

2014 Self-Study Report

Missouri State University–West Plains

This report contains the findings of the self-study conducted at Missouri State University-West Plains. This report centers on providing evidence that the institution continues to meet accreditation criteria as set forth by the Higher Learning Commission of the North Central Association of Colleges and Schools.



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Introduction

HISTORY AND DESCRIPTION OF MISSOURI STATE UNIVERSITY-WEST PLAINS

Missouri State -West Plains was established in 1963 as one of four residence centers located to serve impoverished, rural areas in the state. The West Plains community, with local fundraisers and staunch political support in the state capitol, kept its residence center open while the other three closed. In 1977, the Southwest Missouri State University Board of Regents and, subsequently, the Missouri General Assembly, designated the name West Plains Campus of Southwest Missouri State University to replace Residence Center. In 1981, the legislature enacted a permanent status bill for the campus eventually giving the West Plains campus the authority to offer “one-year certificates, two-year associate degrees and credit and non-credit courses.” The campus became separately accredited from the Springfield campus in 1994 by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. In 1998, the Missouri Attorney General gave an opinion entitling the institution to reimbursement under the A+ scholarship program, which provides scholarship funds to eligible graduates of A+ designated high schools who attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. The legislature changed the institution’s name again in 2005 to Missouri State University-West Plains. The institution celebrates its 50th anniversary this year, 2013-2014.

The Missouri State University System has four physical campuses:

- A selective admission campus in Springfield, Missouri, the flagship campus of the system offering bachelors, graduate, and professional degrees,
- An open admission campus in West Plains, Missouri, offers certificates and associate degrees,
- A research campus in Mountain Grove, Missouri, focuses on viticulture, enology, fruit science and agriculture, and
- An international campus in Dalian, People’s Republic of China, in partnership with Liaoning Normal University.

Throughout this document, this institution, Missouri State University-West Plains, is referred to as MSU-WP; the main campus of the system in Springfield is referred to as MSU; and, the University System is referred to as MSU System.



Service Area Description

Missouri State-West Plains is the only public Missouri institution of higher education for 100 miles and is located in the 17th poorest congressional district in the country based on median household income (American Community Survey, U.S. Census Bureau, Five-Year Estimates 2007-2011). The institution serves the south-central region of the state, which includes Douglas, Howell, Oregon, Ozark, Shannon, Texas, and Wright counties. This region includes 23 high schools. The largest high school in this region is West Plains High School with 1,171 students. The remaining schools range in size from Lutie High School with 93 students to Ava High School with 458 students. The average enrollment of the remaining schools is 263 students. The following chart shows the enrollment of high school students in this region since 2008.

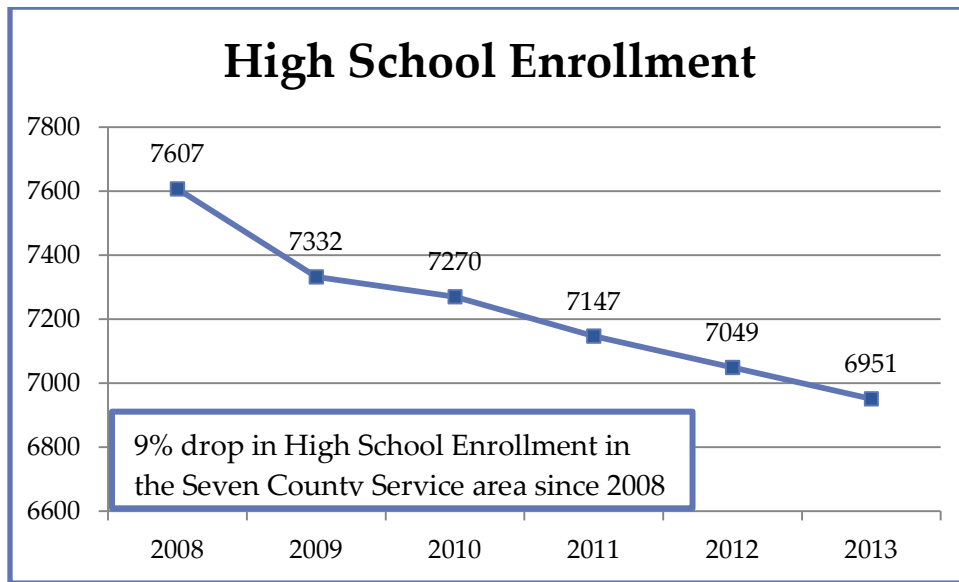


Chart I.1

This region is rural, poor, and undereducated. After an extensive outreach effort over the last six years promoting the value of higher education, Project Threshold, the average rate at which graduates from these high schools enter post-secondary education has increased by 8%. The current rate is 61.4% compared to the statewide rate of 71% (Missouri Department of Elementary and Secondary Education, AY2012). Only 17% of the population over the age of 25 has earned a college degree of any level compared with 32% of the population in Missouri. Nineteen percent of this same



population has not graduated from high school, about 7% more than the 25-and-over population in Missouri (America Community Survey, U.S. Census, 5-Year Estimates, 2007-2011).

Student Demographic and Enrollment Information

Missouri State-West Plains has experienced a 29% growth in fall semester enrollment over the last 10 years. MSU-WP offers programming to students who are place and time bound through its campus in Mountain Grove, through courses offered on-line, through ITV classes from MSU, and through dual-credit courses offered through area high schools. The campus hosts the Outreach program from MSU academic departments which enrolled 165 students in the fall 2012 semester.

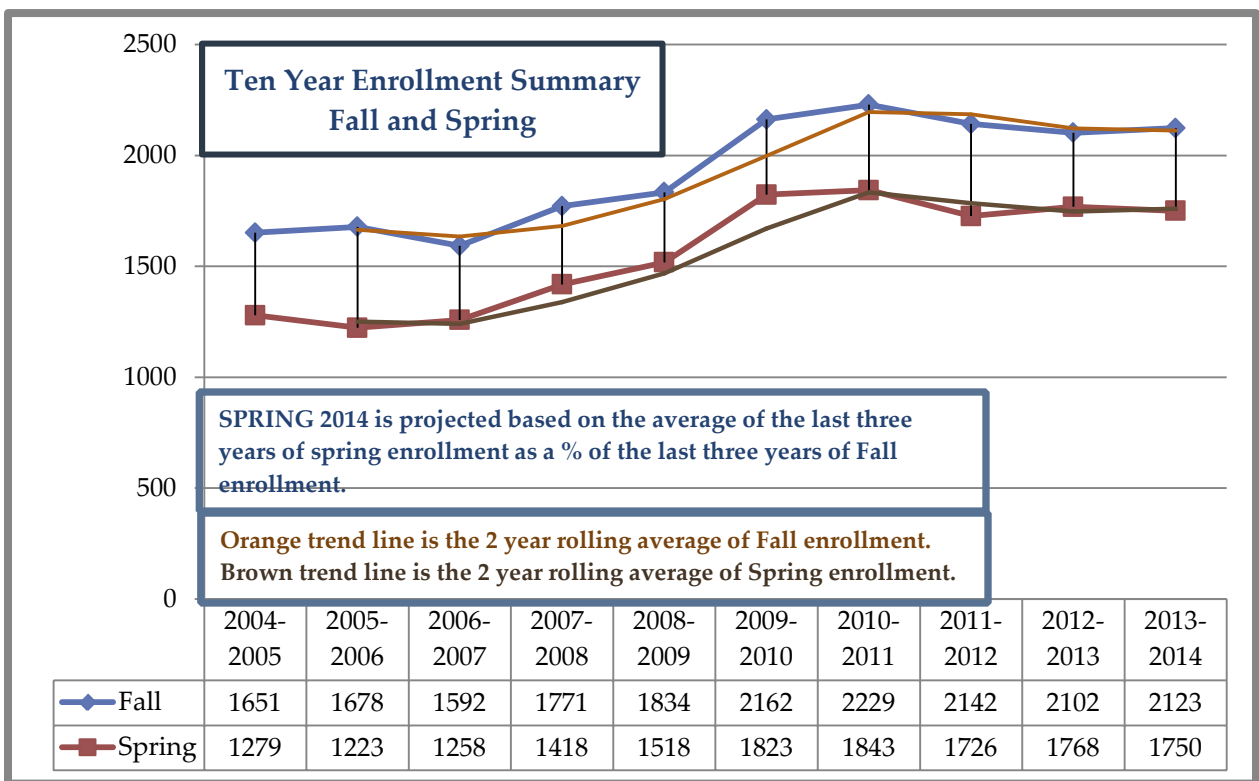


Chart I.2

A majority of MSU-WP students meet the definition of being a First Generation college student. The central focus of the West Plains campus, as an open admission public institution, is to serve all eligible students seeking its educational opportunities, no matter the student’s degree of preparation. As such, we have proudly served the needs of students with ACT scores as low as 6 (a reading sub-score) and as high as 33 (a composite score). First Generation status and its accompanying at-risk characteristics can be found at any point within this range. Our efforts, then, are inherently aligned to ameliorate the issues typical among First Generation students but common among our generally



under-prepared, impoverished, and often isolated student population, both of traditional age and older.

Over the years, MSU-WP has maintained a higher retention rate for first-time freshmen than the average for two-year Missouri public institutions although in recent years the retention rate for MSU-WP has been falling and is now less (45%) than the average for Missouri two-year public institutions (57%). The body of the self-study contains a discussion comparing the increase in enrollment and the decrease in retention rate, which has occurred in recent years. The most recent graduation rate (2009 cohort) remains higher (28%) than the comparable average for this same group of two-year schools (20%) but as this rate is three years behind the retention rate, we expect this to change.

Funding

MSU-WP is a two-year institution but not a community college. Because of the low economic status of the service region, MSU-WP does not receive tax support from the surrounding community. The institution does not receive direct state appropriations but instead is given a portion of the appropriations designated for the MSU System. The MSU-WP annual budget is approximately \$10 million. Compared to MSU, the West Plains campus relies more on state funding than on tuition and donor support. The ratio of state funding to tuition is roughly 40/60 for MSU and 60/40 for MSU-WP, which means a declination in state appropriations is more detrimental to this campus than to MSU. Additionally, the location of MSU-WP in the 17th poorest U.S. Congressional district has a considerable negative impact on possible tuition and donor revenue.

SELF-STUDY PROCESS AND FINDINGS

The self-study followed the structure of the Criteria for Accreditation adopted by the Higher Learning Commission in February, 2012 which became effective January, 2013. So, the Chancellor appointed a Self-Study Coordinator to oversee the self-study and related processes. The Chancellor also appointed a self-study steering committee made up of administrators and full-time faculty. Two to three members of the steering committee were designated as leads in conducting the self-study using one of the Criteria.

Self-Study Coordinator	*Assistant Dean of Academic Affairs
Self-Study Consultant	*Dean of Academic Affairs

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Criterion One	*Dean of Student Services *Associate Professor of Communications and Department Chair of Communications
Criterion Two	*Director of University Communications *Distinguished Professor of English and Editor, <i>Elder Mountain: A Journal of Ozarks Studies</i>
Criterion Three	*Assistant Professor of History and Chair of the Faculty Senate *Associate Professor of Communications and Department Chair of Communications *Associate Professor of Psychology/ Sociology and Division Chair of Arts, Education and Social Sciences
Criterion Four	*Assistant Dean of Academic Affairs *Assistant Professor of Mathematics and Division Chair of Mathematics and Science
Criterion Four	*Director of Business and Support Services *Director of Information Technology Services *Assistant Professor of Accounting/ Entrepreneurship

Table I.1

Early in the process, the following timeline for steps in the self-study process was developed for, published to, and followed by the university community.

DATE	ACTIVITY
2010-2011	<ul style="list-style-type: none"> • Appoint Self-study coordinators • Appoint Self-study steering committee
January 2012	<ul style="list-style-type: none"> • Develop study design • Organize and select principle subcommittees
February – August 2012	<ul style="list-style-type: none"> • Conduct self-study • Gather data, conduct interviews, analyze, and develop draft reports • Analyze information gathered
September – December 2012	<ul style="list-style-type: none"> • Prepare rough draft of self-study report • Prepare requests for proposed changes to be considered during visit
January 2013	<ul style="list-style-type: none"> • Hold Town Hall meeting re: Accreditation and upcoming visit • Provide campus community with information about accreditation and upcoming visit • Present draft to campus community and constituents for input and comment
February – March 2013	<ul style="list-style-type: none"> • Federal Compliance team assembled and begins work on this section of self-study • Resource Room team assembled and begins work to organize the electronic resource room

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	<ul style="list-style-type: none"> • Circulate and receive reactions to draft report from campus community and constituents
April – May 2013	<ul style="list-style-type: none"> • Steering committee incorporates feedback from community into self-study report
June – August 2013	<ul style="list-style-type: none"> • Editor compiles final self-study report
November 2013	<ul style="list-style-type: none"> • Finalize self-study report and all required documents • Prepare for team visit
January 2014	<ul style="list-style-type: none"> • Share self-study with institutional constituencies • Present Self-Study to Board of Governors for approval • Distribute information to its constituencies regarding request for third party comment
February 2014	<ul style="list-style-type: none"> • Provide complete set of evaluation materials including final self-study report to the commission and team members
March 2014	<ul style="list-style-type: none"> • Hold town hall meeting with administration, faculty, and staff to review the self-study report and prepare for the visit with the HLC team • Hold meeting with student representatives to review the self-study report and prepare for the visit with the HLC team
March 31 – April 2, 2014	<ul style="list-style-type: none"> • HLC Team Visit

Table I.2

Overall, the findings of the self-study are positive and reinforce the validity of this institution in fulfilling its mission and serving its students. Much has changed for the institution over the past ten years and even more during the last five years. Technological advances have had a huge and positive impact on the institution operationally and pedagogically. The largest amounts of grant funding the institution was ever awarded have come in the last four years and allow the institution to tackle issues long identified as concerns. MSU-WP continues to benefit from its position as part of the MSU System through support from departments such as Diversity and Inclusion, General Counsel, Sponsored Research, and the Provost as well as the MSU Foundation. Because of conservative budgeting when government funding was high, the institution built up substantial reserves making it possible to sustain and expand its level of activities and personnel. This is also a situation to be monitored in order to maintain a balance protecting the financial stability of the institution.

Of course, the institution faces challenges. The dwindling population of high school graduates in the service area necessitates an expansion of the usual recruiting area as well as finding different ways to present its programs to reach non-traditional students. Threats from private institutions



“invading” the service area mean greater competition for the available student population. While still the only public institution within 100 miles of the city of West Plains, several private institutions have established a presence in the area. Also, while enrollment has grown at the institution, the numbers of personnel to support this growth has lagged behind. Many areas are catching up to this growth – the number of full-time faculty has increased and the number of personnel in academic and student support has also increased. Personnel increases in academic and student support have come mainly through grant funding of positions. A challenge here for MSU-WP is to sustain the growth in enrollment in order to financially support the institutionalization of positions funded by grants.

The self-study did not uncover any major surprises for the institution. For the most part, members of the institution are aware of the strengths and challenges of MSU-WP. The self-study did enable the institution to articulate for itself its strengths and weaknesses in ways which facilitate planning for its future.



Criterion One

MISSION. The institution’s mission is clear and articulated publically; it guides the institution’s operations.

MSU-WP is a state-assisted institution occupying a strong and respected position within the MSU System and operating under the general management and supervision of a Board of Governors. Education responsibilities are preeminent as described in mission and purpose statements, as well as the powers and responsibilities of the Board.

In its fiftieth year, 2013, the mission of MSU-WP has evolved to: “MSU-WP is a teaching and learning institution providing quality post-secondary educational opportunities to the communities we serve.”

This mission developed over a long period of time, through several administrations and institutional name changes, and with considerable input from members of the campus community, reflects the values and aspirations of the institution. The statement is printed prominently in official publications and websites and guides the educational affairs of MSU-WP on a daily basis.

The previous mission, “To provide quality educational opportunities to south-central Missouri,” was formally adopted prior to the 1998 HLC comprehensive visit. It was later reaffirmed during the long-range plan development process in 1999-2000 and again in 2002-2003 during the self-study process. The latter reaffirmation came during campus community meetings where the sole purpose was to consider the questions of “who are we, what are we, and whom do we serve?” as an institution of higher

Website Links



Mission link

<http://wp.missouristate.edu/about/mission.htm>



education. The current mission developed after a series of campus community working meetings between 2003 and 2006 as the institution matured, sought inclusion from all campus community members, and desired a more comprehensive statement to guide our duty, aspirations and offerings.

Along the way, the campus community developed seven comprehensive or “enduring” goals during development of the Long-Range Plan, and these goals are still intact today:

Goal One: Educate students for constructive citizenship, meaningful careers and life-long learning through the delivery of accredited and affordable programs.

Goal Two: Cultivate educational, technological, cultural and economic development.

Goal Three: Foster an environment that enables individual student learning and success.

Goal Four: Operate as an integral entity within the MSU System.

Goal Five: Engage constituencies in a continuing conversation that stimulates innovation, progress and excellence.

Goal Six: Practice good stewardship of resources.

Goal Seven: Assess institutional effectiveness and plan for the future.

From these goals, most departmental units reaffirmed, revised, or developed their own mission, goals, and objectives that directly or indirectly supported the institution’s mission, goals and objectives. Numerous performance measures were developed to track progress of key activities associated with meeting the departmental and institutional goals and objectives. These

Website Links



Key Performance
Indicators

<http://wp.missouristate.edu/kpi/>



performance measures, now called, Key Performance Indicators (KPIs), have evolved based on the most recent long-range plan, Putting Students First, which outlines six strategies for MSU-WP to help it achieve its core mission of educating persons. These annual performance measures provide an objective standard for determining the extent to which MSU-WP achieves its goals and how it compares to other universities. The KPIs focus on 12 important institutional measures. For each measure, up to five years of trend data is presented; newer measures will have fewer years. The KPIs provide accountability along with serving as a guide for longer-term planning, priority setting and budgeting.

The campus community has made a systematic effort over recent years to develop and/or fine tune the mission, goals and objectives of all academic and administrative units. Employees within each unit work to align their stated mission, goals and objectives with the mission, goals and objectives of the institution.

As an example, two different but exemplary uses of mission, goals and objectives at MSU-WP can be seen in the Mathematics Department and the Division of Student Services.

In both cases, the mission, goals and objectives of MSU-WP are reflected in the mission, goals, and objectives of these two units, which are similarly reflected in the units and activities each coordinates or oversees. As a reflection of the goals and objectives of the Division of Science and Mathematics, the goals and objectives of the math department structure the specific knowledge objectives of each math course, are included in each course syllabus, and are used as the focus of departmental final examinations. Department

Website Links



Putting Students First
Long-Range Plan

<http://wp.missouristate.edu/longrangeplan/>



personnel use assessment of student progress in meeting the goals and objectives as part of the assessment of the department itself. Improvements are made at both levels when appropriate.

Likewise, the goals and objectives of each department within the Division of Student Services support the division's mission, goals and objectives. Each unit has a stated mission and a set of goals and objectives reviewed regularly by the unit head and the Dean of Student Services. Performance assessment of the unit and of unit personnel is based upon progress in meeting the established goals and objectives. A key point is the mission, vision, goals, objectives and performance measures are developed with considerable discussion and input from the entire campus community and citizens from the service region. Then, the mission, goals and objectives of each academic and administrative unit flow in complimentary fashion from those institutional ideals.

MSU-WP emerged from the planning process in 1999-2000 and from the self-study process as an institution more focused on its mission and goals. Although this mission-driven culture is more evident in some units than others, the culture continues to develop as more campus community members are exposed to performance-based assessment — both in student learning and in institutional effectiveness — and its application to planning, budgeting and day-to-day operations.

Core Component 1.A. The institution's mission is broadly understood within the institution and guides its operations.

The institution recently completed an update of its long-range/strategic plan, developed in conjunction with the institution's self-study in preparation for continued accreditation by the Higher Learning Commission of the North Central Association. The lengthy and extensive process involved all members of the campus community and citizens from the service region. The plan was then finally reviewed and adopted, in sequence, by the MSU-WP Administrative Council and the MSU Administrative Council. Final approval was given to the plan by the Board of Governors on June 22, 2012. A timeline was then developed to facilitate understanding of the plan and successful completion of its many components.

Simultaneously, MSU-WP plans academic programming along with essential supporting services to help ensure student entry, enrollment, persistence and success. All of these programs are continually monitored for relevancy, currency, and effectiveness. With those important aspects in



place, MSU-WP then saturates the service region of south-central Missouri with a unique variety of student recruitment activities. While student recruitment and retention are global concepts and, thus, products of all campus activities and offerings, the dedicated recruitment activities include high school visits, High School *Extravaganzas*, college fairs, *Red Carpet Days*, *Campus Caravans*, career fairs, financial aid outreach, *Grizzly Mentor* program, *College Access* program, *Early Outreach* initiative, marketing and publicity programs, and much more. These activities work to ensure the mission is broadly understood throughout our service area.

MSU-WP's student support services and academic programs are true to the institution's mission of providing quality educational opportunities to its constituents. A summary of the services and programs is provided here:

- ***Project Threshold.*** MSU-WP developed Project Threshold, currently in its fifth year of funding (2013-14), with financing from the College Access Challenge Grant provided by the Missouri Department of Higher Education. This project provides information to students and families on postsecondary education benefits, opportunities, planning and career preparation; information on financing options; outreach activities for students at-risk of not enrolling in or completing college; and assistance to students in completing the FAFSA. The institution is currently working on institutionalizing activities from this project for the 2014-15 academic year as the state of Missouri was not awarded the funding for the upcoming grant cycle.
- ***Curriculum Delivery.*** MSU-WP provides a comprehensive system of curriculum delivery in the following formats:
 - Traditional seated classes,
 - Online classes,
 - Hybrid (seated/online) classes,
 - Day and evening classes,



- Extended site classes at Shannon Hall in Mountain Grove, Missouri,
- Worksite classes,
- High school dual enrollment classes, and
- High school dual credit classes.
- **Educational Programming.** In providing education opportunities, MSU-WP provides programs to develop or appropriately challenge the wide range of ability levels present in the open admission institution. Examples of programs guided by our mission include the following:
 - Road to Achievement Program. Road to Achievement is the name for our federal Title III grant program, funded and administered by the U.S. Department of Education, Office of Institutional Service. The grant provides resources assisting the institution to increase the outcomes of developmental education “by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability.” The grant also enhances teaching and learning through comprehensive faculty professional development, improves student success through increased engagement and support, and improves institutional research, assessment, and accountability to stakeholders. This five-year grant was awarded September of 2010, but the strategies of the program will be institutionalized post-grant to ensure the continued success of students who enroll in developmental courses, thereby strengthening the institution as a whole.

Website Links



Road to Achievement
Title III Grant

<http://blogs.wp.missouri-state.edu/t3/>



- Darr Honors Program. The William and Virginia Darr Honors Program, established in 1998, is expressly designed for the student-scholar who enjoys active learning. Interdisciplinary in nature and in focus, the Darr Honors Program strives to foster an educational experience that lays a foundational understanding of the world's most influential ideas, stimulates creative and critical thinking, and cultivates the growth of a learning community on and off campus and in and out of the program itself. One hundred and three students were enrolled during 2012-2013. Graduates have pursued careers in law, accounting, pharmacy, nursing, business, and the military. Many serve presently as high school or college instructors or staff members, ministers, and even a film screenwriter. After the Darr family had already provided considerable support over the years, an additional major gift in 2012 by the Darr family, along with numerous contributions by others, established the William and Virginia Darr Endowed Professorship.
- Early Degree. This program is a limited enrollment program in which the institution partners with our local high school, West Plains High School, to allow high ability juniors to enroll in a full-load of college classes and earn an associate's degree in general studies at the same time they graduate from high school at the end of their senior high school year.
- China and Study Abroad Program. The institution offers several opportunities to students to go beyond

Website Links



Study Abroad Program

<http://wp.missouristate.edu/StudyAbroad/default.htm>

Completion Programs

<http://outreach.missouristate.edu/westplains.asp>



the campus through educational tours of numerous countries including Belize, Ireland, Greece and Italy; and a study abroad program at our international campus affiliated with Liaoning Normal University in Dalian, China. These opportunities bring the lessons taught in the classroom to life and give students a better understanding of the world around them.

- ***Bachelor and Master Completion Programs.*** Students can complete bachelors' and masters' degrees and an educational specialist degree at the West Plains Campus through MSU's Outreach program. Many students complete their associate's degree but are unable to relocate elsewhere to continue their education. The Outreach program allows these students to pursue higher degrees while remaining on the West Plains Campus. These degrees reinforce our mission and include the following:
 - Bachelor of Science in Child & Family Development,
 - Bachelor of Science in Elementary Education,
 - Bachelor of Science in General Business,
 - Bachelor of Applied Science in General Agriculture,
 - Bachelor of Applied Science in Technology Management (Online only),
 - Master of Arts in Teaching,
 - Master of Business Administration,
 - Master of Science in Counseling (Elementary and Secondary School Options),
 - Master of Science in Elementary Education,
 - Master of Science in Educational Administration,
 - Specialist in Educational Administration,
 - Master of Science in Education, Literacy,
 - Master of Science in Education, Educational Technology, and
 - Master of Social Work.

The mission is central to what we do. It describes our activities and guides them. Planning and budgeting priorities are embedded in adherence to the mission. As such, the long range plan and the process of creating it, as outlined in the Long-Range Plan timeline, began at the operations level with full involvement of the faculty, staff and student communities. Community members from the service region were involved as well. Gathering this input at all levels has kept the process focused on the



impact of education as the institution receives students, providing them with requisite information, education and skills, while tailoring the educational experiences to the goals of the students and institution, subject areas of faculty, and needs of the community at large. At all stages, we are drawn back to teaching and learning.

This focus on planning is upheld in budget decisions. A powerful example was when top administration turned to the chief academic assessment group for guidance in budget priorities. The business office, of course, guides spending as it relates to paying bills, construction and daily operation, but this was about developing the educational process. In December 2011, the Chancellor requested the Assessment committee provide a list of resources needed for better instruction and learning on campus. The central components for the recommendations were the Division Chair reports, which take individual faculty and collective departmental data closest to the teaching and learning process. While several areas were identified, the primary area in every division was faculty – not only how many, but which disciplines were needed in each division to overcome short staffing and challenges created by relying too heavily on per-course faculty. Two faculty positions were identified from each division. In the following semester, three faculty positions were opened for search or hire through an alternate process. Two of these three related directly to recommendation from the report; the third related to the hard sciences, which was an area of need, though not one of the specifically mentioned needed positions. Hiring in this area gave some departmental relief, covered needed classes, and took advantage of funding opportunities not available directly for the recommended positions.

The Chancellor occasionally polls the Faculty Senate for responses to the teaching needs and hiring priorities of the institution. The Faculty Senate is comprised of all full-time faculty members who review departmental needs, present cases, and debate priority. The faculty assessment of needs, from the Faculty Senate, also followed those lines for the next three positions. These are just two examples where the chief budget decisions are driven by direct input from those in teaching, learning and assessment of that process.

Perhaps the most powerful testament to show that planning and budgeting priorities align with and support the mission came when MSU-WP forged ahead in the face of the global economic crisis resulting in decrements to Missouri's higher education budget. Here are some examples of our progress during these difficult times:



- ***Donna Jones Endowed Professorship of Nursing.*** MSU-WP established its first endowed professorship with more than \$250,000 being raised to create the Donna Jones Endowed Professorship of Nursing. This came at a crucial time for the nursing department, which is limited to 45 students each admission cycle for the Associate of Science in Nursing degree program. Each year, the number of area residents applying to the program far outnumbers the slots available, but any attempt to expand the program requires additional nursing instructors. The professorship was named in honor of Jones, who spent the last 23 years teaching in the MSU-WP nursing program
- ***Gohn Hall.*** Because of a major gift commitment, MSU in 2012-13 was able to complete its top capital priority: renovation of Gohn Hall. The gift that made the project possible came from the family who originally donated the home: longtime West Plains banker David Gohn and his sister, longtime public educator Virginia Gohn Sapp of St. Louis, Missouri. The renovated facility opened in time for fall 2013 classes. The building provides a permanent home for MSU's Outreach Program, which offers bachelor's and graduate degree programs on the West Plains campus. The gift was coupled with funds from both the Springfield and West Plains campuses in order to complete the estimated \$2.5 million project. The opening of this facility freed space in other parts of campus for additional classrooms to accommodate associate degree level classes.
- ***Student Recreation/FEMA Shelter.*** Over 200 students, faculty, staff and community members watched as officials with MSU-WP cut a ribbon on September 20, 2011, to mark the grand opening of the institution's \$2.2 million student recreation center and community shelter. The approximately 10,000-square-foot facility at the corner of Garfield Avenue and West Trish Knight Street was funded with a \$1.3 million grant from the Federal Emergency Management Agency and an auxiliary bond (loan) being paid with funds generated from a student-approved fee. This facility has given the students increased opportunity for on-campus participation and engagement.
- ***Looney Hall Renovation.*** A clear example of how the institution's planning and budgeting aligned with its mission of a teaching and learning institution is the extent to which, with limited resources, Looney Hall was renovated. This building was renovated in 2010 to increase



the number of classrooms, particularly for allied health programs. The renovation includes the addition of a clinical simulation room and office space for the allied health faculty. At the same time, administrative offices were relocated from the building into more efficient and effective facilities (Cass Hall, Kellett Hall, and Lybyer Technology Center).

- ***Garnett Library Renovation.*** Since the final phase of Garnett Library was completed in 1993, minimal upgrades have been made to the facility. During the fall 2013 semester, the library was renovated to modernize equipment and allow for greater use of space and technology. Mobile compact shelving was installed for periodical, archival, and reference storage. Installation of this shelving provides an open area for reference, a small ready-reference collection, and comfortable seating for individuals or groups to enable collaborative learning. The area was given a modern look with new carpet tile flooring.

Core Component 1.B. The mission is articulated publicly.

The mission of MSU-WP is clearly articulated in many ways to the public this institution serves. First of all, it is identifiably communicated in various publications and presentations: the annual catalog, the semester class schedule, business cards, the master syllabus, recruitment material, informational brochures, the long-range plan, the website, through social media such as Facebook, and presentations by campus representatives to civic groups such as Rotary, Lions, Kiwanis, and Chambers of Commerce. The public is invited to the Board of Governors' meeting that is held in West Plains. During the fall semester each year, the President of MSU and the Chancellor of MSU-WP provide the "State of the University" address which is also open to the public.

When published in these and other sources, the full mission statement clearly indicates several principal emphases subject to ongoing assessment: improve educational outcomes through evaluation; host upper-level courses and degree programs offered by the MSU System; offer cultural enrichment programs, regional economic development, and customized training; promote extracurricular learning opportunities for students, faculty, staff and community; and develop educated persons of high character and integrity.

The mission is also demonstrated publicly in less apparent but just as meaningful ways through many projects and programs throughout the institution.



- The nursing program at MSU-WP regularly has 180 students apply for 45 seats and 100% of those who graduate and seek employment find a job.
- MSU-WP received approval to increase enrollment in its nursing program. Funding for qualified faculty continues to be a challenge for this area.
- *Elder Mountain: A Journal of Ozarks Studies* is published annually by MSU-WP. *Elder Mountain* is a peer-reviewed periodical produced by the English Department seeking to explore the complex cultural substance of the Ozark region through fine literature, the visual arts, and multi-disciplinary scholarship.
- The William and Virginia Darr Honors Program had an enrollment of 103 students in 2012-13, the largest class since the program started in 1998.
- The Annual Ozark Studies Symposium includes students and faculty from MSU-WP and the main campus in Springfield, and attracts presenters from Missouri, Florida, Georgia, Illinois, Texas and Arkansas.
- The Career/Job Fair offered to high school students from area school districts and organized by the MSU-WP Career Services Office where approximately 500 students attend the event each year.
- The Literacy Awareness Campaign encourages elementary students and teachers from area schools to attend author readings and book signings. The event emphasizes the importance of reading and writing. Children's book authors share with the students stories about their careers

Website Links



Small Business and
Technology
Development Center

<http://wp.missouristate.edu/ucp/SmallBusiness.htm>



and what prompted them to become authors. More than 4,000 students attend the event each year.

- In Fiscal Year 2013, the Small Business and Technology Development Center (SBTDC) at Missouri State-West Plains provided business counseling and training services to 107 clients. The SBTDC assisted in the creation of 14 new businesses and 67 new jobs and the retaining of 84 existing jobs, resulting in more than \$2.5 million in increased sales and more than \$3.6 million of investment into the local economy.
- MSU-WP offers programming to students who are place and time bound through its campus in Mountain Grove, through courses offered on-line, through ITV classes from the Springfield campus, and through dual-credit courses offered through area high schools.
- Several programs at MSU-WP incorporate employer feedback methods in assessing the quality and preparedness of their graduates. In particular, the nursing division conducts a yearly survey of area employers of its graduates.
- MSU-WP mathematics and science division offers a variety of programming involving students from area elementary and secondary schools, which include the annual interscholastic contest for area high school students, mathematics and science classes in the summer Kid's College, and hosting the STEM fair.
- In addition to the honors program previously mentioned, MSU-WP offers access to its students in several high impact learning opportunities: membership in the honors society, study tours abroad, internship program with the international campus in Dalian, China, and clinical and internship experiences in many of its degree programs.
- As a part of the MSU system, the MSU-WP mission is publicized in numerous system publications and programs.
- Before the \$8 million in funding for Gohn-Wood and Hass-Hoover building projects were withheld due to the state's revenue shortage, MSU-WP had acquired over \$1.5 million in private and federal matching funds for these two projects. Gohn Hall, housing the MSU Outreach Programs, was subsequently completed through a different funding mechanism.
- MSU-WP actively seeks additional funding through several grant proposals. It hired a full-time grant developer who began employment in 2010. The institution worked with a consultant to



obtain a Title III grant to enhance its developmental education program. In October, 2013 the institution was awarded the \$2.5 million dollar TACT grant by the Department of Labor to enhance programs in agriculture and allied health.

- MSU-WP has instituted the Systematic Assessment of Administrative Department Effectiveness program, which provides a method for departments to assess the effective use of their financial and human resources and the effectiveness of their services and processes as they relate to the mission of the institution.
- The institution partners with the City of West Plains at the West Plains Civic Center and offers University and Community programming at the Center.
- The institution partners with the Christian Appalachian Project (CAP) in Corbin, KY, to distribute books and resource materials to area school districts. CAP is an interdenominational organization providing a number of community development, education and crisis intervention programs to Appalachia and beyond.
- For several semesters, MSU-WP partnered with the South Central Correctional Center (SCCC) in Licking, Missouri, to offer an Offender Education Program. The program will continue if a reliable funding source can be identified.

Core Component 1.C. The institution understands the relationship between its mission and the diversity of society.

At MSU-WP, we seek to provide educational diversity in a number of ways. We try to promote a diverse view in our students as it relates to U.S. society and the global society. One of our five General Education Goals is “Global Awareness.” For all students, we strive to provide diversity experience through our faculty. We have employees, including full-time faculty, from other nations and cultures (South Korea, Kenya, Mexico, China, India, Hong Kong, Thailand, and Puerto Rico) and have accessed MSU System’s Diversity Hire process to retain faculty members from the United States who will increase diversity experience opportunities for our students.

All students who attend classes on the West Plains Campus have the opportunity to interact with international students. Within recent years, we have enrolled students from Poland, Croatia, Brazil, Turkey, Iran, China, and more. Many of these international students were actively recruited for



the women's volleyball team and the men's basketball team. These athletic programs also recruit from some of the larger urban centers in the United States with higher minority populations. Since students from the south-central Missouri region are accustomed to a very rural and homogeneous culture, these new opportunities for interaction are important. The Office of University/Community Programs also brings to our students and the West Plains community many opportunities throughout the year for diverse and multi-cultural programs such as the recent Skype sessions with author and Holocaust survivor, Eva Kor. Other examples include the African Dance group; Scottish Bag Pipes; and the Inertia Dance Company.

Our mission is not only to be a teaching institution, but also to offer learning opportunities to enhance students' education in diversity. Current opportunities include taking classes focused on diversity, short-term travel to places outside our service areas, and email and Skype interactions with the China campus in Dalian called "Chat with China." Each year, we also offer opportunities for several students to study for a semester at the MSU-WP China campus. These "China Interns" often bring back video footage that is being collected and edited into a format allowing faculty to share a part of the international experience in the local and online classroom.

Other international travel options have included a MSU-WP faculty member who organized a regular class to go to Belize before his retirement in 2013. He also took students on domestic project-driven trips providing insight into diverse cultures closer to home. We are in the initial stages of developing a relationship in Kenya allowing for a direct connection opportunity for West Plains'

Website Links



Office for Diversity and
Inclusion

[http://diversity.missouri
state.edu/](http://diversity.missouri
state.edu/)



students. The Darr Honors Program has made trips to China, Greece, Spain, Italy, France, and other international locations.

The MSU-Springfield campus offers over thirty Study Away programs each year across Europe, Asia and South America. In addition to this, we are initiating a relationship with the Missouri Global Education Consortium allowing our students to select and attend fifteen to twenty international education classes from other two-year institutions in Missouri. Collectively, these opportunities bring greater diversity to the communities we serve.

MSU-WP eagerly complies with the System's strong emphasis on human diversity. The campus maintains a close connection with the System offices of Diversity & Inclusion and Institutional Equity & Compliance. It is mandatory, for example, that persons of diverse heritage be included in the interview pool on searches for academic and administrative personnel. The personnel appraisal instrument (Appraisal and Development Plan), assessed annually, must include a measurement of the degree to which each employee recognizes, appreciates, and respects differences in people, such as their abilities, beliefs, cultures, and backgrounds. Each employee, including part-time and student workers, must complete training in several key areas and may, at supervisor option, be required to complete other modules, as described below:

- Preventing Sexual Harassment and Discrimination and Preventing Sexual Misconduct – Title IX – tutorials designed to educate members of the University community on issues associated with sexual harassment, discrimination, and misconduct.
- Preventing Employment Discrimination – Provides employees information on how to recognize and prevent discriminatory employment practices.
- In Their Shoes – Disability Awareness Training – A program intended to prepare and educate the University community to enhance knowledge, skills and comfort level when working with individuals who have disabilities.
- FERPA Training – The Family Educational Rights and Privacy Act (FERPA) training provides specific guidelines for protecting the information in student education records. Supervisors will make the determination whether this information is needed for the employees to conduct their job responsibilities.



- HIPAA Training – The program facilitates understanding of the health information privacy requirements of the Health Insurance Portability and Accountability Act (HIPAA). Training is required only of employees in the Business Office, Chancellor’s Office, Information Technology Services, Nursing, Respiratory Care, and Athletic Training.
- In late spring 2012, employees were required to complete “refresher modules” in employment discrimination and sexual harassment. All full-time employees will complete refresher training again this spring semester. Also, all faculty, full- and part-time, are required to attend the ‘I ASS-U-ME’ Diversity training this spring semester.

Finally, the institution subscribes to a set of University Community Principles stating, in part:

The community of scholars that is MSU-WP is committed to developing educated, independent thinking persons who will accept responsibility to act in accordance with the following principles:

- *Practicing personal and academic integrity;*
- *Being a full participant in the educational process and respecting the right of all to contribute to the “Marketplace of Ideas;”*
- *Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it;*
- *Being a steward of the resources of the community;*
- *Promoting the unity of the community, while still striving to enhance self-actualization; and*
- *Seeking to create, preserve, and share knowledge and truth in understanding.*

Choosing to accept these principles suggests that each participant of the community refrains from and discourages behavior that threatens the freedom and respect each member deserves.

Core Component 1.D. The institution’s mission demonstrates commitment to the public good.

The MSU System is under the general control and management of a Board of Governors which, according to statutes of the state of Missouri, possesses full power and authority to adopt all needful rules and regulations for the guidance and supervision of the MSU System. Each of the nine members of the board is appointed by the Governor of Missouri, with the advice and consent of the Missouri



Senate, to serve six-year terms. Membership on the Board of Governors represents each of Missouri's nine congressional districts. A non-voting member, a current MSU student, also sits on the Board.

In addition to the legal, governing relationship with the Board of Governors, MSU-WP places high value on consultation with the public, as readily demonstrated through various boards, all of which are quite active and provide important interactions between the campus and the service region communities.

In addition to legal oversight by the Board of Governors and advisory guidance by a host of advisory boards, MSU-WP strives to demonstrate its educational role in serving the public and to honor the public affairs mission of the MSU System through active participation in community and public affairs within the service region of south-central Missouri. The institution maintains a membership and a board position in the Greater West Plains Area Chamber of Commerce. Members of the Chancellor's Administrative Council rotate in providing programs to chambers in outlying communities, as well as to civic organizations such as Rotary, Lions, Kiwanis, etc. Likewise, institutional personnel maintain active leadership and involvement roles in community service programs. The following is a list of examples:

- The Director of University Communications, among other service activities, has served as President of the Greater West Plains Area Chamber of Commerce and the Heart of the Ozarks United Way Board of Directors.
- The Director of University/Community Programs, among other service activities, has served as President of the Greater West Plains Area Chamber of Commerce and

Website Links



Operation 50K

<http://blogs.wp.missouri-state.edu/volunteer/>



President of the Rotary Club of West Plains and President at the Community Foundation of West Plains.

- The Director of Development, among other service activities, has served as President of the Non-Profit Alliance, an officer of the Community Foundation of the West Plains, and an officer in the Sunrise Rotary Club of West Plains.
- The Dean of Student Services, among other service activities, has served as President of the West Plains Country Club Board of Directors, President of the Heart of the Ozarks United Way Board of Directors, Chair of the City of West Plains Home Rule Charter Commission, and Vice Chairman of the City of West Plains Planning Commission. The Dean also serves on the Board of Directors of Ozark Independent Living and the Greater West Plains Area Chamber of Commerce.

In special commemoration of the 50th anniversary of the campus, students, faculty, staff, alumni, and community members were challenged to perform 50,000 hours of community service. The institution chose this as one way to celebrate fifty years by giving back to our community. The title, Operation 50K, was suggested by the student government association president and embraced by the campus. It includes a difficult, even improbable goal, but the campus is ahead of schedule in achieving the goal.

The Public Affairs Mission of Missouri State University

On June 15, 1995, Missouri Governor Mel Carnahan signed into law Senate Bill 340 which gave MSU a statewide mission in public affairs. This mission defines a primary way in which an MSU

Website Links



Public Affairs Mission

<http://publicaffairs.missouristate.edu/>



education is different from that of other universities and one way by which we educate our students to imagine the future. The three broad themes of the public affairs mission can be articulated as the following:

Ethical Leadership

Goal: Students will articulate their value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership.

Cultural Competence

Goal: Students will recognize and respect multiple perspectives and cultures.

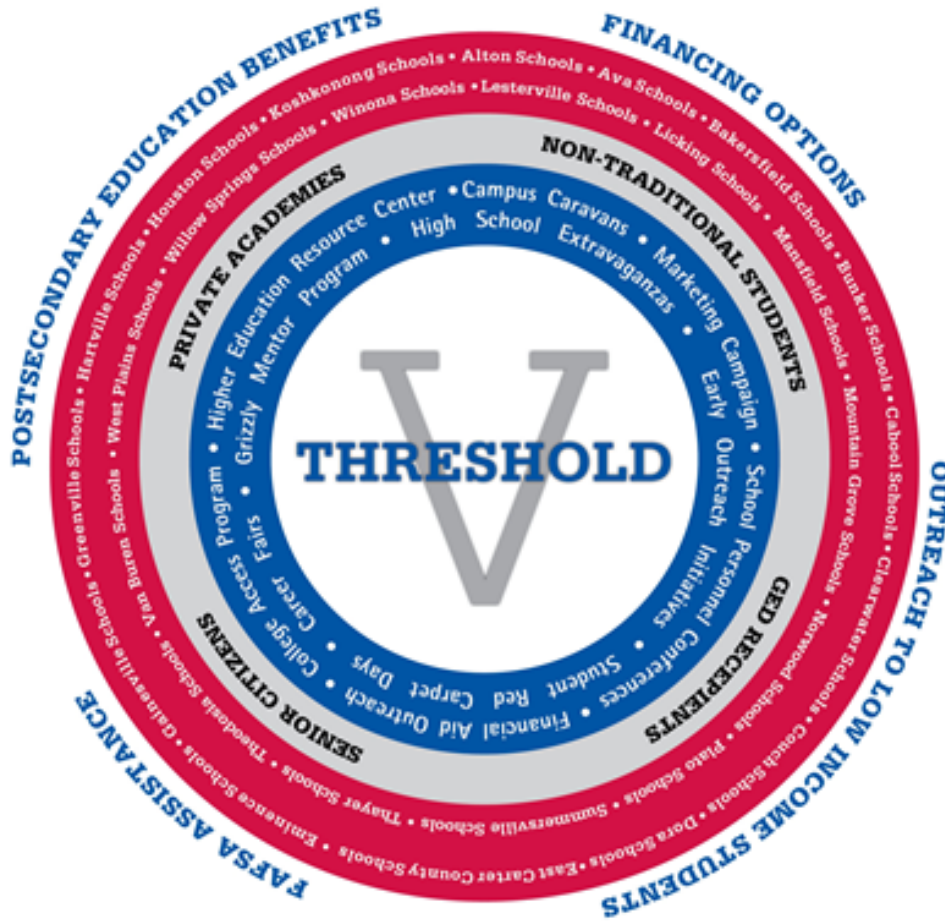
Community Engagement

Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.

Goal: Students will recognize the importance of scientific principles in the generation of sound public policy.

MSU-WP maintains frequent communication with and considerable involvement in the 23 communities of the south-central Missouri service region. Many of those activities are described above.

In recent years, using funds from a College Access Challenge Grant Program grant, the institution has accelerated involvement in service region communities. The specific program, named Project Threshold, embraces the premise that postsecondary education is the “threshold” to opportunities in the lives and careers of south-central Missouri citizens. It is a single project with multiple activities designed with College Access Challenge Grant Program priorities to effectively increase the postsecondary education participation of underserved populations in the official MSU-WP service region. The region comprises Howell, Oregon, Shannon, Texas, Wright, Douglas, and Ozark counties in the mostly rural, socio-economically deficient region of south-central Missouri. Substantial outreach efforts target all citizens, but the primary focus is placed on the area’s public school districts, career centers, private academies, non-traditional students, GED recipients, and senior citizens. The project is directed by the institution’s Coordinator of Admissions. Regular guidance is provided by an oversight committee of members of the administration, faculty, and staff. The graphic below illustrates the various Threshold programs and the considerable extent of outreach:



Graphic 1.1 Project Threshold

Further evidence of MSU-WP’s faithfulness to its mission may be found in the evaluation of the institution by independent measures. MSU-WP was recently ranked sixth in the nation among two-year institutions by the *Washington Monthly Magazine*. In 2012, for the second consecutive year, MSU-WP was named one of the top 120 two-year colleges in the United States by the Aspen Institute Community College Excellence Program. The recognition was based on a quantitative formula assessing performance and improvement in graduation rates, degrees awarded, student retention rates and equity in student outcomes. MSU-WP was selected out of 1,200 community colleges across the nation and is one of only two recognized in Missouri. Although not a community college, MSU-WP is a member of the American Association of Community Colleges as an associate degree-granting institution. Colleges selected among the top 10% of the nation’s community colleges were chosen after



an analysis of publicly available data on student outcomes. An advisory committee considered three criteria:

- performance (retention, graduation rates including transfers, and degrees and certificates for full-time students);
- improvement (awarded for steady improvement in each performance metric over time); and
- equity (evidence of completion outcomes for minority and low-income students).

