Governors, the MWSU Foundation Board of Directors and the President's Cabinet; 78% of Western's employees made a gift or pledge with



over \$216,000 pledged or contributed by Western employees; nearly 50% of campaign donors contributed more than their total lifetime giving on record, and nearly 30% of donors to the campaign were “first time” donors.

In 2009-2010, Grants and Sponsored Programs was responsible for supporting over 25 grants totaling \$3,639,874. In 2009-2010, the Science and Technology Incubator had an economic impact of \$6,364,986 and successful grant activities totaling \$3,435,000.

In the area of athletics, total Gold Coat corporate sponsor dollars increased from \$418,988 (including trade and cash) to \$425,705 as of September 1, 2010. Thirteen new corporate sponsors agreed to contracts while seven others increased their sponsorship level. The win/loss record of teams saw a slight improvement over the previous year with Men’s Basketball (19-11) making the most dramatic improvement ending the year as an NCAA tournament participant. Football (9-3) also played in the post-season competing in the Mineral Water Bowl. Season ticket sales has held steady over the last five years with the Men’s Basketball team finishing 13th in the nation in home attendance in 2009-2010 averaging 1,866 per game. The *Night Out on the Griffs* project was recognized as one of the top 18 community engagement activities for 2009-2010 at the Division II level. This project is an annual event where student athletes invite youth in grades K-4 to an evening of free fun activities in the field house. More than 100 children regularly attend. Hosting quarterly luncheons, the GEM Society provides a forum for women athletes to learn from and interact with regional women leaders. The Walk for Women’s Athletics was created to raise awareness of student athletes as role models for others and 200 participants raised more than \$5,000 in 2009. These funds were used in a partnership between Western student athletes and the YWCA to support the Choices Program helping middle school females in goal setting and making healthy lifestyles choices.

In 2008-2009, the Western Institute enrolled more than 800 regional students in dual credit courses and hosted more than 17,000 people from across the country for conferences and workshops. Established in 2009, the Western RPDC consistently earns high evaluative feedback from the 14 participating school districts and is recognized statewide for training on district assessment data training.

As part of the statewide mission on applied learning, Western instituted the Conference on Applied Learning in Higher Education in 2005. Now in its sixth year, the conference had over 150 participants from 18 states and included addresses by nationally known applied and service

learning experts such as: Patti Clayton, Senior Scholar for the Center for Service and Learning at IUPUI ; Andrew Furco, Associate Vice President for Public Engagement; John Saltmarsh, Director of the New England Resources Center for Higher Education; Terry Rodenberg, Director of the Center for International Studies, and Joel Shenker, Clinical Professor of Neurology. To further advance the research on applied and service learning, Western created the annual *Journal of Applied Learning in Higher Education* with a first volume in the fall of 2009 and the second volume in press.

2R3 Comparing results - Alumni results are on par or slightly above Western’s MIAA colleagues. In 2010, Western received notification from the Council for the Advancement and Support of Education (CASE) that Western has received a “Circle of Excellence Award” for excellence in fund raising - overall improvement. This was based on data submitted in the Council for Aid to Education’s Voluntary Support of Education (VSE) survey.

The results of the STI exceed results of any other regional business incubator site. Western’s alumni outreach efforts, athletic sports records, grants and sponsored program results exceed the results of other open admission regional institutions.

For the fourth straight year, Western is the only open admission institution in Missouri to be placed on the 2009 President’s Higher Education Honor Roll by the Corporation for National and Community Service. NSSE results (2009) in the category of Active and Collaborative Learning indicate Western performs better than other institutions (Figure 2.1).

Figure 2.1 NSSE 2009 Active and Collaborative Learning (ACL) Mean Comparisons

Class	Missouri Western	American Democracy Project	NSSE 2009
First-Year	44.0	41.3	43.2
Senior	53.0	51.7	51.0

Finally, with only one year of data, it is difficult to compare the results/impact of the Griffon Indoor Sports Complex and the NFL Summer Training Camp events with other NFL camps. An economic impact study is underway with results expected in early 2011.

2R4 Strengthening the institution and relationships –

True to its mission and relatively recent change to university status (2005), Western is viewed as a regional leader for the academic, economic, social, and cultural needs of the region. This leadership strengthens the activities of



the institution for students, employees, and community members. As noted in AQIP 9, Western extends the offer of partnership and collaboration to over 346 separate organizations.

The Western Institute consistently provides positive training and educational experiences for the regional stakeholders in the areas of enrichment, dual credit, and professional coursework. To support the science and technology needs of regional rural high schools, the Western Institute took the lead on outfitting the Western BioTechnology Mobile Laboratory which will take cutting edge and locally unavailable scientific equipment to rural high and middle schools to engage students in more advanced experiences in the sciences. Fully staffed with a driver and professional scientist, the BioTechnology Mobile Lab is serving regional middle and high schools in northern Missouri.

The MWSU Regional Professional Development Center (RPDC) was established to serve regional K-12 school districts. Since 2009, the RPDC has provided professional development and instructional enhancement services to public school teachers such as: Migrant English Language Learner (MELL), Professional Learning Communities (PLC), Missouri Assessment Program (MAP), and Data Management.

Improvement (I)

211 Recent improvements – All units at Western are focused on supporting the mission of Western to be the educational, cultural, economic, and social leader for the region. Some recent improvements include the construction and successful opening of the Griffon Indoor Sports Complex (GISC) which serves as the Summer Training Camp home for the Kansas City Chiefs provides state-of-the-art facilities including an indoor football field, locker rooms, classrooms, coaches' offices, weight training room, and lecture hall for the NFL team and Western students, faculty, and community stakeholders. Western hired a Facilities Manager to oversee and coordinate the scheduling of the GISC so all stakeholder groups can have access to the facility. With the successful completion of the first professional football league summer training camp, over 60,000 people attended the 21-day camp.

Western's science and mathematics teaching facilities were doubled with the addition of Remington Hall, a 60,000 square foot expansion of laboratory, classroom and gathering spaces for teaching and learning. Currently, Western is renovating a companion building Agenstein Hall which will provide another 60,000 square feet of classroom and laboratory space. Total project costs are \$37.5 million.

Western's effort to engage alumni through specific and additional programming and affinity group events is leading to an involved and informed alumni. As noted in 2P2, the Alumni Office strategic plan has specific goals and objectives to support greater involvement – from reunion planning to sponsoring student internships and applied learning experiences to new student recruitment support to increased monetary support. For example, since 2006, the Office of Alumni Services, in concert with the Alumni Association Board of Directors, has refined its alumni event offering from social outings to those which offer a more tangible outcome for the alumnus/alumna attending the event. This fall, a sub-group of the Kansas City Regional Alumni Chapter – the Kansas City Alumni Business Network – will host its first breakfast in October 2010.

Athletic events serve as a gathering place and source of pride for the institution strengthening the sense of ownership that students, faculty, staff, administration, and the community feel for Western. Gold Coat gatherings allow for interaction with community stakeholders that enhances relationships. Western student school spirit is enhanced through the development of unique traditions, positive sportsmanship expectations, and a sports environment that emphasizes family-friendly behavior.

212 Culture and infrastructure for improved performance results - Western considers itself a “family” of employees that work collaboratively within Western and with external stakeholders to provide high quality educational experiences for all students, enrichment and cultural experiences for community members, engagement with regional public schools to inform and encourage students and their parents to consider higher education, as well as support for improving the instructional environment of the public school classroom, and partnerships where appropriate to address needs and find new opportunities. Western has a \$183.5 million annual impact on the region.

All units at Western are represented through the President's Cabinet, Student Affairs leadership Team, Enrollment Development Team, Budget Advisory Council, and the Strategic Plan Steering Committee. All Western's advisory and governance boards are working boards that have real and substantive roles in shaping programs and events. From the smallest advisory boards to the formal Board of Governors, Western's boards and councils are involved in improving programs, events, and services. The Western culture of applied learning, volunteerism, and service assists in improving all aspects of Western's non-instructional programs and activities.



AQIP Category 3: Understanding Students' and Other Stakeholders' Needs

Processes (P)

3P1 Identifying, Analyzing, and Responding to Student Needs - Western identifies and responds to changing student needs through feedback received from a wide variety of sources both nationally and locally produced. This information as well as other data is reviewed by faculty, staff, administration, and students and recommendations are made to the appropriate entities on campus. National assessments include : Noel-Levitz Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE), Noel-Levitz College Student Inventory (CSI), ACT/SAT scores, Educational Benchmarking Institute (EBI-Resident Assessment) results, Consortium for Student Retention Data Exchange (CSRDE), ETS® Proficiency Profile (general studies), and departmental exit exams (ETS Major Field Test/department tests) (See Figure 1.5).

Every campus unit has an assessment plan. Data from these plans provides valuable information for the continuous improvement of programs and services for students. Examples of how students and other stakeholder needs are identified include: advisory councils (e.g. international students, student employment, academic programs), alumni surveys and alumni advisory board, employer surveys and feedback, registration/orientation evaluations, course evaluations, five-year program reviews, University 101 surveys, EBI data from residence hall survey, learning community surveys and student government input through forums and questionnaires.

Other important data is derived from groups including the Enrollment Development Team (EDT), retention consultants, Greek Life consultant, the Council to Address Struggling Students (CASS), academic advising sessions and evaluations, facilities use and services, academic computing committee and financial aid. The EDT meets weekly. Proposals from this group have led to: an early alert and intervention system, a coordinated plan for “admitted with conditions” students (high risk students), a plan for addressing the wait list for the residence halls, the building of a new residence hall, a coordinated plan to address students who have not met their financial obligations, an updated retention plan, new graduate programs, and seminars for students who are struggling to maintain eligibility for financial aid.

3P2 Building and maintaining relationships with students - Western builds and maintains student relationships through a vital and interconnected set of communication and support activities, events, services, and organizations. A new position of Vice President for Student Affairs (VPSA) was added in 2010. The President specifically asked for a senior administrator to serve on the Cabinet and provide the overall vision for Student Affairs to prepare students to assume roles of leadership, involvement, and service in a global community. Moreover, the addition of a VPSA ensures that Western is creating and maintaining a welcoming environment through services, programs, and creative innovative learning experiences beyond the classroom, enabling students to realize their fullest intellectual and personal potential. Reorganization of Student Affairs under the new VPSA has created a Student Affairs Leadership Team (SALT) that meets weekly with the VPSA to address student opportunities and challenges. This position is the result of Western’s overall retention plan initiated through an AQIP Action Project on student engagement started in 2004.

Western has a strong student focus which is exemplified by a plethora of student organizations. The Center for Student Engagement (CSE) was created specifically to unify the various student clubs and organizations and provide space for them to meet, interact, plan and provide feedback to the institution. The Center for Multicultural Education (CME) provides opportunities for personal and professional growth in the areas of multicultural exploration, sensitivity, empathy and competency for students, faculty and staff of Missouri Western State University. Western is one of eight Missouri institutions participating in the Missouri Campus Compact Martin Luther King Day Collegiate Challenge. Western MLK events include the entire St. Joseph community along with Western’s faculty, staff and students.

Western’s support activities create a sense of belonging for freshmen through seniors including recruitment, admissions, orientation, advising and registration. Feedback from the retention consultant’s 2009 report has led to changes in admission’s communication with students and with the registration process for incoming students.

In response to feedback from alumni, a variety of activities have been initiated including networking luncheons and senior fairs. Alumni also serve as Greek advisors, oversee internships, and make various career presentations. Alumni are actively engaged in providing applied learning opportunities including internships for Western’s students.



3P3 Analyzing the changing needs of key stakeholder groups -

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 3.1). In April 2007, a phone survey of 332 alumni was conducted by Communications for Research, Inc. of Steelville, Missouri. This poll – the first such conducted of MWSU alumni – surveyed attitude toward MWSU, pride in alma mater, recommendation to future students, involvement in alumni events and attitude toward giving, as well as other indicators.

Beginning in 2008, the Public Relations and Marketing Office (PRMO) annually conducts two sets of focus

group interviews – one geared toward students and one toward faculty and staff to determine the impact of Missouri Western's marketing program "Discover Gold." This comprehensive and ongoing marketing program highlights Western alumni through personal photos and comments describing the impact of their Western education. OPRM also conducts a survey of all Western employees regarding their satisfaction related to communication at Western. Data from these surveys/focus groups are collected and shared with internal offices and volunteer committees and boards – most notably the Division of University Advancement, the Valuing People Strategic Plan/AQIP Committee, the Western Foundation Board of Directors, and the Alumni Association Board of Directors.

Figure 3.1 Key Stakeholder Inputs

Stakeholder Segment	Input Examples	Outcomes
Accrediting Bodies	<ul style="list-style-type: none"> • Annual Conferences • Accreditation requirements • Federal requirements 	Individual departments and advisory groups analyze and provide recommendations for change
Coordinating Board for Higher Education (CBHE) and Department of Higher Education (DHE)	<ul style="list-style-type: none"> • Combined CBHE/DHE meetings with Presidential Advisory Committee six to seven times a year 	The President's Cabinet, Provost and Deans' Council address information from these groups.
Board of Governors	<ul style="list-style-type: none"> • Monthly meetings, Board Books, and Minutes 	The President's Cabinet maintains communication with the Board of Governors and responds to recommendations and requests.
Student Government Association	<ul style="list-style-type: none"> • Weekly meetings • Strategic planning 	The Vice President for Student Affairs meets weekly with the Student Government Association and assists them through a variety of committees in addressing student concerns and making change.
Faculty	<ul style="list-style-type: none"> • Faculty Senate • Department Chairs 	The President, Vice President for Academic Affairs, and Vice President for Student Affairs meet twice monthly with Faculty Senate to ensure regular and effective communication.
Feeder Schools	<ul style="list-style-type: none"> • Program and course articulations • State policy work 	The Provost's Office and Deans' Council develop articulations in collaboration with academic departments.
Parents and Other Family Members	<ul style="list-style-type: none"> • Family Council • Registration/orientation 	Parents fill out evaluations of registration/orientation events and this information leads to streamlining of the event.
Business Community	<ul style="list-style-type: none"> • Strategic planning involvement • Advisory groups • Scholarships/grants committees • City/County/Regional/State initiatives 	A variety of advisory councils that involve community members make recommendations for new initiatives and for revising current programs.
Advisory Councils	<ul style="list-style-type: none"> • Employment issues • International opportunities 	Community members are invaluable in providing current trends and needs for the region.
Alumni	<ul style="list-style-type: none"> • Alumni Association Board of Directors • Homecoming & Reunions • Junior College Chapter • Alumni awards and recognition • Thrice yearly magazine 	The Alumni Board works with the Alumni Director to implement new ideas that the Board recommends.
Donors and Community Members	<ul style="list-style-type: none"> • Arts Programs via Western Institute • MWSU Foundation Board of Directors • Community Impact Report • Work force development programs • Ambassadors • NCAA Division II National Athletic Tournaments • Kansas City Chiefs Summer Training Camp 	Evaluations and feedback from all of these events/groups is processed by a variety of staff and committees and leads to updated programming.



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, the Institute for Industrial and Applied Life Sciences initiatives, and new business development related to workforce development.

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

In addition, work was done between Western's Division of Student Affairs, Division of Academic Affairs, and the Faculty Senate to determine concerns of faculty and to address those in a series of workshops for the annual Faculty Professional Development Day. Faculty are able to select topics of interest (Online instruction enhancements, Dealing with Disruptive Students, BANNER enhancements, Degree Audit, Academic Advising tools, etc.). An Early Intervention System allows faculty to easily notify the Advising Center if students are facing difficulties of any kind in the classroom and advisors respond to students within 24 hours.

3P4 Building and maintaining relationships with key stakeholders - Relationships with key stakeholders are built and maintained in three ways: communications, events and programs and awards and recognition.

Communications - The OPRM produces a magazine three times per year. The Alumni Office produces *Griff Gab*--a weekly e-zine (bi-weekly during summer months), which is e-mailed to approximately 5,000 alumni and friends. Western also publishes a weekly e-zine (*Tower Topics*) for internal constituents, and the Athletic Office sends weekly e-mails regarding athletic events to faculty and staff and members of the Gold Coat Club. All academic units produce a newsletter each year which is sent to alumni and community leaders. Many departments have blogs for community information. The Western Institute publishes a magazine twice each year which is mailed to approximately 40,000 homes within the St. Joseph area and surrounding communities. This publication can also be found in the three public libraries in St. Joseph as well as other area locations (www.wi.missouriwestern.edu). The Vice President for University Advancement and Executive Director of the MWSU Foundation mails

a quarterly update to members of the Western League for Excellence (donors of \$100 or more) and the Clock Tower Society (those who have listed Missouri Western in their estate plans). The MWSU Foundation also produces an annual report which is mailed to all donors.

Events & Programs - The Western Institute sponsors a variety of for-credit and non-credit opportunities for community members. These classes focus on community arts, professional development, distance (online) education, as well as English as a Second Language and literacy programs. The Office of Conferences and Special Programs, housed within Western Institute, hosts a number of conferences for businesses within the community throughout the year. Among these is the Boy Scout Merit Badge College which brings young men from across the country to campus each year. Harmony College, a summer camp for barber-shop quartets, brings over 800 singers to Western each year. In 2010, the Office of Conferences and Special Programs and the Department of Athletics at Missouri Western began the annual hosting of the summer training camp for the Kansas City Chiefs National Football League team.

Most academic departments sponsor events such as musical theater, concerts, art shows, plays, and film and guitar festivals. For example, the science departments sponsor the Undergraduate Research Symposium each fall; specific programs for enrichment for all include the Western planetarium programs and specialized offerings such *Batty About Bats* (done around Halloween and sponsored by the Western Biology Department and the Midland Empire Chapter of the Audubon Society). Western routinely has student music (vocal and instrumental), art, and theater programs available for the community, hosts the Downtown Noon Concerts Series, and a Renaissance Concert. In early November Western will produce *Laughter on the 23rd Floor*, and *The Seven Year Itch*. With productions of the *Phantom of the Opera* and an *Evening of One Acts* set for the spring semester along with a student film/video showcase.

The Convocation on Critical Issues, sponsored by the MWSU Foundation, hosts a private dinner for community members with a featured speaker and a public address for MWSU students, area high school students, faculty, staff, and community members. Featured speakers since 2006 include: Steve Forbes, Sam Donaldson, Mary Matalin and James Carville, Robert



Kennedy, Jr., and Newt Gingrich. As noted previously, the 2011 Convocation on Critical Issues speaker will be Thomas L. Friedman.

The Department of Athletics regularly submits proposals to host national tournaments and, in 2010, hosted both the NCAA Women's Division II National Women's Basketball and Softball tournaments.

Awards & Recognition - Each fall, the Department of Athletics holds an annual Athletic Hall of Fame weekend. Five to seven former athletes and/or staff members are recognized for their contributions with induction into the Western Athletic Hall of Fame. During the annual Homecoming weekend, the Alumni Association recognizes between three to five alumni with the Distinguished Alumni Award which is presented to alumni who excel in their profession and service to their community and/or the University or Alumni Association. Recent alumni are recognized with the Graduate of the Last Decade or GOLD award. Scholar athletes are recognized at a banquet and international students are recognized at the end of their graduating semester.

3P5 Determining new student and stakeholder

groups - Western determines whether new stakeholder groups should be addressed utilizing market research, the University's comprehensive strategic planning process, reports from the EDT, SGA, and alumni groups. Western works closely with its community college partners to identify shared needs and opportunities. For example, Metropolitan Community College of Kansas City requested that Western offer a baccalaureate degree program which began in Fall, 2010. Information gained from the College Student Inventory given to incoming freshmen also provides a picture of particular needs of specific student groups. Results of this survey have led to mentoring programs for high risk students, increased assistance to students in career development and choosing a major, and recommendations for academic services for residential students. Data from the Student Satisfaction Inventory also led to changes in academic advising, campus security, food service, and parking (See Figure 3.2 and Figure 4R2).

3P6 Collecting complaint information from students and other stakeholders

- Each department at Western has a process for handling complaint information. Some units utilize web sites specifically designed for constituent feedback (such as the Instructional Media Center, the Bursar's Office and the Residence Halls). Other areas log concerns and track how those concerns were addressed. Most issues are addressed and resolved at the departmental or unit

level. Any stakeholder can offer a compliment, question, or concern directly to the President through the main Western webpage. Some areas post frequently asked questions (FAQ's) to assist stakeholders with information needs or to inform about processes and procedures. Key groups meet regularly to address any question, concern, or complaint. For example, the EDT meets weekly and addresses issues that arise related to student recruitment, enrollment, retention, and graduation. They refer other questions to the Deans' Council or the Student Affairs Leadership Team (SALT), or other appropriate offices. Although rare, some issues require actions decided on at the President's Cabinet level, Staff Senate, Faculty Senate, or SGA. The SGA hosts a forum each year with the President's Cabinet and one specifically with the Vice President for Student Affairs.

Results (R)

3R1 Determining the satisfaction of your students and other stakeholders

- Western utilizes a variety of instruments/tools to measure student and key stakeholder satisfaction (Figure 3.2). Appropriate groups analyze the data and make recommendations on ways to increase satisfaction.

3R2 Performance results for student satisfaction - The SSI provides Western with information that can be compared regionally and nationally. Benchmark results from the latest administration of the SSI (2010) indicate that students at Western are more highly satisfied than students at other national four-year public institutions on the following questions:

- I am able to register for classes I need with few conflicts
- My academic advisor is knowledgeable about requirements in my major
- There are sufficient courses within my program of study available each term
- I receive the help I need to apply my academic major to my career goals
- The campus is safe and secure for all students
- Faculty provide timely feedback about my academic progress
- I am able to take care of college-related business at times that are convenient for me
- The campus staff are caring and helpful
- My academic advisor is available when I need help



- My academic advisor helps me set goals to work toward
- Students are made to feel welcome here
- This institution helps me identify resources to finance my education

The SSI results also indicate one question where students at Western indicated lower satisfaction than students at other four-year institutions. Students at Western are less satisfied with the amount of student parking space on campus. To address this complaint, Western added 220 additional parking spaces in 2010.

As in previous summers, during summer 2010, new students and parents who attended summer registration programs completed program evaluation surveys. Survey results from 1,074 freshmen, 307 transfer and nontraditional students, and approximately 1,249 family members and guests indicate that the Western orientation experience was excellent.

To assist students in making the transition to college, Western offers a three day orientation program organized around the six Western values. Participants become familiar with the campus and facilities, learn how to access

email and degree audit, get books and other resources, and learn about student organizations and institutional expectations. In 2010, approximately 1000 new students participated in Griffon Edge with all students able to provide feedback on the experience and suggestions for improvement.

