

STRATEGIC RECOMMENDATIONS AND REPORT TO BOARD OF GOVERNORS

President Matthew J. Wilson

April 24, 2020



I. EXECUTIVE SUMMARY

Our financial challenges are serious and wide-ranging. Major changes in the higher education industry combined with prolonged financial losses have put Missouri Western in a position where, without delay, we need to be innovative while getting our house in order to survive. In recent years, low-enrolled programs have required constant subsidization. Academic programming costs, fringe benefit costs, bond payments, highly discounted tuition, and auxiliary expenses, among many others have continued to outstrip the revenue needed to support them. Past budgeting approaches have been ineffective. Aligning our expenses with revenues is critical.

Although not hired for this purpose, the new administration has tirelessly worked with others across campus to implement measures aimed at stabilizing our finances over the past nine months. An exhaustive array of other possible countermeasures has been thoroughly evaluated too. Despite significant progress, reasonable options are limited and/or require additional time to take hold. As a result of our situation, the Board of Governors declared a state of financial emergency in March 2020.

We recognize that our financial challenges give rise to concerns for our students, our campus, our community, and our alumni. Proposed changes do not reflect determinations about program value and certainly should not be taken personally. Instead, if we focus on our programmatic strengths and shift away from a comprehensive approach that focuses on “more is more” or that tries to be “all things to all people,” there is hope for our recovery. While our current situation requires immediate and swift adjustments, we can transform and move forward with a sustainable model. Together we can succeed.

As a further step in achieving a sustainable budgetary model that ensures the quality of our offerings, I recommend the following measures based on the Academic Review Board’s extensive deliberations and recommendations (*Appendix A*); Provost’s preliminary report (*Appendix B*); Provost’s revised strategic recommendations (*Appendix C*), campus input, and other objective facts and realities.

Strategic recommendation 1. Senior leadership/administration impact on budget -- Additional adjustments that achieve yearly salary savings in an amount exceeding \$600,000 per year.

Strategic recommendation 2. General fund impact by athletics -- Adjustments and contributions in an amount exceeding \$500,000.

Strategic recommendation 3. Program phase-out or reduction -- annual salary savings in an amount totaling approximately \$5,000,000. Phase-out of majors will take place over the next three years. Phase-out of minors will take place over two years.

Strategic recommendation 4. Move forward with new and distinctive degree offerings that were not part of the Academic Review Board review, involving cinema, math, science, esports and law. including: (i) B.A.A. in Performing and Cinematic Arts (just approved by the State); (ii) stand-alone major in Math/Applied Mathematics with a data analysis emphasis; (iii) concentration and minor in esports management; (iv) B.S. in Law; and (v) minor in Earth and Environmental Science.

Strategic recommendation 5. Although these suggestions do not require Board approval, I would note for its consideration that I strongly encourage the faculty to adopt Core 42 for all students (including a fully-online option), seriously consider revamping the Honors Program, reconsider the curriculum development and review process, and revisit the Early College Academy model. We should also reconsider work load, enhance online instruction, and move to a two-year course scheduling model.

II. REPORT – FINANCIAL NECESSITY

Unfortunately, time is working against the University due to under-enrolled programs, over-staffing, lower tuition and fees levels than our peers, demographic changes causing enrollment declines, rising costs, cash flow challenges, budgeting issues, net position decline, excessive unfunded “scholarships,” state funding limitations, bond payments, and other financial commitments. The negative economic impact of COVID-19 has only exacerbated the situation. We need to act now for Missouri Western to weather these storms.

The objective is to shift the University into a sustainable position. It is vital to our student success and community that we have a sustainable operating model and that our program offerings align with student and workforce demands. After careful consideration of all available options and in consultation with the 14-member Financial Advisory Council (*three faculty, staff association president, student government president, one dean, and the cabinet*), the Board reached the conclusion that: (i) the University’s financial condition is such that a financial emergency exists as defined in the Retrenchment Policy; (ii) all reasonable measures to improve the financial situation beyond the elimination or restructuring of low-enrolled programs have been considered (and to the extent feasible and advisable, initiated and/or completed); and (iii) the additional steps outlined in the Retrenchment Policy were warranted. This resulted in the Academic Review Board’s and Provost’s recommendations and reports.

Immediate action and reorganization are essential for the University to recover and gain strength. We need to ensure sustained quality. As detailed in the Retrenchment Policy, the Board determined that our distress amounts to a “financial condition so grave as to pose an immediate and continuing threat to the University’s operation at an acceptable level of academic quality.” It further recognized that “such a condition must be so extreme that financial considerations alone dictate that there is no reasonable way and no balanced alternative to alleviate the situation except by the dismissal of tenured faculty members and/or elimination of programs.” At this point, our condition poses an immediate and continuing threat. We need to quickly shift to a position in which it is focusing on its core strengths and programs which consistently graduate more than the state minimum. Moreover, all feasible and balanced alternatives beyond terminating low enrolled programs have either been implemented, tested, or explored.

A. Immediate Challenges. Urgent actions, including alignment of revenue with expenses in our departments and divisions, are required. COVID-19’s economic fallout will further compound our challenges.

- ◇ **Enrollment challenges – drop of nearly 25% in full-time undergraduate students.** Student credit hours and full-time undergraduate student levels have reached a point of decline over the past decade that makes it impossible to justify our current staffing levels. These sustained declines together with our financial situation confirm the need to adjust programs and staffing.
 - Since 2010, there has been a net decrease of 977 full-time undergraduate students. More particularly, in the fall 2010 semester, we had 4,359 full-time undergraduate students. By fall 2019, that number dropped to 3,382 students. Student credit hours have dropped significantly too. By contrast, faculty and staff numbers increased during this period.
 - In fall 2019, the incoming class dropped by 10% and overall enrollment declined by 5%.
 - Fall 2020 applications were down by over 15% -- even before the COVID-19 crisis.
- ◇ **Low-enrollment degree programs.** Nearly 35 of our majors have fewer than 10 declared majors, and 10 other majors have only between 11 and 15 students. A sizable number of degree programs

average fewer than five graduates per year (some graduate only zero or one student) in comparison with the state guidelines that specify we should have 10 graduates per year.

- ◇ **Current and projected cash balances are critically low.** Investments were exhausted in 2017. Operational accounts are comparatively depleted. As of July 2019, our cash-on-hand dropped to about \$6.6 million. About half of this amount was restricted funds. In July 2020, we project that our cash-on-hand could drop below \$3 million despite the immediate cost-saving or urgent cost-saving measures that have been implemented over the course of this past year. This method of operation is not sustainable.
- ◇ **Net position has declined by nearly \$35 million in five years.** At the conclusion of the 2015-16 fiscal year on June 30, 2016, our net position was nearly \$50 million. By the end of this fiscal year, it is anticipated that our net position will drop to below \$13 million. Our net position has reached a level that requires immediate action.
- ◇ **Yearly shortfalls.** As the new leadership team diagnosed the cause of yearly losses, we revamped the budgeting process to more accurately capture projected expenses and revenue. As such, we adjusted the current fiscal year budget in October 2019 to a \$3.2 million deficit. Inroads have been made into closing this deficit, but unexpected expenses and other necessary adjustments continue to counter the advancements. Absent immediate corrective action, our budget deficits will persist.
- ◇ **Scholarship discounts -- \$4 million increase.** To stay competitive, we are offering more discounts to attract students. In 2017, discounts issued to students totaled about \$11.5 million. For 2019-20, the discounts totalled over \$15.5 million. Such an increase is common in higher education today but it has created a drag on university budgets. These unfunded discounts and our low tuition inhibit our ability to subsidize under-enrolled programs.
- ◇ **State funding.** About one-quarter of the University's funding comes from the State of Missouri. This year, the state's contribution to core funding dropped by over \$1.8 million due to the COVID-19 crisis. The prospects for additional state funding are bleak based on the economic situation in Missouri due to COVID-19. To our detriment, state funding will likely decline for FY 2020-21.
- ◇ **Increasing costs – benefits alone jumped over \$4 million.** Our budget is impacted by rising pension contributions, health care benefits, minimum wage increases, and other expenditures. Since 2015, benefit costs have risen by nearly \$4 million, even during a period when salaries and wages overall slightly decreased. Also, for FY 2020-21, MOSERS costs will increase by \$196,092 given current staffing levels.
- ◇ **Bond payments – additional principal payments.** The outstanding balance on our bonds will be \$47.7 million by June 2020. The time period for interest-only payments on one of our bonds expired this year and we face an additional \$560,632 in principal payments each year. Refinancing of our bond debt is now hindered because of our financial situation.
- ◇ **Capital needs -- \$64 million in deferred maintenance.** Over the past decade, we have delayed addressing deferred maintenance on campus to the detriment of our facilities. This year, we have had to make emergency repairs to boilers, several roofs, pipes, and other infrastructure. Currently, we need \$22.5 million to address critical needs and \$42.9 million in campus deferred maintenance.

B. Significant Measures -- Impactful But Not Keeping Pace

Over the past few years, Missouri Western has explored ways to reduce expenses and increase revenue. Well-intentioned measures have largely proven inadequate. This year, countermeasures to our fiscal challenges have had a sizable impact. While each of these measures has been and will continue to be helpful at some level, even in the aggregate they are insufficient in light of the significant budgetary problems we must overcome due to the gravity of the amassed challenges, the time needed to fully take root, and a range of unexpected expenses. At this point, we anticipate losing at least another \$3 million this year. The COVID-19 pandemic has added another layer of complexity and challenges this year and will likely continue into the upcoming year.

Without more permanent adjustments to our operations, unacceptable deficit balances will persist. Because of the financial hole that has grown in recent years, we must take extraordinary actions now to both survive and thrive. Among other things, recent actions include:

1. Positions eliminated and hiring frost. Through the elimination of certain positions and “frost” of other positions, we have saved millions of dollars over the course of the past year.

- a. In October 2019, the University eliminated 35 positions including several senior leadership positions: Western Institute Dean, School of Nursing and Health Professions Associate Dean, and School of Fine Arts Dean. Also, the Graduate School Dean position was shifted from a full-time position to a part-time role at a significant savings.
- b. Fewer colleges -- we have also announced a new three-college academic structure.
- c. Due to our financial condition, we have not filled a number of administrative positions including, among others:
 - ♦ Chief Information Officer
 - ♦ Associate Vice President of Finance
 - ♦ Controller
 - ♦ Assistant Registrar
- d. To save funds, we also delayed the hiring of faculty and staff positions including:
 - ♦ Faculty positions in Business, Communications/Journalism, Engineering Technology, Theater, Music, Mathematics, and Nursing.
 - ♦ Staff positions in the Registrar’s Office, Residence Life, Student Center, Art, Finance, IT, Police, Custodial, Athletics, and academic departments.

2. Shifting expenses - Foundation. The Foundation annually assists with approximately \$3 million for student scholarships, athletics, programming, capital expenditures, and the like. In addition, the Foundation agreed to assume the salaries and expenses of Advancement and Alumni and provide additional assistance to the University. We will be submitting a multi-million dollar ask to the Foundation for emergency funding to help with our financial situation and the economic impact of COVID-19.

3. Reduction of operating budgets. Over the past five years, operating expenditures have fluctuated between a high of \$15.4 million in 2017 and a projected pre-COVID-19 low this year below \$14 million. We planned on trimming an additional \$750,000. Due to the disruption this semester, we will reduce expenses even further to offset COVID-19’s impact and align with the cessation of many activities on campus. Also, we plan on reducing the number of computer labs, which saves on ongoing equipment and maintenance, and becoming more efficient with technology.

4. **Reduction of discretionary spending.** We have been forced to withdraw from various memberships, sponsorships, and initiatives within the community. We can and will continue to support our community in different ways beyond sponsorships.

5. **Savings in athletics.** During this academic year alone, athletics has reduced its operating expenses and impact on the University's general fund by over \$315,000 through an operating budget freeze as well as fundraising/external funds. In addition, it has contributed an additional \$95,000 through position savings and delays including, among others, an assistant softball coach, assistant track and field coach, assistant women's soccer coach, assistant football coach, several graduate assistants, and several mentors.

6. **New initiatives.** As a result of past recruitment strategies, increasing competition, and demographic trends, enrollment has been declining significantly. To make the University more distinctive and relevant to traditional and non-traditional students alike, we have announced a host of initiatives that will start primarily in fall 2020 including *Gold Fridays*, *Center for Service*, *Global Center*, *esports*, *Military and Veterans Center*, and *women's lacrosse*. These will attract prospective students. The financial models underlying each are designed to be self-supporting and/or revenue-generating. Enrollment will increase as we roll these initiatives out.

For example, there is encouraging interest in esports from at least 300 students (current and prospective). School districts and high schools have asked to partner with us. Our efforts will include academic degrees as well as community-building clubs and teams. This is a billion dollar industry with pathways to employment in business, communications, computer science, marketing, management, health care, and other industries. This will draw in new students and increase revenue that can be applied to supporting academic programs. Donors have stepped up to help finance start-up costs, including one \$200,000 donation this month.

Another example is women's lacrosse. Since January, this program has landed 14 new students who otherwise would not have attended Missouri Western. With minimal program start-up and operating costs, we anticipate that the program will grow to 30 students by next year. By launching the program, there is a clear path for us to achieve annual net revenue of \$150,000 during year one of the program and over \$200,000 during subsequent years.

Additionally, Missouri Western just renewed its training camp agreement with the Kansas City Chiefs. While there are up-front costs associated with Chiefs camp, we are fortunate to have sponsors and partners on the local and state level who have contributed to offset these. This is a service to our community that attracts positive attention to our campus and academic offerings. Furthermore, last year, we realized a net profit of about \$175,000 that was used to support our programs and initiatives. We anticipate future years will net revenue that can be applied to support the university.