The Aspen Institute’s mission is two-fold: To foster values-based leadership, encouraging individuals to reflect on the ideals and ideas that define a good society, and to provide a neutral and balanced venue for discussing and acting on critical issues. The Aspen College Excellence Program aims to identify and replicate campus-wide practices that significantly improve college student outcomes.

Similarly, since the last HLC reaccreditation visit, MSU-WP was named twice by the *Chronicle of Higher Education* as one of the best colleges in the nation to work for. The recognition in both 2009 and 2010 was based on *Chronicle* surveys of more than 42,000 employees at 277 colleges and universities. In all, only 97 of the 277 institutions received “2010 Great Colleges to Work For” recognition for specific best practices and policies in such areas as compensation and benefits, faculty-administration relations, and confidence in senior leadership. Results are reported for small, medium and large institutions, with MSU-WP included among the small two-year colleges with student populations of 2,999 or less. MSU-WP was one of only 20 two-year colleges receiving the recognition in 2010.

Summary

Since the last comprehensive accreditation review, MSU-WP has refined its mission statement and broadened it to include vision, goals, geographical focus, and educational program focus. All of these important emphases were developed over time and with considerable campus and community input and collaboration. The impressive growth and development of the institution parallels the evolution and maturation of the vision, mission, foci and goals. We can’t answer “chicken and egg” questions, but we can assert in a very real sense words are being translated into actions, and we expect that process to continue.



Finally, the concise statements constituting the vision, mission, foci and goals can be found in the Appendices.

STRENGTHS

- The mission of MSU-WP was developed and reaffirmed in subsequent years through a series of working meetings involving the campus community answering the questions, “who are we, what are we, and whom do we serve?”
- Key Performance Indicators specifically support the mission and vision of the institution.
- External grant funding has brought the institution resources unavailable to it in the past and has allowed the institution to provide substantial resources to support the mission of the institution (e.g., Project Threshold, Title III, TRiO, TACT, Veteran’s Services Grant, FEMA facility grant).
- Several departments have well defined departmental missions, goals and objectives and regularly evaluate their progress in meeting their missions for departmental effectiveness.
- The relationship with MSU in providing affordable and credible educational opportunities beyond the associate’s degree level is an asset to our service area constituencies.
- In spite of dwindling state support, the upper administration forged ahead with initiatives such as developing endowed professorships, facility renovations, and the building of new facilities.
- The institution is diligent in presenting its mission to the public in numerous and diverse methods.
- The campus has strong support for the diversification of its faculty, staff, and students through the resources available from the MSU System and has been able to increase diversity within the community of the campus.

WEAKNESSES

- While several departments have developed missions, goals, and objectives and evaluation plans, other departments have yet to develop fully implemented evaluation processes for departmental effectiveness.

OPPORTUNITIES

- We want to develop closer affiliation and communication with outlying communities and associated school districts within the institution’s service region.



- We are moving to campus-wide implementation of assessment of student learning and evaluation of departmental effectiveness.
- We continue to evaluate of various administrative processes for efficiency and effectiveness.
- We emphasize enrollment growth through improving postsecondary-bound rates of service region high school seniors to the state average.
- Administration keeps continual attention to institutional strengths and weaknesses, opportunities and threats, including revision of strategic and tactical planning, as required.
- We focus on enrollment growth through improving opportunities to adult students (e.g., evening college, TACT grant program, adult education program, etc.).
- Faculty evaluate the needs of the greater community and respond with curricular changes.
- There is priority attention to increasing diversity within the campus community of students, faculty, and staff.
- MSU-WP has committed to institutionalizing multiple positions and activities related to the various grants it has received. The institution is challenged to identify funding for these positions as well as for grant related activities.
- We will fully implement the Systematic Assessment of Administrative Departmental Effectiveness (SAADE) across all campus departments.
- Helping the MSU academic departments become aware of and understand the opportunities in West Plains to expand their enrollment is a challenge for the West Plains campus.
- As the diversity of the campus has increased in recent years, the institution is challenged to support under-represented people on and off campus so their experience with the campus and our surrounding community is positive and supporting.



Criterion Two

ETHICAL AND RESPONSIBLE CONDUCT. The institution acts with integrity; its conduct is ethical and responsible.

MSU-WP believes that integrity is a fundamental element to the mission of “providing quality post-secondary educational opportunities.” One of the six principles outlined in the Declaration of University Community Principles that guides the MSU-WP community is “practicing personal and academic integrity.”

Core Component 2.A. The institution operates with integrity in its financial academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Appropriate policies have been developed with this fundamental philosophy in mind to ensure the institution operates with integrity in all aspects of operation.

FINANCIAL

The MSU System receives one state appropriation, a portion of which is allocated to the West Plains campus. The Chancellor of the West Plains campus has the ability to develop and manage the budget with that appropriation along with the tuition and fees it collects, grants, and other revenue resources. For financial reporting, the MSU system maintains unique fund accounts for the various campuses as evidenced in the audited financial statements. Budgets are prepared for the West Plains campus’ operating and auxiliary system and developed through an Executive Budget Committee consisting of students, faculty and staff from the West Plains campus. The budgets are presented and approved annually by the

Website Links



University Community Principles

<http://wp.missouristate.edu/Catalog/DeclarationOfUniversityCommunityPrinciples.htm>



Board of Governors at the June meeting. The approved fiscal year 2011, 2012, 2013, and 2014 budgets are included in the reference materials.

The Revised Statutes of Missouri require all public colleges and universities to make an annual report of expenditures and receipts to the Missouri Department of Higher Education (Revised Statutes of Missouri, 174.170). The Board of Governors requires an external audit of MSU-WP and the entire MSU System be conducted annually. The current contract is with BKD CPAs & Advisors LLP of Springfield, Missouri. The audited financial statements are presented to the MSU Board of Governors, the Missouri Department of Higher Education and the Missouri State Auditor. (MSU Board of Governors Rules and Regulations, 2.00.17, and Bylaws, 2.01.3, Section 7d.)

Every year since MSU-WP first prepared independent financial statements (1994), it has received an unqualified audit opinion on its financial statements. Copies of the last three years' financial audits are available in the resource room. MSU-WP routinely receives a positive opinion from the external auditors. Each year a balanced budget is presented for approval to the MSU Board of Governors. Operating account balances are formally monitored on a monthly basis and informally on a daily basis to ensure positive balances are maintained. Appropriate reserve funds are maintained for use in the event of budget downturns. A summary report of reserve funds is available in the resource room.

Purchasing is a joint function with smaller purchases completed at the MSU-WP level and larger purchases initiated at the campus level and completed at the MSU System level to gain the advantage of quantity discounts or negotiated contract pricing. Employees may be issued a procurement card for university related expenditures with clearly defined policies and procedures. Procurement card statements are audited monthly by the individual employee, as well as the budgetary and department coordinator approvers, and the Business Office. The procurement card provides tight controls over departmental purchases.



A Conflict of Interest and Financial Disclosure Policy outlines clear guidelines for Board of Governors, officers, faculty and employees regarding conflict of interest and serves to avoid improper outside influences on institutionally related decisions and activities, or have an individual's position or the property of the University be used for personal financial or political gain. As part of this policy, major budget administrators at MSU-WP submit a Financial Disclosure Statement to the Missouri Ethics Commission each year. The MSU System has decentralized budget planning and decision making to give departments more control over their expenditures. The University's Fiscal Responsibility Policy provides guidance to employees in the proper and legal use of University resources.

MSU-WP's grant development specialist assists faculty and staff in writing proposals for large- and small-scale projects. The specialist works under the direction of the MSU-WP's director of development and with MSU's Office of Sponsored Research and Programs on the Springfield campus to ensure proposals are in compliance according to grant policies.

MSU-WP is one of only a few two-year institutions its size to have an established development program. Although operating under the guidelines of the MSU Foundation System, the West Plains campus' development office is responsible for establishing its own goals and implementing the most appropriate processes for the realization of those goals. A local Development Board provides strategic advice for decision-making, involving community members from the immediate West Plains area, the MSU-WP service area, and others from outside the area. The Foundation is a 501 (c) (3), not-for-profit corporation that encourages private financial

Website Links



Conflict of Interest and
Financial Disclosure
Policy

http://www.missouristate.edu/policy/G1_02_ConflictOfInterest.htm

Fiscal Responsibility

http://www.missouristate.edu/policy/G1_13_FiscalResponsibility.htm



support for MSU and manages an endowment on behalf of the University. The Foundation's annual reports, audited financial reports and federal tax returns are available on the Foundation's website, along with information regarding asset allocation. While complex, there are many advantages in being a part of the MSU System, including the investment opportunities for our endowed accounts.

At the West Plains campus, employees strive to be good stewards of scarce resources. It is frequently mentioned in a variety of settings that it is not our money we are spending, and the emphasis is to spend funds in ways that will enable MSU-WP to further the institution's mission.

ACADEMIC

The Faculty Senate provides effective governance for the faculty and for the determination of academic policies. The Senate holds itself and the campus community to high standards of excellence and affirms the present administration's support for the value of shared governance.

As mentioned earlier, academic integrity is one of the six principles outlined in MSU-WP's Declaration of University of Community Principles. In addition, student academic integrity policies and procedures are in place to foster academic integrity at the West Plains campus.

MSU-WP's Academic Integrity policy states "The University is committed to freedom of thought and inquiry for both faculty and students. This commitment ensures the protection of the faculty's freedom to teach, research, and publish in their professional capacities without restraint or fear of reprisals. Academic freedom is essential to the University's instruction and research programs.

Website Links



Academic Integrity
Policy

<http://wp.missouristate.edu/academicaffairs/academicintegritypolicy.htm>

Academic Policies

<http://wp.missouristate.edu/AcademicAffairs/Policies.htm>



Freedom in research is fundamental to the advancement of truth. Academic freedom in instruction is essential for the protection of the rights of faculty to teach and of the students' freedom to learn."

Student grievances are handled in various ways depending on the issue. For appeals regarding grades, students are directed to use the appropriate form and provide sufficient evidence to substantiate a change in grade. This appeal is directed first to the instructor of the course. If that does not resolve the issue satisfactorily for the student, the policy outlines a specific appeal process for further review of the grade. For more general complaints, the Office of Academic Affairs uses the "Record of Student Complaint" for the students to record their complaint and a record of what steps were taken by MSU-WP administration to resolve the complaint. A full listing of academic policies is available on the MSU-WP website and in the catalog.

PERSONNEL

The *Employee Handbook for Administrative, Professional and Support Staff* addresses hiring and employment conditions and guidelines, constituency relationships and conflict resolution, and grievance resolution processes. Faculty governance, promotion, tenure, employment, and responsibilities are all addressed in the *Faculty Handbook*. Student employees are directed to the Student Employee Guide Rights & Responsibilities for On Campus Employment

Annual performance evaluations are given to all employees to support the administration of the University's Performance Based Compensation System and the development of employees at the West Plains campus. Training is provided for supervisors conducting evaluations to ensure they understand the requirements

Website Links



Student Employee
Guide

<http://www.missouristate.edu/studentemp/2567.htm>

Annual Performance
Review

<http://www.missouristate.edu/human/training/ADPTraining.htm>

Non-discrimination
Policy

<http://wp.missouristate.edu/equity/nondiscrimination.htm>



for the evaluations. This process facilitates continuous improvement across the campus as supervisors and employees review performances from the past year and set new goals for the upcoming year. The supervisor must develop a Performance Improvement Plan (PIP) when the employee's overall performance evaluation rating is less than "Competent" (a rating less than 3) or if the supervisor determines current performance requires improvement. The Performance Improvement Plan must clearly describe what behavior, performance, situations, or conditions must be changed and how; what is to be done by the employee; what is to be done by the supervisor; and when the improved level of performance is to be achieved.

MSU-WP operates under a Board-approved Non-Discrimination Policy and maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. The MSU System has given considerable thought and planning to its policy of fairness and non-discrimination in the workplace. The policy is reviewed periodically; the report and recommendations for amendment were most recently reported in Oct. 28, 2011, at the MSU Board of Governors' meeting.

The policies and practices of MSU-WP related to equity of treatment, non-discrimination, and affirmative action and are clearly stated in the Equal Opportunity and Affirmative Action Policy, *Employee Handbook*, *Faculty Handbook*, *Code of Student Rights and Responsibilities*, and the *Course Catalog*. The Human Resources Department of the main campus in Springfield provides training to the West Plains campus in sexual harassment issues and other equity issues pertinent to the institution. In addition, they provide Affirmative Action compliance information for the campus in its hiring practices. The Director of University/Community Programs serves as MSU-WP's Affirmative Action liaison with the MSU System's Equal Opportunity Officer, ensuring adherence to all federal and state employment and nondiscrimination policies.



AUXILIARY

MSU-WP maintains a number of auxiliary units providing essential services to students and other members of the campus community. These units include the Drago College Store (bookstore), Putnam Food Services, Student Recreation Center and the Grizzly House residence hall. All units are aligned administratively within the Division of Student Services. Auxiliary departments follow the same policies and procedures as other departments, are expected to be financially self-supporting and are routinely audited. Funds accumulated through the auxiliary units are used to improve the services (e.g., equipment replacement, facility maintenance, etc.) and to augment the institution's operating budget. A fund balance is maintained for emergency needs.

Core Component 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

MSU-WP utilizes many venues for providing information to students and the public and has well-established processes to provide and disperse information in a timely, factual and credible manner. The Academic Affairs, Business and Support Services, Development, Information Technology Services, Student Services, and University/Community Programs offices provide input during the development process of MSU-WP publications, website and other campus communications. This campus-wide involvement ensures accurate information is disseminated to the public.

Website Links



Full listing of MSU-WP Policies

<http://wp.missouristate.edu/policies/>



The MSU-WP Course Catalog includes specific information regarding the MSU-WP mission and history, accreditation, admissions requirements, programs of study including full descriptions of program requirements, courses, policies and procedures, fees and refunds and faculty credentials. The catalog is available in print and is distributed to new students at STAR Orientation and also available on the website.

The MSU-WP website is coordinated by Information Technology Services and the University Communications office in order to expand and enhance the image of the institution and to communicate effectively with constituencies, but much of the content is provided by specific departments as appropriate. There is a comprehensive annual review of the website along with periodic spot checks conducted to monitor accuracy, format consistency, effectiveness, and compliance with MSU website regulations. Included on the website is information concerning academic programs, faculty and staff, tuition and fees, financial aid, administration and accreditation.

Financial information is made available on a regular basis to a variety of audiences. Access to financial information by internal members of the MSU-WP campus community is an essential element for fostering trust in our shared governance system. Financial statements presented to and published in monthly reports by the MSU Board of Governors provide public access to information regarding the financial status of MSU-WP and the MSU System. The external auditor presents annual audit reports each fall at a regular monthly meeting of the Board of Governors. The MSU System President and the MSU-WP Chancellor regularly provide summarized annotated financial information and updates through

Website Links



Course Catalog

<https://experts.missouristate.edu/display/WPC/West+Plains+Catalogs+Home>

Academic Programs

<http://wp.missouristate.edu/academics/>

Tuition and Fees

<http://wp.missouristate.edu/recreg/Costs.htm>

Financial Aid

<http://wp.missouristate.edu/finaid/>

Administration

<http://wp.missouristate.edu/about/administration.htm>

Accreditation

<http://wp.missouristate.edu/about/accreditation.htm>



internal communications and campus community meetings.

The Code of Student Rights and Responsibilities clearly outlines what rights are afforded to all students and includes judicial policies, sanctions and appeals. The Declaration of University Community Principles, endorsed by SGA, Faculty Senate, Staff Advisory Council and Administrative Council and approved by the Board of Governors, outlines guiding principles of the institution.

The MSU-WP Long-Range Plan is available on the MSU-WP website, and the MSU-WP mission, vision and goals can be found on the website and catalog.

MSU-WP statistics are available on the Institutional Research website and include census data, IPEDS reporting, retention rate and graduation rate, and Key Performance Indicators.

An annual campus report is produced and shared with the faculty, staff, student and community members through mailings, email distribution and various public presentations.

In compliance with Part II of the Federal Student Right-to-Know and Campus Security Act of 1990, MSU-WP prepares an annual security report to provide students, parents, employees and interested parties with the institution's public safety procedure and resources.

Financial aid information is disseminated through the Scholarships and Financial Aid handbook, the catalog, financial aid workshops and the website. Personnel in the Career Services office are available to help students in filling out the Free Application for Federal Student Aid (FAFSA); and a FAFSA Frenzy event is held annually to provide students and their parents with free access to

Website Links



Code of Student Rights and Responsibilities

<http://wp.missouristate.edu/StudentLife/code.htm>

Faculty Profiles

<http://faculty.wp.missouristate.edu/>

Institutional Research

<http://wp.missouristate.edu/InstResearch/>

Annual Campus Report

<http://wp.missouristate.edu/about/annualreport.htm>

Annual Security Report

<http://wp.missouristate.edu/campussafety/>

Scholarships and Financial Aid Handbook

<http://wp.missouristate.edu/finaid/>



financial aid professionals who can guide students and parents through the application process.

Student evaluation rankings by faculty name or subject area are available to students through the student portal, My Grizzly Den.

In addition to the communications methods previously mentioned, information is distributed to prospective students, current students and the general public in a variety of ways. A comprehensive campaign to reach prospective students utilizes mailings, course schedules, brochures, high school visits, Red Carpet Days and STAR Orientation. We have made available to prospective students the ability to take a virtual tour, sign up for a real tour, and also have access to abundant information about MSU-WP. Information is disseminated to current students through a variety of methods, including an electronic weekly bulletin, posters and digital signage. MSU-WP keeps the general public informed of its institutional and educational goals through the publication of course schedules for each semester, press releases distributed to area media, and through presentations made to community constituencies by various administrative personnel, faculty, and staff members throughout the academic year.

One of the best ways to keep prospective students, current students and the public informed is to make sure MSU-WP employees are kept apprised of new initiatives and recent developments involving the institution. MSU-WP's internal communication efforts keeps faculty and staff up-to-date in various ways, such as through committee meetings, Staff Senate and Faculty Senate. There are also more formalized ways of

Website Links



Virtual Tour

<http://apps.missouristate.edu/wp/virtualtour/>



communicating internally at MSU-WP, as indicated below.

- *Take Note* is a weekly electronic mail bulletin sent to faculty and staff.
- Faculty and staff also receive the *Campus Connection*, a monthly electronic mail newsletter/calendar.
- The *MSU-WP Annual Report* is made available to faculty and staff.
- Weekly *Administrative Council Notes* and monthly *Board of Governors' Notes* are electronically mailed to faculty and staff. All news releases are also electronically forwarded to faculty and staff and posted on the website.
- The Chancellor addresses the faculty and staff at two campus-wide events each year, the Back-to-School address in the fall and the Employee Recognition Luncheon in the spring. He routinely attends monthly Faculty Senate and Staff Senate meetings to give a campus update, and he sends out campus-wide email messages to faculty, staff and students as needed. Additional campus community meetings are held throughout the year to discuss current or developing issues including the "State of the University" address given every fall.

Core Component 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

The Board of Governors is empowered by the state of Missouri as the governing board of the MSU System. MSU-WP is a campus within the MSU System and, as such, is governed by the Board of Governors. The policies governing MSU-WP, therefore, are promulgated by the Board. The Board of Governors provides strong and supportive oversight of all campuses within the MSU System.

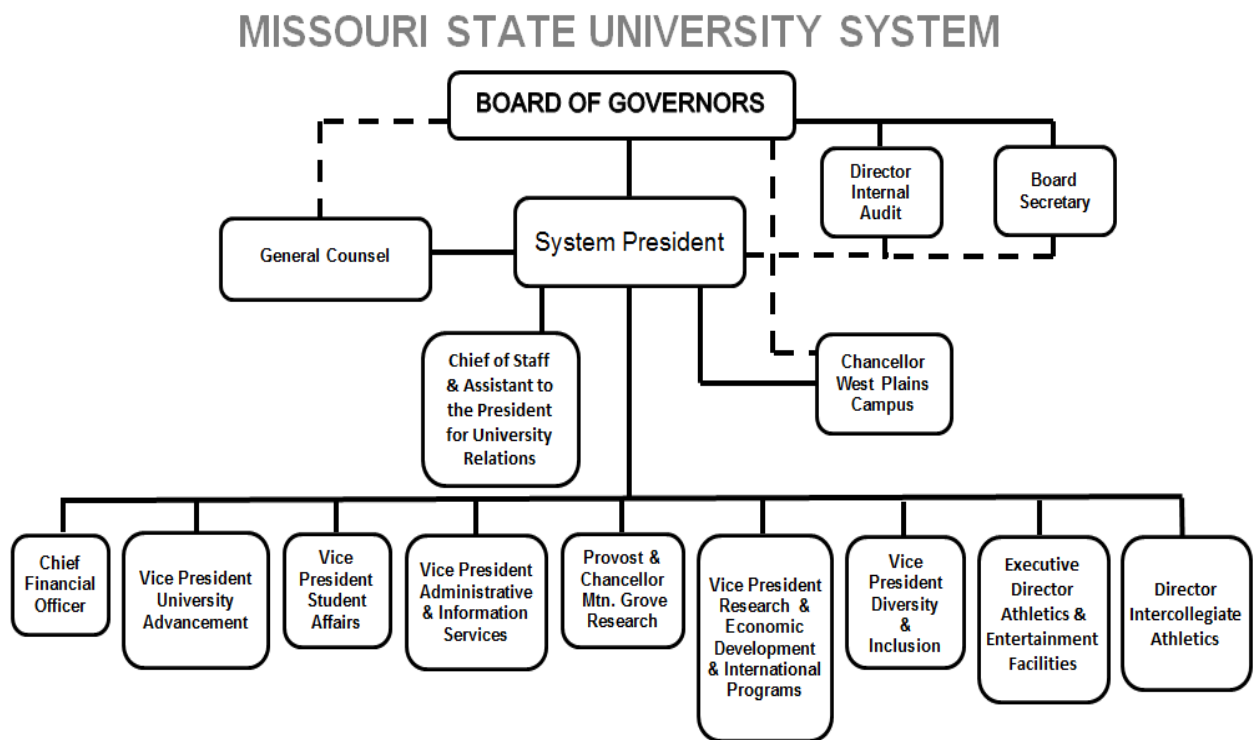
Currently, MSU is governed by a nine-member Board of Governors. All members are appointed by the Governor, with the advice and consent of the Missouri Senate, to serve six-year terms. The nine-member Board of Governors represents each of Missouri's nine congressional districts. A non-voting member, a current MSU student, also sits on the Board.

The West Plains campus (along with the research campus and Shannon Hall in Mountain Grove) is located within the Eighth Congressional District. The Board of Governor member from this district represents the West Plains campus on the Board and is kept well-informed of the activities on the West Plains campus; however, all Board members take an active interest in the West Plains campus



and in the past many have attended campus events or functions. In addition, the Board holds an annual meeting in West Plains.

The Chancellor of MSU-WP is the chief executive officer of the campus and is responsible to the President of the MSU System and to the Board of Governors for the administration of institutional policies and operations. The Chancellor also serves on the strategic policymaking committees of the System and reports to the Board of Governors at their monthly meeting. These organizational structures and policies assure the maintenance of open communication and effective input and articulation between the campuses of the MSU System.



Graphic 2.1

Although MSU and MSU-WP have one Board of Governors, the Board separates the institutions with regard to policy making and educational programs in order to act in the best interest of both institutions. Both internally and externally, MSU-WP is treated as a separate entity in many ways. Described below are some of the key features of the MSU-WP campus and how it operates within the MSU system.

As a state entity, MSU-WP is a statutory creation appropriately authorized to operate a two-year associate degree program. As such, any change to the structure would require approval by the



Missouri State Legislature, and could, therefore, have a number of impediments to any change in the structure. Section 174.500 RSMo states: 174.500. *West Plains Campus of Missouri State University established—mission implementation plan:*

- *The board of governors of Missouri State University is authorized to continue the program of higher education at West Plains, Missouri, which was begun in 1963 and which shall be known as the “West Plains Campus of Missouri State University.” Missouri State University may include an appropriation request for the branch facility at West Plains in its operating budget.*
- *The coordinating board for higher education in cooperation with the Board of Governors shall develop a mission implementation plan for the campus at West Plains, Howell County, which is known as the “West Plains Campus of State University”, and which shall be a teaching institution, offering one-year certificates, two-year associated degrees and credit and noncredit courses to both traditional and nontraditional students to meet the ongoing and emerging employer and educational needs of the citizens of the area served.*

See reference materials for the CBHE resolution regarding programmatic initiatives related to the MSU-WP campus.

The Board has long recognized the importance of the distinctions between the Springfield and West Plains campuses and the West Plains campus has a separate policy library. The West Plains campus is operated autonomously and administered by a campus chancellor reporting to the President of the MSU System. The Board approves a separate Constitution and Bylaws for the MSU-WP Faculty Senate, and it also approves a separate Faculty Handbook. MSU-WP has a separate board-approved mission

Website Links



Policy Library

<http://wp.missouristate.edu/policies/>



statement and long range plan. The Board treats tuition and fee decisions separately in its resolutions and decisions. MSU-WP is treated differently for purposes of IPEDs data, enrollment, and financial aid. MSU-WP is an open admission two-year campus, while MSU-Springfield is a selective admission undergraduate and graduate degree-granting campus. Consequently, the Board treats the MSU-WP campus differently in reviewing and approving policies regarding admissions decisions and graduation requirements.

All campuses of the MSU System are under the general control and management of the Board of Governors, which according to statutes of the state of Missouri possesses full power and authority to adopt all needful rules and regulations for the guidance and supervision of the University. The members of the MSU Board of Governors come exclusively from the public sector and represent a wide spectrum of business and professional affiliations. As a result, the Board is indeed autonomous from the administration of the University and, specifically, of MSU-WP.

Core Component 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

In its Declaration of University Community Principles, MSU-WP defines a university as “a community whose common purpose is the creation, preservation, and sharing of knowledge and understanding.” By placing knowledge and understanding at the core of its institutional definition, MSU-West Plains establishes the foundation for its commitment to academic freedom. This commitment extends from the Board of Governors, which adopted the Declaration of Community Principles on February 18, 2005, to the administration, faculty, staff, and students, who in their varying capacities seek to carry out the communal life of the institution in accordance with those principles.

One of the most important ways MSU-WP seeks to articulate its commitment to the “creation, preservation, and sharing of knowledge and understanding” is through the Academic Freedom policy. Through the following statement, the institution describes its understanding of freedom of expression in a university setting and its commitment to the pursuit of truth in teaching and learning:

The University is committed to freedom of thought and inquiry for both faculty and students. This commitment ensures the protection of the faculty’s freedom to teach, research and publish in their professional capacities without restraint or fear of reprisals. Academic freedom is



essential to the University's instruction and research programs. Freedom in research is fundamental to the advancement of truth. Academic freedom in instruction is essential for the protection of the rights of faculty to teach and of the students' freedom to learn.

Notably, the Academic Freedom Policy emphasizes academic freedom for students as well as faculty. In so doing, MSU – West Plains stresses the vital role free inquiry plays in enabling students to formulate, assess, challenge, question and synthesize ideas, all indispensable activities in their growth as educated persons who strive to engage in lifelong critical thought.

The Academic Freedom Policy asserts a faculty member's right to "teach, research and publish in their professional capacities without restraint or fear of reprisals." By taking this stance, MSU-West Plains acknowledges the following:

- the unique role of faculty in establishing the scholarly credentials of the institution,
- the necessity of free inquiry in professorial pursuits, whether modeling such inquiry in the classroom, practicing it in the lab, or summarizing its findings in presentations and publications, and
- the institutional prohibition against attempts—whether subtle or overt—to curtail free inquiry through constraint or intimidation.

The Academic Freedom Policy describes academic freedom in instruction as central to effective teaching and learning. Such a description expresses the educational philosophy that questions left unasked are potential paths of discovery left untraveled. Complementing the Academic Freedom Policy is the Academic Responsibilities, Ethics and Freedom Policy articulated in the Faculty Handbook, Section 2.2.

Demonstrations of freedom of expression and the pursuit of truth in teaching and learning appear below:

Faculty.

- Annually the Department of English publishes a juried journal, *Elder Mountain*, focusing on Ozarks studies. The journal is edited and produced by faculty in the English Department and guided by an editorial board with members from multiple academic disciplines. In addition, an Editorial Advisory Board is comprised of scholars from around the country. All editorial decisions reside with faculty.



- Faculty members frequently attend and present at national and regional scholarly and professional conferences, including the American Association of University Professors. Faculty have recently presented in fields of biology, history, mathematics, developmental education, English, and creative writing.
- MSU-WP faculty members currently have book contracts with University of Arkansas Press and Finishing Line Press.
- Each September faculty members organize and host the Annual Ozarks Studies Symposium. Faculty members are responsible for choosing the symposia themes, selecting keynote speakers, and accepting or rejecting paper proposals.
- The MSU-WP Faculty Senate is an active, deliberative body that meets monthly to vote on changes in the curriculum, report on and discuss the activities of standing Senate committees, and make resolutions and recommendations as deemed necessary by the members.

Students.

- Section II.1.2. of the Code of Student Rights and Responsibilities assures the following: “Federal and State constitutional guarantees of free inquiry, expression, and assembly are specifically restated as guarantees on this campus.”
- Under the guidance of Associate Professor of Chemistry Dr. Joseph K. Rugutt, five MSU-WP Chemistry students had their research published in *The Chemical Educator*. The article, published March 22, 2013, is entitled “A Guided Inquiry Determination of Acetic Acid in White Distilled Commercial Vinegar.”
- Each spring MSU-WP students are encouraged to enter their writing (personal and/or academic essays, short stories, poems) in the annual Creative Writing Contest conducted by the English Department. Prizes are awarded for 1st through 3rd place in each category, and excerpts from the works are frequently published in the *West Plains Daily Quill*, the largest circulation newspaper in Howell County.
- Each spring the MSU-WP Student Government Association oversees the campaign period and election of Student Government Officers.
- MSU-WP also encourages a variety of student organizations, including the following examples: Adult Students in Higher Education, Agricultural Club, Anime Viewers Anonymous,



Association for Computing Machinery, Business and Professional Women, Campus Crusade for Christ, Christian Campus House, College Democrats, College Republicans, Creative Writing Club, Enactus, Fine Arts Club, Math and Science Club, Missouri Student Teachers' Association, ONE Campus Ministries, Paranormal Research and Investigation Association, Phi Beta Lambda, Phi Theta Kappa, The Ringers, Student Alumni Association, Students Ambassadors, Student Nursing and Allied Health Association, Student International Association, Student Speech and Theatre Association of Missouri, Tri-Lambda Student Spirit Club, Virtual Plainses Users Group, and the Wesley Club.

- During the final month of each semester, students are encouraged to participate in on-line evaluations of faculty performance, and also to evaluate their academic advisors (frequently faculty as well). In addition to ranking faculty performance A-D, students are encouraged to provide written comments. Scores and comments are then provided to faculty after the conclusion of each semester. Student anonymity is preserved throughout the process. The Chancellor reads all student evaluations of faculty.

Staff.

- Under the umbrella of the University/Community Programs, the Theater and Events office “provides educational and cultural programming for the University and community. Programming may include visual and performing arts, concerts, workshops, films and lectures.” Past programming has included a foreign film series, a sold-out performance by the Vienna Boys Choir, concerts by national bands, some of whom have roots in the Ozark region, such as Ha-Ha-Tonka, and seasonal theatricals such as *A Gnome for Christmas*.
- The West Plains campus participates in MSU’s Public Affairs Conference each year by offering faculty, staff, students and community members the opportunity to hear conference speakers via interactive television (ITV). In addition, the student life office provides bus transportation to MSU-WP students to travel to the Springfield campus to hear the keynote speaker.
- Each semester, the TRiO Student Support Services Office publishes the *TRiO Newsletter*. The same office publishes the *TRiO News*.
- The Office of Student Life and Development publishes the flyer *Stall Study*.
- Staff of the Garnett Library publish the *Friends of Garnett Library Newsletter*.



Public Forum Policy. In keeping with its commitment to freedom of expression, MSU-WP seeks to provide a forum for public speech and debate. This commitment is articulated through the University's Public Forum Policy. The institution is committed to providing an environment where issues can be openly discussed and explored. The freedom to exchange views is essential to the life of the institution. In order to provide an atmosphere in which open communication can occur without disrupting the academic mission or daily institutional functions, this policy is in place to govern campus demonstrations and speakers.

All members of MSU-WP, which includes students, faculty, and staff, have the right to freedom of speech and expression. The institution encourages a balanced approach in all communications and the inclusion of contrary points of view. This freedom, however, is subject to reasonable restrictions of time, place and manner, as described herein, with such restrictions being applied without discrimination toward the content of the view being expressed, or the speaker.

The outside basketball court, located adjacent to the residence hall, is the only location on institution property designated for campus debates, forums, rallies, demonstrations, peaceful protests and other similar public forum activities. Any individual or organization may use the outside basketball court to address the campus community on a first-come, first-served basis. However, all such activities must first be registered with the Office of Student Life and Development which will handle all reservations. Other campus locations for non-academic events and activities are also scheduled through this same procedure.

The right of free speech and expression does not include unlawful activity or activity that endangers the safety of the campus community or the threat of damage to institution facilities and property. In addition, this right does not permit the disruption of the normal operations of the institution. Furthermore, expression that is obscene, defamatory, or consists of fighting words, threats of physical harm, insightful of imminent lawless action, or vulgar to the extent not entitled to protection as expression is not permitted as part of a campus public forum activity.



Core Component 2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As an academic institution whose community principles derive from our commitment to the “creation, preservation, and sharing of knowledge and understanding,” MSU-WP acknowledges our concomitant duty to pursue knowledge in a responsible manner. A number of institutional policies are in place to ensure consistent, ongoing oversight of our efforts in research and scholarship.

Section 2.10.1 of the MSU-WP Faculty Handbook provides an overview of expected professional activity, generally divided into three categories:

- teaching,
- scholarship/research/creative activity, and
- university and community service.

All three of these categories are subject to annual evaluation through the Faculty Peer Evaluation Policy, which is outlined in section 2.9.1 of the Faculty Handbook. These processes are further elaborated in sections 6.A.6 and 6.A.7 of the Faculty Handbook Bylaws, which explain the activities of the Faculty Evaluation and the Reappointment, Promotion, and Tenure committees respectively. The institution also provides support services to faculty through professional development opportunities the week prior to each semester.

The MSU-WP Faculty Handbook also provides instruction and oversight for faculty through the following policies: Section 2.10.2.7—Sale of Faculty or Departmental Materials; Section 2.10.5—Supervision of Laboratory Supervisors; Section 2.10.6—Use of Copyrighted Materials; Section 2.13.1—Professional Ethics; Section 2.13.3.3—Conflict of Interest; Section 2.13.4—Copyright/Patent Policy; Section 2.13.5—Research with Human Subjects.

Students are informed of their scholarly responsibilities through the Academic Integrity Policy, which is articulated in the annual publication of the *MSU-WP Course Catalog* and also published in the Master Syllabus.

Staff members are guided by the code of conduct outlined in the *MSU-WP – West Plains Employee Handbook*.

Faculty members address issues of academic integrity—including types of violations and penalties—in their course syllabi. Courses such as Writing I, Writing II, Fundamentals of Public Speaking, and Computer Graphics and Programming 110, 160, and 297 all have dedicated components



emphasizing the ethical use of information resources. The Writing Center provides handouts and conducts workshops on avoiding plagiarism and proper use of summary and paraphrase. Student tutors handling sensitive information in the Writing Center undergo FERPA training during the process of earning Tutor Certification from the College Reading and Learning Association. Garnett Library conducts workshops and provides handouts concerning the ethical use of information resources. University culture emphasizes the ethical use of information resources by highlighting Information Management as one of our five publicly articulated General Education Goals.

The Academic Concerns committee is a standing committee of the MSU-WP Faculty Senate. As described in Section 6.5 of the Faculty Handbook Bylaws, “The Academic Concerns Committee shall meet prior to each semester to hear appeals of student academic suspension.” As outlined on page 46 of the 2012-13 *MSU-WP Course Catalog*, the Academic Integrity Council “is charged by the academic dean to :

- enforce the MSU-WP academic integrity policy, following the procedures stated herein,
- periodically review and amend these policies and procedures, subject to approval of substantive changes by the academic dean, Faculty Senate, Student Government Association, and/or Board of Governors, and
- organize/conduct campus community on matters of academic integrity and the academic integrity policy, and promote a campus-wide climate of academic integrity.”

On occasion members of the Academic Integrity Council conduct an Academic Integrity Proceeding, the purpose of which is “to explore and investigate allegations of student academic dishonesty and to reach informed conclusions as to whether or not academic dishonesty is likely to have occurred” (p. 48 of the 2013-14 Course Catalog). When a student fails a class due to academic dishonesty, the assigned course grade is XF, which designates “failure due to academic dishonesty” (p. 58 of the 2013-14 Course Catalog). Section 2B of the MSU-WP Nursing Department’s *Philosophy of the Department of Nursing* explains such issues as the denial, revocation or suspension of license, as well as the grounds for such actions.



Summary

By remaining aware of its obligations to its multiple constituents, MSU-WP strives to conduct itself ethically and responsibly. Its policies and procedures are carefully considered, reflecting the seriousness with which it seeks to discharge its duties to the public, to the MSU System, and to the alumni and students—both current and future—who turn to it for quality instruction. The experience of conducting a self-study enables a self-reflective institution to identify not only its strengths and opportunities, but also its weaknesses and concerns—the areas where improvements are needed.

STRENGTHS

- MSU-WP has in place a number of articulated standards to ensure academic freedom and integrity. These articulated standards mirror those widely accepted throughout academe, and the institution is poised to make greater educational, economic, and social impacts in its service area than ever before.
- MSU-WP has well-credentialed faculty who value and enforce academic integrity in their classrooms and in their professional activities. These faculty members serve as models for their students, emphasizing on a daily basis the intrinsic value of steady, responsible intellectual engagement.
- At the West Plains campus, employees strive to be good stewards of scarce resources. As indicated by the *Chronicle of Higher Education's* College Completion website, MSU-WP has one of the lowest “spending per completion” rate of public two-year colleges in the state of Missouri.
- The accuracy of information provided regarding programs and services is a vital part of the success of any educational institution. Each year prior to the development of recruitment publications for the upcoming academic year, discussions are held with various departments and in committee meetings to ensure accurate information is being included in publications.
- Strong administrative leadership, responsible budget management, additional grant funding and increased revenue from enrollment increases enabled the West Plains Campus to fund new positions even when faced with financial challenges, and the innovative Corps of Opportunity program has been able to provide many departments with part-time student workers.



- High school counselors in the seven-county service area are surveyed every year to measure satisfaction with MSU-WP recruitment publications, and the results have consistently shown a satisfaction rate of 95% or above in all areas of the survey.
- MSU-WP enjoys a good working relationship with the local media. In particular, the West Plains newspaper and the two local radio stations publish nearly every MSU-WP press release. In addition, the *West Plains Daily Quill* provides one page of the paper per month to the campus for its use for articles focused on the campus, on its programs and students, faculty, and staff members, and several local radio stations are always open to conducting on-air interviews for institution-related topics. Other local newspapers and radio stations utilize MSU-WP press releases of interest to their readers.
- MSU-WP annually hosts the Superintendents Conference where service area school superintendents and staff are invited to campus for a luncheon and informational meeting. The institution also hosts the Chancellor's Advisory Board and the Development Board. The Chancellor frequently authors opinion editorials and letters to the editor regarding various aspects of higher education.

WEAKNESSES

- A concern has arisen that the current faculty performance rating system seems designed to place the majority of faculty members into the category designated as average. In addition, it has been noted that, while MSU-WP describes itself as primarily a teaching institution, achievements outside the classroom—such as publication, professional development, and service—may be given almost equal weight as teaching.
- Faculty and administrators are challenged in keeping MSU-WP Faculty Handbook as a reflection of its institutional independence while also accurately reflecting the role of this institution as an integral part of a larger university system. Since staff functions are similar in kind to those on the Springfield campus, MSU-WP does not have a separate staff handbook. This reflects a much closer alliance with staff policies than do policies contained in the separate faculty handbooks.



OPPORTUNITIES

- MSU-WP faculty members value the Academic Integrity Policy and the standards it embodies. This includes the faculty and academic administration at the MSU campus in Dalian, China, where academic integrity issues are numerous. Because of the faculty's collective concern to stress academic and professional integrity for the student body (as well as the MSU system's shared statewide mandate in Public Affairs), the opportunity exists to establish MSU-WP (and by extension its campuses in Mountain Grove and Dalian, China) as an honor code campus. While it may be fairly argued the Declaration of University Community Principles achieves a similar purpose as an honor code, MSU-WP has the opportunity to discuss whether a formal honor code experience is a natural outgrowth of the Declaration.
- Due to the size of the campus, many faculty and staff have multiple job responsibilities, which have continued to expand as student enrollment has increased. During the same time frame, state funding has not kept pace with enrollment. To keep the campus moving forward in the future, additional monies are required to fund necessary faculty and staff positions.
- Faculty and staff use the student's University email address to communicate with them on many important topics, but we continue to find a significant number of MSU-WP students do not check their email in a timely fashion. Additional ways need to be explored to increase the usage of the institution's email account by students. In addition, the university's Facebook and Twitter accounts are utilized more in an effort to reach students.



Criterion Three

TEACHING AND LEARNING – Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

MSU-WP, as has been iterated in previous sections of this report, offers educational opportunities to students within the heart of one of the poorest economies in the country. Students, of all ages, in this region are typically socioeconomically and educationally disadvantaged. Most students who come to MSU-WP are under-prepared for the rigor of higher education with even academically gifted students struggling because of their lack of social and economic support systems. MSU-WP is privileged and challenged to provide a quality education that remains rigorous enough to provide the quality expected in college and also facilitate the success of as many students as possible.

Core Component 3.A. The institution's degree programs are appropriate to higher education.

Consistent with the University mission, MSU-WP is a teaching and learning institution of higher education offering two-year associate of arts, associate of science and associate of applied science degrees; certificates; and a variety of courses as needed by employers and citizens of the area served. West Plains is located in Howell County, in the remote and sparsely populated Ozark Mountains of south central Missouri, where an estimated 60% of the population lives outside of incorporated areas. The College primarily attracts students from a historically undereducated, poverty-stricken seven-county area of the south-central Missouri

Website Links



Academic Programs

<http://wp.missouristate.edu/academics/>



Ozarks region and from adjacent counties in north Arkansas. At present, the College offers 15 associate degrees and 7 certificates.

Course offerings are delivered in a variety of formats, including online, hybrid, seated, and interactive television. Courses are taught by both full time and part-time (per course) instructors. Dual credit courses are offered by appropriately credentialed high school faculty in the primary service area. Syllabi are developed from a common template, the Master Syllabus, which all instructors are expected to follow. Review of syllabi and their content is also part of annual per course training, which is a requirement for all continuing part-time instructors. Department and/or Division Chairs review syllabi for consistency of content and standards.

The General Education core represents a grouping of courses that satisfy a basic liberal arts curriculum and are accepted as a 42-hour unit in fulfilling the core liberal arts course degree requirements for all two and four-year institutions in the state of Missouri. Student learning outcomes (referred to as General Education Goals) are imbedded in the core curriculum, are universal in that they appear with constancy across the general education curriculum, and are reinforced through higher order applications for electives and upper division offerings. These outcomes are:

- apparent on syllabi
- listed on the web site
- revised, updated and posted in every class room on each campus
- reviewed for delivery through a curriculum matrix for each topical area (e.g. reading, English, Math)
- consistently listed as desirable qualities in students, graduate students and employees

Website Links



Master Syllabus

<http://wp.missouristate.edu/Academics/MasterSyllabus.htm>



- assessed through a portfolio submitted by each graduating student and by the testing of each graduate with the national Collegiate Assessment of Academic Proficiency (CAAP)

Similar, but broader, are the processes to insure rigor in teaching content in various subject areas. These affect the General Education Goals and the specific department and course objectives. This level of rigor also relates to keeping the instruction appropriate to higher education. Processes in place to ensure quality and rigor include the following:

- Curriculum Committee review of course and degree revisions (both directly and through subcommittees and taskforces). Examples include currently reviewing the AA degree; program review for CGP, nursing program review which also meets specific requirements for specialized nursing association accreditation that includes site visit and standardized testing,
- Advisory committees for AAS degrees to ensure the programs address industry standards (e.g. business, computer graphic programming, nursing, respiratory care),
- Degree sheets show course requirements,
- Individual syllabi provide evidence of rigor,
- Faculty participate in professional development through conferences and workshops and collaborate with other professionals in their field to ensure quality and rigor appropriate for the college level, and
- Courses are reviewed and aligned with offerings on the MSU campus as needed by Departments, and regularly by the Faculty.

A variety of groups influence the standards of programs to ensure they are appropriate to higher education, local and national industry standards. These groups include faculty groups, such as the Curriculum Committee, Assessment Committee and Program Review Committees. Another set of influential groups come from off campus, such as the AS Program Advisory Committees, Licensure and Industry Standards groups.

NURSING

The Nursing Department has program objectives which flow from the General Education goals of the campus. The Program Objectives must be met by the time each student graduates from the Nursing Department. The Course objectives, for each nursing course, flow from the Program Objectives.



The Nursing courses, which have a clinical practicum component, also have clinical objectives which flow from the Program Objectives. The clinical objectives have to be met in each clinical practicum before completing that clinical practicum. The students must pass the clinical practicum for the course to pass the course. These rotations help ensure skills being taught at the University have real-world applications and are appropriate for what should be taught in a higher education nursing program. In addition to local industry standards, the Nursing Department must meet national industry standards.

The nursing department has an overall systematic assessment plan that is strictly followed for ongoing program assessment. These assessment parameters are reported to external agencies at several points during the year. The Missouri State Board of Nursing, the Accreditation Commission for Education in Nursing (ACEN), and the Missouri Department of Elementary and Secondary Education are the largest agencies requiring some reporting from the nursing department each year. The systematic program assessment requires assessments of the nursing students at various points of the nursing program. The parameters assessed are also used to evaluate compliance with accreditation standards.

In formulating the program assessment, the nursing program has 10 specific graduate competencies/program objectives driving the course objectives, clinical rotation objectives for each course, and all evaluation tools used by the nursing program. The course level objectives also are connected to one or more of the general education goals of MSU-WP.

Course assessment is required of each nursing course, each semester. A curriculum meeting and discussion of modification

Website Links



Missouri State Board of
Nursing

<http://pr.mo.gov/nursing.asp>

Accreditation
Commission for
Education in Nursing

<http://acenursing.org/>

Missouri Dept. of
Elementary and
Secondary Education

<http://dese.mo.gov/>

Nursing Accreditation
Standards

<http://www.acenursing.net/manuals/SC2013.pdf>



based on course assessment is required by all full-time nursing instructors each semester. Achievement of goals is ongoing and assessment parameters seldom change from year to year. Instead, the goal remains the same and course instruction and evaluation methods are modified for optimal student learning.

