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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.

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

Early in May 2002, Missouri Governor Bob Holden announced that, due to shortfalls in state revenues, he was forced to withhold the final two months of state appropriations for higher education to help balance the budget. For Missouri State University, that meant depleting the reserves by $15 million – more than half of the reserve total – to cover the shortfall. It was a sobering point in the financial history of the University that is still referenced a dozen years later. It caused the University to examine its reliance on state appropriations, review its policy on reserve funds, and intensified its already naturally conservative Ozarks approach to finances.

Since its founding in 1905 with a donation of land and $25,000 contributed by the community, the University has prided itself on being a good steward of its finances, whether from state appropriations, grants or donors. The 2002 last-minute withholding only sharpened that emphasis; the smaller $2+ million withholding late in 2014 was a current, gentler reminder.

From 2002 to today, Missouri State focused on building its reserves, which now stand at more than $60 million university-wide. This has given the University the ability to begin investing a portion of those reserves back in faculty lines, updating facilities, and addressing other priorities.

The fact is, over the past 20 years Missouri State has expanded its graduate programs, increased enrollment, and raised its profile without a significant influx of funding from the State of

Missouri. The University has succeeded through wise investments, a conservative philosophy, efficiencies, and a general "can-do" attitude. Further, the University has funded its program without extraordinary increases in student tuition and fees. Continuing in that long tradition, one of the six strategic directions of the long-range plan is that of "Responsible Stewardship."

Missouri State ensures that its resource base supports its educational programs through regularly analyzing its records of expenditures and anticipated income as it plans for the future. Numerous offices and committees throughout the University organizational structure are involved in this financial review and planning, from departmental leaders, to Deans and college committees, to the offices of Financial Services and Institutional Research, to the Executive Budget Committee, to the President, to the Board of Governors. Analysis and planning occur annually, as well as more long range planning over three- and five-year cycles.

Since the last Higher Learning Commission (HLC) reaffirmation in 2005, the University has used the expanded Web and other electronic communication to make data more readily accessible to the campus community. The websites include the AIM Dashboard, Bear Intelligence, and the Assessment Office Evidence of Student Learning, enabling better coordination of financial and educational planning based on concrete evidence of performance.

Another example of user-friendly web-based information on student fees. Providing clearer information on fees addressed one of the concerns noted in the 2005 HLC review: a complicated fee schedule. Another change since 2005 relates to implementation of supplemental fees for particular programs clearly designated for students in those programs. These programs fees now exist in Music, Art and Design, Media, Journalism and Film, Physician Assistant, Physical Therapy, Nurse Anesthesiology and the College of Business.

Today, revenue from student tuition and fees accounts for about 60 percent of the University's Education and General (E&G) operating budget, with the state providing about 40 percent. This is a dramatic shift from 30 years ago – in the late 1970s, state appropriations accounted for more than 75 percent of the total. It is a reality that has affected many aspects of the University, from affordability for students, to budget planning, to budget development.

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The University's financial history, available on campus to all employees through records of annual audits and reports located on the website and in Meyer Library, reflects the institution's financial stability and its ability to meet its growing needs, especially as a statewide institution with a mission in Public Affairs. The University's financial status is sound as evidenced by

credit and bond ratings, such as Standard & Poor's and Moody's, which have designated the University A+/Stable and Aa3, respectively.

The University's infrastructure includes approximately 5 million net square feet on three campuses (Springfield, Mountain Grove, West Plains). *(The University is aware that HLC categorizes West Plains as a separate campus and identifies Mountain Grove as a "location.")* The summary of space includes:

- 236,000 net assignable square feet of classroom space
- 34,000 net assignable square feet of computer classroom space
- 9,000 net assignable square feet of distance learning classroom space
- 191,000 net assignable square feet of class labs
- 21,000 net assignable square feet of computer class labs
- 19,000 net assignable square feet of open labs
- 27,600 net assignable square feet of open computer labs
- 97,000 net assignable square feet of research labs

Space requirements for some programs have been concerns in the past, raised especially during accreditation processes. Upgrades have been or are being made to meet accreditation standards. Examples of these space upgrades include facilities for programs in Physical Therapy, Hospitality and Restaurant Administration, Occupational Therapy, and Nursing. Renovation/construction projects in Pummill Hall, Professional Building and the new health science center show the university's commitment to the academic programs.

