Criterion Five.   Resources, Planning, and Institutional Effectiveness

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

Missouri State University 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's infrastructure are involved in this financial review and planning, from the Board of Governors, the Offices of Financial Services and Institutional Research in the central administration, through the Deans and colleges committees, to departmental leaders as well as the executive budget committee. Analysis and planning occurs annually, as well as more long range planning over 3- and 5-year cycles.

Since the last HLC reaffirmation, the University has made data more easily available to the campus community through user-friendly websites, such as 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 related to financial planning is in the area of student fees. The student fee schedule now is available through an easily accessible, web-based program. This change is one of two implemented since the past HLC review, which noted a complicated fee schedule. The second area of change related to alleviating this concern is the implementation of supplemental fees for particular programs (Music, Art & Design, Media, Journalism & Film, Physician Assistant, Physical Therapy, Nurse Anesthesiology, the College of Business, and the College of Natural and Applied Science)—clearly designated for students entering those areas.

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 through records of annual audits and reports, manifests 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 HLC has designated our financial status as in need of no further review, and credit and bond ratings, such as Standard & Poor's and Moody's, have designated the University A+/Stable and Aa3, respectively.

The University's infrastructure includes approximately 5 million net square feet on 3 campuses (Springfield, Mountain Grove, West Plains), consisting of the following:
- 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 noted as of concern in the past, especially through 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 & Restaurant Administration, Occupational Therapy, and Nursing.

During the past decade the university has consistently provided technical support to all users through an excellent and well-staffed system, with specialists serving throughout the campus. Implementation of various teaching and learning platforms, such as Blackboard, a learning management system, and the availability of wifi throughout campus are but three of the significant changes they have supported. While there have been occasional glitches with upgrades in software, campus support staff has been able to assist users through those rare and brief moments.

Regarding financial planning and support for staff and faculty, there are regular reviews of the status as well as periodic analyses. 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 and give us information needed to be in line with and competitive with peer institutions.

Regarding faculty among "human resources," 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 & Productivity on the AIM Dashboard. Further, yearly comparisons are made by completing and reviewing annual CUPA data on salaries for faculty and staff.

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.

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, ultimately to the President and then the Board of Governors, on allocations of financial resources. The constituency and selection process for these committees is described below.

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 will meet as necessary throughout the year as fiscal conditions change and additional fund become available or funding assumptions change. Once the Missouri Governor has presented a recommended state budget in January, university committees will 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 will make recommendations to 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.

a)   College committees: College Deans, in consultation with their Department Heads and Faculty Senate representatives, appoint representative groups of faculty to examine each college budget.
b)   Academic Affairs Budget Committee: Consists of all academic deans, including dean of the library, two faculty 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.
c)   Administrative Budget Committee: The Vice President for Administrative and Information Services establishes this group, in consultation with members of the Administrative Council Chaired by the Vice President for Administrative and Information Services, this group 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.
d)   Executive Budget Committee: Consists of a representative from every collegiate budget committee, the Faculty Senate chair, Staff Senate chair, the president of the SGA, the chair of the Academic Affairs Budget Committee, the chair of the Administrative Budget Committee, the CFO, 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 the President, who then makes recommendations to the Board of Governors.

University space is managed per a policy and process that considers requests for facility additions, modifications and utilization changes. An online Facilities Request Form is submitted by the requestor, and each request is reviewed by the University Space Allocation Advisory Committee (USAAC) that meets once a month. The committee is made up of the VP for

Administrative and Information Services (AIS), Associate VP for AIS, Provost, a representative Dean of one college (annually appointed), a representative Academic Department Head, the Faculty Senate chair, the University Facilities Analyst, the Director of Facilities Management, the Director of Planning, Design & Construction, and a Student Government Association representative. The committee analyzes the requests and either approves, disapproves, or tables each request (should more information be needed, for example). 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 with 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, so that 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, Administrative Council and the Board of Governors establish goals consistent with the mission of the university and its resources. These goals are presented annually through leadership retreats, public sessions, and online through 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.