Program assessment and course assessment are heavily reliant on nationally normed examinations from the Elsevier Corporation. The Health Education Systems Incorporated (HESI) examinations are used in each course assessment and in the program assessment. The results of these national examinations assist the nursing faculty to identify strengths and weaknesses of the students' overall performance. These examinations are also used as prediction of how well students will perform on the licensure examination created by the National Council for State Boards of Nursing (NCLEX-RN).

The HESI results aggregate the students' results into categories of the NCLEX examination and other nationally recognized criteria for nursing education such as QSEN, and NLN competencies. These results are used to continuously monitor and modify program curriculum. For example, HESI results have revealed our students score low in the area of therapeutic communication. Therefore, all examinations must have questions testing the students' ability to therapeutically communicate and communication is a component in each nursing course.

All nursing programs in the state of Missouri must maintain an overall NCLEX pass rate of 80% or better in order to operate with full approval from the Missouri State Board of Nursing. The pass rate for the MSU-WP May 2013 graduating class was 91%. The National Council of State Boards of Nursing provides results on the examinations from the graduates of the program. The nursing faculty can then use these results to modify and improve the nursing curriculum.

GENERAL EDUCATION REVIEW COMMITTEE

An Ad Hoc committee was formed by the Faculty Senate, in conjunction with the Office of the Dean of Academic Affairs, to undertake an overall review of the General Education core and the Associate of Arts Degree and to specifically study how the core and Associate of Science degree programs relate to the General Education requirements at our four-year sister institution, MSU. MSU, whose enrollment is approximately ten times that of the West Plains campus, is our primary bachelor-transfer institution and a leader in the state in a number of fields and the Public Affairs Institution of



Higher Education in Missouri. We believe MSU is an excellent model to compare our programs to and to emulate, and such comparison helps maintain our standards in General Education and other Associate of Science degree partnerships. This general education review is evaluating the required classes and their focus and content. Primary goals of this Ad Hoc committee are to ensure our classes were compatible with our goals and role in this community and to ensure that our curriculum and learning objectives are compatible with other four-year institutions of higher education so our students can transfer with minimum loss of credit hours and maximum academic competence. Undertaken for the 2013-14 academic year, it is expected this study will be completed in time to make recommend changes to the 2014-15 catalog. Proposals and changes will be presented to the Curriculum Committee in January or February of 2014, and in the February or March, 2014 Faculty Senate meeting for a vote.

All graduating students are required to take the CAAP tests as part of the capstone course, which is a requirement for graduation. The national CAAP is a set of standardized tests developed to test college skills at or near the end of two years of college. This test is a good way to compare appropriateness and quality of what we teach to what other two-year campuses across the nation teach. These assessments enable postsecondary institutions to assess, evaluate, and enhance student learning outcomes and general education program outcomes. There are six CAAP tests: Writing Skills, Reading, Mathematics, Critical Thinking, Science Reasoning and Essay Writing. MSU-WP administers the first five examinations.

Below are two tables which compare the mean scores for MSU-WP students who took each exam to the mean scores nationally. In all instances, with the exception of one, the mean scores for MSU-WP exceeded the national mean for 18 consecutive years (2012-13). The exception was in Science in 2002-03 where the mean scores were the same.

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CAAP SCORE OVERALL REPORT					
Period	Writing	Mathematics	Reading	Critical Thinking	Science
	MSU-WP /National	MSU-WP /National	MSU-WP /National	MSU-WP /National	MSU-WP /National
2001-2002	64.2/62.6	56.9/56.3	63.0/61.1	62.5/61.0	60.1/58.9
2002-2003	63.4/62.5	56.7/56.0	61.5/60.9	61.4/60.7	59.0/59.0
2003-2004	63.2/62.5	57.4/56.2	62.5/60.6	62.5/60.5	59.7/59.0
2004-2005	64.0/62.3	57.2/56.1	63.3/60.4	63.0/60.5	60.6/59.0
2005-2006	62.5/62.3	56.5/56.1	62.1/60.4	63.1/60.7	60.2/59.0
2006-2007	63.3/62.2	57.9/56.1	62.1/60.6	62.3/60.9	60.2/59.1
2007-2008	63.5/62.0	56.8/56.2	62.2/60.4	61.9/60.8	60.7/59.2
2008-2009	63.3/62.0	56.3/56.1	61.8/60.4	62.4/60.7	60.0/59.2
2009-2010	63.6/62.0	56.6/56.2	62.2/60.4	63.3/60.8	60.3/59.2
2010-2011	63.5/61.8	56.4/56.1	62.1/60.3	62.2/60.7	60.0/59.1
2011-2012	63.8/61.5	56.5/56.1	62.2/60.1	62.1/60.6	60.6/59.2
2012-2013	64.1/61.5	57.8/56.0	62.8/60.2	63.0/60.8	60.4/59.2

Table 3.1

This chart shows the percentage of MSU-WP students scoring at or above the national mean. The highlighted yellow cells indicate years when less than 50% of students scored at or above the national mean. For the year 2012-13, the percentage of students scoring at or above the national mean was the highest it has been since 2001 in Mathematics (81%), Reading (73%), and Writing (71%).

Percentage of MSU-WP Students scoring above the national norm score					
Period	Writing	Mathematics	Reading	Critical Thinking	Science
2001-02	67%	62%	62%	67%	65%
2002-03	59%	53%	56%	59%	54%
2003-04	62%	62%	67%	67%	61%
2004-05	65%	62%	65%	71%	69%
2005-06	54%	48%	64%	72%	46%
2006-07	62%	61%	62%	61%	56%
2007-08	65%	56%	64%	61%	54%
2008-09	70%	49%	64%	75%	53%
2009-10	66%	60%	61%	66%	61%
2010-11	68%	47%	61%	63%	54%
2011-12	69%	55%	60%	59%	55%
2012-13	71%	81%	73%	66%	55%

Table 3.2



Review of Online Class Procedures and Response.

Distance Education Committee. Since the early semesters of online instruction, MSU-WP has had a Distance Learning Coordinator who monitors online classes and implements procedures for teaching online and developing online courses. This faculty member developed the Distance Education Committee consisting of faculty who teach online and blended classes consistently. When new issues arise in online education and technology, this committee considers and responds if deemed helpful.

Recently, through the Title III grant, an instructional designer was added to the staff. He has been involved in developing online and blended classes, working to help faculty improve their existing classes and creating resources for all faculty, with a focus on technology in teaching. He is on the committee mentioned above and, at the same time, serves as our representative on the Distance Education Committee at MSU.

During the Fall 2013 semester, a proposal was presented to the Faculty Senate relating to restrictions on first semester students and online access. After discussion, the proposal was referred to the Distance Education Committee. The proposal was from a faculty member teaching in the Associate of Arts degree area observing struggles students have with General Education. The committee discussed the issue and decided the impact of the proposal would be 1) limiting and harmful to several Associate of Science/Applied Science programs, and 2) preventive rather than corrective.

Several of the applied science programs, like Child and Family Development and Computer Graphics and Programming, rely heavily on online classes, often taught by those involved in the field, but not on campus. Both of these programs also have a wide variety of classes required for degrees and certificates, taught by a small faculty pool. This change would place an undue burden on those types of programs.

More important in the decision was the move would seek to prevent failure and retention loss in the first semester, not equip students to succeed in the first semester. In addition, the impact for some students would simply be to postpone the issues until the second semester. In light of both of these observations, the committee decided to 1) see how other institutions were responding to the challenge, 2) look for a better way to screen students before they select an online class to help them determine if they were ready for the different format, and 3) develop a way to educate and prepare them for the online class before it began, or even after, if they realized they were not prepared but



could not drop or change to a seated section.

A taskforce was formed to look at other institutions and successful programs within them to determine success strategies and factors. Information is being gathered by personal visits, virtual visits, correspondence and research. One early decision is to create a stand-alone short course for online students. The idea is to enroll all first semester students who take an online class and make the class available to all online students. Those in the first semester classes would be enrolled three weeks before class begins. Ideally this would be done in the summer before the fall semester or at the beginning of the Christmas break prior to the spring semester. This would be an active enrollment with correspondence strongly urging all to complete the course before their online class begins. For those in the later semesters, they would be enrolled and sent correspondence making them aware of the benefits of the short-course for those who have not taken an online class before, or who struggled through it. They would be told they could complete it before the semester started, or take it after if they begin to have issues or problems, as a way to improve their performance. The class would have clear components so students in a class already could select the areas of online instruction with which they struggled the most.

Online Course Development Cohort. During the past three years, the number of course offerings in online modality at MSU-WP has increased at an impressive rate. The number of course sections offered as online has grown steadily over the last three years by 12 percent each year. With this growth rate, a well thought out plan for maintaining, auditing, enhancing, and developing high quality online courses are needed. These graphs show the growth in online course offerings since 2000 both in credit hours generated by online courses and the percentage of FTE each fall represented by online course offerings.



Credit Hours Generated from Online Courses Each Fall

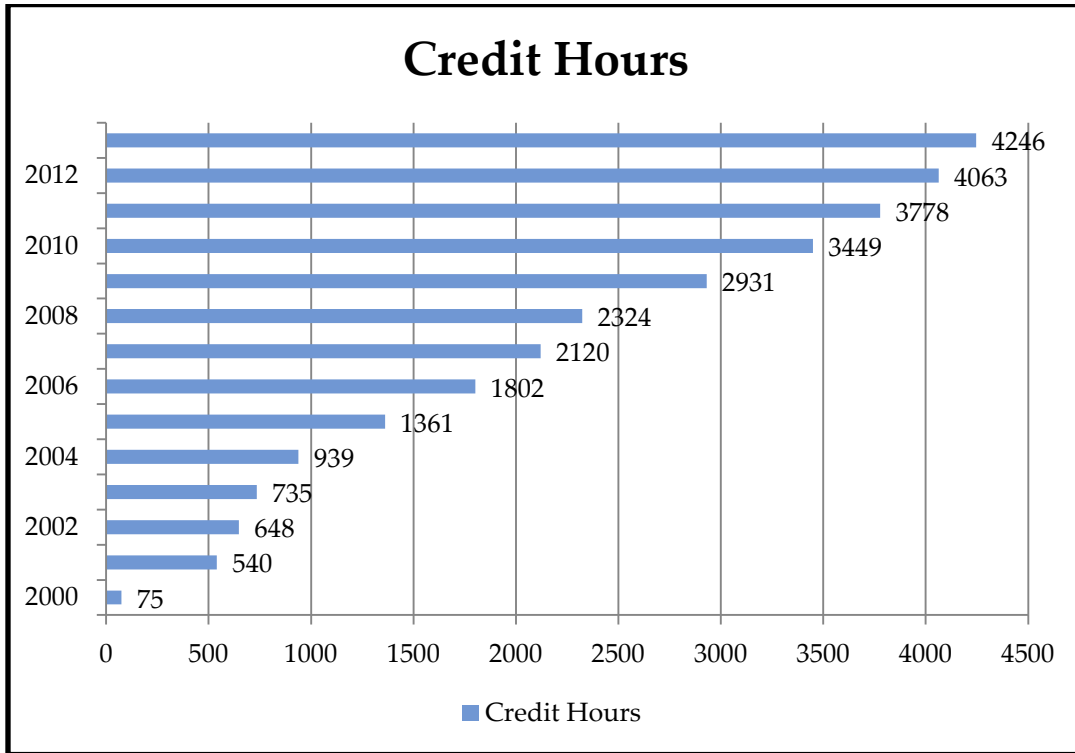


Chart 3.1

Online FTE as % of Total FTE

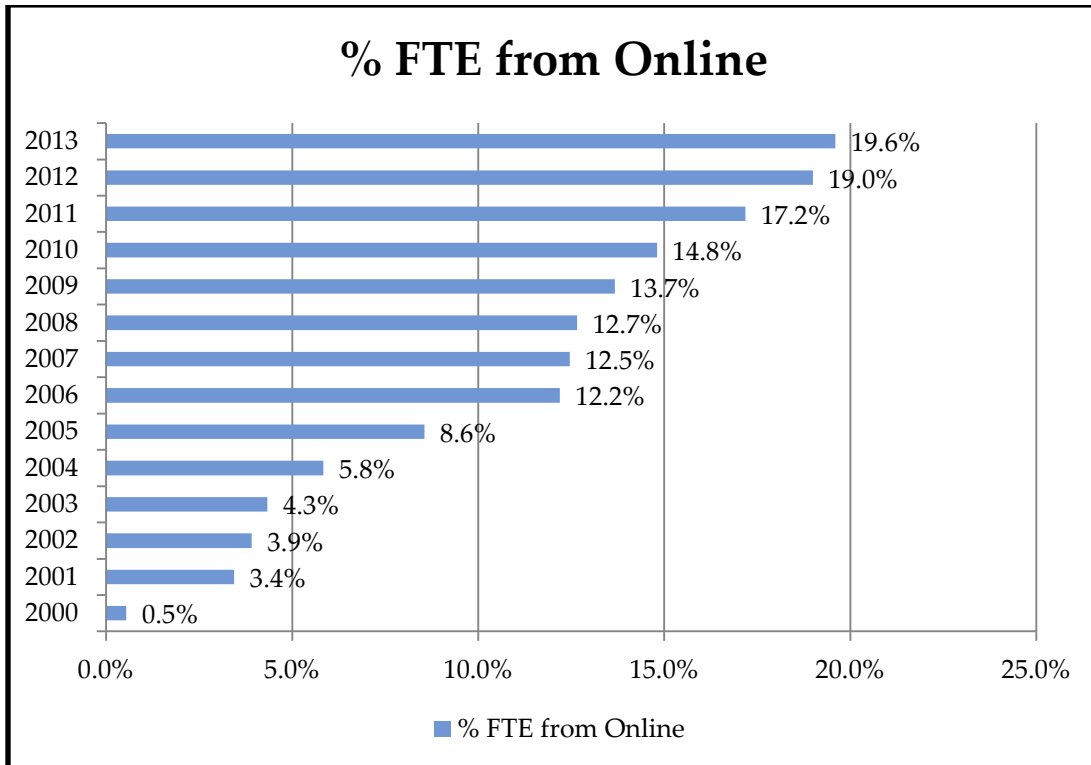


Chart 3.2



Although online offering at MSU-WP has been gaining in popularity, the online completion rate on average is still eight percent lower than for seated classes. The comparison table below shows the difference between the online and seated class completion rates during the past three years. The lower completion rate of online students indicates there are still needs to ensure online readiness for our students and prepare our faculty to be effective online instructors.

Completion Rate Comparison

Year	Fall		Spring		Summer		Average	
	Seated	Online	Seated	Online	Seated	Online	Seated	Online
2010-11	78.6%	71.8%	77.6%	71.0%	86.1%	80.1%	80.8%	74.3%
2011-12	79.7%	68.3%	77.5%	71.3%	83.4%	76.8%	80.2%	72.1%
2012-13	79.6%	70.7%	77.5%	71.3%	86.5%	74.2%	81.2%	72.1%
Average	79.3%	70.3%	77.5%	71.2%	85.3%	77.0%	80.7%	72.8%

Table 3.3

For students who didn't finish the online course, they might have dropped out before the end of the semester. In the Fall 2012, the registration office implemented a process asking students to select an appropriate reason when they drop a course. The top four reasons the online students indicated include feeling overwhelmed, personal reasons, other reasons, and not understanding materials (see the graph below). Although we could not suggest solutions for those who have personal and other reason for dropping the course, we believe having well-designed online courses, well-prepared students, and well-trained instructors will reduce students feeling overwhelmed and having difficulty with course materials.

Reasons	Fa12- Fa13
I am overwhelmed	33.65%
Personal reasons	21.67%
Other reason not listed	15.67%
I do not understand the material	8.03%

Table 3.4

Based on the suggestions recommended by the distance education taskforce along with the findings from data analysis, the Online Course Development cohort has been formed under Title III and with the direction of our instructional designer. The cohort's main goal is to ensure online student success and high quality of online learning at MSU-WP. In order to achieve this goal, the cohort will collaborate to develop 1) clear guidelines and procedures for online course development and



enhancement, 2) ongoing professional development plan and resources for online instructors, and 3) online student success resources and modules.

With the goal in mind, the cohort is continuously finding ways to ensure higher success of our online students with emphasis being placed on course enhancement and development.

- MSU-WP became a member of the “Sloan Consortium®” in the Fall 2013. The cohort is currently investigating ways to implement the Quality Scorecard to our online effort.
- The cohort proposed the first draft of a process for the development and delivery of distance education courses at MSU-WP. The Dean of Academic Affairs approved the proposed draft and allocated budgets for future online course enhancement and development. The proposed process emphasized the importance of design standards, course development timeline, compensation, collaboration, and peer review to ensure the consistency and quality of online courses.
- One faculty is voluntarily being involved in the pilot of the Online Course Development process.
- The cohort continues to work on standardized course templates and design formats for all online classes. Consistency and use of the most successful tools from our faculty will add to the overall online experience for students.
- The instructional designer is collaborating with the Computer Services at MSU to provide the certificate training called “Blackboard Black Belt.”
- The cohort continues to identify faculty professional development and online student training needs.
- The cohort will further develop necessary resources and modules for online students and instructors.
- At the end of the Fall 2013, the cohort provided students opportunities to evaluate course design using the student perspective survey. The plan is to develop and revise the existing survey that will be used to evaluate the majority of online courses on a regular basis. Based on the result from Fall 2013, students indicated they would like to be more engaged with other students; 3.88 (1 = Do Not Agree At All & 5 = Completely Agree). The cohort will use this finding in the future trainings and course development.



Core Component 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

As mentioned in Criterion One, our mission is “Missouri State University-West Plains is a teaching and learning institution providing quality post-secondary educational opportunities to the communities we serve.” This mission of teaching and learning keeps acquisition, application and integration of learning skills, including, but not limited to the General Education Goals, at the heart of what we do. In section 3.A. of this report, the broad learning skills were covered as our General Education Goals: Communication, Critical Thinking, Information Management, Valuing and Global Awareness. While the focus of the discussion in section 3.A. was centered on teaching these broad learning skills at the appropriate level for higher education, much of the idea of integration of these skills into our educational program was covered there also.

The General Education Goals represent broad learning skills routinely reflected in surveys of employers, colleges and graduate schools representing skills students need or those groups desire in applicants.

General Education Goals	
Standards	Learning Outcomes (facets)
COMMUNICATION: to develop students’ effective use of the language systems essential to their success in school and in the world. Students should be able to read and listen critically, to write and speak with thoughtfulness.	1. Communicate ideas and share information effectively utilizing the written method
	2. Effectively communicate ideas and share information orally
	3. Communicate digitally using a variety of media effectively
CRITICAL THINKING: To develop students’ ability to distinguish among various levels of abstraction, identify underlying assumptions, make informed judgments, and to solve problems by applying processes and evaluative standards.	1. Analyze strengths and weaknesses of conclusions or solutions; attack or defend using relevant evidence and reasoned argument
	2. Analyze and synthesize information from a variety of sources for application to a situation
	3. Employ problem-solving processes
INFORMATION MANAGEMENT: To develop students’ abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.	1. Locate and retrieve sources of information
	2. Evaluate information for its currency, utility, validity and accuracy
	3. Organize information in a logical and consistent manner
	4. Present information in a clear and concise manner
VALUING: To develop students’ abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments. Student should be able to make informed decisions.	1. Demonstrate awareness of differences that exist among cultural value sets
	2. Demonstrate understanding of how and why value sets develop
	3. Recognize the consequences of one’s actions guided by a value set

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	4. Realize value of a group by experiencing its culture
	5. Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position
GLOBAL AWARENESS: To develop students' understanding of their place in a global society with increasingly interconnected issues that are economic, political, environmental and cultural; students must understand the complexities of the global community that will be their future.	1. Demonstrate an understanding of how each person's actions relate to events beyond the local community
	2. Demonstrate an understanding of the differences in cultures through comparison of economic systems, political systems, cultural heritage, religion or ethnic backgrounds
	3. Demonstrate an understanding of how one's perception of history shapes perspective and policy of individuals and cultures
	4. Demonstrate an understanding of the role of the United States in the world and its impact on international problems

Table 3.5

Once the goals were selected, assessment techniques needed to be created to verify the effectiveness of teaching and learning. The goal was for students to have mastered the five general education areas by the end of their second year, so rather than collect the success at the individual course level, we collect the success of the teaching of these goals in the capstone course, with initial and primary assessment using the capstone portfolios. The Portfolio Subcommittee, formed under the direction of the Assessment Committee, began collecting and assessing portfolio data in 2007. Initial data was focused and detailed on each goal and then the decision was made to be more general in assessing the five categories first, and making broader observations and responses.

Initial assessments of the portfolios showed low scores in critical thinking and global awareness as the most urgent areas of need, and to a lesser degree information management and valuing. The Communication goal has consistently scored high. This is partially due to the scoring criteria, which has been either met or not met. In 2012, a revision of the objectives within the five general education goals helped identify new facets within the goals. Also, new assessment techniques were identified, which will help provide a finer grained analysis of strengths and weaknesses within the communication and other general education goals.



Percentage of Students who Demonstrated Use of the General Education Goals in Capstone Portfolio

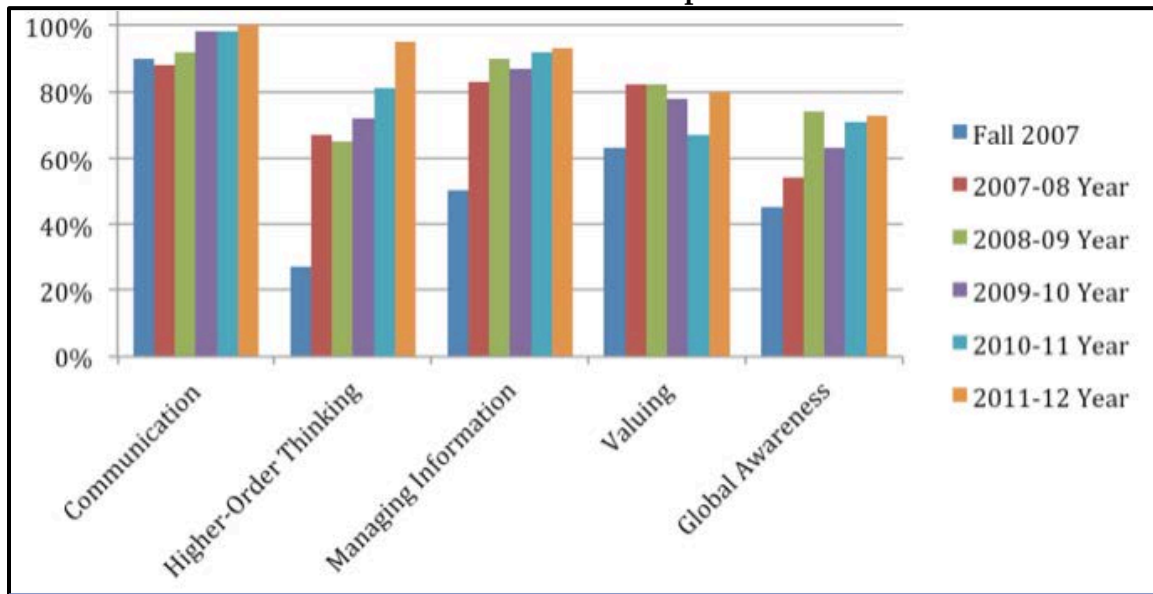


Chart 3.3

Initial observations gathered from the assessment of the portfolio were that we 1) were not teaching the goals/skills as much as we expected, 2) not all faculty were clear as to the definitions and applications of all goals (or clearly in agreement on them), and 3) not all students understood the goals/skills we were teaching them. The Portfolio Subcommittee and the Faculty Development Committee worked together to begin to address the problem areas. First, the Faculty Development Committee provided a series of focused development programs, the first on Critical Thinking in the classroom. The fall development program had a rotational program where various faculty were able to share ways of teaching critical thinking skills to students. Simultaneously the Development committee and Academic Affairs worked to build and promote more global experiences into the curriculum.

Second, the committees worked to ensure faculty understood definitions of each of the goals, in particular valuing and critical thinking, so all were including them in their instruction where possible, and making the skills clear to students. This relates to the third response which was educating students to know when they were learning critical thinking skills or one of the other four general education goals. Efforts were made to reinforce the goals in all classes. Also, primary efforts were made to place General Education Goals posters in all classrooms and faculty offices, make instructional visits to all



IDS110 classes by the portfolio committee chair (first year experience), and increase focus on instruction and portfolio building in the Capstone class.

As Figure 3.1 demonstrates, the efforts had a positive impact on teaching and learning of the General Education Goals. This has been at the broader level. Work with the electronic portfolio software will allow assessment of each general education goal in finer detail. Each general education goal is described by three to five facets. Each of these facets is assessed to show aspects of a goal that are being taught well or are falling short. This allows for a finer grained instructional adjustment and lets students understand strengths and areas of needed improvement as they assemble the portfolio.

The process of implementing the ePortfolio system began in 2011. The Portfolio Subcommittee spent time during the 2011-12 academic year working with the Title III staff to review various e-portfolio systems for implementation on campus. The group decided to use the Chalk and Wire system. This system is in its third semester of being piloted in the capstone course with full-campus wide implementation planned for Fall 2014. At that point, it will be introduced in the freshmen seminar class, IDS 110 Student Success, so students will be able to build their portfolio from the beginning of their education career at MSU-WP.

One of the challenges faced by our institution in meeting the goal of Global Awareness is the relative isolation of the area in which we are located. Being located in this fairly isolated region of Missouri, the institution is challenged in the area of engaging its students in experiences and learning enabling them to understand the global world in which they live and work. One effort the institution is explicitly making to meet this challenge is to increase the ethnic diversity of both the student body and the faculty. Diversity in the student body is mainly achieved through our athletic programs, and diversity in the faculty is being achieved through the Diversity Hiring program of the MSU System. This helps achieve the goal of Global Awareness when students are able to attend classes with other students who come from not just other ethnicities, but other cultural backgrounds – urban and international. Being taught by faculty from diverse ethnicities and cultures also increases the likelihood of meeting the Global Awareness goal. The service region for MSU-WP has a minority population of 3.7%. In Fall 2013, the minority population of our student body was 6.4% and of our faculty and staff 9.4%. Both of these minority groups have grown as a proportion of the whole significantly in recent



years as evidenced by the following data from the institution's key performance indicator 8 – domestic diversity.

Minority % of Student Body and Full-time Employees

Semester	Student Body	FT Employees
Fall 2010	4.7%	3.6%
Fall 2011	5.4%	1.7%
Fall 2012	6.6%	5.7%
Fall 2013	6.4%	9.4%

Table 3.6

The institution also provides several opportunities for students through study abroad programs including the opportunity for students to serve a semester as interns at our partner campus in Dalian, China. The honors program sponsors an overseas trip following commencement each year. A Public Affairs Committee will be initiated through the faculty and Academic Affairs office to help coordinate efforts for global education and local service learning experiences.

Core Component 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

The institution is committed to providing sufficient numbers of faculty to support its academic programs. As enrollment has grown over recent years, the institution has been challenged to maintain this sufficient level of qualified faculty. For the Fall 2013 semester, the number of full-time faculty has increased by 46% since 2003 while experiencing a 25% increase in enrollment over the same time frame. As a two-year institution, MSU-WP relies heavily on part-time faculty. These part-time faculty must meet the same qualifications as full-time according to the Faculty Handbook. This chart indicates the increasing level of credit hours being taught by full-time faculty.



**Key Performance Indicator 6 – Credit Hours and Sections
taught by Full-time Faculty**

Semester	Credit Hrs Taught	Sections Taught
Fall 2009	50.9%	46.5%
Fall 2010	50.4%	46.7%
Fall 2011	47.9%	44.4%
Fall 2012	49.0%	46.2%
Fall 2013	54.6%	51.7%

Table 3.7

The institution has clearly defined policies regarding the credentialing of its faculty. All currently employed full-time faculty hold the minimum of a master's degree with the exception of two – one in the computer graphics program and one in the nursing program. Both of these faculty members are in the process of earning their graduate degrees. The institution's per course (part-time) faculty are required by Faculty Policy Handbook to possess a master's degree or "the equivalent professional experience in a field determined acceptable by the dean" (Faculty Handbook 2.7.6).

The state of Missouri has policy guidelines for instructors of dual credit courses. The guideline is all instructors teaching general education courses must have a master's degree in the discipline area they are teaching or a minimum of eighteen graduate credit hours in that discipline area. The state allows the higher education partner to have 10% of the high school teachers in dual credit to be provisionally approved by the institution which means these teachers may not have the minimum eighteen graduate hours but are showing progress towards meeting that minimum guideline. MSU-WP has not tightly monitored those who have been provisionally approved in the past. With the appointment of the assistant dean of academic affairs in December 2011, responsibility for monitoring became a responsibility of that position. An audit of dual credit instructor credential files for those teaching dual credit during the

Website Links



Faculty Handbook

<https://experts.missouri-state.edu/display/WPH/West+Plains+Faculty+Handbook+Home>



2011-12 academic year showed 89% of the instructors who taught dual credit were fully approved to teach.

The institution has well-defined processes for the regular evaluation of faculty which is provided in detail in the Faculty Handbook. The handbook clearly states what the requirements are for reappointment, promotion, and tenure. Each division chair person is responsible for making sure new faculty are educated in the process for obtaining and maintaining tenure. The institution provides each faculty member with professional development funds, which allows them to stay current in their disciplines. The Title III grant the institution received in 2010 has also provided funding for faculty professional development as well as the hiring of a full-time Instructional Designer, a first for the institution. This staff member is charged with providing faculty development in the use of technology in their curriculum.

Full-time faculty maintain regular office hours and are required to make these hours known to students. Per course faculty are provided a shared office space for working on their courses and also meeting with students. Every faculty member, full- or part-time, has a University email that all students have access to, and many faculty members use the learning management system, Blackboard, to assist in their communication with students.

There are a wide range of staff positions providing support services to our students. We have three full-time staff and one part-time who are general advisors to students; we have one full-time advisor and full-time administrative support for our veteran students. Through the TRiO program, we have three full-time advisors. All of the full-time faculty members have advising duties for students in their programs as well. The Grizzly Tutoring Lab is staffed by a full-time writing specialist and full-time mathematics specialist who co-run the lab and train tutors in those disciplines as well as several other content areas. Through the 2010 Title III grant, the institution was able to hire a full-time Director of Developmental Education. Even though there has been turn-over in that position, this staff member has been very instrumental in developing and supporting the changes in developmental education for our students.

The qualifying, training, and professional development for staff at MSU-WP is enhanced by its relationship to the MSU system and resources available through the system. All positions are graded, and employees hired must meet minimum qualifications for a position before being hired. Training is



provided by each department and can be augmented by training provided on the Springfield campus. Professional development opportunities vary by department and level of position, but most leaders of departments maintain memberships in their respective national and regional organizations.

The institution maintains student support staffing in the areas of recruitment, admissions, registration, financial aid, career services, student activities, and testing. All staff for these areas except testing and student activities are located in Cass Hall, a one-stop shop for students to receive these services. Testing is located with academic advising and is staffed by a part-time testing coordinator. The TACT grant is providing funds to increase this position to full-time. Student activities are manned by one full-time staff member who lives on-campus and is on call 24/7. Through the Title III grant, the institution hired a Software Support Specialist whose main responsibility is to work with student support services to streamline processing by utilizing the full-functionality of the student information system in use by the institution. For instance, although the number of staff in the area of admissions has not increased, that department's ability to process admissions applications and materials has increased significantly by the assistance this specialist has been able to give.

Core Component 3.D. The institution provides support for student learning and effective teaching.

As will be evidenced in this section, MSU-WP provides a multitude of services for its students aimed at giving them the tools they need to be successful. MSU-WP provides several student support programs and services to ensure students are adequately

Website Links



Offices in Cass Hall

<http://wp.missouristate.edu/admissions/>

<http://wp.missouristate.edu/BusinessOffice/default.htm>

<http://wp.missouristate.edu/finaid/>

<http://wp.missouristate.edu/RecReg/>

<http://wp.missouristate.edu/Career/>



prepared for academic success at MSU-WP and beyond. A list of those services and programs is provided here with several explained in more detail following the list.

Student Support Services

- Cass Hall is designed so students have a “one-stop shop” experience when accessing student support services. The building houses Admissions, Business Office, Financial Aid, Registration/Records, and Career Services.
- Students with physical, emotional or learning disabilities can receive support and accommodations through Disability Services. Disability Services are provided upon request and after documentation to any MSU-WP student, including online students. MSU provides the diagnostic testing and assistance technology, if needed.
- The Testing Center offers a variety of testing and proctoring opportunities to prospective and current students.
- Student Support Services and the Student Life and Development Offices provide and/or oversee a number of services supporting both on and off-campus students, including residence hall management, campus food service, student activities, student health and wellness programming and oversight of student leadership groups and campus clubs.
- Veteran Services offers assistance with the Department of Veteran Affairs educational benefits to veterans, eligible dependents, active duty servicepersons and members of the Selected Reserve to help ease their transition in starting, continuing or resuming their education.

Website Links



Veteran Services

<http://wp.missouristate.edu/Veteranservices/>

Adult Education and Literacy

<http://blogs.wp.missouristate.edu/ael/>



Learning Support and Preparatory Instruction

- MSU-WP provides mandatory First Year Experience (FYE) courses to assist new students in making a successful transition to MSU-WP, both academically and socially, and toward the completion of the student's academic goals.
- The Grizzly Tutoring Lab provides math and writing tutoring services along with a variety of other subjects. All students including those taking online classes, can utilize these services.
- MSU-WP provides a Supplemental Instruction (SI) program, which brings together faculty teaching college-level courses and student SI leaders for professional development and strategizing to better meet the needs of the most at-risk students in college level classes.
- TRiO Student Support Services program provides personalized academic and other support services to 140 MSU-WP students. The program is designed to help participants transition to college course work, complete their degree requirements at MSU-WP and transfer to four-year universities. The number of students being served currently by TRiO was reduced to 133 due to cuts in federal funding.
- MSU-WP provides pre-college instruction in Adult Education Literacy at the non-credit level.
- The Library provides guidance to students about research methodologies and utilizes the Library management system to provide students online access to operational guidelines, listings of databases, magazines, journals, newspapers, and research tools as well as a full library catalog.
- MSU-WP provides the technology needed to effectively support teaching and learning. In addition to making computers and other technologies available for student use, IT also provides and maintains a wireless internet service and supports all equipment used in the classroom for instruction such as multimedia stations, interactive whiteboards, ITV network, and work stations for students with disabilities.
- MSU-WP provides mandatory placement for reading, writing, and math. Students are placed into developmental/transitional classes in reading, writing, or math based on their test scores.



Academic Advising

- As a first step toward college success, all incoming first time freshmen must attend one of the Student Advising and Registration (STAR) Orientations. The program is designed to assist students in the transition to college life.
- Academic advising is required for all incoming first time freshmen. It is encouraged but not mandatory for subsequent terms.
- All students are assigned a primary advisor during the week of new student orientation/registration, and an advisor session is also held during that week. The primary advisor is generally a faculty member from the students' program of study. For students who have not selected a specific program, an advisor in Advisement and Academic Coaching Center for Empowering Student Success (AACCESS) serves as the primary advisor until a program of study is declared.

Academic Resources

- Garnett Library is the primary academic resource.
- Computer labs or computer study areas are located in every classroom building, as well as Garnett Library, TRiO, Putnam Student Center, and Shannon Hall. The computer lab/help desk, located in Lybyer Technology Center, is manned from six a.m. to ten p.m. and provides assistance in person or by phone or email to any student having difficulty with navigating any software program used on-campus. Workers also attempt to assist students who have problems with personal computers.
- The Computer Graphics and Programming department has fully equipped labs.
- Computer classrooms are equipped to support computerized instruction in specific courses in reading, math, and accounting.
- The campus has fully equipped Biology and Chemistry laboratories with a full-time Lab assistant.
- Allied Health facilities in Looney Hall include a simulation laboratory space.



- The Child and Family Development program uses the College Parent Resource Center as a laboratory.
- Assessment processes are used for improvement of instruction in individual courses as well as programs.
- The full-time Instructional Designer works with faculty to implement technology in pedagogy in order to improve and enhance teaching and learning.
- The Coordinator of Distance Education provides workshops for faculty to improve online instruction.
- Field trips, travel abroad opportunities, and University/Community events are linked to course instruction (e.g. Eva Kor).

Grizzly Tutoring Lab. Academic support for the majority of our students is provided through the Grizzly Tutoring Center. The center was moved from the Garnett Library building to Melton Hall in 2011. Since the move, many more students use the tutoring lab. Many of the core classes meet in Melton Hall, and faculty offices are located there. Faculty frequently drop in; some meet with students in the lab during their office hours. As might be expected, many more students use the tutoring center at its new location.

The tutoring lab is equipped with computers, a printer, manipulatives for math instruction, texts and reference books. During the fall and spring semesters, the lab is open and staffed from 8:00am until 9:00 pm Monday through Thursday and 8:00 am to 5:00 pm on Fridays. Summer hours are 8:00 am to 5:00 pm. The tutoring lab is expanding in Spring 2014 to separate the writing lab from the main mathematics and other subject area tutoring. This expansion is being funded partly through the Title III grant and partly from the TACT grant.

Website Links



Grizzly Tutoring Lab

<http://blogs.wp.missouri-state.edu/gtl/>



The center is staffed by a full-time writing specialist and a full-time math specialist, as well as by a variety of professional and student tutors. The writing specialist is a member of the English Department and her responsibilities include teaching two English courses each fall and spring semester. The math specialist is a member of the Math Department and teaches two math courses each fall and spring semester. Integration with the Math and English Departments ensures a close working relationship between the faculty and the academic support staff. The institution is in the process of hiring an additional full-time mathematics and full-time writing specialist funded by the TACT grant.

While the main focus of the tutoring center is math and writing, tutoring support is provided for a variety of courses, including political science, history, chemistry, biology, anatomy and physiology, and economics. In 2011, supplemental instruction was initiated as an initiative funded by the Title III grant.

In addition to person-to-person tutoring, writing assistance is also available through the online writing lab (OWL). Students submit a paper via email and tutors provide feedback. Tutors are also available to answer questions through a chat service. Data is collected to determine effectiveness of each type of tutoring. Writing and math tutoring are also provided at Shannon Hall on the Mountain Grove campus. Hours vary from semester to semester.

Because many of the tutors are students, an effective tutor training program is necessary. Tutor training is provided to new tutors through a three credit hour tutor training course, which involves extensive reading and discussion in the classroom component, supplemented by observations and supervised tutoring experiences in the tutoring lab. The training is based on College

Website Links



AACCESS

<http://wp.missouristate.edu/aaccess/>



Reading and Learning Association (CRLA) guidelines and includes two semesters of development after the tutor training class has been completed. New tutors are required to complete the tutoring course during their first semester as a tutor, and they receive a pay increase after the completion of each of the three levels of training.

AACCESS. The advising center is fully engaged in working with students to help make sure that they are placed in to the proper level of coursework. Placement is provided to students based on ACT test scores, COMPASS placement tests, and departmental testing. MSU-WP is an open admissions campus and does not have a required minimum test score for admission to the university, but it does use these scores for placement into courses. AACCESS provides a dozen opportunities for newly admitted students to attend an orientation session where they receive academic program information and advising sessions where they learn about the courses they are required to take and how to enroll in those courses.

AACCESS is also home to the university's testing center, which is located in Garnett Library. The testing center is staffed by a part-time proctor who is assisted by the AACCESS Administrative Assistant. Standardized tests provided include Academic Profile, American College Testing (ACT), Collegiate Assessment of Academic Proficiency (CAAP), College Level Examination Program (CLEP), COMPASS, General Educational Development (GED), and PRAXIS. The center also proctors the university's placement tests, tests for online courses and make-up tests as requested by faculty. Issues with the testing center have come about in recent years with noise and security during tests. With funding from the TACT grant, the mezzanine level of the library will be renovated into a dedicated testing center staffed by a full-time testing coordinator.

The AACCESS office also includes the Disability Officer who meets with students with disabilities and helps identify accommodations that will improve their success. The Disability Officer gathers information and documentation from the student and forwards it to the Disability Office on the Springfield campus. After reviewing the documentation, professionals determine what accommodations are appropriate for each student. The Springfield campus disability office sends a letter back to West Plains for each student stating the accommodations. The Disability Office also works with instructors to ensure students receive the approved accommodations they request.



Because disability services are handled in a different way in college than in public schools, students attending the STAR Orientation are encouraged to meet with the Disability Officer even if they do not plan to use accommodations. It is important they know their options. Many of these presentations at STAR are made by one of our students with disabilities. During the last three years, physical changes have been made to the campus to make it more handicap accessible, including adding ramps to curbs and installing automatic doors on the TRiO building.

TRiO Student Support. In 2010, the university applied for and received a grant for a TRiO Student Support Services program. TRiO Student Support Services is a federally-funded program serving low-income, first-generation and disabled students. The objectives of the program are to improve retention of program participants, help them maintain good academic standing and graduate within four years. Our campus serves approximately 140 students each academic year. At the time of this report, the program was in its third year, and we are seeing the benefits of the services and support that TRiO staff and tutors provide. Each TRiO student is paired with an Academic Specialist who works with the student to identify areas of need and prepare a plan to ensure success. The plan may include tutoring, workshops to improve personal and study skills, financial literacy, and transfer planning. The student meets with the Academic Specialist regularly to discuss concerns, monitor progress, and direct the student to appropriate resources including scholarship opportunities. This gives the student one person to contact with questions that arise. Students are invited to use the computers and study areas at the TRiO building to study and meet other students. TRiO students often encourage each other as they realize that others are challenged by struggles similar to their own. Impacts of the program so far have included the following:



- Retention: 70% of the students served by TRiO during the 2011-12 school year returned for the Fall 2012 semester,
- Academic Support: During the Fall 2012 semester, TRiO provided 897 hours of tutoring to TRiO participants at a cost of \$7,176 (897 hours @ \$8 per hour),
- Academic Excellence: For the Fall 2012 semester, 18 TRiO students made the Dean's List and 15 made the Chancellor's List,
- Graduation: In December of 2012, 8 TRiO participants graduated with Associate's degrees and 17 more will graduate in May of 2013, and
- The TRiO grant provided \$10,000 to be awarded in the form of scholarships to 18 TRiO participants. To be eligible for scholarships, students had to participate in TRiO during the Fall 2012 semester, and complete the requirements of their academic plan, which includes a financial literacy requirement. They also were required to be enrolled full-time for the Spring 2013 semester.

College Parent Resource Center. College students with children can study in the family-friendly environment of the College Parent Resource Center. Areas are provided for children to play under the parent's supervision in spaces adjoining study areas. Some tutoring is available. The center includes a computer lab, kitchen and laundry area and play-room with learning activities for children of all ages. The center is open Mondays and Tuesdays, 10:00am-5:00pm and on Wednesdays and Thursdays, 2:00-9:00pm.

Website Links



TRiO Student Support
Services

<http://wp.missouristate.edu/trio/>

College Parent Resource
Center

<http://blogs.wp.missouristate.edu/cprc/>



Garnett Library. The library provides many resources for instructors and students with very competent staff manning the facility. This video, created by the librarian for our dual credit instructors, provides a comprehensive view of all of the library and research resources available. The following table provides information on the increase in library resources from 2000 to 2010. Overall library expenditures have increased by 47% over that timeframe as well as the volumes in the library collection increasing by 41%.

	2000	2002	2004	2006	2008	2010	2012
Acquisition Expenditures	\$47,537	\$43,179	\$45,677	\$50,957	\$61,063	\$68,638	\$61,852
Total Expenditures	\$183,460	\$209,769	\$249,295	\$245,366	\$257,547	\$269,325	\$269,774
Acquisitions as % of Total	26%	21%	18%	21%	24%	25%	23%
Volumes in Collection	38,443	29,806	30,708	34,621	38,159	40,233	42,851

Table 3.9

Developmental Education. The area of developmental education has received intense focus by the campus community through the last several years when, in 2010, the institution was awarded the Title III grant. The main focus of the grant is developmental education with the intent of positively impacting the success of students. Approximately 70% of MSU-WP students

Website Links



Garnett Library

<http://library.missouristate.edu/garnett/>

Library Video

<http://blogs.wp.missouristate.edu/idt/dciw/>

Title III – Road to Achievement

<http://blogs.wp.missouristate.edu/t3/>



require at least one developmental education course in writing, reading, mathematics, or study skills.

To enter into any degree or certificate program, students are required to take placement tests identifying the needed developmental course work. MSU-WP does not require certain standardized tests (such as ACT or SAT) for admission. However, to ensure students are placed in courses for which they will be successful, students must take either the ACT or COMPASS test to determine placement in classes with a math or reading prerequisite. Students must also take a writing sample to determine placement in English classes. ACT scores must be less than five years old.

A U.S. Department of Education Title III grant awarded in 2010 provided the resources and coordination to make significant changes in developmental education at MSU-WP. Course redesigns are based on best practices in developmental education, incorporating the principles of acceleration, mastery-learning, enhanced academic support, and realignment of curriculum to college level course needs. The initiatives are described below followed by data illustrating the success rates for the pilot courses and future course success goals. Plans for future implementation, refinement, and assessment are also presented.

Emporium Math. In the fall 2011 semester, MSU-WP piloted two sections of emporium math in a newly constructed computer-mediated classroom. In the spring 2012 semester, all sections of Math 020 and 030 were taught in the emporium model. In conjunction with instructor and tutor assistance, students work through a series of modules which include a pre-test, study plan, and post-test. If students score 80% or higher on the pre-test, they are allowed to progress to the next module. Otherwise, students must complete an individualized study plan and score a 70% or higher on a post-test before progressing. This format also accommodates for various levels of math preparation and knowledge since students work at an individualized pace.

Accelerated Learning Program (ALP). ALP allows for students to take developmental writing (English 100) during the same semester as entry-level composition (English 110). Ten English 100 students enroll concurrently in an English 110 course with other entry-level college writers. Those ten students stay immediately after the English 110 course with the same instructor. The 100 course functions as a lab component, providing a forum to discuss concepts. Three sections were piloted in the fall 2011 semester, and three sections were taught in the spring 2012 semester. Because of strong results, the English department has slowly scaled up the program each year, and hopefully in fall 2014, the



pilot will be fully scaled up and no stand-alone English 100 class will be offered. We assumed ALP would be a better fit for students on the upper-level of developmental writing proficiency (those students whose writing sample requires a third reader for example), but we ultimately found motivation to complete two English classes in a semester was the primary driver for success in the ALP courses.

Integrated Reading and Writing. Approximately, 30-40% of students who enroll in English 100 also enroll in Reading 125. Title III piloted an integrated reading and writing course for the fall 2012 semester. Because of the inherent overlap in writing and reading courses, this course will be four credit hours. Integrated writing and reading courses are another model of acceleration, yet the focus of this course is on comprehending, and writing about, academic texts in order to better prepare students for the academic writing and reading expectations they encounter in college-level content courses. The course redesign uses Reading Apprenticeship, which is also being piloted across the curriculum, and this class acts as the lab class for the larger pilot as a whole.

Innovations in Developmental Education – English.

When the English Department at MSU -WP examined completion rates of freshmen in developmental English, students enrolled in our higher-level developmental writing course passed ENG 100 within four years and 49% either failed or dropped out of the writing sequence. Discovering such low success rates and such high attrition rates made us determined to find a more effective model for developmental writing.

