
2. Achieving Excellence, Transforming Lives Updates
   a. Continue to refine the Griffon Edge Program – Kristen Neeley - Goal 1, Objective 1, Action Item 1 – Kristen reported that the First Year Experience team is working on more intentional advising for 2014-15 and ways to involve faculty into the First Year Experience program. There will be a common reading in Griffon Edge that will also be in the University 101 course. An effort to get students into clubs and organizations within the first two weeks of the semester is underway.
   b. Effectiveness of mid-term and finals study groups – Corla Dawson – Goal 1, Objective 1, Action Item 5 – Corla reported on the impacted of supplemental instruction with the following:

   Spring 2014 Supplemental Instruction (SI) offerings:
   - BIO 205: Genetics
   - BIO 250: Anatomy and Physiology
   - GEO 100: World Geography
   - HIS 150: American History Since 1865
   - HUM 204: Middle Ages – French Revolution
   - PHL 230: Ethics
   - PHY 110: College Physics I
   - REL 250: Comparative Religions Eastern

   Total final enrollment for all courses: 536 with 163 (30%) participating in SI
   Total number of session hours offered: 305
   Total student contact hours: 869
   Combined mean course grade for SI participants: 2.7
   Combined mean course grade for Non-SI participants: 2.0
   Combined A, B, and C rate for SI participants: 80 percent
   Combined A, B, and C rate for Non-Si participants: 61 percent
   Combined D, F, and W rate for SI participants: 20 percent
   Combined D, F, and W rate for Non-SI participants: 39 percent

   For the individual courses, the data analyzed by clustered attendance (0, 1-3, 4+ sessions attended) suggest that regular attendance at SI continues to be of more benefit for students than attendance only before exams.
### BIO 250: Anatomy and Physiology (F12, SP13, F13, SP14)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>67</td>
<td>66%</td>
<td>136</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>34</td>
<td>34%</td>
<td>158</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.3</td>
<td></td>
<td>1.8</td>
</tr>
</tbody>
</table>

### HIS 140: American History to 1865 and HIS 150: American History since 1865 (SP12, F12, SP13, F13, SP14 -- 5 semesters)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>67</td>
<td>66%</td>
<td>136</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>34</td>
<td>34%</td>
<td>158</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.3</td>
<td></td>
<td>1.8</td>
</tr>
</tbody>
</table>

### PHL 230: Ethics (SP12, F12, F13, SP14)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>80</td>
<td>91%</td>
<td>95</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>8</td>
<td>9%</td>
<td>58</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.3</td>
<td></td>
<td>2.4</td>
</tr>
</tbody>
</table>

### REL 250, 251, and 252 (F12, SP13, F13, SP14)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SI Group</th>
<th>Non SI Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Combined A, B, &amp; C</td>
<td>31</td>
<td>65%</td>
<td>25</td>
</tr>
<tr>
<td>Combined D, F, &amp; W</td>
<td>17</td>
<td>35%</td>
<td>35</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>2.5</td>
<td></td>
<td>1.9</td>
</tr>
</tbody>
</table>
c. **Effectiveness of efforts by clubs/orgs for study group support** - Isaiah Collier Goal 1, Objective 1, Action Item 6 Outcomes for students participating in study groups sponsored by student engagement have been very positive. In particular, the Greek organizations have seen significant grade increases over time. It is hoped that more clubs and organizations will initiate additional study groups for their members.

**Greek Grades: Impact of Initiatives to Improve Grades**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Spring 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average grade point average of all students</td>
<td>2.67</td>
<td>2.77</td>
<td>2.78</td>
<td>2.82</td>
</tr>
<tr>
<td>Avg gpa of Greeks</td>
<td>2.47</td>
<td>2.79</td>
<td>2.83</td>
<td>2.91</td>
</tr>
</tbody>
</table>

Data for the 2013-14 school year will be available later this summer.

d. **Progress on implementing the Sophomore Jump** – Judy Grimes– Goal 1, Objective 2, Action Item 2

The College Completion Team: 2nd year to Graduation Committee continues to meet to develop interventions and programs for Sophomores as part of the Sophomore Jump program.

We are collecting data on the “persisters” as well as the “nonpersisters”. Financial Aid (Marilyn Baker) assisted our CCT team in looking at second year students who had not returned from Fall 2013 to Spring 2014 to see if we could provide financial information to assist them in their choice to return in Fall 2014.