3R3 Performance results for building relationships with students

- Results from the last administration of the NSSE (2009) indicate that Western students' perception of their relationships with other students, with faculty members and with administrative personnel and offices compare favorably with the perception of students at institutions included in the American Democracy Project, at other institutions in the same Carnegie classification and at all other institutions where the NSSE was administered in 2009 (See Figure 4R1). Results from the 2010 administration of the SSI indicate that Western students are more highly satisfied than students at other four-year institutions in the Midwest when responding to the following questions

- The campus staff are caring and helpful
- Administrators are available to hear students' concerns

Figure 3.2 Tools Used to Measure Satisfaction of Students and Other Stakeholders

Tool	Stakeholder Evaluated	Frequency	Comparison	Major Focus
NSSE	Freshman & Senior Students	Every odd year	Internal and national	Student Engagement
SSI	Freshman, Sophomore, Junior, Senior	Every even year	Internal, regional and national	Student Satisfaction
ETS Proficiency Profile	Senior	Prior to graduation	Internal and national	General education competencies
Learning community and University 101 evaluations	Freshmen enrolled in learning communities and University 101	Annually	Internal	Satisfaction/effectiveness
EBI – Resident Assessment	Students living in residence halls	Annually	Internal and national	Student Satisfaction with residence life
Student Survey	International Students	Annually	Internal	Student needs and satisfaction
Registration Evaluations	Students and Parents	Every semester	Internal	Student and parent satisfaction
Alumni Survey	Recent graduates	Annually	Internal	Academic satisfaction/employment information
Alumni Event/Chapter Surveys	Alumni	Each event	Internal	Satisfaction and future planning information
Internship program survey	Internship host	Ongoing	Internal	Quality of applied learning experience program
Employer survey	Study of graduates and employer satisfaction	Ongoing	External	Competitiveness and productivity
Aramark Dining Survey	Students, faculty, staff campus visitors to special events	Each semester	Internal, regional, and national	Satisfaction and suggestions for the future



- Admissions staff provide personalized attention prior to enrollment
- My academic advisor helps me set goals to work toward
- Faculty are fair and unbiased in their treatment of individual students
- Residence hall staff are concerned about me as an individual
- Students are made to feel welcome here

Examples of activities that have been geared toward increasing the satisfaction and retention of Western students include:

- Increased applied learning opportunities
- Restructured Griffon Edge orientation program
- Revamped University 101 class
- Student Success Portfolios as part of the new student advising program
- Faculty mentoring programs in the residence halls
- Mentoring programs and a special class for “admitted with conditions” students
- Student-athlete mentoring programs
- Sophomore Jump program

3R4 Performance results for stakeholder satisfaction –

Alumni satisfaction survey results from 2009 indicate that 96 percent of Western alumni believe their educational preparation was above average, 94 percent believe their academic advisement was above average, and more than 90 percent would recommend Western to others interested in their major.

Parents and other family members (1,249) were surveyed during the Big R registration programs and consistently ranked their experience at Western as positive and “one of the best.”

To ensure an understanding of Western’s initiatives by the Missouri General Assembly, Western has focused more effort and resources toward educating those in Missouri

legislative and executive branches about Western’s contributions to Missouri and the region (9R2).

3R5 Performance results for building relationships with key stakeholders -

Attendance at and the number of alumni, donor, and athletic events have markedly increased over the last four years. Each year, over 550 community members attend the Convocation on Critical Issues dinner with over 3000 community members and high school students attending the public address the following day.

The Department of Athletics, in collaboration with the City of St. Joseph and the St. Joseph Area Chamber of Commerce, has increased the number of national tournaments brought to St. Joseph. In 2010, Western hosted two NCAA Division II national athletic tournaments. During the national women’s basketball tournament, each team visited a middle school and provided an assembly for the students on motivation, leadership, and doing well in school. Each middle school student had the opportunity to attend the national tournament and cheer for “their” team. Teams all received a tee shirt representing the school they visited.

The Alumni Association has also seen an increase in the number of volunteers planning regional events and reunions. Also, there is an interest from our St. Joseph and Missouri Western Junior College alumni in re-connecting with Western.

A major result for building relationships with key stakeholders involves the multiple partnerships (City of St. Joseph, Buchanan County, State Of Missouri, Chiefs organization) to secure the Chiefs summer training camp on the Western campus (Figures 3.1 and 9.1).

3R6 Performance results comparisons – SSI data indicates that student satisfaction at Western is higher when compared to other four-year Midwestern institutions, with strengths in Student Centeredness, Campus Life, Instructional Effectiveness, Recruitment and Financial Aid Effectiveness, Campus Services, Academic Advising Effectiveness, and Campus Climate. Although not at a statistically significant difference, Western also scored better than the other four-year Midwestern institutions in Registration Effectiveness and Safety and Security. There were no categories where Western scored lower than the other institutions. Western’s retention rate for first-year students returning for their second year is higher than the national average for open admissions schools according to data from ACT.

Improvement (I)

3I1 Recent improvements – Western routinely uses data and feedback to make improvements. As an example, Western provides orientation sessions (Big Rs) for students and parents to ease the transition to higher education. Fur-



ther, prior to the start of fall classes, Western offers a three day orientation session known as Griffon Edge. As with all Western programs and services, these have an evaluation process that supports continuous improvement. For example, in 2009, 65 percent of the students and parents participating in the Big R were less than satisfied with the advising process. Using this and additional feedback, Western changed the advising approach to pre-enroll students for the summer 2010 Big Rs resulting in increased satisfaction, elimination of lines, greater advisor access for actual concerns, and shortening the entire registration process by 90 minutes.

Another data informed improvement affected transfer student orientation and registration events. More than 40 percent of transfer students (2009) required some form of over-ride to register for prerequisite classes resulting in long lines at the Registrar's Office and reduced participant satisfaction. In 2010, Registrar Office staff were strategically placed in highly popular academic program areas allowing for immediate over-ride support, no need for parents or students to go to the Registrar's Office, and highly satisfied participants.

In 2009, 62 percent of parents/students indicated a preference for meeting with Financial Aid/Bursar offices more than any other service. As a result, 2010 improvements included having a Financial Aid component with the Griffon Edge Orientation Program check-in process and holding the financial aid presentation first within the parent's session.

Another example of using data to inform improvements is the Griffon Edge Orientation Course (three days prior to the beginning of the fall semester). In 2009, 36 percent of the nearly 1,000 students did not fully complete all assignments on WebCT (Western's online course system). The Griffon Edge leaders "opened" up assignments so all assignments could be completed. In 2010, an improvement resulting in no late assignments was to spend more time with students to assure WebCT competency and to confirm assignment completion. In another instance, Griffon Edge student leader evaluations 89 percent indicated a preference for spending more time with their individual orientation groups. The improvement in 2010 was to adjust the schedule to allow more team building time for each group and two additional hours of team building/ice breakers for the entire Griffon Edge class.

Finally, all Griffon Edge courses include a service component. To address the needs of nearly 1,000 students for meaningful service experiences, in 2009 the Griffon Edge

leaders developed both off and on campus service experiences with approximately half of the students participating off campus and half on campus. For example, to support the local United Way program, packets of information were assembled on the Western campus for distribution throughout the region, structure components were assembled for a Habitat for Humanity house under construction, and letter were written to US military abroad. Some students were transported to the Habitat home under construction and completed service projects on site; students worked with animals at a local animal shelter, set up tables for a local arts fair, or created teaching packets for special education teachers in a local school district. Feedback from students indicated that student who completed community service on campus were not as satisfied as those who completed projects off-campus. In 2010 the improvement was made to adjust the service component allowing almost 100 percent of Griffon Edge students to be involved in community service off-campus.

Based on feedback from students' and other stakeholders, Western has instituted the improvements shown in Figure 3.3.

312 Culture and infrastructure support for improvements –

Western functions as a series of inter-related teams working within the governance structure. Teams are empowered to make recommendations and, in some cases, decisions to improve processes and operations to continuously improve services and outcomes. The governance and administrative structure encourage timely responses to needs and requests since almost all meet at least monthly and most meet weekly.

Further, Western employs shared governance with students and key stakeholders. Each stakeholder group has its own association or board of directors. Some of these organizations are as follows: Student Government Association, Residence Hall Council, National Panhellenic Conference, Interfraternity Council, Departmental Advisory Councils, Faculty Senate, Staff Senate, Board of Governors, Alumni Association Board of Directors, Foundation Board of Directors, Gold Coat Board of Directors, and International Advisory Council. These organizations elicit feedback from members which is, in turn, presented to the appropriate offices which act upon this feedback. Additionally, each individual department has its own unit strategic plan directly connected to Western's strategic plan. Unit strategic plans are updated on a yearly basis.

At the community level, Western is highly involved in the Northwest Missouri P-20 Council whose mission is committed to promote healthier, more livable communi-



Figure 3:3 Recent Improvements

Academic Improvements	Administrative	Community
Added both online courses and online degree-based programs	Instituted a new campus-wide emergency alert system which includes opt in text messaging, emergency beacons and messaging systems in each hallway and telephones in each classroom	Pursued an agreement with the Kansas City Chiefs that moved their summer training camp to the campus of Missouri Western beginning in the summer of 2010
Opened education centers in both downtown St. Joseph and in the North Kansas City area	Hired a Vice President for Student Affairs at the request of students and faculty	Increased the number of issues of Western magazine from two to three each year
Developed six graduate programs along with articulations agreements with Rockhurst University and the University of Missouri – Kansas City MBA programs	Hired a private consultant to examine and propose positive proactive steps to strengthen and grow the Greek system	Increased the number of Homecoming and reunion activities based on alumni interest
Added mentoring programs for high-risk students	Streamlined registration and orientation processes.	Developed regional alumni and affinity-based chapters
Feedback from the retention consultant's 2009 report led to changes in admission's communication process with students and the registration process for incoming students	Simplified the student code of conduct to facilitate resolution of student discipline cases	During the 2009 Griffon Edge Orientation Program, students recommended that community service be split over two days. This schedule adjustment was implemented in 2010.
Early alert and intervention program	Plan for addressing wait lists for residence halls Coordinated plan to address students not meeting financial obligations	Added advisory councils that include community members
Seminars for students struggling to maintain eligibility for financial aid	Updated retention plan	New organization to facilitate students' and staff participation in community service.
New graduate programs		New software providing easier access to campus activities open to the community

ties through connecting a diverse partnership committing to, advocating for, and achieving optimal educational outcomes and ensuring a prepared workforce now and in the future. Recent improvements for the Northwest P-20 Council include an annual career fair (2010) that hosts over 60 employers, 30 businesses offering resources for the unemployed, and 14 education providers. In addition, the P-20 Council hosts the My Success Event (Fall 2010) which brings more than 2,000 area high school sophomore students together with representatives from over 70 businesses to meet one on one to encourage students to develop a career path. Western provided its Mobile Biotechnology Laboratory (Bio Bus) to capture the interest of students in science and technology. The P-20 Council works with Missouri Career Education to prepare Missourians for the 21st century. The Career Clusters program provides a way for regional schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through

professional levels. Finally, Western was a host site for the fall 2010 P-20 Council Video Summit, a event to coordinate the strategic planning efforts for the Council.

Finally, Western works continuously to meet the expectations of alumni and donors. For 2009-2010, Western was recognized by the Council for the Advancement and Support of Education as a recipient of a Circle of Excellence Award. Western was one of only nineteen institutions nationally honored for "overall improvement" of its fund raising program. Western was recognized for the high rate of participation from Western faculty and staff in the Achieving Greatness Campaign and the Western League of Excellence program.



AQIP Category 4 - Valuing People

Processes (P)

4P1 Identifying specific employee credentials, skills, and values - Western has a comprehensive position description development process that is regularly updated and maintained by Western Human Resources. A committee (C-3) regularly reviews the process for consistency. When new or adjusted credentials, skills, or values are required as identified through restructuring or evaluations, the direct supervisor, in conjunction with the human resources office and the C-3 Committee, does an assessment of similar positions at the institution, similar positions at peer institutions, and industry standards within the broader community to draft or revise a position description which identifies the necessary preparation, experience and values needed to accomplish the responsibilities. In addition, disciplinary standards, academic credentials, curricular, and departmental needs are incorporated for faculty positions. Market surveys, which validate standard credentials and skills, are conducted every five years for staff and administrators to inform decisions regarding compensation.

4P2 Reliability of hiring processes - 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. Most searches, when appropriate, have student and community participation. Committee members use their expertise to assess and ensure that the candidate meets appropriate credentials, skills, and values as described in the position posting. Potential employees provide application materials (print or online) and are provided with significant information about the position and the **institution**. Telephone interviews, on-campus interviews, and follow-up calls are conducted for all positions. Applicants may be asked to participate in presentations, demonstrations and scenarios, open forums, and/or teaching components to assure that the applicant possesses the necessary credentials, skills and values for the position. All interviews/events encourage participant feedback through evaluations. A recent example of the search process for a new dean included community members from the school's advisory committee, student organizations associated with the school, Board of Governors member, and students within the school who were invited to the campus-wide presentation. Students had an opportunity to have lunch with the dean candidates allowing the candidates to hear directly and openly from students. Events were specifically scheduled to allow community members to interact with the candidate and

provide feedback to the search committee. 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 and its values. Appropriate vice presidents review, approve, and recommend the final candidate. The Western Board of Governors approves all faculty appointments and executive administrator positions.

4P3 Recruiting, hiring, and retaining employees - An Equal Opportunity Employer, Western complies with all federal and state laws regarding the recruitment, hiring, and retention of employees. Western attributes its employee retention rate to the following efforts:

- Annual (free) wellness fair and health screening opportunity for employees.
- Employee and dependent tuition reduction program.
- Generous sick leave, holiday and vacation policies.
- Health, dental and vision insurance provided (100%) by the University
- Regular events including: general sessions, Convocation, picnic, and holiday brunch
- Shared governance model between administration, faculty, staff, and students.
- On-going professional development opportunities
- Funded recognition for 'outstanding' work by faculty, staff, and administrators.
- Opportunities for faculty tenure and promotion.
- Mentors for new faculty and staff.
- Employee access (free) to the University's recreation, fitness & library facilities.
- Reduced admission rates to University cultural and athletic events.
- A safe, clean, and attractive work environment.

There is a tangible understanding of Western as a "family" or a "team" that serves students, the community, and the region. For example, in the challenging budget environment, Western's commitment to shared governance resulted in the creation of a campus-wide Budget Advisory Council (BAC) which meets every two weeks to maintain effective communication regarding the challenges, changes, and opportunities of declining state support. Through a



dedicated webpage, www.missouriwestern.edu/bac/, and the BAC, all employees are able to provide input and be kept informed of issues and decisions. Western has worked in this team structure to avoid any employee reductions or furloughs.

4P4 Employee orientation to our history, mission, and values - All new employees are provided a printed “Benefits Guide” that contains benefits information and the University’s mission, vision and values. All employees have a mentor and participate in numerous and regular Western events (e.g., President’s Opening Session, Convocation on Critical Issues, Open Budget Forums, Western Welcome Picnic, Holiday Brunch). The mission, vision, values, and history are present throughout campus as a result of the AQIP Communicating Quality Action Project. The six values of Western are captured in images of Western faculty, staff, administration, students, and alumni with statements from the individuals reflecting the values of Western. These images are posted across campus and used in print and web marketing. All employees receive an appropriate handbook, guide, numerous publications, and web resources for understanding institutional history, mission, and values. For example, Western’s Strategic Plan, AQIP Systems Portfolio, annual AQIP Action Project Updates, and Strategic Plan Steering Committee minutes are readily available to all employees and community members (<http://www.missouriwestern.edu/strategic-plan>). Numerous employees serve on the Strategic Plan/AQIP teams providing direct involvement in the continuous improvement efforts of Western.

The entire region and campus were reminded of the University’s history in 2005 when Missouri Western State College became Missouri Western State University. Multiple art pieces including a colorful wall mural depicting the emergence from our beginning as a junior college to becoming a four year college and the sculpture and fountain at the University Plaza convey the University’s history. Other campus features pertaining to the University’s history include posted signage and the University seal prominently displayed throughout the campus. The University’s history, mission and values are also prominently featured during Griffon Edge. A current AQIP Action Project – *Preserving Gold* builds upon a prior institutional history and seeks to preserve the events and people who shape Western.

4P5 Planning for changes in personnel - Western continues to have personnel changes that are driven by institutional needs and are guided by the University’s mission and values. In times of decreasing state appropriations,

the President’s Cabinet reviews each personnel change to carefully ensure the balance of resources. In general, when a vacancy is anticipated through retirement or resignation, the Cabinet-level administrator determines whether the vacancy merits replacement, redefinition, or reallocation. Some positions may be filled with an interim appointment to provide a seamless transition until a permanent hire is completed. The institution’s annual unit reporting process and five-year Strategic Plan implementation schedule help assure continuity in mission, goals, and objectives as changes occur in personnel. For example, until recently, a Vice President for Academic and Student affairs represented both of these divisions at the Cabinet level. As a result of discussions across campus with students, staff, faculty and administrators, the President decided to split that responsibility and create a new Vice President for Student Affairs position funded through restructuring of vacant positions.

4P6 Designing work processes to contribute to productivity and employee satisfaction - Western designs its work processes and activities so each contribute to both organizational productivity and employee satisfaction through cross-functional participation in committees, taskforces, and governance groups along with the collaborative efforts of individual units.

All units have regular staff meetings conveying unit, division, and university priorities. Work processes are generally designed by the process leaders, either informally or through structured efforts such as AQIP Action Project Teams, Enrollment Development Team, Student Affairs Leadership Team, Budget Advisory Council, Technology Management Team, or Strategic Planning Committees. Employees are encouraged to design and improve work processes within their areas. When a multi-office or campus-wide work process needs to be created or improved, a more formal structure is employed. For example, the Customer Service Improvement Team initiative addresses student admissions, registration, and payment processes to improve not only services to students, but more efficient work systems for staff.

University-wide focus groups conducted (2009-2010) by the Valuing People Team of the University Strategic Plan gained employee input leading to the following work process and activity recommendations:

- Updating the on-line employee directory to include suite (office) numbers
- Including employee pictures on the academic department websites



- Training for supervisors on various managerial topics
- Expanding the initial employee orientation process to be more comprehensive
- Simplify, clarify, and make more meaningful the annual staff evaluation process
- Additional periodic forums with administration open to all employees

Opportunities continue to surface from internal analysis and external input from best practices among institutional peers, ideas gained at professional meetings, or regulatory changes that will continue to allow Western to address issues related to employee productivity and job satisfaction.

4P7 Ensuring ethical practices of all employees -

Western values and promotes ethical practices of all employees and ensures that ethical practices are followed by having definitive policies and procedures for the campus as published in the Policy Guide and on Western's website including: 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 governance processes and the annual evaluation process. Statements regarding standards of conduct and the University's values which support ethical practices are also included in the University's Faculty Guide, Part-time Faculty Handbook, Student Employment Handbook, and Policy Guide. Annually all employees are required to sign a statement of confidentiality which reinforces the ethics and mandates of GLBA (Gramm-Leach-Bliley Act), FERPA (Federal Educational Rights and Privacy Act) and HIPAA (Health Insurance Portability and Accountability Act) and serves as a guide for the handling of confidential information. Opportunities to report unethical practices include:

- On-line complaint feature on the Business Office and University Policy web pages
- The employee grievance processes
- The online complaint process open to all constituents of the University.

4P8 Determining Training Needs – Western determines training needs by surveying the various groups (faculty, staff, and administration) on the training currently needed and by staying current on trends and operations through

professional organizations. All units are linked with state and national organizations that offer a forum for resources and information. Valuing People forums allow direct input from employees on training needs.

4P9 Training and development of all faculty, staff, and administrators - Professional development activities are key to Western's efforts to strengthen leadership abilities at all levels, and to develop or enhance skills needed to be successful on the job. Specific budget allocations support professional development requests with funds allocated at the department, college/school, and division levels. New faculty participate in a two-day orientation program supporting their knowledge of Western operations and services to support successful teaching and learning.

Faculty and staff receive support to travel to conferences related to their discipline or area of responsibility. Academic chairs encourage faculty to attend local, state, and national professional meetings and all fulltime faculty have the opportunity to apply for sabbatical leave for professional development. Staff travelling to work-related conferences and workshops may receive support from Staff Development funding or Staff Association funding sources along with support from their operational work units. Annual Faculty Senate Professional Development Day and Staff Senate Personal Enrichment Retreats along with multicultural and diversity experiences are facilitated by different offices such as the Center for Multicultural Education, International Students, and Non-Traditional Students. Western uses technology and software to help with staff training needs. Various training methodologies include teleconferences, video-conferencing, web technology, and internal and external experts. For example, a change in employee access to payroll information was supported by a payroll webinar; technology updates are provided through traditional training and webinar access. The intent is to provide a process that is convenient, accurate, and supportive of employee needs. Additionally, employees are encouraged to further their education and are offered Western undergraduate tuition waivers and are allowed to schedule coursework both outside of the regular work day and during regular working hours. Finally, administrators attend national meetings and discipline-specific conferences. They participate in state planning, policy, and legislative decisions related to higher education. At the executive level, this involves attending AASCU presidential or vice-presidential symposiums/workshops or others sponsored by NACUBO, HLC, AQIP, and similar organizations.

**4P10 Design and use of the personnel evaluation**

system - Western has established policies guiding the employee evaluation processes with all employees receiving annual evaluations and feedback. The quality of faculty teaching, service, and scholarship 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 Affairs. Student evaluations are also a component of the overall faculty evaluation process. With *Quality* as one of the six values of Western, exemplary faculty performance is recognized and rewarded through the promotion and tenure process, Governor's Award for Excellence in Teaching, and other award and recognition opportunities. Staff evaluation uses a similar process of setting goals and being evaluated within the context of the job description. All staff and administrators undergo an annual evaluation process. The President is responsible for evaluating the performance of the Vice-Presidents and others who are direct reports. Western's Board of Governors reviews the President's performance annually.

4P11 Design of employee recognition, reward, compensation, and benefit systems

- From 2006-2010 Western had an award system that annually recognized outstanding employees' exemplary performance. Faculty could self-nominate or be nominated by peers for teaching and scholarship awards. The Presidential Citation Awards recognized the contribution and outstanding performance of staff nominated by their supervisors, peers, or other institutional stakeholders. The annual James J. Scanlon Service-Leader Award continues to be awarded to one staff member and one faculty member recognizing outstanding campus and community involvement. Annually, the Western Board of Governors' Distinguished Professor award recognized and rewarded faculty with excellent records in teaching, scholarship/creative activity, and professional service. Recipients received a substantial base salary increase. Western also recognized distinguished professors and outstanding staff at an annual reception and dinner with the Board of Governors. During 2009-2010, the Faculty and Staff Senates recommended the suspension of the awards as part of an institutional effort to address state budget cuts. The administration accepted this recommendation and continues to work with Faculty and Staff Senates to find equitable ways to recognize employees.