We quickly became convinced the approach known as “mainstreaming” (Peter Adams, Web Post - October 2009, Volume 12, Number 10: *“The Accelerated Learning Project (ALP) at the Community College of Baltimore County*) was most likely to improve our results. Under our Title III Initiative, the department decided to pilot an ALP with three sections of college level English 110. The Accelerated Learning Program in Writing (ALP) at MSU-WP has the following features:

- ALP students, even though assessed as developmental, enroll directly in designated sections of college level ENG 110.
- ENG 110 sections are limited to 24 students: 14 who place in ENG 110 and ten who are ALP developmental students.
- ALP students also enroll in a linked ALP section.



- Enrollment in the ALP section is limited to the ten developmental students from the linked section of ENG 110.
- The goal of the ALP course is to provide whatever support is necessary to maximize the ten students' chances of passing ENG 110.
- The same instructor teaches the ENG 110 section and the paired ALP section.

This model provides for greater student success because

- The ALP students take ENG 110 in a section with other students who are stronger writers and can serve as role models,
- The small size of the ALP sections allows the kind of individual attention that increases success,
- The bonding of the ALP students with each other increases their motivation to succeed, their sense of a supporting community, and their attachment to the college,
- The students' sense that the instructor is genuinely supportive and has the time to assist them provides increased confidence, and
- Reducing the time it takes to complete the sequence of writing courses from two semesters to one makes it less likely students will become demoralized and give up.

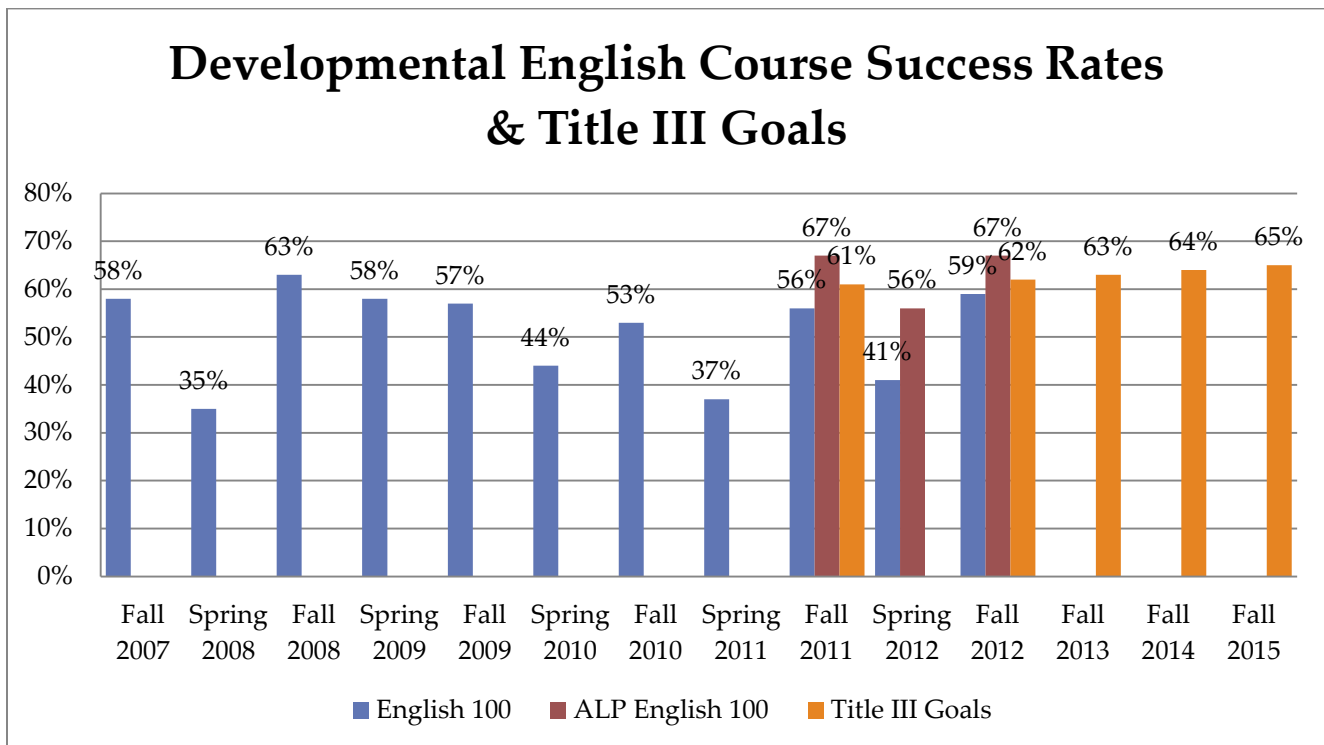


Chart 3.4



The above table shows the difference between the normal English 100 completion rates and those of the ALP sections. For the three semesters of data, the success rate of the ALP sections averages 63%, compared to an average of 52% for the non-ALP sections of English 100 – a completion difference of 11%. This difference is great enough for us to move towards teaching all students whose tests put them into the developmental English (reading/writing) category in ALP English 100 courses. We hope to either eliminate or greatly reduce the stand-alone English 100 and Reading 125 in favor of ALP for students who only need developmental writing.

Innovations in Developmental Education - Math

One of the greater challenges we face with our incoming student body is poor performance in mathematics. Performance changed to preparation. One of our core target goals under Title III was to improve developmental education math completion rates. When our Title III proposal was written, the institution had one level of developmental math: Math 050, Introduction to Algebra. In the Fall 2011 semester, the math department no longer offered Math 050. Instead, we redesigned the developmental math sequence to Math 020, Pre-Algebra, and Math 030, Beginning Algebra. At the same time, we implemented the emporium math model in Math 020 and 030. This is a computer-assisted, modularized math course in which students work through series of modules at their own pace. Modules 0-4 represent Math 020 and modules 5-9 represent Math 030. Students cannot progress through the modules until they demonstrate mastery (as determined by a 70% or higher on each module post-test). Alternatively, students may skip modules if they demonstrate mastery on each module pre-test (an 80% or higher).

All students whose ACT or COMPASS scores place them below MTH 103, Intermediate Algebra, begin in Math 020, or module zero. Students progress at their own pace but are given schedules for completing MTH 020 only, Math 020 and 030, or Math 020, 030 and 103, Intermediate Algebra. This option for acceleration gives students the possibility of completing the equivalent of nine credit hours of math during one semester and paying for only three credit hours.

Overall, we found students drastically needed the skill sets of Math 020, which explains why students were continuously failing and repeating Math 050 and also why students should not place directly into Math 030. For example, of the over 260 students enrolled in Math 020 in the fall 2012 semester, only 10% passed the pre-test for module zero, the module that addresses whole numbers,



addition, subtraction, multiplication, and division. The developmental math redesign is not comparable to Math 050 and not just because the curriculum and end-of-course learning outcomes are different. The success of emporium math cannot be ascertained from course success rates since the very nature of the course defies the idea of a credit hour and traditional course success rate measurements. The focus instead is on mastering math concepts so students are more successful in future math courses.

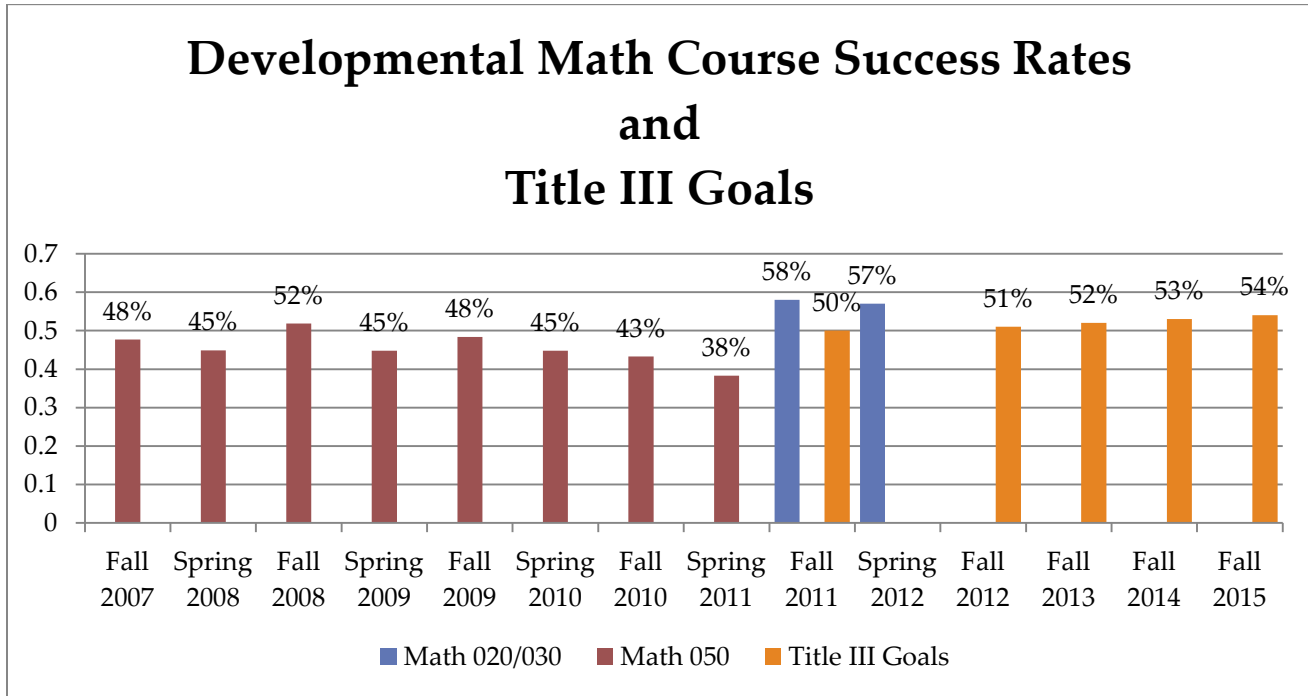


Chart 3.5

Course success rates defined as ABC or pass/Total Grades. Total grades is comprised of ABCDF and not-pass, and withdraw, and incomplete – or total enrollment at time of census date.

Innovation Success Rates and Future Goals

The 2010 baseline data below represents the baseline data reported in the Title III grant. The 2011 goals are based on the Title III goals as articulated in the grant proposal as well. For 2012 and beyond, we have increased the course success rate goals above Title III goals in order to maximize the impact on overall student retention.

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Title III Baseline and Goals	2010	2011	2012		2013	2014	2015
	Baseline	Goal	Actual	Goal	Goal	Goal	Goal
Emporium Math	49%	50%	60%	55%*	57%	59%	60%
ALP - Writing	59%	60%	67%	65%*	67%	69%	70%
Integrated Reading and Writing	N/A	N/A	N/A	68%	70%	71%	72%
Integrated Reading and Writing piloted in 2012; no baseline data available.							

*These 2012 goals are less than the 2011 actual. As we add more sections and train more faculty, we are cautious about promising to continue at the 2011 success rate.

Table 3.9

Plans for Assessment, Expansion, and Future Initiatives

- **Emporium Math.** We have assigned cohort codes in BANNER to students who have taken these courses. We will examine their persistence rates and success rates in subsequent math courses, particularly college algebra, Math 135. We anticipate that student demand will drive the full integration of Math 103 into the emporium model.
- **ALP:** Starting in the fall 2012 semester, ALP students took five-credit hours of English – three English 110 and two English 100. Also, our instructors found ALP students require significant more practice in reading comprehension and built that into the curriculum. We assigned cohort codes to students enrolled in ALP and will examine those students’ persistence and completion rates.
- **Integrated Reading and Writing:** Integrated courses are proving to be successful at two-year institutions across the nation. MSU-WP will be no exception. We would like to eventually take the stand alone English 100 and Reading 125 off the schedule, instead funneling students who only need English 100 into ALP.
- **Other**
 - All course redesigns will be incorporated at the Mountain Grove campus,
 - Enhanced academic support is a critical piece for all coursework, particularly in developmental education. Tutoring services and academic advisement will continue to be refined and improved,
 - Facing the Future: Collaboration for College Readiness. Establishing a relationship with high school English and math faculty will make students better prepared when they arrive on our campus from high school, and ultimately decrease the percentage of students placing into developmental education courses, and



- Assessment. Assessment is a multi-faceted issue, particularly concerning developmental education. To assess our developmental initiatives, we will examine the following:
 - Course success rates
 - Persistence, retention, and completion rates
 - Success rates in college-level math and writing courses
 - Faculty perception about reading, writing, and mathematical literacy readiness in content courses

In our efforts to improve student performance to ensure it was appropriate to the degrees and certificates awarded, and as a boost to both retention and completion, we implemented the most promising practices in developmental education in the country today: emporium math, the Accelerated Learning Project (ALP), and an Integrated Reading and Writing course from the California Acceleration Project. All of these course designs are effective, in part, because they challenge the preconceived notion of the traditional, sequential model of developmental education that has recently come under scrutiny for being ineffectual, regardless of the support systems built around it. Research suggests that accelerating students, while increasing academic rigor, leads to the most positive change in terms of increased course success rates, success in gateway courses, and overall student persistence.

Core Component 3.E. The institution fulfills the claims it makes for an enriched educational environment.

As an educational institution committed to high quality teaching and learning, MSU-WP actively seeks independent assessment of its efforts. Of late, significant independent analysis supports the conclusion that MSU-WP provides an enriched educational environment for its students. Based on this evidence, notable organizations such as the Aspen Institute Community College Excellence Program and the Washington Monthly have recognized MSU-WP with high national rankings.

Every other spring semester, the institution participates in the Community College Survey of Student Engagement. During each of the three data collections the institution has participated in, MSU-WP scored above the survey cohort in each benchmark for educational practice: active and collaborative learning, student effort, academic challenge, student/faculty interaction, and support for learners.



Table 3.11 provides a look at the MSU-WP benchmark scores and their comparison to the national CCSSE cohort.

Community College Survey of Student Engagement (CCSSE)

Benchmark Scores for MSU-WP	2009		2011		2013		3-Year Avg	
	MSU-WP	Difference from CCSSE Cohort	MSU-WP	Difference from CCSSE Cohort	MSU-WP	Difference from CCSSE Cohort	MSU-WP	Difference from CCSSE Cohort
Active and Collaborative Learning	53.7	3.7	56.5	6.5	50.5	0.5	53.6	3.6
Student Effort	59.1	9.1	58.8	8.8	57.1	7.1	58.3	8.3
Academic Challenge	54.0	4.0	54.0	4.0	52.3	2.3	53.4	3.4
Student-Faculty Interaction	55.9	5.9	59.2	9.2	51.2	1.2	55.4	5.4
Support for Learners	55.6	5.6	57.9	7.9	57.2	7.2	56.9	6.9

Blue cells indicate year in which MSU-WP score and difference were less than the 3 year average

Table 3.11

Table 3.12 provides data from the 2011 and 2013 survey administration for the aspects that students perceive their highest engagement. The three areas common to both years make sense for our students - 1) providing financial support; 2) the frequency for using peer or other tutoring; and 3) frequency of use of computer labs make sense. First of all, our financial aid office, development office, Dean of Student Services, and the Chancellor are involved in the vital exploration of grant and scholarship opportunities for our students. The institution also sets aside funds each year for emergency grants. When Faculty and staff members become aware of students with substantial financial need, they can refer those students to the Financial Aid Office for either an Emergency Grant or a Dunsmore Short-Term Loan. Grants are considered in extraordinary circumstances when students have immediate financial need that cannot be satisfied through other sources. Grants are generally limited to \$250 or less. For instance, students have used this emergency fund to pay for fixing a flat tire keeping them from attending classes or used for an emergency babysitting situation when the usual babysitter has become ill.



Aspects of Highest Student Engagement
Items on which MSU-WP performed most favorably compared with the CCSSE Cohort

Benchmark	Item for which students responded 'Often' or 'Very Often'	MSU-WP	Difference from CCSSE Cohort
2011			
Student-Faculty Interaction	Used email to communicate with an Instructor	76.1%	17.7
Student-Faculty Interaction	Talked about career plans with an instructor or advisor	39.1%	12.7
Support for Learners	Providing the financial support you need to afford your education	74.1%	23.0
Student Effort	Frequency: Peer or other tutoring	48.7%	21.2
Student Effort	Frequency: Computer Lab	84.1%	21.6
2013			
Support for Learners	Providing the support you need to help you succeed at this college	85.1%	11.7
Support for Learners	Helping you cope with your non-academic responsibilities (work, family, etc.)	36.9%	9.2
Support for Learners	Providing the financial support you need to afford your education	66.8%	13.6
Student Effort	Frequency: Peer or other tutoring	48.9%	19.8
Student Effort	Frequency: Computer Lab	78.6%	15.9
Blue highlighted cells indicate items that were duplicated the following year from each list			

Table 3.12

The use of peer tutoring and computer labs make sense because the institution, as described earlier in 3.D., provides free tutoring and is staffed by professional academic specialists and by trained peer tutors. The institution has also made a commitment to students to provide a multitude of computer labs for their use. In this rural community, this is an essential resource for students as many of them either do not have technology resources available such as hardware or internet at home or cannot afford these resources.

At the same time, Table 3.13 highlights areas where the institution needs to improve in terms of student engagement. For

Website Links



Emergency Grant

<http://wp.missouristate.edu/FacultyStaff/EmergencyGrants.htm>

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instance, by a significant percentage, MSU-WP students report more frequently coming to class without completing readings or assignments than do their peers in the cohort (2013). The difference decreased by five percent for the item, “using information you have read or heard to perform a new skill.” This should be a particular item to continue to monitor. Other items indicate a narrower gap between MSU-WP students and their peers in the cohort, but West Plains students still lag behind. With the changes being made to the First Year Experience course, IDS 110, we hope to see greater student engagement in many of the areas listed as low engagement with our students.

Aspects of Lowest Student Engagement
Items on which MSU-WP performed least favorably compared with the CCSSE Cohort

Benchmark	Item for which students responded 'Often' or 'Very Often'	MSU-WP	Difference from CCSSE Cohort
2011			
Active and Collaborative Learning	Asked questions in class or contributed to class discussions	62.2%	-3.0
Academic Challenge	Analyzing the basic elements of an idea, experience, or theory	66.8%	-1.8
Academic Challenge	Applying theories or concepts to practical problems or in new situations	56.0%	-1.5
Academic Challenge	Using Information you have read or heard to perform a new skill	57.1%	-5.7
Support for Learners	Frequency: Career counseling	28.3%	-0.2
2013			
Student Effort	Came to class without completing readings or assignments	24.2%	-10.1
Academic Challenge	Worked harder than you thought you could to meet an instructor's standards or expectations	51.5%	-2.1
Student-Faculty Interaction	Worked with instructors on activities other than coursework	6.3%	-3.9
Academic Challenge	Using Information you have read or heard to perform a new skill	63.2%	-0.7
Student Effort	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	25.8%	-3.4
Blue highlighted cells indicate items that were duplicated the following year from each list			

Table 3.13



In addition to seeking independent assessment from the Community College Survey of Student Engagement, MSU-WP annually administers the Collegiate Assessment of Academic Proficiency (CAAP) examination to its graduating students. The results of this examination were presented in 3.A.

Using data from the Community College Survey of Engagement, as well as measures of student retention and completion from the U.S. Department of Education, the editors of the Washington Monthly recently ranked MSU-WP sixth in the nation in the Best Community Colleges category. Using similar information, the Aspen Institute Community College Excellence Program has for the last two cycles named MSU-WP one of the top 120 two-year colleges in the United States. These outside assessments indicate that, although improvements need to occur, MSU-WP does provide an enriched educational environment for its students.

Summary.

After completion of the assessment of teaching and learning, along with their various aspects, certain ideas are offered as a summary. These will be listed in simple bullet form, in three categories: strengths, weaknesses and recommendations.

STRENGTHS

- Faculty are willing to engage students, try new technology and extend into new areas.
- Faculty and staff are social and friendly to one-another as well as students (contributes to: low conflict, generally high morale, positive impression by visitors and community).
- Staff are willing to be flexible, overextended, and work to their maximum for student benefit (with a clear vision of what does benefit a student).
- The institution has sharpening focus on teaching and assessing the General Education skills, as well as course specific abilities and knowledge.
- Tutoring structure and staff are willing and able to support students who access it.
- The institution provides strong teaching support, including instructional design, development, and latitude to explore and implement changes.
- Administration keeps an eye on conservative budgeting to insulate against times of financial crisis.
- There is a growing appreciation of the University in the local community, and continued strong



support.

- The campus has a growing appreciation of the Public Affairs mission and how it can relate to a richer educational experience.
- A grant writer to help faculty with external funding has been successful.
- MSU-WP has a growing relationship with, and stability in, the Dalian, China campus.
- MSU-WP offers a varied slate of cultural and intellectual opportunities to traditional, non-traditional, and special students throughout its seven county service area, and with the recent addition of Gohn Hall, the institution has significantly upgraded its outreach capabilities.

WEAKNESSES

- Budget issues and funding are not critical, but always a concern and often a barrier around which to work.
- Faculty focus on teaching does not allow for grant writing and external funding work. We have one grant writer whose role is to assist faculty and staff with their projects, and she has little time to search and develop projects of her own or projects in which to draw faculty or staff.
- Faculty generally teach overloads because of the need for more faculty to teach and desire to offer additional sections.
- The pool in the greater West Plains area for hiring qualified adjunct faculty is limited, making it a challenge, at times, to support every subject area in our course offerings. This will increasingly become a concern as MSU-WP must ensure part-time workers not go over the 1,000-hour limit during any 12 month period. For MSU-WP this means per course instructors are limited to no more than six credit hours in fall and spring and no more than three during the summer, unless the institution chooses to pay for benefits when employing workers over those limits.
- Due to the number of students requiring developmental education, the Grizzly Tutoring Lab at times has too few student tutors to handle all those who may seek their assistance during open lab periods. Despite over a three-fold increase in the number of tutors since 2006, the increased use of the lab by students over this same time period (a positive trend actually) can mean students may wait for a period of time or decide to leave without tutoring. Online tutoring, however, has been made available for overload times, for times when the lab is not open, or for students taking courses online or via ITV.



- Our service area includes a large under-prepared and under-resourced student population pool (both academically and socially).
- Although the MSU System coordination of the Dalian campus has been consistent and stable since its inception in 2001, MSU-WP has struggled with limited assessment input and feedback from the Dalian campus due to an inconsistent cadre of administrators and faculty at the China campus. With the administration at the Dalian campus stabilizing over the past two to three years, however, assessment has become a bit more routine, with data beginning to flow to administrators and the faculty's Assessment Committee.
- Full-time and per course faculty members at MSU-WP have collectively observed per course faculty training needs to occur close to the start of the semester for it to be optimally useful. This makes it difficult for such instructors, especially those new to the institution and most in need of mentoring, to construct adequate syllabi correctly reflecting university policies. In turn, the timing issue negatively impacts students, through no fault of their instructors.

OPPORTUNITIES

- The institution is exploring more options for external funding. We may possibly allocate selected faculty or staff to devote a portion of their time to this pursuit and allow appropriate release time.
- MSU-WP maintains tutoring support and searches for additional monies to increase tutoring staff for depth and breadth of coverage in more subjects, with more hours, and more staff.
- We are considering developing an online pre-college course (like the pre-online course), for the public, to help interested potential students assess their readiness for college. We hope to facilitate identifying weaknesses, if addressed, to help them be more successful and identify barriers which may present unexpected resistance to the student. Although we see patterns and know what may create a barrier, we don't often have the opportunity to tell students ahead of time how to avoid these barriers.
- MSU-WP continues to find ways to fund more full-time faculty and decrease the dependence and load on part-time faculty.
- On regular planned trips, we will send faculty and staff to the Dalian campus to connect with their counterparts there and develop communication links through delayed time media (e.g.



Blackboard, email, texting). Faculty will explore selected classes (e.g. capstone) to attempt team teaching between U.S. and China faculty and/or students.

- MSU-WP faculty appear to have the opportunity, given adequate levels of funding and of administrative support, to expand student involvement in undergraduate research. Given the degree to which a number of faculty members are active in their disciplinary fields, if incentives such as stipends, release time, and funds for student academic travel were expanded, undergraduate research could become a distinctive aspect of this two-year campus. Such a development would not only enhance the institution's academic profile, but would also move the campus several steps closer to meeting its goal of becoming a national model for two-year institutions.
- MSU-WP has the opportunity to consider the revival of two former student publications, *Echoes* (a literary and arts magazine) and *The Appriser* (a student newspaper), possibly in electronic format. Each publication has the potential to enhance student opportunities for literary and artistic expression, as well as provide valuable training in such fields as journalism, feature writing, editing, photography, layout, design, and computer graphics. Additionally, since MSU-WP remains primarily a commuter campus, such publication might also increase student identification with the institution. Still, the revival of either or both of these publications would likely draw on the dwindling energies of faculty members who are already remarkably busy. Any discussion of these publications would need to take faculty resources into account.
- MSU-WP faculty need to become more conversant with budgetary issues and, in particular, need to persuasively articulate the benefits of a budgetary process driven by concerns for student learning. It is true faculty members have steadily called for an increase in instructional spending at MSU-WP, but they have not yet done so in a precise, focused way. What is needed is a call for instructional investment concrete enough to produce a shared, well understood, and achievable vision of the institution's instructional potential.



Criterion Four

TEACHING AND LEARNING – Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

MSU-WP continues to work on improving the quality of its programs, learning environment, and support services as will be evidenced in the following discussion. Governance for the quality and rigor of the institution's educational programs and learning environments lies with the Faculty Senate and the Curriculum Committee whose membership consists of full-time faculty. As is expected, administration will influence the decisions of these groups but our full-time faculty do maintain control over our academic programs. We believe the evidence provided here will fully address this accreditation expectation.

Core Component 4.A. The institution demonstrates responsibility for the quality of its educational programs.

MSU-WP incorporates regular course and program assessment, evaluation or the analysis of data gathered through assessment, and improvement processes in its long-range and annual planning. The following Objective and Tactics are in the current long-range plan:

- Objective 6. Continually monitor curriculum for relevance and currency
 - Tactic: 6a. Conduct formal review of general education curriculum
 - Targets/Accountability: 2016 Target: Coordinate general education review with Springfield (DAA, FS, CC, ID, AA, DDE).
 - Tactic: 6b. Develop formal plans for regular program review, continue program review in AS and AAS programs with evaluation of program review process, and develop formal program review process for AA programs
 - Targets/Accountability: 2016 Target: Use formal plan to review all programs by 2016 (DAA, ID, AA, DDE, DE).

In adherence to the plan, during spring 2012 a representative faculty member from MSU-WP served on the Springfield Core Curriculum Review Committee, which reviewed and revised the



general education curriculum. These changes were implemented on the Springfield campus for the 2013-2014 academic year. At the end of the Spring 2012 semester and in light of the changes made on the MSU-Springfield campus that would affect the transferability of credit of many, if not most, MSU-WP students transferring to the Springfield campus, the Faculty Senate leadership and the Office of Academic Affairs began preparatory discussions for conducting a full program review of the institution's general education program. In August 2013, the Faculty Senate chair appointed a sub-committee of members to begin that review. While it is anticipated changes will be approved and implemented throughout the process, the Senate leadership has set a target date of fall 2015 for implementation of all approved changes in the core curriculum.

MSU-WP recognizes there are many valid reasons for students to transfer from one institution to another. In response, the institution welcomes transfer students from other accredited colleges and universities and has established this policy to create a transfer process designed to treat continuing MSU-WP students and transfer students in a fair and consistent manner while maintaining the academic integrity of its programs.

The institution endorses the "Joint Statement on Transfer and Award of Academic Credit" approved by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers and the American Association of Community Colleges. Many of the principles of that statement are inherent in this policy.

MSU-WP grants credit for armed service education and training according to the recommendations of the American Council on Education. Credit is generally not awarded for occupational training. Credit is also given for most Defense Activity for Non-Traditional Education Support (DANTES) education programs. Veterans file copies of the DANTES transcripts with the MSU-WP Admissions Office.

Currently, credit is not awarded for experiential learning unless validated through the credit by examination policy; however, beginning in Spring 2014, credit for experiential learning will be given when validated by a certified Prior Learning Assessment coordinator funded by the FY14 award of a U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training Grant (TACT).



Students may not receive transfer credit for credit awarded by other institutions on the basis of examinations or other competency-based alternatives unless such credit has been approved by the appropriate academic department head at MSU-WP. The MSU-WP Faculty Senate approved this policy in March 2005. The Admissions Office has the primary responsibility for administration of the policy.

In addition, Missouri state law now requires the Missouri Coordinating Board for Higher Education to create a statewide core transfer library of at least 25 lower-division courses that are transferable among all public two-year and four-year higher education institutions by July 1, 2014. Under the guidance of the Missouri Department of Higher Education, MSU-WP is collaborating with higher education institutions across the state to begin the process of developing courses that might be included in the library.

As described in Article II, Section 1 of the Constitution and By-Laws of the Faculty Senate, the responsibility for dealing with curricular matters of MSU-WP is assigned to the Faculty Senate of MSU-WP by the Board of Governors. Faculty action in curricular matters occurs through its Curriculum Committee and is subject to approval and implementation by the Dean of Academic Affairs, the Chancellor, and where necessary by the Board of Governors. These actions include regular review of established curriculum, which may lead to revisions or deletions and additions of new programs and courses. All proposals for new programs and courses include information about general education core courses that will be required, other specific core courses for the program, as well as a

Website Links



Transfer Policy

<http://wp.missouristate.edu/Admissions/TransferPolicy.htm>



listing of electives. Requests for supporting data for both new programs and new courses include the following:

- How does this proposal fit with the mission of the college and/or the appropriate program of study?
- How does the program provide opportunities to develop one or more of [the ability for] self-assessment, communication, problem-solving, ethical decision-making, environmental awareness, cultural awareness, responsible citizenship, and/or physical and emotional health?
- How does this program compare with similar programs at other higher education institutions and how will it transfer?
- To whom are you targeting this program (new students, existing students, part-time students)? What is the projected enrollment in this program?
- What resources will be needed for this program (space, personnel, equipment, LRC resources, etc.)?
- Will the program be cost effective? Please enumerate the estimated cost/income of this program.
- List other justifications for offering this program.
- What methods of assessment will be used for the program?

For new courses, a proposed syllabus is required, providing some measure of evidence concerning rigor and expectations of student learning.

Learning resources are provided through the Garnett Library, Academic Advisement and Coaching Center for Empowering Student Success (AACCESS), the Veterans Incentive Program (VIP), the Grizzly Tutoring Lab, and the TRiO Student Support Services program.

Website Links



Garnett Library

<http://library.missouriate.edu/garnett/>



Garnett Library, located on the West Plains Campus, provides library services to students, faculty and staff involved in the programs of MSU-WP, Mountain Grove, and on the Dalian Campus in the People’s Republic of China. Garnett Library is also open to community members in the seven-county area served directly by MSU-WP. A complete listing of library services and personnel are available on the library website.

Learning resources and support provided by Academic Advisement and Coaching Center for Empowering Student Success (AACCESS) (formerly known as Student Advisement and Academic Support or SAAS) are generally provided in three areas: academic advising, testing services, and services for students with disabilities. Within these general areas are specific services for different student groups. For example, students who are veterans receive services through the Veterans Incentive Program (VIP), which was formerly funded by a grant but, as of October 1, 2013, is now funded under institutional operating budget. The VIP center supports veterans with a “One Stop” option that addresses many of their needs, whether emotional, physical or financial, through direct services or referral to key campus and off campus resources that can assist these needs. <http://wp.missouristate.edu/Veteranservices/>

The Grizzly Tutoring Lab, located in Melton Hall, provides free tutoring services to all students in the primary areas of mathematics and writing, as well as the secondary areas of political science, economics, the natural sciences, and other subjects as the need arises and tutors are available. A math specialist coordinates, trains, and oversees the peer tutors for math, while a writing specialist does the same for peer tutors in writing. With monies from the TACT grant, an additional math specialist and writing

Website Links



Academic Advising

<http://wp.missouristate.edu/aaccess/>

Veterans Services

<http://wp.missouristate.edu/veteranservices/>

Grizzly Tutoring Lab

<http://blogs.wp.missouristate.edu/gtl/>



specialist are to be hired before the spring 2014 semester. While the Grizzly Tutoring Lab is primarily funded by the institution, some U.S. Department of Education Title III monies support increased tutoring services for student in developmental math and English.

Another grant-funded program is the TRiO Student Support Services program. This is a federally-funded program to provide personalized academic and other support services to MSU-WP students. The program is designed to help participants transition to college course work, complete their degree requirements at MSU-WP, and transfer to four-year universities. Participants will be encouraged to explore career options and to develop leadership skills as they plan for their futures. To be eligible to participate in the TRiO program, a student must be a U.S. citizen or permanent resident attending as a full-time, degree-seeking student. Students are considered to be full-time if they are registered for 12 or more credit hours for the semester.

Federal guidelines require TRiO participants meet one or more of the following criteria: first generation college students – if neither of the student's parents graduated with a bachelor's degree from a four-year institution, the student is considered a first-generation college student; students with limited income – family income must meet published Federal guidelines which are based on the family's taxable income and can be found on the Department of Education website and most students who receive Pell grants are eligible for TRiO programs; students with disabilities – any student with a documented disability verified by the Coordinator of Disability Services is eligible to participate.

The Dean of Academic Affairs is responsible for the oversight of faculty qualifications in consultation with department

Website Links



TRiO Student Support

<http://wp.missouristate.edu/trio/>



and division leaders. Qualifications for faculty of various ranks are clearly outlined in the Faculty Handbook. Qualifications of dual credit instructors follow the guidelines provided by the Missouri Department of Higher Education (MDHE) as outlined in the Dual Credit plan for the institution. An audit of the dual credit instructor qualifications for the academic year 2011-12 showed that 11% of dual credit instructors during that year were provisionally approved to teach dual credit. The MDHE guidelines allow for 10% of faculty teaching dual credit to be provisionally approved. Provisionally approved dual credit instructors have not been followed up with on a regular basis to review their progress in being removed from provisional status. The Assistant Dean of Academic Affairs has been given that responsibility and is developing a process for that review.

In addition, department heads and division chairs annually, if not on a semester basis, observe and evaluate dual-credit instructors in their curricular areas of oversight. These evaluations are done either in person or, in a few cases, via Skype. Orientation and training of dual credit instructors is held annually by the Assistant Dean of Academic Affairs. With a newly implemented online training module for dual credit instructors, information is available on an anytime-basis as well.

MSU-WP has two degree programs that require special accreditation, the Associate of Science in Nursing (ASN) and the Associate of Applied Science in Respiratory Therapy (AAS-RT). The ASN degree program at MSU-WP is approved at the state level by the Missouri State Board of Nursing. Full program approval at the state level was last granted in September of 2010. The nursing program complies with all minimum standards for state approval. A site visit was conducted by the MSBN in May of 2011 due to a drop in the licensure exam pass rate for nurses. This visit concluded with ongoing full approval and recommendations for improvement that were presented for the institution's administration. Since that time, the pass rate has vastly increased and no issues are expected with state board approval.

The nursing program is also nationally recognized and accredited by the Accreditation Commission for the Education of Nurses (ACEN). A full eight-year accreditation was conferred in June of 2010 with a follow-up report due to the commission in October of 2012. The follow-up report was accepted, and full accreditation is ongoing through 2018 when a self-study and accreditation visit will be scheduled as per normal accreditation regulations. No issues are expected with the status of



national accreditation. The nursing program is committed to upholding all of the quality standards required for both state and national accreditation.

The program leading to the AAS-RT at MSU-WP holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (CoARC). This status signifies a program granted an Approval of Intent has demonstrated sufficient compliance to initiate a program in accordance with the *Standards* through the completion and submission of an acceptable Self-Study Report (SSR) and other documentation required by the CoARC Board.

The conferral of Provisional Accreditation denotes a new program that has made significant progress towards meeting the Standards of Accreditation. The program will remain on Provisional Accreditation until achieving Initial Accreditation. It is recognized by the National Board for Respiratory Care (NBRC) toward eligibility to the Respiratory Care Credentialing Examination(s). Enrolled students completing the program under Provisional Accreditation are considered graduates of a CoARC accredited program.

Provisional Accreditation was awarded by the CoARC on March 24, 2012. The Respiratory Program will submit the Initial Accreditation Self Study Report (ISSR) by January 15, 2017. The Respiratory Program submits the Annual Report of Current Status to CoARC by July 1 of each year. The Respiratory Program will be eligible for Initial Accreditation once their on-site evaluation has been completed and they achieve three reporting years of outcomes on the Annual Report of Current Status (RCS).

Specific programs track graduate data for a variety of

Website Links



Commission on
Accreditation for
Respiratory Care

<http://www.coarc.com/>



purposes. The nursing program continues to boast a 100% job placement rate for graduates of the program. In 2012 and 2013, all graduates of the nursing program passed the licensure exam and found employment in the field. Graduate data is a requirement for continued accreditation of the program.

The AAS-RT program must also assess graduate outcomes annually, using standardized CoARC surveys of employers, faculty, students and graduates. The program must, at minimum, meet the assessment thresholds established by CoARC for the following program outcomes, regardless of location and instructional methodology used the following:

- graduate performance on the national credentialing examination for entry into practice,
- programmatic retention/attrition,
- graduate satisfaction with program,
- employer satisfaction with program, and
- job placement.

Programs not meeting the established CoARC outcomes assessment thresholds must begin a dialogue with CoARC to develop an appropriate plan of action for program improvement that includes addressing the identified shortcomings.

The William and Virginia Darr Honors Program tracks graduates as well. Information is used for program alignment and/or course articulation development with institutions to which graduates transfer, assessment of program effectiveness and appropriateness, and some level of evaluation about program quality and the need for improvement.

Additional evidence of the institutional concern for quality can be observed through numerous activities of faculty and students: instructional designer and distance education coordinator improving online course review process; chemistry faculty working with students on publications; community service work in courses; Ozarks Symposium; Judicial Project with 37th Circuit court; elections service learning project with area county clerks; poetry contests; coordination between MSU-WP campus English faculty, MSU English faculty, and dual credit English instructors to make sure all are using the same syllabus and textbook; and coordination with MSU-WP faculty and their dual credit instructors to utilize the same textbook, syllabus, and assessment instruments.



Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

For over ten years MSU-WP has been committed to developing a “culture of assessment.” We have a campus wide assessment plan implemented at the Dean of Academic Affairs, Division, Department and individual class levels. The results have been used to improve our educational program.

We shifted our focus to become more inclusive of the learning experience, both within and outside of the classroom. The inclusion of “programs, services and environments of education” broadens the application of assessment for us. Not only is assessment data collected and analyzed from academic departments at the classroom, course, and program level, but assessment data is regularly collected from the Student Support area and Academic Support. Student Support has been collecting data that impacts students’ ability to learn, making changes to improve the learning environment outside the classroom, and planning improvements based on the results. Another example of increased assessment attention has been on assessing and refining the developmental education classes. The reorganization of the developmental education classes is based on current best practices in the literature and ongoing data collection from our students. The increased focus on portfolios and the shift to ePortfolios will allow continued collection of general education data, as well as now being able to provide in depth assessment of each general education goal. Students who graduate are all assessed on the achievement of general education goals as these outcomes are incorporated in all degree programs offered by MSU-WP. As mentioned, the portfolio is a main source of assessment for general education as is the use of the Collegiate Assessment of Academic Proficiency (CAAP).

The associate of science and associate of applied science degrees have well established student learning outcome goals at the program level supported by assessment at the classroom and course levels. CAAP results show MSU-WP students score at and above the national mean on all five CAAP subject examinations and the majority of MSU-WP students taking the CAAP examinations score above the national mean.

Approximately ten years ago, the Assessment Committee and the Faculty Senate approved a set of five general education goals. These goals were printed on posters and placed in all the classrooms across campus. During the 2011-12 academic year, the assessment committee reviewed and slightly modified the general education outcomes. These outcomes are posted throughout campus and



published as part of the master syllabus. Each of the general education outcomes are introduced to new students in the revised curriculum of the IDS 110 class, MSU-WP's version of the freshman seminar course. This revision took place during the 2012-13 academic year and is being implemented during the 2013-14 academic year. The IDS 110 class is required of all degree seeking students. Measurement of the mastery of the goals is accomplished through the assessment of portfolios in the Capstone course.

Individual instructors (full-time, per-course, dual-credit) are responsible for assessing their courses/student learning. Part of this assessment should include the specific general education goals that are reinforced in their course. This information is shared with department heads who then perform a summary assessment of common courses. Departments then meet as needed to address items of concern that come out of this assessment process. These department assessments are sent to the division chair who also performs summary assessments for disciplines that do not have a department head. The division chair is tasked to write an assessment report, which is then sent to the Assessment committee and the Dean of Academic Affairs. This report also contains academic requests, including budgetary requests.

The Assessment committee then writes a summary assessment report for the entire campus. The Dean of Academic Affairs provides input and guidance in implementing any recommendations of the Assessment committee. The Faculty Senate has mechanisms for assessing achievement of the learning outcomes for curricular and co-curricular programs.

The math department received information showing success rates were dropping in its developmental courses. Inherently this means students were not mastering the specific student learning goals of the courses. So the campus expanded its tutoring resources and hired a director of developmental education while the math department faculty visited several other institutions looking for ideas to address this development. The math department faculty decided to revamp its developmental courses and to use a computer-aided, modular, mastery-based system. We are in our third year of implementing these changes and are gathering and evaluating the assessment data. The English department underwent a similar revamping during this same time.

Assessment reports from previous semesters should indicate individual instructors across the campus used assessment information to improve student learning. Every instructor is expected to participate in the campus' assessment process. Many staff members teach courses (e.g. IDS 110), and



they are expected to participate in assessing student learning. The revision of the IDS 110 curriculum was completed by a taskforce including both full-time faculty and staff and a student representative. The director of TRiO and the coordinators of the campus tutoring center are considered instructional staff, and they are very active in student learning assessments, especially at the department level.

The Assessment committee includes staff members as well. The Dean of Student Services produces a high-quality assessment report each year, which reflects how non-academic units on campus contribute to the campus' academic program and help students achieve the campus' general education goals.

Beginning in the 2013-2014 academic year, academic departments and divisions were charged with the ongoing review of all courses and, where appropriate, all degree programs in their area or purview. Using currently available assessment data generated by individual faculty, academic department faculty members, and the Assessment Committee, department and division personnel make recommendations for improvement and take action themselves to seek course or programmatic changes through the appropriate processes of the Faculty Senate and its Curriculum Committee, as well as the Offices of the Dean of Academic Affairs and the Chancellor. Prior to the 2013-2014 academic year, the Faculty Senate Curriculum Committee conducted formal reviews of new courses and programs after the course or program had been in place for at least a year. (Evidence note: The information on those reviews and any actions taken are available in the Curriculum Committee files in the Dean's office and online in the Curriculum Committee folders.)

In the Division of Allied Health, each instructor in the nursing department submits course assessment plans at the start of each semester. At the conclusion of the semester, a round table curriculum review meeting is held to discuss all assessment findings at the course level. Needs for the upcoming semester (personnel, budgetary, supplies, etc.) are all discussed and prioritized. Proposed changes for the next offering of the course is also discussed. Due to the fact that nursing courses are in succession, often a change in one course affects how the next course will run. Therefore, in planning, we often change certain pieces of all the nursing courses to make the courses make sense.



At the program level, nursing has a comprehensive program assessment submitted to both the state board of nursing and ACEN. The program assessment compiles program retention, graduation rates, NCLEX pass rates, employer satisfaction rates, graduate satisfaction, and employment rates. These rates along with testing standards to measure graduate readiness are used to evaluate the program as well as measuring the five general education goals. This report is submitted to the Assessment committee each fall for the previous year.

The AAS-RT program is still developing a comprehensive assessment plan that will be easier to implement once the first class graduates and begins testing for certification. They have also begun submitting assessment plans, but the plans are still in need of linking to general education goals and being measurable in nature. The PED department will submit assessment plans for the first time this year. It is a struggle to get 100% compliance. The divisional assessment to include PED needs improvement. At this time the first steps to streamlining PED were made by using a common syllabus and common assessment goals in each course.

Core Component 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to its retention, persistence, and completion rates in degree and certificate programs.

MSU-WP is committed to the success of its students. The institution demonstrates this commitment by continually monitoring relevant quantitative indicators of that success. The institution uses **retention, graduation, transfer, and course success** measures to monitor how our students are doing in

Website Links



John Gardner's blog
post, 9/28/2012

<http://www.jngi.org/blog/page/8/>



meeting their educational goals. MSU-WP has instituted specific initiatives contributing to increasing the success of our students.

In a blog post, Dr. John Gardner, director of the Institution for Excellence in Undergraduate Education, noted community colleges were not designed to provide transfer programs for students. He stated the transfer of students to four-year institutions is not a primary mission of community college but rather developmental education, job training, and technical/vocational education are the primary missions of community colleges.

In order to understand this institution, one needs to understand that the successful transfer of our students to four-year schools has been from its inception as a residential center in 1963 one of the primary foci of this institution. In a culture where many feel a four-year degree is unattainable, a smaller, more friendly and local “gateway” institution can be the key to changing that mindset. That is just one of several differences making this institution distinct from a community college. Other distinctions are that technical/vocational education is not part of the mission of this institution. While the more direct route to employment is offered in our AS and AAS degrees, the bulk of the student body is exposed to more traditionally “liberal arts” areas of study and thought. Finally, the institution does not impose a local tax levy on its constituents as part of its funding model, and it is closely integrated into the MSU System.

MSU-WP does demonstrate its commitment to improvement through ongoing attention to the retention and persistence of its students and their rate of completion of their educational goals. The institution has committed to twelve key performance indicators each of which relate to a specific long-range plan objective. As the name implies, these different measures are used to continually evaluate the performance of the institution. The first key performance indicator has to do with increasing student enrollment to an overall headcount of 2,209. This measure is tracked by recording enrollment on each fall semester census day in total headcount, first-time freshmen, first-time transfers, and in dual credit.



Key Performance Indicator 1 – Total enrollment (headcount) reported by various categories such as first-time new in college, transfer undergraduate, dual credit, etc. [MSU-WP Long-range Plan First Choice Objective 1]. GOAL – 2209

Semester	Headcount	First-time Frosh	Transfers	Dual Credit
Fall 2010	2229	519	87	219
Fall 2011	2142	499	91	255
Fall 2012	2102	527	79	218
Fall 2013	2123	502	95	244

Table 4.1

The next key performance indicator is about the institution’s retention rate. The institution tracks retention for first-time, full-time freshmen as well as first-time, part-time freshmen. The key performance indicator only tracks first-time, full-time freshmen as the majority of our first-time freshmen are enrolled as full-time students. The goal for the retention of first-time, full-time students is 60%. As the chart below indicates, the institution has been experiencing a consistent decrease in its retention rate and has implemented several strategies (addressed later in this section) to reverse this trend. Increasing enrollment in an open admission institution can work against attempts to increase retention when an increase in services available does not match enrollment growth.

Key Performance Indicator 2 – First-time, full-time, new in college first fall to second fall retention [MSU-WP LRP Student Access and Success Objective 2]. GOAL – 60%

Semester	Retention Rate
Fall 2009	55.5%
Fall 2010	50.9%
Fall 2011	44.9%
Fall 2012	46.1%

Table 4.2

The third of the twelve key performance indicator tracks the institution’s graduation and transfer-out rates. The graduation of our students (completion) and/or their transfer (measure of success) to a four-year institution to continue their studies has been a major objective of the institution for its fifty-year history. The goal for this measure is separated into three parts: 30% graduation (completion) rate; 20% transfer rate; and a 50% combined graduation and transfer-out rate. Please note the transfer rate is based on students who transfer to a four-year institution before completing their associate degree from MSU-WP.