During the past decade the University has consistently provided technical support to all users through an excellent and well-staffed system, with user support specialists distributed across campus. Implementation of a new ERP (Banner), regular Blackboard upgrades and the availability of WiFi throughout campus are three of the many significant changes in recent years. While there have been the usual challenges with transitions to upgrades in software, campus support staff have been able to assist users during these rare, brief moments.

The Board of Governors, along with the administration, have identified employee compensation as a high priority. Toward that end, there are regular reviews and periodic analysis regarding financial planning and support for staff and faculty. For example, in 2007-08 an in-depth analysis of staff job families and pay scales was performed, with results including changes in job descriptions and emphasis on need for salary increases. Since that time, annual reviews of salary

comparisons for faculty and staff have been made and adjustments implemented to maintain the integrity of the compensation system. The process also has provided data for comparisons with peer institutions to ensure the University remains competitive with compensation.

The University tracks and reports annually to Faculty Senate and through the Key Performance Indicators the percentage of faculty at each rank, full time and part time, those with terminal degrees, etc. Comparisons to other institutions by Delaware data are available through Resources and Productivity on the AIM Dashboard. Further, yearly comparisons are made by completing and reviewing annual CUPA data on salaries for faculty and staff. A review of the data shows that noticeable progress has been made in salaries over the past three years compared to peer institutions, especially at the Professor rank.

5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The University adheres to systematic allocation processes which ensure financial resources, space utilization, technology, faculty and staff are not allocated unfairly. These processes involve representatives from throughout the University, as well as the Board of Governors. The processes are made as transparent as possible through committee involvement and public communication of results, available to external as well as internal constituents primarily on the University's comprehensive website.

Several committees are involved with the allocation of financial resources: an Executive Budget Committee, committees consisting of academic representatives at two levels, and an Administrative Budget Committee. These committees review and make recommendations on allocation of resources, which are ultimately sent to the President for consideration before being presented to the Board of Governors. The constituency and selection process for these committees, described below, are available on the Financial Outlook section of the University's website.

These groups are involved in an annual cycle, beginning in the fall semester, especially to review and make recommendations concerning the Fee Schedule Resolution approved by the Board each March. Committees meet as necessary throughout the year as fiscal conditions change and additional fund become available or funding assumptions change. Once Missouri's Governor has presented his/her budget in late January, University committees meet to make recommendations on the best uses of any one-time funds and ongoing increases to University funding. The Academic and Administrative Budget Committees then makes recommendations to the Executive Budget Committee. Based on the recommendations from the Executive Budget Committee, the President presents preliminary budgets to the Board of Governors in May for discussion and input. The final budget is presented to the Board for approval in June. Throughout

the process, the University tracks the budget through the legislative process. The new fiscal year begins July 1.

- **College committees** – Consists of one elected rep from each department and the dean may appoint additional faculty, staff, heads to fill out the committee and then assign one, two or three year terms. The committee will determine members to send to executive and academic affairs committees. This committee makes recommendations to the dean and can forward recommendations to the academic affairs budget committee.

- **Academic Affairs Budget Committee** – Consists of all academic Deans, the Dean of the library, two faculty members from each collegiate budget committee and the library, the Faculty Senate chair, the Faculty Senate budget committee chair or another member of the Faculty Senate selected by the Senate and two faculty representatives from the West Plains Campus. This committee evaluates recommendations from the college-level budget committees, in light of possible financial scenarios

- **Administrative Budget Committee** – The Vice President for Administrative and Information Services chairs this committee, which consists of representatives from each area represented on the Administrative Council, along with representatives from Staff Senate, Faculty Senate, and SGA. The committee examines administrative areas on campus and recommends budget actions to the Executive Budget Committee.