Western's Outstanding Staff Employee Award program recognizes outstanding employees in the areas of performance, commitment to the institution's mission, values

and goals, strategic planning, and community-service. The Outstanding Staff Employee Award Committee reviews applications. Noted changes include the utilization of mentors to advise applicants, streamlined application forms with questions clearly aligned with the University's Strategic Plan/AQIP Categories and changing the format to allow anyone to nominate employees. Western's Staff Senates recommended the suspension of awards for 2009-2010 to support the retention of existing employees and overall budget needs. In February 2008, the University contracted with a compensation consultant to conduct a market salary survey and compensation plan for the staff and administrators. This marks the second compensation survey and plan review in five years as promised to the employees; the prior review occurred in 2003. The intent is to ensure that employees' salaries are in line with benchmarked market data for comparable positions. The commitment by the University to review this information speaks to the integrity and respect (Western values) that the University maintains towards employee compensation needs.

4P12 Motivation of faculty, staff, and administrators

- A collegial governance system, consisting of the Faculty Senate, Staff Senate, Student Government Association, and administration enhances cooperation, professionalism, and contributions to institutional and community goodwill. The system motivates faculty, staff and administrators by providing a forum for effective, multi-directional communication enabling employees to be part of the campus decision-making process. The President, Provost, Vice Presidents and other senior leaders meet regularly with employees and employee groups to present information, gather feedback and stimulate discussions. These include faculty senate and staff senate meetings, the Governance Advisory Council (GAC), the Budget Advisory Council, President's Management Forum, Budget Forums, Strategic Plan Steering Committee along with campus forums; college/department meetings; and other faculty governance meetings.

4P13 Providing for employee satisfaction, health and safety, and well-being

- A comprehensive employee survey initiated by the Valuing People Opportunity Area of Western's Strategic Plan prompted improvements regarding first aid training, procedures for handling emergency situations, campus exterior lighting, and building cleanliness.

Western provides for employee satisfaction, health and safety, and well-being through a variety of initiatives and programs such as health and wellness programming and



weekly wellness updates. A Wellness Committee conducts an annual wellness and benefits fair as well as numerous health and wellness activities such as brown-bag lunch sessions, Fitness Club, and Western Walkers. Western also offers an array of recreational activities that are available to employees and their families such as a recreation complex, walking trails, swimming, a fitness center, and tennis courts.

Safety concerns have been addressed through the collaborative efforts of the Administration, Information Technology, Risk Management, and the Western Police Department in the development of a state-of-the-art, comprehensive emergency alert system identified as Griffon Alert. This program allows the entire campus to be notified of emergency situations via texting, telephone alerts, email notices, visual alarms, and strategically placed announcement beacons across campus. The system has been thoroughly tested and stands ready to provide our campus community the best in safety notification features. The University partners with a national building services vendor to train and provide incentives for custodial excellence.

Western's Risk Manager and Safety Coordinator have developed contingency plans to address issues such as the University's Continuity of Operations Plan, a plan that allows the campus to resume key business and educational activities following a critical incident. While policies and procedures address everything from natural disasters to hazardous waste spills, the primary focus is on prevention and personal preparedness through process evaluation and training. The campus Safety Coordinator frequently provides safety related notices regarding a variety of current issues such as safety tips for walking surfaces, automobile issues, and even the occasional four-legged visitors in our campus. The Safety Coordinator has provided hands-on training for employees and students in the areas of fire extinguisher usage, Active Shooter Training, personal protective equipment, hazardous waste disposal, and use of the campus provided automated external defibrillator.

Results (R)

4R1 Measures of valuing people collected and analyzed regularly – Examples of measures collected and analyzed include the National Survey of Student Engagement, the Student Satisfaction Inventory, the Higher Education Research Institute Faculty Survey, Clery Crime Statistics, number of personnel receiving tuition waivers, personnel classifications and pay scale increases as well as the data collected from the Valuing People forums.

4R2 Performance results in valuing people - In 2008, a University-wide employee survey was conducted to determine employee needs and interests resulting in six areas for improvement (4P6). In each instance, the changes were implemented over the last two years. Further employees sought clearer and more direct information regarding emergency situations. The \$1.2 million dollar Griffon Alert System installed in 2009 is a comprehensive national model for emergency alerts. Every classroom has a telephone directly wired to a master control center with alarms, enunciators, and flashing beacons both inside as well as strategically located outside of buildings. Annual emergency drills are conducted in academic and residential buildings to prepare occupants for actual emergencies. Expanded training of residence hall staff is conducted before the start of each academic year. The City of St. Joseph Police Department has conducted drills within selected University buildings to practice active shooter response and to become familiar with the layout of Western facilities. The Griffon Alert system includes email, telephone, and texting capabilities so students and employee both on and off campus will receive real time alerts. Recently, campus closings have been added to the criteria of information distributed via text and email so commuter students and employees do not risk hazardous travel unnecessarily.

Western provides a strong package of **benefits** for employees with most plan options provided at no cost to the employee. Voluntary benefits may be purchased at group rates through payroll deductions, include Long Term Care, Cancer/Specified Disease, Personal Sickness Indemnity, Specified Health Event, Hospital Confinement, Hospital Intensive Care, Accident, Short-Term Disability, and Term/Whole Life Insurance. A proactive emphasis on employee wellness includes a recent presentation on disease management services and wellness related incentives. To continue a 100% employer paid health plan option Western has implemented methods to help employee reduce claims and utilization as well as increase work attendance and general well being.

4R3 Evidence of achievement of goals – All Western employees are required to participate in emergency preparedness training. All Western employees are encouraged to participate in wellness screening and wellness activities with more than 300 participants in the annual wellness screening. All employees have an annual evaluation providing feedback for improvement. Valuing People focus group feedback indicates that Western's values of respect, quality, courage, and service are more easily identified, displayed, and documented. The values of enthusiasm and



freedom are less able to be documented. Recent improvements in streamlining the recruitment and hiring process were seen as positives.

4R4 Comparative results – NSSE data (2009) indicates that students rate the quality of relationships at Western higher or nearly the same.

Figure 4R1 NSSE Comparative Results (1-7 scale with 7 highest)

	Western	Am. Democracy Project	Carnegie Class	NSSE 2009
Relationships - other students	5.65	5.59	5.74	5.59
Relationships with Faculty	5.60	5.58	5.68	5.42
Relationships with administrative personnel	4.67	4.74	4.83	4.60

Figure 4R2 Student Satisfaction Inventory Comparative Results

Institutional Summary						
Missouri Western State University				Midwestern SSI 4-Year Public Form B		
Scale	Importance	Satisfaction/SD	Gap	Importance	Statis/SD	Gap
Student Centeredness	6.23	5.20/1.14	1.03	6.13	5.04/1.17	1.09
Campus Life	5.87	4.84/1.37	1.03	5.79	4.46/1.29	1.33
Instructional Effectiveness	6.39	5.42/0.97	0.97	6.35	5.29/0.99	1.06
Recruitment and Financial Aid Effectiveness	6.02	5.12/1.20	0.90	5.92	4.86/1.23	1.06
Campus Services	6.15	5.53/0.96	0.62	6.00	5.28/0.99	0.72
Academic Advising Effectiveness	6.33	5.49/1.20	0.84	6.25	5.30/1.31	0.95
Registration Effectiveness	6.34	5.07/1.15	1.27	6.26	5.01/1.16	1.25
Safety and Security	6.26	4.72/1.13	1.54	6.06	4.67/1.17	1.39
Campus Climate	6.18	5.36/1.02	0.82	6.07	5.14/1.04	0.93

Finally, Western uses the Higher Education Research Institute (HERI) survey to determine faculty perception of the campus research environment with comparisons to the American Democracy Project group (ADP), Campus Compact, and all 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.

4I1 Recent improvements - Eighteen months after a comprehensive online survey of all employees was conducted, smaller face-to-face focus groups were held to assess progress and guide the next steps of this effort. Focus groups results were analyzed by the committee and recommendations were made to the President's Cabinet that continues to guide the group's work. For example, improvements supported by the Customer Service Team include the acquisition of TouchNet for electronic billing and financial aid disbursement, and improving the work environment for many offices, particularly during registration "crunch times." In another example, the Technology Management Team (cross-section of Western) supports information sharing on information technology issues through regularly scheduled meetings thereby enhancing employee productivity, communication, and satisfaction. The Registrar's Office provides enhanced support for academic advisors through Advising and Degree Audit Workshops. Registrar's staff schedule workshops at the convenience of academic departments resulting in greater attendance and advisement accuracy resulting in greater student satisfaction and employee productivity and satisfaction.

Western offers a group benefits program with high quality, nationally recognized providers. The Benefits Committee, comprised of faculty, staff, and administrators, plays an integral role in recommending group benefit products that are in alignment with the employees' needs and the Western's budget. Extensive services are offered (4P3). In addition, the University offers its retirees the opportunity to participate in the medical and life insurance plans as well as free access to wellness facilities. Western provides generous paid time-off programs which include monthly vacation and sick leave accruals and standard paid holidays including a fall break (week of Thanksgiving) and winter holiday break (over the Christmas/New Year timeframe). Western offers a holiday in recognition of Martin Luther King, Jr. which allows employees and students to be able to participate in service opportunities to the campus and community.

4I2 Culture and infrastructure – Western is not just an institution of higher education. True to its mission, Western functions as a learning community committed to the educational, economic, cultural, and social development of



the people and the region it serves. That mission is tangible in the interactions at all levels of the institution and is even more apparent during the challenging economic environment. To assure that student services are maintained at the highest levels, Western faculty, staff, and administration have worked collaboratively to support record numbers of enrollments while maintaining quality instruction, to provide additional student services to assure student success, and to strategically offer cuts so personnel are maintained.



AQIP Category 5 Leading and Communicating Processes (P)

5P1 Mission and values definition and review - The Western mission and values are reaffirmed annually and reviewed in depth with the development of each new strategic plan. Western's **Strategic Plan Steering Committee** meets regularly to monitor implementation progress producing an **annual report card** on progress. With the completion of the current strategic plan (2007-2012), internal and external stakeholders will again review the appropriateness and fit of the mission and values as goals and objectives are developed to guide Western from 2013-2018. With a shared governance approach, Western's **organizational structure** (O.5) and **governance structure** (O.4) complement efforts to lead and communicate while systematically monitoring adherence to the mission and values of Western.

Leadership groups meet regularly to assure adherence and review of the institutional mission and goals including: Board of Governors (meets monthly), President's Cabinet (meets weekly), Deans' Council (meets weekly), Faculty Senate (meets twice monthly), Staff Senate (meets monthly), Enrollment Development Team (meets weekly), Student Affairs Leadership Team (meets weekly), Academic Deans (meets weekly), and Technology Management Team (meets monthly) to identify a few. Additionally every department/division reports annually on strategic plan/AQIP implementation to assure progress toward the university's goals. Staff Senate and Faculty Senate meeting minutes are available online. Periodic communication processes, such as those listed below, provide on-going updates on progress and feedback:

- Employee electronic newsletter, **Tower Topics**, emailed weekly and available on the Web
- Griff Gab – emailed weekly to all alumni
- Mass emails to the entire university community or to segmented groups as needed
- **Western Magazine**—printed and distributed to employees, the Board of Governors, alumni, and other key stakeholders three times per year.
- **Points of Pride** – an annual publication for University and community distribution
- Western's **Community Impact Report** issued every three years (2003, 2006, 2009).

- The Student Handbook
- Western's Web site
- Western's **About Western** page
- Board Bullets – a weekly update for the Board of Governors

5P2 Aligning mission, vision, values, and commitment to high performance - Through the implementation of the strategic plan, the development and implementation of AQIP Action Projects, and the overall shared governance/evaluation process, the administration sets goals and monitors progress. For example, with the leadership of the President, over 400 employees, students, and community members were involved in the development of the current strategic plan. To assure continued knowledge of and focus on the mission, values, and strategic objectives, a "retired" AQIP Action Project, *Communicating Quality*, continues to inform employees and stakeholders of Western's focus on high quality education (quality students, quality faculty, and quality programs). Through highly visible framed posters in all areas, banners around the walk and roadways, as well as print and electronic materials (**catalog, student handbook, Points of Pride, Community Impact Report**), orientation sessions, Griffon Edge, and University 101 courses, students, employees and community members are systematically reminded of the focus on mission and values. Further, the mission, vision, and values statements and the **Strategic Plan** are distributed to each employee, members of the Western Foundation and Alumni Association Boards, the Board of Governors, and members of the community. New employees receive the strategic plan and Faculty/Staff Guide at the time of employment. The President emphasizes progress toward institutional goals at his opening address and at each bi-monthly meeting with Faculty and Staff Senates and the monthly meetings with the Board of Governors. The new official seal of the University, developed and distributed throughout all campus buildings and offices in 2006, states the six values clearly.

The Public Relations and Marketing Office (PRMO) 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, *Missouri Western: The Magazine for Alumni and Friends* informs alumni and the community of Western's accomplishments.



5P3 Needs and expectations of students and key stakeholder groups -

Western's mission and **strategic plan** focus on student and community needs. This direction takes into account the needs of students and stakeholders through informed feedback provided by needs surveys, open forums, meetings, and national surveys such as NSSE, SSI, EBI Resident Assessment, and HERI surveys, employer surveys, advisory committee feedback, and community impact surveys. Western's community outreach unit, **Western Institute**, provides a full range of programming including non-credit, credit, dual credit, and self-enrichment courses. Western has continued using data and feedback to set goals to address student and stakeholder needs.

5P4 Seeking future opportunities while enhancing a strong focus on students and learning -

Western's President is committed to maintaining academic quality in challenging economic times. This commitment is part of all decision-making. The President's Cabinet receives data about university needs and resources to make key decisions. Academic decisions at different levels (e.g. the Deans' Council or a particular academic department), are based on continuously monitored data. Other kinds of operational decisions, such as those made by the Registrar's Office and the Bursar, are made by monitoring input from academic and support units. The Enrollment Development Team is critical to coordinating data and actions. Governance groups (the SGA, Faculty Senate and Staff Senate) make policy proposals to the **Governance Advisory Council** (GAC) often based upon recommendations of committees. Many Western employees are highly involved in community/regional planning through service on community boards. Western has provided leadership in the Missouri P-20 initiative linking all aspects of the education system together to support educational attainment.

5P5 Making Decisions - Western uses a shared governance decision-making process with representation from all sectors of campus Figure O.4 (**Governance structure**). The three governance groups (**Staff Senate**, **Faculty Senate**, and **Student Government Association**) assign charges to their standing and ad hoc committees. These committees submit reports and recommendations to their respective governance body. Each of the governance groups then forward recommendations to the GAC (these three groups are represented on that body as well). The President recommends policy, budget and some personnel matters to the Board of Governors. For example, when state funding cuts were instituted, Western created the Budget Advisory Committee to assure that all affected groups have input

into how Western manages state budget reductions. A Faculty Senate Summer Salary Compensation Committee recommended a self-imposed adjustment in the faculty summer salary compensation schedule. Academic departments voluntarily increased class sizes where possible. Such actions were the result of open communication and trust.

Teams are instrumental in supporting informed decision-making including the Enrollment Development Team, Technology Management Team, Student Affairs Leadership Team, Deans' Council, and Strategic Plan Steering Committee as examples. Western created the Budget Advisory Committee to offer recommendations on budget decisions. In the fall of 2010, when the Missouri Governor required all state-supported institutions of higher education to complete a program review of all low enrollment programs with recommendations for eliminating, combining, or continuing, faculty leaders (faculty senate officers) were asked to identify a group of faculty to serve on an internal Program Review Committee. This committee was provided all current information on each program and was empowered to make objective recommendations that best suited Western and the region.

5P6 Using data, information, and performance results in decision making processes -

Western collects and analyzes data used in decision-making. The Office of Institutional Research (IR) archives much of the data used by decision makers at different levels. IR distributes and posts on the web an institutional fact sheet updated regularly. Internal groups then use this information for understanding student demographics and academic program status. Such analyses ground decision-making in all areas (e.g. academic program development, course schedules, student services programs, program reviews, and budget allocations).

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



Western uses information from a variety of sources to determine the best practices and procedures to accomplish institutional goals and objectives. For example, in 2008-2009, when Western students sought to have more information on creating support for a Greek village, Western arranged for a consultant to analyze the needs and opportunities and respond to all interested groups. With a trend of increased demand for on-campus student housing, Western held forums to gather input on student needs and interests. Western students participated on the residence hall design committee and reported directly to the Board of Governors.

5P7 Communicating between and among institutional levels and units - Communication at Western occurs between and among different levels of the University reinforcing shared governance and an open communication system. Communication occurs vertically and horizontally through leaders and leadership groups. Western communicates the status of the strategic plan through the Strategic Plan Steering Committee meetings, numerous print publications, governance groups, forums, regular meetings, **strategic plan web pages**, and the *Annual Progress Report on the Strategic Plan*.

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

The Office of **University Advancement** disseminates information on a regular basis. For example, a weekly electronic newsletter, *Tower Topics* goes to all employees and students. The newsletter reinforces Western's shared vision by highlighting student and staff achievements, campus activities, upcoming events, and a campus calendar (5P1).

The University uses its website to disseminate information to employees and students, and they have access to a number of 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 com-

munication medium for faculty, staff and students. The President frequently communicates with the entire campus through e-mail.

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 Affairs team and the Vice President for Student Affairs meets regularly with the Student Affairs Leadership Team to share strategic initiatives and to respond to questions.

5P8 Communicating a shared mission, vision, and values - Western communicates the status of the mission, vision, and values of the institution through print and web-based materials, 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 holds annual campus-wide meetings to open the school year and during the year holds special meetings to communicate firsthand on important issues facing the University. Most recently, he held meetings to communicate the state funding issues and to solicit input from employees.

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

5P9 Developing and strengthening leadership abilities - Western is committed to providing faculty and staff opportunities for professional development, including leadership development. Faculty, staff and students have opportunities for leadership development through service and leadership on internal committees, through work on community and regional boards and committees, and through professional associations. Western's Foundation offers funds for travel and professional enrichment. Other institutional funds provide faculty and staff development, attendance at



workshops, and at conferences. Faculty participate actively in a variety of professional societies appropriate to their disciplines. Involvement in strategic planning and AQIP Action Projects help develop institutional perspectives and create opportunities for leadership. The SALT created a professional development committee to provide professional development opportunities for Western staff.

5P10 Leadership succession - The process for leadership succession is well established. At the presidential level, Western has been fortunate to have significant stability and leaders dedicated to smooth transitions. Since becoming a four-year baccalaureate institution in 1967, Western has had four Presidents: 1967-1982 Dr. M. O. Looney, 1982-2000 Dr. Janet Murphy, 2001-2008 Dr. James Scanlon, and 2008 to present Dr. Robert A. Vartabedian. Each president has provided significant advance notice of retirement allowing the Board of Governors (BOG) ample time to work in advance of the retirement announcement to review institutional leadership needs. During the most recent change in presidents, the BOG was informed 18-months in advance of the retirement enabling a logical and practical process that included learning about other presidential searches and search firms. Key institutional needs were identified and incorporated into the national search. A representative group of institutional and community stakeholders composed the search committee with extensive interviews and site visits for each finalist. As a result, the newly appointed president was fully aware of the institutional mission, vision, values, structure, needs, resources, and people. Further, at the end of the president's first year, the board's presidential review committee sought informal feedback from faculty leaders, the Board of the University Foundation, and other constituencies to assess the institution's progress under the new president's leadership. This assessment was tied to institutional mission, vision, values, priorities and goals. This same intentional process is followed in searches for all vice president and dean positions.

Results (R)

5R1 Performance measures of Leading and Communicating - All Western employees are asked to participate in an annual Personal Impact Survey. This survey gathers information about external service activities of faculty, administrators, and staff at Western. Employees indicate how much time is spent annually on service activities and the role that is played by the Western employee.

An Internal Communication survey was administered in the fall of 2008. That survey will be administered again

during the 2010-2011 academic year using the 2008 results as the benchmark.

The Public Relations and Marketing Office conducts an annual marketing survey. Students and faculty members respond to questions regarding the branding efforts of the university that are used in advertising.

The Valuing People Strategic Plan Committee conducted focus group discussions during the spring of 2010 to gather employee feedback on issues related to employee satisfaction. Communication was one area included in those discussions.

5R2 Results for leading and communicating processes and systems

- The spring 2010 Personal Impact Survey results indicate a continued significant role for Western employees in the community/region. Almost 22,000 hours of service was performed by Western employees.

The Internal Communication Survey was completed in 2008 to determine employee's perception of the effectiveness of current processes for communication and to receive input and suggestions for improving the communication processes. Results indicate that the majority of employees get most of their information about the university from official newsletters (online and in print), their supervisors, special news releases, and employee email messages. These methods of communicating were judged to be the most effective. The survey results also provided information about how often employees wanted to receive university information.

The latest Marketing Survey found that the majority of Western employees recognized current branding slogans "Discover Gold" and "Western Gold" and had seen and/or heard advertisements for academic program and events.

Valuing People Focus groups conducted in the spring of 2010 provided Western with a perception of employee satisfaction regarding communication and a number of suggestions to consider as ways to improve (4R2).

5R3 Comparative results - Results from the 2010 Student Satisfaction Inventory indicate that Western students have a higher satisfaction than respondents from other (national) four-year public institutions on the following measures related to communication

- My academic advisor is knowledgeable about requirements in my major
- Faculty provide timely feedback about my academic progress



- My academic advisor is available when I need help
- Students are made to feel welcome here

Improvements (I)

5I1 Recent improvements - In response to ongoing efforts to improve communication, several actions have been taken in the past few years. Examples of recent improvements related to communication include:

- The online employee directory now includes the campus location (as suggested by focus groups)
- The Online University Calendar is more comprehensive; it now includes all campus events
- Additional training (computer software, safety and security measures/responsibilities) have been completed
- More forms are online (human resources, registrar, colleges, school, departments, career services, academic support, and grants and sponsored programs)
- *A Faculty Guide* as a Wiki is available for faculty
- The *MWSU Policy Guide* is fully accessible online

Examples of recent improvements related to leadership include:

- Providing the leadership to complete the Griffon Indoor Sports Complex and host the Summer Training Camp for the Kansas City Chiefs
- Providing the leadership to support the full utilization of the Science and Technology Incubator
- Providing the leadership to secure funding for and implement the Mobile Biotechnology Lab serving regional high schools
- Instituting Management Forums
- Enhancing the role of the Enrollment Development Team
- Instituting the Budget Advisory Council
- Redesigning the structure of Student Affairs
- Fully implementing the Safety Plan

5I2 Culture and infrastructure support for improved performance results – As a regional state-supported, open admission institution, Western serves all students and community stakeholders. Fundamental to this service is Western's transparent and welcoming atmosphere. Western welcomes partnerships, collaborations, opportunities, questions, and concerns. From the President's office to the service offices and academic affairs, Western stakeholders have access to a personal service and information. The team approach (Enrollment Development Team, Student Affairs Leadership Team, Technology Management Team, Deans' Council, Budget Advisory Council, etc.) for reviewing data and finding solutions permeates the entire Western organizational structure.

