

Assurance Argument - Criterion 5
Missouri State University - MO
4/7/2015

5 - 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 - Core Component 5.A

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

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.
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.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

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 occurs throughout the year and with preparation of the annual budget, as well as more long range planning over three- and five-year cycles.

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. A last-minute withholding of \$15 million in 2002 only sharpened that emphasis; the smaller \$2+ million withholding late in 2014 was a more current, gentler reminder.

From 2002 through today, Missouri State has diligently grown 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.

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 from faculty and staff. 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.”

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 AIM Dashboard and Bear Intelligence, enabling better coordination of financial and educational planning based on concrete evidence of performance.

Another change since 2005 relates to implementation of [differential fees](#) for particular programs clearly designated for students in those programs. These program 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.

In Fiscal Year 2013, Missouri State University spent 68.32 percent of its budget on the educational mission of the University. 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, resulting 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 the [Key Performance Indicators](#) that measure percentage of faculty at each rank, full time and part time, those with terminal degrees, etc. and provides an annual update to Faculty Senate. 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.

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 6,350,000 gross square feet of space on three campuses (Springfield, Mountain Grove, West Plains): 4,935,000 net usable square feet, 3,311,000 net assignable square feet, and 1,624,000 net unassignable square feet. *(The University is aware that HLC categorizes West Plains as a separate campus and identifies Mountain Grove as a “location.”)*

Of the total, the Springfield campus has 6,070,000 gross square feet of space, 3,140,000 of net

assignable square feet, and 1,572,000 net unassignable square feet. The Springfield campus's net assignable space by category includes:

- classroom space – 207,000 square feet
- computer classroom space – 27,000 square feet
- distance learning classroom space – 4,800 square feet
- class labs – 184,000 square feet
- computer class labs – 18,500 square feet
- open labs – 17,500 square feet
- open computer labs – 23,600 square feet
- research labs – 91,500 square feet
- academic support, general use, student services, institutional support – 2,566,100 square feet

Space requirements for some programs have been concerns in the past, but many of those are being addressed. The upgrades not only provide 21st century experiences for students, but also meet accreditation standards for many programs. Examples of space upgrades include renovation/construction of Pummill Hall and the Professional Building, as well as the new O'Reilly Family Health Science Center. All serve to demonstrate the University's commitment to the academic programs.

The University's additional in-state locations include the West Plains Campus, the Mountain Grove Campus, the Cassville Instructional Center (with Crowder College), the Joplin Extension Center, the Joplin Graduate Center at Missouri Southern State University, the OTC Lebanon Center, the Crowder College Campus, the Nevada Instructional Center, the Kraft Administration Center (Springfield Public Schools administration building), and Waynesville Central Office.

As technology has evolved and changed over the past 10 years, Missouri State has built infrastructure. Bandwidth has increased, availability of WiFi has increased, and software infrastructure has significantly changed. The University purchased and implemented a new enterprise resource planning (ERP) since the previous visit. This implementation has allowed for a greater transparency regarding financial issues and allowed for a fully online hiring process. The University has invested in regular upgrades to Blackboard, the online learning system used by faculty. These upgrades have given faculty access to tools in order for them to offer a number of different learning opportunities for students. 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. All technology upgrades are available to online students and to all locations. A challenge in rural areas is access to the appropriate bandwidth as software will run much more slowly in some areas.

5.A.2.

The University adheres to systematic allocation processes which ensure financial resources, space utilization, technology, faculty and staff are allocated fairly and consistent with the University's educational mission. 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. This information is even more critical since one of the state performance funding measures is the percentage of budget spent on education. The University has achieved this measure since it was implemented.

[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 funds 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, ongoing increases, or potential budget reductions in University funding. The Academic and Administrative Budget Committees then make 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. A recent example of the results of this process were the additional faculty lines added in the colleges based on enrollment increases.

- **College committees** – Chaired by the Deans, these committees consist of one elected representative 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** – Chaired by the Provost, this 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 Student Government Association (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, and the vice president of student affairs. 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 chaired by the Vice President for Administrative and Information Services (AIS) and includes the Provost, 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 schedules evening and weekend classes, concentrating them within specific buildings or onto specific floors or areas. The HVAC units of other areas are set to an unoccupied mode, resulting in energy cost savings.

5.A.3.

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 on the President's website. Updates on performance are provided to the Board and the public through the same means. These processes ensure 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 help to drive the next long range plan.

In fall of 2014 the President formed a [Visioning Steering Committee](#). This group identified six significant topics and formed task forces to investigate and recommend the University's vision for the next 10-12 years. The six topics are: Academic Profile, Funding, Infrastructure, Diversity, Globalization, and Student Experience. The results of the visioning project will form the foundation for the University's next two long-range plans (2016-21 and 2021-26).

5.A.4.

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 employees and maintain skills throughout the duration of employment.

The University's online hiring process, facilitated by the 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 2013-14.

- 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
- 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.