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 cutting edge technology, particularly 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. All full-time positions have documented job descriptions that specify minimum qualifications that are used for screening applicants and selecting the most qualified applicant for the position. 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 and all new positions are reviewed using the same analytical standards for proper placement and compensation. Further, the university's ATS uses screening questions and is tied to the appropriate job description to assure candidates selected for interview have the required credentials and experience.

The university's 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 centralized library of 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.

Over 35 University units, including Human Resources, utilize the 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 for a total of 982 classes provided through the LMS for our employees. The following numbers of employees were served through the LMS during this last year:
- 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, 604.50 training hours

The university's ATS is used to hire virtually all employees through an on-line process, including student employment and full and part-time faculty and staff. It facilitates the selection of the candidates best suited to the advertised job postings and allows for accurate reporting of the process and the candidates for each position and on an annual basis.

The university's BEP allows new and continuing employees to select benefits choices among a group of university-paid benefits programs and programs paid voluntarily by employees. It also allows employees to access their benefits and explanations at their convenience and operates as a partner with the Human Resources Office staff in assisting employees. The above programs fit into the university's Human Resources Office's goal of having a fully integrated orientation program for new employees (faculty and staff) 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 and 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 and budget. University divisions, including academic colleges and departments as well as student affairs and administrative services, are able to track expenditures alongside of budgeted allocations.

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

The structure of the university's administrative units are clearly diagrammed and available to the university community and the public. Included to facilitate communication and collaboration among the numerous and diverse units are several committees and councils with representatives from throughout campus: Faculty Senate, Staff Senate, College Councils, Administrative Council, Academic Council, and the Student Government Association are just a few examples. These meet regularly in order to foster communication in multiple directions.

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 a clear overview of the breadth of policies and procedures which ensure multiple constituents' involvement with university governance. In particular, among the most important are the faculty, staff and student handbooks, developed, reviewed, and revised by committees of the Faculty Senate, Staff Senate, Administrative Council, and Student Government Association, respectively. The university's policies include grievance processes, should any believe policies and appropriate procedures have not been employed.

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.*

Since the University's name change in 2005, several positive changes have been made to the institution's governing board. First, reflecting the university's status as a state rather than regional institution, board members have been appointed to represent all portions of the state. Second, under the leadership of President Nietzel, sub-committees were formed to enable members to be more engaged in the university's work toward its goals. Since then, the sub-committee structure has evolved, as the board has become more engaged in visionary and strategic planning. New members now participate in an orientation, preparing them to deal with the expected rigorous business of the University.

The education of all board members continues as the group meets seven times per year. Two of these sessions are retreats which provide more in depth discussions as well as goal setting for the university. The Board's four-member Executive Committee meets approximately 11 times per year, as necessary. In addition, two other committees, Finance and Facilities and Program and Planning, meet frequently throughout the year. Under the current administration, the Board Meeting agendas have changed, providing more informative and visionary strategic planning sessions for the full Board and rigorous business affairs discussions in committee meetings. These changes reflect a more engaged and knowledgeable Board. All agendas and meetings, for 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's organizational structure involves constituent groups such as faculty and staff senate not only to draft and recommend policies but also to be involved in academic requirements in a collaborative way. One example of such collaboration is in the recently implemented Public Affairs learning outcomes within each program; another is 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, 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.