- **Executive Budget Committee** – Chaired by a senior faculty member, this committee consists of a representative from every collegiate budget committee, the Faculty Senate chair, Staff Senate chair, the president of the Student Government Association, the chair of the Academic Affairs Budget Committee, the chair of the Administrative Budget Committee, the Chief Financial Officer, the Provost, a representative of the academic Deans, the Chancellor of the West Plains campus, the general counsel, the vice president of student affairs, and up to two additional representatives from the Administrative Council. This group reviews recommendations from other committees and makes recommendations to the President, who then makes recommendations to the Board of Governors.

University space is managed by the University Space Allocation Committee, which is co-chaired by the Provost and Vice President for Administrative and Information Services (AIS) and includes the Associate Vice President for AIS, representative Dean of one college (annually appointed), representative academic department head, Faculty Senate chair, University Facilities Analyst, Director of Facilities Management, Director of Planning, Design and Construction, and Student Government Association representative.

The committee operates within policies and procedures that consider requests for facility additions, modifications and utilization changes. Requesters submit online Facilities Request Forms, which are considered at the monthly meetings of the committee. The committee analyzes

the requests, then approves, disapproves, or tables each request (for example, pending additional information regarding the request). Each requestor is contacted with the committee's response, given the opportunity to answer additional questions, or provide supplementary information and kept abreast of the issue until resolution.

One example of how the University works to ensure fiscal responsibility while sustaining academic programs fairly is its recent program designed to reduce energy costs. The University carefully scheduled evening and weekend classes, concentrating them within specific buildings or onto specific floors or areas. The HVAC units of other areas were set to an unoccupied mode, resulting in energy cost savings.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Each year the President collaborates with the Administrative Council and academic leaders to develop a set of specific goals for the year, usually 8-10 in number. The goals are then recommended to, discussed by, and ultimately approved by the Board of Governors. The annual goals are precise and consistent with the mission of the University and its resources. These goals are presented annually through leadership retreats, public events such as the annual "State-of-the-University" address, and online on the President's website. Updates on performance are provided to the Board and the public through the same means. These processes ensure that the goals are in line with the institution's capacities and long range plan. Outcomes from annual goals and progress in the long range plan always helps to drive the next long range plan. In fall of 2014 the President formed a Visioning Steering Committee. This group identified six big ideas and formed task forces to investigate and recommend vision for the next 10 years. The new long-range plan will be developed following this visioning process.

5.A.4. The institution's staff in all areas are appropriately qualified and trained.

The University's Office of Human Resources oversees the areas of benefits, compensation and classification; employee development and performance; and employment and employee Relations. These areas use current technology, including an applicant tracking system (ATS), benefits enrollment platform (BEP) and learning management system (LMS), to ensure required and preferred qualifications are met in the hiring process and to train and maintain skills throughout the duration of employment.

The University's online hiring process, facilitated by ATS, is used to track and manage the hiring of virtually all employees, including student employment and full and part-time faculty and staff. All full-time positions have documented job descriptions that specify minimum qualifications used for screening applicants and selecting the most qualified applicants to interview. As described in 5.A.1., these positions were analyzed fully and updated in 2008. All such positions are reviewed when they become vacant and are to be re-filled. Likewise, all new positions are

reviewed using the same analytical standards for proper placement and compensation. The ATS assists in identifying the candidates best suited to the advertised job postings and allows for accurate reporting of the process, both for the individual search and annually. Further, the University's ATS uses screening questions and is tied to the appropriate job description to ensure candidates selected for interview have the required credentials and experience.

The University's BEP allows new and continuing employees to select among a group of university-paid benefits programs and programs paid voluntarily by employees. The system assists the Human Resources Office by allowing employees to access their benefits and explanations at their convenience.

The LMS supports more than 4,000 full-time and part-time faculty, staff, and student employees for orientation, professional development, employee wellness, and compliance training. The LMS serves as a central library for all professional and personal development opportunities available to employees and provides them with an individual training record to track their accomplishments while it also provides the University as a whole a means of documenting and storing training information.

More than 35 University units, including Human Resources, use the LMS system to support instructor led classes, web-based training, and blended learning sessions for employee development and compliance. Program categories include: faculty development in teaching and learning; staff development in job skills; professional development; diversity; compliance; orientation; software applications and computer skills; workplace safety; and employee wellness.