7. **Scholarships.** The Griffon Guarantee Scholarship protects students and enhances retention. While scholarship amounts over the course of four years is higher for students, the initial award amounts are smaller, thereby bringing in more money via tuition and fees in the first year. The program is designed to encourage retention which brings in more tuition and fees. We have also been working with the Foundation to "fill" the scholarship awards with cash as opposed to forgoing revenue through discounting. Next year, the Foundation will be providing \$500,000 in funds to fill the scholarship gap.

8. ***Higher tuition and fees.*** Given the open access mission of the University combined with our demographic, tuition increases are a sensitive area. We have done our best to minimize tuition and fees while maintaining a quality operation for our students.

9. ***Elimination of Northland campus.*** We canceled the lease for the Northland campus, saving over \$150,000 per year, and relocated to rent-free facilities at the Truman Medical Center.

10. ***Additional funding sources.*** We continue to actively and aggressively pursue additional funding sources through Advancement and Alumni Relations.

11. ***Efficiencies.*** The University is challenged by inefficient and paper-intensive procedures. Using both internal means (e.g. restructuring of departments and personnel shifts) and external assistance (e.g. assessment of our IT and printing procedures, etc.), we are moving forward and realizing savings. COVID-19 and remote work have expedited this process.

12. ***Spending deferrals.*** We instituted this measure before the COVID-19 crisis, and have restricted spending on even greater levels. Once full operations are resumed, we will continue to exercise caution in spending.

13. ***Travel.*** Prudence was strongly encouraged before the COVID-19 crisis. Now travel is at a standstill. Going forward, we will continue to control travel expenses.

14. ***Funding salaries through outside sources.*** Donations and grants (especially in athletics) have been used to offset salaries and lighten the burden on our general fund.

C. Other Measures – Process of implementing

Going forward, we will continue to seek out new revenue streams that will assist in recovering from our current financial challenges and sustain us going forward. At the same time, we continue to implement cost savings that will enable us to avoid the reduction of additional programs and faculty lines. Although not an exhaustive list, here are other measures that we are in the process of implementing.

1. ***Increase new students and retention.*** Our admissions team has been revamped and strengthened. However, the traditional admissions cycle is typically two years and will take time to rebuild. The previous strategies of outsourcing and reducing travel in this area has not been a success. We are implementing new approaches and measures including more person-to-person recruitment that will help. We have been improving in the area of retention. However, we need to eliminate barriers in our processes and curriculum. We also need each program to do more from a person-to-person approach and other creative interactions.

2. ***New degrees.*** Innovation in programming is key. We have been actively planning new majors in the areas of applied arts (cinema), law, cybersecurity, and a minor/concentration in esports management among others. Within the proposed staffing levels, we are excited about the prospect of offering a major in Applied Mathematics and minor in Environmental Science. These will attract new students, but will require some time to realize their full potential.

3. Collaborations and pipelines. We need to focus on developing more relationships and programs with school districts, community colleges, industry, and government. We have started focusing on these areas through the Office of the President, Office of Academic Affairs, Career Services, and other areas around the university.

4. Reduction of operating budgets and spending deferrals. We have instituted this measure, and it will continue spending deferrals. Given that operating expenses constitute about 15% of the non-auxiliary expense budget and because budgets have been reduced considerably over the past few years, the potential to do more is somewhat limited. With rising costs in terms of supplies, technology and other materials, this can be a challenge especially with cuts that have been made. Moreover, potential cuts and deferrals are insufficient and fail to address the imbalances between enrollments and staffing.

5. Athletics programs. On average, our student athletes pay over 70% of their tuition, fees, room, and board out of pocket. Also, about 25% of our residence halls are filled with student athletes paying for these rooms. Graduation rates for athletes are about double those of our general student body. We attract nearly 400 student-athletes onto our campus (over 10% of our student body) - bringing not only revenue, but also additional positive attention to our campus.

If structured appropriately, athletics programs can be revenue positive so long as the costs are kept down (including facilities) and we can attract students who otherwise would not have attended Missouri Western. Women's lacrosse is one example of how the university will attract tuition-paying students to Missouri Western. We anticipate a net revenue infusion likely exceeding \$200,000 once the roster is filled. Other possible new sports include bowling, swimming, and wrestling.

D. Evaluation of Other Measures

Although not an exhaustive list, here are some of the actions that the University has examined. Some of these measures will be explored further, while others are neither reasonable nor practicable at this point in time. Again, it is important to remember that a serious imbalance exists between student enrollment and staffing that must be addressed expeditiously in light of the state of financial emergency.

1. Course-related expenses. Based on our state of financial emergency and overstaffing, we need to closely examine *workload, class frequency/fewer sections, longer-term scheduling (two-year modeling), reduction in release time, consolidation of certain departments, and collaboration with other institutions*. These will be helpful. At the same time, any sizable savings regrettably must come through the elimination of positions in under-enrolled programs.

2. Increase tuition and fees. We have seriously explored revamping our tuition and fee structure to simplify, clarify, and assist students. Significant increases might be helpful in terms of covering annual multi-million dollar shortfalls. The fear, however, is whether we will create hardship for students if we increase tuition. Additionally, concerns about the ability to pay is also reflected in our accounts receivable. In light of COVID-19, discussions are ongoing about tuition and fees for the coming year.

3. Additional state assistance. Despite significant inroads made with policymakers related to additional state assistance (*including a \$1 million increase to our core funding in the originally proposed House budget bill back in March*), the likelihood of receiving additional core funding now is extremely low given the budgetary impact to state revenues due to COVID-19. We will continue to work on this approach, however, we are bracing for additional cuts to our state appropriation due to decreased state revenues attributable to the COVID-19 crisis.

4. Scholarships. Given the magnitude of this expenditure and the fact that this area involves unfunded discounts, we have discussed retracting scholarships based on the language in the award letters, potentially reducing scholarship levels downward, or adjusting the Griffon Rate. The potential ramifications if we were to pursue these measures are untenable at this point in time.

5. Deferred maintenance and utilities. With \$65 million in deferred maintenance built up around campus, we are already below an acceptable threshold. This will continue to weigh on the university and repairs cannot be neglected. With antiquated systems and buildings as well as limited cash resources, we are limited in terms of what we can invest with respect to utilities. We continue to explore possible measures to realize savings however.

6. Land. To sell any part of our land would require legislative approval. Moreover, there is not an apparent market at this point for such a sale.

7. Bonding. Our capacity to secure additional bonds is limited, if non-existent. Given our current financial state, incurring further debt would simply exacerbate existing problems.

8. Staffing--other drastic approaches. Salary/benefits for faculty, staff, and administration constitute over 50% of our expenses. We have already made significant reductions to administration and staffing levels, and I am recommending even more. Unfortunately, although these measures will help in our endeavors to remain solvent, they do not provide a wholesale solution to our financial emergency. More specifically, in exploring and discussing methods of reducing expenses, we have fully considered a host of other drastic measures.

a. Uniform salary cuts have been discussed, but do not form a reasonable approach because of difficulties in attracting/retaining talent, ongoing requests to employees to assume additional duties without pay increases, our below-market salaries, and the failure to address imbalances involving low enrollment programs.

b. Uniform reductions to every department have been contemplated, but we cannot afford to harm stronger programs to prop up degrees that are not attracting enough students.

c. If we are going to sustain operations, it will be difficult to cut much further. This year, we have already made significant adjustments in terms of senior administration and overall staffing. In addition, my strategic recommendations include at least another \$600,000 in annual salary savings with respect to senior administration.

d. Based on a campus without students through August due to COVID-19, we have had to make staffing adjustments and reductions to align with this reality. Depending on the impact of the crisis, we may need to continue slimming down our workforce.

e. Other drastic approaches have significant drawbacks and/or do not fully address the sources of our unaligned revenue/expenses. We have also discussed in-sourcing, outsourcing, reduction of benefits, increased benefits costs to employees, furloughs, elimination of tuition remission benefits, absolute hiring freeze, early retirement packages, and a further reduction in force involving additional administrators and staff. Due to our financial situation and COVID-19, we have already had to implement some of these measures on a temporary basis and may need to do more.

9. ***Should not reduce dual credit courses.*** Some have suggested reducing certain dual credit courses that bring revenue to the University. The suggestions have been explored and declined both from an academic and revenue standpoint.

10. ***Cut athletics programs.*** We have discussed this option at length and will continue to monitor. Although a reduction seems simple, there are other creative approaches to increasing revenue or cutting expenses as demonstrated by budgetary adjustments made this year. Athletics attracts students to Missouri Western. Eliminating a sport is very complicated as it immediately impacts students. Cuts can be potentially devastating to the institution on many levels. The concerns involve loss of students (especially full-paying student-athletes and walk-ons), donor support (major donors gravitate to athletics – we raised over \$1.2 million last year), goodwill, community visibility (service and other activities), press coverage, and the ability to penetrate high schools. Others gravitate to an institution because of the opportunities to get involved (*e.g.* cheer squad, dance team, pep band, and marching band). Friends may follow student athletes to a university thereby increasing enrollment. Often, we see athletes attracted to our sports programs only to stop playing for various reasons. In these cases, the student often stays here. Also, athletes graduate at a much higher rate and often remain close to the institution even after graduation. In any case, cost control is an absolute necessity. There are legal implications to be considered under Title IX as well.

III. STRATEGIC RECOMMENDATIONS

Our goal is to better position Missouri Western for future success while serving the clearly articulated needs of our region through our applied learning mission as an open admissions institution. Taking immediate actions to stabilize our resources and refocusing our operations will not only sustain the university and its accreditation, but it will also position us to thrive going forward.

Based on our state of financial emergency and drawing upon the work of the Academic Review Board and the Provost's specific and final strategic recommendations, it is with heavy heart that I will recommend the steps detailed herein to the Board of Governors at its April 2020 meeting. If our finances would have permitted a different approach or more extended timing, that would have been preferable. All of these strategic recommendations are incredibly difficult and impact the lives of many.

None of these recommendations were entered into lightly. At the same time, these recommendations are intended to stabilize the University and enable it to better align its revenues with its expenses while positioning it to succeed in an increasingly volatile higher education market. In addition to the recommendations to suspend new enrollment and phase out certain programs, the University will simultaneously take additional steps to reduce expenses and streamline operations. Of note, we have already reduced expenditures by several million dollars this year alone.

For everyone impacted by these recommendations and any subsequent action by the Board of Governors, it is my hope that we can come together and support the University for our students, local businesses, the City of St. Joseph, surrounding communities, and the entire State of Missouri. With understanding and support, Missouri Western can heal and emerge from its current situation stronger.

A. Generally

First, I commend the Academic Review Board (ARB) for its time, efforts, and thoroughness in reviewing programs, majors, concentrations, minors and certificates at both the undergraduate and graduate

levels. The ARB focused initially on undergraduate and graduate programs which had not met the Missouri Department of Higher Education and Workforce Development (MDHEWD) graduation rate standards for any one of the past five academic years. To that end, 73 degrees and certificates fell into this category. As delineated in its recommendations [*Appendix A*], the ARB looked at:

- ◊ objective facts including graduation rates, student credit hours, head count, student-faculty ratios, program history, association of a minor to a degree program, assessment data and reviews, external funding, regional market demand (current and anticipated) for graduates, and the number of graduates produced state-wide by competing higher education institutions.
- ◊ more qualitative analyses such as program/major student demand, relationships with the broader community such as programmatic support, impact on donor relationships, and centrality to the mission of the University.

The basic institutional data can be found via [Academic Data](#) and the industry data can be accessed via [Industry Data \(Jobs EQ\)](#). Through its analysis, the ARB set forth its recommendations regarding aligning university resources with the expenditures associated with under-enrolled programs and over-staffing. These were supported by hard facts and sound analysis.

Second, I would like to express appreciation to the Provost for his service and courageous steps towards recommending a sustainable model that will facilitate continued operations and future success. The Provost submitted his initial recommendations [*Appendix B*] to the campus community for commentary and feedback. Of note, the Provost recommended several modifications to the ARB's recommendation including the retention of two bachelor's degrees in music, one in chemistry, and one in communications.

The Provost received considerable feedback from faculty, students, staff, and alumni. Within this feedback, it was abundantly clear that Missouri Western is highly valued and has made an impact in the lives of individuals, families, and this community. The constructive feedback and professionalism of many was appreciated. The Provost's final recommendations, which again included modifications, are incorporated as *Appendix C*.

B. Our Direction and Feedback

In reviewing the feedback and corresponding with hundreds of stakeholders, we have listened intently and agree about the value and impact of our programs. Missouri Western provides a quality education and impacts so many across the state, region, nation, and world. Unfortunately, we are hamstrung by our lack of resources, the challenges facing higher education generally, and now COVID-19. Personally, my desire would be that we retain all existing programs and make investments into all programs. This is simply not possible. As I have shared numerous times, we simply can no longer sustain programs with a few or even no graduates.

Out of necessity, the university is responding to the program and degree selections being made by our students. Student enrollments are speaking and we must listen. In fact, we must reallocate our limited resources and shift to areas that will help attract and retain students while providing pathways into the workforce.

Without question, the disciplines under discussion right now are highly valued. The focus of the ARB, the Provost, and even my recommendations is not the quality of programs. The quality is unquestioned. Also, the recommendations are not a matter of Missouri Western having significantly less

interest and passion for one major compared to others, but rather it is a matter of fewer students attending MWSU with an interest in certain areas.