A concerted effort to work across units is fundamental to Western's culture. Questions or concerns are answered by the respective office immediately. If an individual is being referred to another office, frequently the sending office confirms that the individual's needs were met through follow-up contacts. For formal complaints, logs of the complaint and its disposition are maintained by all offices. In the last two years, the Enrollment Development Team has been instrumental in leading and communicating in the area of financial literacy implementing the AQIP Action Project *Money Matters for Life*. This project seeks to increase the number of students eligible for aid, reduce the number of student with unnecessary debt, and improve the Western default rate. These ambitious improvements are beginning to have results and are possible through the collaborative culture of Western.



AQIP Category 6 - Supporting Institutional Operations

Processes (P)

6P1 Identification of support service needs of students and other key stakeholder groups - Western identifies and responds to changing student needs through feedback received from the Student Government Association (SGA), student representative on the Western Board of Governors, student representative on the Budget Advisory Council, National Survey of Student Engagement data (NSSE -done biannually), Student Satisfaction Inventory (SSI - done biannually alternating years with NSSE), student orientation surveys, Learning Communities surveys, advising surveys, faculty evaluations (completed each semester for each course), admission surveys, five-year program reviews, facilities usage and services data, institutional assessments, graduate school feedback, employer surveys, alumni feedback, advisory councils, the Western Board of Governors, and the University Advancement Office. The person gathering the feedback data provides it to the person or group who can best address or utilize the information. For example, institutional data on retention and freshman success rates is provided to the Enrollment Development Team (EDT) to use in developing new retention plans. Student feedback on advising satisfaction from the SSI and NSSE is shared with faculty and staff advisors, who use this information to respond and improve advising practices.

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

6P3 Key support processes for physical safety and security - Emergency notifications are provided through a comprehensive, redundant, multimedia system collectively called the Griffon Alert. The system is activated

by the university Police Department when emergencies exist which could affect multiple individuals and/or cause significant infrastructure or property damage. Griffon Alert is designed to be used for incidents such as: tornado warnings, active shooters, shelter-in-place due to outdoor hazards, bomb threats, and other types of evacuations. The alert system incorporates text messaging and e-mails available to all currently enrolled students and all employees; outdoor strobes; outdoor public address systems; alert beacons in the halls of all buildings; voice messaging to key telephones on campus, to assigned building safety personnel, and to Voice Over Internet Phones (VOIP) in all classrooms, and television interrupt for the informational televisions strategically placed throughout campus.

The university Police Department also maintains a web site for two-way communications that contributes to the safety and security of students, faculty, staff, and visitors to the campus. The web site consists of online crime reporting, parking and security services, service request forms, personal safety tips and recommendations, emergency telephone locations, and an anonymous crime information reporting system.

6P4 Managing key student, administrative and organizational support service processes - Key individuals and groups across the campus manage the student and administrative support service process associated with technology needs. For example, owners of the respective administrative applications and associated data (e.g. Bursar, Registrar, Admissions) communicate directly with the Information Technology Services (ITS) department regarding corrections or enhancements to application systems. Likewise, with the goal of continuously improving the functionality of computer labs and classroom technology for students and faculty, the Instructional Media Center (IMC) staff routinely gathers data on lab use and classroom technology use, requests for upgrades/replacements of lab software and hardware and presentation equipment, and concerns regarding lab and classroom services. Directors, the Deans' Council, the Technology Management Team, EDT, and the President's 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.



Western's Strategic Plan guides the development of initiatives and programs needed by students and stakeholders. From the beginning of the strategic planning process, all key stakeholders are encouraged to share ideas and to participate in their implementation. Each department and unit develops strategic plans in alignment with the institution's goals and objectives. As units prepare annual reports on the goals and objectives of strategic planning, they provide important information for improving student and administrative services.

Key processes and goals are communicated through institution-wide meetings, such as the President's University Address at the opening of each academic year, the Budget Advisory Council (BAC), the Governance Advisory Council (GAC), and in college, school, department and unit meetings. Additionally, all employees and the community have access to the Western web site and all employees, retirees, and students have access to Western e-mail.

Western manages key student support and administrative processes by the President's Cabinet, the GAC, the four Vice Presidential offices (Academic Affairs, Student Affairs, University Advancement and Financial Planning), 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. Faculty and Staff Senates meet regularly with the President and Provost, with other key operations staff when appropriate.

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

6P5 Documenting support processes - Many, if not all, student and administrative services are documented on Western'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. Clear institutional and unit organizational charts assist in clarifying the lines of communication and approval.

Results (R)

6R1 Measures of student, administrative, and organizational support service processes – Figure 6.1 includes some of the student support services measures used to determine effectiveness of processes.

Figure 6.1 Student Support Services Measures

STUDENT SUPPORT SERVICES	MEASURES
Admissions, registration, advising and counseling	<ul style="list-style-type: none"> Gross applications Net applications NSSE SSI
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 Educational Benchmarking Institute survey
Learning, discipline support and technology	<ul style="list-style-type: none"> Course evaluations COMP, ETS profiles Surveys of students and faculty CSI, SSI, NSSE Exit exams
Library	<ul style="list-style-type: none"> Gate count Interlibrary loan statistics Number of reference questions asked Circulation statistics Database statistics
Security, safety and parking	<ul style="list-style-type: none"> Crime statistics Parking violations Registered vehicles Number of registered Griffon Alert students, faculty and staff
Disability Services	<ul style="list-style-type: none"> Number and types of disabled students
Employment & career needs	<ul style="list-style-type: none"> Graduate survey
Veterans Services	<ul style="list-style-type: none"> Number of veterans served
Recreation and athletics	<ul style="list-style-type: none"> Facilities usage Graduation rate of student athletes Number of student athletes Number of NCAA post season appearances Number of reported secondary violations



Figure 6.2 below includes some of the administrative support services measures used to determine effectiveness of processes.

Figure 6.2 Administrative Support Services Measures

ADMINISTRATIVE SUPPORT SERVICES	MEASURES
Accounting	• Annual Audit Opinion and management letter comments
Facilities planning, management, maintenance, custodial and grounds	• Facilities Plan goals accomplished • Residential Life Master Plan goals accomplished
Human resources	• Employee evaluation, longevity, and turnover rates • HERI survey
Public relations, marketing and external relations	• Application numbers, yield rate, and student retention • Admissions inquiry, applications, and enrollment data
Information technology and telephone services	• System upgrades, database upgrades, software updates or new purchases.
Western Institute	• Credit & non-credit enrollments • Businesses and industries served • Gross & net revenue • New course development (online & dual credit)
Alumni and Foundation	• Voluntary Support of Education (VSE) survey • Scholarships awarded

6R2 Performance results for student support services

processes - Figures 6.3 – 6.5 provide summary results for the student support services processes. For example, since the fall of 2006, gross applications for admission have increased by 48 percent; student enrollment has increased 7.5 percent and credit hour enrollment has increased by 9 percent. For fall 2010, Western had a sixth straight year

of record enrollment with 6,134 students and credit hour production increased to 71,654 credit hours. Applications to Western have increased steadily and significantly since fall 2006 with 2,246 net applications in 2006 and 2,577 applications in fall 2010 representing an almost 9 percent increase over the last four years.

Figure 6.3 Student Support Services Results - Undergraduates

TOTAL REGISTERED UNDERGRADUATE STUDENTS	F2010	F2009	F2008	F2007	F2006
Headcount	6,010	5,665	5,470	5,319	5,295
Degree-seeking	5455 91%	5,079 90%	4,864 89%	4,713 89%	4,687 89%
Full-time	4,363 73%	4,073 72%	3,825 70%	3,626 68%	3,647 69%
Average ACT	20.1	19.8	20.3	19.6	19.5
First-time Enrolled	1,272	1,185	1,140	1,100	1,055
New Degree-seeking Transfers	476 27%	324 21%	346 23%	316 22%	363 26%
Total Credit Hours	70,953 (11.81 per student)	66,547 (11.75 per student)	63,032 (11.52 per student)	60,617 (11.40 per student)	60,041 (11.34 per student)
Minority	15%	14%	14%	15%	14%
Geographic Origin-10 county area	4,506 75%	4,235 75%	4,103 75%	3,944 74%	3,879 73%



For graduate programs (started in 2007-2008), Figure 6.4 reflects Western's efforts to support graduate student offerings with programs and services that meet regional workforce needs. A Dean of Graduate Studies oversees

admissions, curriculum, and program review processes. The Graduate Council handles all program development and curriculum needs.

Figure 6. 4 Student Support Services Results – Graduate

TOTAL REGISTERED STUDENTS – GRADUATE	F2010	F2009	F2008	F2007	F2006
Headcount	124	70	65	41	NA
Total Credit Hours	701	375	350	198	NA

Figure 6.5 Financial Aid Support Results for F2006-F2010

FINANCIAL AID – SCHOLARSHIPS, FELLOWSHIPS, AND GRANTS	F2010	F2009	F2008	F2007	F2006
Need Based	\$246,175	\$263,871	\$325,511	\$200,847	\$156,224
Merit Based	\$4,039,175	\$4,076,812	\$3,442,576	\$2,047,203	\$2,686,783
Athletic	\$1,290,627	\$1,256,502	\$1,324,458	\$1,281,168	\$965,072
Tuition and Fee Remissions or Waivers	\$886,002	\$778,315	\$660,282	\$504,869	\$465,913
Non-Need Based	\$332,983	\$1,798,751	\$1,172,900	\$1,172,900	\$961,000
Stafford Loan Cohort Default Rate	7.9%	7.9%*	5.8%	5.8%	4.9%
Federal Perkins Loan Cohort Default Rate	13.59%	15.97%	9.47%	9.47%	12.85%

*In fiscal year 2007, the federal calculation for the Stafford Loan Cohort Default Rate was adjusted to include a greater number of student borrowers. As a result, Western's default rate increased. Using strategies from the Western AQIP Action Project *Money Matters for Life*, Western was able to reduce the default rate significantly in one year and continues to work toward improved results.

Figure 6.6 Student Support Services Results

Residential, Learning Communities, Food Service, Health Services and Bookstore	F2009	F2008	F2007	F2006	F2005
Resident Student Headcount	1,116	1,092	1,064	906	884
Resident and Nonresident Meal Plans	1,140	1,104	1,085	908	901
Learning Communities Participants	197	246	199	193	294
Health Services Visits	1,792	1,450	1,292	1,163	NA
Bookstore Voucher Usage	2,009	1,872	1,647	1,317	1,288
Value of Vouchers	\$984,373.91	\$853,035.73	\$653,565.39	\$476,465.76	\$439,425.31

Given the demographic of Western students and the region, Western provides substantial financial aid, fellowships and grants to students. At the same time, Western supports student (and parent) financial literacy through Western's AQIP Action Project *Money Matters for Life* which provides ongoing financial literacy support so student can make informed decisions about funding their education. Financial Aid Support Results are shown in Figure 6.5.

6R3 Performance results for administrative support service processes - The annual audit for Western has consistently received an unqualified opinion on an annual basis for the past the five years. In addition, Western facilities have been expanded with the opening of the Christopher

S. "Kit" Bond Science and Technology Incubator, a 26-acre site on the Western campus supporting life sciences research and business development. The renovation of Agenstein Hall with the construction of Remington Hall has doubled the square footage assigned to the Computer Science/ Math/Physics, Biology, and Chemistry departments. When the expansion is complete in December of 2010 with approximately 120,000 square feet of space, the facility will be thoroughly modernized with new instructional laboratories, classrooms and faculty offices. Major renovations were completed in three original residence halls: Beshears Hall (2006), Juda Hall (2007) and Logan Hall (2008). Construction began in August 2010 on a new 242 bed apartment style building for upperclassmen.



Human Resources in collaboration with the Valuing People Committee conducted focus groups in the spring of 2010. The outcome of the focus groups identified four areas that faculty, staff and administrators considered as primary concerns. Those concerns are now being addressed administratively. In addition, the Human Resources Department over the past five years has been successful in negotiating generous benefit packages, without having to extend those cost to faculty, administrators, and staff. The efforts of public relations and marketing launched the Discover Gold campaign which has contributed significantly to the 48% increase in gross applications for admissions over the past five years. The information technology expansions which have improved internal processes include the upgrade to Banner 8.1, Oracle 10, implementation of the Luminus platform with Banner channels, the TouchNet bill and payment, cashiering and online marketplace modules. In addition, all academic and residential halls have wireless access to the Internet.

In addition to serving approximately 800 students of all ages who enroll in non-credit enrichment programs each year, the Center for Community Arts (CCA) engages in community outreach activities that serve a wide audience. Through public concerts and performances, in-school engagement, public presentations and community partnerships and activities, over 4,000 people are engaged in CCA programming on an annual basis.

Contributions to colleges and universities in the United States fell 11.9 percent in 2009, according to the annual Voluntary Support of Education (VSE) survey conducted by the Council for Aid to Education (CAE). However, Western saw an increase in charitable contributions during this same time period due in part to the success of the Achieving Greatness capital campaign. The official total of charitable contributions (using present value) made to Western as reported on the VSE survey in 2009 was \$4,884,957.00 compared to \$1,580,017.00 in 2008. The MWSU Foundation has consistently awarded scholarships to Western students. Scholarship awards increased from \$461,000 in fiscal year 2006 to \$680,000 in fiscal year 2009. Due to the impact of the economic recession in fiscal year 2010, the amount awarded was \$656,056.

6R4 Use of information to improve key student, administrative, and organizational support areas - As noted in 6P1 the University identifies and responds to changing student needs through feedback received from numerous areas. When a need is identified a plan is developed to address the identified need. For example, in the Fall of 2008, the Dean of the Western Institute, who is also responsible for the Instructional Media Center (IMC), surveyed faculty

to determine interest in the development of online courses and the roadblocks to development. In priority order, the stated roadblocks were: (1) time, (2) incentive dollars, and (3) training. Based on this information, an incentive program was established with a \$57,603 SPIF grant (Strategic Plan Implementation Fund). In the spring of 2009, 16 faculty were trained in online course development techniques, and each of these faculty developed and implemented an online course. While the training provided was available before the SPIF grant, the incentives provided (time, money, laptops, software) led faculty to take advantage of the support services of the IMC. Based on the spring success, \$100,000 in SPIF funds was dedicated for each of the next three years with an entrepreneurial model created resulting in sustainable incentives. During fall and spring 2009-2010, 49 new online courses were developed. Spring 2010 online enrollment demonstrates a 90% increase over fall 2008 enrollment in distance education courses. Additional new courses have been scheduled for development in summer and fall 2010 bringing Western's online inventory to 120 for fall 2010.

Western makes a deliberate effort to use data to inform decisions. In the instance of the online course development, students were surveyed to determine interest. Seventy-six percent of the students surveyed (summer 2009) indicated that they would have taken online courses if offered, and many students indicated that they would have taken a larger course load if online options were available. Providing additional online courses is consistent with serving Western's existing students and with reaching students currently not served by the University.

6R5 Comparison of results with other higher education organizations - Results from the Noel Levitz Student Satisfaction Inventory (SSI) are utilized to compare Western's performance with Midwestern 4-year public institutions and with 4-year public institutions across the nation. The inventory asks students how important various things are including: "billing policies are reasonable," "admissions staff provide personalized attention prior to enrollment," "administrators are available to hear student concerns." In addition, Residence Life administers the EBI Resident Assessment survey annually providing benchmarks for continuous improvement. For example: Western students indicated on the SSI administered in 2007, that being able to take care of college-related business at times that are convenient for them was very important to them and was of higher importance to them than other Midwestern 4-Year Publics. Their satisfaction in this area was lower than other Midwestern 4-Year Publics. As a result, the Business Office implemented a comprehensive online student financial system in December of 2009. Student statements, payments



and credit balance refunds are now communicated via e-mail and students can enroll online for all of our payment plan processes. Students can also add their parents or other parties to receive billing information and make payments on behalf of the student. All of the information is real time and payments made by credit/debit card or by properly executed checking/savings authorization are posted immediately. Students are also able to accept financial aid online rather than having to go to the Financial Aid Office, and refund checks can be automatically deposited in a student's bank account.

The MWSU University Advancement Office received notification from CASE (Council for the Advancement and Support of Education) that it was one of only 19 schools selected to receive the "Circle of Excellence Award" for excellence in fund raising - overall improvement. Awards in the overall performance category recognize institutions that demonstrate significant program growth over the past three years when compared to appropriate peer groups based on size and institution type.

On the NSSE (2009), Western senior responses indicate a positive system of support for students. Comparative examples (Figure 6.7) include:

Figure 6.7 Comparative Results

	WESTERN	AMERICAN DEMOCRACY PROJECT	CARNEGIE CLASS	NSSE 2009
Academic/Intellectual Experiences - tutoring	2.03	1.92	1.92	1.86
Community service or volunteer work	.58	.56	.62	.60
Study Abroad	.11	.09	.10	.15
Educational and Personal Growth – academic support	3.0	2.99	3.04	2.94
Academic Advising	3.01	2.95	3.07	2.89

Improvements (I)

6I1 Recent improvements - The Missouri Western State University Police Department has partnered with the City of St. Joseph Police Department on an integrated mobile data software program. The program is a result of a \$1.2 million dollar grant that was awarded to the City of St. Joseph to develop an interagency data management system that will link the St. Joseph Police Department, the Buchanan County Sheriff's Department and the Western

Police Department. The mobile data system has three components – the infrastructure (hardware) at the transmission tower sites and at the Communications Center that will support the transfer of data; the software that will interface the raw data with software record-keeping systems; and finally, the laptops and mounting hardware for the vehicles themselves.

As noted in 6R4, data from students and faculty led to the development of a current AQIP Action Project, *Expansion of Available Courses Offered by Distance Learning Technologies*, allowing for a system of incentives to faculty to support online course development and greater use of online support services of the IMC. The result is significant growth in the development and delivery of online courses from 32 to 120 in one year. Similarly, information from faculty and students has resulted in a new model for computer lab administration (centralized versus decentralized) that has increased services to students and faculty.

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

6I2 Culture and infrastructure for improved performance results

- The expansion of the Enrollment Development Team in 2007 has allowed that team to develop into a key component of ensuring a transparent environment for decision making and information sharing. The Enrollment Management Team is lead by the Registrar. The team meets weekly and reviews data outcomes from recently completed implementations, such as enrollment trends, computer system enhancements, process or policy changes, or recently conducted institutional assessment and surveys. The data are viewed collectively and discussed. The team then makes recommendations to change internal processes or policies. Because the members of the team are functional leaders, changes are implemented in a relatively short time frame, with communications flowing quickly and efficiently throughout the campus. The collective efforts of the team lead to a well thought out infrastructure and, when necessary, a seamless cultural shift.



AQIP Category 7 Measuring Effectiveness

Processes (P)

7P1 Selecting, managing, and distributing data and performance information

- Western selects, manages, and uses data associated with student learning, strategic planning, regional and state data requests, program and institutional level accreditation, community outreach, and the annual employee review process. All leadership teams (e.g. Vice Presidents' teams) systematically review performance data for instructional and non-instructional programs and services. Opportunity Area Five of Western's strategic plan, *Using Measurement and Assessment (2007-2012)*, places an increased and intentional focus on selecting, managing, and using relevant data. This Opportunity Area has two goals: 1) develop the framework to support institutional research and assessment, and 2) create and implement a comprehensive university assessment plan focused on student learning and mission effectiveness. Western continued to enhance efforts in this area through the AQIP Action Project of the same name, *Using Measurement and Assessment (2007-2009)* which supported a comprehensive review of data needs, resources available, and assessment instruments used. The Using Measurement and Assessment Committee (campus-wide membership) provided the leadership to refine the types of assessments administered, move appropriate institutional assessments online, create a master timetable for institutional and program assessments, and restructure the use and reporting of performance data by institutional units. Individual departments and units identify their needs for data and information based on internal and external requirements. Data needs are also frequently determined by federal and state reporting requirements, accrediting bodies, annual and five-year program review processes, and institutional policies.

Institutional data is primarily managed by the Institutional Research Analyst with some units (non-credit programs, athletics, and alumni) managing unit-specific data collection that is distributed through the annual reporting process. The Institutional Research Analyst works closely with the Registrar, Information Technology Services, and the Instructional Media Center staff to assure that accurate and comprehensive management of data occurs.

As a result of the Western strategic plan and AQIP Action Projects, Western has a stronger focus on student learning. As an open admissions institution, Western seeks to support the learning, financial, and social needs of all students. Western's initial placement process reviews incoming student academic performance and provides developmental

coursework, traditional coursework, or honors coursework as appropriate. Incoming students complete the College Student Inventory (CSI) with data used to inform student service needs and priorities. During the academic semesters, students receive mid-term and final grades in all courses. The early intervention reporting system provides for immediate academic and personal support for students. To assure effective general studies learning outcomes, all Western students take the ETS Proficiency Profile near the mid-point of their undergraduate program. To assure the effectiveness of degree programs, all Western graduates take either the ETS Major Field Test, a professional licensing exam, a department program examination, or create a portfolio linked to major learning outcomes.

To assure immediate feedback on the quality of instruction, Western students complete a faculty evaluation for every course each semester. To support immediate course adjustments when appropriate, the data are available to faculty prior to the start of the subsequent semester. This data is included as a component of the faculty annual evaluation process, enabling department chairs and faculty the opportunity to regularly discuss methods for improving teaching and learning. These data are used in reappointment, promotion, and tenure processes.

Data and performance information continue to be distributed internally through regular unit meetings (e.g. Enrollment Development Team, President's Cabinet, Deans' Council, Technology Management Team), as well as annual reports required of all units. Data and performance information are distributed externally through accreditation processes, federal and state data reports, and institutional publications.

In addition, the State of Missouri requests information on a variety of variables related to student characteristics, preparation, and student success in higher education. Currently, Western is participating in a statewide review of all low enrollment undergraduate programs for four year public institutions using graduation rates, required course enrollments, and support courses enrollments to assure stakeholder access to needed programs while avoiding duplication of programs.

