REPORT ON
ACTION PLAN FOR 2016-2017

I. ACTION ITEMS FOR FOCUS AREAS

A. Increase the number of graduates while maintaining academic rigor and quality

The number of degrees and certificates awarded increased in 2016-17:

	FY2013	FY2014	FY2015	FY2016	FY2017
Degrees awarded	4,157	4,246	4,306	4,359	4,401
Certificates awarded	130	138	173	282	299

1. **Continue to grow enrollment by maintaining affordability, adding programs in high demand disciplines, increasing the offering of classes in various delivery methods and locations, improving our physical plant, and increasing and improving residence hall space**

Missouri State has worked to grow enrollment over the last several years. System enrollment went from 21,688 in fall 2008 to a record-setting 26,000 in fall 2016, an increase of 20 percent.

a. **Maintain competitive cost of attendance at the state and national level**

Missouri State's undergraduate tuition and fees are in the lowest half of the state's public four year universities. Missouri State's graduate tuition and fees are the second lowest of any of the state's public universities.

From Fiscal Year 2009 through Fiscal Year 2017, Missouri State's undergraduate resident tuition increased by 10.2 percent while inflation was 12.6 percent. Meanwhile, from Fiscal Year 2009 through Fiscal Year 2017 public universities throughout the United States raised tuition and fees by an average of 46.2 percent.

Missouri State's tuition remains considerably below its peers. In Fiscal Year 2017, the university's tuition and fees were 26.8 percent below the average annual tuition and fees for public universities throughout the United States.

Despite sustaining reductions in state appropriations, Missouri State raised tuition and fees the last two years by only the rate of inflation (2.8 percent).

b. Add at least two new graduate programs and one new undergraduate program in disciplines of strong employment demand (e.g., agriculture, agriculture communications, computer science and dietetics) and expand enrollment in the MSAS program

Missouri State added many new undergraduate and graduate programs this year. Highlights include the MS in Agriculture, MS in Computer Science, MS in Athletic Training, MSEd in Early Childhood Special Education, BS in Agriculture Communications, BS in English / Creative Writing, BS in Music, and BS in Computer Science (software development option). The university added three undergraduate certificates and ten graduate certificates. The university also deleted one masters program, three bachelors programs, one graduate certificate, and six program options.

c. Increase the number of second block courses while continuing to expand the availability of internet courses

Second block course credit hour production increased by 4.9 percent from fall 2015 to fall 2016 and by 14.4 percent from spring 2016 to spring 2017.

Online enrollment also increased in 2016-17:

	Number of students taking one or more online classes	Online credit hours
Summer 2016	4,361	17,853
Summer 2015	4,033	15,556
Percent change	**8.1%**	**14.8%**
Fall 2016	7,442	34,493
Fall 2015	6,876	28,629
Percent change	**8.2%**	**20.5%**
Spring 2017	7,689	35,408
Spring 2016	6,888	31,423
Percent change	**11.6%**	**12.7%**

The university continues to invest in initiatives designed to expand online course offerings.

d. **Pilot the use of ZOOM technology to deliver courses at multiple locations**

   Missouri State delivered courses using ZOOM Technology throughout the year. Fifteen academic programs successfully utilized ZOOM to deliver all or part of course content. By the end of the year, participation had increased by 47 percent in the number of faculty hosts, by 66 percent in the number of meeting sessions, and by 85 percent in the number of participating students. The use of ZOOM also had a positive financial benefit for the university in that it allowed for more centralized ITV services and outsourcing of gatekeepers which saved the university approximately $250,000 in one-time equipment costs and $42,000 in annual maintenance fees.

   e. **Successfully bond, plan and begin to construct a new health and wellness center, plan for the design and construction of a new traditional residence hall, complete renovations to Glass and Ellis Halls and Blair-Shannon House and plan for the design and construction of renovations to Hill Hall and the Plaster Center**

   The new health and wellness center is under construction and expected to be complete in December 2017. The university is working with a developer and consultant to create a design for a proposed new residence hall. Glass Hall and Ellis Hall are under construction and expected to be complete in fall 2017. The bathroom renovation at Blair House was completed in August 2016, and Shannon House is under construction and expected to be complete by August 2017. Design work continues for the renovation of Hill Hall, and bids will be received on the project in summer 2017. Renovation of the Plaster Center for the mechanical engineering program was halted when the governor withheld funding for this line item appropriation.

   f. **Strengthen and maintain relationships with community college partners**

   In addition to the work described in section I.A.4.e below, Missouri State took many steps in 2016-17 to strengthen relationships with community college partners. For example, the university worked collaboratively with community colleges and other public universities to negotiate a compromise on proposed statutory and regulatory changes related to academic program approval. The agreed position would remove Missouri State's statutory restrictions on professional doctorate degrees and would create a narrow pathway for public two-year institutions (including the West Plains campus) to offer baccalaureate degrees in fields of demonstrated workforce demand where collaboration with a four-year institution is not a viable option.

   Missouri State also executed an agreement with OTC to facilitate transfer of OTC Honors Program students to the Missouri State Honors College, executed an agreement with State Fair Community College to collaborate to offer coursework in Camdenton, and collaborated with OTC and the West Plains campus to deliver coursework with ZOOM in off-campus locations. Missouri State continues to work with OTC to update articulation agreements in all disciplines

and to operate the Lebanon program. The university also implemented the new Associate of Arts in Teaching framework to facilitate transfer of teacher education coursework to Missouri State.

2.   Aggressively promote the Bachelor of General Studies program among former students with over 100 hours of credit

Missouri State sent over 700 postcards to non-retained students that appeared to meet threshold criteria for the program. The Springfield NewsLeader also published an article about the program. Work is ongoing with the Springfield Area Chamber of Commerce to have area businesses promote the program with their employees. The program has graduated more than 80 students through spring 2017.

3.   Increase graduation and retention rates of all students with special emphasis on first generation, Pell eligible and underrepresented students

Missouri State has been deliberate in recent years with its efforts to recruit, retain and graduate first generation, Pell eligible and underrepresented students. Recently these efforts earned public recognition. In April 2017, St. Louis Graduates and the St. Louis Regional Chamber recognized Missouri State University as one of five Missouri colleges (three public and two private) that demonstrated outstanding leadership in graduating low income students, first generation students and students of color with less debt.

While much work remains (particularly with regard to Pell eligible, first generation and underrepresented students), the university's first year to second year retention rate has increased:

	F11 to F12	F12 to F13	F13 to F14	F14 to F15	F15 to F16
First year to second year retention rate (fall to fall)	75%	75%	75%	78%	79%

a.   Increase the number of GEP101 first generation and college-specific sections and evaluate the impact of specialized GEP101 sections throughout students' enrollment

Missouri State increased the number of first generation GEP101 sections from 11 (fall 2016) to 17 (fall 2017) and college specific GEP101 sections from six (fall 2016) to 13 (fall 2017). Retention data for students participating in these designated sections in 2016-17 will not be available until fall 2017. However, students who participated in designated GEP101 sections in 2015-16 retained at a higher percentage than the student population as a whole:

	2013-14	2014-15	2015-16
Retention Rate – First Generation Students	68.5%	72%	80.6%
Retention Rate – College Specific Sections	--	--	78.4%

Missouri State submitted two Title III grant proposals focused on support for first generation students. The first is a $2.25 million proposal. It includes expanding designated sections of GEP101 and success coaching. The second is a $3 million proposal. It includes these items as well as support for students at particular risk of not completing math requirements.

b. Reevaluate the design of the standard GEP101 course

Missouri State formed a work group of faculty and students to evaluate this issue. The key recommendation from the work group was to improve consistency across all sections by creating a common Blackboard course template, using recommended percentage points for each course goal, and having a set of common assignments. The group continues to work and will deliver a final report to the Provost by July 1, 2017, and efforts will then begin to implement the work group's recommendations.

c. Develop a program for high impact experiences for first generation students beyond the first year ("Bear Path")

A work group has created a Bear Path campaign called "Maroon Milestones" documenting six high impact experiences. The campaign will encourage first generation students to participate in these (and other) high impact experiences throughout their college career. Rollout of the campaign begins in summer 2017 with posters, stickers and flyers to distribute to families, students, advisors and faculty.

The Division of Student Affairs, the Office of the Provost, and academic units continue to develop curricular and co-curricular high impact experiences for students. This year the Faculty Center for Teaching and Learning awarded $30,000 in grant funds for initiatives designed to develop high impact practices in the classroom.