University-wide there were 239 individual separate courses with a total of 982 classes provided for employees and managed/tracked through the LMS. The following numbers of employees were served through the LMS in 2013-2014.

- 359 employees participated in 1,773 training hours to encourage growth and retention of staff
- 665 employees participated in 2,456 supervisory/leadership training hours
- There were 8,416 instances where employees engaged in 31,604 training hours

The ATS, BEP and LMS programs help the Human Resources Office achieve its goal of having a fully integrated orientation program for new employees – faculty, staff and administrators – to boost employee engagement and retention.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

As described in 5.A.2., the budget process involves constituents from all levels throughout the University.

In addition, during the Board of Governor's Finance and Facilities Committee meetings, year-to-date financial reports are presented. These include comparisons to the prior year actual and current year budgeted. University divisions, including academic colleges and departments as well as student affairs and administrative services, are able to track expenditures alongside of budgeted allocations.

The tracking and monitoring is aided by Banner, the Enterprise Resource Planning system, which has becoming more fully utilized since being implemented several years ago. The process also is enhanced by the various budget officers serving the cost center heads across campus under the umbrella coordination of the Chief Financial Officer.

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

To be consistent with its commitment to shared governance, transparency, open communication and collaboration, Missouri State University has a number of active committees and councils with representation from the Faculty Senate, Staff Senate, College Councils, Administrative Council, Academic Council, and the Student Government Association. These groups meet regularly in order to discuss issues, make recommendations, and foster communication throughout the University. The goal is to make the work and decisions of these groups available to the University community and the general public.

5.B.1. The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff, and students – in the institution's governance.

The University's online policy library provides easy access to the policies and procedures that guide the University. The library is well-organized, intuitive and easily searchable. The policy library includes important documents such as the faculty, staff and student handbooks, all of which were developed, reviewed, and revised according to their specific by-laws and policies. Also included in the library are those policies dealing with grievances any member of the campus community might have and wish to pursue.

The library serves as the official repository of all University-wide governing and operating policies. The goal of this library is to provide up-to-date policy information to the University community; however, all policies found herein are subject to change from time to time. Prior to

acting in reliance upon a specific policy as it appears within the library, the administrative unit responsible for the policy is consulted to ensure no changes have been made by the Board of Governors or the President of the University.

Governing Policies are established by the Board of Governors. This type of policy describes the composition, powers and duties of the Board, contains procedures for the functioning of the Board, and contains policies for the governance of its members, officers, agents, and students. Operating Policies are approved by the President of the University. This type of policy interprets and implements Governing Policies. The President has the authority to delegate the approval of Operating Policies to a member of Administrative Council.

The library serves as the official repository of all University-wide Governing and Operating Policies. The goal of this library is to provide up-to-date policy information to the University community; however, all policies found herein are subject to change from time to time. Prior to acting in reliance upon a specific policy as it appears within the library, please check to make sure that it has not been changed by the Board of Governors or the President of the University by contacting the administrative unit responsible for the policy.

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5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

From its founding in 1905 until 1995, the University's six-member governing board, called the Board of Regents, was composed of appointees from the institution's historic 24-county service area. Most were from Springfield. With the approval of the statewide mission in Public Affairs in 1995, the Board's membership grew to seven, with five from the historic 24-conty service region and two from other areas in Missouri. With the name change to Missouri State University in 2005, the board was changed to a statewide Board of Governors.

Today, the nine-member Board includes "at least one member, and no more than two," from each of the state's eight congressional districts. New members participate in a comprehensive day-long orientation to help prepare them to deal with the expected rigorous business of the University. There are five regular meetings and two retreats annually. The move to a statewide Board has provided the University with a number of advantages, most notably a statewide

perspective on issues, programs, and service. The statewide Board was not only more consistent with the University's current development, but also accelerated Missouri State's progress on its goals.

The structure of the Board also has been altered to enhance the group's leadership role. These changes have resulted in substantive meetings with a more engaged and knowledgeable Board.