Key Performance Indicator 3 – First-time, full-time, new in college three-year graduation rate and transfer to four-year college rate [MSU-WP LRP Student Access and Success Objective 2]. GOAL – graduation rate of 30%; GOAL – transfer rate of 20%; combined graduation and transfer rate of 50%.

Semester	Grad Rate	Transfer Rate	Combined Rate
Fall 2007	30.7%	18.5%	49.2%
Fall 2008	31.7%	11.6%	43.2%
Fall 2009	27.7%	12.9%	40.7%

Table 4.3

At MSU-West Plains, the recent five-year increase in enrollment has corresponded to a decline in retention and completion as demonstrated in the following charts. To address these accompanying decreases, several student success initiatives continue to be implemented.

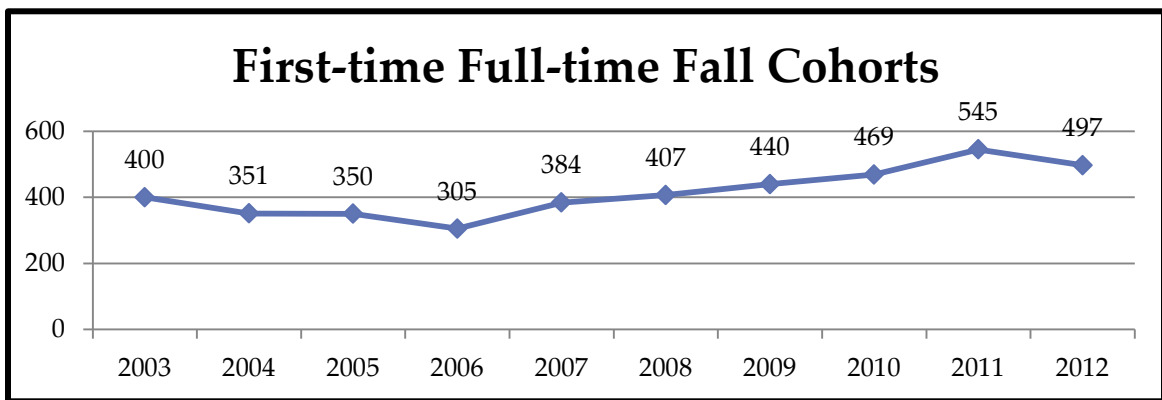


Chart 4.1

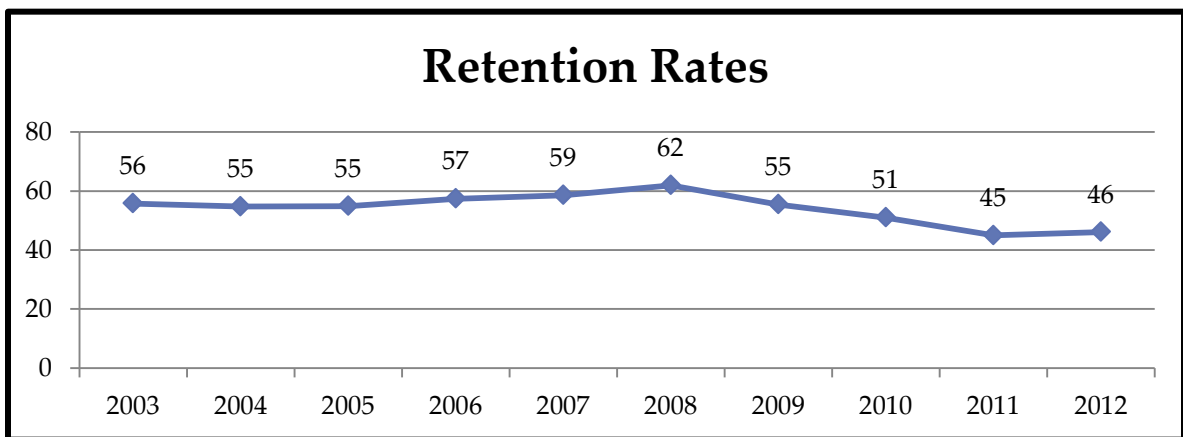


Chart 4.2



RETENTION STRATEGIES

- Title III and TRiO Student Support Services program funding with a focus on developmental course redesign, student success and tutoring, and professional development activities for English and math instructors.
- Creation of an Enrollment Task Force focusing on regional and institutional challenges to student enrollment, retention, and completion.
- Modification of pedagogy and improved instructional design focused on acceleration through the developmental education course sequence – integration of reading and writing; Accelerated Learning Program English course redesign; and Emporium Math delivery using MyMathLab.
- Changes in enrollment policy and process to no longer allow late registration.
- Collaboration on developmental curriculum alignment with regional high schools through on-campus in-service teacher training days at the MSU-WP campus
- Increasing levels of staffing. For instance, the number of full-time faculty has increased from 23 in 2003 to 33 in 2009, then to 37 in 2012 and, now 38 in 2013.
- All students are directly or indirectly encouraged to take responsibility for their education success; however, first generation students are typically in need of additional encouragement. To facilitate this, MSU-WP implemented the Education Guarantee in Fall 2012. The program outlines '10 easy steps' to success, and, if full-time students in good standing follow the steps, taking no more than 50% of courses on line, and if they have no more than two absences in each class, turn in all homework and assignments, visit each of his or her instructors and advisor during their office hours and use the free tutoring at least three times for each of class taken, MSU-WP guarantees that if the student receives a GPA less than 2.0, he or she will be allowed to retake every class where the student received a 'D' or 'F' tuition free the next regular semester.
- During the week prior to the start of classes in August, the Office of Student Life and Development leads a group of returning sophomore students in providing orientation and community-building activities for first-time freshmen. Attendance is highly encouraged for residential students, but all students receive a personal invitation. Beginning in August 2013,



the faculty and Office of Academic Affairs held the campus' first Convocation, which set the stage for a formal start and focus of the academic year.

- One of the new initiatives is the implementation of the early alert MAPWorks system that includes several student surveys: Fall Transition survey, Fall Follow-up survey, Spring Transition survey, and Spring Transition survey. The administration of the survey in the fall opened it to all students and was made a mandatory requirement for all students enrolled in IDS 110 Student Success. Results of this system and the data from this survey are used to identify specific students who, without intervention, are at greater risk of failing in their course or courses and/or who are more likely to drop out of college altogether. Information from the surveys is sent directly to the student, the student's advisor, and to, if appropriate, to the student's IDS 110 instructor – all with the intention of 'intrusively' intervening in the student's current behaviors/attitudes toward his or her college experience.

Transfer rate has three dimensions to it for MSU-WP: the total transfer of students who have not completed a degree (already discussed) and transfer from developmental to college level coursework. The institution also tracks a sub-cohort of those who transfer – how many transfer to MSU, the flagship institution in the system. The key performance indicator goal for this is a total of 150 students transferring to MSU.

West Plains Transfers to MSU-Springfield

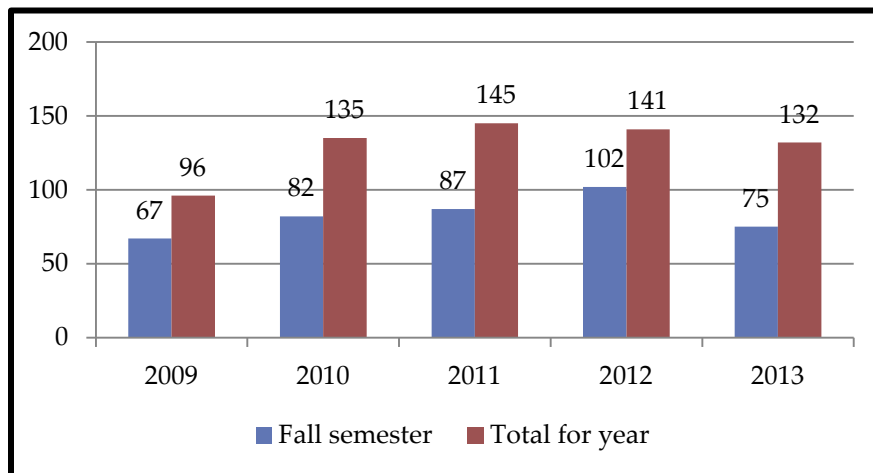


Chart 4.3

The last measure we monitor is the rate at which students successfully complete developmental mathematics and writing and subsequently enroll in entry level college mathematics and English



courses. While these classes may be seen as outside the role of a two-year liberal arts college, they are necessary for the success of our students, who often come unprepared for the required initial classes. Because of the importance of these classes, and their key role in determining the retention of students, extra attention and resources have been allocated to this cause and to assessing success. The final indicator of success includes this same element.

The course success indicator includes the developmental course component at an expanded level. Not only do we monitor the rate at which our students enroll in college level courses, we also track those who successfully pass the entry level college mathematics and English courses. The measure of success is not the developmental class itself, but the class it is preparing the students to take. The second component of course success is the measure of overarching General Education Goals taught in a collective of the classes taken. Five General Education Goals were identified: Communication, Critical Thinking, Information Management, Valuing and Global Awareness. All classes should address some of these goals, and the educational experience should effectively expose the student to all five. These are measured in the Capstone classes and the student portfolio. Rather than collect the success of each individual course (e.g. pass rates), we collect the success of the combined courses in teaching the General Education Goals.

A challenge the institution faces is to establish a benchmark for comparison, both from similar institutions and past performance. MSU-WP has chosen the National Community College Benchmarking Project (NCCBP), as the most similar pool of data for comparison. The NCCBP collects and provides national community college effectiveness data enabling participating institutions to interpret and benchmark their performance. Though MSU-WP is not a traditional community college, there are strong similarities, and this is the most closely aligned data pool for benchmark comparison. This benchmarking project data collection is organized by the National Higher Education Benchmarking Institution located at Johnson County Community College. Two hundred seventy institutions participated in the latest data collection for the NCCBP (267 participated in 2012). This included all of the two-year public institutions in Missouri. Several of the measures from this data collection are used by the state of Missouri in its performance funding model for two-year public institutions. The NCCBP collects data in three categories: Students and Student Outcomes, Institutional Effectiveness, and Community and Workforce Development. We will draw data for



comparison primarily relating to Student and Student Outcomes, though some comparisons will be made with Institutional Effectiveness, the Community and Workforce Development more closely aligns to the traditional Community College role and will be used the least.

In order to provide context, the NCCBP provides a peer comparison tool with which MSU-WP can compare itself to any of the other participating institutions. The MSU-WP peer group selected for this report was chosen due to their being located within the state of Missouri. The peer-group institutions used to create this report are Crowder College, East Central College, Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, North Central Missouri College, Ozarks Technical Community College, St. Louis Community College, St. Charles Community College, State Fair Community College, and Three Rivers Community College.

Data are collected primarily by our own institutional research department within the office of Academic Affairs. These data are used internally by Academic Affairs, the Chancellor's Office, Admissions, Student Advising Services, University/Community Programs, and are reported to The National Community College Benchmarking Project (NCCBP) among other uses.

Significant changes have been made in the last few years not yet reflected in the data, but are in response to the data shown. As the chart shows, the areas most reflecting a need for improvement are the developmental education classes. Changes are already being made to address those needs, though not showing up in the cohort data yet. Through a Title III grant, many resources have been put into the challenge to improve retention and completion as they relate to beginning and developmental classes. These were identified (both here and nationally) as key entry/exit points for students. The data showed we were losing many students because they could not finish the developmental classes in a timely manner or could not transition into college level classes successfully (either from high school or our developmental classes). Three major strategies have been employed to improve this vital area of retention (and persistence) and completion: 1) improve the quality and pace of developmental classes, 2) integrate developmental classes more fully with entry classes and faculty, and 3) work with high schools to clarify expectations for entering students.

First, several faculty and staff worked to develop classes more adapted to the needs of the students, and promote their success. In mathematics we adapted and piloted a version of the Emporium Math model. This model uses facilitated computer modules to move the students through



the developmental classes. The program assesses student needs first and then tailors a teaching response to fill their mathematical deficiencies. In this way, students don't lose time learning concepts they already know. If students have only a few deficiencies, they can complete a developmental class quickly and move (in the same semester) directly into the next level of mathematics. Some students are able to complete three levels of basic arithmetic and algebra in one semester. These students completed the developmental mathematics sequence in one semester where in previous iterations, students would take two to three semesters to complete the sequence. This reduces the opportunity and desire to drop out, thereby increasing persistence and retention. We have seen the longer it takes to get to credit classes, the more likely students are to leave without completion. This model is continually being revised as the department reviews semester by semester success and completion data.

The second strategy is to integrate developmental classes more fully with other classes, especially entry-level credit classes. The Emporium Math model allows for this when students are motivated, by letting them move directly into the intermediate algebra class. Even if they do not complete it, they can begin the next semester with a good start on the class already. The English classes more fully embrace the accelerated strategy. The developmental English class (ENG 100) has been linked to the entry level English composition class (ENG 110) for a combined class, using the developmental writing class as a laboratory immediately following the composition class, to work through difficult issues and apply new concepts. The developmental writing students are a portion of the ENG 110 class, so they are integrated with the required class, and a non-developmental student population, as well at the same faculty. This integration puts them simultaneously into the full college experience without waiting for completion of a developmental semester. Rather than completing the sequence in two separate semesters in six credit hours, a student can complete the sequence in one semester with enrollment in five credit hours. This approach has proven successful.

The English department in conjunction with the director of developmental education, the coordinator of interdisciplinary studies (IDS), and reading instructors continues to work on course options for the lesser skilled developmental writers. The department found most often these lesser skilled writers also have developmental needs in reading and study skills. The institution completed a redesign of its freshmen seminar course (IDS110) that now includes several units on reading and writing. The English department recently piloted an integrated reading and writing course (ENG 101)



for these lower skilled writers. In a recent review of the curriculum by the director of developmental education a significant overlap in curriculum was discovered between the ENG 101, IDS 110, RDG 125 (developmental reading), and IDS 112 (study strategies class). As a result of this review, the English and reading faculty are considering additional changes to eliminate the IDS 112 course and RDG 125 course and possibly create a new IDS course, multi-disciplinary learning strategies which would integrate reading and study skills as they apply to various disciplines.

The third strategy is to communicate more closely with high schools as to the institution's college level entry skill requirements in writing and mathematics. This effort has assisted local high school instructors to more appropriately prepare their students for the college experience. The office of Academic Affairs initiated workshops with local high school superintendents and mathematics and English faculty to begin addressing inconsistencies between high school skill requirements and college skill requirements. Placement criteria for English and mathematics are available on the institution's website. High school mathematics instructors took the COMPASS test in order to better understand the skills that are tested. The Chancellor also visited administrators at every high school in the service area during the 2013 school year so lines of communication remain open.

An additional indicator of success used by the institution is course success. Primary responses to general education course success, on a content level, have been assessed through the Portfolio Committee (a subcommittee of the Assessment committee), and addressed by the Faculty Development committee (a committee under the Dean of Academic Affairs). As Table 4.4 shows, improvements have been made in all categories over the past four years in all categories, except Valuing. The Valuing score had held between 82% and 78% until the 2010-11 academic year, when it took a sharp drop to 67%. A response will be made to help clarify this area for students and faculty, but no major response will be made until the 2011-12 data comes in to determine if this was a one-time change or beginning of a trend. With the sample size, and a number of new coders on the team, it could be an assessment adjustment (e.g. training new members more fully) rather than a teaching adjustment that is required. Along with Valuing, continuing efforts are being made to increase Global Awareness opportunities and exposure on our campus. Travel abroad programs on the Springfield campus, as well as other Missouri two-year colleges, are being promoted more vigorously, and video footage from the travels of China interns and honor student is being evaluated for classroom video. Planning is



going on through the Faculty Development committee to have our international faculty present on different instructional styles in other countries, so our faculty can increase their global awareness as well, not for sharing, but for using in the class-room.

Indicator of Success- General Education	Current Measure	Success
Communication	98%	+10%
Critical Thinking	81%	+14%
Managing Information	92%	+9%
Valuing Global Awareness	67% 71%	-15% +17%
Global Awareness	71%	+17%

Based on 2010-11 Portfolio Report; Success measured by comparing first year data (2007-08) to most recent data (2010-11)

Table 4.4

As mentioned earlier, practices should include assessment and comparison to both internal data, to demonstrate improvement, and external data, to demonstrate quality in the field. The NCCBP is the largest, most representative, and comprehensive benchmarking initiative for two-year institutions in the United States, and had a substantial pool of local data. Table 4.5 provides data giving us a reasonable comparison for student performance, and what should reasonably be expected. Whether above or below this standard, internal longitudinal measures to improve teaching or maintain the high level of quality teaching are also necessary.

2014 Self-Study Report



Indicators of Success based on Fall 2011 Data (NCCBP 2013)	MSU-WP Rate	Peer Averages – MO 2-yr Publics	***National Percentile/ Quartile	Success****
Institutional Measures				
Persistence*	51.07%	51.34%	72%/3 rd	-3.91
Grad Rate**	27.73%	22.59%	76%/4 th	-3.00
Transfer Rate**	12.95%	17.55%	34%/2 nd	-5.54
Developmental Mathematics				
Developmental Course Retention*****	81.28%	79.65%	85%/2	+11.68
Developmental Course Success	60.10%	52.00%	57%/3	+11.70
Retained in first college level class	96.7%	84.28%	87%/4	+0.27
Course Success in college level class	93.41%	64.76%	66%/4	+1.45
Developmental Writing				
Developmental Course Retention	80.53%	83.51%	87%/1	-4.54
Developmental Course Success	55.79%	59.85%	64%/1	-1.22
Retained in first college level class	98.06%	86.94%	90%/4	+1.63
Course Success in college level class	96.12%	72.06%	71%/4	+13.33
Developmental Reading				
Developmental Course Retention	84.38%	80.81%	88%/2	-3.12
Developmental Course Success	64.84%	59.03%	66%/2	-2.66

*Persistence – fall credit students who enroll next fall; **Graduation and Transfer rates are based on Fall 2009 First-time, full-time cohort; ***National Percentile is the median percentile as reported in the NCCBP; quartile is the quartile where MSU-WP reported value falls in the national average scale; ****Success is measured by comparing first year NCCBP participation in 2011 with 2013.

***** Developmental course retention is the % of students who remain enrolled in the course through the semester; developmental course success is the % of students who pass the class; retained in the first college level class is the % of students who remain enrolled in the class; course success in college level class is the % of students who pass the class.

Table 4.5

STRENGTHS

- Faculty understand the importance of participating in an assessment process and for the most part are committed to improving their courses.
- Faculty in English and mathematics departments continue to be committed to the success of our students, particularly the majority who must enroll in developmental education classes. As evidenced by the NCCBP data, these two departments have a strong program showing the students who complete our developmental English and mathematics courses are successful in their first college level courses. They are committed to improving their programs so they can increase the numbers of those who are able to move on to and be successful in college level coursework.
- With external funding, the institution now has full-time Director of Developmental Education



to coordinate the efforts of student success in developmental education and student tutoring.

- Retention, graduation, and student success have been a focus for the institution for many years, and the institution continues to refine these commitments.
- External funding has greatly assisted the institution in improving its assessment processes and educational programs.

WEAKNESSES

- Not all departments on campus are well-defined because of the number of courses offered or because no full-time faculty are assigned to a particular department; as such, they do not have an active department head.
- Ongoing training of department heads for their administrative duties is needed. When sufficient funding can be obtained, and when administrative duties reach a point of adverse interference with teaching responsibilities, the campus administration should consider compensation or release time for individuals serving as the department heads in subjects with a greater workload.
- Some departments do better at assessment than others; however, it is often a challenge to get all per-course and dual-credit instructors to participate in the assessment process.
- As we lose key personnel to retirement or job transfers we must maintain a consistency in our assessment process. We cannot re-invent the wheel every two years. We must give the process time to gel and work.
- Due to the time and effort commitment in completing the required assessment reports for the campus-wide assessment plan, some faculty members would like to perform assessments more relative to their departments/disciplines.
- As assessment has grown and evolved on campus, there is the threat, if too many different modes of assessment are forced on the faculty, the overall quality of our assessments (and thus the process) will suffer. For example, the nursing department has a very detailed (and mandated) assessment process, and they don't want additional processes (especially if they are redundant) placed on them.
- Except for the Health Career Fair for nursing and respiratory care students, there is limited job/career placement activity specifically targeting students in each of the AAS degree and



certificate programs for direct entry into the workplace. Campus-sponsored job and career fairs, the STEM fair, discipline-specific conferences at which students can attend, and the required internships in each of the AAS degree programs can and do provide student contact with potential employers.

- MSU-WP must guard against a less positive dynamic, one in which faculty members relinquish their responsibility to carefully vet curricular issues—and in particular the approval of new programs—in order to appease administrative calls for rapid action. A better, more collegial balance needs to be achieved in the way each side, administration and faculty, appreciates the other’s primary role and the responsibilities derived therefrom.

OPPORTUNITIES

- The institution is exploring more ways of using benchmark data, particularly with the CCSSE, the Great Colleges to Work For Project, and the NCCBP’s Cost and Productivity Report. Faculty, in particular, are interested in diving deeper into the data and information provided by the CCSSE on student engagement and the improvement in the learning environment.
- Continuing discussions concerning the alignment of English and math curricula with area high school administrators, counselors and faculty members is a high priority. These conversations have led to additional opportunities for alignment not at first considered, including computer and financial literacy of students. Other subjects may find benefit, as well. Additionally, joint opportunities for faculty development are being considered, beginning with training in online instruction and online course development.
- The Title III grant has provided much needed resources in many areas on campus. Now late in the grant’s five-year timeframe, MSU-WP personnel have added a new project focused on the systematic revision and improvement of existing online courses. With institutionalization of the grant-funded instructional designer position, the increase in online course demand and offerings, and the potential approval of the AA in General Studies being entirely online, Academic Affairs administrators and faculty serving on the Distance Learning Committee are committed to carrying through with the project well past the grant period. A key goal of the project is routinizing and institutionalizing a well-structured and well-supported cycle of development, assessment, revision, improvement, re-assessment for all online course offerings.



- MSU-WP must continue to seek out new methods for increasing retention of its students, from those in developmental education courses to those in the Darr Honors Program. With so many at-risk characteristics found on an open admission campus, all campus personnel are responsible in some way for the success of our students. Grant funding and research opportunities abound in this area.



Criterion Five

RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

The System is under the general control and management of the Board of Governors, which according to statutes of the state of Missouri, possesses full power and authority to adopt all needful rules and regulations for the guidance and supervision of the University. Currently, the System is governed by a nine-member Board of Governors. All members are appointed by the Governor of Missouri, with the advice and consent of the Missouri Senate, to serve six-year terms. The nine-member Board of Governors represents each of Missouri's nine congressional districts. A non-voting member, a current MSU student, also sits on the Board.

System administration and coordination is the responsibility of the MSU Council. The Council, comprised of representatives from each campus, including the Chancellor of the West Plains campus, is responsible for developing business and support systems necessary to ensure the campuses operate cooperatively, efficiently, economically and without duplication.

As MSU-WP completes its 50th year, the campus leadership is committed to continuing to fulfill our mission of "providing quality post-secondary education to the communities we serve." The MSU-WP leadership team brings collective wisdom, a broad range of viewpoints, and equally diverse managerial expertise to the institution. Persons within the leadership structure both guide and work within the shared governance of MSU-WP.

The organizational structure of MSU-WP is shown on the following pages. The first of these pages depicts the central organization followed by charts showing lines of responsibility within the major units.



Governing

Board of Governors

- MSU-WP is under the general control and management of the MSU System Board of Governors, which, according to statutes of the state of Missouri, possesses full power and authority to adopt all needful rules and regulations for the guidance and supervision of the campus.

Executive

Chancellor

- MSU-WP has experienced strong leadership for many years. The current Chancellor is an effective leader who recognizes the importance of planning to accommodate future growth of the campus.

Policy-Making

Administrative Council and Faculty Senate

- The Administrative Council, comprised of those administrators reporting directly to the Chancellor (Dean of Academic Affairs, Dean of Student Services, Director of University/Community Programs, Director of Business and Support Services, Director of University Communications, Director of Information Technology Services, and Director of Development and Alumni), and including the Faculty Senate and Staff Senate Presidents, effectively represents each MSU-WP unit to the Chancellor and to other members of the Administrative Council.
- The Faculty Senate establishes policy in its areas of authority (e.g., curriculum, academic standards, professional standards) assigned to the faculty in the *Bylaws* of the Board of Governors and for such that may be assigned to it by the Chancellor or the Board of Governors.

Managerial

Administrative Council, Academic Planning and Coordination Council, Student Services Council

- MSU-WP administrators functioning within these important councils see it as their purpose to provide leadership for the primary functional units of the campus.

Advisory

Chancellor's Advisory Board, Faculty Senate, Staff Senate, Student Government Association (SGA), University Committees

- MSU-WP benefits from input by numerous advisory boards and a particularly active and comprehensive committee structure. When appropriate, special care is taken to ensure representation on these boards and committees by all elements of the campus community. Campus committees (see List of Resources - Committee Handbook) represent specific activities and functions within the institution.

Graphic 5.1



Core Component 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Fiscal

The System has decentralized budget planning and decision making to give departments more control over their expenditures and recognizes the value in being reminded it is not our money we are spending, and we want to spend it in a way our students and taxpayers agree is in furtherance of our educational mission. MSU-WP receives funding from diverse sources ranging from taxpayers and students to benefactors. Regardless of the source, the institution and its employees have an obligation to practice conscious and wise stewardship of these limited funds.

The Accounting and Budgeting department at MSU is responsible for directing the preparation of the University's Internal Operating Budget as well as the timely and accurate recording, organizing, and reporting of related financial information. Budgeting responsibilities include the planning and execution of the budget process, as well as assisting the administration, faculty, and staff in budget planning and analysis throughout the year. Responsibilities also include preparing the Annual State Appropriations Request for operations to be submitted to the State Legislature and preparing and responding to proposed legislation. Accounting is responsible for interpreting and ensuring compliance with System financial policies. Responsibilities include authorizing purchasing authority, funding requisitions, and encumbering funds. Payments are also processed to vendors for goods and services, and reimbursements are made to employees for business and travel expenses. The Director of Accounting and Budgeting supervises the Accounting and Budget Office, Grants and Contracts Accounting, Procurement, and Accounts Payable.

The MSU-West Plains Executive Budget Committee, as a part of the overall budgeting process for the System, prepares the budget for its campus to be included in the system budget for the entire University. Being a good steward of its budgeted resources, MSU-WP currently has approximately six months in educational and general (E&G) reserves (\$5.4M). When adding in designated and auxiliary accounts, an additional \$1.2M, the reserves increase to a total of \$6.6M that equates to about seven months of operation. This level of reserves has been consistent over the past few years.

To ensure proper fiduciary oversight is maintained, the System established an Office of Internal Audit. The primary function of this office is to assist the MSU System and its management by furnishing independent appraisals, evaluations, and recommendations concerning University activities



and operations. To assist the office in its responsibilities, the State of Missouri has issued official guidance pertaining to types of expenditures (claims) which may not withstand the scrutiny of any person or agency. This guidance can be found in the Missouri Code of State Regulations, 1 C.S.R. 10-3(2). The Director of Internal Audit reports directly to the Board of Governors and indirectly to the President.

In the past five years, MSU-WP has been awarded substantial grant funds in support of various aspects of the institution's mission. The three largest grants, Title III Strengthening Institutions (awarded in 2010 for \$2,000,000 over 5 years); TRiO Student Support Services (awarded in 2010 for \$1,200,000 over 5 years); and Trade Adjustment Assistance Community College & Career Training (awarded in 2013 for \$2,500,000 over 4 years) have brought much needed resources to the institution. The resources have allowed our institution to expand its advising and tutoring services, improve the developmental education program, and support faculty development. The institution has also received grant funds to improve its service to veterans and members of the military and their families as well as a state grant that has had a significant impact on access to higher education in the institution's service area. One of the challenges with several of these grants is identifying the funds to institutionalize grant activities and personnel. Particularly with the Title III grant and the veterans service grant, most of the grant funds have been used to add support positions, and as the institution comes to the end of the grant cycle, the majority of these positions need to be institutionalized.

Human Resources

The institution continues to progress in ensuring it has adequate human resources to maintain the levels of service needed to produce a quality education for its constituents. The following table shows comparison data on faculty and staff to student ratios for MSU-WP and a comparable group of institutions. As this table shows, the area with ratios that are out of line below the comparison group are the full-time faculty in relation to the student body. During the last year these data were publicly available in IPEDS, 2011-12, MSU-WP employed 32 full-time faculty members. For the 2013-14 academic year, this number increased to 37 full-time faculty. As the student headcount has remained relatively the same during that same timeframe, this change will have a positive impact on these ratios and bring the institution more in line with the comparison group.



Staffing Ratios based on IPEDs Human Resource and Enrollment reports	MSU-WP	Comparison Group	Difference
3-Year Average Ratios 2009-10, 2010-11, 2011-12			
STUDENT - FACULTY RATIOS			
Unduplicated Student Headcount: FT Faculty Ratio	84:1	69:1	15
Student FTE:FT Faculty Ratio	45:1	31:1	14
Unduplicated Student Headcount: All Faculty Ratio	25:1	28:1	-3
Student FTE: All Faculty Ratio	13:1	12:1	1
STUDENT - STAFF RATIOS			
Unduplicated Student Headcount: FT Staff Ratio	33:1	37:1	-4
Student FTE:FT Staff Ratio	18:1	17:1	1
Unduplicated Student Headcount: All Staff Ratio	19:1	30:1	-11
Student FTE: All Staff Ratio	10:1	13:1	-3

NOTES: Data based on latest available IPEDs data for AY 2009-10, 2010-11, and 2011-12.

Table 5.1

Selection criteria for Comparison Group: Associate's--Public 2-yr Colleges under 4-yr Universities with student headcount between 1000 - 4999; 30 institutions included in comparison group. Human Resource data reporting was optional in 2010-11; 17 of the original 30 are included in comparison group ratios for that year.

MSU-WP's Office of Human Resources [HR], in coordination with MSU, is responsible for employee relations, HR policies and procedures, employment, job classification, payroll, personnel records, staff benefits, and wage and salary administration for employees at the West Plains campus. HR conducts an initial orientation session for all new employees, insuring our faculty and staff are familiar with our policies, procedures, and resources.

Diversity is essential in providing and retaining a quality educational environment. MSU has a Division for Diversity and Inclusion that has the responsibility of developing a University endorsed inclusive community with service continuity and collaboration at its core. With the relationship between the Springfield and West Plains campuses, MSU-WP is able to use this division as a resource in managing its diversity. MSU is striving to show the value of diversity in four critical areas:



- Institutional Leadership and Commitment – The clarity of expectations, investment of human and fiscal resources and accountability as demonstrated through the words and actions of campus leadership at all levels.
- Curricular and Co-curricular transformation – The extent to which principles of multiculturalism, inclusion, equity, and diversity are currently incorporated into the curriculum and co-curriculum, as well as ongoing efforts to further infuse them into the curriculum and co-curriculum.
- Campus Climate – The degree to which the events, messages, symbols, values, etc., of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community.
- Representational/Compositional Diversity – The degree to which the campus attracts, retains, and develops students, faculty, and staff of color, commensurate with the campus mission and service region.

Physical

MSU-WP has developed a Master Plan Visioning Guide looking at current facilities and compares those with future needs. As growth trends are analyzed in different programs offered by the institution, property acquisition and construction planning is focuses on fulfilling those future needs. The Master Plan is updated on a two-year cycle, opposite the two-year cycle of MSU-Springfield, to better utilize resources in the Planning, Design, and Construction department on the Springfield campus.

The Master Plan reflects several key initiatives to improve the institution's ability to provide resources for faculty, staff, students, and community members. Gohn Hall, the newest facility

Website Links



Diversity process

<http://diversity.missouri-state.edu/>

Visioning Guide

[http://architect.missouri-state.edu/OurVision/We%20st%20Plains/FY2013WP VisionGuide.htm](http://architect.missouri-state.edu/OurVision/We%20st%20Plains/FY2013WP%20VisionGuide.htm)



on campus, opened for classes in the summer 2013 semester. This facility houses MSU's Outreach programs allowing students to take Springfield classes in a local facility. This allows current classrooms dedicated for this purpose to be reallocated for West Plains classes and activities. Property acquisition of those properties lying within the campus master plan are also a priority. Having contiguous property throughout the master plan is ideal to ensure the master plan is able to be executed. As we work towards property acquisition, the realization of the master plan takes hold.

Renovation of current facilities include renovating Broadway Hall. Broadway Hall houses the physical plant mechanical, grounds, custodial equipment and operations with the remainder of the facility being used for storage and processing operations. Proper renovation is required to equip the building with additional classroom and office space.

Future initiatives include building a new library and converting the existing library into an expanded student life facility, construction of the Tuttle Amphitheater, renovation of Missouri Hall (currently occupied by the United States Post Office), and creating more green space by closing streets that run through the middle of campus. Completion of these future initiatives are not a priority at this time, but will remain in the master plan as these provide great opportunities to expand the campus and support increased enrollment.

Technological Infrastructure

The MSU System information technology infrastructure is robust, but technologies and expectations continue to change rapidly. Because of the pace of change, most information

Website Links



MSU Long-range Plan

<http://www.missouristate.edu/LongRangePlan/>



technologies must be replaced or upgraded on a relatively frequent basis. As part of the MSU system, MSU-WP benefits from the significant annual investments in its technology infrastructure, tools, and services. The MSU Long Range Plan 2011-2016 (see Appendix) recognizes the important role technology plays in supporting the teaching and learning effort, and provides guidance toward efficient use of resources in these times of budget constraints. In the *Valuing and Supporting People* chapter, Objectives 8 and 9 state:

- Enhance and leverage technology to improve teaching and learning systems
- Maintain a modern technology portfolio that enhances productivity and efficiencies

The MSU System depends on its technology infrastructure for the foundation upon which we provide the majority of services that support learning, research, and business processes. As requirements continue to expand, this infrastructure must increase in speed, breadth, and capacity to ensure reliable and secure delivery of services and technologies. Working within the MSU System, MSU-WP will

- Focus on upgrades for key areas within the technology infrastructure that are nearing the end of their life cycle—existing computing and networking components and the current telephone system.
- Increase and prioritize Internet bandwidth to appropriately support services offered.
- Expand the wireless network.
- Strengthen safety and security for the campus community with enhanced video surveillance.
- Take advantage of virtualization technologies.

In 2011 the telephone and voice mail system was upgraded to prepare for future growth and expansion, and bandwidth is increased on a regular basis, as funds allow, enhancing collaboration among campuses. A major project to replace network switches that were at their end-of-life was completed in July 2013. Wireless access points, which cover 90% of the Missouri State-West Plains campus, were also updated at that time.

In addition to technology upgrades and replacements, the responsible management of resources also includes recognition of what we should stop doing, or what others can do better at less cost. In 2009, a study confirmed outsourcing student email would reduce University costs in both licensing and



support; therefore, student email was outsourced to Microsoft Live email, providing more features for our students than email alone, including file storage, collaboration tools, and light versions of Microsoft Office software. Likewise, analysis showed the dial-in modem pools, which were entering their replacement cycle, were receiving far less usage than the cost of their operation. With the wide availability of low-cost internet access now available, the University decided to remove itself from the Internet Host Provider business and the modem pool was shut down in December of 2011.

MSU-WP recognizes the importance of providing up-to-date classroom technology and the necessity of making academic and support services available online. These values are reflected in the MSU-WP 2012-2016 Long Range Plan. In the Cross-Cutting Foundational Strategy: Community, Funding and System Support section, Objective 7 states: "Enhance and leverage technology to improve teaching and learning systems."

Of the 45 classrooms available on the West Plains campus and Mountain Grove branch-campus, 43 (93%) have network/internet connections and 39 (87%) have instructor computers. Eight (18%) classrooms are outfitted with Interactive Television (ITV) for distance education, and eight (18%) computer classrooms contain a total of 180 computers. Thirty-seven (82%) classrooms have MSU-WP standard classroom technology, which is defined as a minimum of instructor station, digital projector, and VCR/DVD player. A classroom technology audit is conducted annually, and MSU-WP is making steady progress in upgrading the level of technology in each classroom and standardizing the classroom technology control systems to allow instructors to focus on teaching rather than technology. Students at MSU-WP are not required to provide their own personal computers; a total of 148 seats are available in computer labs spread across the campus. The largest computer lab seats 58 students, is managed by student workers, and is open 77 hours per week for walk-in assistance, by live chat, and by email. To promote student safety, security cameras are installed in all buildings.

Through MSU-WP's "My Grizzly Den" portal, students will find most support services available online, including applying for admission, registering for classes, bill payment, viewing advisor notes, checking grades, reserving textbooks, performing degree audits, accepting financial aid, and evaluating their classes. Other online tools provided to students include library services, email and file storage, opt-in text notifications from various departments, and emergency notifications. Additional technology



made available with Title III funds and currently being implemented are MAP-Works, an early-alert system for students who may be at risk of failing, and the Chalk & Wire ePortfolio system.

Approximately 47% of faculty use the Blackboard course management system. All MSU-WP courses are pre-loaded, and students are automatically placed in the classes in which they have registered. The system is used for blended, online, and distance learning.

MSU-WP's second Title III grant was awarded beginning in September 2010. One of the themes of the five-year grant is to "...enhance teaching and learning through comprehensive faculty professional development..." An Instructional Designer was hired with the Title III funds, and the position will be fully institutionalized by the end of the Title III grant in 2015. With his help, the Tegrity Lecture Capture System has been implemented and faculty trained in its use. Portable equipment make this technology available in any classroom or faculty office.

Resource Allocation

Resource allocation takes place during the budget process. All areas of the campus have input into the process and are able to question anything that goes in the budget. Logical and rational explanations of new and/or continued budget items may need to be discussed based upon the mission and direction the institution is headed. Program and supporting services evaluations are constantly underway to determine any changes that may be necessary. Equality and fairness are always used when evaluating resource disbursement to meet the mission and goals of the institution.

Website Links



Long-Range Plan

<http://wp.missouristate.edu/longrangeplan/>



Each functional area's expenditures can be tracked through the use of program codes assigned to each area. These reports can assist in the planning process and in determining if the current allocation of resources is out-of-line with the stated mission and goals of the institution. Monitoring and reporting of financial statements by the business office assist decision makers when evaluating the institution's stated educational position.

The current 2012-2016 Long Range Plan (LRP) approved by the MSU Board of Governors outlines the goals of the campus in West Plains. The mission and vision of MSU-WP is to be a national model among two-year learning-centered institutions. This is evidenced in our graduation rate of 29% exceeding the national average of 22%, as well as our naming by the Aspen Institute in the Top Ten Percent of Community Colleges in 2011 and 2012.

The LRP outlines what steps the institution should take to fulfill its goals and mission. Utilizing knowledge of past trends in resources and monitoring future opportunities were key components in creation of the LRP. More detailed information on the mission of MSU-WP can be found in Criterion 1 of this document.

The use of a Systemic Assessment of Administrative Department Effectiveness (SAADE) evaluation tool allows each department to conduct self-assessments each year. The results of these assessments are used to document and track the goals established within each department.

The University has a well laid out plan and set of procedures for hiring personnel. The Human Resources department in conjunction with the Office for Institutional Equity and Compliance have complied guidelines for the search process for hiring faculty and staff. The University uses a web-based software program

Website Links



Office for Institutional
Equity and Compliance

<http://www.missouristate.edu/equity/>



(Applicant Tracking System or ATS) to manage the hiring process for both faculty and staff. This ATS is configured based upon the hiring guidelines referenced above. There are many checks and balances within the hiring process to ensure candidates are qualified for the position.

Accurate job descriptions are an integral part of the hiring process. The content of the job descriptions give search committee members a standard to compare applicants against. Each job description goes through a review process to ensure the duties and responsibilities are in line with the pay grade the job is assigned. After the hiring process is complete, several levels of training are available to employees. Some of the training is required (i.e., sexual harassment, equity and diversity, information security, etc.) and some is optional. The required training is in place to ensure compliance with applicable Federal and State laws requiring periodic training of employees. The optional training is available for employees so they may improve their knowledge and abilities taught in the training they enroll in. Documentation of the training is included as part of their Human Resources file. This optional training is available in several different formats.

- A system called My Learning Connection is a web-based professional development, online registration, and learning management system. Through My Learning Connection, users can register for University sponsored professional and personal development activities, access their professional development transcript, print certificates, and have access to development related materials and information. The system is used for registration for all classroom, online, and blended

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Office for Institutional
Equity and Compliance

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Procurement Services

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learning courses to provide learning opportunities for all employees.

- Employees may enroll in classes offered by the University to further their education. All employees have an employment benefit allowing them to apply for a fee waiver for up to 15 credit hours of courses in an academic year.
- In addition to the options listed above, faculty have the opportunity to take part in professional development by attending conferences, workshops, or seminars. Funds are available in the Academic Affairs budget for these activities.

MSU-West Plains has a budget review committee whose purpose is to review budgetary requirements developed by program directors and to prepare student fee and budgetary requirements for the following fiscal year. The committee consists of the Administrative Council, the Chair of the Faculty Senate, the Past Chair of the Faculty Senate, the President of the Staff Senate, the President of the Student Government Association (SGA), and the Accounting Manager. The committee meets to determine priorities, establish requests for new budget items, review outside costs that could affect the University's purchasing power, and to look at options to match income with increases in those areas.

Purchasing activities are conducted at several levels within the University. All purchases, no matter where they are originated from, follow the same process. An approval process in the University's computer system allows each purchase to follow the proper approval process. Policies are in place to ensure proper steps are followed in the purchasing process. The MSU Procurement Services department coordinates policies the entire University follows for purchasing.

The Business Office of the University monitors all transactions that flow through the accounting system. Financial statements are prepared each month (Statement of Condition, Income Statement, and Individual Account Balances) and reviewed by the Chancellor, the Director of Business and Support Services, and the Accounting Manager. These individuals discuss changes occurring from month to month as well as compare the statements to the same period from the previous fiscal year. Any unusual transactions or account balances are discussed, with a follow up discussion with the department/individual responsible for the part of the budget containing unusual activity.

Priorities for Improvements - Areas that are a focus for improvement include the following:

- Identifying and implementing room scheduling software. As enrollment grows we need a tool to help us plan and use our room resources wisely.



- Identifying funding sources for maintenance and replacement of equipment and software originally purchased by grant funds.
- As demands for tutoring increase, identifying a suitable location for tutoring to allow for growth – the TACT grant may help with this issue.
- Institution needs a full analysis of its facilities to ensure they are appropriately equipped for intended use.

Core Component 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

MSU-WP employs governing and operating policies to guide the institution in its operations. Governing policies are established by the Board of Governors. These types of policy describe the composition, powers, and duties of the Board, contain procedures for the functioning of the Board, and contain policies for the governance of its members, officers, agents, and students. Operating policies are approved by the President of the University. These types of policy interpret and implement governing policies. The President has the authority to delegate the approval of operating policies to a member of Administrative Council. These MSU System policies are public documents available on the MSU web-site.

Because MSU-WP operates autonomously, the West Plains campus adopts its own operating policies. In addition to the MSU-WP operating policies, the operating policies adopted by the Springfield campus apply on the West Plains campus to the extent

Website Links



Faculty Senate Bylaws

<http://wp.missouristate.edu/facultyhandbook/institutionbylaws.htm>



those policies are consistent with the governing policies adopted by the Board of Governors, the operating policies adopted by the West Plains campus, and the protocols, procedures, and operations of the West Plains campus. To the extent the Springfield campus operating policies are inconsistent with the foregoing, those policies will not apply on the West Plains campus. MSU-WP operating policies are public documents available on the MSU-WP web-site.

MSU-WP has separate governance groups representing faculty, staff, and students. Each group is accountable to its constituents through the process of periodic elections of representatives. The Faculty Handbook, Staff Handbook, and Committee Handbook describe the procedures through which information is processed and activity governed. The Chancellor meets regularly with each of the four major constituencies (faculty, staff, students and community) to review progress and ask for input.

The Faculty Senate is guided by the Constitution and By-Laws of the Faculty Senate. Each person currently teaching a course for MSU-West Plains is welcome to attend the meetings of the Faculty Senate unless the voting members decide to have a closed session. Ranked faculty and lecturers have voting privileges. In addition, the per-course faculty may elect one voting representative. One representative of the Student Government Association serves as an ex-officio member. A chairperson, chairperson-elect and secretary serve as the officers of the Senate. Several standing committees have been established by the Faculty Senate.

The Staff Senate contributes to the successes of MSU-WP by supporting its mission of being a teaching and learning institution

Website Links



Board of Governors
Bylaws

<http://www.missouristate.edu/bog/bylawlinks.html>



providing quality post-secondary educational opportunities to the communities we serve. The purpose of the Staff Senate is to represent the staff employees as a fact-finding, deliberative and consultative body that makes studies, reports, and recommendations. Representatives serve to foster the teamwork and welfare of the staff. The Staff Senate is a recognized part of the MSU-WP team and has representation on the Chancellor's Administrative Council, Budget and Planning Committee and various standing and as hoc campus committees.

The Student Government Association (SGA) of MSU-WP is guided by The Constitution of the Student Government Association, which states, "The purpose and goals of the Student Government Association shall be to provide reasonable and coherent policies, leadership, and unity for the MSU-WP student body. This organization shall also create and act as a medium between the students, faculty, and the administration of the campus."

The bylaws of the Board of Governors outlines their duties and responsibilities for providing oversight of the institution's operations. The Board has authority and exercises the powers of general control and management of the University prescribed by Missouri statutes and Constitution, including those powers authorized by R.S. Mo. Chapter 172 pursuant to R.S. Mo. §174.457. Governors avoid involvements in the administration of the University except in an emergency or when exceptional circumstances occur.

Regular meetings of the Board are held on or near the third Friday of each calendar month at the MSU campus or at such other location in the State of Missouri, as determined by the Board; however, the Board is not required to hold any such regular Board meetings, and by Board action may establish any other schedule it deems appropriate. Special meetings may be held outside of the regular meeting time frame. Certain criteria for establishing a special meeting are outlined in the Board of Governors bylaws.

The Board has the authority to adopt governing policies not in conflict with the bylaws of the Board of Governors or the statutes of Missouri and to direct the President to revise operating policies. Governing policies may be adopted, amended, or repealed at any meeting of the Board. Governing policies are effective upon adoption unless a different effective date is fixed by the Board. The Secretary of the Board retains, organizes and publishes governing and operating policies as set forth in Article X, Section 5 of these Bylaws.



Under these practices, the Board of Governors is able to effectively provide oversight for all aspects of the institution.

In recent months, the Board has expressed a desire to revitalize and reinvent both its organizational structure and its regular meetings. Toward that end, the Board will now have five full meetings and two retreats per year. The Executive Committee will play a larger role, meeting monthly to handle more routine matters, which will be ratified at full Board meetings. For the regular meetings, the Board will now focus a major portion of its time on one topic. This will allow the Board to have more thoughtful, meaningful discussion on a “big idea” that will affect the future of the University. Board members attend various functions on the West Plains campus throughout the year.