Missouri State has invested significant resources in academic service learning courses. Student participation in these courses has increased. In 2016-17, 4,723 students completed academic service learning courses. In 2015-16, 4,350 completed these courses, and in 2014-15, 3,120 students completed these courses.

Of the 4,723 students completing academic service learning courses in 2016-17, 393 graduated. Of the remaining 4,330 students, 4,086 re-enrolled. This represents a retention rate of 94 percent.

During the spring 2017 semester, 723 first generation students enrolled in academic service learning courses. 106 of these students graduated and 562 re-enrolled. This represents a retention rate of 91 percent.

    d. Through faculty and administrators in the colleges and the Darr College of Agriculture, create college-level and department-level programs designed to successfully integrate new students, including transfer and graduate students and particularly at-risk students, into the departments within their colleges

Academic units throughout campus implemented numerous initiatives to successfully integrate students into the departments. For example, the College of Natural and Applied Sciences organized a student organization event for all CNAS students in the fall and spring semesters. New and transfer students were sent special invitations to the event. In the College of Education, work is ongoing to facilitate transfer and integration for students with an Associate of Arts in Teaching, and the university has leveraged external funding to support students who wish to teach in their home rural communities upon graduation. In the College of Agriculture, transfer students are required to take a one credit hour course designed specifically for transfer students and new students participate in several college-wide events.

    e. Develop University-wide programs designed to assist and retain students who have not yet decided on a major

The university established a work group to examine best practices for exploratory (a.k.a. undecided) students. Recommendations from the work group include developing an online handbook for exploratory majors to guide their process in selecting majors, conducting a comprehensive review of language regarding exploratory majors in the university's online and print materials, hosting a "meet your advisor" event for exploratory majors, developing a targeted communication plan including an upgraded webpage for exploratory majors, adding sections of IDS120 (a career exploration course), and creating a peer mentoring program. The online handbook recommendation has been implemented, and the handbook will be ready for use in fall 2017. The university has also begun the process of reviewing language in online and print materials. The university will implement other recommendations to the extent resources permit.

    f. Publicize to faculty, staff and students and encourage participation in the "I'm First" student organization

Membership for this student organization has continued to increase and currently tops 80. The group met throughout the fall and spring for social, educational and other events, including a FAFSA workshop and scholarship workshops.

g. **Eliminate developmental math and English classes as appropriate, including the development of a co-requisite MTH130 class for students who scored 20 or 21 on the math section of the ACT**

The English department designed a co-requisite ENG100-110 course and implemented one section of it in spring 2017. Nineteen students began the course, two dropped, two failed and 15 passed. The course included four non-traditional students, two non-native English speakers, two current military personnel, and two veterans. The university will offer four sections in fall 2017.

The math department designed a co-requisite MTH130 course for students who scored 20 or 21 on the math section of the ACT. The university will implement this model in fall 2017. The math department has also eliminated one developmental math course, moving the university's developmental math model from a three course hierarchy to a two course hierarchy.

h. **Expand gateway course options, including the development of a college algebra option specifically for business students**

Representatives from the mathematics department and the College of Business identified topical areas to embed in the MTH135 syllabus with videos to be created and inserted into the course to provide a deeper understanding of how mathematical models can be used to solve business problems. This initiative is currently on hold and will be reevaluated after the Glass Hall project is complete.

The university has actively engaged with a statewide group organized by the Missouri Department of Higher Education that is working to reduce mathematics related barriers for college completion. Through that work, the mathematics department has worked with academic administrators throughout the university to encourage them to consider MTH130 (contemporary mathematics) as a general education requirement instead of MTH135 (college algebra).

The university is currently working with a company to use an online exam instead of the ACT for mathematics placement. The online exam would be a better placement tool and students would not have to pay to take the exam.

i. **Create and release a new online orientation module for transfer, non-traditional, veteran and graduate students**

A new online orientation program for transfer students was created and is currently being used. Plans to expand the online orientation to offer tailored programs for non-traditional, veteran and graduate students are underway.

j. **Expand Living Learning Communities (LLCs) and develop strategies so that students in an LLC can take classes together**

Missouri State's LLCs have grown in number and participation over the past three years, from seven communities and 516 students in 2014-15 to 14 communities and 1,338 students in

2016-17. The university formed a work group to evaluate LLC experiences and identify curricular components that could be added to either a themed community or a department specific LLC. The committee recommended two pilot programs to implement in fall 2017.

The first is the STEM LLC. CNAS will work with the Communications Department to offer a common section of COMM115. Students living in the STEM LLC will take this course together as a cohort. The instructor of the course will work to align assignments in the class with themes and topics related to STEM majors.

The second is the Agriculture LLC. The College of Agriculture has offered three common sections of GEP101 for agriculture majors for the past six years and will formally link it to the Agriculture LLC in fall 2017.

k. **Expand the URSA engagement camp to increase high impact experiences and include more first generation and underrepresented students**

Missouri State established the URSA engagement camp in fall 2015 with 50 first year students and 15 upper class student leaders. The program will include 200 first year students and 50 upper class student leaders in fall 2017. The university provides financial assistance (supported through crowdfunding campaigns) to those who wish to attend but are prohibited due to cost. Efforts to include more first generation, Pell eligible and underrepresented students are underway, including plans to include the URSA engagement camp as part of the transition support program referenced in section I.A.3.l below.

l. **Conduct a benchmark study with peer and aspirational institutions about best practices in summer bridge programs**

The university formed a work group to conduct this study. The group changed focus partway through fall 2016 to develop a transition support program for low income and first generation students. Missouri State will implement this program in fall 2017. The program will identify low income and first generation students and coordinate efforts to personally contact and engage these students immediately after enrollment. Staff will work directly with the students to connect them to the campus and community and to make them aware of academic support resources available on campus. The goal of the program is to increase retention and graduation rates for the identified students. The university is currently working with the Lumina Foundation to apply for grant funds to cover a portion of the cost of the program.

m. **Evaluate opportunities to improve and expand advising and related services**

Missouri State established a work group to evaluate advising systems across campus. The group developed a report that sets forth particular recommendations. These recommendations include establishing a structure for consistently monitoring advisement at the college and university level. The university will work to implement these recommendations to the extent resources allow.

A pilot program is underway in the College of Arts and Letters to train an advisor from each major to focus on the unique issues associated with advising first generation, Pell eligible and underrepresented students. The Provost's Academic Advising Council is also working on a proposal to promote one additional advising contact for upper-class students in efforts to reduce problems for students as they approach graduation. The Advisement Center and the Bear CLAW have also taken proactive steps this year to implement academic coaches, evaluate software to allow students to make their own advisement appointments online, and to bring back an advising and teaching workshop for veteran students.

n. Restructure academic scholarship programs and out-of-state fee waiver programs

      i. Provide a pathway for students who have lost scholarships or fee waivers due to academic performance to regain their scholarships or waivers by improving their academic performance

      ii. Reevaluate academic performance requirements for students to obtain and retain scholarships and fee waivers

      iii. Reevaluate scholarship programs for graduate students, with an emphasis on recruiting and retaining underrepresented students and those with financial need

Missouri State made changes to the Scholarship Enrollment and Renewal Standards Policy (www.missouristate.edu/policy/Op5_08_6_Scholarships.htm). These changes allow students to regain their scholarships or waivers by improving their academic performance. The university also modified the credit hour and grade point average renewal criteria for several scholarships to make them more consistent for comparable scholarships at Missouri State and at other universities.

The university has developed a conceptual model for revamping non-resident fees for graduate students. The university anticipates implementing this new fee strategy by spring 2018. This model, in addition to the existing McNair Scholars Program and enhanced support for faculty and staff efforts to recruit and retain underrepresented students, will be helpful in the university's efforts to develop a diverse graduate student body.

o. Develop strategies that encourage programs to monitor undergraduate and graduate student progress and promote degree completion

Missouri State developed a protocol to provide student retention reports to colleges and departments to assist them in analyzing their success rates with regard to undergraduate students. The Student Success Committee has met with several colleges to discuss student success strategies that could increase these rates. A senior survey has been developed and administered to seniors not registered for classes in efforts to determine the barriers they have encountered.

Work is underway to develop a year-to-year checklist to help students stay on track for graduation.