No one wants to scale back our offerings. It is important to remember that the scaling back of majors, minors, and concentrations over the next few years are saddening and contemplated only as a last resort. Nonetheless, recommendations have been made to align our student numbers with staffing levels so that the university can survive and position itself in an increasingly volatile marketplace to thrive going forward. Unfortunately, this storm has built up over the past decade or more, and has accelerated in recent times. Today, we have nearly 1,000 fewer full-time students than we did a decade ago, yet we have higher staffing levels. Many of our classes have enrollments under 10 students, and some major-specific courses under five students. This formula simply does not work, especially during a state of financial emergency. Although initially unrelated to the COVID-19 crisis, the urgency of the situation has only escalated.

The proposed phase-outs will not undermine Missouri Western. It will strengthen our sustainability and accreditation. The declared majors of 85% of our students will not be impacted by the proposals. Over 75% of our students graduate from about 30% of our programs. Even after the recommendations are adopted by the Board of Governors, it is important to keep in mind that we will still have professors offering courses in disciplines facing a phase out. We have consistently strong interest in degrees involving art, music, biology, education, computer science, nursing, business, chemistry, psychology, criminal justice, law, communication, social work, physical education, sports management, engineering tech and other areas that draw higher student numbers. We will invest in these areas and others that will help attract and retain students.

C. Strategic Recommendations

Recommendation #1. Senior leadership -- \$600,000 -- additional salary savings

In consultation with the Board of Governors, I intend to recommend a leadership restructuring that will achieve yearly salary savings in an amount to equal or exceed \$600,000. Because this involves personnel related matters, details will be released only after confidential discussions and final decisions by the Board of Governors.

Recommendation #2. Athletics -- \$500,000 adjustment -- reduce general fund reliance

At the Division II level, athletics is intended primarily to attract, retain, and facilitate the success of student athletes while building community and school spirit. Athletics is constantly under evaluation and close scrutiny related to revenues, expenses, academic performance, community impact, donor engagement, and its ability to attract and retain students. Division II athletics is designed to minimize scholarships and encourage efficiencies in terms of travel, salaries, and expenditures. Missouri Western is already comparatively conservative in its expenditures while continuing to raise over \$1 million each year to support its operations. It also saved over \$400,000 this year through various measures. Notwithstanding this progress, I recommend an additional \$500,000 adjustment to the impact to Missouri Western through salary savings, increased contribution, and like measures.

Recommendation #3. Alignment of Revenues/Expenses -- Program Phase-Out/Redesign

The strategic recommendations of the Provost identified in *Appendix C* are sound, well-reasoned, and justified based on low-enrollments, graduation rates, cost factors, and other financial considerations. For these and other reasons, I recommend phasing out the programs in the table below. (This table should be

consistent with *Appendix C.*) These actions should help align enrollments with staffing levels while achieving an annual salary savings of approximately \$5,000,000. Close to 60 degree programs will be retained under these recommendations. The expectation is that these degrees will meet the state threshold of 10 graduates per year in each degree.

[REVISED] Teach out period. Based on feedback from students, I suggest that the phase-out of majors take place within the next three years and the phase-out of minors take place within the next two years. It is vital that we effectively serve the students impacted by the phase-out process. This can be achieved through courses on our campus and in conjunction with our Missouri university partnerships.

[CRITICAL] Regular reviews. As recommended, I agree that degrees should be subject to regular reviews and that departments should regularly formulate and execute recruitment and retention plans. Departments should also regularly explore ways to provide quality programs and applied learning experiences employing the recommended staffing levels.

[REVISIONS] Adjustments after the listening period. I concur with the Provost's revisions to his initial recommendations in terms of programs and faculty lines that he made based on constructive suggestions, comprehensive campus feedback, in-depth conversations, and other factors -- with the caveat that faculty within these programs will need to assist with student recruitment and retention to ensure program viability.

- a. **Two Chemistry degrees.** Maintain two degrees including: (i) a redesigned B.S. in Chemistry that streamlines the degree, reduces costs, and can be offered within the proposed staffing levels; and (ii) Medical Laboratory Science/Med Tech degree.
- b. **Health Information Management (HIM).** Maintain this degree based on accessibility (online), increasing demand for graduates, recent redesign of curriculum, and increasing student numbers.
- c. **Bachelor of Music (BM) degree.** Within the staffing level recommended by the Provost and proposals received, this additional option can enhance recruitment without significant cost to the University. A revenue-generating opportunity exists here that will serve our students.
- d. **Convergent Journalism.** Provide an opportunity to redesign Strategic Communications and/or Convergent Journalism degrees within the recommended staffing levels. Also, all student media must be self-sustaining and not reliant upon University funding or fees. I concur that publication of the Griffon Yearbook in its current form be discontinued.
- e. **Secondary Education degree.** Demand exists in area high schools in various disciplines and content areas, but enrollment in our diverse array of subjects has been inadequate. I support a proposal to create a general *B.S.E. in Secondary Education* housed in our Education Department along the lines recommended by the Provost, together with the commitment of the faculty to quickly develop a plan for such a degree, and their commitment to recruit and retain students within the staffing levels recommended.
- f. **Minors.** *Technical Communication* has offered a proposal to offer a minor within the proposed staffing levels. *Art History* may be able to accomplish the same. Within the recommended reductions in staffing levels, *other departments* may propose redesigned minors during the fall 2020 semester that will not negatively impact our ability to provide general education and support courses.

Recommendation #4. Three new majors, two new minors and a concentration

Innovation that is responsive to the marketplace is critical. The University should move forward with new degree offerings that were not part of the Academic Review Board review, in line with the recommended staffing levels. These degrees include:

- (i) B.A.A. in Performing and Cinematic Arts (received approval from the State in April 2020);
- (ii) B.S. in Law (State approval pending);
- (iii) B.S. in Math/Applied Mathematics with an emphasis on data analysis (to be submitted Fall 2020);
- (iv) Minor in esports Management (university approved) and B.S. Recreation Management /esports Management (received approval from the State in April 2020);
Minor in Earth and Environmental Science (university approved)

Given our existing offering in the area as well as societal demand, I strongly encourage the creation of an undergraduate four-year degree in cybersecurity.

Recommendation #5. Increasing efficiencies

Although these suggestions do not require Board approval, the ARB and Provost advocated a host of recommendations to increase efficiencies, enhance effectiveness, increase revenues and/or decrease costs. The Provost concluded that each of these recommendations has merit. I concur and encourage that:

- a. The University moves forward on several of them for the reasons set forth by the Provost in *Appendix C* including academic reorganization, regular academic program review, Early College Academy, workload, online instruction, and enrollment management.
- b. The faculty act expeditiously to adopt Core 42 for all students (including an online option), seriously consider redesigning or phasing out the Honors Program due to financial constraints, and revamp curriculum development and review processes.
- c. Departments move to a two-year planning and course scheduling model. Course scheduling plays an integral role in institutional effectiveness. Simply carrying over the same (or similar) schedules from semester to semester is inefficient and increases costs. It is important to be more strategic. Moreover, not only do we owe it to our students to maximize the chance to develop a workable schedule, but it would also be beneficial for students to plan their degrees and schedules well in advance with some certainty.

NEW PROPOSED PROGRAMS		Status / Target Date	
		University approved	State approved
BAA	<i>Performing & Cinematic Arts</i>	YES	YES (4.2020)
BS	<i>Recreation Sports Management / esports Management</i>	YES	YES (4.2020)
BS	<i>Law</i>	YES	Pending
BS	<i>Mathematics / Applied Mathematics</i>	Required	Required
MINOR	<i>Earth and Environmental Science</i>	YES	N/A
MINOR	<i>Esports Management</i>	YES	N/A
SUGGESTED REVISIONS TO PROVOST'S INITIAL RECOMMENDATIONS		Proposals within recommended staffing levels	
BS	<i>Health Information Management</i>	Maintain	
BSE	<i>Secondary Education (house within Education Dept.)</i>	Redesign	
BS	<i>Chemistry</i>	Redesign	
BM	<i>Music Technology & Industry</i>	Redesign or Phase Out	
BM	<i>Music Performance & Industry</i>	Redesign or Phase Out	
BS	<i>Convergent Journalism and/or Strategic Communication</i>	Redesign	
MINOR	<i>Technical Communication</i>	Maintain	
MINOR	<i>Art History</i>	Redesign	
MINOR	<i>Others</i>	Possible to maintain within proposed staffing?	

CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	Art Department		10	6
BFA	<i>Graphic Design</i>	Maintain		
BFA	<i>Digital Animation</i>	Maintain		
MINOR	<i>Graphic Design</i>	Maintain		
MINOR	<i>Digital Animation</i>	Maintain		
MINOR	<i>Art History</i>	Redesign		
BSE	<i>Art</i>	Phase Out		
BFA	<i>Studio Art</i>	Phase Out		
MINOR	<i>Ceramics</i>	Phase Out		
MINOR	<i>Drawing</i>	Phase Out		
MINOR	<i>Illustration</i>	Phase Out		
MINOR	<i>Painting</i>	Phase Out		
MINOR	<i>Photography</i>	Phase Out		
MINOR	<i>Printmaking</i>	Phase Out		
MINOR	<i>Sculpture</i>	Phase Out		
	Music Department		13	6
BME	<i>Music/Instrumental</i>	Maintain		
BME	<i>Music/Vocal</i>	Maintain		
BM	<i>Music Technology & Industry</i>	Redesign or Phase Out		
BM	<i>Music Performance & Industry</i>	Redesign or Phase Out		
MINOR	<i>Music</i>	Maintain		
MINOR	<i>Music Technology</i>	Phase Out		
MINOR	<i>Musical Theatre</i>	Phase Out		
	Theatre, Cinema & Dance Department		5	2
BAA	<i>Performing & Cinematic Arts</i>	New - Initiate in Fall 2020		
MINOR	<i>Cinema</i>	Maintain		
BA	<i>Theatre and Cinema/Cinema</i>	Phase Out		
BA	<i>Theatre and Cinema /Musical Theatre</i>	Phase Out		
BA	<i>Theatre and Cinema/ Theatre</i>	Phase Out		
BSE	<i>Speech and Theatre</i>	Phase Out		
MINOR	<i>Dance</i>	Phase Out		
MINOR	<i>Speech & Theatre</i>	Phase Out		
MINOR	<i>Theatre</i>	Phase Out		



CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	Biology Department		14	13
BS	<i>Biochemistry & Molecular Biology</i>	Maintain (See Chemistry)		
BS	<i>Biology /Health Science</i>	Maintain		
BS	<i>Wildlife Conservation and Management</i>	Maintain		
BS	<i>Biology</i>	Maintain		
MINOR	<i>Biology</i>	Maintain		
MINOR	<i>Earth and Environmental Science</i>	New - Initiate in Fall 2020		
BS	<i>Biology/Botany</i>	Phase Out		
BS	<i>Biology /Zoology</i>	Phase Out		
BS	<i>Biotechnology</i>	Phase Out		
BS	<i>Natural Science / Biology</i>	Phase Out		
	Chemistry Department		10	7
BS	<i>Biochemistry & Molecular Biology</i>	Maintain		
BS	<i>Chemistry</i>	Redesign		
BS	<i>Medical Laboratory Science * Med Tech</i>	Maintain		
BS	<i>Natural Science Chemistry / Chem Bus</i>	Phase Out		
BS	<i>Natural Science Chemistry / Education</i>	Phase Out		
BS	<i>Natural Science Chemistry / Forensic Science</i>	Phase Out		
BS	<i>Natural Science Chemistry / Health Professions</i>	Phase Out		
MINOR	<i>Chemistry</i>	Phase Out		
	Communication & Journalism Department		8	6
BS	<i>Strategic Communication</i>	Redesign or combine		
BS	<i>Convergent Journalism</i>	Redesign or combine		
BA	<i>Speech Communication</i>	Phase Out		
BS	<i>Speech Communication</i>	Phase Out		
MINOR	<i>Journalism</i>	Phase Out		
MINOR	<i>Speech Communication</i>	Phase Out		



CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	History & Geography Department Philosophy & Religion Department		10	6
MINOR	<i>Geography</i>	Maintain	1	1
BA	<i>History</i>	Phase Out	5	3
BA	<i>History / Teacher Cert.</i>	Phase Out		
BS	<i>History</i>	Phase Out		
BS	<i>History / Teacher Cert.</i>	Phase Out		
MINOR	<i>General History</i>	Phase Out		
MINOR	<i>History European</i>	Phase Out		
MINOR	<i>History US</i>	Phase Out		
BA	<i>Philosophy</i>	Phase Out	4	2
BS	<i>Philosophy</i>	Phase Out		
BS	<i>Philosophy /Religion</i>	Phase Out		
MINOR	<i>Humanities</i>	Phase Out		
MINOR	<i>Philosophy</i>	Phase Out		
MINOR	<i>Religion</i>	Phase Out		
	Computer Science, Mathematics & Physics Department		21	14
BS	<i>Computer Science/General</i>	Maintain	6	4
MS	<i>Info. Technology Assurance Administration (Cyber)</i>	Maintain		
MINOR	<i>Computer Science</i>	Maintain		
BS	<i>Applied Computer Technology</i>	Phase Out		
BS	<i>Computer Science/Computer Info Systems</i>	Phase Out		
MINOR	<i>Applied Computer Technology</i>	Phase Out		
MINOR	<i>Computer Information Systems</i>	Phase Out		
BS	<i>Mathematics (Redesign as Applied Mathematics)</i>	Redesign	12	8
BS	<i>Mathematics / Teacher Education</i>	Phase Out		
MINOR	<i>Mathematics</i>	Phase Out		
MINOR	<i>Physics</i>	Phase Out	3	2

CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	English & Modern Languages Department		26	8
BSE	<i>Spanish</i>	Phase Out	5	0
MINOR	<i>Spanish</i>	Phase Out		
BSE	<i>English</i>	Phase Out		
BSE	<i>French</i>	Phase Out		
MINOR	<i>French</i>	Phase Out		
MINOR	<i>German</i>	Phase Out		
MINOR	<i>Technical Communication</i>	Maintain	21	8
BA	<i>English /Creative Writing & Publishing</i>	Phase Out		
BA	<i>English /Literature</i>	Phase Out		
BA	<i>English / Technical Communications</i>	Phase Out		
BA	<i>Modern Languages / Language & Culture</i>	Phase Out		
BA	<i>Modern Languages / Professional Applications</i>	Phase Out		
BS	<i>Technical Communication</i>	Phase Out		
GR Cert	<i>Teaching of Writing</i>	Phase Out		
GR Cert	<i>Technical Communication</i>	Phase Out		
MINOR	<i>Creative Writing</i>	Phase Out		
MINOR	<i>English Education</i>	Phase Out		
MINOR	<i>English Studies</i>	Phase Out		
MINOR	<i>Literature</i>	Phase Out		
	Economics, Political Science & Sociology Department		9	5
BA	<i>Political Science</i>	Phase Out	4	1
BS	<i>Political Science</i>	Phase Out		
MINOR	<i>Political Science (Am Gov)</i>	Phase Out		
MINOR	<i>Political Science (Int Affairs)</i>	Phase Out		
MINOR	<i>Political Science</i>	Phase Out		
BS	<i>Sociology</i>	Phase Out	2	2
MINOR	<i>Sociology</i>	Phase Out		
BS	<i>Economics</i>	Phase Out	3	2
MINOR	<i>Economics</i>	Phase Out		

CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	Psychology Department		8	7
BS	<i>Psychology/General</i>	Maintain		
MINOR	<i>Cognitive Sciences</i>	Maintain		
MINOR	<i>Psychology</i>	Maintain		
BS	<i>Psychology /Org Leadership</i>	Phase Out		
	Criminal Justice, Legal Studies & Social Work Department		12	10
AS	<i>Criminal Justice</i>	Maintain	9	7
AS	<i>Legal Assistant</i>	Maintain		
BS	<i>Criminal Justice/Law Enforcement</i>	Maintain		
BS	<i>Criminal Justice/Legal Studies</i>	Maintain		
BS	<i>Law</i>	New - Initiate upon state approval		
Cert	<i>Legal Assistant</i>	Maintain		
MAS	<i>Forensic Investigations</i>	Maintain		
MINOR	<i>Criminal Justice</i>	Maintain		
MINOR	<i>Legal Studies</i>	Maintain		
BS	<i>Criminal Justice / Corrections</i>	Phase Out		
BS	<i>Criminal Justice/Juvenile Justice</i>	Phase Out		
GR Cert	<i>Forensic Investigations</i>	Phase Out		
BSW	<i>Social Work</i>	Maintain	3	3
	Education Department		12	11
BSE	<i>Early Childhood Education</i>	Maintain		
BSE	<i>Elementary Education</i>	Maintain		
BSE	<i>Special Education</i>	Maintain		
BSE	<i>Secondary Education</i>	Redesign		
GR Cert	<i>TESOL</i>	Maintain		
MAS	<i>Assessment, Differentiated Instruction</i>	Maintain		
MAS	<i>Assessment/K-12 Cross-Categorical Special Ed.</i>	Maintain		
MAS	<i>Assessment/TESOL</i>	Maintain		

CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	Health, Physical Education & Recreation Department		10	5
BS	<i>Physical Education / Personal & Commercial Fitness</i>	Maintain		
BS	<i>Recreation Sports Management / Sport Management</i>	Maintain		
BS	<i>Physical Education / Health & Exercise Science</i>	Maintain		
MAS	<i>Applied Science / Sport & Fitness Management</i>	Maintain		
BS	<i>Recreation Sports Management / esports Management</i>	New - Initiate 2020		
MINOR	<i>Athletic Coaching</i>	Maintain		
MINOR	<i>esports Management</i>	New - Initiate 2020		
BS	<i>Physical Education/Teacher Ed.</i>	Phase Out		
BS	<i>Recreation Sports Mgmt/Recreation Management</i>	Phase Out		
BS	<i>Physical Education/General</i>	Phase Out		
MINOR	<i>Recreation Sport Management</i>	Phase Out		
MINOR	<i>Wellness</i>	Phase Out		
	School of Nursing and Health Professions		19	19
AAS	<i>Physical Therapist Assistant</i>	Maintain		
BS	<i>Population Health Management</i>	Maintain		
BS	<i>Health Information Management</i>	Maintain		
BSN	<i>Nursing</i>	Maintain		
GR Cert	<i>Nurse Educator</i>	Maintain		
MSN	<i>Health Care Leadership</i>	Maintain		
MSN	<i>Nurse Educator</i>	Maintain		
Cert	<i>Health Information Technology</i>	Phase Out		
MINOR	<i>Health Informatics & Information Mgmt.</i>	Phase Out		

CURRENT OFFERINGS [Program. Major. Minor. Concentration.]		RECOMMENDATIONS	Current Staffing	Recommended Staffing
	Steven L. Craig School of Business		17	17
BSBA	<i>Accounting</i>	Maintain		
BSBA	<i>Finance</i>	Maintain		
BSBA	<i>Management</i>	Maintain		
BSBA	<i>Management/Human Resources</i>	Maintain		
BSBA	<i>Marketing</i>	Maintain		
BSBA	<i>Supply Chain Management</i>	Maintain		
MBA	<i>Business Administration/Gen. Bus.</i>	Maintain		
MBA	<i>Forensic Accounting</i>	Maintain		
MBA + MSN	<i>MBA + Nursing</i>	Maintain		
MINOR	<i>Entrepreneurship</i>	Maintain		
MINOR	<i>Finance</i>	Maintain		
MINOR	<i>General Business</i>	Maintain		
	Engineering Technology Department		6	6
AAS	<i>Manufacturing Engineering Technology</i>	Maintain		
BS	<i>Construction Engineering Technology</i>	Maintain		
BS	<i>Manufacturing Engineering Technology</i>	Maintain		
MINOR	<i>Construction Management</i>	Maintain		
MINOR	<i>Manufacturing Technology</i>	Maintain		
MAS	<i>Applied Science / Engineering Technology Management</i>	Phase Out		
	Interdisciplinary Programs			
BGS	<i>General Studies</i>	Maintain		
BST	<i>Custom Major</i>	Maintain		
MINOR	<i>Childhood Studies</i>	Maintain		
MINOR	<i>Gender and Power Studies</i>	Phase Out		
MINOR	<i>Leadership</i>	Phase Out		
MINOR	<i>Peace and Conflict Studies</i>	Phase Out		
BIS	<i>Interdisciplinary Studies</i>	Phase Out		
BA	<i>International Studies</i>	Phase Out		
GR Cert	<i>Leadership Studies</i>	Phase Out		
GR Cert	<i>Professional Skills</i>	Phase Out		
MINOR	<i>International Studies</i>	Phase Out		

APPENDIX A



Academic Review Board Report

March 31, 2020

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Academic Review Board Report

Background

Declaration of Financial Emergency

On March 5, 2020, the Missouri Western State University (MWSU) Board of Governors declared the University to be in a state of Financial Emergency. According to MWSU's Academic / Programmatic Retrenchment (APR) Policy, Financial Emergency refers to "a financial condition so grave as to pose an immediate and continuing threat to the University's operation at an acceptable level of academic quality. Such a condition must be so extreme that financial considerations alone dictate that there is no reasonable way and no balanced alternative to alleviate the situation except by the dismissal of tenured faculty members and/or elimination of programs."

Academic Review Board

Establishment and Charge

As a result of this declaration and in accordance with the APR Policy, the Academic Review Board (ARB) was activated, consisting of one Department Chair from each College or School (appointed by the Deans of their respective College/School), the Academic Deans, and the Vice Provost (Provost designee) as Chair. On March 6, 2020, the Provost convened the ARB and charged it to a) review academic programs according to the guidelines and criteria listed in the APR Policy and b) provide one or more of the following recommendations, along with brief rationale, for each reviewed program:

- 1) Maintain the faculty staffing in that program at its present level.
- 2) Reduce faculty staffing in that program, including recommendations for the total staffing level.
- 3) Phase out part or all of the program.

According to the Provost's charge, all programs (i.e., undergraduate baccalaureate and associate degrees, certificates, and minors, as well as graduate degrees and certificates) were within the purview of the ARB for this review. However, the ARB was directed to focus analyses primarily upon undergraduate programs that have awarded ten (10) or fewer degrees for any single academic year during the most recent five-year period and graduate programs that have awarded five (5) or fewer degrees for any single academic year during the most recent five-year period. Further, the Provost stated that the ARB will "be guided by the fact that a state of financial emergency has been declared" and must work "to identify reductions in annual expenditures totaling in excess of \$5 million dollars." The Provost also stated that reductions in academic programs, positions, and operating expenditures would account for most, but not all, of the necessary reductions. Finally, the ARB was asked to provide specific suggestions for strategic

reorganization or reinvestment which would benefit the University's efforts toward financial well-being.

Academic Program Review Process

Process Guidelines

To conduct its work, the ARB met, beginning with the initial planning meeting on March 6, 2020, during which a program review process and timeline for review completions were established, again with special focus on programs which had not met the graduation rate standards listed above. As agreed to by the ARB members, reviews were grouped by discipline areas to include a combination of programs, majors, concentrations, minors and certificates at both the undergraduate and graduate levels. Each discipline review area was assigned to two members of the ARB, each of whom conducted their own independent reviews. The reviews were then presented to the entire ARB, which, in turn, provided evaluation, discussion, and recommendations for each discipline area.

Overall, the academic program review consisted of two separate phases. The objective of the first phase was to secure a recommendation as to whether a specific program (defined by its 6-digit CIP code) should be *maintained* or *phased out*, either partially or fully. During the second phase of the review, recommendations regarding faculty staffing levels were made for departments where a program had been recommended to be phased out. The ARB used a general estimation of \$75K (salary + benefits) in total compensation per faculty line to quantify the targeted financial impact target.

Considerations regarding general studies courses and/or service courses were discussed as well. Institutional data for the ARB's work was provided by IR and the Registrar's Office. State, regional, and national market demand data (e.g., job outlook projections, the number graduates / degrees granted in the state, typical educational attainment level required for careers by relevant degree six-digit CIP codes, etc.) was provided through Chmura's JobsEQ data service and education reports, which again were based upon six-digit CIP codes, and by the U.S. Bureau of Labor Statistics. The ARB met on March 30, 2020 to finalize its recommendations (See in the Appendix); the final report was sent to the Provost on March 31, 2020.

The ARB assumed its difficult and somber charge by recognizing that the catalyst for its work was the serious state of the University's financial situation and the need to realize in excess of \$5M in savings from faculty/programs. To that point, the ARB acknowledges the excellence of MWSU's undergraduate and graduate programs, which are supported by dedicated faculty of the highest caliber and expertise. Indeed, for those areas which have been suggested to undergo phase outs and/or faculty reductions, the ARB is emphatic that its reviews and recommendations not be taken as indications of deficiencies in academic quality, rigor, or representations of the program's value; this is simply not the case. To the contrary, the ARB's work was driven solely by financial considerations which have necessitated a re-envisioning of the scope and scale of Missouri Western State University's programs.

General Review Considerations

Per the Provost's charge, the ARB's review focused initially on undergraduate and graduate programs which had not met the Missouri Department of Higher Education and Workforce Development (MDHEWD) graduation rate standards for the past five academic years (i.e., both the past five academic years and a three-year rolling average were examined). To that end, 73 degrees and certificates fell into this category. The ARB then considered the following standard academic metrics to inform its recommendations:

- Student Credit Hour (SCH) production for programs/majors, service courses, and general education courses;
- Head Count (HC) for undergraduate degree programs by intended, pre-, and declared majors, for graduate programs, and for minor and certificate enrollments;
- Faculty counts by category to also include Student-Faculty (S:F) ratios and percentages of SCH taught by course level.

For example, the ARB considered overall SCH production but also as linked to general studies and/or service courses, HC/student enrollment as compared to graduation rates, and Student-to-Faculty (S:F) ratios as compared to the overall University's S:F of 16:1.

Additional information such as the installation date of a program, major, concentration, minor and/or certificate, association of a minor to a degree program (i.e., stackable minors to degree completion), assessment data and reviews, external funding, regional market demand (current and anticipated) for graduates, and the number of graduates produced state-wide by competing higher education institutions was also part of the analyses. More qualitative analyses such as program/major student demand, relationships with the broader community such as programmatic support, impact on donor relationships, and centrality to the mission of the University were also examined and discussed. The ARB declined to recommend eliminating any of the associate degree programs under review, given the institution's inability to secure new two-year degree programs despite regional market demand or our ability to deliver such programs, and instead offered suggestions to strengthen and improve these programs.

The ARB then developed recommendations for faculty staffing levels in departments with programs that had been recommended to be phased out. For example, in order to come up with reasonable staffing recommendations for these departments, the number of students taking general studies courses and/or courses necessary for a remaining major (e.g., Anatomy and Physiology for Nursing and Exercise Science majors) in Fall 2019 and Spring 2020 (census day enrollments) was divided by the typical maximum capacity for those courses to determine the number of sections needed.

College / School Recommendations

The specific recommendations listed below briefly summarize the ARB's determinations for each college and its departments, based upon the aforementioned criteria. All programs, majors, concentrations, minors, and certificates not mentioned below are represented in the Appendix.