7P2 Data and performance information for planning and improvement efforts

- Planning and improvement efforts are supported by data reviewed at regular meetings (e.g. President's Cabinet, Deans' Council, Enrollment Development Team, Technology Management Team, Budget Advisory Council, and Student Affairs Team) and reports on the implementation of the strategic plan (tightly aligned



with the nine AQIP categories - Figure O.2). Data are aggregated and communicated through an annual report card process (strategic plan) and annual unit/department reports. All Vice Presidents set annual goals in alignment with the AQIP categories and the institutional strategic plan. All units submit annual progress reports and complete five year reviews to assure successful goal attainment. All employees participate in an annual evaluation process that includes goals and performance expectations. The Western Board of Governors receives weekly Board Bullets and a monthly Board of Governors report on progress on key initiatives.

7P3 Determining data needs of departments and units -

Individual departments and units at Western determine the collection process, storage, and accessibility of data and performance information based on strategic goals, program and institutional accreditation needs, grant need assessments, and advisory board requests. Western's Strategic Plan, the AQIP Action Project Using Measurement and Assessment, and annual unit and employee reporting processes ask units to identify data and performance needs. Information needs are frequently determined by accrediting bodies, state level program reviews, and institutional and program policies. The Enrollment Development Team routinely uses data to identify student services needs (e.g. academic/tutoring support, advising and registration procedures, disability support needs).

Western determines needs for information and data collection, storage, and accessibility based on requests that are ultimately considered by the owner(s) of the Enterprise Resource Planning System (ERPS) module. Department/unit representatives work collaboratively with administration, the Institutional Research Analyst, and Western's Information Technology Services to provide data. If the request is approved, then the data collection, storage, or access is accommodated. In the event of a denial to the request, the Technology Management Team may be convened for additional discussion and consideration. Requests may be initiated by individual faculty/staff or may result from discussions within groups such as the Deans' Council, the Banner Implementation Team, the Banner Module Owners Team, the Registration Procedures Committee, or the Technology Management Team.

7P4 Analyzing and Reporting Information - At the institutional level, Western analyzes and shares data and information on overall performance through formal and informal processes including reports for the Integrated Postsecondary Education Data System (IPEDS), the Higher Learning Commission (Annual Institutional Data Update), the

Missouri Department of Higher Education, legislative requests, monthly Board of Governors' meetings, annual reports on the strategic plan, department/unit annual reports and five-year reviews. Interdepartmental committees, with administrative support, prepare and disseminate these reports. Western analyzes and shares data and information through meeting reports (e.g. President's Management Forum meetings, Budget Advisory Council, Enrollment Development Team, Student Affairs Leadership Team and Banner Module Owners Team).

For example, in 2005 Western was formally given a state-wide mission of applied learning by the Missouri legislature. This distinctive institutional mission is quantified as a performance data measure by identifying the number of students participating in applied learning coursework. To support accuracy and currency of data, Western academic units reviewed all courses to determine if the course aligned with one of the six applied learning categories defined by the Missouri Department of Higher Education. This review enabled the Registrar and the Technology Management Team to "tag" each identified course enabling the creation of an annual report confirming the number of students engaged in and successfully completing applied learning coursework and the type of applied learning experienced. Performance data are regularly reported through annual reports, campus meetings, external publications, university websites and reports, reports to the Board of Governors and to the Missouri Department of Higher Education through print and electronic means.

7P5 Comparative data and information - Comparative data needs and priorities are identified through internal and external data demands. Comparative data are regularly used throughout the institution for institutional and program accreditation needs. Most frequently Western compares itself with other Missouri state-supported, open admission institutions, other Missouri state-supported regional institutions, and other national peer institutions. For example, in 2009, the Western Faculty Senate Summer Salary Compensation Committee wanted to compare their proposed adjustments in the Western faculty compensation for summer courses with other similar institutions. Using other open admission institutions and other Missouri regional, state supported institutions, the committee was able to have clear comparative data and information to make recommendations to Western faculty and administration.

National and group comparisons are used to assess a variety of programs and processes. Comparative results from the NSSE, the SSI, and the ETS Proficiency Profile are examples of Western's use of comparative data.

**7P6 Ensuring data alignment with organizational goals**

- Alignment with institutional goals and priorities for all instructional and non-instructional programs and services is assured through a report template that requires data and information be aligned with institutional goals and mission. Annual reports and five year reviews are required to address institutional goals and how the unit is supporting the institutional mission. Annual reports are shared at the department, unit, and division level and summarized for the Western Board of Governors. All reports are posted to the Western strategic plan webpage.

7P7 Timeliness, accuracy, reliability, and security of information systems

- Western assures the timeliness, accuracy, reliability, and security of information systems and related processes through the Technology Management Team comprised of the primary users of data including the Instructional Media Center Classroom Services Manager, Vice President of University Advancement, Dean for Western Institute, Provost and Vice President of Academic Affairs, Director of Library Services, Director of Physical Plant, Vice President of Financial Planning and Administration, Associate Vice President of Financial Planning and Administration, Registrar, Vice President of Student Affairs, and the Director of Information Technology Services. This team provides oversight of significant technology decisions impacting users across the institution. This group successfully provided guidance for the use of technology in the deployment of enhanced network services, the implementation of a wireless data network, the removal of land line telephones from the residential halls, the establishment of “help desk” support services for faculty and students, and most importantly, the full deployment of the SunGard SCT BANNER integrated Enterprise Resource Planning (ERP) system, including an integrated portal software application (Luminis), and a content management system.

Technology staff performs third-party hardware and software system upgrades in conjunction with the respective hardware or software vendor. For example, in 2008 all Western computers were upgraded to the Microsoft Office 2007 with a series of training opportunities to support the transition. Hardware and software maintenance and support contracts exist for major hardware and third-party software components providing a quick and dependable response if equipment needs to be replaced or upgraded.

The integrity and reliability of information continues to be a high priority. The Technology Management Team oversees acceptable methods of reporting. The confidentiality

and security of electronic and print information is part of all employee orientations and reviewed annually at department and unit meetings. Western instituted a “G number” for student and employee identification and has rotating pin numbers to protect access. All employees receive training on 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 including secure data/server rooms with authorized entry 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.

Results (R)**7R1 Measures of the performance and effectiveness collected and analyzed regularly**

- Multiple institutional measures are used for tracking effectiveness across the institution as noted in Figure 7.1.

7R2. Evidence of Measuring Effectiveness systems

- Western is routinely asked to provide data and information on its programs and students for both internal and external stakeholders. For example, Western department and unit annual reports must include current data on faculty productivity and scholarship as well as the profile and success of students within the program. In 2007 Western contracted with Digital Measures to provide all faculty with direct input access for documentation of measures related to faculty performance and evaluation. In addition, Digital Measures in conjunction with the annual evaluation system is able to provide individual, program, and department comparative data on instructional effectiveness, grade distributions, class sizes, and faculty goals for professional improvement. In another example, Western was recently asked by the Missouri Department of Higher Education to provide significant data responses to a statewide program review process. The review of programs requires Western to provide three-year data on low enrollment programs (fewer than 10 graduates in three years), justify low enrollment programs critical to the institutional mission of applied learning and open admissions, and identify opportunities for greater collaboration between and among institutions. With an overall goal of reducing duplication,



improving accessibility and affordability, and linking program productivity to the economic goals of the state, Western was able to address the substantial data, analysis, and reporting needs within the three-week timeframe allowed.

Another example of the effectiveness of Western's measurement systems also involved Missouri Department of Higher Education data requests. Western was required to respond to a comprehensive performance indicator survey that required data on degree recipients including extensive analysis of general education assessments, licensure and certification assessments, subject specific exit proficiency assessments, major fields tests, teacher and nursing licensure exam results including subtest analysis, NSSE performance results for student satisfaction, and a comprehen-

sive analysis of high impact educational experiences (six categories of applied learning directly linked to Western's mission).

In these sample instances, Western's systems of measuring effectiveness and institutional data storage, enabled faculty, staff, and administrators to meet internal and external data requests in a timely and efficient manner.

7R3 Comparing Results - Missouri public universities provide data to the Missouri Department of Higher Education which is used for public accountability, student recruitment, and comparisons among institutions. Western routinely compares itself with other open admission institutions and consistently outperforms in most categories.

Figure 7.1 Measures for Tracking Effectiveness

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



ries. Students and other stakeholders can easily compare Western to other institutions using the National Center for Education Statistics College Navigator.

Internally Western uses comparative data such as the NSSE, SSI, ETS Proficiency Profile, ETS Major Field Tests, and national certification tests such as the PRAXIS (teacher education) and NCLEX (nursing).

Improvement (I)

711 Recent improvements - In an effort to continually improve and optimize the use of the Banner ERP system, Western was one of the first universities to utilize the Sun-gardHE Unified Digital Campus Business Process Consulting Service. Western business processes were evaluated for automation using the Banner baseline program applications. The result was a 110- page Unified Digital Campus Review and Action Plan document. Western uses the plan as a guide for improving the automated services utilized to accommodate its business processes. A prioritized plan has been developed and projects are assigned that address Western's most critical needs.

Further improvements within the Banner ERP system include the successful upgrade to the latest version of the software which was completed in 2009, a transition to single sign-on was completed, and user self-authentication processing has been implemented. All three improvements enhance user access and satisfaction.

To support and improve the processes and results related to student learning outcomes, the AQIP Action Project *Using Measurement and Assessment (2007-2009)* provided the mechanism for a thorough review of existing assessment tools, an updating of assessment plans, the frequency of implementation of assessment tools resulting in a master timetable of assessment implementation, the usefulness of the results, and the processes used to communicate results. This ongoing initiative has focused assessment priorities, assured a comprehensive approach to assessment of student learning, supported accreditation needs, and supported the efforts of academic programs and support services to accurately identify needs and strengths.

712 Improving and setting targets for improved performance results - The culture and infrastructure of Western are highly focused on providing the best learning environment for students, the best working environment for employees, the best engagement for alumni and community members, and the best partnerships for regional economic development. With all challenges and opportunities, West-

ern employees, Board of Governors, alumni, and community members work collaboratively to support critical needs. Frequently described as the Western "family," all groups have regular input into whether appropriate data are available, if data needs are changing, and how Western might examine data from a different perspective.

The Western infrastructure is one of interdivisional teams (e.g. Enrollment Development Team, Technology Management Team, Student Affairs Leadership Team, Deans' Council, and Advancement Team) that routinely collect, manage, analyze, and use data to meet institutional and stakeholder needs. The infrastructure of the annual reports for all departments and units, evaluation of all instructional personnel each semester, and annual evaluations for all employees assures that Western is consistently informed of process functionality and progress toward improvement goals.



AQIP Category 8 Planning Continuous Improvement

Processes (P)

8P1 Planning processes - In developing a strategic plan, Western seeks input from all regional stakeholders including community leaders, alumni, Board of Governors, students, faculty, staff, and administration. Western holds five to seven open forums to assure full participation by stakeholders. Stakeholder feedback is collected at all forums, analyzed, and provided to the Strategic Plan Steering Committee for further analysis and discussion. If clear opportunities are identified, the process of goal development moves forward. If further stakeholder input is needed, additional forums are held. Once clear opportunity areas are identified, the Strategic Plan Steering Committee reviews the numerous opportunity areas and refines the opportunities into specific areas for consideration. Options are provided to the various teams at Western for feedback including the Board of Governors, President's Cabinet, Deans' Council, SALT, and the faculty, staff, and student governance groups. Final strategic plan opportunity areas (including goals, objectives and action items) are recommended by the President to the Board of Governors for final approval.

In addition, Western's planning process is intentionally aligned with the nine AQIP Categories (Figure O.2) and is under continuous implementation from development through full implementation. Western's vision, mission, and values guide all planning at Western enabling Western to support the educational, economic, cultural, and social development needs of the people and the region through a focus on applied learning.

Once the strategic plan is approved by Western's Board of Governors and Western's mission, vision, and values are reaffirmed, the **Strategic Planning Steering Committee**, composed of institution-wide representatives, meets quarterly to oversee the progress on the implementation of the plan. This systematic review of progress on plan goals and objectives assures regular progress as well as updates on current AQIP Action Projects and AQIP Systems Portfolio updates. Implementation teams for each of the current strategic plan seven opportunity areas/AQIP Categories and each AQIP Action Project Team leader reports at each Strategic Plan Steering Committee meeting. The Strategic Plan Steering Committee reports annual progress on implementing Western's Strategic Plan through an Annual Progress Report distributed widely through print and electronic media across the campus, community, region, and state. This process has worked successfully for developing and implementing the most recent strategic plans: *The Western Advantage* (2002-2007) and *Building the New American Regional University* (2007-2012).

Western's planning process is systematic and comprehensive. Every five years, Western renews its commitment to strategic planning through a complete review of institutional priorities and needs, allowing all aspects of the Western community have input into the development of strategic goals and the final focus of the plan. Western's approach to maintaining its AQIP Systems Portfolio is equally systematic. As part of the regular Strategic Plan Steering Committee meeting process, Western reports quarterly on AQIP Systems Portfolio changes and annually updates its AQIP Systems Portfolio to assure continuously current processes, results, and improvements.

Western's AQIP Action Projects are equally systematic and comprehensive. Western has launched nine AQIP Action Projects since 2004 (Figure 8.1).

Figure 8.1 Western AQIP Action Projects

AQIP Action Project Title	Dates of implementation	Alignment With AQIP Categories
Applied Learning	2004-2007	1 – Helping Student Learn
Student Engagement	2004-2007	3 – Understanding Students & Other Stakeholder Needs
Communicating Quality	2004-2007	5 – Leading and Communicating
Building Graduate Programs	2007-2009	1 – Helping Students Learn
Critical Thinking	2007-2009	1 – Helping Student Learn
Using Measurement and Assessment	2007-2009	7 – Measuring Effectiveness
Preserving Gold	2009-2012	5 – Leading and Communicating
Money Matters for Life	2009-2012	3 – Understanding Students and Other Stakeholders Needs
Expansion of Available Courses through Distance Learning Technologies	2009-2012	1 – Helping Students Learn 2 – Understanding Students and Other Stakeholder Needs.



Progress on Western's AQIP Action Projects is reported externally annually and reported internally quarterly at Strategic Plan Steering Committee meetings. Western develops and implements AQIP Action Projects as long term projects that become a permanent part of Western operations. Even in challenging economic times, Western has committed funding to ensure that all (previous and current) AQIP Action Projects are fully implemented and ongoing.

8P2 Selecting short- and long-term strategies – Short-term strategies are identified through the variety of teams (Student Affairs Leadership Team, Enrollment Development Team, Technology Management Team, Deans' Council, Development Council, etc.) that manage the daily operations at Western. Most teams can implement routine changes and adjustments almost immediately since teams are staffed with operational leaders. When recommendations and decisions impact additional sectors of the institution, teams have sufficient joint membership to facilitate routine communications as strategies are being developed. To formalize and communicate across all aspects of the institution, short- and long-term strategies are proposed through the Governance structure (Figure O.4), specifically the Governance Advisory Council. Both short- and long-term strategies are aligned with Western's strategic plan/AQIP categories.

Western's leadership teams, including the Strategic Plan Steering Committee, function under the direction of the President's Cabinet. Advisory and governance boards meet regularly to provide input into short- and long-term strategies for improving Western's operations and regional impact. Whether a short- or long-term strategy, all actions are aligned with Western's mission, vision, and values.

Another aspect of selecting short- and long-term strategies is the role of program accreditation in continuous improvement. Western has numerous academic programs that seek recognition of quality and continuous improvement through national accreditation processes (Figure 8R2). Teams across Western work collaboratively to support accreditation success. For example, as part of the National Council for the Accreditation of Teacher Education (NCATE) review, all 13 teacher education degree programs work together to prepare a joint report as well as individual program reports for the Missouri Department of Elementary and Secondary Education. The teacher education programs maintain an assessment system that routinely monitors student progress through the programs. The same emphasis on student learning and program effectiveness is a component of all Western accreditation processes.

8P3 Developing key action plans to support organizational strategies - As a part of the development of the strategic plan, stakeholders identify opportunity areas. The current strategic plan includes seven opportunity areas: Building Graduate Programs, Enhancing Academic Programs, Sustaining Institutional Accreditation Priorities, Building Connections, Using Measurement and Assessment, Valuing People, and Building and Managing Resources. Within each opportunity area, stakeholders identify goals, objectives, and action items. Each level further refines the exact steps need for goal attainment. All aspects of the action plans involve Western internal and external stakeholders. For example, in Western's Strategic Plan *Building the New American Regional University* (2007-2012), Opportunity Area Five - Using Measurement and Assessment has two goals: 1) develop the framework to support institutional research and assessment, and 2) create and implement a comprehensive University assessment plan focused on student learning and mission effectiveness. Both are long-term goals with two – four objectives identifying the steps guiding full implementation. In addition, each objective has specific, short-term action items that direct immediate, short-term progress toward objective/goal completion.

Western's four administrative units: Academic Affairs, Student Affairs, Financial Planning and Administration, and University Advancement all report annually on progress toward short-and long-term goal implementation through the annual reporting process.

8P4 Coordinating planning processes, organizational strategies, and action plans - Western coordinates and aligns institutional strategies and action plans within Western's legislated mission of applied learning, mission review processes by the Missouri Department of Higher Education (MDHE), and input received from various institutional teams, accreditation requirements, and advisory boards supporting institutional effectiveness. Functional and regular planning occurs throughout Western's leadership teams, with each team communicating through regular meetings, minutes, and reports (Figure O.4). The Strategic Planning Steering Committee is a key organizational structure in coordinating all planning processes. With regular meetings and a thorough reporting/recordkeeping process, this group of nearly 40 leaders from all stakeholder groups supports coordinated communication and activities.

Western must coordinate planning processes with external oversight bodies such as the MDHE and the CBHE. The CBHE and consists of nine members appointed by the Governor with the advice and consent of the Missouri



Senate. CBHE approves new degree programs, establishes guidelines for appropriation requests, approves new university or residence centers, establishes admission status, 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 Missouri institutions. The CBHE directs the activities and operations of the MDHE.

The Western Board of Governors (seven members appointed by the Governor), Western's President, four Vice Presidents, numerous deans and directors provide the executive/administrative leadership for Western's planning. The President's Cabinet, consisting of the President, Executive Assistant, four vice presidents, and the 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), chaired by the Provost, consists of the four vice presidents, the Associate Provost, the Associate Vice President of Student Affairs, the Director of External Relations, the academic deans, the associate deans from Student Affairs, and the presidents and vice presidents of the three governance groups of the Faculty Senate, Staff Senate, 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 to the President for action. Several institutional committees contribute to planning and submit their proposals or recommendations to GAC for communication and reaction campus wide such as Calendar, Classification, University Hearing Panel, Cultural Events, Equal Opportunity, Americans with Disabilities Act (ADA), Campus Environmental Impact, Registration Procedures, Safety Committee, Traffic Appeals Board, Legislative, Admission and Graduation Committee, Enrollment Development Team, Student Affairs Leadership Team, and Technology Management Team. GAC meets regularly in an open forum.

The Deans' Council, chaired by the Provost/Vice President for Academic Affairs, is comprised of deans and directors from academic and support units. The Deans' Council evaluates and implements academic policy, plans budgets, generates new programs, and responds to the academic needs of the institution. The Vice President of Student Affairs is an ex-officio member of the Deans' Council

and regularly attends Deans' Council meeting to facilitate accurate and timely communication. The Vice President for Student Affairs chairs the Student Affairs Leadership Team which oversees four areas of student affairs including Student Development, Student Services, Health and Wellness, and Academic Support Services. Teams within the Divisions of University Advancement and Financial Planning and Administration follow a similar process for coordinating planning.

Deans of the College of Liberal Arts and Science, the College of Professional Studies, and the Craig School of Business meet with the chairpersons' councils or school faculty on a regular basis to facilitate budgeting and planning and to respond to the needs of the Colleges/School. They also hold regular meetings for the membership of the two colleges and school to facilitate unit wide knowledge of important issues. To coordinate planning and actions, the Faculty Senate and Staff Senate meet regularly with the administration to support the overall operations of the institution. Finally, the academic deans meet regularly with the Graduate Council.

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 and routinely serve as student members of institutional committees (e.g. major institutional search committees, Strategic Planning Steering Committee, Budget Advisory Council, Online Attendance Policy Committee). The SGA Constitution and Bylaws define the communication system within the student organization. SGA consists of the executive branch followed by the legislative and president-appointed standing committees. The Western Activities Council (WAC) and the Residence Council (RC) represent specific student interest groups.

8P5 Defining objectives, selecting measures, and setting performance targets - Western encourages a systems-wide process for selecting measures and setting performance projections. Each strategic planning group defines action items for goals and objectives in its area. Careful attention is paid to precise wording that captures the exact result intended and to identifying a clear measurement tool for documenting success. Each group creates an implementation timeline and identifies the individuals responsible for overseeing implementation of each action item. The Strategic Planning Steering Committee receives regular, quarterly progress reports for the goals and objectives in each opportunity area and AQIP Action Project and provides



feedback to the individual groups in quarterly meetings. In addition, all units provide annual reports on individual unit progress toward identified plan goals as well as the annual report on the strategic plan. These reports are reviewed by the individual unit employees prior to forwarding to the next supervisory level. All reports are reviewed by the appropriate vice president.

8P6 Linking strategy selection and action plans with resources and future needs – Western reviews all available resources including employees, community resources, institutional space, and equipment to best match strategic planning needs and priorities. In addition to identifying physical and human resources, Western designates funds each year to the Strategic Plan Implementation Fund (SPIF) to assist in promoting strategic plan goals and objectives. Grants and private funding also provide additional resources to achieve objectives. For example, since 2004 Western has initiated nine AQIP Action Projects that were completed for AQIP purposes, but continued for Western improvement purposes (Figure 8.1). Western identifies Action Projects that address long term needs enabling the project to fully develop and have an ongoing impact. Action Projects such as Communicating Quality, Applied Learning, Student Engagement, Building Graduate Programs, Critical Thinking, and Using Measurement and Assessment had funding (\$100,000 per year with annual funding going in to the institutional base budget for permanent fiscal support) to support project implementation. Despite challenging economic times, Western remains committed to financial support for strategic initiatives and current AQIP Action Projects have continued funding support. For example, *Preserving Gold*, *Expansion of Available Courses through Distance Learning Technologies*, and *Money Matters for Life* (2009-2012) have funds allocated, based on project needs to support project completion.