The Board established a committee structure in 2005. Over time, the committees have evolved so that today there are two: Programs and Planning, and Finance and Facilities, both of which meet in conjunction with the full Board meeting. The Board also operates with is an Executive Committee that meets monthly via conference call.

Beginning in December 2012, the Board further reinvented its agenda to focus more on visioning and strategic planning. In addition, the Board included a topic for an in-depth discussion at each meeting. Some of the topics have included sustainability, first-generation students, diversity, and marketing the university.

All agendas and minutes, for the full board and committees, are available on the University's website.

5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

As described in 5.B.1., the University involves Faculty Senate, Staff Senate, Student Government Association and other constituent groups in major decisions, including academic requirements.

One example of this collaboration was in the recently implemented Public Affairs learning outcomes within each academic program. Another was in the revision of the General Education program, which involved a specially formulated Task Force consisting not only of faculty, but also representative students and members of Student Affairs. Topics of collaboration included articulation agreements for transfer credit from other institutions throughout the state, as well as student needs and desires and budgetary limitations.

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

About every five years since 1995, Missouri State University has conducted a process to evaluate, revise and publish a new long-range. The plan, which includes specific goals for the time period, is published in print form as well as posted on the University's website so it is available to the public. Then, each year, the Board of Governors approves a specific set of 8-10

goals recommended by the President after consultation with Administrative Council and academic leadership. The annual goals are consistent with the mission of the University and the long-range plan. Individual academic and administrative units also are involved in planning and mapping progress toward goals on an annual basis.

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

Each year, the President recommends to the Board of Governors a set of 8-10 goals for the coming fiscal year. The goals are developed based on discussions with Administrative Council and academic leaders. The goals are specific and consistent with both the mission of the University and the long-range plan. Progress updates toward the annual goals are provided to the Board and to the University community.

Over the last 20 years there has been a goal to increase graduate education in the growing areas of health care. This goal started by putting resources into new programs such as physician assistant and physical therapy. The most recent addition is occupational therapy and with that there was the requirement of more space. A new faculty is being built for the College of Health and Human Services to meet the needs of these growing programs.

Another example of a close examination of allocation of resources in light of the institution's mission and priorities is space in Meyer Library. The goal is to determine how the space might be allocated to best serve the entire University, including carving out additional space for the TRiO Program. That program is one of the initiatives that impacts diversity of the student body, one of the goals for the year. A planning committee determined how best to consolidate the print collection, provide appropriate locations for a Standardized Testing Center and student support services (such as writing and math centers), and create aesthetically pleasing individual, group and collaborative study spaces.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Programs, departments, programs and colleges are required to maintain assessment plans that include specific action items and address how they intend to respond to assessment data. Departments include this information in annual reports and undergo periodic external reviews that help determine how to allocate resources.

General Education courses are evaluated by a Faculty Senate committee, the Committee on General Education and Interdisciplinary Programs, as well as the Provost's Office. Before remaining part of the General Education curriculum, courses are evaluated, in part, on meeting guidelines for assessment and making modifications based on assessment data. Deans and department heads are responsible for allocating resources appropriately.

The recently implemented Quality Initiative Project (QIP) and the Director of Assessment have both contributed to the assessment of student learning – collection, maintenance and analysis of data from across the University. Ultimately, this information will be considered in decisions for allocation of resources.

For example, two of Missouri State's Key Performance Indicators, results of Licensure and Exit Exams (KPIs 6 and 7), demonstrate how student learning in these areas is linked to the allocation of state appropriations based on Performance Funding. In addition, as leaders of "cost centers," Deans determine, in collaboration with department heads, how funds from open lines are handled with a faculty member resigns or retires. Two possible options include hiring a replacement in the same line or reallocating the line to a different area of concentration or need, or even a different department. In 2013, all six academic Deans submitted an assessment report on the processes used by each program. Results of these processes will assist Deans in making future decisions about funding.

Finally, Performance Funding at the state level also includes enrollment and retention, both of which are included in the KPIs and both of which are connected to student learning and assessment of it.