The ARB suggests a campus-wide program re-evaluation should be implemented in 2023 (see also Renovation of Policies and Procedures – Academic Program Review below). The programs recommended to remain represent approximately 76% of the University's 2018-2019 4-year graduates from only 31% of our degree programs with approximately 64% of our current faculty. This removes 69% of our degree offerings while impacting only 24% (at maximum) of MWSU graduates, simply because many students may opt to move into degree programs that are recommended to be retained. Further, the ARB recommendations allow for retention of all 2-year programs and 78% of the minors with which our students graduated.

School of Fine Arts

The ARB recommends the following actions:

Art

Graphic Design (degree and minor) should be considered an area of investment/growth due to its strong enrollment and graduation rates. Digital Animation (degree and minor) fell into the borderline category and could potentially be considered an area of investment for potential growth.

Theatre, Cinema, and Dance

The minor in Cinema is a strong area for potential growth. Given the number of students interested in this major, a minor might provide a more relevant option when combined with the Bachelor of General Studies.

Music

The number of students drawn to MWSU's Music programs is significant; however low graduation rates are cause for real concern. At this point in time, maintaining the minor in Music and redirecting students to the Bachelor in General Studies (BGS) is a viable option, which would allow time for reconfiguration of degree programs and concentrations.

Craig School of Business and Technology

The ARB recommends the following actions for the Engineering Technology - Manufacturing Engineering Technology programs:

Maintain both the Associate of Applied Science and the Minor in Manufacturing Engineering Technology. However, significant revision of the A.A.S. degree needs to focus on current, state-of-the-art advanced manufacturing curriculum so as to better meet the workforce needs of our region and to provide a true 2+2 pathway into the manufacturing bachelor degree program. Reconstituted advisory boards and future faculty hires must incorporate current industry demands to create a reinvigorated curriculum in order to provide graduates who are day-one career ready.

College of Professional Studies

The ARB recommends the following actions:

School of Nursing and Health Professions

Today's market demands indicate a workforce need for programs in Population Health, Nurse Educator, and Health Information Management. However, given evaluation of the data previously mentioned, the financial considerations outweighed market demand estimations for the Health Information Management area.

Criminal Justice, Legal Studies, and Social Work

The curriculum for both the Criminal Justice and Legal Assistant associate degrees should be revised to provide clear, 2+2 pathways into the related bachelor degree programs. Opportunities to increase enrollments and matriculations into corresponding bachelor degree programs (e.g., adult education programs, high school partnerships) should be realized. Course offerings in the curriculum for minors in Criminal Justice and Legal Studies should be limited to provide for greater alignment with related degree programs.

Health, Physical Education, and Recreation

The minor in Athletic Coaching should be strengthened to reflect career and job outlook demand projections and to ensure that the minor is stackable toward degree completion. Physical Education - Health and Exercise Science concentrations should be renamed to better reflect current field nomenclature (e.g., a BS in Exercise Science).

Education

As all secondary education programs were recommended to be phased out, review and adjust course offerings in the department as necessary.

College of Liberal Arts and Sciences

The ARB recommends the following actions:

Biology

Biology majors/concentrations in Health Science, Wildlife Conservation, and Biochemistry and Molecular Biology represent growth and investment areas. Consider consolidating the Biochemistry and Molecular Biology degrees into the Biology department.

Chemistry

Consider consolidating the Biochemistry and Molecular Biology degrees into the Biology department and discontinue ACS certification for chemistry courses.

English and Modern Languages

Maintain the minor in Spanish, given its enrollments from Business, Criminal Justice, and Nursing majors.

Computer Science

Focus on emerging areas such as Cybersecurity.

Mathematics

Phase out programs and focus on general studies and service courses.

Physics

Phase out program and focus on general studies and service courses.

Psychology

Phase out the Organizational Leadership concentration due to low student enrollment; this will involve discontinuing one elective course in the general psychology degree.

Economics, Political Science, and Sociology

Phase out programs and focus on general studies and service courses.

History and Geography

Maintain the minor in Geography and merge into the Department of Biology as planned. Optimize student enrollment.

Philosophy and Religion

Phase out programs and focus on general studies and service courses.

Communications and Journalism

Phase out programs and focus on general studies and service courses.

Secondary Education Programs

Phase out all secondary education programs.

Interdisciplinary Programs

The ARB recommends the following actions:

Minors

Maintain the Childhood Studies minor which has demonstrated significant enrollment and growth potential. However, re-evaluate the Leadership minor for content specificity.

Graduate Certificates

Phase out the Professional Skills and Leadership certificates since enrollment has been low.

Strategic Recommendations

Academic Reorganization

Academic Affairs has begun initial cost saving measures, including the recent Administrative Restructuring initiative. As part of this process, MWSU is scheduled to undergo an academic restructuring in July 2020. This restructuring will result in a consolidation of the current number

of colleges from four to three and the movement of several departments to different and/or newly reorganized colleges. As charged by the Provost to consider strategic reorganization based upon its academic program review recommendations, the ARB suggests that exploration of additional college and academic unit realignment may be relevant to the final academic structure at MWSU.

For example, the departments of Art, Theatre/Cinema/Dance, and Music may find productive synergy if combined into one academic unit. Development of a Department of General Studies to include disciplines whose degree programs have been recommended to be phased out but which provide general education and/or service courses (e.g., English, math, communication) might be warranted. Because of these recommendations, department and college realignment which better reflects MWSU's re-envisioned academic profile should be considered. Finally, the ARB also suggests a reorganization of academic administrative structures where feasible.

Academic Re-investment

A review of the MWSU's academic programs revealed areas in which growth potential (i.e., an intersection of student interest by regional labor market/career demand) could be realized. For example, development of the BS in Cybersecurity, a MAT in Education, and a MSW in Social Work may require faculty with expertise in these areas. It is anticipated that strategic redeployment of University resources will have a significant positive impact on recruitment, enrollment, retention, graduation, and placement, again, to support the financial stability of MWSU.

Renovation of Policies and Procedures

Implementation of Core 42 and Reconsideration of the General Studies Curriculum

Per Missouri Senate Bill 997, the Missouri Education Core Transfer Curriculum (i.e., Core 42) was adopted, effective in the 2018-2019 academic year, for all Missouri public two- and four-year public institutions of higher education. The ARB recommends that MWSU adopt Core 42 for all students and to include an online option. The general studies program at MWSU does not follow Core 42 guidelines but instead provides for a general studies curriculum which requires credits beyond that of Core 42. Currently, only transfer students may pursue either Core 42 or MWSU's general studies curriculum. Further, the MWSU general studies program requirements for associate degree programs are currently listed as 15 required credits. However, the distribution of the required credits typically results in associate degree programs including general education courses as part of their core degree requirements. A re-examination of the general studies program, which would best serve both bachelor and associate degree-seeking students in the most efficient manner, would be well advised to ensure that MWSU is delivering the appropriate knowledge, skills, and abilities commensurate with the learning objectives and outcomes associated with a general studies program.

Undergraduate Honors Program

Considerations should be made regarding the future of the Honors Program, which incurs relatively large expenditures (i.e., primarily in staffing and operational costs) while also

providing significant tuition discounts (i.e., largely in scholarship funding) to students. Given the MWSU student body, what an Honors Program looks like and, importantly, how such a program is administered, in alignment with the mission of the University, should be examined.

Undergraduate Curriculum Development and Review

Curriculum is the life-blood of a university; faculty serve as the stewards of a university's curriculum, charged with ensuring its health and pertinence. Across the nation, there is a push to ensure that degree programs in higher education maintain a sense of relevancy for both the students seeking to embark on careers related to gainful employment and for the employers seeking to hire graduates who are day-one career-ready. The ARB acknowledges these changes and recognizes that curricular innovation requires flexibility, agility and efficiency. If MWSU is to become a leader in providing in-demand, applied learning degree programs, its ability to move quickly and effectively (without compromising academic integrity, quality, and/or rigor) must be realized. In response to these trends, the ARB recommends a significant overhaul of the undergraduate curriculum development review and approval processes and procedures. This overhaul should include, for example, opportunities for academic year-long, on-going curriculum proposal review and considerations, processes for expedited curriculum review, and reconstitution of the role, duties, and processes of the Undergraduate Curriculum Committee.

Academic Program Review

Program Review is a necessary academic function and has been generally recognized in academia as requiring an ongoing cyclical review process in order to be most effective. The ARB recommends that the creation of such a process be established at MWSU with a 2023 implementation date and suggests that the academic review process include accountability standards for under-performing programs as well as performance metrics for newly established programs.

Early College Academy

The Early College Academy (ECA) is an important recruitment and marketing tool for MWSU. Models for content delivery, faculty compensation, student fees and tuition, and overall structure of the program should be revisited.

Work Load

The ARB recommends that MWSU reconsider its definition and distribution of faculty workload, which should include a review of teaching loads, overload, and reassignment load.

Online Instruction

The demand for online course and degree programs is significant, particularly as related to online general education courses. In order to gain a foothold in this higher education market sector, MWSU should re-examine curriculum development, workload, and compensation issues.

Enrollment Management

Enrollment management is a responsibility shared across all academic units. It emanates from the faculty and moves forward through department chairs to deans and, ultimately, to the Provost. Course scheduling to encompass efficiencies in enrollment, course capacities, varieties in modality offerings, and innovations in offerings should become standard practice among all academic units.

Summary

The ARB concluded its work on March 31, 2020. As charged by the Provost, the ARB reviewed 172 programs, majors, concentrations, minors, and certificates. Given the recommendations herein, the ARB is hopeful that a more focused MWSU will fulfill our regional, open enrollment, and applied learning mission in a financially sustainable way so as to better serve the foundational core of our institution and move the University forward to a stronger future.

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
FA	Art	BFA	Graphic Design	50.0409	Maintain	11	3
		MINOR	Graphic Design	50.0409			
		BFA	Digital Animation	10.0304	Phase Out		
			Studio Art	50.0702			
		BSE	Art	13.1302			
		MINOR	Art History	50.0701			
			Ceramics	50.0711			
			Digital Animation	10.0304			
			Drawing	50.0705			
			Illustration	50.0041			
			Painting	50.0708			
			Photography	50.0605			
			Printmaking	50.0071			
		Sculpture	50.0605				
	Music	MINOR	Music – MUSI	50.0901	Maintain	13	4
		BM	Music Performance & Industry	50.0901			
			Music Technology & Industry	50.0901			
		BME	Music/Instrumental	13.1312			
			Music/Vocal	13.1312			
		MINOR	Music Technology – MUTC	50.0901			
			Musical Theatre – MUST	50.0501			
	Theatre Cinema Dance	MINOR	Cinema – CINE	50.0602	Maintain	5	2
		BA	Theatre and Cinema/Cinema	50.0501	Phase Out		
			Theatre and Cinema/Musical Theatre	50.0501			
			Theatre and Cinema/Theatre	50.0501			
		BSE	Speech and Theatre	13.1399			
		MINOR	Dance – DANC	50.0301			
			Speech & Theatre –SPC2	13.1399			
			Theatre-THEA	50.0501			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
LAS	Biology	BS	Biochemistry & Molecular Biology	26.0202	Maintain	14	12
		BS	Biology/Health Science	26.0101			
		BS	Wildlife Conservation and Management	03.0601			
		MINOR	Biology – BIOL	26.0101			
		BS	Biology/Botany	26.0101	Phase Out		
			Biology/General	26.0101			
			Biology/Zoology	26.0101			
			Biotechnology	26.1201			
			Natural Science –Biology	26.0101			
		Chemistry	BS	Chemistry	40.0501		
	Medical Laboratory Science Med Tech			51.1005			
	Natural Science – Chemistry/ChemBus			40.0501			
	Natural Science – Chem/Education			40.0501			
	Natural Science – Chem/Forensic Science			40.0501			
	Natural Science – Chem/Health Professions			40.0501			
	MINOR		Chemistry	40.0501			
	ComJourn	BA	Speech Communication	09.0101	Phase Out	8	3
		BS	Convergent Journalism	09.0999			
			Strategic Communications	09.0101			
			Speech Communication	09.0101			
		MINOR	Journalism	23.0101			
			Speech Communication	09.0101			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
LAS	History Philosophy Geography	MINOR	Geography – GEOG	45.0701	Maintain	1	1
		BA	History	54.0101	Phase Out	5	3
			History/Teacher Cert	54.0101			
		BS	History	54.0101			
			History/Teacher Cert	54.0101			
		MINOR	General History –GENH	54.0101			
			History European –HISE	54.0103			
			History US-HISU	54.0102			
		BA	Philosophy	38.0101	Phase Out	4	2
		BS	Philosophy	38.0101			
			Philosophy/Religion	38.0101			
		MINOR	Humanities – HUM	24.0103			
			Philosophy – PHIL	38.0101			
			Religion-RELG	38.9999			
	CS Math Physics	BS	Computer Science/General	11.0101	Maintain	6	4
		MINOR	Computer Science – COMP	11.0101			
		MS	Info. Technology Assurance Administration (Cyber)	11.1003			
		BS	Applied Computer Technology	11.0103	Phase Out		
			Computer Science/Computer Info Systems	11.0101			
		MINOR	Applied Computer Technology – APCT	11.0103			
			Computer Information Systems – COMI	11.0101			