8P7 Assessing and addressing risk – Western recognizes that any effort to meet future demands holds risk. To minimize risk, Western seeks input from a wide range of key stakeholders (students, faculty, staff, administrators, Board of Governors, alumni, and community members), carefully identifying strategic opportunities with the greatest impact and need. Numerous open forums provide opportunities for identifying and minimizing risk within the planning process. Forums, websites, email notices, and recognition events serve as communication tools to assure that all stakeholders are as informed as possible of issues and progress.

Western addresses risk through a constant review of the status of data and information related to progress toward goals. However, risk may be somewhat outside an institution's control. For example, weather or illness related (swine flu) emergencies, changes in the economy and workforce, state mandated program reviews and budget cuts are all issues Western prepares for, but cannot control. Western has a fulltime risk manager who provides a proactive approach to protecting students, staff, faculty, administrators, and the community from harm. All contracts, agreements, and health/safety mandates are quickly reviewed to advise the affected unit of the potential risks. All units have regular emergency preparedness training with drills and equipment testing done regularly (4P13, 4R2). Western's Griffon Alert system is a state-of-the-art, comprehensive emergency alert system that allows the entire campus to be notified of emergency situations via texting, telephone alerts, email notices, visual alarms, and strategically placed announcement beacons across campus. The system is regularly tested to ensure readiness and effectiveness.

Western's Continuity of Operations Plan provides a process for allowing the campus to resume key business and educational activities following a critical incident. With a primary focus on prevention and personal preparedness through process evaluation and training, the plan addresses everything from natural disasters to hazardous waste spills. Hands-on training for employees and students in the areas of fire extinguisher usage, Active Shooter Training, personal protective equipment, hazardous waste disposal, and use of the campus provided automated external defibrillator are examples of Western's efforts to address risk.

Western has a fully staffed Police Department with ten officers, one dispatcher, and two administrative assistants that provide 24/7 coverage for campus safety. Western work closely with regional police units to coordinate crime related information. The Western Police Department provides Clery warnings as appropriate and keeps a record of all crime statistics on the website with statistics updated annually each September. In addition, Western Police oversee parking and security of buildings, equipment, and campus employees, students and guests. Western Police Officers are authorized to carry firearms.

8P8 Developing and nurturing faculty, staff, and administrator capabilities - The current strategic plan includes Opportunity Area Four – Valuing People which is focused on developing and nurturing faculty, staff, and administrator capabilities as well as meeting employee and stake-



holder needs. Western supports the professional development of employees (4P8- 4P9), promotes employee health and well-being (4P13), and provides a variety of services to enhance employee development. For example, Western's employee tuition waiver program provides full tuition waivers for employees seeking to take Western coursework and an 80 percent tuition reduction for eligible dependents.

New faculty and staff (including those new to a position, but not new to Western) have mentors to support success and to develop capabilities. Dedicated professional development funds continue to be provided at all employee levels. The team structure at Western nurtures faculty, staff, and administrator development by creating connections with colleagues who can provide advice and strategies for addressing challenges. Most employees have external organizational support structures to enhance capabilities. For example, the Missouri Faculty Senate provides a statewide forum for Western Faculty Senate members; service offices such as the Bursar, Registrar, Financial Aid, and Admissions can seek advice through statewide and national listservs; and Chief Academic Officers (CAOs) in Missouri regularly communicate through telephone conferences and meetings.

Results (R)

8R1 Measures of the effectiveness of planning processes and systems - Western measures the effectiveness of institutional planning directly through quarterly and annual reports on the implementation of the strategic plan and annual reports from all campus units and employees on progress toward individual and unit goals during the previous year. Those annual reports require an analysis of progress as well as goal setting for the next year. Specifically:

- Western assesses institutional performance in its strategic planning through specific and measurable objectives and action items in the seven areas of the strategic plan, *Building the New American Regional University*
- Strategic plan implementation teams review action item progress at quarterly meetings and make needed adjustments to support attainment of five-year goals and objectives. Meeting minutes and progress updates are posted to the Strategic Plan webpage.
- Western evaluates the effectiveness of annual strategic planning each year and publishes an **annual progress report** on the implementation of the strategic plan.

- Western develops a comprehensive strategic plan every five years.
- Every two years, Western creates a ***Community Impact Report***.
- Western reviews AQIP Action Projects quarterly, and submits them for external review annually. For its first AQIP Action Projects (2004-2007), Western chose three-year projects associated with applied learning, student engagement, and communicating quality. The next series of Action Projects (2007-2009) included graduate programs development, increasing critical thinking strategies for teaching and learning, and using assessment information systematically. Current Action Projects focus on financial literacy, developing online courses, and documenting the recent history of Western (last 25 years).
- Western has a process of academic program review (every five years) that assures program currency.
- Western maintains national accreditation for numerous programs (See Figure 8R2).

8R2 Performance results - Western's **Annual Report on the Strategic Plan** indicates the accomplishment of specific objectives for each goal in the seven areas of strategic planning. In preparing for the future, Western carefully examines its past and current results, paying close attention to its legislatively mandated mission category related to access (open) and its statewide mission of applied learning. Further, Western attempts to document improvements over time in a systematic and routine manner. The purpose of the AQIP Action Project *Preserving Gold* is to assure that the history and culture of Western are documented so its continued evolution as a leader in higher education is easily documented and available to stakeholders.

Another example of performance results linked to Western's mission is found in the ***Community Impact Report*** (2009) which documents Western's continuing impact on the region including a \$183.5 million economic impact, and service support by students of more than 100,000 hours of service to schools, organizations and businesses. Western employee's volunteered almost 22,000 hours of time for community service.

As a continuation of the Communicating Quality Action Project from 2004-2007, Western continues to increase the number of individual who recognize Western as a "quality" institution with quality faculty, quality programs, and quality students. This continuing emphasis on quality has



enabled the average ACT score of incoming freshman to increase from 19.83 (2006) to 20.88 (2010) while maintaining open access for all students.

The Student Engagement Action Project (2004-2007) had a focus on retention of students. Using fall to fall data, Western has seen a steady improvement in retention of first-time, full-time freshman from 56.7 percent (Fall 2005) to 72 percent (Fall 2009). Retention of all degree seeking students increased from 85.8 percent (Fall 2005) to 87.2 percent (Fall 2009).

With applied learning established as Western's statewide mission in 2005, Western has adopted six definitions of applied learning, created a process to identify all courses that have applied learning components, and required all academic units to annually report on the progress toward 100 percent participation in meaningful applied learning. In 2010, Western had more than 87 percent of all students completing a documented and assessed applied learning experience prior to graduation.

Another approach to determining results could be Western's ability to attract generous donors who support the Craig School of Business (5.5 million), construction of Remington Hall (5 million private contribution bundled with state funding), creation of the entrepreneur course that enables a successful business plan to be selected and a franchise awarded to a Western business student, creation of the Koenig-Simmons Trading Room for finance majors

(real-time access to stock transactions), and purchase of twelve Steinway pianos making Western an *All Steinway* school.

Western has been continuously accredited by the North Central Association since 1919 and maintains national accreditation for many programs (See Figure 8R2).

8R3 Performance strategies and action plans – Over the next five years, Western will develop a new strategic plan (2012-2017) with some needs already surfacing. Western's open admission and low costs are increasingly attractive to international students. A recent increase in international students indicates that Western should prepare for the services needed and the opportunities that develop when international exchanges occur. Thorough research will occur before residence facilities, personnel, and other services are requested. A second emerging need is the importance of degree completion. Western has students who nearly complete a degree program yet lack the 1-3 courses for graduation. In preliminary analysis, Western is considering incentives for degree completion, reverse transfer with regional institutions, and stronger employer collaborations program to support degree attainment. Of course, Western will remain focused on institutional and program level accreditation since those processes have served Western well and supported a focus on continuous improvement.

Figure 8R2 Institutional and Program Accreditations

The North Central Association of Colleges and Schools - The Higher Learning Commission Institutional Accreditation	Council on Social Work Education (CSWE) BSW, Social Work
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 Bar Association (ABA) Certificate, Legal Assistant AS, Legal Assistant	Commission on Collegiate Nursing Education BSN, Nursing
American Chemical Society (ACS) BS, Chemistry	National Accrediting Agency for Clinical Laboratory Science (NAACLS) Clinical Program Medical Technology
Commission on Accreditation of Physical Therapy Education (CAPTE) AAS, Physical Therapist Assistant	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 Association to Advance Collegiate Schools of Business International (AACSB)
National Association of Schools of Music BA, Music BSE, Music	



8R4 Comparative performance results – Western strategic planning development process is one of the most comprehensive and inclusive of any Missouri regional institution of higher education. With over 400 stakeholders involved in planning efforts and Western annual report card, Western has a system of continuous focus on quality and improvement that permeates all facets of the institution. Currently, there are no means of comparison among institutions regarding projections for strategies and action plans. However, Western's planning processes do include the use of peer and benchmark data from national surveys such as the SSI, NSSE, and EBI Resident Assessment. Western routinely refines its list of peer institutions and regularly makes comparisons with peer open admission institutions with the same approximate number of students and total budget.

Western compares favorably with other AQIP institutions, peer institutions, and Missouri public four-year institutions in the following areas:

- Western compares well with other Missouri institutions, especially regional institutions and institutions with open access, across a number of comparisons available in the MDHE's **Annual Statistical Summary**.
- Through the MDHE, 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 expectations. These reviews enable Missouri public institution comparisons.
- 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 (NCHEMS).
- Western tracks comparative data and results through the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report. In 2010, the peer comparison group included 11 institutions: Coastal Carolina, Colorado State University-Pueblo, Fairmont State University, Lock Haven University, Mesa State College, Missouri Southern State University, University of Pittsburgh-Johnston, University of South Carolina-Aiken, University of Wisconsin-Parkside, West Virginia State University, and Westfield State College.

8R5 Evidence of effective Planning Continuous Improvement – Western regularly and systematically evaluates the effectiveness of its planning processes. Strategic Plan Steering Committee member feedback was important to recent restructuring of the meeting format and the reporting format (slightly fewer meeting, more electronic dialogue and reporting, revised committee responsibilities). As Western prepares to develop a new strategic plan, stakeholders will be surveyed to determine the development approach that best meets current needs.

Other evidence of effective planning include:

- Over 100 individuals contributed to the revision of the Western AQIP Systems Portfolio (2010).
- Over 100 faculty have developed online courses linked to the current AQIP Action Project for distance education.
- Western has successfully achieved all attempted national accreditation efforts, most recently AACSB accreditation. Only five percent of all business schools in the world have achieved this rigorous accreditation status.

Improvement (I)

8I1 Recent improvements - Western utilizes data to make improvements such as:

- Creating a Safety Plan
- Requiring Emergency Preparedness training annually for all employees
- Updating all web pages to assure currency and user satisfaction
- Refining the meeting frequency and presentation format for Strategic Planning Steering Committee quarterly meetings
- Expanding the use of R-25 (scheduling software)
- Implementing a process for rolling the semester course schedule (fall to fall, spring to spring, summer to summer) to reduce the entry processing handled by academic administrative assistants.
- Scheduling orientation activities based on parent feedback (more emphasis on financial aid)



Western clearly identifies the close alignment between its strategic plan opportunity areas and the AQIP categories (Figure O. 2).

In addition to the overall coherence of the Western Strategic Plan with the nine AQIP Categories, Western has made significant progress on each of the seven Strategic Plan Opportunity Areas including:

Opportunity 1: Building Graduate Programs offers Western the opportunity to enhance the economic and personal goals of individuals and the economic and social development of the community and region. Western has:

- created and staffed a Graduate Studies Office,
- developed the policies and procedures for a Graduate Council to oversee the program and curriculum needs of graduate programs,
- developed and received approval to offer graduate programs with an applied learning focus,
- created a process for determining graduate faculty status,
- recruited highly qualified graduate faculty,
- recruited and graduated graduate students,
- established a graduate student support system, and
- provided a support structure for graduate faculty and staff.

Opportunity 2: Enhancing Academic Quality offers Western the opportunity to provide excellent educational programs to a diverse student population, taking into consideration the academic and career goals of students, and the economic, social, and cultural needs of the region and beyond. To accomplish this Western has:

- improved student learning through instructional innovations, scholarship, and applied learning,
- refined administrative and academic policies and procedures to sustain high quality academic programs,
- conducted nationally-recognized faculty and student applied research and creative activities,
- developed and implemented teaching and learning strategies that emphasize critical thinking skills, in-

cluding questioning, interpreting, analyzing, synthesizing, and creative problem solving,

- enhanced academic support programs, services, and mentoring for students,
- prepared students for the workforce by promoting an understanding of diverse cultures and peoples and an expanded program of international studies, and
- provided opportunities for participation in integrated applied learning experiences, including internships, practica, faculty and student research, service learning, and study away.

Opportunity 3: Sustaining Institutional Accreditation Priorities offers Western the opportunity to continue to develop exemplary practices in applied learning, student engagement, and communicating quality. To address this area, Western has:

- marketed Western as a prototype of the new American regional university, characterized by applied learning and applied research and service,
- increased awareness of Western's status as a university that is building graduate programs and is emphasizing a statewide mission in applied learning and applied research to external and internal audiences,
- increased the ability of employees to recognize Western's brand,
- increased placements in regional media outlets each year, with a special focus on strategic feature-length coverage,
- assessed and improved programs and services to support recruitment and retention of students, and,
- increased the number of students who participate in an applied learning experience prior to graduation.

Opportunity 4: Building Connections offers Western the opportunity to focus on the educational, economic, cultural, and social development of the people and the region that the University serves. Western has:

- become the regional employers' source for outstanding employees,
- increased applied learning, applied research, and service opportunities by partnering with business, industry, education, healthcare, and community leaders,



- increased student participation in co-curricular experiences that foster academic, career, and personal development,
- increased student participation in experiences that develop life, social, and leadership skills,
- assisted in the improvement of P-20 education in the region (Northwest P-20 Council),
- advanced partnerships with community and professional groups as a way of developing and expanding programs for life-long learning,
- created a process to facilitate and use the ongoing research, instruction, and service of retired faculty both on-campus and as University representatives in the community,
- increased the number of academic departments that use advisory boards drawn from beyond Western,
- increased partnerships between Western and regional performance arts groups,
- increased the number of activities provided on campus that involve the region,
- enhanced and increased parent and alumni engagement with Western, and
- evaluated and enhanced the efforts of the athletics program to serve as a partner integral to the campus and the community.

Opportunity 5: Using Measurement and Assessment offers Western the opportunity to provide evidence of the quality of student learning and the University's effectiveness in meeting its mission. Accomplished are:

- creating an Institutional Research Office,
- managing of the collection, interpretation, and reporting of institutional data,
- improving the usability of institutional data,
- developing a University-wide assessment system focused on unit, program, and institutional improvement, and
- showing evidence of data-informed decision-making and assessment effectiveness.

Opportunity 6: Valuing People offers Western the opportunity to sustain a learning and working environment

where students, employees, and others choose to invest considerable time, talent, and other resources. To accomplish this Western has:

- improved the processes the Western uses to recruit, hire, support, and retain employees,
- developed and implemented a comprehensive plan to address the health, special needs, and safety of students, employees, and guests,
- established clear expectations of all employees in terms of ethical standards, campus participation, professionalism, and values, and
- developed a culture that promotes dialogue, commitment, and productivity, and that treats people fairly, with dignity, and with integrity.

Opportunity 7: Building and Managing Resources offers Western the opportunity to use its resources efficiently and effectively to enhance student learning and student life, to connect the campus and larger community, and to support regional development. Western has been successful in:

- improving the teaching, learning and living environment, and the functionality of existing facilities and equipment,
- providing for efficient and effective operation of new and emerging facilities and programs,
- supporting Western's mission and strengthening linkages within the region through strategic land use,
- providing resources, training, and services to support existing and emerging technologies in instructional and business operations, and
- improving the efficiency of all business functions through alignment with existing software processes and through future hardware and software upgrades,
- promoting a collaborative culture that encourages private financial support and increased applications for federal, state, and private grant support, and
- developing public and private partnerships that support Western's strategic initiatives while at the same time generating revenue or reducing expenses.

**8I2 Culture and infrastructure for improved performance**

results - Western's open approach to shared governance and strategic planning provide a culture and infrastructure that encourages creativity and improvement. Strategic planning, operational committees, and governance groups work closely to have effective communication on issues so consensus can be reached and changes made. Despite challenging economic times, Western's employees, students and other stakeholders are committed to preserving high quality academic programs and expanding academic and career opportunities. Funding for strategic planning and AQIP Action Projects continues to be a priority. The meeting format encourages discussion so new ideas can emerge.

Recent gifts, construction projects (Remington Hall and renovation of Agenstein Hall – science and math instruction and research facilities, new residence hall, indoor sports complex, and spring sports complex) are all manifestations of the positive environment at Western. Often described as a Western “family,” Western's employees, students, and community stakeholders remain focused on the future and fulfilling the mission of meeting the educational, economic, cultural, and social development of the people and the region Western serves.



AQIP Category 9 Building Collaborative Relationships

Processes (P)

9P1 Creating relationships with educational organizations - Western intentionally builds relationships with educational organizations from which it receives students. Western meets regularly with regional school administrators, counselors, transfer coordinators and faculty/instructors to assess their students' needs, and then responds to identified needs, opportunities, and goals through actions that are appropriate to the mission, vision, values and strengths of the institution. Collaborative programs are developed to respond to meet strategic and tactical goals of students.

Western recruiters and advisors regularly travel to all area high schools and community colleges to provide information and support for the best decision for each potential student. As part of the AQIP Action Project, *Money Matters for Life*, Western sponsors the Ready, Set, Go! Program for middle school students and parents as well as FASFA workshops. To build a connection with non-traditional students Western offers Considering College workshops.

Between institutions, both two and four year, Western seeks to work collaboratively with its regional partners. For example, in a collaborative relationship with Metropolitan Community College (MCC) in Kansas City, Western has developed two new 2+2 programs (B.S. in Nursing, B.S. in Education – Early Childhood Education) that began implementation in Fall, 2010. Articulation agreements as well as contracts for physical use of space on the MCC campus were negotiated allowing for delivery of baccalaureate coursework on the MCC campus. In another example, Western has a partnership/contract with the University of Missouri-Kansas City (UMKC) to offer a MS in Nursing on Western's campus. In addition, Western's Department of Engineering Technology is completing a 3+2 articulation with the UMKC School of Engineering to enable Western students to take approximately 80 credits at Western and 70 credits at UMKC to earn two baccalaureate degrees (Engineering Technology and Engineering) in five years. Finally, Western has articulations and agreements with two Association to Advance Collegiate Schools of Business (AACSB) accredited schools of business (Rockhurst University and University of Missouri-Kansas City) allowing a seamless transition for Western business graduates seeking regional graduate study opportunities.

9P2 Building Relationships - Western actively partners with regional educational organizations, workforce development organizations, economic development councils, private and public agencies, and businesses to identify regional needs, opportunities, and goals. Prioritization of Western's actions depends upon the level of need, available/potential resources, and appropriateness to Western's mission, vision, values, and strengths. Western faculty and staff are members of economic development, arts, service, professional, and civic organizations. For example, Western has a longstanding and close partnership with Heartland Regional Medical Center (HRMC), the largest employer in the region. Western faculty and administrators are members of HRMC boards. HRMC has provided financial support to expand the nursing program creating a greater number of baccalaureate-prepared nurses for the region. HRMC is collaborating with Western to provide a year-long clinical site for BS in Medical Technology students.

The creation of the summer training camp for the Kansas City Chiefs, a National Football League (NFL) team, was a significant and complex relationship. The camp was the result of years of lobbying and support from Missouri legislators to have the camp within the state. The Governor of Missouri, numerous legislators and community members, Western administration, and the Chiefs organization worked for over five years to create the relationships and contracts needed. A state-of-the-art Griffon Indoor Sports Complex opened on Western's campus in July, 2010 with over 60,000 people enjoying NFL Summer Training Camp events. Multi-disciplinary teams including the Western employees from Conferences and Special Programs, ARAMARK, Athletics, Residence Life, University Police, Physical Plant, Instructional Media Center, Finance, Western Foundation, Board of Governors, and Information Technology worked to assure that the partnership met all expectations. Upon completion of the three week training camp, Western and its community partners have full use of the Griffon Indoor Sports Complex. More importantly, the training camp had a significant economic impact on the region's restaurants, service stations, hotels, museums, and shops.

Finally, supporting the advancement of scientific training for Western students, Western received an anonymous gift of \$500,000 to complete specialized equipment needs for the science labs in the newly completed Remington Hall.

**9P3 Building Relationships for Services for Students -**

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

Western follows this same approach with services provided by the Barnes & Noble contract for the Western Bookstore. Each semester an analysis of service effectiveness is conducted with results guiding contract negotiations. For example, Western students wanted options for renting textbooks. Western bookstore staff worked collaboratively with Western administration and students to develop and implement a rental program for textbooks, resulting in significant savings to students.

In another instance, there was a need to improve the pianos used throughout the Department of Music. Western's Music Department faculty partnered with Schmidt Music in Kansas and Steinway & Sons in New York to provide Western students and faculty with the best equipment possible for the study of music. In 2010, as a result of this partnership, Western became only the third university in Missouri to be designated as an All-Steinway School.

9P4 Process for Obtaining Materials and Services -

Western has a systematic process for obtaining materials and services that assures that bids are fairly requested, reviewed, and selected. Any materials or services less than \$3,000 can be purchased with department or unit approval.

Materials or services costing from \$3,000 to \$5,000 must have three informal bids – meaning that direct contact with the vendor is allowed. Any item over \$5,000 must go through the official bid process handled by the Purchasing Office. The Purchasing Office keeps a record of all bids and assures that the institution selects the most cost effective and appropriate bid for materials and services.

9P5 Creating, Prioritizing and Building Partnerships -

Western's mission and strategic plan set goals for Western to be engaged in the educational, economic, cultural and social development of the region. Western is actively engaged in interagency-supported regional initiatives, such as the Governor's P-20 Council, the Northwest Missouri Workforce Investment Board, St. Joseph Area Chamber of Commerce, the "My Success" event for regional high school students, "St. Joseph: A City Building Character," Profit in Education, and "Another Smart Move." The prioritization of these relationships is based upon the regional need, fit with Western's strategic initiatives, and resource availability.

9P6 Assuring Partnership Effectiveness - Positive student/organization satisfaction surveys, increased enrollment, increased and/or repeat business, increased financial support from businesses, and decreased complaints are some of the measures used to determine if partnership relationships are meeting the varying needs of those involved.