Every five years the university is involved in long-range planning, developing goals and accompanying documents and websites available to the public. These plans are employed annually to monitor progress and to create shorter-term goals. While the University creates these overarching plans, individual academic and administrative units are also 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, Administrative Council and the Board of Governors establish goals consistent with the mission of the university. Updates on progress toward these goals are provided to the Board and to the University as a whole. One example of a close examination of allocation of resources in light of the institution's mission and priorities is Meyer Library. The goal is to determine how the space might be allocated to best serve the university as a whole. A planning committee is determining how to consolidate the print collection, to provide appropriate locations for a Standardized Testing Center and student support services (such as writing and math centers), and to provide aesthetically appealing 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.*

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

General Education courses are evaluated by a Faculty Senate committee, Committee on General Education and Interdisciplinary Programs, as well as the Provost's Office, for retention in the program based in part on meeting required guidelines for assessment and making

changes based on data gathered through the assessment process. Deans and Department Heads assume responsibility for allocating resources appropriately.

The recently implemented Quality Initiative Project and the Director of Assessment are aiding in better maintenance of holistic assessment records of student learning across the university, which may eventually contribute more overtly to decisions for allocation of resources.

For example, two of our Key Performance Indicators, results of Licensure and Exit Exams (KPI #6 & #7), demonstrate how student learning in these areas is linked to state funding. In addition, as heads of "cost centers," Deans determine, in collaboration with department heads, what will happen with funds when a faculty member retires. A replacement may be hired in a new area of concentration or need, or even in a different department. In 2013 each Dean submitted an assessment report on the processes used by each program. Results of these processes should assist Deans in making future decisions about funding. Finally, Performance Funding linked to such KPIs as enrollment and retention, are also part of the student learning process and assessment of it, when considered from an integrated and holistic perspective.

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 spending and allocations of university financial resources. The President provides regular communications to the campus community addressing key budgetary items (such as the Missouri Governor's financial outlook and potential tuition increases) as well as other financial concerns and accomplishments of the university.

Advisory committees, consisting of external constituents, for both academic and administrative departments provide insights and advice during the planning process.

Examples of integrative planning during the past decade include the addition of some athletic teams, prompted by the need for gender equality in programs (Title IX compliance), but determined through input from student surveys in March 2013. In addition, the increase in credit hour tuition waiver benefits & Greenwood Laboratory School tuition credits for faculty and staff was the result of input from faculty and staff.

Additional examples include the construction of JVIC, the Idea Commons, the John Q Hammons Arena-- all the result of collaborative meetings with Springfield city planners.

Growth and development of programs in health care—such as physical therapy and nurse anesthesiology--are direct results of input from alumni and 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.*

The University establishes goals for the yearly Missouri legislative sessions and meets regularly with legislators on relevant topics. The Executive Budget Committee along with the Administrative Council and President consider both short term and long term events, such as the State budget and changing demographics, which can impact the university to meet its mission. It then develops strategies and keeps the Board advised of such items.

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 the State's two-year institutions, and an increasing ethnically diverse population in Southwest Missouri. The planning also anticipates the resources that it will need to meet the needs of this changing population. The University continues to develop its international student and study away programs that help all students, faculty and staff improve their understanding of issues associated with globalization.

In 2007 a Sustainability Advisory Committee began to explore ways in which the campus community might be more engaged with the ongoing need for attention to our environment; results of the committee's work have increased exponentially since then—from recycling, to purchasing practices, to energy conservation, to hiring a sustainability coordinator, and planning LEED architecture. Reports of 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: This project continues to pursue LEED Silver certification. The contractor is submitting the required paperwork in order to complete this process.

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 with reporting on demographic shifts occurring within the university. The Office of Diversity and Inclusion was created in part to help 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 the items above, the university has a well-developed system for improving its performance. Each year the President, Administrative Council and the Board of Governors establish goals consistent with the mission of the university and updates on progress toward these goals. These include items as diverse as enrollment, retention and graduation targets as well as financial issues, public engagement, faculty scholarship and student learning. Committees and units throughout the university 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. 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, 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.*

As discussed throughout this document, various means throughout the university are implemented to establish goals and measure the meeting of those goals in order to improve effectiveness. These include but are not limited to financial records, summary reports of 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.