Although these examples demonstrate where assessment of student learning results are clearly linked to budgetary decisions, the University strives to more clearly demonstrate the linkage.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The University's budgetary committees, as described above, review and make recommendations to the President on allocation of University financial resources. The President provides regular communications to the campus community addressing key budgetary items (such as the Missouri Governor's budget priorities and recommendations, and potential tuition increases) as well as other financial concerns and accomplishments of the university.

Advisory committees, which include informed external constituents, provide individual academic and administrative units with insights and advice during the planning process.

Examples of integrated planning during the past decade include the increase in credit hour tuition waiver benefits and Greenwood Laboratory School tuition credits for faculty and staff was the result of input from faculty and staff. In addition, to achieve compliance with Title IX, female athletic teams were expanded base, in part, on results from a student survey.

Additional examples include the construction of JVIC, IDEA Commons, and JQH Arena, all of which were in completed in collaboration with Springfield city planners.

Growth and development of programs in health care – such as Physical Therapy and Nurse Anesthesiology – are direct responses to needs expressed by local business and civic leaders.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Missouri State establishes goals for each annual session of the Missouri General Assembly, which run from early January through mid-May, and University officials meet regularly throughout the year with legislators, the Governor and other statewide elected officials to discuss these priorities. The Executive Budget Committee, along with the President and Administrative Council, consider both short-term and long-term events, such as the State budget and changing demographics, which can impact the University's ability to fulfill its mission. Missouri State officials then develop strategies and the President keeps the Board advised to developments and key decisions that must be made.

The University's Executive Enrollment Management committee meets regularly to develop and revise enrollment objectives based on anticipated sources of revenue and changing demographic factors.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Missouri State University's long-range planning anticipates certain demographic shifts, such as the decrease in high school graduates, the increasing numbers attending Missouri's two-year institutions, and an increasing ethnically diverse population in southwest Missouri. The planning also anticipates the resources the University will require to meet the needs of this changing population. The University continues to expand its international student population and study away programs, both of which help all students, faculty and staff improve their understanding of issues associated with globalization.

In 2007, a Sustainability Advisory Committee began exploring ways in which the campus community might be more engaged with the ongoing need for attention to the environment. Since then, the committee's work has increased exponentially to include recycling, purchasing practices, enhanced energy conservation, the hiring of a sustainability coordinator, and designing LEED-worthy facilities. Reports on the sustainability initiatives are provided regularly to the Board of Governors.

One example, the emphasis on constructing and renovating sustainable buildings, includes that sustainability is incorporated into all University projects being designed (considering materials used, site development, and energy efficiency of all systems). In addition, the following LEED structures have been built:

- Christopher S. Bond Learning Center – LEED Silver
- Greenwood Laboratory School (Science Scholars Addition) – LEED Silver
- Monroe Apartments – LEED Certified
- Bill R. Foster and Family Recreation Center – LEED Silver certification pending waiting for contractor to submit the required paperwork

Another example of planning in light of ongoing change emerges through the work of the offices of Institutional Research and of Human Resources, which coordinate reporting on demographic shifts occurring within the University. The Office of Diversity and Inclusion, created in 2011, also helps track and anticipate the changing demographics of the region. The University also works closely with the Chamber of Commerce and other public employers in the Springfield Metropolitan Area to anticipate and encourage employment and opportunities and a welcoming environment for those in the changing demographics.

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

As described throughout this section, the University has a well-developed system for improving its performance. Each year the President, Administrative Council and the Board of Governors establish 8-10 goals consistent with the mission of the university and updates on progress toward these goals. The goals include greater diversity in the student body and workforce, improved retention and graduation rates, greater student learning, increase faculty scholarship, and strengthening the financial position of the University. Committees and units across campus prepare annual reports and goals for improvement.

5.D.1. The institution develops and documents evidence of performance in its operations.

The centralized means for developing and document evidence of performance are the established Key Performance Indicators (KPIs). These measure performance in 15 areas. The institution and the public may drill down into data or evidence for these areas through the Bear Intelligence System, and the Resource Center for Data and Reports websites.

5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

The University employs a variety of means to establish goals and measure the performance in order to improve effectiveness. These include, but are not limited to, financial records, regular communications and summary reports from the President to the public and the Board of

Governors, departmental and college-level planning and assessment of student learning, reports to Missouri's Department of Education, and reports to accrediting bodies at the state and national levels.