Funds were approved through the Student Success Act to support these activities for the 2014-15 school year.

The Second Year Student Assessment was sent out in Fall 2013 to the cohort group of 530 or so students who were part of the FTFTDS student cohort group from Fall 2012. Results of this survey indicated that 83% of students intended to complete their degree at Missouri Western. Seven percent were undecided and 10% were considering transferring. Seventy-four percent planned to continue with the major selected, 9 percent considering changing, 10 percent actively in process of selecting a major and 7 percent were very exploratory. All students who had not selected a major were emailed information on how to utilize campus resources to select a major. During the Fall of 2014, students will also be invited to specific events that will assist them in this process. Student also indicated (24%) they wanted help with study skills with 27% saying they had received help their freshman year; and 32% wanted to find tutors in one or more of their courses (30% had received this service their freshman year).

The Mid-Year Student Assessment (MYSA) was sent to Honor’s freshmen and Student-athletes who were freshmen during the Spring of 2014 to provide information for us to use this summer to support these students. This will be expanded to additional freshmen during the Spring of 2015 due to the support provided by the Student Success Act.

e. **Effect of Residential Life strategies on student success and retention** – Nathan Roberts/Amy McLarren – Goal 1, Objective 2, Action Item 6 Residential Life tracks all the programming done by Resident Assistants as well as larger events such as the Casino Night. A spreadsheet is being updated to total all events from the past school year. In addition, the Educational Benchmark Inventory was given this spring as usual to look at student satisfaction.
The Student Satisfaction Inventory data has also been separated out by students living in the residence halls so judgments can be made on any differences between that group and the campus as a whole.

f. **Expand Missouri Western’s arts infrastructure, support and performance opportunities** – Jerry Pickman and Bob Willenbrink - Goal 2, Objective 2, Action Items 1-4 – Colleen Kowich reported on behalf of Jerry and Bob - This summer, we will host the third year of Western Playhouse. This program provides additional performance opportunities during the summer months allowing students to work with professional actors and designers. As an actors’ equity program, all performers are paid and they receive Actors’ Equity points (union) in their journey toward professional theatre. Close to 4,000 people attended past Playhouse performances from 2012 and 2013. In 2014, Missouri Western began a dance program offering new classes and new opportunities for student performance. Our theatre and cinema department also hosted its 24 Hour Film Festival again this year. New computer labs for Digital Media and Cinema students are being developed and construction is underway in Potter Hall for a new percussion studio (replacing the existing trailers) and new restroom facilities. We are using reserve funds for these projects. The Missouri Western Arts Society is in its fourth year and boasts 145 memberships. The next membership drive begins in June. During the 2013-2014 academic year, the Missouri Western Arts Council funded 14 special allocation requests from each department housed within the School of Fine Arts for a total of $27,752. Future plans include student performances in Kansas City, a pending donation of a Major Art collection, a revision to the Music Theatre program including the addition of a new faculty member to train musical theatre voice students, and the pursuit of accreditation from the National Association of Schools of Theater.

g. **Applied Learning – co-curricular transcript** - Judy Grimes/ Kay-Lynne Taylor, Goal 2, Objective 3, Action Item Upon a student request, data collected during a students’ tenure at Missouri Western and entered into the OrgSync database can be utilized to create a co-curricular transcript for students that documents their involvement as an officer of student clubs or organizations. Advisors to these clubs/orgs are responsible to double check the data for accuracy. Students find this helpful when applying for jobs upon graduation as involvement and engagement on campus often sets them apart from other job candidates. Students were made aware of this opportunity at the President's Leadership Council and we will also be adding it to the Orgsync instructional postcard.

We will soon receive the report on the “Number of Undergraduate Completers in 2013-14 Participating in HIEE Prior to Completion. We reported on the 2012-13 in February. This includes students participating in learning communities, collaborative assignments and projects, student-faculty research, service learning, internships/practica/student teaching, focused field experiences and study abroad.

Applied Learning related to:

**Career Pathing/Employability & Career Preparedness**

1. E3 is the Student Employment Initiative (Exemplary Employment Experience) at Missouri Western State University for a decentralized system that is University-wide and cross-divisional.
2. E3 represents the striving for an Exemplary Employment Experience. The organizational structure is a grouping of committees designed to review process, implement improvements, streamline procedures, cultivate points of efficiency and customer/user effectiveness.