In addition to programs offered through the Human Resources Office, staff have access to noncredit professional development courses, are able to attend professional development conferences and workshops, and may apply for the year-long University Staff Ambassadors (USA) Program.

5.A.5.

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.

The integrity of the budget is ensured by a comprehensive set of financial controls established by the Office of Financial Services and implemented across campus.

Sources

- Audit - external financial audit 2A, 5A
- Audit Reports - internal audit 2A, 5A
- BOG Finance Committee Minutes 5A
- Bond Ratings 5A
- Budget Committees 5A
- Budget Process 1A (NCAD presentation 2013)
- Committees Handbook 2014-2015 - Students on Committees 2B
- Computer Services Staffing and Duties Summary 5A
- Data - AIM and Bear Intelligence 5A
- FeeSchedule_13_14Final_approved_with_resolution_number
- FeeSchedule_2011_2012Addendum
- FY14_Detailed_Budget_Book
- Key Performance Indicators 1A, 5A
- Key Performance Indicators 1A, 5A (page number 51)
- Key Performance Indicators 1A, 5A (page number 53)
- Space Allocation 5A
- Staff Analysis Report 2008 5A
- University Organizational Chart 5B
- Vision Steering Committee 5A

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. 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.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

By statute, Missouri State University is governed by a nine-member Board of Governors appointed by the Governor and confirmed by the Senate. The Board also includes a non-voting student member. The Board provides oversight to the University.

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

5.B.1.

The University's online policy library provides easy access to the policies that guide the University. The policy library is well-organized, intuitive, and easily searchable. The policy library includes important documents such as the faculty and employee handbooks, both of which were developed, reviewed, and revised according to their specific by-laws and policies. Also included in the policy 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.

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; contains policies for the governance of its members, officers and agents; and includes the Code of Students Rights and Responsibilities. 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.

5.B.2.

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-county 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. The Board also includes one non-voting student member. 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 seven full Board meetings. The Board also operates with an Executive Committee that meets monthly via conference call. While the Board's oversight is expansive, responsibility for academic programs remains clearly with the faculty.

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. 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. Agendas and minutes for 2014 meetings are attached - [February](#), [March](#), [May](#), [June](#), [July](#), [October](#) and [December](#).

5.B.3.

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.

Some recent examples of this collaboration with Faculty Senate include the revised General Education program; the recently implemented public affairs capstone experience; the discussion of plus/minus grading; academic integrity initiatives; and efforts toward greater sustainability. One example of this collaboration was in the recently implemented public affairs learning outcomes within each academic program. In all cases, there was broad involvement by the campus and students served on the committees and task forces that led to the ultimate decisions.

Sources

- BOG minutes June 2014 approving revisions to faculty handbook 2C
- Committees Handbook 2014-2015 - Students on Committees 2B
- December 2014 Agenda and Minutes
- February 2014 Agendas and Minutes
- Job Descriptions A
- July 2014 Agenda and Minutes
- June 2014 Agendas and Minutes
- March 2014 Agendas and Minutes
- May 2014 Agendas and Minutes
- October 2014 Agenda and Minutes

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
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.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Approximately every five years since 1995, Missouri State University has conducted a process to evaluate, revise, and publish a new long-range plan. 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.

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, and they are intended to drive time and other resources for the year. Progress updates toward the annual goals are provided to the Board and to the University community.

For example, enhancing diversity was a goal in 2011-12 and was achieved by creating the Division of Diversity and Inclusion and hiring its first Vice President.

A second example was to address the 20-year-old 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 was Occupational Therapy and the resulting requirement for more space to house the program. The new O'Reilly Family Health Sciences Center is being built for the College of Health and Human Services to meet the needs of these growing programs.

Yet 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 Library leadership and staff are working on a comprehensive long-range plan that includes a fresh look at every aspect of the Library, from staffing and service hours to space and occupants, with the goal of better serving student needs in the 21st

century. The Library's long-range space plan, developed and approved in 2013-14, calls for relocation of some existing functions, repurposing of other space, the addition of a University Testing Center in the lower level, and moving TRiO into the main level. The TRiO program helps address the University's priority to improve access and diversity.

This philosophy has led to increased faculty lines based on increases in enrollment, establishing signature events to highlight the public affairs mission, and completing a comprehensive marketing study.

5.C.2.

Through its program review process, programs, departments, and colleges engage in a regular continuous improvement process which includes assessment of all aspects of the offerings. Further, programs, departments, 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.

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. Missouri State's five performance funding measures for state appropriations are:

1. **Student Success and Progress** – first-time, full-time freshmen successfully complete 24 hours in first academic year
2. **Increased Degree Attainment** – six-year (150 percent time) cohort graduation rates
3. **Quality of Student Learning** – improvements on professional/occupational licensure tests
4. **Financial Responsibility and Efficiency** – percent of total E&G expenditures expended on the core mission
5. **Institution-Specific Measure** – increased number of graduates in STEM, health care and other critical disciplines of need in the future workforce

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 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.