The university developed a protocol to create and distribute a report each semester for each graduate program that lists graduate students who have failed to enroll for at least two semesters. Each graduate program director will then contact the students on their list and report centrally on the student's status. Many colleges utilize a similar protocol to monitor undergraduate progress toward degree completion and to encourage students to utilize available tools to get on a path toward timely graduation.

> **p. Develop incentives to (1) encourage reenrollment of academically successful undergraduate and graduate students who have not returned for two semesters or more and (2) complete their final semester**

Missouri State established a work group to evaluate incentives. Regarding undergraduate students, a common belief among members of the committee was that a substantial number of non-retained upperclassmen left Missouri State for financial reasons (i.e., due to financial holds being placed on a student's account such that the student cannot reenroll). The committee set out to develop a data set to analyze whether this common belief was true. Based upon their analysis of the data, the group determined that financial holds are not likely a key factor for why juniors and seniors who are in good academic standing do not reenroll. The group recommended that the university invest resources in retention tools rather than financial assistance (e.g., intrusive advising, transition support, etc.).

Regarding graduate students, the group determined that a financial incentive may prove beneficial to help retain graduate students who have completed more than half of their program but are not currently enrolled. The group recommended a particular scholarship program that the university anticipates will result in new revenue (due to reenrollment of graduate students) exceeding the scholarship expense. Missouri State plans to implement this scholarship program in fall 2017.

> **4. Decrease the time from enrollment to graduation thus making college more affordable and increasing the likelihood of graduation**
>
> > **a. Introduce and encourage use of the Student Educational Planner component of Degree Works enabling students to chart individualized semester-by-semester paths to graduation**

The university introduced and encouraged use of the Student Educational Planner (SEP) this year. Over 150 faculty and staff received SEP training at 24 training sessions, and YouTube training videos were developed and distributed. Thirty-eight different SEP templates for academic departments were developed and distributed.

b. **Encourage and incentivize students to take at least 29 credit hours their first year and 30 hours every year thereafter**

The incentives work group also analyzed this issue. They collected relevant data from Missouri State and compared it to benchmarks. This comparison revealed that the average Missouri State full time student completes 14.3 credit hours per semester. After comparing all relevant data points to benchmarks, the group concluded that Missouri State is already close to aspirational benchmarks without implementing many of the "15 to Finish" initiatives. Accordingly, the committee recommended that, as a first step, Missouri State pursue a "no cost educational awareness program" focused on SOAR groups, GEP101 classes, and advisors using marketing materials similar to those prepared by the Missouri Department of Higher Education. This effort is underway. Once the results of this first step are implemented and analyzed, Missouri State can better analyze whether more expensive and intrusive financial models such as scholarships and banded tuition are appropriate.

c. **Pilot a program for structured schedules in disciplines with rigid curricular pathways**

The university established a work group to make university-wide recommendations related to structured schedules. Work is ongoing to identify particular academic programs well positioned to implement structured schedules.

d. **Develop strategies to reduce the number of credit hours required to complete programs**

Faculty Senate began work on this project this year, and faculty leadership continues to work to develop a proposal to reduce the credit hour requirement.

e. **Examine course transfer practices to promote efficiency to degree completion**

The Office of the Provost appointed a Transfer Council in fall 2016. This group consists of senior level academic administrators. The council met throughout the academic year and was charged as follows:

➢ To facilitate effective communication between units and divisions across campus on issues related to transfer students and community college relations.
➢ To develop, implement, and oversee protocols for departments in the development of articulation guides.
➢ To review transfer credit policies and practices and recommend revisions when appropriate.
➢ To ensure effective coordination and delivery of services for transfer students (e.g., recruitment, admission, orientation, advisement, financial aid), with a special focus on transfer student advisement.
➢ To identify barriers to transfer student success and recommend strategies to address them.

➢ To coordinate research on transfer students (e.g., transfer student characteristics, student satisfaction, and retention and graduation rates).
➢ To remain current regarding transfer issues regionally and nationally, including Coordinating Board for Higher Education initiatives that impact transfer and articulation in Missouri.
➢ To ensure that Missouri State remains a leader in serving transfer students.

The Office of the Provost also reestablished the Transfer Advisor Council and expanded it to include representatives from each college. This council consists of academic advisors throughout campus. The council's role is to improve advising for transfer students by allowing advisors to share information and borrow best practices. The goal is to promote efficiency to degree completion for transfer students by enhancing the academic advisement they receive.

Through these groups and other mechanisms, the university made a concerted effort to expand use of the Student Educational Planner. Details can be found in section I.A.4.a above. The university also encouraged advisors and students to use the Transfer Credit Reevaluation and Preapproval system to request changes to their transfer credit evaluations, and the Office of the Provost reviewed and exercised flexibility, as appropriate, in approving requests to transfer courses that do not have specific Missouri State equivalents.

f. Begin to develop a banded tuition model for students taking 12 to 18 credit hours a semester

The incentives work group also analyzed this issue. Based on the analysis summarized in sections I.A.3.p and 1.A.4.b above, the group recommended that the university wait to develop such a model.

B. Enhance Campus Diversity and Inclusion

1. Enhance efforts to attract and retain historically underrepresented groups, as well as other diverse groups, of faculty and staff

The number of underrepresented employees increased in 2016:

	Fall 2012	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Percent of Faculty and Staff that are International or Members of Historically Underrepresented Groups	10.7%	10.6%	11.0%	11.5%	12.8%

a. **Require each division to set diversity hiring targets for the year with large units encouraged to meet or exceed a 20% goal**

The university reached the 20 percent hiring target in 2016-17. Through May 30, the Springfield campus had 171 new hires. Ninety-two (53.8%) were women, 30 (17.5%) were members of a historically underrepresented group, and eight (4.7%) were individuals with disabilities. The West Plains campus had eight new hires, two of whom were a member of a group that was underrepresented within the hiring department.

b. **Continue to implement the campus-wide ADP diversity goal which encourages supervisors to include a goal related to diversity in employees' appraisal and development plans**

Last year, 81 percent of ADPs included diversity goals. This year that number has increased to 86 percent.

c. **Continue to support efforts to increase the diversity of faculty and staff through the Faculty Diversity Composition Initiative, the Dual Career Assistance Program and the Diversity Hiring and Recruitment Programs**

The university hired a number of diverse candidates through these programs in 2016-17. The university hired seven underrepresented faculty members in 2016-17 under the Diversity Hiring and Recruitment Programs. With regard to the Faculty Diversity Composition Initiative, in spring 2017, the first of three participants in the program completed her terminal degree. This individual will now move into a tenure-track faculty line at Missouri State. The two other participants remain in the final stages of their terminal degree programs.

d. **Evaluate opportunities to develop additional programs to enhance faculty and staff diversity, including a Staff Diversity Composition Initiative**

The university developed a work group to evaluate these opportunities. The work group recommended that the university implement a Staff Diversity Composition Initiative similar to the existing Faculty Diversity Composition Initiative. The President approved a policy establishing this program in May 2017.

e. **Pilot networking opportunities and/or affinity groups for underrepresented faculty and professional staff patterned on the young professionals' affinity group and assess the participation and value of these opportunities for underrepresented employees**

President Smart hosted a Multicultural Networking Mixer at his home in October 2016. The event was well-attended by underrepresented faculty and staff. Following this event, several affinity groups for particular underrepresented groups began meeting. An example of a group

that began meeting following the mixer is the Association of Latino/Hispanics for Advancement and Success. This group continues to meet regularly and plans to continue meeting in fall 2017.

f. Increase networking opportunities for underrepresented alumni

The Missouri State Alumni Association and the university's Multicultural Services staff have met several times this year to discuss networking opportunities and potential underrepresented alumni volunteer leadership. The Alumni Board has worked to identify and involve underrepresented alumni, and the process of finding volunteers and participants to start programming directed specifically at underrepresented alumni is currently underway.

g. Develop University-wide and unit-level initiatives specifically tailored to recruit and retain diverse faculty and staff, as assisted by the Associate Provost for Diversity (e.g., faculty mentoring programs, recruiting programs for visiting faculty and pre-doctoral fellowships, work-life programs, etc.)

The university has actively worked to recruit and retain diverse faculty and staff. Examples of these efforts include partnering with Minorities in Business to host a reception on campus for new members of the Springfield community, participating in the Diversity Recruitment and Retention Summit presented by the Greater Missouri Higher Education Recruitment Consortium, updating all job descriptions to include a demonstrated competence and commitment to diversity as a core requirement, developing a set of best practices in recruitment and retention, and updating and assessing the effectiveness of advertising for vacant positions.