Criterion Five. Resources, Planning, and Institutional Effectiveness

	Evidence	Accomplishments	Concerns
5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.	AIM Dashboard http://www.missouristate.edu/oir/AIMDashboard.asp Bear Intelligence http://www.missouristate.edu/data/ Assessment Office data http://www.missouristate.edu/assessment/169182.htm Tuition & Fees http://www.missouristate.edu/registrar/costs.htm Fee calculator https://missouristate.studentaidcalculator.com/welcome.aspx	Since the last HLC reaffirmation, the University has made data more easily available to the campus community through user-friendly websites, such as 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.	Past HLC review noted a complicated fee schedule, which the University has begun to address through multiple strategies. (1) Some programs and colleges have implemented a supplemental fee for particular programs (Music, Art & Design, Media, Journalism & Film, Physician Assistant, Physical Therapy, Nurse Anesthesiology, the College of Business, and the College of Natural and Applied Science). (2) Fee schedule now is available through an easily accessible, web-based program.
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.	Financial & administrative services websites: http://www.missouristate.edu/financialservices/ http://www.missouristate.edu/financialservices/documentsandreports.htm Bond ratings: http://www.missouristate.edu/financialservices/174044.htm	History of annual audited reports demonstrates stable financial strength to meet the growing needs of the university. • HLC Composite Financial Indicator Score is in zone needing no further review. • Standard & Poor's Credit Rating: A+/Stable • Moody's Credit Rating: Educational Facilities Revenue Bond Aa3 • Auxiliary Enterprise System Revenue bonds: A1 Space: 5 Million Net Assignable Square Feet on 3 campuses (Springfield, Mountain Grove, West Plains) • 236,000 Net Assignable Square Feet of Classroom space	Space requirements for some programs have been noted in the past, especially through accreditation processes. Upgrades have been or are being made to meet

		• 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	accreditation standards. Examples: Physical Therapy, Hospitality & Restaurant Administration, and Occupational Therapy
		Tech support specialists serve throughout the campus	Inconsistencies or lack of coordination & communication when launching software
	2008 Staff Analysis Report: http://search.missouristate.edu/search/cached.aspx?q=cache:14fsxXyhKL0J:www.missouristate.edu/assets/human/new_staff_compensation_system.ppt+steve+thomas+staff+analysis+report+2008	Wifi is available throughout campus for faculty & students & may soon be accessible for all staff & guests	Staff payment for wifi
		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.	
	Faculty-student ratio, faculty credentials: https://mis.missouristate.edu/KeyPerformanceIndicators/kpi/index/9 Delaware data: http://www.missouristate.edu/oir/AIMDashboard.	Regarding faculty among "human resources," the University tracks & reports annually to Faculty Senate and through the Key Performance Indicators the percentage of faculty at each rank, full time & part time, those with terminal degrees, etc. Comparisons to other institutions	

	asp	by Delaware date are available through Resources & Productivity on the AIM Dashboard.	
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.	Budget Process http://www.missouristate.edu/financialservices/budgetdocuments.htm http://www.missouristate.edu/president/financialoutlook.htm http://www.missouristate.edu/president/Budget-Process.htm http://www.missouristate.edu/bog/default.htm Space Utilization Process http://www.missouristate.edu/policy/op11_20_universityspaceallocation.htm Voluntary consolidation process	The university's Executive Budget Committee, academic budget committees, and Administrative Budget Committees to review and make recommendations to the President on spending and allocations of university financial resources. The President's recommendations are reviewed and approved by the Board of Governors. This multi-layered representative budget process ensures allocations are appropriately disbursed. University space is managed per a policy and process that reviews requests for facility additions, modifications and utilization changes. An online Facilities Request Form is submitted by the requestor, and each request is reviewed by the University Space Allocation Advisory Committee (USAAC) that meets once a month. The committee is made up of the VP for AIS, Associate VP for AIS, Provost, Dean (annually appointed), Academic Department Head, Faculty Senate chair, University Facilities Analyst, Director of Facilities Management, Director of Planning, Design & Construction, SGA representative. The University undertook a program designed to reduce energy costs by carefully scheduling evening and weekends to consolidate classes into	