While the administration fulfills managerial and supervisory responsibilities, it also fosters involvement of all campus community members in the pursuit of the campus mission and in the dynamic process of planning for the future. MSU-WP provides ample opportunities for participation by all to engage in the successful operation of the campus.

The MSU-WP Administrative Council meets weekly to provide the executive leadership and institutional stewardship to ensure an environment that continually fosters student success. Representatives from Faculty and Staff Senates sit on the Administrative Council.

The MSU-WP Faculty Senate acts as the faculty governing body responsible for program planning and curriculum development. As stated in the Faculty Senate Constitution, the purpose of the Faculty Senate is "...to handle curricular items, to provide a forum for the discussion of faculty concerns, and to communicate these concerns to the University community." The Faculty Senate, in accordance with the Bylaws, votes to make appropriate changes in academic policies and procedures, curriculum, and other topics of concern to the faculty. The Chancellor and the Dean of Academic Affairs routinely attend meetings of and make reports to the Faculty Senate.

The Student Government Association (SGA) holds roundtables for discussion each semester with faculty, staff, and administrators to ensure the exchange of information and ideas and to maintain open communication. The SGA president addresses the Board of Governors when the Board meets in West Plains.

Members of the Administrative Council and representatives of the Faculty Senate, Staff Senate, and SGA maintain standing membership on the Budget Committee.



The recently updated 2012-2016 Long-Range Plan was developed over a multi-year time frame with participation, input, and feedback from members of the campus community, which included service on committees or subcommittee, attendance at campus community open forums, and posting thoughts and responses to the draft document electronically. This document outlines objectives and tactics that provide guidance in decision-making as we move into the future.

Many of the day-to-day routine decisions needed to make the operation of the campus flow smoothly are managed through the appropriate campus committees. The MSU-WP Committee Handbook, updated annually, details each committee's name, mission, meeting information, members, and who has appointed the committee. Student and faculty representatives are often included on administrative working committees to make sure all sides of an issue are considered. For example, the Student Technology Usage Fee (STUF) Committee, which ensures that technology expenditures using STUF funds are appropriate for educational requirements, consists of four students, two faculty representatives and five staff members.

Core Component 5.C. The institution engages in systematic and integrated planning.

The mission of MSU-WP is, "MSU-WP is a teaching and learning institution providing quality post-secondary educational opportunities to the communities we serve." The Long Range Plan is the guiding force behind the allocation of resources for the institution. During the budgeting process, goals and objectives from the LRP are analyzed to determine if the current funding and human resource levels are sufficient to meet the established goals. With the LRP stressing student learning, inclusive excellence and institutional impact, all areas of the institution are assessed to ensure consistency is maintained in obtaining the LRP goals. Criterion 1.A.3 describes in more detail the actual mission and priorities of the institution.

Awareness of the intended outcome in each area of the LRP will keep necessary personnel informed of the resources needed to fulfill the mission. Knowing this along with current and future demographics, economic conditions and strategies, workforce needs and expectations, as well as student expectations, are great resources when developing any allocation plan.

To aid in the evaluation process, the institution performs annual self-assessments and goal establishment aligning with the LRP. The use of Systematic Assessment of Administrative



Departments (SAADE) for departmental goal establishment, as presented in Criterion 5.A.3 above, outlines the what, why, and for whom the assessment data will be used. Establishment of the goals and outcomes in SAADE should be aligned with the LRP. Use of the results from the data collected will indicate if the department is effectively using the resources allocated to meet the institutions mission and priorities.

MSU-WP is committed to learning from past experiences. One of the best ways to ensure this takes place is to continually assess the different areas and departments that make up the institution. There are several tools the institution utilizes to capture and measure data to help guide the improvement process. Student evaluations of faculty, faculty assessments of students during the semester, SAADE, Appraisal and Development Plans (ADP), and committee work (Budget Committee, Faculty Senate, Staff Senate, Admin Council, etc.) all assess and guide the institution towards improvement.

One example of linking the assessment process comes from a process change in the method used by faculty to assess students in the early part of the semester. This assessment is aimed at defining those students who show signs they need some form of intervention to make sure they are successful in class. The assessment process being replaced had several shortfalls in its reporting and tracking process. An early alert software system, MAPWorks, was purchased allowing a more robust process to take place, thus enhancing the process and allowing faculty and/or academic advisors to step in and offer assistance to the students who may need it most. This change has several steps to it, from evaluating the current system, to evaluating the computer systems used to house the reporting software, all the way to planning when and how to implement as well as how to pay for the improvement. Much work is being done with numerous departments to ensure the project is a success.

Another example of the linking process can be found in the institution's Visioning Guide. This master plan is designed to match current facilities with future needs and determine how we need to change the existing facilities or create new facilities. Discussions with key personnel from academic administration and executive administration are a critical component of this process. By assessing the current trend in student and employer needs, the institution is able to make plans on the future of its operations (both facility and staffing needs), which affects the overall planning and budgeting process.



Each year a budget committee is assembled to review all aspects of the institution and how the projected income will be dispersed. This committee is comprised of members of the Administrative Council, the President of the Student Government Association, Past Chair of the Faculty Senate, and the Accounting Manager. The committee meets to determine priorities, establish requests for new budget items, review costs increasing in outside areas we can control, and look at options to match income to those increases.

Having a diverse set of individuals on the committee enables multiple perspectives to be explored while creating the budget. Differing viewpoints on the mission and priorities of the institution lead to healthy conversations to ensure the institution is providing the services needed for the current and potential students.

When reviewing the financial reports for the institution, all aspects that go into the revenue generating side of the balance sheet are analyzed. Keeping track of government initiatives and plans of whether or not to fund higher education is one of the critical aspects of the revenue for the University. The University is guided in its decision process for new projects as well as current operations by tracking the impact of potential cuts or increases to state funding. Knowing potential directions the state will take during its legislative sessions will help the University determine if any tuition or fee adjustments may be necessary.

The overall status of the economy has a huge impact on the plans of the University. Legislative actions and/or mandates are closely monitored to ensure the University is moving in the proper direction to fulfill any new requirements set forth in new rules and/or regulations. For example, if the economic trend is one of recession, would it make sense to build a new building to house new programs? The answer to this may be yes or may be no, depending on the full analysis of the future savings that may occur now if the economy is in a downturn. Also, what is the projected income if we start this project now instead of sometime in the future? Questions like these are brought into discussions when planning for and anticipating changes in sources and amounts of revenue. MSU-WP strives to be fiscally responsible, balancing the existing needs of the campus with the awareness that state funds may be withheld at a critical juncture, as has happened in the past. Higher Education has been a prime target for budget reductions; therefore, MSU-WP works to keep a healthy reserve upon which to draw should it become necessary.



Core Component 5.D. The institution works systematically to improve its performance.

MSU-WP documents its quality and effectiveness by employing a comprehensive system of planning and evaluation in all major aspects of the campus, including teaching, learning, administration, and educational support.

From the Long Range Plan, twelve key performance indicators (KPIs) were developed to track progress of key activities associated with meeting departmental and institutional goals and objectives. An annual report of these performance measures is published publicly each year, with reports and recommendations presented by those responsible for tracking and analyzing the measures. Each of these performance measures is tied to an objective in the long range plan. A full description of each KPI is included in the Referenced Documents List.

Administrative departments have developed mission statements, goals, and objectives that directly or indirectly support the institution's mission, goals, and objectives. Departments use the SAADE process in an ongoing cycle of assessing the function of the department to determine its effectiveness at producing the intended mission, goals, and outcomes.

Full-time staff are evaluated annually using the Appraisal and Development Plan (ADP). The ADP process is designed to support the administration of the institution's Performance-Based Compensation System and the development of employees within the organization. Although the institution continues to use the ADP process, due to the economy and shifting state appropriation, it has not yet implemented the performance based compensation system. If an employee's overall performance rating is less than competent, a Performance Improvement Plan (PIP) and process documents the required performance improvement.

Comparison Studies

The Director of Business and Support Services conducts an annual salary comparison study of full-time faculty and staff to measure the progress we are making toward raising salaries to market range. This information is used to identify faculty and staff whose pay falls below a pre-determined benchmark. As funding allows, these salaries are brought up to the pre-determined level.

The MSU-WP Office of Institutional Research and Effectiveness produces multiple reports describing enrollment and retention data as well as studies of retention and graduation rates compared



with other two-year colleges in Missouri. An example is the National Community College Benchmark Project: Peer Institution Comparison Report, provided to the Assessment Committee. The National Community College Benchmarking Project (NCCBP) is a national data collection effort coordinated by Johnson County Community College in Kansas. In 2012, approximately 267 community colleges across the country provided benchmark information to the NCCBP. The NCCBP aggregated and analyzed the results. To provide context the NCCBP provides a peer comparison tool with which MSU-WP can compare itself to any of the other participating institutions.

For the 18th consecutive year, students at MSU-WP have scored at or above the national average in all categories of the Collegiate Assessment of Academic Proficiency (CAAP) examination. Results of the testing, for academic year 2012-13, show MSU-WP students posted a 64.1 mean score in writing compared to the national average of 61.5. In math, their mean score was 57.8 compared to the national mean of 56.0. In reading, MSU-WP students had a 62.8 mean score in reading compared to the national average of 60.2, and in critical thinking, they posted a 63.0 mean score compared to 60.8 nationally. In science, students posted a 60.4 mean score compared to 59.2 nationally.

Surveys

The Community College Survey of Student Engagement (CCSSE) is a well-established tool that helps MSU-WP focus on good educational practice and identify areas in which we can improve our programs and services for students. MSU-WP administers the survey to returning students in the spring semester. Results of this survey are presented in other sections of the self-study.

At the end of each semester, students have the opportunity to evaluate the instruction they received in each course, both on-campus and online, and provide feedback on their learning experience. Also, the MSU-WP Nursing department conducts an annual survey of area employers of its graduates. One of the new initiatives is the implementation of the early alert MAPWorks system that includes several student surveys: Fall Transition survey, Fall Follow-up survey, Spring Transition survey, and Spring Transition survey. The transition survey was piloted with a small group of students in the spring 2013 semester and was followed by full implementation in fall 2013. The administration of the survey in the fall opened it to all students and was made a mandatory requirement for all students enrolled in IDS 110 Student Success, our version of freshman seminar. Results of this system and the



data from this survey is under analysis. A small group is also working on routine graduate follow-up survey.

Assessment - see Criterion Four

The very nature of an institution of higher education is to promote an environment of learning. In order for this to take place, the institution itself must be able to learn and grow from its past experiences. As the institution constantly evaluates and assesses its methods of operation, opportunities for improvement are always on the agenda. The different departments and committees that help guide the institution each have an overarching mission and associated goals of what needs to be accomplished to improve the institution's effectiveness in achieving the goals of the Long Range Plan.

One example that reflects the overall improvements can be found in the budget process for the institution. In light of recent years' shortfall in Federal and State appropriations, the institution is still tasked with educating students. With technology, human resource, and facility needs ever increasing to accommodate the trend of increased enrollment, the budgeting process has become more critical than ever. Every dollar spent must be evaluated to ensure the most return is realized.

One component of the institution is the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS) that provides academic advising, tutoring, disability services, testing services, and veteran services. The variety of services offered by this part of the institution has the capability to touch almost every student on campus at one time or another. The testing services offered are not only for current students, but for prospective students as well. The scheduling of testing times and locations has been a challenge in the past. Learning from these experiences and conducting meetings with personnel outside of AACCESS, test scheduling has improved to better meet the needs of students.

The institution has recently created a Sustainability Committee. This committee is tasked with implementing one new sustainability project each year as well as continuing to monitor current sustainability activities underway. The objective of the committee is to bring awareness of the importance of sustainability to more than just students, faculty, and staff. The messages the committee will convey should involve other stakeholders (City of West Plains, Missouri Department of Natural Resources, local recycling and environmentally focused companies, etc.) for the sustainability activities



conducted. Through the implementation of sustainability projects, which may include reducing use of consumables (electricity, water, paper, etc.), recycling, or reuse of certain items, the institution will become more efficient in its activities. These efficiencies will allow previously allocated resources be put to other uses such as more sustainability projects, which leads to more savings.

STRENGTHS

- Experienced personnel lead both the MSU-WP campus and the MSU System. The MSU Board of Governors provides an important statewide and community perspective to the System and to the West Plains campus. Such guidance has assisted the campus in its vision and planning as well as implementation of its plans to meet the campus mission.
- Financial processes and budget development are effective and routinized, assisted by a robust comprehensive information management system now functional throughout the MSU System, not just on the MSU-WP campus.
- Reserves are maintained at a healthy level.
- Grant funding has increased substantially, helping the campus to strategically address long-identified issues. The increase in funding through grants has come through the support and cooperation of the MSU System. Additionally, the Office of Sponsored Research on the Springfield campus coordinates the oversight of grants once awarded.
- The faculty-to-FTE student ratio is below the national average.
- Through careful planning and financial prudence, the campus has been able to expand and nearly complete its physical 'footprint' in the community by seizing opportunities for property purchases when they have become available. This has assisted with the maintenance of good relationships with the community and most notably with neighboring property owners.
- Strategic technology procurements as identified by varying assessments in and out of the classroom serve to improve the learning environment, particularly in engaging first-time freshmen and students requiring developmental education. Our strong working relationship with the MSU System is crucial to maintaining our IT infrastructure and utilization of new technologies across campus.
- The campus has been able to utilize nationally normed and recognized instruments for benchmarking data and processes.



WEAKNESSES

- Full-time faculty to FTE student ratio is still above MSU-WP's benchmarking comparison group, but the difference has been decreasing over the past five years.
- Learning/Teaching technologies are largely in place campus-wide, yet these technologies are not fully accepted by some faculty members as being a significant tool in their learning/teaching strategies.
- The SAADE has not been fully implemented across departments and thus hampers efforts in using the instrument for evaluation and continuing improvement.
- At MSU-WP, neither academic departments nor divisions operate with separate budgets but instead funnel their budgetary requests through the Office of Academic Affairs. This lack of departmental budgetary control has the potential to impinge upon academic independence. Also because of this lack of specificity in budgeting, attempts to identify where monies are spent or the cost of a specific program is difficult.

OPPORTUNITIES

- The MSU-WP community has long taken a rueful pride in "doing much with little." Most often the phrase refers to getting the most out of the instructional dollar, and this is appropriate given the institution receives modest state support and is located in one of the nation's poorest congressional districts. However, such a mindset risks the creation of a self-fulfilling prophecy, one serving the institution and its constituents equally poorly. Consequently, after 50 years of existence, the MSU- WP community needs to cultivate a more positive sense of its circumstances, particularly for the sake of its students. Most students at this institution, whether native Ozarkers or natives of other regions and countries, are already well-versed in "doing much with little." What they need is an educational home, which sees itself, on their behalf, as a gateway to the world. This more positive institutional identity has the potential to affect a student's own self-image, cultivating the realistic assessment each graduate is capable of entering professional life as a responsible, creative, and intellectually discerning person.
- While funding from grants has blessed the campus with additional resources, the campus runs the risk of becoming 'addicted' to the monies available for addressing key needs and challenges.



With grant-funding always tenuous, the campus must be diligent in institutionalizing the programs, technologies, and personnel initially funded by the grants. Because of the healthy financial situation of MSU-WP, the administration has the means to develop a plan to prioritize the programs, technologies, and personnel to continue funding with institutional monies.



Conclusion

As we stated in the introduction to the self-study, we did not uncover any major surprises for the institution. For the most part, members of the institution are aware of the strengths and challenges of MSU-WP. This self-study does enable the institution to articulate for itself its strengths and weaknesses to facilitate planning for its future. To that end, we conclude with a reflection on the most significant findings, recommendations for prioritizing those significant findings, and a description of how the institution will initially respond to those findings.

REFLECTION – Significant Findings

FUNDING: Institutionalization of personnel hired and activities initiated with grant monies.

ASSESSMENT/EVALUATION: Strengthen the existing program of assessment and evaluation.

ENROLLMENT: Continue to identify enrollment streams in order to maintain services to our constituencies and increase tuition and fee generated revenue.

DIVERSITY: Continue to increase the diversity of faculty, staff, and students.

FACULTY/ACADEMICS: Increase attention to recruitment and support for qualified faculty and improve academic budgeting process.

RECOMMENDATIONS – Findings Prioritized

These significant findings must be prioritized according to strategies outlined in the long-range plan, Putting Students First. These key findings will be incorporated into and prioritized within the long-range plan strategies.

Finding	Long-Range Plan Strategy
Funding	Cross-Cutting Strategy – Funding and System Support
Assessment/Evaluation	Cross-Cutting Strategy – Culture of Student Learning and Institutional Effectiveness
Enrollment	Overarching Strategy – Student Access and Success
Diversity	Strategic Direction – First Choice Strategic Direction – Student Engagement
Faculty/Academics	Strategic Direction – Academic Programming

Table C.1



RESPONSE – Strategies to Address Findings

FUNDING: Institutionalization of personnel hired and activities initiated with grant monies.

- Title III. From the beginning, the institution committed to institutionalizing four of the five full-time grant-funded positions. The fifth position in institutional research was initially seen as a temporary need, but it has become apparent a full-time position dedicated to institutional research is necessary. Activities requiring substantial funding initiated through Title III involve innovations in developmental education curriculum, tutoring availability and curriculum coverage, expanded use of technology to assist pedagogy, implementation of a comprehensive early alert system, and initiation of the quality improvement of online teaching and learning.
- TRiO. While the TRiO grant program is designed as a renewable program, recent reductions in grant funding for TRiO programs threatens the sustainability of this program here. This program has provided concentrated advising and tutoring for a population of students who need this additional support on our campus. The institution needs to plan for the institutionalizing of these efforts should federal funding continue to dwindle.
- Veterans Support. The institution has already committed to sustaining targeted services for the support of veteran students. A challenge here is to maintain and increase the enrollment of veterans in order to sustain this commitment.
- Project Threshold. This program targeted at promoting access to higher education has proven year after year its worthiness. For the 2014-15 year, funding to continue this program will not be available through the State of Missouri. The institution is seeking budget increases to backfill some of these services.
- TACT. This grant program is in its infancy at MSU-WP but is expected to provide substantial support for growth in enrollment in specific programs and for specific student populations. Several personnel will be hired and programs offered with funds from the grant.
- Benefits from each of these grant-funded initiatives must be evaluated as to their effectiveness in serving the mission of the institution and prioritized by their effectiveness. The expectation is these programs will increase enrollment and thereby increase related tuition/fee generated revenue – by drawing in new students and increasing their persistence towards degree completion. One of the challenges is to identify which initiatives are working effectively when so many new initiatives have been introduced in a relatively short timeframe.



ASSESSMENT/EVALUATION: Although much has been accomplished in this area since the last comprehensive self-study and the HLC's focused visit on assessment, MSU-WP will continue to strengthen the enhanced program of assessment and evaluation.

- All faculty, including per course and dual credit, should actively and routinely assess the success of students. Better training and accountability will accomplish this.
- Review and revise as needed the General Education program for currency and relevancy. A sub-committee of the Faculty Senate is currently working on this project.
- China campus faculty should continue to actively and routinely assess the success of their students. The assessment committee needs to implement a blueprint to systematize these activities.
- We will implement the plan for the assessment of the First Year Experience (FYE). The FYE is a new initiative and a plan for the assessment of this program is developed. Now it is a matter of implementing that plan.
- MSU-WP will fully implement the process of evaluating administrative departmental effectiveness. Again, the plan is in place, and several departments are actively following the plan. A way to help other departments be accountable for their implementation of the plan should be incorporated into the process.
- The campus will utilize technology to assist with assessment training for faculty. Many times we think of training in terms of face-to-face but, just as has happened with online courses, training can be facilitated in asynchronous ways. MSU-WP has the capability of providing training in these other ways and needs to implement them.

ENROLLMENT: Continue to identify enrollment streams in order to maintain service to our constituencies and increase tuition and fee generated revenue

- The retention of students decreased over recent years. The continuation of improvements in developmental education should impact this trend in positive ways.
- Several initiatives are in place to increase the enrollment of non-traditional age students. These include the College Parent Resource Center, initiatives from the TACT grant, Veterans Services, and the Evening College. Again, the challenge is to increase enrollment and related tuition/fee revenue to sustain these initiatives.



- Continue to expand recruiting efforts beyond the seven county service area. Recruiters already are actively working in three additional counties beyond the historical seven-county service area as well as into the entire state of Missouri and surrounding communities in Arkansas. Adding new scholarships and expanding existing programs such as the Achievement Scholarship to targeted school districts outside of the service area will support these efforts.
- Develop new academic programs. Faculty in the associate of science and applied science are continually working to develop and offer new academic programs. Other programs, not necessarily degree programs, can be developed as well like the First Year Experience program.
- Dual Credit and Dual Enrollment opportunities are becoming increasingly important for high school students but remain challenging due to the availability of qualified faculty. MSU-WP needs to continue the exploration and development of alternate delivery methods for dual credit/enrollment courses. Keeping these options affordable for high school students is also a challenge.
- Strengthen programs in Mountain Grove by staffing Shannon Hall with a full-time faculty advisor and making sure that the full program of general studies courses can be taken at Shannon Hall as well as developmental education courses that incorporate the curriculum changes taking place on the main campus.
- We are expanding partnerships with other institutions of higher education as has been accomplished with University of Central Missouri, Southeast Missouri State University, and Three Rivers College.

DIVERSITY: Continue to increase the diversity of faculty, staff, and students.

- Continue to utilize the Diversity Hiring Program through the MSU System.
- Educate the campus community and surrounding community to appreciate a diverse population.
- Provide mentoring specifically for under-represented students and employees.

FACULTY/ACADEMICS: Increase attention to recruitment and support for qualified faculty and improve academic budgeting process.

- Academic Affairs and division chairs will implement a program for recruiting and supporting per course faculty.



- The Dean of Academic Affairs, working with the Faculty Development Committee, will strengthen the orientation program for new and per course faculty. This will include utilization of web-based tools when appropriate and effective.
- Administration will continue to increase faculty salaries toward matching the market while also increasing the numbers of full-time faculty.
- Academic Affairs will consider ways to encourage faculty members to work on grant-funded initiatives.
- The Executive Budget Committee will evaluate the need for changing the academic budgeting process to allow for identifying in finer detail departmental resources and expenditures.

Just prior to the HLC's comprehensive review of MSU-WP, the Administrative Council and Faculty Senate will, as planned and using the self-study as the key resource, review the long-range plan, update targets and accountability data, and revise and amend objectives and tactics as appropriate. This will be done prior to mid-spring 2014 semester. A sub-group appointed from Administrative Council and Faculty Senate will work throughout the remainder of spring 2014 and into the following summer to incorporate these significant findings and those of the visiting HLC consultant-evaluator team into the Long-Range Plan. In doing so, appropriate personnel will be designated as responsible for the accomplishment of these initiatives. They will also identify the timeframe suitable for each one.

Appendix 1- Self-Study Supplemental Materials

Missouri State University-West Plains

SELF-STUDY SUPPLEMENTAL MATERIALS

1. Audited financial statements for the two most recently completed fiscal years.

Included in this material are copies of the University Financial Report from 2012 and 2013. The main body of the report provides financial information for the Missouri State University system. The 2012 University Financial Report, pages 52-53, and the 2013 University Financial Report, pages 53-54, gives condensed statements by campus and provides the financial information for the West Plains campus. The financial statements can also be found at:

http://www.missouristate.edu/assets/financialservices/Univ_Financial_Report_2013.pdf
http://www.missouristate.edu/assets/financialservices/University_Report_111512_FINANCIAL.pdf

2. Current copy institutional catalog. Included in this material is a copy of the current Missouri State University-West Plains Course Catalog. This catalog can also be found at:

<https://experts.missouristate.edu/display/WPC/West+Plains+Catalogs+Home>

3. Faculty, Staff, and Student handbooks. Included in this material is a copy of the faculty handbook. The Staff Handbook and the Student Handbook are not available in pdf format but can be found at the following websites:

<http://wp.missouristate.edu/StudentLife/code.htm>

<http://www.missouristate.edu/human/staffhandbook/>

The faculty handbook can also be found at:

<https://experts.missouristate.edu/display/WPFH/West+Plains+Faculty+Handbook+Home>

Appendix 2 – Response to 2003 HLC Report Concerns

2003 LC Report Concerns and Response

CONCERN 1. The institution does not have in place the leadership that is needed to implement a viable assessment program.

2006 MSU-WP Institutional Response

Since the 2003 Higher Learning Commission (HLC) visit, a faculty senate member has been identified to coordinate the development and implementation of the assessment program. The Faculty Assessment Coordinator (FAC) role provides leadership in the institution's assessment program, support for the assessment process, and oversight by monitoring and maintaining data analysis for review and future revision of the program. The FAC is given release time and a salary adjustment. In 2004 a FAC was appointed. The FAC works closely with the department of Institutional Research in collecting assessment program data.

Since that time, the FAC has investigated other university assessment programs and attended workshops, including AAHE and NCA HLC conferences, as well as Missouri Assessment Consortium (MAC) meetings. Other faculty/staff members have attended various workshops, e.g. NADE (National Association of Developmental Education), PEEL (Arizona University's Program to Enhance and Ensure Learning for Students), CxC (Communicating across the Curriculum), WAC (Writing across the Curriculum). At least twice during each academic year, workshops on assessment techniques have been held for Missouri State University-WP personnel. (See list of Assessment Endeavors:

<http://www.wp.missouristate.edu/assessment>

The Dean of Academic Affairs, the Head Librarian, and the Assistant to the Chancellor are advisors to the Assessment Committee and work closely with the FAC and the committee members.

An organizational chart for the Assessment Program is included in this report. (Please see 63.) The Dean of Academic Affairs is the responsible administrator for assessment. He shares this responsibility with the Faculty Senate, which oversees the Assessment Committee as a standing committee. Faculty members of the Assessment Committee are appointed by the Faculty Senate Chair.

In July 2004, a line item of \$5,000 was added to the institutional budget to be used for expenses related to assessment.

An ad hoc assessment leadership group, consisting of the Chancellor, Assistant to the Chancellor, Dean of Academic Affairs, Assistant Dean, the FAC, Faculty Development Committee Chair, Faculty Senate Chair, along with the Chair and Co-Chair(s) of the Assessment Committee began meetings in spring 2004.



Mission, Goals and Objectives of the Assessment Committee were formalized in July 2004 and endorsed by the Faculty Senate in October 2004.

2014 Update on Response to Concerns

Since the assessment program has been implemented, oversight of assessment falls solely to the Assessment Committee. Current membership of the Assessment Committee:

Phillips, Gary - Faculty, Communications, **Chair**
Ackerson, Amy - Faculty, Nursing
Birdyshaw, Ed - Faculty, Economics
Boys, Cathy - Faculty - Technology
Carr, Judy - Faculty, Sociology/Psychology
Graham, Alexandra - Staff, Writing Specialist
Hart, James - Faculty, Computer Sciences
Lancaster, Dennis - Interim Dean of Academic Affairs
Lunday, Herb - Dean of Student Services
Smith, Cindy - Faculty, Respiratory Care
Towell, Jay - Faculty, Mathematics
Trick, Jerry - Faculty, Mathematics
White, David - Faculty, Business

The charge of the Assessment Committee is: To develop an institution-wide assessment plan, monitor the implementation of that plan, communicate findings, and update the assessment plan as needed.

Recent activities of the Assessment Committee include:

- Review of electronic assessment tools, analysis of appropriateness for MSU-WP assessment program, and decision to use the e-portfolio system, Chalk and Wire.
- Review and revision of General Education Goals, Standards, and Learning Outcomes

CONCERN 2. The program is hindered by the changes in leadership and membership of the Assessment Committee.

2006 MSU-WP Institutional Response

Assessment Committee members are appointed by the Faculty Senate Chair; in the past, each was appointed for a one year term. The Faculty Senate has now amended its By-Laws to allow for new members to be appointed for three-year terms on a rotating basis; one-third of the members will cycle off each year with the understanding that, if desired, members finishing a term may be reappointed for a new term. (See Faculty Senate By-Laws, Sec.6, Number 8.)



However, it should be noted that, (prior to this By-Law amendment), of eleven (11) faculty members on the Assessment Committee, six (6) have been members for the past three years; four (4) have been for two of the past three years.

Various support staff persons are included on the Assessment Committee as ex officio members (e.g., Student Advisement and Academic Support Coordinator, Assistant to the Chancellor, Head Librarian, Coordinator of Institutional Research). Individuals serving in these capacities have not changed for the past eight years.

The Assessment Committee Chairperson is also appointed each year by the Faculty Senate Chair. Beginning in 2005, a co-chair has been appointed with the understanding that this person will be chair for the following year.

2014 Update on Response to Concerns

From 2006-2012, the committee was chaired by Dr. J.D. Martin, professor of economics and Coordinator of Institutional Research. After his retirement, the chairmanship was given to the current chair who was just ending his term as Faculty Senate Chair.

Leadership from the Academic Dean has been an on-going issue as the person holding that position has changed about every two years since 2006. With each new dean, the view of assessment and how it is managed has changed. Because assessment is faculty driven at MSU-WP (see committee membership), this change in personnel has had varying degrees of impact on the assessment program.

CONCERN 3. The assessment program needs to account for the assessment of student learning at the course, program, and institution levels.

2006 MSU-WP Institutional Response

Assessment of student learning is taking place at the course, discipline, program, and institutional levels. In the fall of 2004, instructors began Course Embedded Assessment, outlining the specific knowledge objectives being assessed with direct and indirect measures and accompanied by rubrics defined to assess that objective. Each semester the instructor targets three new course objectives until measures and rubrics are developed for all. Results are discussed with the Department/Division Chair and revisions to teaching methodology and curriculum are made as dictated by those results.

In addition, a Program Objective (General Education Goal) is targeted each semester and rubrics are developed to assess that objective.

Discipline/departmental objectives are being written/revised. (See electronic Resource Room.)



Course Embedded objectives are linked to discipline objectives; both are linked to program (General Education Goals) and institutional objectives. Performance Measures (See institutional Long Range Plan) serve as indirect measures of student learning.

General Education Goals and Student Learning Outcomes are addressed by the General Education Course Audits (aligning class instruction with General Education competencies), the curriculum communication audits (describing class instruction in terms of depth of communication skills expected), the Capstone course (newly required for graduation), the portfolio program, the results of the CAAP test along with the CAAP-ACT Linkage report, and the Collegiate Learning Assessment (CLA) instrument, as outlined in *The Assessment Plan*.

2014 Update on Response to Concerns

The self-study provides an abundance of evidence for assessment taking place at these multiple levels with additional evidence available to the team in the resource room.

CONCERN 4. The program needs to establish an approach toward assessment that is understood and used by all.

2006 MSU-WP Institutional Response

A culture of assessment continues to develop through the enhancement and clarification of policies and processes campus-wide. Among these are items such as:

- Master syllabi, required of all instructors, which include an explanation of the purposes of the assessment program,
- Assessment plans are required for each new curricular proposal (e.g. courses/programs),
- Posters defining and describing the General Education Goals placed in each faculty office, classroom and on building bulletin boards,
- Assessment reports available to faculty, staff, administration and students,
- Semiannual newsletter available to faculty, staff, administration and students,
- Writing-to-learn/communicating-to-learn assignments in many classrooms,
- Inclusion of sessions on assessment in each of the three annual faculty workshops,
- Workshops designed to include per course faculty in the assessment process,
- Inclusion of the individual level of assessment program participation in the evaluation and Reappointment/ Promotion/Tenure (RPT) process,
- Development of the Assessment website in July 2004, <http://www.wp.missouristate.edu/assessment>
- Assessment notebooks for providing assessment information and for data collection, made available to all faculty and administrators in August 2005,

Compilation of assessment glossary along with workshop sessions designed to reinforce faculty use of assessment terminology.



2014 Update on Response to Concerns

The campus community is well versed in assessment and the terminology and practices. A remaining challenge is to engage all per course faculty in assessment activities.

CONCERN 5. The tenured faculty evaluation process needs to be formalized.

2006 MSU-WP Institutional Response

The Faculty Senate has approved guidelines for evaluation of tenured faculty on a three-year cycle, based upon the faculty member's tenure date. (See [Faculty Handbook](#), Section 2.7.3) The tenured-faculty evaluation includes:

- A professional portfolio including the same type of substantiating data as for the non-tenure RPT process,
- Submission of the portfolio to and review by the appropriate division/department chair, who will, in turn, notify the faculty member of the outcomes of the review by letter,
- Discussion and initiation of action plans by the faculty member and the chair for improvement in questionable and unsatisfactory areas. (See Guidelines for Implementation of the Three-Year Review of Tenured Ranked Faculty, Resource Room.)

Ranked faculty-members submit an annual Professional Development Plan to the Division Chair.

Items include:

- An individual mission statement, including activities designed to target that mission,
- Professional development funds needed for the coming year (\$1,100 is budgeted for each ranked faculty person for each academic year),
- Evidence of course assessment tools/activities.

2014 Update on Response to Concerns

This process is formalized and currently under review for currency and efficiency.

CONCERN 6. The institution needs to establish a framework for decision-making regarding creation or deletion of programs.

2006 MSU-WP Institutional Response

A policy is in place for decision-making regarding creation of programs. (See Guidelines for Program Proposals, Resource Room.)

- The potential need is identified,
- Constituencies to be impacted are surveyed,
- A faculty person (e.g. Division Chair) is selected to carry the process forward,



- The faculty person works with administrators and other faculty and then guides the process through approval by the Faculty Senate Curriculum Committee,
- The program is approved by the Faculty Senate, and subsequently forwarded for approval to the Dean of Academic Affairs, the Chancellor, the Missouri State University Board of Governors, and, finally, the Missouri Coordinating Board of Higher Education.

The Curriculum Committee of the Faculty Senate has a standard for reviewing courses regularly. As with creation of a program, deletion requires approval of the Faculty Senate, the Dean of Academic Affairs, the Chancellor and the Missouri State Board of Governors.

2014 Update on Response to Concerns

The Academic Planning and Coordination Committee is responsible for the decision-making process regarding the creation or deletion of programs. Current membership in this committee is:

Lancaster, Dennis - Interim Dean/Academic Affairs, **Chair**

Ackerson, Amy – Division Chair for Allied Health/Director of Nursing

Branton, Michelle - Title III/Director of Developmental Education

Boys, Cathy – Division Chair of Business/Allied Technology & Public Service

Carr, Judy – Division Chair of Arts, Education and Social Sciences

Morgan, Connie - Chair, Faculty Senate

Ogletree, Norma - Coordinator, Mountain Grove campus

Towell, Jay – Division Chair of Science and Mathematics

Walsh, Pat - Assistant Dean of Academic Affairs

CONCERN 7. Resources for distance learning need to be dedicated to provide adequate student support, faculty development, and faculty support.

2006 MSU-WP Institutional Response

A Committee for Distance Learning is in place. Its members include the Coordinator of Distance Learning, instructors of online and computer graphics classes, the Division Chair, the Head Librarian, and representatives from Computer Services and Admissions. The committee has developed the Guidelines for Distance Learning, currently available to instructors.

The Office of Academic Affairs and the Committee is currently working on a Distance Learning policies and procedures manual. Completion date is set for May 2006.

The Head Librarian and staff have made DLM (Digital Learning Materials) available to support distance/online learning, including:

- E-reserves (scanned if the instructor wishes) are available,
- Library of 5000 E-books have been made available (through an Instructional Technology Committee grant) that include current topics as well as those in the public domain,
- Numerous article data bases with full text are available online,



- Book transfer through MOBIUS (Missouri Bibliographic Information User System) sites (allowing interlibrary loans) are available at West Plains and Mountain Grove sites,
- Library website as common portal for all Missouri State University online or campus students.

A CD is available for new online students. It is intended for those who do not have fast internet connections who would be unable to watch the demonstrations on the web.

The Distance Learning Committee has a course in place that is designed to teach new faculty members to use Blackboard. The course reviews the pedagogy and methodology necessary to online instruction.

Support for students enrolling in online courses is available at <http://www/wp.missouristate.edu/currentstudents/online>

Course content in an instructor's online courses and on-campus courses continues to be equivalent. Course Embedded assessment plans are submitted for online courses. The instrument for faculty evaluation (with appropriate modifications) is available for students in online classes.

2014 Update on Response to Concerns

A section of the Criterion 3 chapter of the self-study report includes an explanation of the current project for distance education. This project is being led by the Distance Education Coordinator and the Instructional Designer.

CONCERN 8. The institution needs to monitor classes at extended campus sites, ensuring that those students have access to the full range of services offered to WP-campus students.

2006 MSU-WP Institutional Response

Extended campus courses are located at campuses in Mountain Grove, Houston, and China. In addition, some courses are offered to area high schools through a Dual Credit program:

- In August 2004, a Coordinator for the Mountain Grove Campus was hired. The individual is on site at that campus. The job description includes advising students as well as coordination of classes with the ultimate goal of student completion of the AAGS. Advisement, Registration, Financial Aid, book purchasing, library, and tutoring services are offered onsite at that campus; library and MOBIUS (Missouri Bibliographic Information User System) services are available, as is a staffed computer lab. Faculty members are evaluated as per-course instructors by departmental peers or supervisors.
- On the recommendation of the HLC site visit team (see Report of a Comprehensive Evaluation Visit, November 17-19, 2003) to have a full-time faculty member teach courses at the extended campuses in Mountain Grove and Houston, two full-time faculty members in the history department have alternated teaching a course each semester at those campuses since 2004.
- A part-time staff person has been hired for the Houston campus. Advisement, Registration, Financial Aid, book purchasing, and limited library services (through a cooperative



arrangement with the local public library) are offered onsite at that campus. While numbers of students are low, an effort is being made to offer classes that would be attractive to a student anticipating an AAGS degree. Faculty members are evaluated as per-course instructors by departmental peers or supervisors.

- A Coordinator of the China Campus is in place. The individual is on site at that campus. A library has been organized for the campus and additional books have been added to the collection. The ultimate goal is student completion of the AAGS. The degree program requirements are the same as those of the program on the West Plains Campus. West Plains syllabi and departmental final exams (where available) are supplied to faculty on that campus. Faculty credentials are reviewed by the appropriate West Plains faculty person. The Dean of Academic Affairs visits annually and has introduced assessment processes to that campus. A West Plains faculty person who is a member of the Assessment Committee will be on site during the academic year 2006-2007. An Administrative Assistant from that campus spent several months observing operation processes on the West Plains campus in spring 2006.
- Students enrolled in the Dual Credit classes at the area high schools are offered services enjoyed by Missouri State University-WP students, including access to the library, tutoring, and internet services. Again, faculty members at those sites are evaluated as per-course instructors by departmental peers or supervisors. Where departmentally developed final exams are provided, dual credit instructors use those tests and submit assessment data to the appropriate department

Credentials of all per course faculty, on- or off-campus, are reviewed by the appropriate department/division chair.

2014 Update on Response to Concerns

The site in Houston, Missouri was closed in 2010 due to low enrollment.

Students at the Mountain Grove campus have access through seated classes, ITV, and online courses, to the full complement of courses needed to complete the Associate of Arts in General Studies degree.

Most services that are offered on the main campus in West Plains are also available to all students using resources on the University's website and the portal to the student information and the learning management system, Blackboard. Library resources, tutoring, student accounts, registration, financial aid, counseling are available through email, phone, and/or the website.

CONCERN 9. The college has not demonstrated widespread understanding of direct and indirect assessment measures and the importance of incorporating both types of measures into assessment activities.

2006 MSU-WP Institutional Response

Several workshop sessions on direct/indirect measures for assessment were scheduled in fall 2003. In January 2004, various Classroom Assessment Techniques (CATS) were distributed to the Assessment Committee, Division Chairs and faculty. Indirect measures were explained. Faculty submitted



reports covering use of indirect measures in classes later in that semester and includes them in each Course Embedded Assessment Plan.

In March 2004, the Assessment Committee considered, requested, and received direct and indirect measurement forms from instructors. In May 2004, the Faculty Senate approved implementation of direct and indirect assessment measures.

In Course Embedded Assessment, faculty members include data gained from indirect measures as well as direct measures. (See electronic Resource Room.) Examples of indirect measures utilized by instructors include the Minute Paper, the Muddiest Point, comments on assignments collected and addressed by instructors, alignment of curriculum in progressive courses. Direct measures include graded class work such as exams, written and oral work.

One of the assessment newsletters was devoted to explanations and examples of direct and indirect measures.

2014 Update on Response to Concerns

This has been covered by evidence provided in the self-study report as well as additional evidence in the resource room.

CONCERN 10. The college has not adopted and implemented a structured means for faculty to identify and report assessment methods, including the outcomes of assessment efforts, the analysis of results, and the use of this analysis to improve student learning.

2006 MSU-WP Institutional Response

This statement is no longer true. (See Assessment Plan.) Faculty members submit Course Embedded rubrics used along with results to the division chair and, subsequently, to the FAC.

The division chair consults with the individual faculty person through the Professional Development Report and subsequent interview. Discussion as to use of the assessment results in the individual classroom follows, including the establishment of action plans by the faculty member and the division chair.

The FAC reports to the Assessment Committee and the Dean of Academic Affairs. The Assessment Committee reports to the Faculty Senate and the Dean, who in turn reports to the Chancellor.

The FAC report contains information concerning student attainment of the competencies related to the General Education Goals along with results of the course audits concerning that attainment. The Assessment Committee will report to the Faculty Senate, which will study any problem and suggest solutions as needed.



2014 Update on Response to Concerns

The University follows a structured process of assessment reporting which starts at the course and department level and continues to the Academic Dean.

CONCERN 11. Confusion remains at the college about how to proceed with assessment at the program and institutional levels and the benefits that can be derived from these assessment processes.

2006 MSU-WP Institutional Response

This statement is no longer entirely true. Please see the Assessment Endeavors report with a listing of the many items/activities aimed toward establishing a culture of assessment at Missouri State-West Plains.

Faculty have seen the benefits derived from assessment procedures and the understanding and knowledge that parallel them. Assessment of student learning has greatly improved in the past three years, becoming more comprehensive, improvement-oriented, and data-based. In addition, faculty members continue to pursue new endeavors for the future.

Evidence of showing the impact of the faculty's assessment initiatives is described in Chapters 4 and 5 of this self-study document.

2014 Update on Response to Concerns

Again, evidence of this has been supplied in the self-study report and in the resource room.

CONCERN 12. While the college has identified coherent general education requirements that ensure breadth of knowledge and promote intellectual rigor and while faculty are actively integrating teaching methods to meet these requirements, the college has not yet assessed learning outcomes for these requirements.

2006 MSU-WP Institutional Response

This is changing. Instructors have completed "course audits", designating the competencies from the General Education goals that are covered thoroughly or simply reinforced in the course. A curriculum communication form has also been submitted by instructors to the FAC; each report describes the extent of oral and written communication projects used in the course.

Completion of a Capstone Course is now required for graduation starting with the graduating class of Spring 2007. Within the Capstone, students are required to submit a portfolio. Rubrics are developed to determine, from the portfolio, how well the Student Learning Outcomes of the General Education Goals are being attained.

2014 Update on Response to Concerns

Evidence of assessment of general education goals and standards is presented in the self-study report.



CONCERN 13. The institution should have transformed the long-range process into strategic planning, demonstrating the direct linkage of planning to budgeting.

2006 MSU-WP Institutional Response

This is occurring. The infrastructure is in place and assessment processes are being developed. HLC recommendations have been followed. Data is being gathered, refined, and reported to the appropriate entity. (See Assessment Organizational Chart.)

Objectives have been determined on course, discipline, and program levels along with appropriate assessment rubrics to measure results. Action is being taken on the course level where appropriate. Results, recommendations for action, and reports of past actions taken are reported to the Division Chairs and subsequently to the Assessment Committee, the Dean, and the Faculty Senate. The Dean reports to the Chancellor. The Dean and the past and current Faculty Senate chairpersons also sit on the campus Budget Committee, making recommendations, as needed, for budgeting actions to be taken.

2014 Update on Response to Concerns

The institution completed the current version of long-range plan in 2012 and is incorporating findings from the self-study into the plan.



Appendix 3 – Website Reference List

Description	Link
AACCESS/Academic Advising	http://wp.missouristate.edu/aaccess/
Academic Integrity Policy	http://wp.missouristate.edu/academicaffairs/academicintegritypolicy.htm
Academic Policies	http://wp.missouristate.edu/AcademicAffairs/Policies.htm
Academic Programs	http://wp.missouristate.edu/academics/
Accreditation	http://wp.missouristate.edu/about/accreditation.htm
Accreditation Commission for Education in Nursing	http://acenursing.org/
Administration	http://wp.missouristate.edu/about/administration.htm
Admissions Office	http://wp.missouristate.edu/admissions/
Adult Education and Literacy	http://blogs.wp.missouristate.edu/ael/
Annual Campus Report	http://wp.missouristate.edu/about/annualreport.htm
Annual Performance Review	http://www.missouristate.edu/human/training/ADPTraining.htm
Annual Security Report	http://wp.missouristate.edu/campusafety/
Board of Governors Bylaws	http://www.missouristate.edu/bog/bylawlinks.html
Business and Support Services Office	http://wp.missouristate.edu/BusinessOffice/default.htm
Career Services Office	http://wp.missouristate.edu/Career/
Code of Student Rights and Responsibilities	http://wp.missouristate.edu/StudentLife/code.htm
College Parent Resource Center	http://blogs.wp.missouristate.edu/cprc/
Commission on Accreditation for Respiratory Care	http://www.coarc.com/
Completion Programs	http://outreach.missouristate.edu/westplains.asp

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Conflict of Interest and Financial Disclosure Policy	http://www.missouristate.edu/policy/G1_02_ConflictOfInterest.htm
Course Catalog	https://experts.missouristate.edu/display/WPC/West+Plains+Catalogs+Home
Emergency Grant	http://wp.missouristate.edu/FacultyStaff/EmergencyGrants.htm
Faculty Handbook	https://experts.missouristate.edu/display/WPFH/West+Plains+Faculty+Handbook+Home
Faculty Profiles	http://faculty.wp.missouristate.edu/
Faculty Senate Bylaws	http://wp.missouristate.edu/facultyhandbook/constitutionbylaws.htm
Financial Aid	http://wp.missouristate.edu/finaid/
Fiscal Responsibility	http://www.missouristate.edu/policy/G1_13_FiscalResponsibility.htm
Garnett Library	http://library.missouristate.edu/garnett/
Grizzly Tutoring Lab	http://blogs.wp.missouristate.edu/gtl/
Institutional Research	http://wp.missouristate.edu/InstResearch/
John Gardner's blog post, 9/28/2012	http://www.jngi.org/blog/page/8/
Key Performance Indicators	http://archer.missouristate.edu/kpi/
Library Video	http://blogs.wp.missouristate.edu/idt/dciw/
Master Syllabus	http://wp.missouristate.edu/Academics/MasterSyllabus.htm
Mission link	http://wp.missouristate.edu/about/mission.htm
Missouri Dept. of Elementary and Secondary Education	http://dese.mo.gov/
Missouri State Board of Nursing	http://pr.mo.gov/nursing.asp
Missouri State University Long-Range Plan	http://www.missouristate.edu/LongRangePlan/
MSU-WP Policy Library	http://wp.missouristate.edu/policies/
Non-discrimination Policy	http://wp.missouristate.edu/equity/nondiscrimination.htm
Nursing Accreditation Standards	http://www.acenursing.net/manuals/SC2013.pdf
Office for Diversity and Inclusion	http://diversity.missouristate.edu/
Office for Institutional Equity and Compliance	http://www.missouristate.edu/equity/

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Operation 50K	http://blogs.wp.missouristate.edu/volunteer/
Procurement Services	http://www.missouristate.edu/procurement/
Public Affairs Mission	http://publicaffairs.missouristate.edu/
Putting Students First Long-Range Plan	http://wp.missouristate.edu/longrangeplan/
Registration and Records Office	http://wp.missouristate.edu/RecReg/
Road to Achievement Title III Grant	http://blogs.wp.missouristate.edu/t3/
Scholarships and Financial Aid Handbook	http://wp.missouristate.edu/finaid/
Small Business and Technology Development Center	http://wp.missouristate.edu/ucp/SmallBusiness.htm
Student Employee Guide	http://www.missouristate.edu/studentemp/2567.htm
Study Abroad Program	http://wp.missouristate.edu/StudyAbroad/default.htm
Transfer Policy	http://wp.missouristate.edu/Admissions/TransferPolicy.htm
TRiO Student Support Services	http://wp.missouristate.edu/trio/
Tuition and Fees	http://wp.missouristate.edu/recreg/Costs.htm
University Community Principles	http://wp.missouristate.edu/Catalog/DeclarationOfUniversityCommunityPrinciples.htm
Veteran Services	http://wp.missouristate.edu/Veteranservices/
Virtual Tour	http://apps.missouristate.edu/wp/virtualtour/
Visioning Guide	http://architect.missouristate.edu/OurVision/West%20Plains/FY2013WPVisionGuide.htm



Appendix 4 – Vision, Mission, Geographical and Educational Foci

Vision Statement

Missouri State University-West Plains will be a national model among two-year, learning-centered institutions, combining open admission opportunity with academic excellence, student service innovation, community partnership, and global awareness in an environment strengthened by dynamic growth and entrepreneurial spirit.