College School	Department Discipline	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
LAS	CS Math Physics	BS	Mathematics	27.0101	Phase Out	12	7
			Mathematics/Teacher Education	27.0101			
		MINOR	Mathematics – MATH	27.0101			
		MINOR	Physics – PHY2	40.0801	Phase Out	3	2
	English Mod Lang	MINOR	Spanish – SPA2	16.0905	Maintain	5	2
		BSE	English	13.1305	Phase Out		
			French	13.1325			
			Spanish	13.1330			
		MINOR	French – FREN	16.0901			
			German – GERM	16.0501			
		BA	English/Creative Writing & Publishing	23.0101	Phase Out	21	7
			English/Literature	23.0101			
			English/Technical Communications	23.0101			
			Modern Languages/ Language & Culture	16.0101			
			Modern Languages/ Professional Applications	16.0101			
		GR Cert	Teaching of Writing	23.1304			
			Technical Communication – GTCO	23.1304			
		MINOR	Creative Writing – ECRE	23.1302			
			English Education – ENGE	13.1305			
			English Studies – ENGS	23.0101			
			Literature – ENG2	23.0101			
			Technical Communication – ENGT	23.0101			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
LAS	Political Science Sociology Economics	BA	Political Science	45.1001	Phase Out	4	1
		BS	Political Science	45.1001			
		MINOR	Political Science (Am Gov) – POL2	45.1001			
			Political Science (Int Affairs) – POL5	45.0901			
			Political Science – POLS	45.1001			
		BS	Sociology	45.1101		2	2
		MINOR	Sociology – SOC	45.1101			
		BS	Economics	45.0601		3	2
		MINOR	Economics – ECON	45.0601			
	PSY	BS	Psychology/General	42.0101	Maintain	8	8
		MINOR	Cognitive Sciences – COGS	42.0101			
			Psych – PSYC	42.0101			
		BS	Psychology – PSYC Org Leadership	42.0101	Phase Out		
PS	CJ LS SW	AS	Criminal Justice	43.0107	Maintain	9	7
			Legal Assistant	22.0302			
		BS	Criminal Justice/Law Enforcement	43.0104			
			Criminal Justice/Legal Studies	43.0104			
		Cert	Legal Assistant	22.0302			
		MAS	Forensic Investigations	43.0106			
		MINOR	Criminal Justice – CJ	43.0107			
			Legal Studies – LEGS	22.0302			
		BS	Criminal Justice/Corrections	43.0104	Phase Out		
			Criminal Justice/ Juvenile Justice	43.0104			
		GR Cert	Forensic Investigations	43.0106	Maintain	3	3
		BSW	Social Work	44.0701			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
PS	EDU	BSE	Early Childhood Education	13.1210	Maintain	12	11
			Elementary Education	13.1202			
		GR Cert	TESOL	13.1401			
		MAS	Assessment, Differentiated Instruction	13.0601			
			Assessment/K-12 Cross-Categorical Special Ed. – GSPE	13.0601			
			Assessment/TESOL	13.0601			
	HPER	BS	Physical Education/Personal & Commercial Fitness	31.0501	Maintain	10	5
			Recreation Sports Management/Sport Management	31.0301			
			Physical Education/Health & Exercise Science	31.0501			
		MAS	Applied Science/Sport & Fitness Management	30.9999			
		MINOR	Athletic Coaching – ATHC	31.0501			
		BS	Physical Education/Teacher Education	31.0501	Phase Out		
			Recreation Sports Mgmt/Recreation Management	31.0301			
			Physical Education/General	31.0501			
		MINOR	Recreation Sport Management – RESM	31.0301			
			Wellness – WELL	31.0505			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
PS	SNHP	AAS	Physical Therapist Assistant	51.0806	Maintain	19	18
		BS	Population Health Management	51.2201			
		BSN	Nursing	51.3801			
		GR Cert	Nurse Educator	51.3802			
		MSN	Health Care Leadership	51.3802			
			Nurse Educator	51.3802			
		BS	Health Information Management	51.0706	Phase Out		
		Cert	Health Information Technology	51.0707			
MINOR	Health Informatics & Information Mgmt. – HLTH	51.0706					
CSBT	CSB	BSBA	Accounting	52.0301	Maintain	17	17
			Finance	52.0081			
			Management	52.0201			
			Management/Human Resources	52.0201			
			Marketing	52.1401			
			Supply Chain Management	52.0203			
		MBA	Business Administration/General Business	52.0201			
			Forensic Accounting – GFAC	52.0201			
		MBA + MSN	MBA + Nursing	51.3801			
		MINOR	Entrepreneurship –ENTR	52.0701			
			Finance – FINA	52.0801			
			General Business –GENB	52.0201			

College School	Department	Degree Minor Certificate	Program Major Concentration	CIP Code	Program Review Recommendation	Current Faculty Staffing Level	Recommended Faculty Staffing Level
CSBT	ET	AAS	Manufacturing Engineering Technology	15.0613	Maintain	6	6
		BS	Construction Engineering Technology	15.1001			
			Manufacturing Engineering Technology	15.0613			
		MINOR	Construction Management – CONM	52.2001			
			Manufacturing Technology – MANU	15.0613			
		MAS	Applied Science/Engineering Technology Mgmt	15.1501	Phase Out		
	Interdisc.	MINOR	Gender and Power Studies – GEND	30.2601	Inactivate	None Assigned	N/A
			Leadership – LEAD	30.9999			
			Peace and Conflict Studies – PEAC	30.0501			
		BGS	General Studies	30.9999	Maintain		
		BST	Custom Major	30.9999			
		MINOR	Childhood Studies – CHL4 & CHLD	30.9999			
		BA	International Studies	30.2001	Phase Out		
		GR Cert	Leadership Studies	30.9999			
			Professional Skills	52.0010			
		MINOR	International Studies – INTL	30.2001			

APPENDIX B

Missouri Western State University
Provost's Response to
Academic Review Board Report

April 3, 2020

Introductory Remarks

In accordance with the processes outlined in the Academic / Programmatic Retrenchment Policy, the Academic Review Board (ARB) has produced the attached report identifying a set of recommendations regarding program status, faculty positions, and strategies that can better position Missouri Western State University for future success. My sincere thanks to each member of the ARB for the significant investment of time and energy they have made in this process.

The work of the ARB was necessitated by the current financial state of the University and the clear consensus that reductions in academic offerings and faculty positions were the only remaining options. In that light, their work should not be viewed as a judgement of the value or contributions of any academic program. As noted in their report, "... the ARB is emphatic that its reviews and recommendations not be taken as indications of deficiencies in academic quality, rigor, or representations of the program's value; this is simply not the case. To the contrary, the ARB's work was driven solely by financial considerations which have necessitated a re-envisioning of the scope and scale of Missouri Western State University's programs." Their charge included the expectation to identify "reductions in annual expenditures totaling in excess of five (5) million dollars."

As we move forward in this process, it is essential that we reimagine Missouri Western. Historically, we have sought to serve a broad range of interests and to be "all things to all people" as a regional comprehensive institution. However, it is evident that this wide-ranging approach is no longer sustainable and that we must now focus upon serving the clearly articulated educational needs of our region through our applied learning mission as an open admissions institution. The recommendations in the ARB report and this response will be used to better align our academic offerings with regional expectations and to prepare us for future success.

General Comments Regarding the Report

I commend the ARB for the use of data to inform their deliberations and guide their recommendations. This included standard institutional data (e.g., student credit hours, head counts, enrollments, graduations, annual program reports, assessment reports, faculty counts) along with external data for employment opportunities and needs. The basic institutional data can be found here: [Academic Data](#) and the industry data can be viewed here: [Industry Data \(Jobs EQ\)](#). The ARB also gave consideration to qualitative factors, including community relationships, donor impact, and centrality to the institutional mission. Despite the complexity of this task and the limited timeframe for their

academic reorganization, academic program review, Early College Academy, workload, online instruction, and enrollment management. Other recommendations warrant a broader discussion on campus in order to consider our path forward. I want to highlight three critical areas where we should move swiftly in order to make substantive change.

Core 42 - The adoption of Core 42 for all students with an online option is a crucial strategy to consider. I ask that Faculty Senate take up this matter next fall with the goal of providing a recommendation during the spring 2021 semester. As a next step, I recommend that all incoming students be allowed to select Core 42 as their general education program and that current students be allowed to opt-in to Core 42 as well.

Undergraduate Curriculum Development and Review – The rapid changes in our society require that we have the ability to modify existing curriculum and mount new programs quickly. Doing so will be crucial to our institutional future. Therefore, I encourage Faculty Senate to consider the recommendation of the ARB in this regard. In light of the sheer number of curricular changes that will be required next year as a consequence of academic retrenchment, I also ask that we craft a separate process for expedited curriculum review to be implemented in the fall.

Honors Program – We hold our Honors Program in high regard and its value is evident. However, financial constraints suggest that we may be unable to sustain it in the future, at least in its current form. I ask that our Honors Program Director and the Honors Committee initiate a review process this next fall that provides recommendations regarding reductions in costs vs. program elimination.

Program and Position Recommendations

The ARB provided recommendations regarding programs and positions in a table following the conclusion of their report. I have taken this same approach, providing a table at the conclusion of this document. In order to facilitate a comparison relative to those recommendations, I have modified the table to include columns with my recommendations on each of these matters.

I have received significant feedback since the release of my preliminary response on April 4, 2020. Many alumni have written to describe the powerful experiences they had while obtaining their degree at Missouri Western State University and to ask that these cuts be reconsidered. Furthermore, members of the St. Joseph community and the region have reached out to share their perspectives regarding these recommendations, documenting the social and economic impact created by Missouri Western's broad-based approach to education. Many of our students also spoke passionately, particularly those in programs that were identified in that initial response to be phased out. Lastly, our faculty and staff have written to provide their thoughts on these recommendations. I am particularly grateful to the members of the Faculty Senate Executive Committee for their work hosting a large number of meetings with faculty. Following those discussions, the Executive Committee compiled a summary report outlining themes in the feedback and a table describing the departmental responses they received in terms of program recommendations and staffing levels.

All of this feedback has been quite helpful and demonstrates the high level of commitment to Missouri Western State University. In numerous instances, these comments outline creative curricular proposals that would reduce costs and increase efficiencies while maintaining quality. I deeply appreciate this recognition of our financial realities and the need to address them in our approach to the academic enterprise as we move forward.

Based upon this feedback, I have modified my initial recommendations regarding programs and positions. Those modifications are reflected in the table at the end of the report. I would like to

programs this will involve partnerships with other Missouri public universities, enabling our students to complete their degree at Missouri Western.

The Board of Governors will make final determinations of the faculty positions which will be eliminated. Recommendations regarding faculty position eliminations will be guided by the following key principles, among others:

1. Primary teaching assignments and alignment of faculty expertise with anticipated teaching needs
2. Evidence of effectiveness in teaching, scholarship and service
3. Contributions to campus and community
4. Cost factors
5. Length of service to the University

Conclusion

As the next step in this process, I invite you to submit your feedback in the form of written comments and recommendations to me at davenport@missouriwestern.edu. All feedback should be submitted no later than Wednesday, April 15, 2020 at 4:30 p.m. Following that deadline I will review the feedback and make a final recommendation to the President for his consideration.

The steps we are taking in this process are difficult and unpleasant. However, I make these recommendations knowing that we must take decisive action at this time involving substantial reductions in programs and positions.

Missouri Western State University stands at the crossroads. Now is the time to envision a new future for our institution – one that embraces our status as an open access university and our statewide mission of applied learning, while emphasizing our areas of strength and sharpening our focus in order to meet the needs of our region.

Program Recommendations

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level	
BFA	Graphic Design	50.0409	Maintain	Maintain	3	6	
MINOR	Graphic Design	50.0409		Maintain			
BFA	Digital Animation	10.0304	Phase Out	Maintain			
	Studio Art	50.0702		Phase Out			
BSE	Art	13.1302					Phase Out
MINOR	Art History	50.0701		Phase Out			
	Ceramics	50.0711					
	Digital Animation	10.0304					Maintain
	Drawing	50.0705					Phase Out
	Illustration	50.0041					
	Painting	50.0708					
	Photography	50.0605					
	Printmaking	50.0071					
	Sculpture	50.0605					
MINOR	Music – MUSI	50.0901	Maintain	Maintain	4	5	
BM	Music Performance & Industry	50.0901	Phase Out	Phase Out			
	Music Technology & Industry	50.0901		Maintain			
BME	Music/Instrumental	13.1312					Maintain
	Music/Vocal	13.1312		Maintain			
MINOR	Music Technology – MUTC	50.0901		Phase Out			
	Musical Theatre – MUST	50.0501					
MINOR	Cinema – CINE	50.0602	Maintain	Maintain			2
BA	Theatre and Cinema/Cinema	50.0501	Phase Out	Phase Out			
	Theatre and Cinema/Musical Theatre	50.0501					
	Theatre and Cinema/Theatre	50.0501					
BSE	Speech and Theatre	13.1399					
MINOR	Dance – DANC	50.0301					
	Speech & Theatre –SPC2	13.1399					
	Theatre-THEA	50.0501					

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level
BS	Biochemistry & Molecular Biology	26.0202	Maintain	Maintain	12	12
BS	Biology/Health Science	26.0101				
BS	Wildlife Conservation and Management	03.0601				
MINOR	Biology – BIOL	26.0101				
BS	Biology/Botany	26.0101	Phase Out	Phase Out		
	Biology/General	26.0101				
	Biology/Zoology	26.0101				
	Biotechnology	26.1201				
	Natural Science –Biology	26.0101				
BS	Chemistry	40.0501	Phase Out	Phase Out or Redesign	5	7
	Medical Laboratory Science * Med Tech	51.1005		Maintain		
	Natural Science – Chemistry/ChemBus	40.0501		Phase Out		
	Natural Science – Chem/Education	40.0501				
	Natural Science – Chem/Forensic Science	40.0501				
	Natural Science – Chem/Health Professions	40.0501				
MINOR	Chemistry	40.0501				
BA	Speech Communication	09.0101	Phase Out	Phase Out	3	6
BS	Convergent Journalism	09.0999		Maintain		
	Strategic Communication	09.0101		Phase Out		
	Speech Communication	09.0101				
Minor	Journalism	23.0101				
	Speech Communication	09.0101				