		specific buildings or onto specific floors or areas. With this consolidation the set points of the HVAC units that controlled the unoccupied spaces were set to an unoccupied mode which resulted 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.	http://www.missouristate.edu/about/missionstatement.htm http://www.missouristate.edu/president/fy14goals.htm	Each year the President, Administrative Council and the Board of Governors establish yearly goals consistent with the mission of the university. Yearly updates are provided to the Board.	
5.A.4. The institution's staff in all areas are appropriately qualified and trained.	http://www.missouristate.edu/human/jobdescriptions/ http://www.missouristate.edu/human/training/ http://www.missouristate.edu/human/3760.htm	Human Resources: Job descriptions for all; Employment Development website for new employees as well as ongoing training; Learning Management System; Applicant recruitment process described and managed online	
5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.	Budget Committees – website and process http://www.missouristate.edu/financialservices/departmentresources.htm http://www.missouristate.edu/president/Budget-Process.htm	During the Board's Finance and Facilities Committee Meeting, year to date financial reports are presented including comparison to prior year and budget. University departments are able to track budget, expenditures, budget to actual and % budget spent.	
5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that	University Organizational Chart: http://www.missouristate.edu/about/orgchart.htm Academic Colleges and Departments: http://www.missouristate.edu/academics/departments.aspx Committees:	Highly structured organization with cross-walked committees facilitate communication and collaboration.	

enable the institution to fulfill its mission.			

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.	Board of Governors: http://www.missouristate.edu/bog/default.htm
	   o Bylaws: http://www.missouristate.edu/bog/bylawslinks.html
	President's Committees: http://www.missouristate.edu/president/committees.htm
	Clif's Notes: http://blogs.missouristate.edu/president/2014/01/24/clifs-notes-vol-3-no-8/
	Administrative Council: http://www.missouristate.edu/president/council.aspx
	Faculty Senate: http://www.missouristate.edu/FacultySenate
	      Constitution & Bylaws: http://www.missouristate.edu/FacultySenate/56724.htm
	Staff Senate: http://www.missouristate.edu/staffsenate/
	      Bylaws: http://www.missouristate.edu/staffsenate/bylaws.htm
	Student Government Association: http://sga.missouristate.edu/
	      Constitution: http://sga.missouristate.edu/assets/SGA/GoverningDocs_SGA_Constitution.pdf
	      Bylaws: http://sga.missouristate.edu/assets/SGA/GoverningDocs_FINAL_BYLAWS.pdf
		The University's online Policy Library: breadth of policies and procedures which ensure multiple constituents' involvement with university governance.
		
		Among important: faculty, staff and student handbooks, developed, reviewed, and revised by committees of the Faculty Senate, Staff Senate, and Student Government Association, respectively.
		
		Policies include grievance processes, should any believe policies and appropriate procedures have not been employed.
		
		Currently, the Scheduling Space for Energy Efficiency program is not included in the policy library. The participants voluntarily joined the effort in order to achieve the monetary savings for the university.	

5.B.2. The governing	Board of Governors:	Recent change to Board Agendas.	

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.	http://www.missouristate.edu/bog/default.htm
	     Archived Official Minutes: http://www.missouristate.edu/bog/minutes/default.htm
	     Committees: http://www.missouristate.edu/bog/committees.htm
	 Long Range Plan: http://www.missouristate.edu/longrangeplan/default.htm
	 Legislative Agenda: http://www.missouristate.edu/universityrelations/governmentalrelations.aspx
	 Budget Documentation: http://www.missouristate.edu/financialservices/budgetdocuments.htm
		Board committees/agendas and minutes.
		
		 The Board meets seven times per year, of which two are retreats to provide a more depth discussion and goal setting for the university. The Board's executive committee meets approximately 11 times per year as necessary. The board has two committees that meet throughout the year: Finance and Facilities Committee and the Program and Planning Committee. All new Board members are provided an orientation session covering financial and academic policies and practices.	