Missouri State has developed a faculty mentoring model that will be implemented in fall 2017. Additionally, during the faculty interview process, candidates now receive resources and information on climate and the university's diversity and inclusion efforts. Missouri State also hosted conferences and meetings for diverse academic associations and groups of which our faculty are members, such as the Midwest Jewish Studies Association, Theravada Buddhist Civilizations Group, and the Mid-America Alliance for African Studies.

h. Review tenure and promotion policies with a focus on ways to encourage faculty to engage in diversity and inclusion as part of their professional development activities

University personnel discussed including diversity and inclusion components in tenure and promotion plans throughout the year. That dialogue continues. Academic leadership decided that rather than making an immediate policy change requiring that all tenure and promotion plans include diversity and inclusion provisions, they would advocate that plans include appropriate diversity and inclusion provisions as the plans are routinely reviewed. The Office of the Provost reviews approximately one-third of all tenure and promotion plans each year as part of a three-year cycle, and most of these plans already include diversity and inclusion provisions.

2. **Enhance efforts to attract and retain historically underrepresented groups, as well as other diverse groups, of students**

a. **Identify barriers to academic progress and achievement of diverse and underrepresented students**

Missouri State formed multiple groups to work on particular pieces of this issue. One such group evaluated gaps related to underrepresented students' transition from high school to college and education about the academic support programs Missouri State offers. This work led to the development of the transition support program described in section section I.A.3.l above.

b. **Encourage faculty and student mentorship relationships through the Scholar 2 Scholar program**

Missouri State has grown its Scholar 2 Scholar program from three student-mentor pairings to twelve.

c. **Continue efforts to recruit underrepresented students through targeted admissions initiatives, strengthening relationships with access organizations, revising the multicultural scholarship program, and redesigning admissions materials and websites**

The number of underrepresented students increased in 2016-17:

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Number of Students that are Members of Historically Underrepresented Groups	2,241	2,413	2,631	2,796	2,978

This year, the university hosted group visits from, facilitated student panels with, and/or had other meetings with College Bound, Wyman, the Knowledge is Power Program (KIPP) and Big Brothers Big Sisters of Eastern Missouri. Missouri State held mini application fairs to help underrepresented students complete applications for admission and hosted group visits from feeder high schools with predominantly underrepresented populations. The university coordinated mailings to faith-based organizations in the Kansas City and St. Louis areas and increased the number of Inclusive Excellence Scholarship applicants. Missouri State also established a Diversity Recruitment Advisory Council to receive input about university recruitment efforts from current underrepresented students and increased the number of underrepresented students serving in leadership positions like University Ambassadors and SOAR.

d. Expand multicultural programming, increase staffing for multicultural programs and upgrade multicultural and veteran facilities

Multicultural programming continues to be a priority. The university has provided funds to the Multicultural Programs office to enhance quantity and quality of programs and experiences for students. The university added new staff, including the Assistant Vice President for Student Affairs, Executive Director of Multicultural Programs, Coordinator of LGBTQ Student Services, Director of Veteran Student Services, and Disability Resource Center Access Specialist. Missouri State renovated the Multicultural Resource Center Annex that includes a LGBTQ Resource Center, Clothing Closet, Computer Lab, staff office space, NPHC office, and interfaith space. The university also relocated the Veteran Student Center to renovated space in Meyer Library.

e. Create a fund (administered by the Division of Student Affairs) to support student diversity initiatives and cultural activities

The university established a Diversity Fund to offer students and student groups support for student diversity initiatives, cultural activities, conferences and other inclusive excellence programming and collaborations. Events supported by the Diversity Fund include the Indian Student Association-Asian American History Month Dinner, the African Student Association Banquet, the Multicultural Festival, and the Community Passover event.

f. Begin to develop a fundraising campaign to fund need-based scholarships and scholarships for Veteran, first generation and underrepresented students

A silent phase campaign is underway to fund need-based scholarships and scholarships for veteran, first generation and underrepresented students. The Foundation added $100,000 in new need-based scholarships during this fiscal year and has raised more than $2 million in current, endowed and deferred scholarships for first generation students. The campaign will continue through fiscal year 2018.

The Foundation also solicited contributions to the Emergency Scholarship Fund to provide assistance for students in West Plains impacted by the flood in late April 2017. In a related but separate effort, Missouri State has established the MSU Food Pantry in partnership with the Well of Life Food Pantry that provides food and resources for low income, food insecure students.

g. **Develop University-wide and unit-level initiatives specifically tailored to admit, recruit and retain a diverse student body (e.g., involve diverse, first-generation, low income and underrepresented students in undergraduate research and experiential learning opportunities, etc.)**

The university spent significant time and resources to admit, recruit and retain a diverse student body. Many of these initiatives are summarized elsewhere in this report, and others consist of individualized proactive steps being taken by particular faculty or staff members to reduce or eliminate barriers for particular students.

Some university-wide efforts, however, have broader application. Examples of such initiatives include the Maroon Milestones program. This program provides first generation students a visual map from convocation to graduation with certain milestones identified along the way. Another example is the Bear POWER (Promoting Opportunities for Work Education and Resilience) program, a post-secondary program for students with intellectual disabilities ages 18 through 26. This program is still in development, but it has already completed a successful crowdfunding campaign and secured external funding through various local agencies. A final example is the transition support program described in section I.A.3.l above.

Academic units have developed and implemented a variety of initiatives as well. College and department level diversity committees coordinate many of these activities. One example is the College of Natural and Applied Sciences' all-college picnic hosted by the college's Diversity Committee. In addition to coordinating particular activities, college and department level diversity committees advocate with administrators on faculty, staff and student diversity issues and distribute information to underrepresented faculty, staff and students about discipline-specific opportunities (e.g., scholarships, grants, etc.).

h. **Continue to make accessibility and universal design improvements in campus infrastructure, academic programs and instruction, and student services**

The university continued to make facility accessibility improvements throughout campus. This year's projects include improvements in Cheek and Carrington Halls. The university will also complete scheduled sidewalk improvements in summer 2017. These sidewalk improvements include accessibility enhancements at the Carrington Hall shuttle stop.

This year's Showcase on Teaching and Learning featured a leading expert in the area of universal design in college classrooms. The session was well-attended and provided opportunities for various groups of faculty and staff to discuss how to improve universal design on campus.

The Faculty Center for Teaching and Learning also sponsored a number of workshops that provided faculty with tools and approaches on making classroom and online course materials accessible to all students. New faculty orientation also included universal design topics.

i. **Incorporate design principles and elements that are inclusive of underrepresented groups when planning, designing and constructing facilities on campus**

The university considers universal design principles (e.g., facility access, lighting, wayfinding, clearances, etc.) for all facility projects. Recent projects that incorporate significant universal design elements include Meyer Library, Ellis Hall and Hill Hall.

This year the university installed standard single use restroom signage for gender-neutral restrooms on campus. The university also published a list of all single use restrooms on campus (https://www.missouristate.edu/admin/303804.htm). The university also converted the restrooms on the fourth floor of Plaster Student Union to multi-stall gender-neutral.

3. **Support initiatives to encourage discussion of, and appreciation for, differences**

a. **Host the annual statewide diversity conference and expand student participation**

Missouri State hosted the annual statewide collaborative diversity conference in April. Based on input received from the President's Diversity Council, the conference included a business track. Unlike prior years, the university allowed students to attend the conference free of charge. Approximately 200 individuals attended the conference, 20 of which were students.

b. **Incorporate diversity and inclusion topics, discussions, and presentations into the signature Public Affairs events**

Committees responsible for planning the signature public affairs events were intentional about working with the Division for Diversity and Inclusion to incorporate diversity and inclusion topics. Examples include sessions such as the Hunger Banquet, Cultural Corner: Elections Around The World, Interfaith Dialog featuring Ursa Ghazi: How Interfaith Dialog and and Awareness Informs Us as Citizens and People of Faith, and the Public Affairs Convocation presented by Sonia Nazario.

c. **Host, sponsor and encourage participation in diversity discussions, presentations, events, activities and projects on campus and in the community**

Missouri State hosted a number of these activities, events and projects and encouraged the campus community to participate. Activities included Tough Talks, Shattering the Silences, and the Faculty Center for Teaching and Learning classroom diversity and inclusion workshops. The university also provided funding through the Faculty Center for Teaching and Learning for 20 faculty to participate in a diversity learning community.