Mission

Missouri State University-West Plains is a teaching and learning institution providing quality post-secondary educational opportunities to the communities we serve.

Geographical Focus

Missouri State University-West Plains is a public, two-year, open admission, separately accredited campus of the Missouri State University System primarily serving students in the Missouri counties of Douglas, Howell, Oregon, Ozark, Shannon, Texas and Wright.

In addition to serving the educational needs of our service area, Missouri State University-West Plains provides programs to:

- areas not served by Missouri's other two-year institutions;
- selected international campuses where educational opportunities benefit both regional and international students; and
- the global community of students via traditional and emerging technologies.

Educational Program Focus

Missouri State University-West Plains seeks to create educated persons through the development of their skills in communication, critical thinking, information management, values clarification, understanding of a global society, responsible action, and knowledge in core subject areas in four distinct degree programs:

- Associate of Arts degree in General Studies;
- Associate of Arts degree in Teaching;
- Associate of Science degree in Business;
- Associate of Science degree in Nursing;



- Associate of Applied Science degrees and/or certificates in career development:
- Associate of Applied Science degrees in:
 - Allied Health
 - Business
 - Child and Family Development
 - Computer Graphics and Programming
 - Enology
 - Entrepreneurship
 - General Agriculture
 - General Technology
 - Law Enforcement
 - Respiratory Care
 - Viticulture
- Certificates in:
 - Basic Business Development
 - Enology
 - Entrepreneurship
 - Law Enforcement
 - Small Business Development
 - Technology Management
 - Viticulture

Because of its commitment to learning and service, Missouri State University-West Plains strives through ongoing assessment to:

- improve educational outcomes by evaluating what students know, understand, and can do with their knowledge as a result of their campus experience;
- hosts upper-level courses provided by the Missouri State University System leading to selected bachelor's and graduate degrees;
- offers informal educational opportunities designed to enhance community life through cultural enrichment programs, regional economic development, and customized training;



- promote extracurricular learning opportunities for students, faculty, staff and community in areas such as intercollegiate athletics and student life and development activities, and a variety of non-credit educational opportunities; and
- develop educated persons of high character and integrity, inspiring them to serve others and their respective communities through its commitment to the Missouri State University System’s mission in Public Affairs.

Goals for Missouri State-West Plains

1. **Purposeful Education** ... Educate students for a lifetime of learning, citizenship, career development and personal enrichment.
2. **Enabling Environment** . . . Provide for the diverse academic and life-development needs of students through an educational environment conducive to learning, teaching and working.
3. **Community Leadership** ... Facilitate educational, technological, cultural and economic development through activities that complement the learning environment on campus and in the communities Missouri State University-West Plains serves.
4. **Collaboration** ... As an integral entity of the Missouri State University System, develop programs and services in partnership within the System and with other educational institutions that increase and enhance student educational opportunities.
5. **Performance** ... Ensure the highest quality of instruction and institutional effectiveness through assessment, evaluation and planning.
6. **Stewardship** ... Practice good stewardship of human, programmatic and physical resources for the common good of campus and community.
7. **Faculty and Staff** ... Recruit and retain the highest quality faculty and staff by providing competitive salaries and professional development opportunities and by enhancing the personal work-life experience for all employees.
8. **Funding** ... Increase funding from state, federal and private sources to ensure that Missouri State University-West Plains can continue to provide the highest possible quality instruction and services.



Appendix 5 – Key Events in the History of MSU-WP

KEY EVENTS IN THE HISTORY OF MSU-WP

1963

- July 5, Southwest Missouri State College (SMS) establishes Residence Center in West Plains. The Center opens September 16 with 111 students.

1965

- North Central Association of Colleges and Secondary Schools (NCA) grants joint accreditation between SMS and Residence Center.

1973

- Southwest Missouri State University (SMSU) Residence Center receives first state funding (\$50,000 for operating expenses).

1976

- Enrollment quadrupled since campus' inception with 450 students.

1977

- Name changed to the West Plains Campus of SMSU (SMSU-WP)
- Coordinating Board of Higher Education (CBHE) authorizes awarding of Associates of Arts Degree in General Studies.

1982

- The State Board of Nursing and CBHE approve awarding of Associate of Science in Nursing.

1988

- SMSU-WP Nursing students ranked first in Missouri and fourth in nation by National Council Licensure Examination Summary Profiles.
- Nursing program accredited by National League of Nursing
- SMSU-WP celebrates 25th anniversary with enrollment of 700 students.

1992

- Grizzly Booster Club formed to raise scholarship funds for athletic program including men's basketball and women's basketball. Grizzly Cheer Team also formed.

1993

- Enrollment tops 1,000 mark with 1,016 students enrolled.

1995

- Associate of Applied Science (AAS) degrees established.
- SMSU-WP Mountain Grove Extended Campus opens serving 60 students.

1998

- SMSU begins offering bachelor's and master's degrees on the West Plains Campus

2000

- SMSU-WP opens China branch at Liaoning Teachers University (LTU) in Dalian.
- SMSU-WP offers first online courses.
- Enrollment tops the 1,500 mark with 1,525 students. In addition, 193 students were enrolled SMSU bachelor's and master's degree programs.

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2001

- After the Grizzly Volleyball team's several appearances in the NJCAA Division I National Volleyball Tournament, the SMSU-WP Grizzly Booster Club are awarded the three-year bid to host the tournament.
- SMSU-WP's first study abroad program established with three students spending the fall semester at the SMSU-WP's LTU campus in Dalian, China.

2005

- With system name change from Southwest Missouri State University to Missouri State University campus changes to Missouri State University-West Plains (MSU-WP).

2007

- Beginning in fall 2007, the course schedule was restructured to offer most classes on Monday/Wednesday and Tuesday/Thursday. This new format, along with the many online and distance learning opportunities available, gave many students the opportunity to take a full load of courses while only coming to campus two days a week.

2008

- The Corps of Opportunity Program was implemented in summer 2008 when six students were selected and started work in campus positions in June. The program combines scholarships and work opportunities on campus for qualified students with substantial unmet financial need.

2009

- Enrollment tops the 2,000 mark with 2,162 students.

2011

- Missouri State University-West Plains established its first endowed professorship in June 2011 with more than \$250,000 being raised to create the Donna Jones Endowed Professorship of Nursing. The professorship was named in honor of Jones, who has spent 23 years teaching in the nursing program.
- More than 300 students were candidates for graduation from Missouri State-West Plains during the May 14 commencement ceremony. This is the largest graduating class in Missouri State-West Plains history.

2013

- Missouri State University-West Plains celebrates its 50th anniversary



Appendix 6 – Assessment Report 2012-13

Assessment of Teaching and Learning, Evaluation and Improvement

Report of the Assessment Committee of Missouri State University, West Plains

2012-13

Submitted April 12, 2013

The Assessment Committee:

Gary Phillips, Chair

James Hart, Secretary

Alexandra Graham

Dennis Lancaster

Amy Ackerson

David White

Christopher Dyer

Herbert Lunday

Judy Carr

Cathy Proffitt-Boys

Jerry Trick

Mirra Anson

Matt Anson



Assessment of Teaching and Learning, Evaluation and Improvement

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Division of Business, Applied Technology & Public Service

Allied Health Division

Summary



Assessment of Teaching and Learning, Evaluation and Improvement

“This institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.”

This statement from the Higher Learning Commission’s core component 4C is also a good summary of the call and direction the Assessment Committee has moved over recent years. We have shifted our focus to become more inclusive of the learning experience, both within and outside of the classroom. The inclusion of “programs, services and environments of education” broadens the application of assessment for us. The Assessment Committee also regularly collects data from the Student Support area. Student Support has been collecting data that impacts students’ ability to learn, making changes to improve the learning environment outside the classroom, and planning improvements based on the results. Another example of increased assessment attention has been on assessing and refining the Developmental Education classes. The reorganization of the Developmental Education classes is based on current best practices in the literature and ongoing data collection from our students. The increased focus on portfolios, and the shift to ePortfolios will allow continued collection of General Education data, as well as now being able to assess more deeply into each of the general education goals.

These topics will be discussed at the university level. In addition to these broad assessment topics, each division in the university will have specific assessment issues, needs and proposals addressed.

Student Support Services. The full report from Student Support Services can be found in supporting documents and reports. The primary issues will be summarized here. One of the identified needs was to improve efficiency in processing financial aid. Administration was approached about an additional person in technology support to improve process. This person has worked to improve the processing time for financial aid, but has also assisted with admissions processes.

Student Services also provides professional services for students and has increased efforts to publicize these to students. Increasing activity of students through student organizations is also publicized and encouraged through the office of the Dean of Student Services with the intent of increasing interaction, involvement and retention.

The bookstore is a key area of support for students. Ongoing surveys reflect student opinions of the bookstore in both knowledge and courtesy in the upper ninety percentile range for the last five years.

Developmental Education. The most significant impact of examining student performance in developmental education was that all developmental courses have been redesigned according to national best practice. The focus of this report, and of redesign work at Missouri State University-West Plains, will be on Math,



Writing and Reading. While the implementation of the redesigns is relatively new (Fall 2011 was the first semester to implement the redesigned math and writing courses), initial data is promising.

Developmental math was redesigned to a computer-assisted, modularized format. Students work through a series of modules at their own pace, with guidance and encouragement from the faculty member and two peer tutors assigned to each section taught. The successful completion of 10 modules prepares a student for Intermediate Algebra. The successful completion of 14 modules prepares a student for College Algebra. Initial data suggest that mid-term drop rates have decreased. Course success rates are more problematic to measure in this course redesign because of the effects of allowing students to self-pace through the sequence, but initial data suggest that course success rates are 10% higher on average (fall 2011 and fall 2012) compared to the traditional developmental math course, which is no longer offered. Retention has been positively impacted by the ability of the student to complete two, or even three preparatory courses in one semester, rather than taking three semesters to get to the required math course. Students often refer to the discouragement of three semesters of developmental classes which often leads students to drop out of the educational process. A review of the literature addresses this same issue as a barrier to the completion of the math sequence. (For more detailed information see the Math Science Division Report.)

Developmental reading and writing were redesigned as well. For students who require only developmental writing, the Accelerated Learning Program (ALP) has been found to be a good fit. Using the ALP model, twenty-four students are enrolled in each section of ALP college composition; ten of these students are also enrolled concurrently in developmental writing. Those enrolled in developmental writing meet immediately after the college composition class. This section functions as a tutorial. Initial data (from fall 2011 and fall 2012) places developmental writing course success rates approximately 10% higher than stand-alone (non-ALP) sections of developmental writing. For students requiring developmental reading as well, the shift is to integrate the reading and writing classes into one combined course. This shift is in the early stages of implementation and is not complete enough to have data collected.

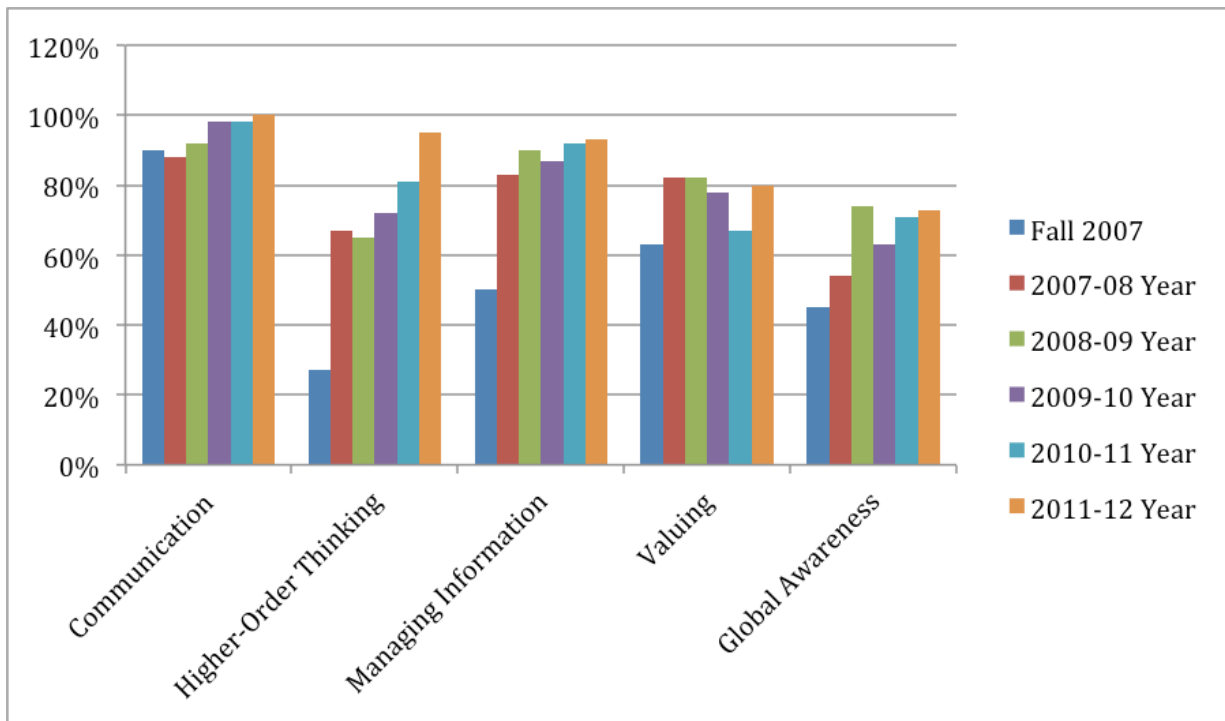
General Education Goals. The use of course success as an indicator of success will include the developmental course components and the subsequent core courses. We will monitor the rate at which our students enroll in as well as also successfully pass the entry level college mathematics and English courses. The measure of success is not the developmental class itself, but the class it is preparing the students to take, so we will collect data from student success in the entry level math and English courses. A look at Table 2 (which is discussed more fully later) shows that students were not succeeding in the courses that follow the developmental education sequence at a satisfactory level. The data is collected on a three year cycle, so data from students who are part of the changes being made has not made its way through the system, and is not reflected in that table. Early indicators from individual students and classes seem to indicate improvement in this area.

We also assess the traditional college courses as a collective. Students must not only pass each course and gain the content of the specific class, but develop an understanding and useful, applied knowledge of our five General Education Goals: Communication, Critical Thinking, Information Management, Valuing and Global Awareness. All classes should address some of these goals, and the overall educational experience should effectively expose the student to all five in multiple areas. These are measured in the Capstone classes and primarily by the student portfolio. Rather than collect the success of each individual course (e.g. pass rates), we collect the success of the combined courses in teaching the General Education Goals.



Portfolio data has been collected to assess General Education Goals since 2007. As the chart below shows, we have identified areas of needed improvement and taken steps to improve those. Steps over the semesters have included faculty development in teaching key goal areas, development and training in assessing goals, curriculum redesign and improvement and increased student development in various areas. Communication and Information Management goals have had the highest and most consistent demonstration of student capability, while work and improvements have been a focus for the other three goals. Global Awareness continues to be one of our most difficult areas to instruct in, partially because of our isolated location and particularly because of a student population that often has grown up without intercultural experiences – with an aversion or even a bias to those experiences. This worldview is often the first level to address with students in the classroom approach to Global Awareness.

Table 1: Visual Results by Percent for Student Demonstration of Portfolio Capabilities



Retention and Completion. *The institution has defined goals for student retention and completion that are ambitious, attainable and demonstrate a commitment to educational improvement.*

The goal of assessment is to determine how well you are doing the job that you have defined as yours, and then to do it better. To achieve the goal of assessment, we must define our job. Often outside bodies, such as legislatures, define it by how well you keep students in school until they ultimately graduate. For this reason, retention and graduation are assessed as part of our broader assessment agenda. Often it helps to establish a benchmark for comparison, and goal setting. We identified similar institutions who are striving for similar outcomes (the National Community College Benchmarking Project – NCCBP – will be discussed in more detail later). Next we measure our outcomes and compare them to both achievement of other institutions and our past achievements. The former lets us



know where we stand in our field and what are our strengths and weaknesses; the latter lets us know what progress we have made, and the effectiveness of our adjustments for improvement. The ultimate goal is to achieve our outcomes more fully, so that our students will be more successful in their endeavors. Therefore we must know how to measure success in our students.

Missouri State University, West Plains is committed to the success of its students. The institution demonstrates this commitment by continually monitoring relevant quantitative indicators of that success. The institution uses **retention, graduation, transfer, and course success** measures to monitor how our students are doing in meeting their educational goals. MSU-WP has instituted specific initiatives that contribute to increasing the success of our students.

In a blog post, Dr. John Gardner, director of the Institution for Excellence in Undergraduate Education, noted that community colleges were not designed to provide transfer programs for students. He stated that the transfer of students to four-year institutions is not a primary mission of community college but rather developmental education, job training, and technical/vocational education are the primary missions of community colleges (retrieved from <http://www.jngi.org/blog/> on September 28, 2012). MSU-WP is a two-year institution, but it is not a community college.

In order to understand this institution, you need to understand that the successful transfer of our students to four-year schools has been from the beginning of its inception as a residential center in 1963 one of the primary foci of this institution. In a culture where many feel that a four-year degree is unattainable, a smaller, more friendly and local “gateway” institution can be the key to changing that mindset. That is just one of several differences that make this institution distinct from a community college. Other distinctions are that technical/vocational education are not part of the mission of this institution. While the more direct route to employment is offered in our AS and AAS degrees, the bulk of the student body is exposed to more traditionally “liberal arts” areas of study and thought. Finally, the institution does not impose a local tax levy on its constituents as part of its funding model, and it is closely integrated into the Missouri State University System. This explains why this institution uses these four measures to monitor student success.

Definitions: Indicators of Success. First of all, we define **retention** as the return of fall first-time, full-time students to the following fall semester. For our purposes, the *completion rate* will be measured through a combined measure of the graduation rate, and the transfer rate to four-year institutions. The **graduation rate** is defined as members of the fall first-time, full-time cohort who graduate with an associate’s degree within three years of entry to the institution.

Transfer rate has three dimensions: total transfer, transfer within the system, and transfer from developmental to college level. The first is defined as members of that same cohort who do not graduate but transfer to a four-year institution. We also track the rate at which all of this cohort transfer to a four-year school. As a sub-cohort of those who transfer, how many of transfer to our system sister institution, Missouri State University, in Springfield, Missouri. And then, the last measure that we monitor is the rate at which students successfully complete developmental mathematics and writing and subsequently enroll in entry level college mathematics and English courses. While these classes may be seen as outside the role of a two-year liberal arts college, they are necessary for the success of our students, who often come unprepared for the required initial classes. Because of the importance of these classes, and their key role in determining the retention of students, extra attention and resources have been allocated to this cause, and to assessing success. The final indicator of success will also include this same element.



As mentioned earlier, the initial challenge is to establish a benchmark for comparison, both from similar institutions, and past performance. Missouri State University-West Plains has chosen the National Community College Benchmarking Project as the most similar pool of data for comparison. Though, as established above, we are not the traditional community college, there are strong similarities, and this is the most closely aligned data pool for benchmark comparison. The NCCBP collects data in three categories: Students and Student Outcomes, Institutional Effectiveness, and Community and Workforce Development. We will draw data for comparison primarily relating to Student and Student Outcomes, though some comparisons will be made with Institutional Effectiveness, the Community and Workforce Development more closely aligns to the traditional Community College role and will be used the least.

The National Community College Benchmarking Project (NCCBP) is a national data collection effort coordinated by Johnson County Community College in Kansas. The NCCBP collects and provides national community college effectiveness data enabling participating institutions to interpret and benchmark their performance.

The NCCBP is the largest, most representative, and comprehensive benchmarking initiative for two-year institutions in the United States. Over 450 community colleges have subscribed to this accountability initiative since its inception in 2004. Missouri State University-West Plains has participated in this initiative since 2010. In 2012, approximately 267 community colleges across the country provided benchmark information to the NCCBP. The NCCBP aggregated and analyzed the results. In order to provide context the NCCBP provides a peer comparison tool with which MSU-WP can compare itself to any of the other participating institutions. The MSU-WP peer group selected for this report is based on their location within the state of Missouri. The peer-group institutions used to create this report are the following: Crowder College, East Central College, Jefferson College, Metropolitan Community College (MO), Mineral Area College, Moberly Area Community College, North Central Missouri College, Ozarks Technical Community College, St. Louis Community College, St. Charles Community College, State Fair Community College, and Three Rivers Community College.

Data is collected primarily by our own institutional research department within the office of Academic Affairs. This data is used internally by Academic Affairs, the Chancellor's Office, Admissions, Student Academic and Advising Services (SAAS), University Programs, and is reported to The National Community College Benchmarking Project (NCCBP) among other uses. A summary of the collected data relating to the Indicators of Success is given in Table 2.

Changes made from Data Collected. Significant changes have been made in the last few years that are not yet reflected in the data, but are in response to the data shown. As the chart shows, the areas that most reflect a need for improvement are the Developmental Education classes. Changes are already being made to address those needs, though not showing up in the cohort data yet. Some early findings, that are not in the table, will be discussed below. Through a Title III grant, many resources have been put into the challenge to improve retention and completion as they relate to beginning and developmental classes. These were identified (both here and nationally) as key points to either lose or retain students. The data showed that we were losing many students because they could not finish the developmental classes in a timely manner, or could not transition into college level classes successfully (either from high school or our developmental classes). Three major strategies have been employed to improve this vital area of retention (and persistence) and completion: 1) improve the quality and pace of developmental classes, 2) integrate developmental classes more fully with entry classes and faculty, and 3) work with high schools to clarify expectations for entering students.

First, several faculty and staff have worked to develop classes that are more adapted to the needs of the students, and promote their success. In Math, we piloted the Emporium Math model. This model uses facilitated



computer modules to move the students through the developmental curriculum. The program assesses the student needs first, and then tailors a teaching response to fill their mathematic deficiencies. In this way, students don't lose time learning the things they already know. If a student has only a few deficiencies, they can complete a developmental class quickly and move (in the same semester) directly into the next class. Some students were able to complete two developmental math classes and the first level college class in one semester. While enrolled in the lowest level of mathematics, these students actually moved through all of the modules necessary to receive credit for Intermediate Algebra, the level needed to begin College Algebra. The older models would have them taking two (MTH050 Basic Algebra and MTH103 Intermediate Algebra) or three (MTH020 Pre-Algebra, MTH030 Basic Algebra, and MTH103 Intermediate Algebra) semesters to get to College Algebra; while this model makes it possible for the student to proceed through the sequence at the pace that suits their individual abilities. This reduces the opportunity and desire to drop out, thereby increasing persistence, and retention. We have seen the longer it takes to get to credit classes, the more likely students are to leave without completion.

The second strategy is to integrate developmental classes more fully with other classes, especially entry level credit classes. The Emporium Math model allows for this when students are motivated, by letting them move directly into Intermediate Algebra. Even if they do not complete it, they can begin the next semester with a good start on the class already. The English classes more fully embrace this integration strategy. The developmental English class (ENG100) has been linked to the entry level English class (ENG110) for a combined class, using the ENG100 class as a "laboratory" that is scheduled to immediately follow the ENG110 class. This "lab" time is used to work through difficult issues and apply new concepts. The ENG100 students make up 42% ENG110 class, so they are integrated with the required class of non-developmental students and have the same instructor. This integration puts the developmental student simultaneously into the full college experience without waiting for completion of a developmental semester.

Work is also progressing to integrate developmental reading (RDG125) into an English writing intensive class. Initial sections are being offered during this school year and will be assessed for effectiveness in meeting the needs of developmental reading students. If as successful as the Emporium math, and the integrated English 100/110, additional sections will be added to include all possible reading sections. A second initiative in Reading will be piloted during the Fall 2013 semester and that is Reading Apprenticeship where reading is taught in discipline specific courses. Literature faculty teach students enrolled in literature courses how to read literature; science faculty teach students enrolled in science courses how to read scientific literature; accounting faculty teach students enrolled in accounting classes how to read accounting literature; and so on.

The third strategy is to communicate more closely with high schools as to college readiness expectations, so that they can more appropriately prepare their students for the college experience. The office of Academic Affairs has initiated workshops with local high school superintendents, high school language arts and mathematics faculty to begin addressing the disconnection between high school and college mathematics and writing skills. MSU-WP mathematics and English faculty have developed and widely published guidelines that clearly articulate college readiness expectations.

Three major strategies have been employed to improve this vital area of retention (and persistence) and completion: 1) improve the quality and pace of developmental classes, 2) integrate developmental classes more fully with entry classes and faculty, and 3) work with high schools to clarify expectations for entering students.

Course success is an additional indicator of success that is tracked. The chart breaks this into Developmental courses and General Education courses. The Developmental course responses have been described above. Primary responses to General Education course success, on a content level, have been assessed through the Portfolio Committee



(a subcommittee of the Assessment Committee), and addressed by the Faculty Development Committee (a committee under the Dean of Academic Affairs). As table 4.1 shows, improvements have been made in all categories over the past four years, except Valuing. The Valuing score had held between 82% and 78% until the 2010-11 academic year, when it took a sharp drop to 67%. A response will be made to help clarify this area for students and faculty, but no major response will be made until the 2011-12 data comes in to determine if this was a one-time change or beginning of a trend. With the sample size, and a number of new coders on the team, it could be an assessment adjustment (e.g. training new members more fully) rather than a teaching adjustment that is required. Along with Valuing, continuing efforts are being made to increase Global Awareness opportunities and exposure on our campus. Travel abroad programs on the Springfield campus, as well as with other Missouri two-year colleges, are being promoted more vigorously, Video footage from China Interns and Honor student travels is being evaluated for classroom use. Planning is going on through the Faculty Development committee to have our international faculty present on different instructional styles in other countries, so that our faculty can increase their global awareness as well, not for sharing, but for using in the class room.

The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

As mentioned earlier, practices should include assessment and comparison to both internal data, to demonstrate improvement, and external data, to demonstrate quality in the field. The NCCBP is the largest, most representative, and comprehensive benchmarking initiative for two-year institutions in the United States, and had a substantial pool of local data. This data gives us a reasonable comparison to see how we stand with our student performance, and where we should reasonably expect to be. Whether above or below this standard, we should be looking to improve our teaching, or maintain a high level of quality, so the internal longitudinal measures are also necessary.

Table 2: Goals and Achievement Data for Indicators of Success
(Retention, Graduation, Transfer and Success)

Indicator of Success	NCCBP Rates	Key Performance Indicator Goal	Current Measure	Success
Retention	87.33%	60%	87.92%	good
Graduation	21.78%	30%	29.33%	good
Transfer:				
<u>Total</u>	16.81%	150	18.44% - 338	good
<u>System</u>			??	
<u>Developmental</u>				
-Math*(enrl. in 103)	78.16%		64.5% to ?	NA
-English* (enrl. in 110)	82.21	79% to 100%	+21%	
-Reading*	%82.64		new data NA	
Course Success:				

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<u>Developmental</u>				
-Math* (cpl. 103)	69.41%		17% to ?	NA
-English* (cpl. 110)	74%		24% to 61.5%	+37.5%
-Reading*	75.44%		new data NA	
<u>General Education**</u>				
Communication			98%	+10%
Critical Thinking			81%	+14%
Managing Information			92%	+9%
Valuing			67%	-15%
Global Awareness			71%	+17%

*2010 mean score for Math, English and Reading. Changes made in 2011 and 2012 will be addressed in the Developmental Education section.

**From 2010-11 Portfolio Report. Success measured by comparing first year data (2007-08) to most recent data (2010-11)

Division Reports. MSW-WP has four divisions, each collects assessment data on its programs. Those reports are archived in full, but the summaries of each are included below, and factor into the final summary.

Math/Science Division

IMPROVEMENTS/HIGHLIGHTS/OUTCOMES

1. The math department has worked closely with the Director of Developmental Education and staff members in the tutoring center over the past year and it appears to be making positive progress.
2. Based on exit surveys and assessment of objectives the Biomedical Sciences department sought and received funding to purchase several 3-D models for use by students.
3. Many of the division's math and science faculty attend various discipline specific workshops and participate in the campus' Math and Science Club and other educational activities held both on and off campus. With the help of the math department faculty, 3 math contests for students in grades 4 through 8, two high school math contests and a Pi-Day (in March) Celebration for the college students are held on campus each year. The science faculty promote several video presentations and special speakers each semester and participate in various Earth Day activities during the month of April.
4. Our CAAP scores in math and science remain above the national average for the 17th consecutive year.

CONCERNS, REQUESTS AND SUGGESTIONS

1. The heads of the various Academic Units/Departments are not compensated for their additional duties plus they do not have any administrative assistants. Since they all teach a full-load (over-loads actually) they are hard pressed to complete these additional duties. As the campus explores new programs (like GOAL) the work required of the full-time faculty, especially the unit/department heads, expands and the time they have available for their students or for course preparation shrinks. **The department/discipline chairs/heads should be given at least a \$500 stipend per semester. Additionally, the division needs a designated administrative assistant.**
2. Our campus still hasn't found a per-course Anthropology instructor. **The Geo-Science department head is currently working with MSU-Springfield on trying to locate a per-course instructor.**
3. Our campus needs to reconsider larger areas for the tutoring center and the testing center. There are increasing complaints about noise and academic infractions. An additional full-time math prep specialist (or a similar



position) in the tutoring center would also help address several issues. Please see the accompanying documents for more information. **In conjunction with the campus' Title III grant, the campus is exploring the option of hiring another full-time staff member to work in the tutoring center – this staff member will also teach at least two sections of MTH 020/030.**

4. There is a continued unmet need for a full-time laboratory stores supervisor to serve the division. Please see the accompanying documents for more information. **The division has submitted a grant proposal to find monies to allow us to hire a full-time lab supervisor. Regardless if we get the funding, we need the campus to make this a high budget priority. This person would also be able to teach 2 or 3 science labs each semester, saving the campus both over-load and per-course salaries.**
5. With the addition of a new chemistry lab course (CHM 161) and with the regular offering of PHY 123, we are beginning to experience scheduling conflicts. The campus needs a new lab. **Melton 211 could easily be converted into a multi-use lab/classroom.**
6. The math department doesn't have a budget but they are involved in hosting many scholastic events on campus. **The math department would like to be budgeted at least \$250 annually. This money could come from our professional development funds if necessary.**

Division of Arts, Social Sciences and Education

Major changes in direct assessment in the classroom have been noted throughout the division. When faculty members realize that assessment of the classroom is telling them to make specific changes, they are following through and reporting in a plan about the changes that occurred and how the impact was tracked in the classroom. Some of the more notable assessments for this division are:

1. Department of Philosophy reports that the use of Elements of Thought from the Foundation for Critical Thinking has been well received and has shown modest improvement for most students in PHI classes. Small group interaction has also been added as a motivation element to engage students in the general education PHI classes furthering their knowledge of the lecture/textbook material. The use of films in class and the applications of ethical behavior to dilemmas portrayed in the films help the student make real life connections and use the guidelines for ethical behavior in their own lives. Dennis Lancaster reports a range of 70%-92% mastery in general for the two PHI general education classes and tracks this through written assignments, quizzes, and exams in the courses.
2. Department of HST uses a pre-test/post-test method to track progression of understanding of the students taking American and World History courses. Overall, Dr. Ed McKinney reports that at least 80% of students in the courses are ranking in the average or higher category for understanding the course. Although overall assessment shows that students are retaining information and learning, a department goal of raising student knowledge by 20% was not realized over the last year. Ed and Connie will continue to add enrichment to current assignments and follow the progress over the next year.
3. Department of PSY/SOC reports that the initiation of an early assignment into the general education courses has boosted the mid-term grades of students by 22% over the last year. There were also fewer AIM citations for grades as a result of this infusion of points early in the semester based on homework and not just on exam evaluation. Judy Carr reports that she will continue to give this early assignment to increase student retention in the first few weeks of the courses.
4. The Department of Political Science has initiated early intervention with students who fail the first exam. Dr. Kathy Morrison asks all students who received a D or F on the first exam to meet briefly with her, face-to-face, in her office. She lets class out early on these days so that the student will not have to keep a specific appointment and they basically line up in the hall and wait to speak to her. This effort has paid off by increasing exam scores that follow by up to 6 points. Dr. Morrison reports that early mentoring of



struggling students pays off in increased completion rates. It also provides her with an opportunity to refer students who need help to various campus services to intervene in time of crisis/need. Dr. Morrison also reports good outcomes for student group projects but has received student input that they would like to have more in-class group time for policy projects. Dr. Morrison plans to re-organize this assignment to provide for this request by students. This is an example of faculty who listen to what their students are requesting and following through with assignment changes to better assist the student in learning better and more thoroughly. Overall, Dr. Morrison is reporting that students in PLS 101 classes are meeting the standard previously set. An increase in the need for online sections is also noted and as of the Spring 2013 semester, two PLS 101 sections will now be available to students online.

5. The Department of ENG has undergone the most extensive changes during the last year with initiation of ENG ALP sections and ENG 101 curriculum (blending of RDG/ENG 100). The ALP sections have been offered for more than a year now so the data is becoming more meaningful as we now have some background for comparison. Students who test into ENG 100 can opt to take the ALP sections and move through both ENG 100/110; ending with ENG 110 credit. This type of course offering has been successful at other Universities and has some data to suggest it is most beneficial to the student. Some of our sections have had mixed reviews. For example, Alex Graham reported the following results from her two ENG 100 courses: the ENG 100 stand-alone section started with 16, 5 withdrew, 19% got C or above and the ENG 100/110 ALP section started with 8 students, 3 withdrew, 38% got C or above and received ENG 110 credit. Alex has taken this information and plans to totally re-vamp her ENG 100 courses based on problem areas that she has noted with the particular papers that are required for the course. She has set her standard at 70% to complete objectives of the course and will work toward this outcome. This is an excellent example of how assessment of the courses is working at the course level and how the instructor is getting quantitative results that can generate change in pedagogy for the individual classes. Alex did an excellent job in reporting her assessment and I am pleased to see that our process is working in our developmental courses. We plan to watch the ALP saga unfold as we continue to offer this type of class to students at MSU-WP.
6. The Department of Communications reports two major observations based on data collected over the last year. One, a higher withdrawal rate for online students was noted. Communications Department added a new online section over the year to advance technology and offer more options to students who prefer non-traditional course delivery. The data concerning online students suggests that they are more at risk for withdrawal, at least in communications classes, and follow-up on this phenomena will be addressed. Second, the blended class seemed to offer the opportunity to capture some retention benefits from both traditional and online course offerings. Changes in faculty and format may have normalized these sections in the last two semesters by offering appealing flexibility with personal connection to the instructor. The gaming format will be introduced in the Fall 2012 and Spring 2013 semesters and will be one of the new innovations to watch for next year. A compatible text is also planned for Summer 2013.

Division of Business, Applied Technology & Public Service

The Business & Economic Department has developed a culture of assessment and students and faculty understand the importance of this process. Course improvements are made based on the assessment process. Indirect assessments lead to frequent clarification of topics and were viewed as favorable by the students and faculty. Direct assessment results have shown students have exceeded the performance standards for satisfactory performance, although there is room for improvement. Based on these direct assessments, future plans include improvement in pedagogy and class environment, such as more student preparatory reading and class discussions.



The Entrepreneurship Department employs direct assessment methods that primarily involve evaluation of final projects and assignments. In some courses, assessment of select questions on the final exam is also done. Indirect assessments were done primarily by evaluation of online discussions. Results of the assessment process indicate students have exceeded the performance standards for satisfactory performance.

Specific program and course improvements have been made, including textbook changes and changes in some class assignments.

One goal for the entrepreneurship assessment program is to include expanded participation in the assessment process to per course instructors. Another goal will be to evaluate the change made in the 2011-2012 academic year to offer many courses in 8-week blocks rather than the traditional 16 week semesters. A third goal is to expand the use of technology to improve student learning. Finally, the fourth goal is to expand opportunities for experiential learning in this program.

In the **Computer & Technology Academic Unit** direct assessment is done through the evaluation of components of student projects and by comparison of quiz and exam results. Rubrics were established and showed students exceeded the minimum rubric score for satisfactory performance. Indirect assessment was done using class discussions and focus groups. Although in most cases, assessment results did not indicate a need for change, in one course, a prerequisite change was made as a result.

A specific goal for the Computer Information Systems department is to improve participation in the assessment process by per course and dual credit instructors.

The **CALVE Academic Unit** includes Child & Family Development Department, Agriculture Department, Law Enforcement Department, Viticulture Department and Enology Department.

Child and Family Development. The Child & Family Development department includes one full time instructor and one per course instructor. Courses are taught on-site and online, though demand for online courses has increased steadily. Assessment is done by all faculty in this department.

Direct assessment is done through evaluation of assignments, research papers, discussions, presentations, laboratory observations and evaluation of select final exam questions. Indirect assessment is done through online quizzes, rough draft submissions, in-class collaborations, practice quizzes, and instructor review of Blackboard course statistics (indicating the amount of time students spend in the site), one minute papers, “muddiest point” activities and peer review.

Results indicate students exceeded the performance standards for satisfactory performance. Specific changes that will be made as a result of the assessment process include textbook changes, incorporation of textbook publisher interactive activities, and instruction in time management. Tools such as the group activity evaluation forms, muddiest point activities, and one minute papers have worked well and plans are in place to continue.

Child and Family Development Program Overview 2011-2012

1. Lybyer Computer Lab, the Tutoring Center and the Library were voicing concerns about children becoming a distraction in their environment, children being logged into computers on parent accounts and even the best behaved children making studying a challenge for fellow students.

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- Became responsible for the College Parent Resource Center in the Summer of 2012. Performed a major overhaul of the entire facility, producing a healthier, safer, family friendly and developmentally appropriate learning environment for all ages of children. Provided office space for Karen Kwok, the new full time lecturer and Lacy Mill, the CORP and CFD Intern student.
- 2. Assessment of CFD 297 courses revealed that laboratory site lead teachers with a student supervisory role were seemingly too easy and providing too generic feedback to students on their performance and especially implementation of activities.
 - Requested and received grant funding from two University sources to obtain a laptop, two video cameras, and tripods for students to be able to capture their performance and upload those activities to blackboard; wherein they receive both peer and instructor feedback on their performance.
- 3. Student feedback from several courses taught and community training events over the years illustrate the need for a better understanding of poverty and its impact on family choices.
 - Purchased the Missouri Association for Community Action's Poverty Simulation. We are sending 3 employees to the facilitator training this week and will send others when the next round of training becomes available. We intend to collaborate with the local homeless shelter, Community Action Agency, student groups and others to help host the event. We hope to offer the Poverty Simulation experience on a regular basis and expose a wide variety of persons from a wide variety of backgrounds the opportunity to participate in this role play experience.
- 4. Program enrollment has grown 367% over the past 7 years. Class enrollment continues to be consistently high and the need for an additional full time lecturer became apparent.
 - We hired Karen Kwok, as a full time instructor beginning in August of 2012. She is teaching 3 seated and 1 online course this semester.

Agriculture Assessment is currently done by the full time faculty but not routinely by the per course instructors. The primary method of direct assessment employed in this department is through assessment of final projects and evaluation of select topics included in the final exam. Indirect assessment is done through the use of assessment surveys (asking students for the most important point, most confusing point, and a real-world example of a subject covered.) Reported assessment activity has focused on general education goals rather than program specific goals.

Agriculture course assessments have shown students have exceeded the performance standards for satisfactory performance, although there is room for improvement. One area of improvement that the agriculture department will work toward is to increase/improve the use of technology in material delivery and communication between students and faculty. A second area of improvement is to increase the experiential learning opportunities within the agriculture courses and the program. Finally, a third area of improvement is to increase participation in the assessment process by all full time, per course, and dual credit faculty. We hope to have a full time agriculture faculty position in the near future, which will help with the assessment efforts in the agriculture program.

Summary. The departments and programs in our division have some challenges not faced by those in the other divisions. Many of our courses are only offered once per year and our faculty will have numerous course preps each semester. Any changes made as a result of the assessment process may not take place for a year or more, which makes those changes much more difficult to evaluate. Another difference in our division is that most of our courses are tied very closely to specific degree programs. A third difference is that while our courses have important general education components, there are other important course specific components that must be considered as well. A fourth difference is that some of our programs are offered as distance programs, with faculty and students scattered across the state, in the case of the Law Enforcement Program, and across the US, in the case of the Viticulture and Enology Programs.



In order to improve the assessment process in our division, we will work toward the following: (1) Establish an assessment schedule that will be most effective and efficient for our courses and programs that does not require the evaluation of every course in every semester (2) Assess a combination of general education goals and course/program specific goals (3) Better tie the course objectives to department, program, division, and university goals and (4) Work toward a 100% participation rate among all faculty in our division.

Allied Health Division

Nursing Department. Nursing Program Assessment is focused at the Program level with Course Assessment feeding assessment at the program level. See the attached PROGRAM EVALUATION AND/OR OUTCOME ANALYSIS 2010-2011. In the Program Evaluation Plan all the assessment parameters required by the Missouri State Board of Nursing and all the current Student Learning Outcomes (SLOs) have measurable “Operational Definitions”. This report focuses on the five SLOs being utilized by Missouri State University—West Plains throughout the 2011-2012 school year—Higher Order Thinking (HOT), Communication (COM), Managing Information (MI), Valuing (VAL), and Globalization or Global Awareness (GA).

The official NCLEX-RN Pass Rate for first time testers in 2011 dropped to an unsatisfactory 62%. The Missouri State Board of Nursing requires a consistent pass rate greater than 80%. The drop in pass rate required the faculty and administration to reevaluate all areas of the nursing program. A site visit of the program in May 2012 resulted in positive feedback and ongoing full approval from the MSBN. Some changes brought about by the low pass rate are as follows:

- Over the last year the faculty have reviewed the entire curriculum, comparing it with the NCLEX-RN test plan.
- Admission criteria and past admission data have been reviewed and this review revealed clear need for revision of the admission criteria. The ranking score for admission was raised from 55 to 60.
- Faculty have attempted to increase the rigor in the nursing program by analyzing all tests to ensure NCLEX style testing at the analytical level is being used in the nursing program.
- The Standardized Testing Policy has been revised. The passing score for all standardized tests was raised from 850 to 900.
- A full-time faculty was designated for tutoring and remediation and simulation coordinator. This person will assist in developing skills of higher order of thinking as well as clinical skill improvement and the rigor of the program has increased.
- Probably the most significant change resulting from this drop in the NCLEX pass rate has been a change in the grading policy requiring students to achieve a grade of 78% on testing before other points earned on papers, projects, and practice exercises are added into the grade. All students receiving less than 78% will be required to attend tutoring prior to the next exam or they will not be allowed to take the exam resulting in a zero.



- Computerized testing is now required for all nursing courses. The last year was spent piloting a testing system paid for by Title III. Upgrades to Blackboard and the hiring of an instructional designer have now enabled the department to utilize Blackboard more securely and efficiently.

Student performance on the tools used to evaluate higher order thinking and managing information has been gradually declining since 2007. See the Action Plan for Higher Order Thinking and Managing Information for the history of the Nursing Faculty's work on these SLOs. Much of the previous discussion on the NCLEX Pass Rates is relevant here

Student performance on the tools used to evaluate communication has declined, then improved, only to decline again. The tool and the assignment it measured have been replaced and continue to be evaluated for successful mastery of content. See the Action Plan for Communication for the history of the Nursing Faculty's work on this SLO. Therapeutic Communication is being emphasized throughout the nursing program in all courses and on all tests. Communication will be emphasized in the Simulation lab as clinical simulation becomes an integral part of the nursing program. Communication videos were purchased and will be utilized heavily.

The score used to measure student global awareness surpassed goal and is likely due to the increasing awareness that all students have of a global society. Also, global health perspectives were incorporated into NUR 220. Investigation was initiated to determine educational benefits of partnering with or monitoring work of groups facing a variety of health care challenges in different cultures (e.g. local church medical missions, Doctors without Borders...).

Resource Requests

While Blackboard is now able to give the computerized testing our students require for success, the ability to analyze test questions is not available through Blackboard. A search for a Blackboard plug-in is underway in order to evaluate all items for discrimination. Funds to secure this plug-in will be needed to administer quality exams and evaluate for effective teaching.

The Respiratory Care Department is within Allied Health, but has separate accreditation standards and reviewing bodies. Outcome Assessment Activities for the Academic Year were centered around performance and test results in the didactic and laboratory phases of the program. The purpose of the assessment activities were to determine at what level students met didactic and laboratory passing cut-off scores. Expectations for this assessment activity were that 100% of students will achieve a score of 76% or higher. Evaluations of courses, program, advisory committee, clinical affiliates, and student behaviors in the didactic, laboratory, and affective domains, will be collected to satisfy CoARC annual program annual reporting.

Results, conclusions, and discoveries.

- 100% of students earned above 76% for both didactic and laboratory portions of the respiratory care program curriculum.
- NBRC Pass rate for the Spring 2011 class is currently 80% with two students not reporting data.

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- Clinical Site Preceptor evaluation forms were developed and submitted to affiliates by the DCE. Some comments reported were that students were not as knowledgeable as comparable training programs in the area of mechanical ventilation. Additional comments/feedback regarding observation is being sought.
2. Use of Results. Did the results lead to program or curricular changes? If so, describe the changes made. If not, describe why changes were not needed.
 - The clinical site preceptor evaluation forms are new. As the data is gathered/analyzed it will be presented to the Respiratory Care Advisory Committee under the topic of program strengths/weaknesses.
 3. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared? How were the results disseminated to Discipline/Program faculty and to Administrative staff involved in this discipline or program's supervision?