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.	Administrative Council: http://www.missouristate.edu/president/council.aspx
	 Faculty Senate: http://www.missouristate.edu/FacultySenate
	     Agendas & Minutes: http://www.missouristate.edu/FacultySenate/56722.htm
	     Committees: http://www.missouristate.edu/FacultySenate/56727.htm
	
	 Faculty Handbook: http://www.missouristate.edu/policy/G3_03_FacultyHandbook.htm
	
	 Department Head Manual: http://www.missouristate.edu/assets/policy/DeptHeadManual.pdf
	 Curricular Proposals:
		The organizational structure involves constituent groups such as faculty and staff senate not only to create policies but also to be involved in academic requirements in a collaborative way.
		 • Public Affairs courses
		 • Revision of the General Education program: articulation agreements, transfer credit from other institutions, student needs and desires, budgetary constraints	

	http://www.missouristate.edu/FacultySenate/160753.htm Staff Senate: http://www.missouristate.edu/staffsenate/ Employee Handbook: http://www.missouristate.edu/human/staffhandbook/ Student Government Association: http://sga.missouristate.edu/		
5.C. The institution engages in systematic and integrated planning.	http://www.missouristate.edu/LongRangePlan/ http://www.missouristate.edu/longrangeplan/allplans.htm	Last three planning documents and annual progress reports!	
5.C.1. The institution allocates its resources in alignment with its mission and priorities.	http://www.missouristate.edu/about/missionstatement.htm http://www.missouristate.edu/president/fy14goals.htm	President, Administrative Council and the Board of Governors establish yearly goals consistent with the mission of the university. Yearly updates are provided to the Board. Master Plan for the Library is underway to take a hard look at the current allocation of space and determine how the space should be allocated. A committee is creating a plan to weed and consolidate the print collection, propose an appropriate location for a Standardized Testing Center, student support service points, provide aesthetically appealing individual, group and collaborative study space.	
5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.	Assessment Quality Initiative Project http://www.missouristate.edu/assessment/QIP.htm Evidence of Student Learning http://www.missouristate.edu/assessment/169182.htm College Assessment Reports	Departments, Programs and Colleges are required to maintain assessment plans that include specific action items, addressing how they intend to respond to assessment data. Departments include this information in annual reports and undergo periodic external reviews that help those departments determine how they allocate resources.	Although several examples show where assessment of student learning results are clearly linked to budgetary decisions, the university is striving to demonstrate more linkages.

	http://www.missouristate.edu/assessment/131536.htm General Education Page http://www.missouristate.edu/GeneralEducation/default.htm General Education Assessment http://www.missouristate.edu/GeneralEducation/Goals_GenEd.htm	General Education courses are evaluated for retention in the program based in part on meeting required guidelines for assessment and making changes based on data gathered through the assessment process. Deans and Department Heads assume responsibility for allocating resources appropriately. Two Key Performance Indicators, results of Licensure and Exit Exams (KPI #6 & #7), demonstrate how student learning in these areas is linked to state funding. As heads of "cost centers," Deans determine, in collaboration with department heads, what will happen with funds when a faculty member retires. A replacement may be hired in a new area of concentration or need, or even in a different department. The new organization of the Center for Assessment and the QIP should provide data that will assist in allocating resources beyond the state-rewarded elements of enrollment, retention and graduation rates. For example, in 2013 each Dean submitted an assessment report on the processes used by each program. Results of these processes should assist Deans in making future decisions about funding.
	EPP: http://www.missouristate.edu/provost/ProgramReview/caep.htm	Assessment of student learning within the Educator Preparation Provider (EPP) will cross disciplines but then be disaggregated so that Deans over discipline-specific programs will know how those are performing.