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level		
MINOR	Geography – GEOG	45.0701	Maintain	Maintain	1	1		
BA	History	54.0101	Phase Out	Phase Out	3	3		
	History/Teacher Cert	54.0101						
BS	History	54.0101						
	History/Teacher Cert	54.0101						
MINOR	General History –GENH	54.0101						
	History European –HISE	54.0103						
	History US-HISU	54.0102						
BA	Philosophy	38.0101	Phase Out	Phase Out	2	2		
BS	Philosophy	38.0101						
	Philosophy/Religion	38.0101						
MINOR	Humanities – HUM	24.0103						
	Philosophy – PHIL	38.0101						
	Religion-RELG	38.9999						
BS	Computer Science/General	11.0101	Maintain	Maintain	4	4		
MINOR	Computer Science – COMP	11.0101						
MS	Info. Technology Assurance Administration (Cyber)	11.1003						
BS	Applied Computer Technology	11.0103	Phase Out	Phase Out				
	Computer Science/Computer Info Systems	11.0101						
MINOR	Applied Computer Technology – APCT	11.0103						
	Computer Information Systems – COMI	11.0101						

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level
BS	Mathematics	27.0101	Phase Out	Phase Out	7	7
	Mathematics/Teacher Education	27.0101				
MINOR	Mathematics – MATH	27.0101				
MINOR	Physics – PHY2	40.0801	Phase Out	Phase Out	2	2
MINOR	Spanish – SPA2	16.0905	Maintain	Phase Out	2	0
BSE	English	13.1305	Phase Out	Phase Out		
	French	13.1325				
	Spanish	13.1330				
MINOR	French – FREN	16.0901				
	German – GERM	16.0501				
BA	English/Creative Writing & Publishing	23.0101	Phase Out	Phase Out	7	7
	English/Literature	23.0101				
	English/Technical Communications	23.0101				
	Modern Languages/ Language & Culture	16.0101				
	Modern Languages/ Professional Applications	16.0101				
GR Cert	Teaching of Writing	23.1304				
	Technical Communication – GTCO	23.1304				
MINOR	Creative Writing – ECRE	23.1302				
	English Education – ENGE	13.1305				
	English Studies – ENGS	23.0101				
	Literature – ENG2	23.0101				
	Technical Communication – ENGT	23.0101				

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level		
BA	Political Science	45.1001	Phase Out	Phase Out	1	1		
BS	Political Science	45.1001						
MINOR	Political Science (Am Gov) – POL2	45.1001						
	Political Science (Int Affairs) – POL5	45.0901						
	Political Science – POLS	45.1001						
BS	Sociology	45.1101			2	2		
MINOR	Sociology – SOC	45.1101						
BS	Economics	45.0601			2	2		
MINOR	Economics – ECON	45.0601						
BS	Psychology/General	42.0101	Maintain	Maintain	8	8		
MINOR	Cognitive Sciences – COGS	42.0101						
	Psych – PSYC	42.0101						
BS	Psychology – PSYC Org Leadership	42.0101	Phase Out	Phase Out				
AS	Criminal Justice	43.0107	Maintain	Maintain	7	7		
		Legal Assistant					22.0302	
BS	Criminal Justice/Law Enforcement	43.0104						
	Criminal Justice/Legal Studies	43.0104						
Cert	Legal Assistant	22.0302						
MAS	Forensic Investigations	43.0106						
MINOR	Criminal Justice – CJ	43.0107						
	Legal Studies – LEGS	22.0302						
BS	Criminal Justice/Corrections	43.0104	Phase Out	Phase Out				
	Criminal Justice/ Juvenile Justice	43.0104						
GR Cert	Forensic Investigations	43.0106						
BSW	Social Work	44.0701	Maintain	Maintain	3	3		

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level
BSE	Early Childhood Education	13.1210	Maintain	Maintain	11	11
	Elementary Education	13.1202				
GR Cert	TESOL	13.1401				
MAS	Assessment, Differentiated Instruction	13.0601				
	Assessment/K-12 Cross-Categorical Special Ed. – GSPE	13.0601				
	Assessment/TESOL	13.0601				
BS	Physical Education/Personal & Commercial Fitness	31.0501	Maintain	Maintain	5	5
	Recreation Sports Management/Sport Management	31.0301				
	Physical Education/Health & Exercise Science	31.0501				
MAS	Applied Science/Sport & Fitness Management	30.9999				
MINOR	Athletic Coaching – ATHC	31.0501				
BS	Physical Education/Teacher Education	31.0501	Phase Out	Phase Out		
	Recreation Sports Mgmt/Recreation Management	31.0301				
	Physical Education/General	31.0501				
MINOR	Recreation Sport Management – RESM	31.0301				
	Wellness – WELL	31.0505				

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level
AAS	Physical Therapist Assistant	51.0806	Maintain	Maintain	18	18
BS	Population Health Management	51.2201				
BSN	Nursing	51.3801				
GR Cert	Nurse Educator	51.3802				
MSN	Health Care Leadership	51.3802				
	Nurse Educator	51.3802				
BS	Health Information Management	51.0706	Phase Out	Phase Out		
Cert	Health Information Technology	51.0707				
MINOR	Health Informatics & Information Mgmt. – HLTH	51.0706				
BSBA	Accounting	52.0301	Maintain	Maintain	17	17
	Finance	52.0081				
	Management	52.0201				
	Management/Human Resources	52.0201				
	Marketing	52.1401				
	Supply Chain Management	52.0203				
MBA	Business Administration/General Business	52.0201				
	Forensic Accounting – GFAC	52.0201				
MBA + MSN	MBA + Nursing	51.3801				
MINOR	Entrepreneurship –ENTR	52.0701				
	Finance – FINA	52.0801				
	General Business –GENB	52.0201				

Degree Minor Certificate	Program Major Concentration	CIP Code	ARB Recommend ation	Provost Recommendation	ARB Recommended Staffing Level	Provost Recommended Staffing Level		
AAS	Manufacturing Engineering Technology	15.0613	Maintain	Maintain	6	6		
BS	Construction Engineering Technology	15.1001						
	Manufacturing Engineering Technology	15.0613						
MINOR	Construction Management – CONM	52.2001						
	Manufacturing Technology – MANU	15.0613						
MAS	Applied Science/Engineering Technology Mgmt	15.1501	Phase Out	Phase Out				
MINOR	Gender and Power Studies – GEND	30.2601	Inactivate	Phase Out or Redesign	N/A	N/A		
	Leadership – LEAD	30.9999						
	Peace and Conflict Studies – PEAC	30.0501						
BGS	General Studies	30.9999	Maintain	Maintain				
BST	Custom Major	30.9999						
MINOR	Childhood Studies – CHL4 & CHLD	30.9999						
BA	International Studies	30.2001	Phase Out	Phase Out				
GR Cert	Leadership Studies	30.9999						
	Professional Skills	52.0010						
MINOR	International Studies – INTL	30.2001						

APPENDIX C

Recommendations of the Provost
Academic/Programmatic Retrenchment
Missouri Western State University

April 20, 2020

Introductory Remarks

In accordance with the processes outlined in the Academic / Programmatic Retrenchment Policy, the Academic Review Board (ARB) submitted a report identifying a set of recommendations regarding program status, faculty positions, and strategies that can better position Missouri Western State University for future success. My sincere thanks to each member of the ARB for the significant investment of time and energy they have made in this process.

The work of the ARB was necessitated by the current financial state of the University and the clear consensus that reductions in academic offerings and faculty positions were the only remaining options. In that light, their work should not be viewed as a judgement of the value or contributions of any academic program. As noted in their report, "... the ARB is emphatic that its reviews and recommendations not be taken as indications of deficiencies in academic quality, rigor, or representations of the program's value; this is simply not the case. To the contrary, the ARB's work was driven solely by financial considerations which have necessitated a re-envisioning of the scope and scale of Missouri Western State University's programs." Their charge included the expectation to identify "reductions in annual expenditures totaling in excess of five (5) million dollars."

As we move forward, it is essential that we reimagine Missouri Western. Historically, we have sought to serve a broad range of interests and to be "all things to all people" which is typical of a regional comprehensive institution. However, it is evident that this wide-ranging approach is no longer sustainable and that we must now focus upon serving the clearly articulated educational needs of our region through our applied learning mission as an open admissions institution. The recommendations outlined below are founded upon the work of the ARB and can be used to better align our academic offerings with regional expectations and to prepare us for future success.

General Comments Regarding the Report

I commend the ARB for the use of data to inform their deliberations and guide their recommendations. This included standard institutional data (e.g., student credit hours, head counts, enrollments, graduations, annual program reports, assessment reports, faculty counts) along with external data for employment opportunities and needs. The basic institutional data can be found here: [Academic Data](#) and the industry data can be viewed here: [Industry Data \(Jobs EQ\)](#). The ARB also gave consideration to qualitative factors, including community relationships, donor impact, and centrality to the institutional mission. Despite the complexity of this task and the limited timeframe for their work, the ARB has provided reasoned guidance regarding our direction in ameliorating the financial crisis through academic and programmatic retrenchment.

Strategic Recommendations

Included in their report are a number of recommendations intended to increase efficiencies, enhance effectiveness, increase revenues, and/or decrease costs. I find each of these recommendations to have merit and we will move forward on several of them, including

academic reorganization, academic program review, Early College Academy, workload, online instruction, and enrollment management. Other recommendations warrant a broader discussion on campus in order to consider our path forward. I want to highlight three critical areas where we should move swiftly in order to make substantive change.

Core 42 - The adoption of Core 42 for all students with an online option is a crucial strategy to consider. I ask that Faculty Senate take up this matter next fall with the goal of providing a recommendation during the spring 2021 semester. As a next step, Core 42 will be the default option for general education for all incoming students, effective fall 2020. Furthermore, current students will be allowed to opt-in to Core 42 as their general education program as well.

Undergraduate Curriculum Development and Review – The rapid changes in our society require that we have the ability to modify existing curriculum and mount new programs quickly. Doing so will be crucial to our institutional future. Therefore, I encourage Faculty Senate to consider the recommendation of the ARB in this regard. In light of the sheer number of curricular changes that will be required next year as a consequence of academic retrenchment, I also ask that we craft a separate process for expedited curriculum review to be implemented in the fall.

Honors Program – We hold our Honors Program in high regard and its value is evident. However, financial constraints suggest that we may be unable to sustain it in the future, at least in its current form. I ask that our Honors Program Director and the Honors Committee initiate a review process this next fall that provides recommendations regarding reductions in costs vs. program elimination.

Program and Position Recommendations

The ARB provided recommendations regarding programs and positions in a table following the conclusion of their report. I have taken this same approach, providing a table at the conclusion of this document. In order to facilitate a comparison relative to those recommendations, I have modified the table to include columns with my recommendations on each of these matters.

I have received significant feedback since the release of my preliminary response on April 4, 2020. Many alumni have written to describe the powerful experiences they had while obtaining their degree at Missouri Western State University and to ask that these cuts be reconsidered. Furthermore, members of the St. Joseph community and the region have reached out to share their perspectives regarding these recommendations, documenting the social and economic impact created by Missouri Western's broad-based approach to education. Many of our students also spoke passionately, particularly those in programs that were identified in that initial response to be phased out. Lastly, our faculty and staff have written to provide their thoughts on these recommendations. I am particularly grateful to the members of the Faculty Senate Executive Committee for their work hosting a large number of meetings with faculty. Following those discussions, the Executive Committee compiled a summary report outlining themes in the feedback and a table describing the departmental responses they received in terms of program recommendations and staffing levels.

All of this feedback has been quite helpful and demonstrates the high level of commitment to Missouri Western State University. In numerous instances, these comments outline creative curricular proposals that would reduce costs and increase efficiencies while maintaining quality. I deeply appreciate this recognition of our financial realities and the need to address them in our approach to the academic enterprise as we move forward.

Based upon this feedback, I have modified my initial recommendations regarding programs and positions. Those modifications are reflected in the table at the end of the report. I would like to

highlight several of those changes that demonstrate opportunities for future growth that will assist Missouri Western in creating a sustainable future.

Chemistry – The ARB recommended that all programs housed in the Department of Chemistry be phased out or transferred to the Biology Department. I initially recommended that the Medical Laboratory Science/Med Tech degree be maintained and that the B.S. in Chemistry be considered for redesign or phased out. Much feedback was received regarding the value of a chemistry degree and its vital role in meeting the needs of key industries across our region. Concomitantly, the Chemistry Department submitted a proposal outlining a redesigned B.S. in Chemistry that is streamlined and reduces costs. It is my recommendation that this new program be favorably considered when submitted for review.

Health Information Management (HIM) – The initial recommendation was to phase out the HIM program. Upon further review, I recommend that this program be maintained. This change is based upon several factors, including the identification of additional graduates that were not attributed to the program in the initial review, the recent redesign of the curriculum, the increasing demand for graduates with this degree, and the fact that this is a fully online program. This last factor indicates that the program will be attractive to students who are place-bound or are unable to participate in a traditional face-to-face program.