Course and Program assessment results are reviewed and discussed by respiratory faculty at regularly scheduled Respiratory Care advisory meetings and at Curriculum Review meetings held at the end of each semester. Action plans are agreed upon by the faculty.

All reports are posted on the Faculty Senate network site. The annual assessment reports for the discipline and division are forwarded to the Academic Affairs office and to the Assessment Committee.

4. What, if any budgetary needs did the assessment results indicate for this program/discipline? How were budgetary requests forwarded to responsible Administrators?

Currently, assessment results have noted the need for additional/improved laboratory equipment. MSU-WP has collaborated with OMC to have some laboratory activities completed at OMC in order to allow use of OMC facilities.

Budgetary requests were forwarded to the Chancellor during a meeting of the RC Program Director, the Dean of Academic Affairs, and the Director of Nursing/Chair of Allied Health.

The Chancellor has approved continued clinical funding to assist the DCE in oversight of our increasing numbers of clinical affiliates.

Summary. Assessing the quality of education is an ongoing process, and making this clear is the beginning of a culture of assessment. This culture is completed when faculty and staff see the product of assessment result in improvements. It must not only happen, but be seen or known to build the culture. Continued work will be made on refining data collection, and connecting the meaningful data and findings to change and budget.

External assessment will be ongoing to discover the ability of our graduates to meet the needs of a changing work environment. Efforts have recently been made in the community to assess the “Work Readiness” of the workforce. Missouri State University-West Plains has been an active participant in that effort. Meetings have been held with schools and communities about local offerings in Dual Credit, GOAL programs and our Early Completer program. All are efforts to address educational needs of our communities.

Progress is being made in the areas of developmental education, especially math and English education. Work on reading and writing as a more uniform process is in progress, but behind the other areas. Once the plan is completed and implemented data will be collected to value the quality of the changes. Other models have been studied and



changes are being made for the immediate future. Resources have been provided for most of these changes through a Title III grant.

Efforts continue to recruit more students, keep them, and progress them to graduation. The dilemma that every open admission institution faces is that the more aggressively you recruit into students who would not have gone to college previously, the less prepared they tend to be, socially, educationally and emotionally, for college. This increases the burden on developmental education, and negatively impacts retention and completion.

Global Awareness applications and opportunities continue to be a challenge for some programs and students. Fuller integration of meaningful global information and experiences should be sought and developed. Redefined terminology should clear up some issues in valuing and critical thinking. Moving further into the electronic portfolio, and moving this process more fully into the process (i.e. from semester one rather than waiting until the final semester) should make these concepts clearer to students.

At the system level, the Springfield campus promotes a Public Affairs conference each year that allows us to access speakers and global topics via ITV. The main campus also offers a number of long-term and short-term study abroad classes than are available to our students. These were not made known to our students in the past, but new efforts are being made to promote and recruit for those, along with our local travel opportunities.

All divisions report shortage in personnel. This relates to faculty, faculty/administration positions (additional support or release time needed), and support staff in both lab and clerical positions. Obviously, personnel is one of the major recurring expenses in education, and priorities will have to be juggled. Assessed needs will continue to be fed to upper administration in an effort to drive budget decisions.

Another major cost is construction of facilities. Blended and online education has been a way to offer more classes without a parallel increase in class rooms. This trend will likely continue. Some functions that flow from this (e.g. transfer to Springfield programs and degrees) and support this (e.g. testing/proctoring for online make up and adjunct make up work) are growing and have/will require physical support structures. Other options will be sought to postpone, supplement or reduce these needs (e.g. online testing software improvements, proctoring partnerships, online transfer programs).

We have a culture of assessment. This is based upon Division Chairs who lead assessment through the underlying Department. These division reports form the core of the content.



Appendix 7 – Portfolio Assessment Report 2012-13

Portfolio Assessment Report for 2012-13

Missouri State University, West Plains

Jim Hart

Analysis Methodology

The portfolios were assessed on five different General Education Goals (now referred to as facets): Communication, Critical Thinking, Information Management, Valuing and Global Awareness. Each of these goals, divided into sub-facets, was given an overall “Evidence Provided/No Evidence Found” for whether the portfolio had or had not demonstrated the goal or facet. This “Evidence Provided/No Evidence Found” rating will be the focus of the discussion as the final indicator of demonstrating the learning outcomes our institution is working to instill in our students.

History of Analysis. In the 2006-07 portfolio assessment process, portfolios were disassembled into each of the goal areas. Copies were made and the entire faculty assembled to rate them as specialty groups. For example, one group of faculty looked at the communication artifact for demonstration of communication only while other groups would each look at their artifacts for the appropriate goal (e.g. communication). The two shortfalls in the student portfolios were in the goals of higher-order thinking, and global awareness.

In the 2007-08 assessment, the process was turned over to a portfolio coordinator who formed a portfolio committee. Several changes were made in the assessment process during the year. One round of assessment was made in April of 2008, from the Fall portfolios. The entire faculty attended a workshop to address concerns from the previous year about how we were teaching the goals. To improve faculty awareness as well as assessment perspective, the decision was made to evaluate each portfolio as a whole. This allowed each faculty member to see all five goal areas and to examine the supplementary materials (reflective paper, table of contents, additional items). In the faculty development workshop, each faculty member rated one portfolio. Though the school year was taken as a unit of time for assessment in the end, a preliminary analysis of this data was made at the time.

The preliminary analysis revealed the same two weaknesses as the previous year, higher-order thinking and global awareness. The session also generated discussion about the possible causes of these weaknesses: students lacking the capabilities, students lacking the understanding of how to identify and present these capabilities or faculty not making the requirements clear for the students.

It was hoped by having all faculty evaluate all goal expectations, they would be better able to facilitate the portfolio process and the generation of appropriate artifacts in their classes. Also, there was speculation that by assessing the entire portfolio, more weakly presented capabilities would be seen more clearly in some of the less strong portfolios. One of the losses of the change was the expert assessment pool that was developed by specializing in one goal or capability only. For the second round of assessment (spring and summer portfolios), it



was determined the portfolio committee would confer on evaluation procedures and assess several portfolios each to develop more of the “expert” assessment and resulting consistency. Due to the reduced number of raters, it was determined to evaluate a sampling from the remaining school year to reflect a 20% pool of the portfolios. These were selected to represent four degree areas based on percentage of graduates. This has been carried over through the current evaluation process.

Continued focus was given to teaching in critical thinking techniques in faculty development in the 2008-09 school year. Less has been accomplished or addressed on the global awareness issue, though some more serious discussion took place over using the common reader from the Springfield campus here, though timing did not allow fall implementation, and in the spring, momentum was lost on that selection.

In the 2009-10 evaluation process, the same sampling and evaluation procedures were followed as were used for the two previous evaluations. The evaluation committee also remained the same with the exception of one member who retired. He was replaced for the next cycle, and there was discussion of rotating some new members on to broaden the knowledge of the portfolios and give some current members a rest from evaluation.

In the 2010-11 evaluation process, the same sampling and evaluation procedures were followed. The evaluation committee consisted of mostly new members, and the same evaluation process was used to acclimate the new members to the portfolio review process; this also accomplishes the previous year’s goal of rotating some new members on to broaden the knowledge of the portfolios and give some current members a rest from evaluation.

In the 2011-12 evaluation process, the same sampling and evaluation procedures were followed. The evaluation committee consisted of mostly the same members and the same evaluation process to allow consistency and preparation for transitioning to the Chalk & Wire ePortfolio system.

Current Analysis. In the 2012-13 evaluation process, the same sampling procedures were followed, and the evaluation committee consisted of mostly the same members; however, during this assessment, the evaluation committee used the detailed general education goals rubric created in Chalk & Wire during the evaluation process. Additionally, the evaluation committee reviewed only portfolios in the Chalk & Wire ePortfolio system.

Methodological Issues

The sample size reached the goal of 20%; however, all portfolios were electronic and located in Chalk & Wire. This year’s evaluations show a reduction across all areas and will require another iteration to determine if it was due to the method used. The five facets, or general education goals, are shown below, with the level of achievement beside each.

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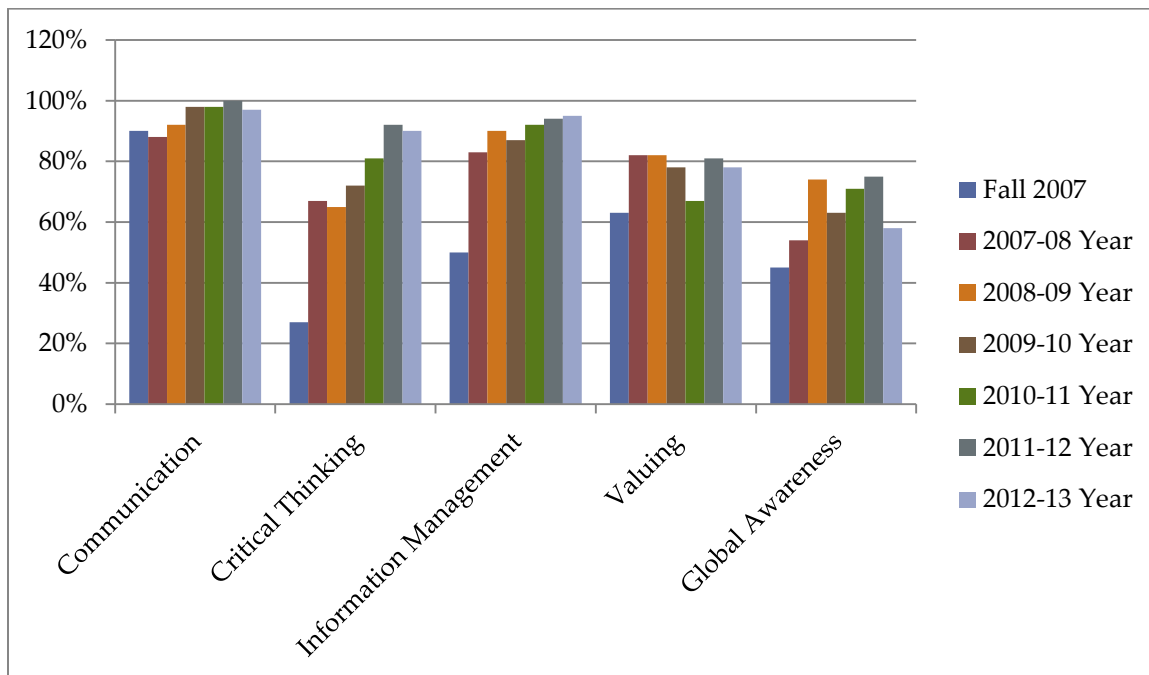


General Education Competency Rate Achieved

20011-12 School Year

General Education Goal	Fall 2007 N=12	2007-08 Year N=37	2008-09 Year N=50	2009-10 Year N=46	2010-11 Year N=52	2011-12 Year N=59	2012-13 Year N=60
Communication	90%	88%	92%	98%	98%	100%	97%
Critical Thinking	27%	67%	65%	72%	81%	92%	90%
Information Management	50%	83%	90%	87%	92%	94%	95%
Valuing	63%	82%	82%	78%	67%	81%	78%
Global Awareness	45%	54%	74%	63%	71%	75%	58%

Visual Results by Percent for Student Demonstration of Portfolio Capabilities





Response

To preserve the actions and results of the previous efforts of the Portfolio Committee, the following opening paragraph is included: After both the 2007-08 and 2008-09 reports, the Portfolio Committee also determined to focus more attention on teaching the portfolio, especially Critical Thinking, through the Faculty Development Committee. Subsequent faculty development workshops have focused on encouraging Critical Thinking in classes, beginning in the Developmental Education classes. Handouts and revisions to the portfolio process were created and distributed to capstone teachers to help bring enrichment and uniformity of teaching. These changes have had a positive initial impact in four of the areas (communication has not needed improvement as much), and seem to have stabilized the other areas somewhat. It is felt more can be done. Global events and activities will continue to be highlighted for students throughout the year to increase the Global Awareness capability, but new strategies are needed to move the students to a higher level of global awareness and understanding.

Based on comments from faculty and evaluators, the Portfolio Committee, under the supervision of the Assessment Committee and Institutional Research, defined and clarified the general education goals at the Chalk & Wire Conference near Cincinnati, Ohio. Using the general education goals, key phrases were developed to produce the rubric contained within Chalk & Wire. A rubric is displayed during the portfolio assessment process that is viewable and interactive for the evaluator to use as each artifact is evaluated. The results of each evaluation are stored in a database hosted by Chalk & Wire; the results allow the Portfolio Committee to obtain real-time percentages during the evaluation process. Additionally, the rubric has facets and sub-facets that enable the Portfolio Committee to gain access to more granular information allowing the discovery of areas that have strengths and challenges.

The portfolio evaluation process consisted of all electronic portfolios from Chalk & Wire; this was made possible by several faculty members volunteering to use the Chalk & Wire system in their sections of capstone courses. As an indication of the success of the transition toward Chalk & Wire, 121 out of 159 portfolios collected were located in Chalk & Wire. Going forward, all sections of IDS 110 – Student Success have been introduced to the ePortfolio concept with the prospect of using Chalk & Wire in their classes. Beginning in the Fall 2014 semester, all IDS 110 students will be required to use Chalk & Wire and will continue to use it throughout their learning experience, collecting artifacts to be used in their IDS 297 capstone courses.

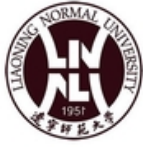
Duly Submitted,

Jim Hart

Portfolio Committee, Chair

November 21, 2013

Appendix 8 – China Assessment Project 2013



辽宁师范大学国际商学院

LNU-MSU College of International Business



China Assessment Project 2013

In the spring of 2013 new assessment efforts were made between the Assessment Committee Chair on the Missouri State University, West Plains campus and the Director of Academic Affairs on the Missouri State University, Dalian Campus. The intent was to initiate new assessment procedures and begin to collect data from the China campus and compare that with students on the West Plains campus. An early assessment survey was developed and revised for use in Summer of 2013. The intent was to begin the process with the graduating Capstone students in Dalian before they left. Collection was rushed, but it was felt that initiating the process with this class and working from there was more important than waiting for the next class with an instrument that was more fully developed.

Though some issues were present in the methodology, some insight was gained from the experience that will be helpful to the process in the future and in understanding the differences and similarities in students and their education.

The Background. Missouri State University has partnerships with multiple universities in China, and a Branch Campus in Dalian. According to the MSU web site “Liaoning Normal University (LNU) and Missouri State University (MSU) created the LNU-MSU College of International Business (CIB) in 2000. The language of instruction is English, and all faculty meet the hiring standards of both universities.” (9/29/13). The goal of the program is a BS degree in an area of Business, which can be completed on either the Springfield or Dalian campus. For Chinese students, the initial component is an AA in General Studies awarded from MSU West Plains.

From the initiation of the program through the Summer of 2013 no assessment data could be found for the Dalian Campus. There has been a succession of three Academic Deans, and two Interim Deans who were responsible for assessment processes. During the transition to yet another Dean of Academic Affairs, the chair of the Assessment Committee decided to move the responsibility for initiating and monitoring assessment from the Academic Dean to the Assessment Committee. This step was taken in May of 2013 before the new Dean was in place officially, with graduation of the 2013 class to occur in June.

The Assessment Committee Chair from the West Plains campus contacted the Interim Associate Dean and the Director of Academic Affairs on the Dalian Campus. A working relationship was formed



and the Director and Chair began discussion of a brief instrument that would begin to assess basic general education goals, be easy to administer and collect, and would adjust for cultural differences. The development of that instrument is discussed below.

The Instrument. The intention was to develop an instrument that would initiate the process, be easy to administer and score, and provide some initial insight into the students and the collaboration process. It was started with several multiple-choice questions each focusing on one or more of the General Education Goals (see draft with discussion in Appendix A). During the development, the goal or goals to be tested by each question were listed above the question, and wording was changed to more directly achieve those goals, and to be clear across cultures. As an example, question four asked “In which community could you best learn about Mexican culture?” No Mexican communities were listed. The choices given originally were A) Madrid, Spain, B) Los Angeles, United States, C) Quebec, Canada or D) Beijing, China. The question sought to assess global awareness. If one were familiar with all those locations they would know that in Madrid you could learn about Spanish culture, a root culture of Mexican culture, but in Los Angeles you could find Mexican communities within the city that preserved that heritage. Though there may be Mexicans in Quebec or Beijing, they would be more difficult to find, and would have a harder time preserving their culture.

For the final version of the exam, this question had both a different format, and choices. The culture was changed from Mexican to Chinese, and options C & D were changed to Vancouver and Singapore. For all of the questions the answer format was different from the United States students.

The idea was a list of simple “circle the correct answer” questions. This did not get translated clearly to the students in China, and the headings that were on each question for discussion were also left on for them. Those students read the heading, such as Global Awareness listed above Question four discussed above. They then put either a “+” or a “+/-” sign beside an answer. For number four, Singapore had 29 +’s and Madrid had 29 -’s. For some questions four answers were given on each survey, a + and - for critical thinking and for global awareness (e.g. number five).

The goal was to give the survey to the students in the Dalian Capstone class and then to students in US Capstone classes for comparison. During the summer no capstone classes were taught, so some students in a basic communication class were used to see if there were cultural differences. The survey was also given to Faculty on the West Plains campus to check for consistency of expectations.

The Results and Conclusions. The results will be reported by each question and the dominant answers. The logic behind the question and expected answers will also be given.

Question one asked them to identify the best example of communication. It was hoped that students would look for both the most accessible medium of communication, and the elements of one-



way versus two-way communication, with item C presenting the most of both. The three options are listed below:

A was a text (visual message only, but two way interaction)

B was taking a written test (in person, but written communication primarily and one way)

C was explaining a test answer to a classmate who didn't understand (face-to-face with two way communication)

Question 1	China	United States	Faculty
Communication	C+ for 23/29 B- for 24/29 A+ for 8/29	C for 13/13	C for 21/25 A for 3/25

For this question there is a consistent pattern across all three populations. The score on communication is high. For US students this is generally the highest score. I did notice in the Chinese students 8 who marked a + for sending a text, and 3 of the faculty. This might be an indication of the technology age, and maybe a preference, at times, or for some, away from face-to-face communication. More data from both cultures is needed.

Question two presented three different sequences for researching and writing a paper. Option A, which was favored by US students, and heavily marked by Chinese students, listed compiling a bibliography before gathering sources and citations. This might reflect the idea of finding sources electronically before going to collect the actual article. Option B had the paper written before the bibliography was finished in the final step. This was the expected answer, but might be more of a matter of preference than the “correct” answer. This question is most suspect for elimination or rewriting.

Question 2	China	United States	Faculty
Information Management	A+ for 14/29 B+ for 17/29 C- for 19/29	A for 11/13 B for 2/13 C for 2/13	A for 5/25 B for 12/25 C for 8/25

Question three incorporated elements of valuing, critical thinking and research (information management). Items A-C were different ways of learning about a culture, and D was “all of the above”. The US students and faculty favored this option by far. The Chinese students selected option D for critical thinking, but overwhelmingly selected A, or living in the culture for six months, as the best option for valuing. A number of faculty also gave this as a preferred answer, perhaps from the valuing perspective, not information management. (It may be a left/right brain thinking issue too?) It



is thought that this question might be more insightful without the options D, all of the above, or E, none of the above.

Question 3	China	United States	Faculty
Valuing Information Mgt.	A+ for 23/29		A for 7/24
Information Mgt.	B+ for 13/29		
Information Mgt.	C+ for 13/29		
Critical Thinking	D+ for 15/29	D for 15/15	D for 17/24

Question four was intended to be a global awareness question. It was discussed earlier as the question where the answer options were changed for the survey in China (to make more local). For the China students there was universal agreement that Singapore would be the best place to learn about Chinese culture, and universal agreement that Madrid would be the worst. To those students LA and Vancouver seem to have a positive enough reputation to move into an intermediate class of culture friendly and educational.

For US students, the split between LA and Madrid was equal. This uncertainty would reflect the findings of the portfolios in the past, that Global Awareness continues to be one of our weakest areas.

Question 4	China	United States	Faculty
Global Awareness	A- 29/29 Madrid	A 7/15 Madrid	A 6/25 Madrid
	B	B 7/15 LA	B 17/25 LA
	C (Vancouver)	C 1/15 Quebec	C
	D+ 29/29 Singapore	D (Beijing)	D

Question five incorporated elements of critical thinking and global awareness. The question asked about a house with all four sides having a southern exposure. A bear walks by, what color is it? The critical thinking part is deciphering where can a house have four sides with a southern exposure. The only place is the North Pole. Which would mean the bear was a polar bear. If there were bears that far north (global awareness). Some students might think because of the thick ice and lack of food, there would be no bears. This would lead to choosing “no answer”. Bears have been sited in the vicinity of the North Pole, but few students might have this much awareness of such a remote location. The critical thinking and global awareness aspects of this question may be at odds with each other. Those persons could choose “D) there is no answer, this is a stupid question”. This was the dominant answer for US students and selected by many faculty. Fewer students from China marked this option. This should be rephrased without what might be seen as the insulting language, or eliminate the option completely.

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It is felt that Chinese students would be less likely to select this because it would be seen as insulting the teacher, who is giving the survey. US students and faculty did not feel this restriction as clearly. The options of brown or black would be “just guessing” answers.

Question 5	Colors	China	United States	Faculty
Global Awareness & Critical Thinking	Black	A	A 2	A 1
	White	B G15 C16	B 4	B 13
	Brown	C G8 C7	C	C 1
	No answer/stupid	D G4 C5	D8	D11

Question six incorporated elements of valuing and critical thinking by asking the value, and purpose of these questions. Options were to measure: A) Knowledge, B) Ability to learn or C) ability to see relationships. The real challenge as a valuing question, might be for students to step out of the student role into the instructor role to understand why someone would ask questions like these. The faculty, who most often are in that position, most clearly saw the rational behind the questions. US student’s saw relationships as a key, but less strongly than faculty. The students in China did not see this as a viable option nearly as often, and leaned more toward the other two options, without a clear favorite. The value and purpose of this question will need to be assessed by the full committee.

Question 6	China	United States	Faculty
Critical Thinking & Valuing	A C11 V11	A for 4/15	A for 2/25
	B C7 V13	B for 3/15	B for 2/25
	C C11 V4	C for 8/15	C for 19/25

The Summary.

Since the numbers were small, and the results came in different formats, the findings are very limited, but some observations can be made based on patterns and relationships of the numbers. First, supporting what we have seen in the portfolio analysis to this point, it would seem that communication is the strongest of the General Education Goals. Second, the picture is clear enough to question whether global awareness as the weakest, with the Chinese students a little stronger than the U.S. students perhaps. Third, that there may be cultural differences that affect how students respond to certain questions and wording as it relates to preserving “face” of those involved, especially the instructor. Fourth, answer options including “none of the above”, or “all of the above” may be perceived differently between cultures, at least as it relates to critical thinking.

LNU/MSU College of International Business. (Last Modified: June 4, 2013; 9/29/2013).

<http://china.missouristate.edu/Dalian.htm>



China Survey Questions by Category and with Discussion

1- Communication

Which is the best example of communication?

- A) sending a text to a friend from my phone
- B) taking a written test in a Speech Class
- C) explaining a test answer to a classmate who doesn't understand

C + for Communication, interactive not one-way, + for valuing?

2- Information Management

Which is the correct sequence for a research paper:

- A) go to the library; collect books/articles; organize my information; collect the sources and citations; write a paper with my thoughts; compile a bibliography.
- B) go to the library; collect books/articles; compile a bibliography; collect the sources and citations; organize my information; write a paper with my thoughts.
- C) go to the library; collect the sources and citations; compile a bibliography; collect books/articles; organize my information; write a paper with my thoughts.

A + for information management, + for critical thinking?

3 - Valuing, Critical Thinking & Information Management

Which is the best way to understand values of another culture?

- A) live in that culture for six months
- B) read about local religions
- C) interview people who live there
- D) all of the above answers
- E) none of the above answers

A + for Valuing, D + for valuing, critical thinking and information management; E – for valuing and information management

4- Global Awareness & Valuing

In which community could best learn about Mexican culture?

- A) Madrid, Spain
- B) Los Angeles, United States
- C) Québec, Canada
- D) Beijing, China

B ++ for Global Awareness, A+ for language aspect, D – for Valuing (own culture over others?)



5- Critical Thinking & Global Awareness

A man builds a house rectangular in shape. All sides have southern exposure. A bear walks by the house. What color is the bear?

If one walked in any direction from the house, it would be south. None of the four walls was on the north side. All sides face south.

- A) black
- B) white
- C) brown...the house is on a steep slope
- D) there is no answer, this is a stupid question.

B + for Critical Thinking and Global Awareness, D- for Valuing

6 -Critical Thinking & Valuing

As I answer these questions I think:

- A) the questions are to measure my knowledge
- B) the questions are to measure my ability to learn
- C) the questions are to measure my ability too see relationships

C + for critical thinking and valuing, A – for information management?



Appendix 9 – Additional List of Significant Accomplishments

Additional Significant Accomplishments during the Last Ten Years

- Increased faculty and staff salaries for the 2011-12, 2012-13, and 2013-14 budget years through market and equity adjustments and salary increases for faculty and pay range adjustments and salary increases for staff.
- Installed digital signage in several buildings to improve communication.
- Continued the implementation of the Applicant Tracking System with PeopleAdmin to enable staff and faculty to conduct job searches electronically.
- Performed a space analysis of the following areas working with appropriate departmental contacts to achieve space efficiency while completing departmental goals: TRIO, SAAS, VA (VIP Center), ITV Facilitators, Director of Developmental Education, M101 (Math Lab, M114 (Tutor Lab), Garnett Library (space saving shelving), Division of Business, Applied Technology, and Public Services (new faculty offices).
- Completed consolidation of copy machines; reduced the number of copiers by 4; resulted in equipment replacement savings estimated at \$20,000 and on-going maintenance savings of \$1,000 per year.
- Reorganized academic divisions within academic units.
- Continued campus growth and development, accompanied by a practice of conservative budgeting and healthy reserves during a time of state and national economic distress.
- Created an assistant dean of academic affairs position to coordinate several key initiatives and moved institutional research under academic affairs; this move was funded by not filling the opening in the assistant to the chancellor position.
- Added a grant-funded Information Technology position to analyze processes and develop as much automation as possible to ensure efficiency and effectiveness in critical support areas of admissions, financial aid, registration, and records.
- Currently implementing <http://experts.missouristate.edu> (Confluence), a secure space to store and maintain private and public documents, allowing Faculty Senate, Assessment, Administrative Council, Long-range Planning, Faculty Teaching and Learning, and other working groups to have a space to manage their documents.



Appendix 10 – Board of Governors Discussion of 1st Generation Students

Follow-up to the Board of Governors’ Discussion on First Generation Students Missouri State University-West Plains (January, 2014)

As evidenced in the information provided at the December 13, 2014, Board of Governors meeting, Missouri State University-West Plains (MSU-WP) has a majority of its students who meet the definition of being a First Generation college student.¹ In a follow-up to that discussion, the following listing of programs, services, and initiatives is provided to further clarify the efforts of the MSU-WP faculty, staff and administration in attempting to meet the educational needs and challenges of this group of students.

In reminder, the central focus of the West Plains campus – as an open admission public institution – is to serve all eligible students seeking its educational opportunities, no matter the student’s degree of preparation. As such, we have proudly served the needs of students with ACT scores as low as 6 (a reading sub-score) and as high as 33 (a composite score). First Generation status and its accompanying at-risk characteristics can be found at any point within that range. Our efforts, then, are inherently aligned to ameliorate the issues typical among First Generation students but common among our generally under-prepared, impoverished, and often isolated student population, both of traditional age and older.

Because of our focus, our overall retention rate (also known as persistence) and graduation rate of students are among the highest among two-year institutions in the state. The table on the following page shows how MSU-WP ranks within the state, with the highlighted data indicating where MSU-WP is the highest in the state. Comparison data from two-year colleges in the nation who are a part of the National Community College Benchmarking Project (NCCBP) shows that MSU-WP has typically exceeded the national retention rate of 48.3% and the national graduation rate of 19.1% over the past

¹ **Definition of First Generation student status:** *The application for admission for each campus (excluding the international application) includes the optional question “Did either of your parents receive a bachelor’s degree?” Students are classified as first-generation students (FGS) if they answer no and non-first generation students (NFGS) if they answer yes. Of MSU-WP’s 2,123 Fall 2013 headcount, 955 (45%) answered the optional question.*

The Free Application for Federal Student Aid (FAFSA) asks students to indicate the highest level of educational attainment for each parent (middle school/junior high, high school, college or beyond, or other/unknown). For our analysis, students who do not indicate “college or beyond” for either parent were classified as FG. Of all Fall 2013 degree-seeking undergraduates who filed a FAFSA, 54.2% were classified as FG.



five years.

Retention Rate Comparison	Fall Cohorts Returning the Following Fall				
Cohort Year	2007	2008	2009	2010	2011
Missouri State University-West Plains					
Retention Rate - First-time Full-time Freshmen	58.6%	61.9%	55.5%	51.0%	45.0%
Retention Rate - First-time Part-time Freshmen	20.9%	25.3%	22.9%	16.5%	41.5%
Combined Rate - First-time Full/Part-time Freshmen	51.4%	56.0%	48.6%	43.6%	44.7%
Missouri Two-Year Public Institutions Average					
Retention Rate - First-time Full-time Freshmen	57.4%	56.7%	56.7%	57.7%	56.9%
Retention Rate - First-time Part-time Freshmen	41.4%	39.6%	39.3%	35.0%	36.9%
Combined Rate - First-time Full/Part-time Freshmen	53.3%	51.8%	51.9%	51.5%	51.2%
Graduation Rate Comparison	Fall Cohorts Graduating/Transferring w/in Three Years				
Cohort Year	2005	2006	2007	2008	2009
Missouri State University-West Plains					
Graduation Rate (150% time to completion)	29.1%	26.6%	30.7%	31.7%	27.7%
Combined Graduation and Transfer Rate	53.4%	46.2%	49.2%	57.0%	40.7%
Missouri 2 Year Public Institutions					
Graduation Rate (150% time to completion)	23.7%	22.9%	21.5%	19.3%	19.5%
Combined Graduation and Transfer Rate	40.5%	39.7%	38.9%	41.2%	41.3%

Services, Programs and Initiatives For First-Generation Students

As a result of several campus conversations over the past decade, MSU-WP has concentrated its student success efforts through these services and programs.

Information about College/Recruitment:

- With one of the at-risk characteristics of the FG student being a lack of knowledge negotiating the complexity of college and its varying processes, MSU-WP plans academic programming along with essential supporting services to help ensure student entry, enrollment, persistence and success of the students of its service region. With those important aspects in place, MSU-WP then saturates the service region of south-central Missouri with a unique variety of student recruitment activities. Recruitment activities include high school visits, High School *Extravaganzas*, college fairs, *Red Carpet Days*, *Campus Caravans*, career fairs, STEM (Science, Technology, Engineering and Math) Fair, financial aid outreach, *Grizzly Mentor* program, *College Access* program, *Early Outreach* initiative, marketing and publicity programs, and much more.
- **Project Threshold.** MSU-WP developed Project Threshold, currently in its fifth year of funding (2013-14), with financing from the College Access Challenge Grant provided by the Missouri



Department of Higher Education. This project provides information to students and families on postsecondary education benefits, opportunities, planning and career preparation; information on financing options; outreach activities for students at-risk of not enrolling in or completing college; and assistance to students in completing the FAFSA. The institution is currently working on institutionalizing activities from this project for the 2014-15 academic year, as the state of Missouri was not awarded the funding for the upcoming grant cycle.

Educational Programming. In providing education opportunities, MSU-WP provides programs to develop or appropriately challenge the wide range of ability levels that are present in the open admission institution. Examples of programs guided by our mission include:

- ***Road to Achievement Program.*** Road to Achievement is the name for our federal Title III grant program, funded and administered by the U.S. Department of Education Office of Institutional Service. The grant provides resources that assist the institution to increase the outcomes of developmental education “by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability.” The grant also enhances teaching and learning through comprehensive faculty professional development, improves student success through increased engagement and support, and improves institutional research, assessment, and accountability to stakeholders. This five-year grant was awarded September of 2010, but the strategies of the program will be institutionalized post-grant to ensure the continued success of students who enroll in developmental courses, thereby strengthening the institution as a whole.
- ***Darr Honors Program.*** The William and Virginia Darr Honors Program, established in 1998, is expressly designed for the student-scholar who enjoys active learning. Interdisciplinary in nature and in focus, the Darr Honors Program strives to foster an educational experience that lays a foundational understanding of the world’s most influential ideas, stimulates creative and critical thinking, and cultivates the growth of a learning community on and off campus and in and out of the program itself. One hundred and three students were enrolled during 2013-2014. Graduates have pursued careers in law, accounting, pharmacy, nursing, business, and the military. Many serve presently as high school or college instructors or staff members, ministers, and even a film screenwriter. After the Darr family had already provided considerable support over the years, an additional major gift in 2012 by the Darr family, along with numerous contributions by others, established the William and Virginia Darr Endowed Professorship.

Academic Support Services: Learning resources are provided through the Academic Advisement and Coaching Center for Empowering Student Success (AACCESS), the Veterans Incentive Program (VIP), the Grizzly Tutoring Lab, and the TRiO Student Support Services program.

- ***AACCESS.*** Learning resources and support provided by Academic Advisement and Coaching Center for Empowering Student Success (AACCESS) (formerly known as Student Advisement and Academic Support or SAAS) are generally provided in three areas: academic advising, testing



services, and services for students with disabilities. Within these general areas are specific services for different student groups.

- ***Veterans Incentive Program.*** Students who are veterans receive services through the Veterans Incentive Program (VIP), which was formerly funded by a grant but, as of October 1, 2013, is now funded under institutional operating budget. The VIP center supports veterans with a “One Stop” option that addresses many of their needs, whether emotional, physical or financial, through direct services or referral to key campus and off campus resources that can assist these needs.
- ***The Grizzly Tutoring Lab,*** located in Melton Hall, provides free tutoring services to all students in the primary areas of mathematics and writing, as well as the secondary areas of political science, economics, the natural sciences, and other subjects as the need arises and tutors are available. A math specialist coordinates, trains, and oversees the peer tutors for math, while a writing specialist does the same for peer tutors in writing. With monies from the TAACCCT grant, an additional math specialist and writing While the Grizzly Tutoring Lab is primarily funded by the institution, some U.S. Department of Education Title III monies support increased tutoring services for student in developmental math and English. Remote tutoring is available through ***Tutor Talk,*** an online tutoring service where students can email questions or, for the writing tutors, ask for a review of papers and assistance in generating ideas for writing assignments.
- ***Computer Lab/Help-Desk,*** located in Lybyer Technology Center, is manned from 6 am to 10 pm and provides assistance in person or by phone or email to any student having difficulty with navigating any software program used on campus. Workers also try to assist students who have problems with their own personal computers.
- ***TRiO.*** Another grant-funded program is the TRiO Student Support Services program. This is a federally-funded program to provide personalized academic and other support services to 140 MSU-WP students. The program is designed to help participants to transition to college course work, complete their degree requirements at MSU-WP, and transfer to four-year universities. Participants are encouraged to explore career options and to develop leadership skills as they plan for their futures. To be eligible to participate in the TRiO program, a student must be a U.S. citizen or permanent resident attending as a full-time, degree-seeking student. Students are considered to be full-time if they are registered for 12 or more credit hours for the semester. Federal guidelines require TRiO participants meet one or more of the following criteria: First Generation college students (see definition provided in the footnote on page one); students with limited income (family income must meet published Federal guidelines which are based on the family's taxable, with most students who receive Pell grants being eligible for TRiO programs); students with disabilities (any student with a documented disability verified by the Coordinator of Disability Services is eligible to participate).

Using Data for Improvement in Serving FG Students. MSU-WP uses a variety of methods to assess student needs. Among these methods is the use of regularly-administered surveys, some of which are nationally-normed for benchmarking.



- ***The Community College Survey of Student Engagement (CCSSE)*** is a well-established tool that helps MSU-WP focus on good educational practice and identify areas in which we can improve our programs and services for students. MSU-WP administers the survey to returning students in the spring semester. Results of this survey are presented in other sections of the self-study. At the end of each semester, students have the opportunity to evaluate the instruction they received in each course, both on-campus and online, and provide feedback on their learning experience.
- ***MAPWorks***. One of the new initiatives is the implementation of the early alert MAPWorks system that includes several student surveys: Fall Transition survey, Fall Follow-up survey, Spring Transition survey, and Spring Transition survey. The administration of the survey in the fall opened it to all students and was made a mandatory requirement for all students enrolled in IDS 110 Student Success, our version of freshman seminar. Results of this system and the data from this survey are used to identify specific students who, without intervention, are at greater risk of failing in their course or courses and/or who are more likely to drop out of college altogether. Information from the surveys is sent directly to the student, the student's advisor, and to, if appropriate, to the student's IDS 110 instructor – all with the intention of 'intrusively' intervening in the student's current behaviors/attitudes toward his or her college experience.

Other Student Engagement and Success Initiatives:

- ***Annual Welcome Week for new students/Convocation***. During the week prior to the start of classes in August, the Office of Student Life and Development leads a group of returning sophomore students in providing orientation and community-building activities for first-time freshmen. Attendance is highly encouraged for residential students, but all students receive a personal invitation. Beginning in August 2013, the faculty and Office of Academic Affairs held the campus' first Convocation, which set the stage for a formal start and focus of the academic year.
- ***Revamping of the IDS 110 Student Success (intro to college) course and developmental education courses in English, math and reading***. The institution recently completed a redesign of its freshmen seminar course (IDS110) that now includes several units on reading and writing. The English department has recently piloted an integrated reading and writing course (ENG101) for these lower skilled writers. In a recent review of the curriculum by the director of developmental education a significant overlap in curriculum was discovered between the ENG101, IDS110, RDG125 (developmental reading), and IDS112 (study strategies class). As a result of this review, the English and reading faculty are considering additional changes to eliminate the IDS112 course and RDG125 course and possibly create a new IDS course, multi-disciplinary learning strategies which would integrate reading and study skills as they apply to various disciplines. The table of data on the following page shows state and national comparisons of how well MSU-WP is doing in retaining students requiring developmental courses:

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Indicator of Success Based on Fall 2011 data (NCCBP 2013 report)	MSU-WP Rate	Peer Average – MO 2-yr Publics	***National Percentile/ Quartile	Success****
Developmental Mathematics				
Developmental Course Retention*****	81.28%	79.65%	85%/2	+11.68
Developmental Course Success	60.10%	52.00%	57%/3	+11.70
Retained in first college level class	96.7%	84.28%	87%/4	+0.27
Course Success in college level class	93.41%	64.76%	66%/4	+1.45
Developmental Writing				
Developmental Course Retention	80.53%	83.51%	87%/1	-4.54
Developmental Course Success	55.79%	59.85%	64%/1	-1.22
Retained in first college level class	98.06%	86.94%	90%/4	+1.63
Course Success in college level class	96.12%	72.06%	71%/4	+13.33
Developmental Reading				
Developmental Course Retention	84.38%	80.81%	88%/2	-3.12
Developmental Course Success	64.84%	59.03%	66%/2	-2.66

NOTES

*Persistence – fall credit students who enroll next fall

**Graduation and Transfer rates are based on Fall 2009 First-time, full-time cohort

***National Percentile is the median percentile as reported in the NCCBP; quartile is the quartile where MSU-WP reported value falls in the national scale

****Success is measured by comparing first year NCCBP participation in 2011 with 2013

***** Developmental course retention is the % of students who remain enrolled in the course through the semester; developmental course success is the % of students who pass the class; retained in the first college level class is the % of students who remain enrolled in the class; course success in college level class is the % of students who pass the class.



- ***Elimination of the late registration period.*** Studies have shown that, for many open admission institutions, students who wait until the very last minute to register are less likely to be committed to their studies. In addition, those who register late (during a one-week late registration period) are often one week behind the rest of the class and often do not have the textbook required for the course. With some data and anecdotal evidence confirming this situation at MSU-WP, faculty and administration eliminated the Late Registration period beginning in January 2013. Data concerning the effect of this change have yet to be fully analyzed.
- ***The Education Guarantee.*** All students are directly or indirectly encouraged to take responsibility for their education success; however, FG students are typically in need of additional encouragement. To facilitate this, MSU-WP implemented the Education Guarantee in Fall 2012. The program outlines '10 easy steps' to success, and, if full-time students in good standing will follow each of those steps, taking no more than 50% of courses on line, and if they have no more than two absences in each class, turn in all homework and assignments, visit each of his or her instructors and advisor during their office hours and use the free tutoring at least three times for each of class taken, MSU-WP guarantees that if the student receives a GPA less than 2.0, he or she will be allowed to retake every class where the student received a 'D' or 'F' tuition FREE the next regular semester.

The 10 steps are:

1. "Make it YOUR GOAL to GRADUATE! Commit to your goal. Write it down. Be specific and personal. Post it where you can see it and read it every day. See yourself in a cap and gown receiving your diploma. YOU are the one responsible for achieving your goal.
2. "Go to class! Go to every class. Be on time. If you must miss a class, contact the instructor before you miss the class.
3. "Do all the homework and assignments and turn them in on time.
4. "Do all the reading, write an outline of the main points, keep it and discuss it with someone.
5. "Visit each of your instructors and your advisor during their office hours and communicate with them by email or phone.
6. "Use the FREE tutoring services – often!
7. "Plan your time. Use a planner to schedule and prioritize all assignments and tests, determining when you must complete outlines, research, drafts, study, or turn in final projects and papers. Prioritize tasks and classes.
8. "Manage your money. Make a budget and create a spending plan. Pay bills promptly. Distinguish between wants and needs. Record your spending and compare your income to your record of expenses.
9. "As soon as you need help ask for it. Don't wait! Contact your instructor, advisor, RA (if in student housing), tutor, librarian, Director of Student Life, Financial Aid office, Student Government Association, TRIO office, Veterans Office, Dean of Students, Dean of Academic Affairs, or Chancellor. Keep asking for help until you get it.



10. **“GO TO CLASS!!!** This is worth repeating. It is the basic building block of a college education. Claim your education, take responsibility for getting to class, and make this a priority!”
- **Supplemental Instruction (SI).** SI is the use of student peer tutors in courses with high withdrawal/failure rates. The peer tutors, who are typically students who have previously completed the same course with high marks and mastery, attend the course each class meeting and, when appropriate, provide one-on-one or small group interaction with the students in the class and at times after class in the Grizzly Tutoring Lab. This program has been funded, in part, by donations (\$5,000 for 2014) from the Wal-Mart Foundation through the local Wal-Mart store in West Plains.
 - **Operation First Smile/ “Ask Me!” initiative.** With FG students typically more apprehensive about asking for information yet more likely to be under-educated about college and its processes, MSU-WP personnel found simply interacting with students on their first day of the semester to be helpful in creating an atmosphere of access and acceptance. On the first two days of each fall and spring semester, faculty, staff and administrators man entry doors to every major classroom building. Wearing their ID badges with small signs with “Ask Me!” while also handing students a pencil, the Operation First Smile participant can often ease the anxiety of finding a classroom, knowing what office a student should see about a particular issue, or even letting the student know that “it’s going to get easier” and “you’re going to make it.”
 - **Free Orientation Course for Students Taking an Online Course.** While not specific to FG students, recent MSU-WP data shows a large number of students not succeeding in some online courses. In response, MSU-WP faculty members have created a stand-alone short course for online students that will be offered for the first-time during Summer 2014. The idea is to automatically enroll all first semester students who take an online class (many of which have never taken an online course before), and then offer the class to all online students as an option. Those in the first semester classes would be enrolled three weeks before class begins (ideally in the summer before the fall section, or at the beginning of the Christmas break). This would be an active enrollment with correspondence strongly urging all to complete the course before their online class begins. For those in the later semesters, they would be enrolled, and sent correspondence making them aware of the benefits of the short-course for those who have not taken an online class before, or who struggled through it. They would be told that they could complete it before the semester started, or take it after if they begin to have issues or problems, as a way to improve their performance. The class would have clear components so students in a class already could select the areas of online instruction with which they struggled the most.
 - **Other Initiatives.** MSU-WP also provides the following ways of assisting our at-risk students to engage with the campus and to maintain their focus on academic success:
 1. **Emergency Grants.** Funded by donations to the Annual Fund, \$10,000 in emergency grants is available each year to students who find themselves unable to pay for a support element in their college experience. Grants – typically from \$50 to \$250 – have been awarded for car repairs, gas money, limited childcare, computer repair, etc.



2. ***University/Community Programs.*** A variety of cultural events are scheduled each year for the campus at the West Plains Civic Center through MSU-WP's University/Community Programs. Most events are free to students or are available at a reduced cost. In addition, the campus operates the Civic Center's pool and fitness center, where students have free access while enrolled.
3. ***Student Recreation Center.*** With the passage of a student fee and the receipt of a FEMA grant, MSU-WP was able to construct and operate its first Student Recreation Center on campus. The center provides space for multiple types of activities, and is located adjacent to the Grizzly House residence hall.
4. ***Student Organizations.*** Students are highly encouraged during the opening days of the fall semester especially to seek out at least one student organization in which they can participate. Over 20 organizations are active and available at any one time during the year.
5. ***Travel Abroad Opportunities.*** Several MSU-WP students travel abroad during the school year, most through the Darr Honors Program's Honors Abroad program or through the internship program at MSU's campus in Dalian, China. Travel abroad programs, even limited ones, have shown to be excellent ways of broadening students' views of the world, its peoples, and oneself. First generation students, in particular, find the possibility of international travel daunting, so faculty sponsors work closely with them and their families in making sure the experience is a good one.
6. ***Communication.*** With FG students and their families lacking in knowledge and experience about college, MSU-WP uses a variety of means to communicate items of importance and possible interest to them throughout the campus and throughout the year. Many of these efforts are simple and inexpensive (e.g., email blasts, weekly e-newsletters, Stall Study) with some costly and time-consuming (e.g., digital signage, MapWorks intrusive advising software system, semester mailings about advising and registration), but because of this particular at-risk characteristic of the majority of our students, we believe the initiatives pay off in terms of increased retention and graduation rates.

Plans for the Future:

As stated in the Board meeting, MSU-WP will continue to address its services and programs for all at-risk students, which includes all First Generation students (again, over half of all MSU-WP students). This will include careful attention to maintaining its TRiO program status (a three-year grant cycle), its tutoring and intrusive advising initiatives, its First-Year Experience project (including the IDS 110 course), as well as being a conduit for college enrollment as an A+ eligible institution.

Maintenance of the A+ Scholarship Program by the State of Missouri is, in our view, vital to serving FG students. This is due to the very clear fact that FG students are, in general, less prepared to meet the financial requirements of a college education. If they can attend an A+ eligible, two-year public institution like MSU-WP and get their first two years of college tuition completely paid, then they will



theoretically be more prepared for the even greater financial requirements at the four-year college level, such as at MSU-Springfield.

A priority among MSU-WP's long-term plans include continuing to promote the long-planned Hass-Hoover Hall facility which, when constructed, will bring the TRiO, tutoring, testing center, Academic Advising and Coaching Center for Student Success (AACCESS), as well as the William and Virginia Darr Honors Program under the same roof for maximized synergy and student benefit. A second priority for the future will be the development and submission of another Title III grant application in 2016, even though a specific focus area has yet to be determined.