		Performance Funding linked to such KPIs as enrollment and retention, are also part of the student learning process and assessment of it, when considered from an integrated and holistic perspective.	
5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.	http://www.missouristate.edu/financialservices/budgetdocuments.htm http://www.missouristate.edu/president/Budget-Process.htm http://www.missouristate.edu/president/financialoutlook.htm http://blogs.missouristate.edu/president/2014/01/24/clifs-notes-vol-3-no-8/ http://grfx.cstv.com/photos/schools/mosu/genrel/auto_pdf/2013-14/misc_non_event/WTaskForce.pdf	Executive Budget Committee, Academic Affairs & College-level budget committees and Administrative Budget Committee review and make recommendations to the President on spending and allocations of university financial resources. The President provides regular communications to the campus community addressing key events, issues and accomplishments of the university. This includes updates on the goals, budgets and events impacting the budget of the university. Various advisory committees used by both academic and administrative departments. Addition of some athletic teams was result of need for gender equality in programs (Title IX compliance) and input through student surveys. Addition of increased credit hour tuition waiver benefits & Greenwood Laboratory School tuition credits was the result of input from faculty and staff. JVIC, the Idea Commons, the John Q Hammons Arena are all the result of collaborative meetings with Springfield city planners. Growth and development of programs in health	

		care are direct results of input from alumni and 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.	http://www.missouristate.edu/universityrelations/governmentalrelations.aspx http://www.missouristate.edu/budgetprocess/executive/default.aspx http://www.missouristate.edu/president/Budget-Process.htm http://www.missouristate.edu/president/council.aspx Executive Enrollment Management Committee and its charge: http://www.missouristate.edu/enrollmentmanagement/committee.htm www.missouristate.edu/enrollmentmanagement	The University establishes goals for the yearly legislature session at the state capital and meets regularly with legislators on relevant topics. The executive budget committee along with the Administrative Council and President consider both short term and long term events that can impact the university to meet its mission, develops strategies and keeps the Board advised of such items. The University has an Executive Enrollment Management Committee that meets regularly to develop and revise enrollment objectives.	
5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.	Key Performance Indicators https://mis.missouristate.edu/KeyPerformanceIndicators/ Long Range planning (includes plan for covering demographic shifts) http://www.missouristate.edu/longrangeplan/ International Bac. Program http://www.missouristate.edu/admissions/internationalbaccalaureate.htm International Programs http://international.missouristate.edu/ Study Away Programs http://international.missouristate.edu/studyaway/ Sustainability http://www.missouristate.edu/Sustainability/	Missouri State University develops long range plans on 5-year cycles that anticipate certain demographic shifts and the resources need to meet the needs of this changing population. The University continues to develop its international and study away programs that help students address issues of globalization. The University has an Executive Enrollment Management Committee that meets regularly to develop and revise enrollment objectives, based on demographic shifts and other factors. In 2007 a Sustainability sub-committee began to explore ways in which the campus community	

	LEED projects http://design.missouristate.edu/Projects/Completed/McQuearyHall.htm http://design.missouristate.edu/Projects/UnderConstruction/TempleVivarium.htm http://design.missouristate.edu/Projects/InDesign/PummillHallRenovation.htm	might be more engaged with the ongoing need for attention to our environment; results of the committee's work have increased exponentially since then—from recycling, to purchasing practices, to energy conservation, to hiring a sustainability coordinator, and planning LEED architecture.	
5.D. The institution works systematically to improve its performance.	http://www.missouristate.edu/president/fy14goals.htm http://www.missouristate.edu/enrollmentmanagement/committee.htm http://www.missouristate.edu/president/Budget-Process.htm http://www.missouristate.edu/universityrelations/governmentalrelations.aspx	Through the annual processes described above, the President, Administrative Council and the Board of Governors establish goals consistent with the university mission. Yearly updates are provided to the Board and constituents. The University establishes goals for the yearly legislature session at the state capital and meets regularly with legislators on relevant topics.	
5.D.1. The institution develops and documents evidence of performance in its operations.	Key Performance Indicators: www.missouristate.edu/kpi Performance Funding: http://www.missouristate.edu/oir/151306.htm	Annual updates and reviews of the long range plan through KPI. Periodic reports to Coordinating Board of Higher Education and Missouri Dept of Higher Education, especially through requests for Performance Funding.	