9P7 Assuring Internal Relationships - 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 Provost, all vice presidents, Associate Vice President for Academic Affairs, Associate Vice President of Student Affairs, Director of External Relations, the college deans, the presidents and vice presidents of the Faculty Senate, the Staff Senate, and the Student Government Association, 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. Faculty-to-staff-to-administration relationship building occurs as institutional and regional needs are identified. An example is



the Budget Advisory Council that represents all groups, including students, in working toward solutions to budget challenges. Programs such as orientation, learning communities, honors symposia, undergraduate research, and advising enhance faculty-student relationships. Students build relationships with each other through residential life activities and learning community linked courses, as well as in coursework, performing groups, and participation in co-curricular activities such as Western clubs and organizations and the Western Activities Council.

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

- Print, broadcast, and electronic media such as the *Missouri Western: The Magazine for Alumni and Friends*, *Points of Pride*, *Tower Topics*, MWSU Foundation *Annual Report*, *Community Impact Report*, Western Television, Western **website**, elec-

tronic billboards, news releases, radio, television, the *Griffon News* student newspaper (both print and online versions), and the iModules© alumni community

- 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, inter-departmental communications that take place at the administrative, faculty, staff, and board levels.

Results (R)

9R1 Measure of Building Collaborative Relationships -

As evidenced in Figure 9.1, Western uses a variety of measures to assess the effectiveness of relationships and the collaborative work that is tied to these relationships.

Figure 9.1 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 of not-for-profit agencies • Number of community service hours performed by Western employees • Number of community service hours performed by Western student
Educational associations/ consortia partners	<ul style="list-style-type: none"> • Number of accredited external agencies/programs



9R2 Performance Results -

Key relationships with feeder institutions and organizations include:

- In Fall 2010, 5,513 of Western's students were from Missouri. Of this total 4,506 were from Western's immediate ten-county region. This represented increases of 6.0 percent and 6.4 percent, respectively over Fall 2009.
- During AY 2009-10, the Western Institute enrolled 800 students from 31 high schools in dual credit programs for a total of 2881 credit hours, an 11 percent decrease from 2008-09.
- Twenty-two international students attended Western in 2010, a 23 percent increase from that recorded in 2009. Western also has five international graduate students for fall 2010.
- As a signatory institution to the Missouri General Education Agreement, Western supports the seamless transfer of completed Missouri Associate of Arts general studies.
- Western was awarded a \$950,000 federal grant for a "Bio Lab," a mobile biotechnology lab outfitted with select scientific equipment. The lab visits area high schools and middle schools in a seven-county region to enhance interest in science education and careers, as well as to provide students access to specialized equipment for their capstone and/or independent research projects.
- The current AQIP Action Project supporting increased distance education course development has, in Year 1, increased Western's service to the region, where many students are place-bound and time-bound, resulted in more than 120 courses created and available to students.
- In 2009, faculty members in chemistry and students in the Western Alchemist Club hosted demonstrations and activities for over 600 local children who attended the St. Joseph Museum's annual Super Science Saturday.
- Twenty-seven percent (476) of the new degree-seeking students for Fall 2010 at Western transferred from other institutions.

- During 2009-2010, Western hosted 23,000 visitors for conferences, seminars and workshops.

Key relationships with receiving institutions, organizations, and employers:

- Through departmental advisory councils, professionals in the region provide input related to curriculum, student learning experiences, and employer expectations for Western graduates.
- One of the goals of Western's 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. 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.
- As a result of Western Institute's assistance in the preparation of Missouri Customized Training Program proposals, a total of over \$72,000 in training funds to support workforce development training was received by five regional companies during FY 2010.
- Each year 40-50 percent of Western's BSN graduates are employed by Heartland Regional Medical Center. Over the past five years, Western has provided more than 200 graduates from its nursing program to the Heartland Regional Medical Center.
- During the five year period 2005-2009, 84 percent of Western graduates applying to health professions schools were admitted. This includes an outstanding admission rate of over ninety percent in AY2009.
- 87 percent of Western graduates completed internships, practica or faculty-student research in 2009-2010.
- Nearly 60 percent of the teachers in the St. Joseph School District are educated at Western.
- Prairie Lands Writing Project conducted 60 professional development programs which reached nearly 1,500 area teachers, pre-service teachers, or youth. The program also sponsored a regional technology conference for 60 teachers from throughout the state and a Super Saturday Technology workshop for 20 area teachers.



- In AY 2009 the Western Institute provided workforce development courses for nearly 500 employees of regional companies.
- In 2009-2010, nearly 1200 youth and adults participated in cultural enrichment courses offered by the Western Institute's Center for Community Arts.
- Over 250 local and regional businesses, agencies, and organizations partner with Western to provide meaningful internship and applied learning opportunities for Western's students.

Key relationships with providers of student services:

- As a result of a semi-annual student survey described in 9P3, Aramark's campus dining services expanded the menu and locations in Fall 2009 to meet the needs of the students. The former Grille Works in the Western Food Court was upgraded to Burger Studio brand; a state of the art "create your own masterpiece" burger concept featuring electronic ordering screens, Angus Burgers, and Fresh Cut fries. Caliente Mexican was also added in the Western Food Court. The Dining Hall underwent renovation in Summer 2009 and added the Mongolian Grille and two Asian Stations to its menu. Einstein Bros Bagels brand opened in the new Remington Hall facility in January 2010. Aramark works closely with Student Affairs to support Western Warm-up, Homecoming activities, and freshmen orientation.
- 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. As a result, Fall 2008 online orders increased from 50 to 400, an 800 percent increase.
- In Fall 2010, the Barnes and Noble Bookstore implemented a textbook rental program allowing significant cost savings to students.

Key relationships with the general community:

- The Fall 2010 *Points of Pride* indicates that during the past year Western's students contributed over 85,000 hours of service to schools, organizations and businesses through unpaid internships, student teaching and clinicals.
- Over 950 new Western students participated in the Scanlon Day of Service in 2010. Integrated into the final day of the Griffon Edge program for incoming freshmen, this activity provided over 1,700 hours of

community service to 40 regional organizations and agencies.

- The Fall 2010 *Points of Pride* indicates that 198 Western employees provided 14,385 hours of volunteer service during the past year.
- Through the efforts of campus volunteers, Western employees pledged over \$39,000 in 2009 to assist United Way agencies. This represents a 1.5 percent increase over that pledged in 2008.
- During 2009 Western employees supported the community-based Allied Arts Fund Drive with a \$5,250 donation.
- Student music groups performed more than 50 concerts in 2008-2009 for the campus and community. In addition, the music department hosted nearly 3,500 elementary, middle and high school students at camps and clinics on campus.
- Over 200 grade school students in the St. Joseph School District were mentored by Western students from four departments during 2008-09 through the Healthy Buddy Program.

Key relationships with educational associations, external agencies, and consortia partners:

- In 2010 Western was awarded a \$599,600 grant from the National Science Foundation for its Midwest Apex Project (MAP): Road MAP for Student Excellence in Science, Technology, Engineering and Mathematics project. The grant will provide 84 scholarships over the five-year grant period. This project proposal is the result of interdepartmental faculty collaboration among four Western departments: Biology; Chemistry; Computer Science, Math, and Physics; and Engineering Technology.
- In 2009-10 Western has 11 academic programs nationally accredited including the recent AACSB accreditation for Western's Craig School of Business.
- Western offers 13 learning communities, including three residential learning communities, where students can take classes and live together.
- Western was recognized in *The New York Times* as one of 190 colleges participating in the American Democracy Project.



- Western was one of 12 founding institutions in the “Foundations of Excellence® in the First College Year” project.
- In 2009, Western was recognized for the third consecutive year by the President’s Higher Education Community Service Honor Roll.

9R3 Comparing Results - Many 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,” and an Economic Development Administration (EDA) grant. These initiatives not only contribute to Western’s ability to accomplish its mission but also provide a valuable resource and service to the community.

As a result of a collaborative effort between Western, the State of Missouri, the City of St. Joseph, Buchanan County and the St. Joseph Area Chamber of Commerce, in 2010 Western became the new summer training camp home of the Kansas City Chiefs, a National Football League franchise. A \$10.3 million indoor sports and recreation facility, the Griffon Indoor Sports Complex, supports the NFL team’s training camp needs for three weeks each summer. As indicated in 9P2, after training camp concludes, Western students and community members enjoy the extraordinary resources of the facility. Over 60,000 people attended the three week training camp in 2010. Equally important, the training camp had a significant economic impact on the region’s restaurants, service stations, hotels, museums, and retail shops. An independent economic impact study on the Chiefs camp revealed that of the more than 60,000 visitors attending 70 percent were adults (42,000) and 30 percent were children (18,000). Fifty percent were local residents and 50 percent were from other areas including 28 states and three foreign countries. The average visitor spent \$40.54 and the average length of stay was 1.8 days. The low estimate of the total economic impact was \$20,674,000.

The Missouri Department of Higher Education (MDHE) requires all Missouri public universities to complete strategic plans. These are available for comparison. DHE also provides a link to articulation agreements for Missouri institutions which identify comparable courses and programs.

Improvements (I)

9 I1 Recent improvements - An integrated database has been created to assist faculty and staff in identifying Western partners, including those companies offering applied internships, receiving workforce development and/or training funds, and with whom Western has athletic partnerships. The establishment of this database results in the identification of a number of companies who interact with multiple Western faculty and staff members to provide workforce development and applied internships and/or practica. Over 346 collaborative relationships are currently identified (See Figure 9I2 List of Key Partnerships).

The Dean of the Western Institute is the Chair of the AQIP Action Project supporting distance learning which has resulted in the enhanced opportunity for faculty from all disciplines to integrate distance learning (DL) technologies into existing courses and to develop new DL courses. Increasing the use of DL technologies will increase the University’s service to the region, where many students are place-bound and time-bound, and find taking in-person lecture-based courses to be impractical or impossible. Over 120 courses have been created.

A new industry-initiated Engineering Technology Advancement Committee was formed in 2009 to discuss the changing needs of the engineering technology industry. The result was the creation of a volunteer-driven industry commitment to support Western’s Department of Engineering Technology by assisting with student recruitment and internships, promotion/endorsement of the department, and fundraising to provide student scholarships and to offset operational and capital needs.

The major benefactor to the Craig School of Business has supported the development of an entrepreneur course that enables qualified students to develop a business plan and present that plan to a review board of business owners. The selected business plan results in the student being provided with the opportunity to own a small business franchise. To date, three students have been selected to operate the franchises with ongoing faculty and business mentors support. The initial student selected has already made significant profits and is able to more quickly solely own the fran-



Figure 9.12 Collaborative Relationships

Business/Agency Partners (218)

Advance Physical Therapy	Coventry Rehab	Madget Demolition	Sara Lee Foods
Affiliated Therapies of St. Mary's	Crown Sports - St. Joseph, MO	March of Dimes	School District Office of Wathena, KS
Agri Laboratories, Ltd.	Cryovac, Inc.	McCarthy Daycare	Score One (KC School District)
Albany Regional Center	Custom Fermentation	Midcity Excellence (Word of Faith Church)	Sears
Allen & Associates	Custom Industrial Analysis Labs	Midland Empire Resources for Independent Living (MERIL)	Silgan Containers
Allied Arts Council of St. Joseph	Edward Jones	Mid-Missouri Physical Therapy	Simple Simons Restaurant
Altec Industries, Inc.	EIS, Inc.	Midwest Rehab	Small Business Development Center
Alzheimer's Association	Enterprise Rent-A-Car	Millennium Youth Church	Soaring Hope Equine Therapy
American Cancer Society	Envision Tech	Miller's General Store's, Inc.	Social Services - Savannah, MO
American Red Cross	Excelsior Springs Medical Center	Missouri Air National Guard	Special Olympics of Missouri Northwest
America's Second Harvest Food Bank of St. Joseph	Express Flight, Inc.	Missouri Department of Conservation	Spine and Sport Physical Therapy
Americorp	Faith in Action	Missouri Department of Natural Resources	Spring Garden Middle School
Ameriprise Financial	Family Guidance Center	Missouri Department of Vocational Rehabilitation	St. Francis Hospital
Andereck, Evans, Milne, Widgers & Johnson, LLC.	Farmland Foods, Inc.	Missouri Dept. Conservation	St. Joe Boot
Andrew County Sheriff's Department	Fastenal Company	Missouri Department of Health and Senior Services	St. Joseph Community Chorus
Arborview	FGD1	Missouri Department of Health and Senior Services	St. Joseph Family YMCA
AseraCare Hospice	First Judicial District of Kansas Court Services	Missouri Highway Patrol - Troop H	St. Joseph Fire Department
Audrain Medical Center	Fitzgibbon Hospital	Missouri State Auditor, Mgr.	St. Joseph Health Center
Autism Alliance of Northwest Missouri	Friends of the Animal Shelter	MWSU Foundation	St. Joseph Inter-Serve
Back to Life Wellness	Fun Tan	N.W. Electric Power Coop., Inc.	St. Joseph News Press
Bank Midwest	Gatorball Academy	National Multiple Sclerosis Society	St. Joseph Parks and Recreation
Barbosa's Restaurant	Girl Scouts of the Midland Empire	National Wildlife Refuge System	St. Joseph Performing Arts Association
Becker Underwood, Inc.	Guizhou Normal University of China	Neighborhood Pride	St. Joseph Police Department
Benders Home Health Care	Habitat for Humanity International	Nestle Purina PTC	St. Joseph School District
Best Buy	Harrison County Hospital	Nestle-Purina Petcare	St. Joseph Symphony
Bob Fay's Rent to Own, Inc.	Heartland Acceleration	Nodolski Law Firm	St. Joseph Youth Alliance
Bode Sports Complex	Heartland Foundation	North American Savings Bank	St. Luke's Hospital
Boehringer Ingelheim Vetmedica, Inc.	Heartland Health	North Kansas City Hospital	Stewartsville, MO
Bothwell Regional Health Center	Hedrick Medical Center	North Kansas City Hospital PT	Stoney Creek Inn
Boxes II	Helpful Hands Hospice	Northland Physical Therapy and Rehab Service	Sunshine Marketing
Boy Scouts of America	Herzog Contracting Corporation	Noyes Home for Children	Susan Cooper CPA
Brookfield Physical Therapy	Hillyard, Inc.	Omnium	Target
BTC Bank	Home Exchange Bank	Open Door Food Kitchen	Teva Animal Health, Inc.
Buchanan County Drug Strike Force	Homeward Bound Home Health Hospice	Parks Department	The Dream Factory, Inc.
Buchanan County Prosecuting Attorney's Office	Hospital Marketing and Development Department of Atchison, KS	Pass the Power Adult Literacy Program	The Salvation Army
Buchanan County Sheriff's Department	Independent Farmers Bank	Patee Hall - Social Welfare Board	The Therapy Source
Bureau of Indian Affairs	Indian Hills - Chillicothe, MO	Peak Performance Physical Therapy	Thomas, Burns, Daddie & Spencer, LLC
C M Industries	Institute for Industrial and Applied Life Sciences	Performance Plus Rehab	Triggerfish
Cablevision	Jackson-Hewitt	Pershing Hospital	Triumph Foods
Caldwell County Sheriff's Office	Joyce Ray Patterson Senior Ctr.	Physical Therapy and Rehab	U.S. Department of the Interior
Cameron Community Hospital	Juvenile Office 43rd Judicial Circuit	Pineview Manor	U.S. Fish and Wildlife Service
Cameron Police Department	Kansas City University of Medicine and Bioscience	Pinnacle Rehabilitation - PT Liberty, MO	United Cerebral Palsy
Carroll County Hospital	Kids Foot Locker	Platte County Development Company	United Consumers Credit Union
CARSTAR Quality Collision Service	Kovac's Affiliated Super Foods	Platte County Physical Therapy	United Way of Greater St. Joseph
Cass County Physical Therapy	Kovac's Grocery	Platte County Sheriff's Department	Universal Group
Catholic Charities	KQTV Nws	Private Probation Services	University of Missouri-Columbia
Central Power Systems & Services	LaVerna Village	Puckett-Burkhead Law Office	US Bank
Champs Sports	Legal Aid	Quail Unlimited	US Bank
Cheddars Café	Legal Aid of Western Missouri	Ralston Softball Organization - Ralston, NE	Vintage Senior Living
Children Division	Leukemia & Lymphoma Society	Ray County Hospital	Wal-Mart
Children's Mercy Hospital	Liberty Hospital	Rockhurst University	Wal-Mart North Belt
Chillicothe Police Department	Living Communities of St. Joseph	Rolling Hills Library	Western Missouri Correctional Center (WMCC)
Citizens Bank & Trust	Living Hope Church		Western Reception and Diagnostic Correctional Center (WRDCC)
Commerce Bank	Macke Compliance & Audit		Whiskey Creek - St. Joseph, MO
Community Blood Center			Wright Memorial Hospital
Community Hospital - Fairfax			YWCA



Figure 9.12 Collaborative Relationships continued

Public Education Partners (42)

Benton High School
 Bishop LeBlond High School
 Bode Middle School
 Cainsville R-I High School
 Cameron School District
 Central High School
 Craig R-III High School
 DeKalb High School
 East Buchanan High School
 Excelsior Springs High School
 Fairfax R-III High School
 Gene Field Elementary
 King City R-I High School
 Lafayette High School
 Lathrop R-II High School
 Lawson High School
 Liberty High School
 Maysville Senior High School
 Mid-Buchanan R-V High School
 Neeley Elementary
 Nodaway-Holt R-VII High School
 North Andrew R-VI High School
 Northeast Nodaway R-V High School
 Parkway Elementary
 Platte County R-III High School
 Putnam County R-I High School
 Robidoux Middle School
 Savannah High School
 Smithville High School
 South Harrison R-II High School
 South Holt R-I High School
 Southwest High School
 Spring Garden Middle School
 St. Joseph School District
 Stanberry R-II High School
 Stewartsville C-II High School
 Truman Middle School
 Union Star R-II High School
 Wathena USD 406 High School
 West Nodaway R-I High School
 West Platte R-II High School
 Winnetonka High School

National Partners (3)

Foundation of Excellence™ First
 College Year Project
 American Democracy Project
 National Learning Communities Project
 Summer Institute

Community Arts (7)

Allied Arts Council
 Missouri Arts Council
 Missouri Association of Community
 Arts Agencies
 Missouri Humanities Council
 Performing Arts Association
 St. Joseph Public Schools
 YWCA

Articulation Partners (18)

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
 Metropolitan Community Colleges
 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

Higher Education Partners (9)

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 Technical School
 North Central Missouri College

Consortia/Conference Partners (29)

139th Airlift Wing – Missouri Air
 National Guard
 ARAMARK
 Barnes and Noble Bookstore
 Boehringer Ingelheim
 Buchanan County Juvenile Office
 Community Action Partnership
 Congressman Sam Graves

Fellowship of Christian Athletes

Harmony University
 Heartland Diabetes Center
 Heartland Regional Health System
 Leadership Northwest Missouri
 Leadership St. Joseph
 Missouri Area Health Education Center
 Missouri Career Center
 National Science Foundation
 Northwest MO Regional Arthritis Center
 Pony Express Swim Team
 Quest Education Systems
 RiverSong / Sweet Adelines
 St. Joseph Area Chamber of Commerce
 St. Joseph Association of Realtors
 St. Joseph School District
 St. Joseph Youth Alliance
 United Way of Greater St. Joseph
 University of Missouri Extension
 Education
 University of Missouri Extension
 Vegetable Growers (4 States)
 YMCA
 YWCA

Accreditation Partners (13)

Board for Engineering and Technology
 (TAC of ABET)
 American Bar Association (ABA)
 American Chemical Society (ACS)
 American Health Information Manage-
 ment Association (AHIMA)
 Association to Advance Collegiate
 Schools of Business (AACSB)
 Commission on Accreditation in
 Physical Therapy Education (CAPTE)
 Commission on Collegiate Nursing
 Education (CCNE)
 Council on Social Work Educaiton
 (CSWE)
 National Accrediting Agency for Clinical
 Laboratory Science (NAACLS)
 National Association of Schools of
 Music (NASM)
 National Council for Accreditation of
 Teacher Education (NCATE)
 North Central Association of Colleges
 and Schools -
 The Higher Learning Commission
 Technology Accreditation Commission
 of the Accreditation Board for Engi-
 neering Technology (TAC of ABET)

Governmental Partners (7)

Buchanan County, Missouri
 City of St. Joseph, Missouri
 Missouri Department of Corrections
 MoKan Regional Council
 Northwest MO WIB
 State of Missouri
 US Department of Education



chise. One unique aspect is that the Western student must provide mentorship and networking with other selected franchise student-owners as well as donate a small portion of profits to Western. These efforts establish a system of support for new franchise development. Currently a team of Western students are creating a business plan to develop a student-run business incubator at Western. These activities encourage small business development and are closely aligned with Western's mission of applied learning.

9I2 Culture and Infrastructure Support - Western's strategic plan identifies five-year measures related to building collaborative relationships and focuses institutional resources toward meeting those goals.

Western's five strategic goals related to Building Collaborative Relationships include:

1. Engage Western actively in the educational development of the region.
2. Engage Western fully in the economic development of the region.
3. Engage Western extensively in the cultural development of the region.
4. Engage Western directly in the social development of the region.
5. Enhance community connections through parent groups, alumni activities and athletic events.

The 2010 **Third Annual Progress Report on the Strategic Plan** indicates progress and results associated with all measures for Building Collaborative Relationships.