Convergent Journalism – The ARB recommended that all programs housed in the Department of Communication & Journalism be phased out. In my response, I recommended that the B.S. in Strategic Communication be retained. Based upon the feedback I have received, I now recommend that the department be afforded the opportunity to redesign one or both of these programs. I will add that this must be done in light of the recommended staffing level. Furthermore, it is expected that all student media must be self-sustaining and no longer reliant upon University funding through fees or operations budgets. To that end, I recommend that the student fees charged for the Griffon Yearbook be eliminated and that the publication either be discontinued or transitioned to a digital publication made available to students through alternative media.

Secondary Education – The ARB report recommended that all secondary education programs be phased out. In my preliminary response, I recommended that the Bachelor of Music Education be maintained but all others be phased out. While there is demand across our region for high school teachers in various disciplines and content areas, we have not graduated an adequate number of students in any of our programs.

The response from various members of the community and the campus consistently pointed to the need for high school teachers in our region that remain unmet. Furthermore, the Department of Education's response included a proposal to create a general B.S.E. in Secondary Education. I am supportive of this concept and recommend that the department pursue it with the following provisions:

1. Primary responsibility for secondary programs would rest with the Department of Education, in consultation with the relevant content areas.
2. Programs of study should be created that meet DESE requirements without adding hours in content areas beyond those requirements where possible.
3. Barriers to completion should be identified and removed in order to ensure that students are able to complete their degrees in a timely fashion.
4. As with all teacher education programs, quality should be maintained and should guide the development, assessment, and delivery of the redesigned programs.

Music – The Department of Music submitted a proposal to retain the Bachelor of Music (BM) degree via two different options. Either option significantly strengthens our ability to offer quality ensembles and enhances recruitment to the University. Upon further review, I am supportive of providing the department the opportunity to recommend one of these options for consideration.

New Opportunities – There are several new degree programs, concentrations, and minors that were not part of the ARB review and consequently are not listed in the original table. This includes a B.A.A. in Performing and Cinematic Arts, a concentration in Applied Mathematics, and a minor in Earth and Environmental Science.

With regard to the new B.A.A. degree, I received information from faculty that this program can be successfully mounted with the recommended staffing in cinema. Therefore, I recommend offering this new degree.

The mathematics faculty presented a proposal to modify the applied mathematics concentration as a new standalone major with an emphasis on data analysis. The potential for this program is significant, meeting existing and future industry demands. Furthermore, it can be mounted with a slight modification in staffing levels that also allows the department to address the needs of students in developmental courses.

Finally, the minor in Earth and Environmental Science has great potential and can be offered without additional classes or personnel. Therefore, I recommend that this new minor be offered.

Minors – The ARB report and my response recommended the elimination of a broad range of minors. Feedback from some departments explored the possibility that a minor could be maintained, even with the recommended reduction in staffing levels. In order to provide sufficient time to consider this, I recommend that departments be permitted the opportunity to propose redesigned minors that will not require additional staffing or negatively impact our ability to meet needs related to general education and support courses. If this recommendation is supported, the proposals would be submitted and reviewed during the fall 2020 semester.

Maintained Programs – It is important to note that the recommendation to maintain a program does not mean that no changes are necessary. Departments will need to do a careful review of these programs and either redesign or streamline them to reflect the realities of our financial situation and the approved staffing levels. This also applies to our programmatic efforts related to developmental and support courses.

Teach-Out Processes – It is vital that we effectively serve the students who are impacted by these difficult decisions. All students who have declared a major in any eliminated program will have an opportunity to complete that program through a teach-out arrangement. In most programs this will involve partnerships with other Missouri public universities, enabling our students to complete their degree at Missouri Western. We have already begun creating the processes for teach-out of programs eliminated through this process.

Position Analysis – As the Board of Governors will make final determinations of the faculty positions to be eliminated, I have sought to provide recommendations in that regard that will help us reach the necessary reductions in expenditures while maintaining the capacity to support the remaining academic programs. Recommendations regarding faculty position eliminations are guided by the following key principles, among others:

1. Primary teaching assignments and alignment of faculty expertise with anticipated teaching needs
2. Evidence of effectiveness in teaching, scholarship and service
3. Contributions to campus and community
4. Cost factors
5. Length of service to the University

Conclusion

The steps we are taking in this process are difficult and unpleasant. However, I make these recommendations knowing that we must take decisive action at this time involving substantial reductions in programs and positions. Clearly, Missouri Western State University stands at the crossroads. Now is the time to envision a new future for our institution – one that embraces our status as an open access university and our statewide mission of applied learning, while emphasizing our areas of strength and sharpening our focus in order to meet the needs of our region.

Program Recommendations

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
	Art Department		10	6
BFA	Graphic Design	Maintain		
MINOR	Graphic Design	Maintain		
BFA	Digital Animation	Maintain		
BFA	Studio Art	Phase Out		
BSE	Art	Phase Out		
MINOR	Art History	Phase Out or Redesign		
MINOR	Ceramics	Phase Out		
MINOR	Digital Animation	Maintain		
MINOR	Drawing	Phase Out		
MINOR	Illustration	Phase Out		
MINOR	Painting	Phase Out		
MINOR	Photography	Phase Out		
MINOR	Printmaking	Phase Out		
MINOR	Sculpture	Phase Out		
	Music Department		13	6
MINOR	Music	Maintain		
BM	Music Performance & Industry	Phase Out or Redesign		
BM	Music Technology & Industry	Phase Out or Redesign		
BME	Music/Instrumental	Maintain		
BME	Music/Vocal	Maintain		
MINOR	Music Technology	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
MINOR	Musical Theatre	Phase Out		
	Theatre, Cinema & Dance Department		5	2
BAA	Performing & Cinematic Arts	Initiate		
MINOR	Cinema	Maintain		
BA	Theatre and Cinema/Cinema	Phase Out		
BA	Theatre and Cinema/Musical Theatre	Phase Out		
BA	Theatre and Cinema/Theatre	Phase Out		
BSE	Speech and Theatre	Phase Out		
MINOR	Dance	Phase Out		
MINOR	Speech & Theatre	Phase Out		
MINOR	Theatre	Phase Out		
	Biology Department		14	13
BS	Biochemistry & Molecular Biology	Maintain		
BS	Biology/Health Science	Maintain		
BS	Wildlife Conservation and Management	Maintain		
MINOR	Biology	Maintain		
BS	Biology	Maintain		
BS	Biology/Botany	Phase Out		
BS	Biology/Zoology	Phase Out		
BS	Biotechnology	Phase Out		
BS	Natural Science –Biology	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
	Chemistry Department		10	7
BS	Chemistry	Redesign		
BS	Medical Laboratory Science * Med Tech	Maintain		
BS	Natural Science – Chemistry/ChemBus	Phase Out		
BS	Natural Science – Chem/Education	Phase Out		
BS	Natural Science – Chem/Forensic Science	Phase Out		
BS	Natural Science – Chem/Health Professions	Phase Out		
MINOR	Chemistry	Phase Out		
	Communication & Journalism Department		8	6
BA	Speech Communication	Phase Out		
BS	Convergent Journalism	Phase Out or Redesign		
BS	Strategic Communication	Phase Out or Redesign		
BS	Speech Communication	Phase Out		
MINOR	Journalism	Phase Out		
MINOR	Speech Communication	Phase Out		
	History & Geography Department Philosophy & Religion Department			
MINOR	Geography	Maintain	1	1
BA	History	Phase Out	5	3
BA	History/Teacher Cert	Phase Out		
BS	History	Phase Out		
BS	History/Teacher Cert	Phase Out		
MINOR	General History	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
MINOR	History European	Phase Out		
MINOR	History US	Phase Out		
BA	Philosophy	Phase Out	4	2
BS	Philosophy	Phase Out		
BS	Philosophy/Religion	Phase Out		
MINOR	Humanities	Phase Out		
MINOR	Philosophy	Phase Out		
MINOR	Religion	Phase Out		
	Computer Science, Mathematics & Physics Department			
BS	Computer Science/General	Maintain	6	4
MINOR	Computer Science	Maintain		
MS	Info. Technology Assurance Administration (Cyber)	Maintain		
BS	Applied Computer Technology	Phase Out		
BS	Computer Science/Computer Info Systems	Phase Out		
MINOR	Applied Computer Technology	Phase Out		
MINOR	Computer Information Systems	Phase Out		
BS	Mathematics	Phase Out or Redesign	12	8
BS	Mathematics/Teacher Education	Phase Out		
MINOR	Mathematics	Phase Out		
MINOR	Physics	Phase Out	3	2

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
	English & Modern Languages Department			
MINOR	Spanish	Phase Out	5	0
BSE	English	Phase Out		
BSE	French	Phase Out		
BSE	Spanish	Phase Out		
MINOR	French	Phase Out		
MINOR	German	Phase Out		
BA	English/Creative Writing & Publishing	Phase Out	21	8
BA	English/Literature	Phase Out		
BA	English/Technical Communications	Phase Out		
BA	Modern Languages/ Language & Culture	Phase Out		
BA	Modern Languages/ Professional Applications	Phase Out		
BS	Technical Communication	Phase Out		
GR Cert	Teaching of Writing	Phase Out		
GR Cert	Technical Communication	Phase Out		
MINOR	Creative Writing	Phase Out		
MINOR	English Education	Phase Out		
MINOR	English Studies	Phase Out		
MINOR	Literature	Phase Out		
MINOR	Technical Communication	Phase Out or Redesign		
	Economics, Political Science & Sociology Department			
BA	Political Science	Phase Out	4	1
BS	Political Science	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
MINOR	Political Science (Am Gov)	Phase Out		
MINOR	Political Science (Int Affairs)	Phase Out		
MINOR	Political Science	Phase Out		
BS	Sociology	Phase Out	2	2
MINOR	Sociology	Phase Out		
BS	Economics	Phase Out	3	2
MINOR	Economics	Phase Out		
	Psychology Department		8	7
BS	Psychology/General	Maintain		
MINOR	Cognitive Sciences	Maintain		
MINOR	Psychology	Maintain		
BS	Psychology/Org Leadership	Phase Out		
	Criminal Justice, Legal Studies & Social Work Department			
AS	Criminal Justice	Maintain	9	7
AS	Legal Assistant	Maintain		
BS	Criminal Justice/Law Enforcement	Maintain		
BS	Criminal Justice/Legal Studies	Maintain		
Cert	Legal Assistant	Maintain		
MAS	Forensic Investigations	Maintain		
MINOR	Criminal Justice	Maintain		
MINOR	Legal Studies	Maintain		
BS	Criminal Justice/Corrections	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
BS	Criminal Justice/Juvenile Justice	Phase Out		
GR Cert	Forensic Investigations	Phase Out		
BSW	Social Work	Maintain	3	3
	Education Department		12	11
BSE	Early Childhood Education	Maintain		
BSE	Elementary Education	Maintain		
BSE	Special Education	Maintain		
GR Cert	TESOL	Maintain		
MAS	Assessment, Differentiated Instruction	Maintain		
MAS	Assessment/K-12 Cross-Categorical Special Ed.	Maintain		
MAS	Assessment/TESOL	Maintain		
	Health, Physical Education & Recreation Department		10	5
BS	Physical Education/Personal & Commercial Fitness	Maintain	10	5
BS	Recreation Sports Management/Sport Management	Maintain		
BS	Physical Education/Health & Exercise Science	Maintain		
MAS	Applied Science/Sport & Fitness Management	Maintain		
MINOR	Athletic Coaching	Maintain		
BS	Physical Education/Teacher Education	Phase Out		
BS	Recreation Sports Mgmt/Recreation Management	Phase Out		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
BS	Physical Education/General	Phase Out		
MINOR	Recreation Sport Management	Phase Out		
MINOR	Wellness	Phase Out		
	School of Nursing and Health Professions		19	19
AAS	Physical Therapist Assistant	Maintain		
BS	Population Health Management	Maintain		
BSN	Nursing	Maintain		
GR Cert	Nurse Educator	Maintain		
MSN	Health Care Leadership	Maintain		
MSN	Nurse Educator	Maintain		
BS	Health Information Management	Maintain		
Cert	Health Information Technology	Phase Out		
MINOR	Health Informatics & Information Mgmt.	Phase Out		
	Steven L. Craig School of Business		17	17
BSBA	Accounting	Maintain		
BSBA	Finance	Maintain		
BSBA	Management	Maintain		
BSBA	Management/Human Resources	Maintain		
BSBA	Marketing	Maintain		
BSBA	Supply Chain Management	Maintain		
MBA	Business Administration/General Business	Maintain		
MBA	Forensic Accounting	Maintain		
MBA + MSN	MBA + Nursing	Maintain		

Degree Minor Certificate	Program Major Concentration	Recommendation	Current Faculty Staffing Level	Recommended Staffing Level
MINOR	Entrepreneurship	Maintain		
MINOR	Finance	Maintain		
MINOR	General Business	Maintain		
	Engineering Technology Department		6	6
AAS	Manufacturing Engineering Technology	Maintain		
BS	Construction Engineering Technology	Maintain		
BS	Manufacturing Engineering Technology	Maintain		
MINOR	Construction Management	Maintain		
MINOR	Manufacturing Technology	Maintain		
MAS	Applied Science/Engineering Technology Mgmt	Phase Out		
	Interdisciplinary Programs			
MINOR	Gender and Power Studies	Inactivate		
MINOR	Leadership	Inactivate		
MINOR	Peace and Conflict Studies	Inactivate		
BIS	Interdisciplinary Studies	Inactivate		
BGS	General Studies	Maintain		
BST	Custom Major	Maintain		
MINOR	Childhood Studies	Maintain		
BA	International Studies	Phase Out		
GR Cert	Leadership Studies	Phase Out		
GR Cert	Professional Skills	Phase Out		
MINOR	International Studies	Phase Out		