3. An equally important focus of E3 is to implement accurate tracking, ensure university-wide usage of an online employment Management database, GriffonLink, incorporate compliance and federal law mechanisms, assist with the FWS Community Service compliance, and implement effective training based on CAS, and other national standard best practices.

4. E3 is the multi-year (3 yr) program for student employment opportunities on and off campus to students, occurring simultaneously with MWSUs student retention and time to graduate strategy planning/College Completion Team initiatives. On an open enrollment, commuter campus, where most students are employed either full or part-time while enrolled, creating jobs on campus enables them to earn money while they learn, it strengthens their relationships with university faculty and staff, and adds greater unity to their educational experience.

5. E3 promotes Missouri’s Applied Learning philosophy and promotes learning outcomes which connect to the MWSU values and the support of customer service, and other employability training for students.

Applied Learning - Action Item—Learn. Serve. Change the World:

The Office of Student Employment, (OSE) recruited, hired and trained a team of students for this Financial Aid Federal Work-civic engagement & applied learning program.

Rationale; To better connect the students to the applied learning mission of the institution and the community service/civic engagement experiences for students, the OSE is actively partnering with non-profit agencies in St. Joseph and the surrounding community as well as programs which are open to the public that provide literacy programs or other community service programs where the Learn. Serve. Change the World students can work and gain career/job skills. OSE works closely with the Financial Aid Office because this is directly tied to the MWSU FWS allocated dollars.

GriffonLink (Employment Management Database)

MWSU now has 701 Active Employers in GriffonLink (as of 5.14.14).

New employers include Tiffany Care Centers, Nature Choice Biodynamic Farm, Anderson Kia (St. Joseph), Synergy Services, Inc (Parkville, MO), Doniphan County Services (Elwood, KS), Sedgwick LLP (Kansas City, MO).

Additional applied learning experiences since March, 2014 include; Schurz Communications (Springfield), Springleaf Financial, St. Joseph Cathedral, Heartland, Johnson Controls (St. Joseph), Kansas City Sports Commission, Cerner (Kansas City), in addition to many others. Management trainee positions were posted by Menards, Waterway Gas & Wash Company, TransAm Trucking, and Rally House.

Ninety-six jobs have been created on GriffonLink so far in May. Companies have posted multiple (un calculated at this point) openings. Job cities include St. Joseph, MO, Kansas City, MO, Gladstone, MO, Springfield, MO, Olathe, KS, Elwood, KS, and numerous national (consortium) opportunities.

Fifty-one student employment opportunities posted by 9 on-campus employers in May.
Two hundred seventy-two new student profiles created in GriffonLink in the past 30 days.

**Career Exploration:**

The Career Mentors reviewed 97 resumes and cover letters posted to GriffonLink mid-April to present. Effective in April students must have a resume posted to GriffonLink (applied learning - learning outcome).

Career Development – Career Counseling promoting and assisting 22 seniors and freshmen, sophomore, junior students with career exploration, career preparedness and 24 students in networking processes.

h. **2013-2014 Student Wellness Fairs** – Judy Grimes – Goal 3, Objective 1, Action Item 4 Four hundred students attended the Student Health Fair on October 15, 2013. There were approximately 40 booths along with the health screening tables of blood work, blood pressure, height/weight, etc. Various community groups came out to have a table including a local dentist, local eye doctor, trauma team, highway patrol, etc. The HyVee Nutritionist Sherri Caldwell was on hand to meet with the students that came to the event. She talked with them as well as gave out nutritional information, fruit and water bottles for the students.

i. **Involvement of students in intramurals, nutrition-related workshops, exercise classes and mental health activities** – Judy Grimes, Dave Brown Amy Foley and Wonda Berry Goal 3, Objective 1, Action Item 5. During the 2013-14 school year there has been an increase in the number of opportunities for participation in intramurals. There was an overall increase of participants from 2,023 in 2012-13 to 2,222 in 2013-14. This represents nearly a 10 percent increase in actual student participation during this past school year.