Appendix A – Glossary of Terms

AACSB	Association to Advance Collegiate Schools of Business	ITS	Information Technology Services
AASCU	American Association of State Colleges and Universities	MAP	Missouri Assessment Program
ACT	American College Testing	MAX	Mentoring for Academic Excellence
ADA	American with Disabilities Act	MCC	Metropolitan Community College
ADP	American Democracy Project	MDHE	Missouri Department of Higher Education
AQIP	Academic Quality Improvement Program	MELL	Migrant English Language Learner
BAC	Budget Advisory Council	MIAA	Mid-America Intercollegiate Athletic Association
BOG	Board of Governors	NACUBO	National Association of College and University Business Officers
CAE	Council for Aid to Education	NCAA	National Collegiate Athletic Association
CAI	Curriculum Alignment Initiative	NCATE	National Council for Accreditation of Teacher Education
CAO	Chief Academic Officer	NCHEMS	National Center for Higher Education Management Systems
CAS	Center for Academic Support	NCLEX	National Council Licensure Examination
CASE	Council for the Advancement and Support for Education	NFL	National Football League
CASS	Council to Address Struggling Students	NSSE	National Survey of Student Engagement
CBHE	Coordinating Board for Higher Education	PRMO	Public Relations and Marketing Office
CCA	Center for Community Arts	PEAQ	Program to Evaluate and Advance Quality
CME	Center for Multicultural Education	PBS	Positive Behavior Support
CPI	Consumer Price Index	PLC	Professional Learning Communities
CSE	Center for Student Engagement	RC	Residence Council
CSI	College Student Inventory	RPDC	Regional Professional Development Center
CSRDE	Consortium for Student Retention Data Exchange	SALT	Student Affairs Leadership Team
DL	Distance Learning	SGA	Student Government Association
EBI	Educational Benchmarking Institute	SPIF	Strategic Plan Implementation Fund
EDT	Enrollment Development Team	SPSC	Strategic Plan Steering Committee
ETS	Educational Testing Service	SS	Staff Senate
FAQ	Frequently Asked Questions	SSI	Student Satisfaction Inventory
FERPA	Federal Educational rights and Privacy Act	SSL	Secured Socket Layer
FS	Faculty Senate	STI	Science and Technology Incubator
GAC	Governance Advisory Council	UMKC	University of Missouri-Kansas City
GED	General Education Diploma	VPSA	Vice President of Student Affairs
GISC	Griffon Indoor Sports Complex	VSE	Voluntary Support of Education
GLBA	Gramm-Leach-Bliley Act	WAC	Western Activities Council
HIPAA	Health Insurance Portability and Privacy Act		
HLC	Higher Learning Commission		
IFC	Imperatives for Change		
IALS	Institute for Industrial and Applied Life Sciences		
IMC	Instructional Media Center		
IPEDS	Integrated Postsecondary Education Data System		



Appendix B -

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

- Building the New American Regional University – Western's five year strategic plan includes institutional priorities and statements of mission, vision, values, and goals that articulate Western's commitments (Overview, 5P1, 5P2, 8P1, and 9P5).
- Western's vision, mission, and values include a strong commitment to setting the standard for excellence in applied learning, student development, and community involvement (Overview, 3P1, 3P2, 3P4, 3I1, 4I2, 5P8, 9R2, and 9I1).
- 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 (Overview, 1P4, 1R3).
- 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 (Overview, 8P1, 8P2, 8P3, 8P4, 8P5, 8R1, 8R2, and 8R3).
- Western makes its Strategic Plan available to the public and internally through a web version and hard copy distributed to key stakeholders and to all Western employee and units within the institution (Overview, 4P4, 5P2, and 8P4).

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 (Overview, 2P1, 3I1, 4P4, and 8P1)
- 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 (1P8, 1P10, 3P2, 3I1).

- Western honors the dignity and worth of individuals by its commitment to shared governance, participatory strategic planning, open communication, teamwork, and consensus decision-making (Overview, 1P6, 2P6, 3P4, 4P12, and 8P4)

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 (O8, 5P8, 8P1, 8P4, and 8R2).
- Western's strategic planning process drives quality improvement (Overview, 2P1, 7P1, 7P2, 8P1, and 8R2).
- All units at Western provide annual reports that document progress toward institutional strategic goals and unit specific priorities (Overview, 4P10, 5P1, and 8P1).
- All units at Western have five-year plans aligned with the strategic priorities of the institution (Overview, 8R1).

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
- Western uses well-defined administrative and governance structures, processes, and activities to distribute responsibilities for accomplishing its mission (O5, Figure O.4, Figure O.5, and 8P1).
- Faculty contributes directly to setting and achieving goals in the areas of student learning, curriculum coherence, and academic integrity (1P1, 1P2, 1P5, 1P9, and 1P12).
- 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 (Overview, 8P1, 8P3, 8P5, 8R1, and 8R5).

Core Component 1e. The organization upholds and protects its integrity.

- Western identifies itself through its mission and adheres 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 (Overview, 1P4, 1P5, 3P2, and 3P4).
- 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 (Overview, Figure O.1, 2P1, 9P1, and 9R2).
- Accrediting bodies ensure sustained excellence, integrity, and accountability, assessment, improvement, and results in programs at Western (Figure 8R2).
- Western takes into account the requirements and expectations of both its internal and external stakeholders and treats them with equity and respect (3P1, 3P2, 3P3, 3R4, and 3R5).
- Western has established policies that guide the institution's ethical and fair labor standards (4P2, 4P3).
- Western has policies and processes for the resolution of appeals, grievances, and complaints (4P7, 4P10).

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 (1P5, 3P3, 4P4, 4P11, 9P1, 9P2, and 9P3).
- Western plans into the future, taking into account changing conditions and how these changes impact students and other stakeholders, operations, and performance (3P1, 3P2, 3P3, 4P1, 4P12, 6I1, 7I1, and 8P1).

- Western has created a structure and authority for decision making that is participatory and results-oriented (Figure O. 4, 1P3, 2P2, 4P6, 5P7, 5P9, 6P4, 7P2, 8P1, and 8P4).
- Western's planning evidences attention to changing societal, economic, and technological trends (O1, 1P5, 1P7, 1P8, 3P3, 8P2, 9P1, and 9P2).

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 (O4, O5, 3P2, 4P5, 4P11, and 5P5).
- Priorities articulated in Western's Strategic Plan are particularly important in shaping the decisions of those in key administrative positions (Overview, 2P2, 6P4, 7P2, and 8P1).
- Western understands the critical importance of its human resources and provides training and development for all its employees (4P3, 4P6, 4P8, 4P9, and 4P11).
- Western intentionally sets and meets its strategic planning goals (8P1, 8P2, 8P3, 8P4, 8R1, and 8R2).
- Western has demonstrated flexibility in planning, sustaining quality, and growth during reduced state funding (O4, O5, 5P5, and 8P6).

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 processes for documenting improvement provides reliable evidence of institutional effectiveness across the seven opportunity areas of strategic planning and the nine AQIP categories (Figure O.2, 8P1, 8P2, 8P3, 8P4, 8R1, 8R2, 8R3, and 8R5).
- Annual unit reports on planning goals aligned with institutional planning goals provide evidence of Western's dedication to continuous improvement and to achieving results (7P1, 7P2, 7P4, 7P5, and 7P6).
- Western is improving its systems for collecting, analyzing, and using data to support decision-making (O6, 3P1, 4P6, 6P2, 6P4, Figure 7.1, 7R2, 7I1, 7I2).
- Western's AQIP Systems Portfolio indicates Western uses data and feedback loops to set targets



for improvement across its systems (1I1, 1I2, 2I1, 2I2, 3I1, 3I2, 4I1, 4I2, 5I1, 5I2, 6I1, 6I2, 7I1, 7I2, 8I1, 8I2, 9I1, and 9I2).

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 (Overview, 1P3, 2P1, 3P1, 4P1, 5P1, 6P1, 7P1, 8P1, 8P3, 8P4, and 8P5).

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 fully reviews the general studies curriculum, 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 annual reports on the effectiveness of each academic program and 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 (O1, 1P1, 1P2, 1P3, 1P14, and 7P1).
- Western has a comprehensive assessment system that provides institutional, program, and individual course level data on student learning and program effectiveness. Western designs its assessment system to provide data to improve instruction and student learning (7P1, 7P2, 7P3, 7P4, 7P5, 7R2, 7I1, and 7I2).
- In accordance with national program content standards, faculty determines student learning outcomes and whether outcomes are achieved (1P1, 1P2, 1P11, 1P12, and 1P13).
- Measures of student performance include GPA, general education skills assessment, senior portfolios, capstone courses, C-Base teacher admission and PRAXIS Teacher Education Examinations, acceptance rates for

graduate and professional schools, the National Survey of Student Engagement, applied learning experiences, services provided by the Center for Academic Support and the pass rates on national licensure exams (e.g. nursing, Physical Therapist Assistant) (1P11, 1P17, 1R1, 1R2, 1R3, 1R4, and 1R5).

Core Component 3b. The organization values and supports effective teaching.

- Faculty determines curricula, and the Undergraduate Curriculum Committee and the Graduate Council, through the Faculty Senate, recommends new and revised curriculum. Ninety-one percent of all full-time, tenure track faculty have terminal degrees in their fields (1P1, 1P3).
- Western is committed to providing faculty opportunities for professional development. Faculty members receive support to travel to conferences related to research and pedagogy (4P9).
- Western trains faculty in the use of instructional technology and software, providing various methodologies, including teleconferences, video-conferencing, web technology, and external expertise (1P3, 1P12, 4P9, and 4P12).
- Western has organized several teams (e.g. Enrollment Development Team, Student Affairs leadership Team) to address quality improvements in the student learning environment (1P9, 1P10, 1P11, 1P13, 1P15, 1P16, and 3P1).
- 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 Affairs (1P12, 4P10).
- Western annually recognizes and rewards excellence in teaching through sabbaticals, the Board of Governors Distinguished Professor Award, 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 (1P11, 4P11, 4P12).

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 (1P3, 1P4, 2P5, and 4P9).



- Helping Students Learn (Western's Strategic Plan Opportunity Area One) 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 (Overview, Strategic Plan Executive Summary - Appendix).

Core Component 3d. The organization's learning resources support student learning and effective teaching.

- Support areas function to reinforce all processes associated with student learning. Western staff support units appropriately and assesses the effectiveness of their services (3P1, 3P2, 6P2, 6P4, 6P5, 7P2, 7P3).
- Western's budget is primarily focused on direct support for students and student instruction. Through strategic planning, Western continues to improve its support processes for teaching and learning (1P3, 1P8, 1P9, 1P10, 1P12, 1P13, 1P15, and 1P16).
- 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. All residence halls and common areas and most offices have wireless access. Western has moved quickly to support online courses development (O6, 1P12, 6P4, 6R3, 6R4, 6R5 and 6I1).

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 institutional values of Western are: service, quality, enthusiasm, free-

dom, respect, and courage. These core values shape day-to-day operations and contribute to a distinctive Western culture (Overview – Figure O.1, 1I2, 2I2, 3I2, 4I2, 5P2, 5I2, 6I2, 7I2, 8I2, and 9I2).

- Western maintains a climate of academic freedom, inquiry, and respect for diverse opinions for students, employees, and stakeholders through courses and degree programs offered by the College of Liberal Arts and Sciences, the College of Professional Studies, and the Craig School of Business, as well as through specific activities, events, and services (O1, O2, O9, 1P16, 2P1, 2P2, 3P2, and 9P1).
- Western offers life-long learning opportunities continuing professional education opportunities, and self-enrichment courses through the Western Institute, as well as, pre-professional programs through the colleges and school. (2P1, 2P2, 9R2).
- 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 (Figure O.4, 3P1, 4P6, 4P12, 5P1, 5P5, 8P2, and 9P7).
- 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 (Overview, 9P1, 9P2, 9P3, 9P5, 9R1, and 9R2).

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 (Overview, 1P1, 2P1).
- The General Studies Committee reviews the general studies curriculum, philosophy, and common learning objectives every three years (1P1).
- Western has a statewide mission in applied learning, and all students are encouraged to complete at least



one applied learning experience by graduation. (Overview, 1P4, 2R2).

- 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 (Overview, 2R4).
- 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 such as the Biotechnology Mobile Laboratory (O2, 2P1, 2R2, and 2R4).

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 (O1, 1P1, 1P2, 1P3, Figure 1.3, and 1P14).
- 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. The Convocation on Critical Issues series provides a forum for current and compelling issues to be discussed and explored by all stakeholders (3P3, 3P4, 9P7).
- Students are encouraged to complete an applied learning experience such as an internship, practicum, or faculty/student research (Overview, 1P4).

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Division of Student Affairs 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 (1P16, 3P2).
- 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 (1P11, 4P7).
- 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 (Overview, 4P4, 8P1, 9P1, 9P2, 9R1, 9R2, and 9I1).
- Western is committed to providing opportunities for professional development, including sabbaticals, attendance at workshops, and at conferences (4P8, 4P9).

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 commitments of that mission. The institution identifies and implements AQIP Action Projects from its strategic priorities. 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, 2P1, Category 8).
- Western uses extensive survey opportunities to gather feedback from constituents about 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 (5P3, 5P6, 6P1, 6P2, 9P3, 9P7, and 9R2).

- Community partnerships offer Western the opportunity to learn and to lead while contributing to 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 (Category 9).

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, O9, 2P1, 9P1, 9P2, 9P7, Figure 9.2)
- 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 its strategic plan Building the New American Regional University and its annual report cards on plan implementation progress (Category 8).

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 Association to Advance Collegiate Schools of Business, 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 8R2, 9P1, Figure 9.1)

- 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 (Overview, 1P1, and 9P1).

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 for and meeting regional education and training needs (Overview, 3P1, 3P2, 3P3, 3P4, 3P6, 3R4, 3I1, 9P1, 9P2, 9P7, and 9R2).
- 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 (9R2).
- Western uses a variety of measures to assess the effectiveness of relationships and the collaborative work that supports these relationships (Figure 3.2, R1, 9R2).
- Western plays a key role in many major initiatives in the region, such as development of the life sciences industry, the lifelong learning initiative, workforce development, and regional planning (Overview, 2P1, 2P2, 2R2, Category 9).



Appendix C - Missouri Western State University Building the New American Regional University A Five Year Strategic Plan 2007-2012 Executive Summary

Opportunity 1: Building Graduate Programs offers Western the opportunity to enhance the economic and personal goals of individuals and the economic and social development of the community and region.

Goal 1.0: Develop and promote excellent graduate programs aligned with the University mission of applied learning, applied research, and professional service in the community and region.

Objective 1.1: Establish the Graduate Office.

Objective 1.2: Establish graduate programs that meet regional and economic needs for advanced education and fit within the mission of the University.

Objective 1.3: Assemble a graduate faculty with recognized excellence in teaching and research.

Objective 1.4: Pursue sufficient resources for applied graduate study, research, and professional service.

Objective 1.5: Recruit and graduate highly qualified graduate students.

Objective 1.6: Continuously improve the quality of graduate programs.

Goal 2.0: Develop a supportive academic environment for applied graduate study and research.

Objective 2.1: Acquire and maintain adequate facilities and equipment for applied graduate study and research.

Objective 2.2: Establish graduate student support systems.

Objective 2.3: Provide a support structure and system for graduate faculty and staff.

Opportunity 2: Enhancing Academic Quality offers Western the opportunity to provide excellent educational programs to a diverse student population, taking into consideration the academic and career goals of students, and the economic, social, and cultural needs of the region and beyond.

Goal 1.0: Become a national center of excellence in applied learning and a national model for the new American regional university.

Objective 1.1: Improve student learning through instructional innovations, scholarship, and applied learning.

Objective 1.2: Develop and maintain administrative and academic policies and procedures that sustain high quality academic programs.

Objective 1.3: Conduct nationally-recognized faculty and student applied research and creative activity.

Objective 1.4: Sustain an outward focus through programs and policies that promote partnerships with external stakeholders.

Goal 2.0: Provide a learning environment that encourages substantial academic achievement, connects knowledge and practice, and promotes regional service.

Objective 2.1: Develop and implement teaching and learning strategies that emphasize critical thinking skills, including questioning, interpreting, analyzing, synthesizing, and creative problem solving.

Objective 2.2: Enhance academic support programs, services, and mentoring for students.

Objective 2.3: Integrate social and cultural activities into the general studies offerings.

Objective 2.4: Prepare students for the workforce by promoting an understanding of diverse cultures and peoples and an expanded program of international studies.

Objective 2.5: Provide opportunities for participation in integrated applied learning experiences, including internships, practica, faculty and student research, service learning, and study away.

Objective 2.6: Create flexibility in and alternatives to semester scheduling.



Goal 3.0: Provide student services that are accessible and enhance the quality of students' lives academically, personally, socially, and culturally.

Objective 3.1: Establish a system to identify and provide services to enhance the success of all students.

Objective 3.2: Improve academic advising for undeclared majors and expand advising in the major.

Objective 3.3: Expand library holdings and electronic resources.

Goal 4.0: Support and recognize faculty excellence in teaching and learning; scholarship, applied research, and creative activity; and service to the region.

Objective 4.1: Strengthen support for faculty research and creative activities.

Objective 4.2: Promote faculty professional and volunteer service in the region beyond the campus.

Opportunity 3: Sustaining Institutional Accreditation

Priorities offers Western the opportunity to continue to develop exemplary practices in applied learning, student engagement, and communicating quality.

Goal 1.0: Market Western as a prototype of the new American regional university, characterized by applied learning and applied research and service.

Objective 1.1: Increase awareness of Western's status as a university that is building graduate programs and is emphasizing a statewide mission in applied learning and applied research to external and internal audiences.

Objective 1.2: Increase the ability of employees to recognize Western's brand.

Objective 1.3: Increase the ability of targeted audiences in the region to recognize Western's brand.

Objective 1.4: Increase placements in regional media outlets each year, with a special focus on strategic feature-length coverage.

Objective 1.5: Increase the awareness of student outcomes, faculty and staff achievements, and University programs both on campus and beyond campus.

Goal 2.0: Strengthen the University-wide initiative to attract, engage, and graduate a diverse student body.

Objective 2.1: Assess and improve programs and services to support recruitment and retention of targeted groups of students.

Objective 2.2: Increase the enrollment, retention, and graduation outcomes of targeted groups of students.

Objective 2.3: Evaluate and improve the first-year experience of students to help achieve recruitment and retention goals.

Goal 3.0: Provide all graduates with an experience in applied learning.

Objective 3.1: Increase the number of students who participate in an applied learning experience prior to graduation.

Objective 3.2: Assess and continuously improve the effectiveness and quality of applied learning experiences.

Opportunity 4: Building Connections offers Western the opportunity to focus on the educational, economic, cultural, and social development of the people and the region that the University serves.

Goal 1.0: Engage Western actively in the educational development of the region.

Objective 1.1: Become regional employers' source for outstanding employees.

Objective 1.2: Increase applied learning, applied research, and service opportunities by partnering with business, industry, education, healthcare, and community leaders.

Objective 1.3: Increase student participation in co-curricular experiences that foster academic, career, and personal development.

Objective 1.4: Increase student participation in experiences that develop life, social, and leadership skills.

Objective 1.5: Assist in the improvement of P-20 education in the region.

Objective 1.6: Advance partnerships with community and professional groups as a way of developing and expanding programs for life-long learning.



Objective 1.7: Create a process to facilitate and use the ongoing research, instruction, and service of retired faculty both on-campus and as University representatives in the community.

Objective 1.8: Increase the number of academic departments that use advisory boards drawn from beyond the University.

Goal 2.0: Engage Western fully in the economic development of the region.

Objective 2.1: Expand Western's role in regional planning and development.

Objective 2.2: Establish a center for workforce and economic development that addresses the needs of the region and Missouri's P-20 focus.

Goal 3.0: Engage Western extensively in the cultural development of the region.

Objective 3.1: Increase partnerships between Western and regional "performance arts" groups.

Objective 3.2: Provide opportunities to enhance the appreciation of cultural experiences and the role of the arts for citizens of the region.

Objective 3.3: Increase community awareness of and involvement in cultural performances and exhibitions on campus.

Objective 3.4: Work with regional cultural groups to create jobs, internships, and volunteer opportunities.

Objective 3.5: Document and promote cultural performances and exhibitions.

Goal 4.0: Engage Western directly in addressing the social development of the region.

Objective 4.1: Provide leadership in addressing social challenges in the region.

Objective 4.2: Increase the number of activities provided on campus that involve the region.

Objective 4.3: Expand activities in the region that contribute to positive social attitudes, values, and behaviors.

Goal 5.0: Enhance community connections through parent groups, alumni activities, and athletic events.

Objective 5.1: Enhance and increase parent engagement with the University.

Objective 5.2: Enhance and increase alumni engagement with the University.

Objective 5.3: Evaluate and enhance the efforts of the Athletics Program to serve as a partner integral to the campus and the community.

Opportunity 5: Using Measurement and Assessment offers Western the opportunity to provide evidence of the quality of student learning and the University's effectiveness in meeting its mission.

Goal 1.0: Develop the framework to support institutional research and assessment.

Objective 1.1: Create an Institutional Research Office.

Objective 1.2: Establish data-use policies and procedures.

Objective 1.3: Manage the collection, interpretation, and reporting of institutional data.

Objective 1.4: Improve the usability of institutional data.

Goal 2.0: Create and implement a comprehensive University assessment plan focused on student learning and mission effectiveness.

Objective 2.1: Develop a University-wide assessment system focused on unit, program, and institutional improvement.

Objective 2.2: Show evidence of data-informed decision-making and assessment effectiveness.

Opportunity 6: Valuing People offers Western the opportunity to sustain a learning and working environment where students, employees, and others choose to invest considerable time, talent, and other resources.

Goal 1.0: Recruit, hire, support, and retain a diverse group of employees with the specific credentials, skills, and values required of excellent faculty, staff, administrators, and student employees.

Objective 1.1: Improve the processes the University uses to recruit employees.

Objective 1.2: Improve the processes the University uses to hire new employees.

Objective 1.3: Improve the processes the University uses to support and retain employees.



Goal 2.0: Provide a safe and healthy environment at all campus locations for students, employees, and guests.

Objective 2.1: Develop, implement, and assess the results of a comprehensive plan to address the health and special needs of students, employees, and guests.

Objective 2.2: Develop, implement, and assess the results of a comprehensive plan to address the safety and special needs of students, employees, and guests.

Goal 3.0: Promote a respectful and positive work environment where individuals and groups are engaged and recognized for their contributions and respect for diversity.

Objective 3.1: Establish clear expectations of all employees in terms of ethical standards, campus participation, professionalism, and values.

Objective 3.2: Develop a culture that promotes dialogue, commitment, and productivity, and that treats people fairly, with dignity, and with integrity.

Opportunity 7: Building and Managing Resources offers Western the opportunity to use its resources efficiently and effectively to enhance student learning and student life, to connect the campus and larger community, and to support regional development.

Goal 1.0: Leverage resources to meet students' needs and the long-term strategic development of the University.

Objective 1.1: Improve the teaching, learning and living environment, and the functionality of existing facilities and equipment.

Objective 1.2: Provide for efficient and effective operation of new and emerging facilities and programs.

Objective 1.3: Support the University's mission and strengthen linkages within the region through strategic land use.

Goal 2.0: Support institutional strategic initiatives through the expanded use of technology.

Objective 2.1: Provide resources, training, and services to support existing and emerging technologies in instructional and business operations.

Objective 2.2: Improve the efficiency of all business functions through alignment with existing software processes and through future hardware and software upgrades.

Goal 3.0: Capitalize on new funding opportunities for the University's strategic directions.

Objective 3.1: Promote a collaborative culture that encourages private financial support.

Objective 3.2: Increase applications for federal, state, and private grant support.

Objective 3.3: Work with the Coordinating Board for Higher Education (CBHE), the Missouri Department of Higher Education, and others to develop an equitable funding formula for public higher education in Missouri.

Objective 3.4: Develop public and private partnerships that support the University's strategic initiatives while at the same time generating revenue or reducing expenses.