Summary

For 20 years, Missouri State has developed a reputation for strong planning, setting specific annual goals, and measuring progress on all initiatives. That is reflected in the long-range plans, annual goals, and regular reporting to the Board of Governors, the campus community, and the public at-large.

Missouri State's conservative approach to finances has served the University well since the day it was founded, most notably providing a strong base from which to operate. Over the years, Missouri State also has implemented a more and more inclusive and transparent budgeting process which has succeeded in making a good system even better. Faculty, especially, have become more engaged at all levels which has resulted in strong recommendations and a greater understanding of the University's finances.

The University has made excellent use of the Web and other electronic communication to advance its initiatives. Of note is the online policy library which provides easy access to all policies and procedures guiding Missouri State.

While significant strides have been made in assessing student learning and other outcomes, more will be done in this area. It is one of the top objectives for the University in the next couple of years.

Accomplishments

1. Since 2005, the budget process has become increasingly transparent and participatory, aided by the creation of "cost centers," multi-leveled budget committees, public budget records. One outcome has been a strong reserve fund which is now being used to enhance programs and facilities.

2. The five-year cycle of strategic planning is now part of the institutional fabric, maintained through annual updates to institutional goals, Key Performance Indicators, and performance funding. Contributing to this cycle is the improved program review process for academic units, with clear expectations, templates and timelines for effective planning and assessment.

3. The changes in the governing board since 2005 – from statewide membership to the committee structure – have been positive changes for the University. The changes have allowed the Board of Governors to engage more in the vision for the University and the strategic planning to achieve the vision.

4. Conscientious attention, aided by improved technology, to improved communication and provided greater transparency throughout the campus has led to increased institutional effectiveness. Some of the examples include President's regular communication provided in blog format, the Provost's Communiqué, Twitter feeds, the expanded and inclusive budget process, the Public Affairs Conference, the Statewide Collaborative Diversity Conference, and the Public Affairs convocation speaker.

Areas of Concern

1. Much has been accomplished toward the goal of making the cost of Missouri State University clear and transparent for students and their families. Still, further simplifying and clarifying the cost of education is an ongoing goal.

2. Absent comprehensive state funding for facilities for more than dozen years, the University must continue to find ways to fund improvements in buildings, labs, classrooms, and other facilities, as well as address deferred maintenance and repair needs.

3. More must and will be done to assess student success at all levels, from retention and graduation, to knowledge in individual academic areas, to Public Affairs IQ, to success upon graduation. Not only is this assessment important and appropriate, but it also is now being mandated by agencies and elected officials.

Evidence File

5A

- ✓ Audit Reports
- ✓ Budgets (current year and past two years)
- ✓ KPI evidence file
- ✓ AIM Dashboard
- ✓ Bear Intelligence website
- ✓ Evidence for bond ratings – financial services
- ✓ Tuition and Fees
- ✓ Template for submitting program fees and guidelines
- ✓ Space report evidence
- ✓ Computer Services – staffing and duties summary
- ✓ 2008 Staff Analysis report
- ✓ Budget Process website and minutes from the various budget committees.
- ✓ BOG Finance Committee agenda and minutes from last 4 years
- ✓ Agenda and minutes of new Vision Steering Committee
- ✓ HR Job Descriptions (from the website)
- ✓ HR Training – Reports from the last two years that would show that employees use the learning management system and that the reports are reviewed by someone (or some group) on campus.
- ✓ More than 35 University units, including Human Resources, use the LMS system – need evidence that shows in this in pdf format.
- ✓ CV's of all employees that show that they all meet the qualifications for their positions.
    - o First see what you can get from HR. They should be able to pull out a lot of stuff from the new hires in the applicant tracking software.
    - o We may only need a sampling but we might as well work on this some.
    - o I know that deans can get us a lot of this for faculty but sit on this for at least a little bit.

5B

- ✓ University Organizational chart
- ✓ Committee handbook (current and last year)
- ✓ Board of Governors structure, agendas, minutes
- ✓ Policy Library

5C

- ✓ Current long range plan and previous two