4. **Implement effective training and/or professional development to increase cultural consciousness/competence in diversity and inclusiveness for students, faculty and staff**

    a. **Include diversity education as a part of the required orientation process for new faculty**
    b. **Conduct diversity education for the Board of Governors, Administrative Council, new academic administrators and at least 40 current faculty members**

The Board of Governors and Administrative Council participated in a diversity professional development session in March 2017. Classroom cultural consciousness training was included in orientation processes for all new faculty and academic administrators. Diversity and inclusion sessions were also included in the Showcase for Teaching and Learning, and the Faculty Center for Teaching and Learning hosted Inclusive Instruction for Diversity Mini-Workshops.

    c. **Conduct diversity education for internal and external community groups and organizations as requested**

Missouri State provided numerous diversity education opportunities for internal and external audiences throughout the year. Examples include a collaborative "Meet and Greet" job fair with Multicultural Scholars, the City of Springfield, and multiple local businesses and public entities; presentations to Latino middle school students throughout the Springfield Public School system; collaboration with the City of Springfield Human Resources Department to develop a Diversity Training Program; and work with the Public Entities Diversity Committee, the Public Entities Performance Measure Subcommittee, and Minorities in Business. Missouri State also took advantage of a unique opportunity to assist the Springfield Convention and Visitor's Bureau in developing diversity outreach training videos that are now used by area businesses.

    d. **Provide diversity and cultural competence education through Safe Zone, Ally training, Trans 101 training, the Student Diversity Training Team and other programs**

Missouri State worked to increase diversity and cultural competence education for faculty, staff and students through programs, workshops and presentations covering topics such as History of the Black Community in Springfield, Indigenous People's Day v. Columbus Day, Am I Latinx?, the High Jewish Holidays, Understanding Asian Identity, Diwali, Intersectional Feminism, Faith and Life Matters, Coping with Microaggressions, Trans Day of Remembrance, and Safe Zone Trainings.

    e. **Implement Green Dot, a bystander intervention program**

Through May 2017, the university conducted 15 Green Dot overview presentations attended by 660 students and 342 employees, and nine student bystander trainings (seven in Springfield and two in West Plains) attended by 139 students.

f.   Develop a diversity engagement course for student leaders

The university decided not to pursue this course.

5.   Ensure academic programs incorporate diversity into the curriculum and co-curricular activities

a.   Evaluate curricular changes related to diversity, inclusion, and the University's public affairs mission
b.   Enhance communications to raise awareness of diversity-related courses and programs

The Council on General Education and Intercollegiate Programs (CGEIP) Diversity Committee undertook a yearlong evaluation of the general education curricula to determine whether it includes meaningful diversity content. The committee did not find glaring holes in the university's General Education goals or curricula, but the committee believed there is a need for improvement. The committee identified possible diversity gaps in the university's general education program and recommended that CGEIP or some other council or work group determine the best actions to address these possible gaps (which could include adding a diversity component to the general education graduation requirements).

Missouri State also spent significant time and resources to improve its flexibility in receiving transfer of diversity-related courses from other colleges and universities and to align its diversity course content with the content at other colleges and universities.

Missouri State received public recognition throughout the year for its work on diversity courses and programs. For example, the U.S. Department of Education awarded the university a $500,000 grant to prepare teachers to work in the area of Teaching English as a Second Language (TESOL). Additionally, in April 2017, St. Louis Graduates and the St. Louis Regional Chamber recognized Missouri State University as one of five Missouri colleges (three public and two private) that demonstrated outstanding leadership in graduating low income students, first generation students, and students of color with less debt.

c.   Establish a chapter of the National Black Graduate Student Association (NBGSA)

The Missouri State University NBGSA chapter has been established and is a registered student organization. The chapter now has a complete executive board and a faculty advisor.

6. **Collaborate with other major businesses, institutions and organizations in the region to promote, create and value opportunities for diversity and inclusion**

    a. **Create a fund (administered by the Division of Diversity and Inclusion) to support faculty and staff diversity initiatives and research, as well as community-based diversity and inclusion educational and cultural efforts**

The university established a Diversity Fund in fall 2016 to fund diversity initiatives for faculty, staff and the community.

    b. **Participate in the Public Entities' Diversity Initiative Working Group to increase access for minority/women/disabled/veteran in University procurement and contracting opportunities**

The university continues to participate with the Public Entities' Diversity Initiative Working Group. Missouri State distributes diversity flyers and has pre-bid discussions with M/WBEs. The university thoroughly evaluates bidders' good faith efforts to ensure all contractors are improving initiatives to support the inclusion of M/WBE firms. The university also distributes information about upcoming bidding opportunities through Minorities in Business and directly to M/WBEs that might be interested in the project.

    c. **Complete the reorganization of the diversity committee structure to establish the Diversity Council as an advisory committee to the President on diversity and inclusion matters**

To allow the different university stakeholders an opportunity to provide input from their unique perspectives, the Diversity Council was divided into two groups this year—an internal group and an external group. Each group met throughout the spring and fall semesters and provided meaningful input into the university's operations.

    d. **Participate as a partner in the Lumina Grant Project, Diversity MODES and the Brother to Brother (B2B) program**

Missouri State has been actively engaged on these projects and groups throughout the year. University representatives serve on the Lumina Grant Project Steering Committee and the Project Prosper 2025 Steering Group. These relationships have allowed us to identify potential grant opportunities for one or more university diversity projects, including the transition support program referenced in section I.A.3.l above.

  e. **Partner with K-12 schools and related organizations to develop and promote programs that target underrepresented primary and secondary students and their families to promote a higher education mindset and preparedness**

  Faculty, staff and administrators have made multiple trips to rural and urban schools to recruit underrepresented students and have hosted groups of underrepresented students on campus for numerous recruitment events, programs, and activities.

  An example is the College of Education's "One Missouri" recruitment plan that targets underrepresented students from underserved areas including Kansas City and St. Louis urban areas, Joplin/Monett, and southeast Missouri. As part of this plan, the university sponsored a "BEAR-Up" summer program in summer 2017 for students from Pattonville and Riverview Gardens school districts in St. Louis.

  The university also continued its multi-year strategy of meeting with and recruiting from historically black colleges and universities such as Alabama State University, the University of South Alabama, the University of Arkansas Little Rock, and the University of Arkansas Pine Bluff to promote exchange programs and recruit underrepresented students into undergraduate and graduate programs. Missouri State also hosted recruitment efforts with the St. Louis Urban League.

  7. **Enhance public transparency and accountability on diversity and inclusion**

   a. **Create and publicize a central diversity mission statement and encourage individual units and employees to develop their own statements and goals that contribute to the central diversity mission statement**
   b. **Develop and publicize a strategic diversity and inclusion plan including a scorecard to detail diversity efforts throughout the University and monitor measurable diversity indicators**

  Missouri State established a work group to develop an Inclusive Excellence Strategic Implementation Plan, which serves as a central, university-wide statement of prospective diversity and inclusion strategies. The work group met throughout the year and finalized the plan in the spring. The plan serves as a framework to address four areas throughout the university: (1) access, success and equity; (2) campus climate; (3) curricular and co-curricular learning development; and (4) institutional commitment. The university is in the process of creating an Inclusive Excellence Scorecard to align with the Inclusive Excellence Strategic Implementation Plan.

   c. **Continue to create and publicize reports monitoring progress toward the University's annual and long range goals**

   In fall 2016, the university distributed the *Promises Fulfilled* report (https://www.missouristate.edu/promisesfulfilled/). This publication summarized the outcomes of the six strategic directions from the 2011-16 long-range plan. The university also distributed the *Report on Nine Major Goals for 2015-16* (http://blogs.missouristate.edu/president/files/2016/06/Nine-Goals-2015-16-Report-1.pdf) and the campus visioning guide (http://architect.missouristate.edu/OurVision/Springfield/FY2017VisionGuide.htm) and made them publicly available online. Both reports and the visioning guide were linked and summarized in Clif's Notes. This *Report on Action Plan for 2016-17* will also be distributed and publicized in Clif's Notes.