| 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. | Bear Intelligence Resource Center for University Data & Reports http://www.missouristate.edu/data/ Performance Funding: http://www.missouristate.edu/oir/151306.htm Accreditations: http://www.missouristate.edu/provost/ProgramReview/accreditations.htm | Review of yearly budget records at all levels Summary reports of President to BOG Annual updates and reviews of long range plan at all levels Periodic reports to CBHE & MDHE, esp. for Performance Funding Numerous accreditations for academic and non academic programs | |

HLC Criterion 5   Resources, Planning, and Institutional Effectiveness

Summary

Accomplishments:

1. **Budget & Finance:** During administrations of Presidents Nietzel, Cofer and Smart (2005-present), the budget process has become increasingly transparent and participatory. The creation of "cost centers" and multi-leveled budget committees, alongside of public budget records, have contributed to more campus-wide investment in financial planning, spending, saving, and dealing with contingencies. A well-planned and implemented reserve system is one example of the results.

2. **Strategic Planning:** 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. **Board of Governors:** Since the University's name change in 2005, several positive changes have been made to the institution's governing board. First, reflecting the university's status as a state rather than regional institution, board members have been appointed to represent all portions of the state. Second, under the leadership of President Nietzel, sub-committees were formed to enable members to be more engaged in the university's work toward its goals. Since then, the sub-committee structure has evolved, as the board has become more engaged in visionary and strategic planning. New members now participate in an orientation, preparing them to deal with the expected rigorous business of the University.

4. **Communication & Transparency:** Not only technological changes in the information age but also conscientious attempts at better communication and more transparency throughout the campus have been manifested in the President's blog, Provost's Communiqué, Twitter feed, the budget process, the Public Affairs conference, and the Public Affairs convocation speaker. These items collectively have contributed to institutional effectiveness.

Concerns:

1. 5.A. **Fee Schedule:** Past HLC review has noted a complicated fee schedule, which the University has begun to address through multiple strategies. First, some programs and colleges have chosen to implement a single supplemental fee (as opposed to multiple supplemental course fees) for students entering particular programs. For example, students in Music, Art & Design, Media, Journalism & Film, Physician Assistant, Physical Therapy, Nurse Anesthesiology, the College of Business, and the College of Natural and Applied Science, have clearly designated lump sum program fees. Most recently, the fee schedule is available through a web-based program, easily accessible to students, rather than through an antiquated PDF.

2. 5.A.1 **Resources and Infrastructure to Support Operations:** Missouri State has made specific and planned improvements in facilities to meet the needs and demands of growing accredited programs such as nursing, physical therapy and hospitality and restaurant administration. It also has worked to improve the salary and benefits for faculty and staff. However, the list of deferred maintenance items in facilities totals an estimated $109 million and salaries for some employees are below national averages.

3. 5.C.2. **Relationship of Assessment to Allocation of Funds:** Although we have some examples of where assessment of student learning results are clearly linked to budgetary decisions, we need more. For example, two of our Key Performance Indicators, results of Licensure and Exit Exams (KPI #6 & #7), demonstrate how student learning in these areas is linked to state funding. In addition, as heads of "cost centers," Deans determine, in collaboration with department heads, what will happen with funds when a faculty member retires. A replacement may be hired in a new area of concentration or need, or even in a different department. In 2013 each Dean submitted an assessment report on the processes used by each program. Results of these processes should assist Deans in making future decisions about funding. Finally, Performance Funding linked to such KPIs as enrollment and retention, are also part of the student learning process and assessment of it, when considered from an integrated and holistic perspective.