Fitness classes for the students increased from 587 participants to 988 participant—an increase of about 68%. This included participation in 3 Pilates Classes, 3 Yoga Classes, 2 Zumba Classes, 2 Piyo Classes and 1 Circuit Training Class. Two additional fitness classes (Ultimate Frisbee and a Men’s Sand Volleyball Tournament) were added which increased these by 59 participants.

The following are the number of users and hours used at Baker Fitness Center from July 1, 2013-May 7, 2014: New users included 3,642 persons with 534 participating in PED 101 classes and 3,108 taking advantage of the Freetime hours. The total numbers of hours were 78,634 between both classes and Freetime.

The Counseling Center partnered with a faculty member to provide therapy dogs to help students alleviate stress during final examinations. The dogs were available every afternoon during finals week. Dave Brown delivered a presentation on test-taking strategies and test anxiety to graduates of the physical therapy assistants program, in preparation for the students taking their certification examinations.

Nutrition information was provided for students at the student health fair and for faculty/staff through numerous opportunities provided by Human Resources.

j. **Progress on a university-wide training module for diversity, FERPA, non-discrimination and harassment** – Sally Sanders – Goal 3, Objective 1, Action Item 3. No report.

k. **Develop a capital campaign** – Jerry Pickman Goal 3, Objective 2, Action Item 2 – Colleen Kowich reported that in 2013, the MWSU Foundation secured the services of the Steier Group to complete a
campaign feasibility study. Sixty-two (62) individuals or couples met personally with our consultant, while an additional 108 shared their thoughts by completing a mail or online survey. Representatives from the Steier Group reported the following findings and observations to the leadership of Missouri Western State University on Thursday, September 26:

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

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

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

Additionally, the feasibility study identified two “signature” projects on which to focus the Centennial Capital Campaign: Spratt Stadium and Potter Hall. Both locations are highly visible areas on campus and both venues are visited by members of the community with attendance growing each year. Potter Hall has been on our list of capital priorities for over 20 years with increasing need for academic and technology space, additional majors, and the development of the School of Fine Arts. Spratt Stadium is the premiere athletic facility on campus and there is a great need to develop a fan experience.

We are currently in what is known as the “Quiet Phase” of the campaign which is aligned with the University Centennial celebration in 2015. This phase has a goal of securing gifts of $25,000 or higher from major, leadership, and planned giving prospective donors. We are also exploring grant funding opportunities as well as developing a phased-in approach that will allow us to address facility, endowment, and program needs while remaining visionary toward the University and the region’s future.

1. **Implement an integrated plan for donor cultivation, private giving, contract and grant opportunities** – Jerry Pickman/Mike Armstrong – Goal 3, Objective 2, Action Item 3 - In January, 2015, Missouri Western hired a new Associate Vice President for University Advancement, Mike Armstrong. The position had been vacant since June, 2014 following the promotion of Jerry
Pickman to the Vice President’s position. Since that time, the Development staff has been working on several key initiatives to meet this goal.

They are in the process of identifying a prospect management system that works with the Missouri Western culture. This system will focus on several key areas including:

- Donor identification
- Cultivation
- Stewardship

The staff is also in the process of:

- Reviewing current gifting policies and procedures
- Auditing the current database for content and usability
- Realigning staff priorities in order to create a donor-centered culture

m. Reduce barriers to land lease agreements – Ann Pearce – Goal 3, Objective 2, Action Item 4. Ann Pearce reported that removing the lease term length (formerly restricted to five years) has passed the legislature and is awaiting the Governor’s signature. This action item is completed.

n. Develop a master plan – Cale Fessler – Goal 3, Objective 3, Action Item 1. Ann Pearce reported that Missouri Western has received proposals for developing a 10 year master plan. There will be five presentations with the top three recommended to the President and Board of Governors. With selection of a firm planned for June/July, work on the master plan is projected to begin in August, 2014.

3. **AQIP Systems Portfolio Update** – Cindy Heider reported that work continues on the AQIP Systems Portfolio that is due to HLC on November 1, 2014. She thanked those that are working on this project.

4. **Future meeting dates:**
   a. July 9, 2014 1-2 PM Blum Junior College Room
   b. October 8, 2014 1-2 PM Enright 216

   Public access to the Missouri Western strategic plan documents (current and archived) and the AQIP Systems Portfolio and annual updates on AQIP Action Projects (current and archived) can be found on this web page.