   In fall 2016, the university distributed the measurable goals that will be used to ensure that progress is made on the focus areas identified for the 2016-21 long-range plan. These goals were also publicized in a Clif's Note (http://blogs.missouristate.edu/president/2016/11/01/clifs-notes-for-nov-1-2016/).

   d. **Continue to encourage instances of perceived bias to be reported to and monitored by the Bias Response Team, and conduct an annual review of team incident reports and interventions**

   Missouri State has established a Bias Response Team (BRT) to be a resource to members of the university community who have a concern about perceived bias-related situations, concerns, and/or complaints and to coordinate an appropriate response. In 2016-17, the BRT received 20 incident reports with a majority of these incidents related to bias-related graffiti (e.g. a swastika, etc.) found on campus or bias-related vandalism such as removing diversity-related posters without permission. Team responses included meeting with impacted students to ensure appropriate support, working with Residence Life staff to suggest appropriate floor programs designed to educate residents on the negative impact of bias-related behavior, and posting educational posters. The team meets monthly to discuss reports received and determine appropriate responses.

   e. **Continue to promptly and thoroughly investigate and respond to allegations of discrimination, harassment and retaliation through the Office of Institutional Equity and Compliance and the Title IX Coordinator**

   Through May 2017, the Office for Institutional Equity and Compliance investigated and resolved 63 complaints and the Title IX Coordinator investigated and resolved 231 complaints. The Title IX office also made 133 presentations on sexual assault and other Title IX matters to classes and student groups.

II. ACTION ITEMS FOR OTHER LONG-RANGE PLAN AREAS

A. Academic Profile

1. Add and expand programs to serve distinctive regional, national and international needs, and evaluate opportunities to restructure and/or eliminate academic programs

See section I.A.1.b above.

2. Develop an assessment and review process for all centers

Due to the financial situation, the university eliminated or reduced institutional support for seven centers: the Bureau of Economic Research, the Center for Homeland Security, the Center for Social Science and Public Policy Research, the Ozarks Environment and Water Resources Institute, the Center for Resource Planning and Management, the Center for Community Engagement, and the Ozarks Public Health Institute.

3. Develop new courses in the iCourse format and revise and update current iCourse courses

The university retired two iCourses this year (Macroeconomics and Introduction to World Music) and developed three new iCourses this year (Health Care Economics, Microeconomics, and Medical Physiology). The iCourse format continues to add value with over 4000 visitors to Missouri State iTunes each month and others accessing iCourses on YouTube.

4. Continue to expand the number of online courses available and increase online enrollment

See section I.A.1.c above.

5. Develop opportunities to offer academic programs to military personnel stationed at Ft. Leonard Wood and elsewhere

Five new United States Air Force officers will enroll in the Defense and Strategic Studies graduate program in fall 2017, and plans are underway for 20 additional officers to enroll each subsequent fall semester. Missouri State continues to work to develop opportunities to offer academic programs to military personnel stationed at Fort Leonard Wood.

6. Relocate the Ozark Studies Center and the *Ozarks Watch* publication to Meyer Library

The Ozark Studies Center successfully relocated to Meyer Library and has thrived in the new space. The center exhibited at the annual conference of the Missouri Library Association, hosted a lecture series, formed an advisory board, and published two new issues of the *Ozarks Watch* magazine.

7. **Consolidate testing center functions and increase the number of testing center hours available to include more evening and weekend time**

The university consolidated testing center functions (including in person and online) to Meyer Library and increased testing center hours to 75 per week, including evening and weekend hours. The testing center also enhanced its capacity, increasing the number of test-taking cubicles by ten to 65, including three Disability Resource Accommodation rooms. The testing center also added multiple external exam companies to expand test options for the Missouri State community.

8. **Increase funding through the Office of the Provost for laboratory and academic equipment**

The Office of the Provost increased its central funding for laboratory and academic equipment by 28 percent from approximately $390,000 in fiscal year 2016 to $500,000 in fiscal year 2017.

B. **Student Experience**

1. **Continue to promote internships, practicums and on-campus employment for students**

Every academic unit continues to expand internships and practicums to the extent placement sites are available. On-campus employment continues to be an option for students. As of May 30, 2017, 2,684 students were employed on the Springfield campus and 148 students were employed on the West Plains campus during fiscal year 2017.

2. **Offer additional opportunities for engagement through fraternity and sorority life, including the establishment of a new sorority**

Missouri State's Fraternity and Sorority Life (FSL) community now has 3,259 students. This includes 558 more students (a 20 percent increase) from the spring 2016 semester. In fall 2016, social sorority Alpha Omicron Pi (AOPi) moved from colony status to chartered chapter, resulting in nine Pan Hellenic Association chapters on campus. AOPi initially recruited 122 women in fall 2016. Alpha Tau Omega also began recruiting colony members in fall 2016, and there appears to be considerable student interest in this new fraternity on campus.

The FSL community raised $75,950.04 and donated 2,245 items for charitable organizations in fall 2016. The FSL community also completed more than 32,000 service hours in fall 2016.

3. **Successfully move the Veterans Center to Meyer Library increasing its office and lounge space as well as visibility and access**

In January 2017, the Veterans Center relocated to new and expanded space in Meyer Library and, thanks to a generous donation from the Oldham Family, was renamed the Oldham Family Veteran Student Center.

4. **Promote the new Multicultural Resource Center Annex (named the Mary Jean Price Walls MRC) to students and student groups**

The university opened the Mary Jean Price Walls MRC in spring 2016. The university promoted the MRC space to students and student groups in 2016-17 by collaborating with offices and departments on campus. The MRC also opened the space for workshops, programs and student organization meetings and activities. The space also includes a clothing closet for students in transition or for students needing professional attire for job interviews, the LGBT Resource Center (which includes a library of campus and other resources and information for FGBTQQIAP subjects), a conference room, and a computer lab. Activities held in the MRC include an open house social, the LGBTQ+ history month kickoff, a presidential debate watch party, and presentations on topics such as academic advising, switching majors, student loans and financial planning, the career center, filing taxes, and resume drafting.

5. **Continue to enhance Student Orientation, Advisement and Registration (SOAR) by providing an opportunity for all new first year students to learn about the Public Affairs mission through the Bear Essentials program**

Missouri State incorporated a Bear Essentials program into SOAR to inform new students about the public affairs mission and challenge them to engage through three interactive sessions, each based on a pillar of the public affairs mission. The community engagement session focuses on and encourages students to participate in Missouri State's partnership with the City of Springfield to address issues such as poverty, food deserts, and more. Students also write letters of encouragement to K-12 students in community programs. In the cultural competence session, students participated in a discussion about how the many identities that contribute to their sense of self might affect their experiences and interactions with others who differ from them. In the ethical leadership session, students receive a variety of realistic scenarios, and they choose and discuss the appropriate response.

6. **Continue to enhance the University's efforts to track graduate outcomes with a target of obtaining graduate outcome information that meets industry thresholds established by the National Association of Colleges and Employers (NACE)**

The university has obtained graduate outcome information that meets NACE standards, but much work remains to be done. For the spring 2016 cycle, the university reported an 88.8 percent knowledge rate (i.e. the percentage of graduates for which the university has outcomes information) and a 59.2 percent career outcomes rate (i.e., the percentage of such graduates who

the university was able to establish as employed full time, in graduate school, or otherwise a successful outcome).

Due to software difficulties, the university was unable to conduct a web-based survey for summer and fall 2016 graduates and relied solely on paper surveys and manual data entry. This issue has been resolved, and spring 2017 graduates received electronic surveys, with paper surveys used for those not completing the online survey. We believe this will streamline the data collection process going forward.

The university will also increase its efforts in the coming year to obtain updated information about graduate outcomes after graduation but before the end of the reporting period. We believe this will increase the reported career outcomes rate for the spring 2017 cycle.

7. Emphasize and hold the seven signature public affairs events

The university emphasized and held the seven signature public affairs events. For the third year in a row, Public Affairs Week saw considerable increases in student attendance (over 2,500), number of participating student organizations and total number of student volunteer/service hours. One highlight from the Public Affairs Conference was that a group of students had the opportunity to meet with the keynote speaker, Doris Kearns Goodwin, and personally interact with her.

C. Globalization

1. Develop a recruitment plan focused on diversifying countries and cultures represented on campus

Missouri State has developed an International Programs Recruitment Plan that focuses on maintaining the number of Chinese students enrolled at Missouri State University while at the same time focusing on increasing student enrollments from the following targeted countries: India, South Korea, Vietnam, Japan, Mongolia, Indonesia, Peru, Colombia, Brazil, Chile, and Mexico.