Often, recommendations from faculty and staff lead to policy changes. For example, in recent years the credit hour tuition waiver benefits were increased and the tuition waiver benefits were allowed to apply toward Greenwood Laboratory School tuition credits for faculty and staff with children enrolled there.

In another case, to achieve compliance with Title IX, the University's female athletic teams were expanded based, in part, on results from a student survey.

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

Growth and development of programs in several areas, especially STEM and health care – Physical Therapy, Nurse Anesthesiology, Pharmacy, Occupational Therapy, and Engineering, for example – have been direct responses to needs expressed by local business and civic leaders.

Finally, the visioning project in 2014-15 includes faculty, staff, students, alumni and community members so that all constituent groups have a voice in the process. With the Steering Committee and six task forces, more than 100 individuals are actively involved.

5.C.4.

Missouri State's President and administrative team develop and recommend to the Board of Governors a set of [specific goals](#) for each annual session of the Missouri General Assembly, which runs from early January through mid-May. University officials then meet regularly during the session and 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 and anticipate 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 develops and periodically revises enrollment objectives for the University that are consistent with the institutional mission, resources, facilities, demographics, legislative mandates, and other factors that influence optimum enrollment levels. Objectives are segmented by category (e.g., college and department of major, student type, level, campus of dominant enrollment) and incorporate diversity objectives consistent with the long-range plan. The committee also coordinates campus-wide efforts to achieve enrollment objectives, with emphasis on recruitment, retention, marketing, program and service offerings and resource allocation.

5.C.5.

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 to 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 is the emphasis on constructing and renovating sustainable buildings. That initiative calls for sustainability to be 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

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, the City of Springfield, Greene County and other major employers in the Springfield Metropolitan Area to anticipate and encourage employment opportunities and create a welcoming environment.

Sources

- Budget Proposal Book for Fiscal Year 2015 Budget Request - mission 1A
- Key Performance Indicators 1A, 5A
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 5C- updated

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

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, increased faculty scholarship, and strengthening the financial position of the University. Committees and units across campus prepare annual reports and goals for improvement. On an individual level, faculty undergo regular evaluations and every staff member and administrator is evaluated based upon a personalized Appraisal and Development Plan (ADP).

5.D.1.

The centralized means for developing and documenting evidence of performance are the established [Key Performance Indicators](#) (KPIs). The KPIs, developed as part of the Fulfilling Our Promise long-range plan for 2011-16, measure performance in 15 areas:

1. Fall to Fall Retention (Full-Time New in College Cohort)
2. Six-Year Graduation Rate
3. Undergraduate and Graduate Academic Awards (Degrees and Certificates)
4. Degree Program Alternate Pathways
5. Total Enrollment
6. Student Performance on University Exit Exam
7. Student Performance on Discipline-Specific Competency Exams
8. Student and Faculty Involvement in Missouri State University's Public Affairs Mission
9. Engendering a Supportive Learning Environment
10. Faculty Scholarship
11. Diversity
12. Educational & General Expenditures
13. Faculty and Staff Salaries
14. External Grant and Contract Activity
15. Private Contributions to Missouri State University Foundation

The institution and the public may drill down into data or evidence for these areas through the Bear Intelligence online system.

5.D.2.

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.

For example, the University benefitted greatly in efficiency and accuracy by implementing procurement card (P-card) system. Searches for open positions are now conducted online. The University's website has been expanded to include a multitude of functions and information, all of which is easily accessible to faculty, staff and students. As a result of the Bookstore theft, internal controls were examined and tightened for handling cash across campus.

Sources

- Key Performance Indicators 1A, 5A

5.S - Criterion 5 - Summary

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.

Summary

For over 20 years, Missouri State has developed a reputation for strong planning, setting specific annual goals, and measuring progress on all initiatives. That developed reputation 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 inclusive and transparent budgeting process which has succeeded in making a good system even better. Faculty, especially, have become more engaged at all levels, resulting 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.

Strengths

1. Since 2005 the budget process has become increasingly transparent and participatory, aided by the creation of "cost centers," multi-leveled budget committees, and public records.
2. The 5 to 7 year cycle of strategic planning is now part of the institutional fabric. It is maintained through annual updates to institutional goals and monitored with key performance indicators and performance measures.
3. The changes in the governing board since 2005 - from statewide membership to the current committee structure - have been positive changes for the University as it allows the Board of Governors to engage more effectively in the visioning and strategic planning process.
4. Conscientious attention, aided by improved technology, has improved communication and greater transparency throughout campus.

Strategic Opportunities

1. Lacking comprehensive state funding for facilities for more than a dozen years, the University continues to find ways to fund improvements in buildings, laboratories, classrooms and other facilities.
2. With decreasing overall support coming from the state, the University is challenged with increasing numbers of students and larger class sizes.

Sources

There are no sources.