2. Develop new or modify existing degree programs to better attract international students, including the delivery of academic programs internationally

Missouri State anticipates that new graduate programs such as the MS in Agriculture and the MS in Computer Science will be attractive to international students. In addition, the university now offers the Master of Professional Studies (MPS) as a dual master's degree in China and Brazil. The MPS in Brazil is delivered entirely at our partner university, CESUMAR, in Maringa, Brazil. The College of Education has developed a Perspectives in American Higher Education certificate program for international students.

The International Leadership and Training Center and the English Language Institute also provide a wide range of academic credit and non-credit programs. The English Language

Institute has divided its operations into three divisions to better meet student needs: English for Academic Purposes (EAP), ELI-Special Programs, and Certificate in English Language Teaching to Adults (CELTA). Through this change, ELI has been able to collaborate with academic departments to develop programs that help existing or future students develop English skills required for a particular program. One example of this is the English for Musicians program that prepares international students for the academic rigor of Missouri State's Master of Music degree program.

3.   **Create new opportunities for domestic students to interact internationally through programs that connect international and domestic students and by increasing the number of study away sites, particularly in Mexico, and study away opportunities for students**

Missouri State has established the Study in Mexico Program and developed partnerships with three universities in Mexico: Universidad del Mayab (Merida), Universidad Autonoma (Guadalajara), and Universidad Latina (Mexico City). The purpose of these partnerships is to increase study away opportunities for Missouri State and partner university students.

Student participation in study away opportunities continues to increase. Between 2009 and 2017, student participation increased by 167 percent, from 263 students to 701 students. The primary driver of this growth is short-term faculty-directed programs. Missouri State received recognition in the 2016 Open Doors report as a Top 20 Master's Level Leading Institution for the university's level of student participation in short-term study abroad programs.

4.   **Promote new opportunities for faculty to collaborate with international faculty on research, teaching and service programs**

Missouri State faculty from a number of departments are engaged in collaborative programs with international partner universities. For example, the College of Agriculture, the Departments of Communication, and the Art and Design Department are actively engaged in international collaborations.

5.   **Establish a Center for Global and International Area Studies in the Provost's Office**

Due to the financial situation, the university decided not to move forward with this center. Rather, the university moved the Global Studies program to the Honors College under the Office of the Provost to make it a university-wide academic program.

6.   **Streamline and coordinate activities and programs of the International Leadership and Training Center, the Foreign Language Institute, and the English Language Institute to optimize the delivery of quality language, technical, leadership and cultural training**

The reorganization of these units is complete. All three units are now organized under the leadership of the Associate Vice President for International Education and Training.

D. Infrastructure

1. **Take necessary measures to ensure the campus—including people, facilities, networks and data—remains safe and secure, including the completion of the IACLEA LEMAP assessments and University-wide risk management through the Enterprise Risk Management and Compliance Committee**

The university completed the IACLEA LEMAP assessment and is in the process of implementing its recommendations including a restructuring of the safety and transportation department, defining the department's mission, revisiting all department job descriptions, implementing a department branding program, updating the department's standard operating procedures manual, and establishing an annual training protocol. The university hired a Manager of Emergency Preparedness who has completed a comprehensive review of the university's emergency response policies and plans and developed training for the revised policies and plans. The university completed a Hazard Identification Risk Assessment through the Enterprise Risk Management and Compliance Committee. A comprehensive review of the university's mass notification system is also underway.

The university also installed eight additional security cameras and replaced 30 analog cameras with digital models, resulting in 472 digital and 92 analog campus security cameras monitored centrally by the Safety and Transportation Dispatch Center. Missouri State upgraded internet security devices and network firewalls to protect against cyber-attacks using the most current features available, redesigned the information security training program, completed online information security training for more than 700 employees, updated the Core Information Systems and Services Disaster Recovery Plan, and implemented a university-wide protocol for deleting or destroying storage media containing sensitive information.

2. **Enhance technology infrastructure to better serve the university community**

   a. **Expand and enhance capabilities of the Learning Management System (Blackboard Learn) and related support services**
   b. **Expand and enhance capabilities of technology-enhanced classrooms and related support services**
   c. **Continue to renovate and modernize open-access computer labs**
   d. **Expand the use of Office 365 Education and utilize enhanced features and support services**
   e. **Implement improved client system management software**
   f. **Expand and enhance the Enterprise Resource Planning system (Banner) and develop customized software applications**
   g. **Expand and enhance the networking and telecommunications infrastructures**

The university redefined standards for online class retention and access control and took numerous steps to enhance and expand training for faculty members. The university modified the

Instructional Technology Advisory Committee membership and operating model to increase stakeholder representation in support of the continued effort to enhance the 350+ technology-enhanced classrooms. Missouri State developed a cloud services policy and revised its data classification policy to provide guidelines to university employees when storing or processing sensitive information in the cloud. In doing so, the university is encouraging use of Office 365 Education's OneDrive for Business for cloud storage services. Missouri State also utilized Office 365 Education's Skype for Business feature to offer remote TeleHealth video sessions and piloted Office 365 Education's Teams functionality. The university rolled out Microsoft's System Center Configuration management for distributed IT support staff and implemented the Casper Suite software to support Apple device users.

The university tested the Banner Transform application for finance and moved it into production along with several other Banner 9 applications. Missouri State negotiated a new seven-year Ellucian Banner software maintenance and service contracts for the Springfield and West Plains campuses and received the lowest escalation rates awarded to any university running the Banner system, resulting in an estimated savings of approximately $880,000 over the next seven years. The university improved numerous software applications and modernized several webpages to include mobile optimization. Missouri State renovated and relocated the computer lab in Meyer Library, installed new core network routers with more capacity and faster transmission speeds, and expanded wireless coverage, capacity and speeds throughout the Springfield and West Plains campuses.

Before fall 2017, Missouri State will install new hosting fileservers and execute a new software contract for the Blackboard Learn system, complete the renovation of the Cheek Hall open-access computer lab, and finish construction on the new Computer Science graduate program computing facility.

3. Incorporate sustainability into campus operations and foster principles of environmental stewardship

The university incorporates sustainable design principles in its projects. Examples include the use of low flow plumbing fixtures in the Blair-Shannon House bathroom renovations, the use of higher performing glass and building envelope insulation in Ellis Hall, and the application of white roofs on the Professional Building and Morris Center. Missouri State also upgraded the lighting fixtures in Lots 22 and 24 to energy efficient LED fixtures and upgraded temperature controls in Glass and Kemper Halls to allow for efficient use of energy. The university also worked to maintain its AASHE STARS score by tracking progress on the goals and strategies outlined in the university's Sustainability Strategic Plan.

4. Expand entrepreneurial activities and community partnerships to serve the needs of the state of Missouri and the Springfield community

Missouri State made significant strides in expanding entrepreneurial activities and cultivating community partnerships. The eFactory has successfully completed two cohorts of its accelerator program. This program invests $30,000 in start-up and emerging companies in

exchange for eight percent equity. To date, this program has invested in nine portfolio companies. The university continues to work to ensure these companies' success.

Additional entrepreneurial activities launched in fiscal year 2017 include Rosie (a professional development, business assistance and leadership network for women), the Springfield Entrepreneurial and Innovation Network (a network of innovation champions from existing businesses), several customized corporate innovation events, a monthly community speaker series, and quarterly lunch and learn sessions.

Missouri State, in partnership with other stakeholders in the Springfield community, has received national recognition for the burgeoning entrepreneurial climate in Springfield. Forbes magazine recognized Springfield as the top city "you didn't expect to be great for business", by WalletHub as the 11th best city in the nation to start a business and by Miliken Institute as 53rd among the nation's best-performing cities. The eFactory was ranked third in Entrepreneur Magazine's listing of "7 incubators that can help your startup".

External funding also indicates the eFactory's strong reputation. The eFactory received $300,000 in grant funds from the Missouri Technology Corporation. The eFactory also received $75,000 in tax credits for calendar year 2016 and $66,685 for calendar year 2017 through the Department of Economic Development Small Business Incubator Tax Credit Program.

5.   Implement a more robust search engine for the University website

Implementing a more robust search engine is a multi-phase project. Phase one (website search) and phase two (directory search, event search and site index results) have been completed and are operating well. The next phase (map search) is underway.

E. Funding

The Board of Governors and academic and administrative leadership invested a significant amount of time this year on the university's funding and budget.

In September 2016, Governor Nixon restricted $1.875 million of state funds appropriated for the renovation of Glass Hall. If this restriction became permanent, the university would have had to modify the work to be completed.

In December, President Smart had a one-on-one meeting with Governor Nixon about the project. Several days after that meeting, Governor Nixon released the $1.875 million in restricted funds. Missouri State immediately submitted a request to the state, and the university received the restricted funds before the end of the calendar year.

In January 2017, Governor Greitens restricted $146 million in state appropriations to make up for a projected revenue shortfall. Missouri State's share of that restriction was $6.3 million in core operating appropriations. Fortunately, Missouri State was able to manage this restriction by using university reserves. Leadership actively managed the situation by carefully

selecting reserve funds from cost centers that would avoid disrupting ongoing projects, student success, and academic excellence.

In February 2017, Governor Greitens released his budget recommendations for fiscal year 2018. These recommendations included a nine percent reduction for public universities. For Missouri State, this results in a $7.4 million cut for the Springfield campus.

The Board worked with senior administration to create a set of principles for developing the fiscal year 2018 budget. Those principles included:

➢ Protecting the core mission of the university — academic achievement, scholarship and student success — is paramount.
➢ All units will share in budget reductions, but the levels of reductions will be strategic and reductions will not be equal in all areas of the university.
➢ Enrollment growth must continue to be a priority.
➢ Affordability and access remain important priorities.
➢ The university will make all budget decisions through a transparent process.

Because of the guiding principle regarding affordability, Missouri State was committed to not relying solely on increased tuition and fees to replace the budget shortfall. Accordingly, the Executive Budget Committee recommended and the Board decided to raise tuition and fees for instate undergraduate students only by the amount of inflation. Tuition and fee increases will generate around $3.4 million in additional revenue, leaving the remaining $4 million to be identified through expense reductions.

Budget committees across the university worked to identify expenses to reduce or eliminate from non-academic areas. At the end of this process, the Executive Budget Committee recommended a fiscal year 2018 budget with $4 million in expense reductions including:

➢ Eliminating 22 vacant staff positions
➢ Eliminating 5 vacant faculty positions
➢ Eliminating 8 occupied staff positions
➢ Reducing the online course incentive payments from $55 to $40 per student
➢ Eliminating institutional support for multiple campus research centers
➢ Reducing event-related expenses by eliminating the Ozarks Celebration Festival, reducing the length of the Public Affairs Conference, eliminating summer commencement, and reducing or eliminating several other university events

The West Plains campus completed a similar process to fill their budget gap of more than $600,000. Expense reductions on the West Plains campus include:

➢ Eliminating 3 vacant positions
➢ Eliminating 3 full time occupied staff positions
➢ Eliminating 1 part time occupied staff position
➢ Reducing maintenance, recruiting, travel and other similar expenses

Throughout the legislative session, President Smart and other administrators met with leadership in the Missouri House and Senate and other elected officials to advocate for a reduction in the proposed cut to Missouri State's operating appropriation. Shortly after the Executive Budget Committee finalized its recommendations, the Missouri General Assembly completed its budgeting process. The budget approved by the legislature includes a 6.6 percent core cut. This would result in $2.1 million more than the nine percent cut proposed by the Governor.

The Governor has not yet taken action on the budget passed by the legislature, and the state's revenue situation is still unpredictable. Accordingly, President Smart and the Executive Budget Committee have decided to move forward with the current budget plans. If the university appears poised to receive the additional $2.1 million, this fall the university will begin to develop plans for a mid-year compensation increase.

1. Continue to improve compensation for faculty and staff

While the university was not able to provide faculty and staff with an across-the-board compensation increase, the university strategically invested into compensation within the constraints of the budget. The fiscal year 2018 budget includes $190,000 for compensation increases associated with faculty promotions and $34,000 for compensation increases associated with the full professor salary incentive program. As for staff, more than 60 employees received salary and fringe increases totaling more than $270,000 under the university's FLSA compliance plan (detailed more fully in section II.E.2 below). The university will also provide 89 staff with salary and fringe increases totaling over $46,000 due to inflationary adjustments to the job classification system.

The university also improved its fringe benefit package by increasing its contribution under the MOSERS pension system by $2 million, broadening the criteria for staff to qualify for leave under the shared leave pool, and developing a policy allowing faculty to accrue sick leave.

2. Develop and implement a cost-effective plan to comply with changes under the Fair Labor Standards Act

In May 2016, the U.S. Department of Labor adopted a rule change under the Fair Labor Standards Act (FLSA). The new rule, which was scheduled to go into effect December 1, 2016, raised the minimum annual salary for salaried exempt employees from $23,660 to $47,476.

University leadership invested substantial time to develop a compliance plan for the new rule that treated affected employees with respect and minimized the impact on leave and compensation. Under this plan, 184 employees were to transition from salaried to hourly status and more than 60 received salary increases to retain salaried status. The university did not reduce vacation or salaries for affected employees.

On November 22, 2016, a federal judge issued a temporary injunction halting the new rule. University leadership consulted with many other universities, local entities and others to determine how to move forward. In the end, the university decided to suspend implementation of

a portion of the FLSA-related changes. Specifically, employees who were reclassified from salaried to hourly were moved back to their salaried status. However, employees who received a salary increase retained their increase.

University leadership continues to monitor the legal status of this situation and will be prepared to adjust these decisions as the landscape shifts.

3. Continue to receive private support through various Foundation campaigns

The Foundation continued to campaign for the College of Business Glass Hall project. That campaign will be complete in fiscal year 2018. The Foundation also continues to operate mini campaigns for the College of Business, College of Arts and Letters, and Meyer Library.

4. Increase the endowment with an emphasis on support for need-based scholarships

The market value of the Missouri State University endowment increased from $69,264,821 on July 1, 2016 to $76,310,965 on April 30, 2017. More information on the Foundation's focus on need-based scholarships can be found in section I.B.2.f.

5. Evaluate and develop recommendations for a future comprehensive fundraising campaign

The Foundation has recommended a new comprehensive fundraising campaign. The Foundation issued a request for proposals for a campaign consultant and will select a firm in summer 2017.

6. Advocate for the University's legislative and budget priorities, including increased operational funding from the state

Missouri State had three legislative priorities this year. The first priority was to increase appropriations. As is set forth in section II.E above, Missouri State's appropriations from the state will be less in fiscal year 2018 than in fiscal year 2017. However, the university's operating and line item appropriations in the legislature's budget are higher than in the Governor's proposed budget. The increase to the operating appropriation totals $2.1 million, and line item appropriations for Missouri State's collaborative programs were funded at half last year's level (after having been entirely eliminated in the Governor's proposed budget).

Missouri State's second legislative priority was to modify statutory degree restrictions that limit Missouri State's ability to offer professional doctorate programs. President Smart and senior administrators spent significant time through the summer and fall meeting with the Missouri Department of Higher Education, university and community college leaders, and stakeholders throughout the state to develop a program approval framework that was agreeable to all interested parties. These efforts proved successful, and a Missouri Department of Higher Education task force issued a report that the presidents of all public universities and community

colleges signed. Removal of the statutes currently limiting Missouri State's ability to offer professional doctorate programs was one of the recommendations included in the report.

Legislators in the House and Senate filed legislation to implement these recommendations. The House passed the legislation twice. The Senate bill passed the Senate Education Committee, but the Senate did not pass the legislation on the floor. We continue to receive assurances that there are not substantive problems with the legislation. Rather, the legislature did not pass the bill this year due to unrelated political issues. We will pursue this matter again next year.

Missouri State's third legislative priority was to preserve the Board of Governors' ability to regulate important campus issues. Over the past several years, we have seen an increase in legislation filed that would remove the Board's and administration's purview to regulate campus operations by creating inflexible rules on particular campus issues like residence hall policies, bonding, campus safety, and the like. University representatives actively engaged on these matters this year, and the legislature did not pass bills on any of these issues.

7. Maintain external funding through the Office of Sponsored Research and Programs at $20 million or more annually

Through May 2017, the university has been awarded $18,032,202.

8. Maintain the number of grant and contract proposals submitted for external funding through the Office of Sponsored Research and Programs at 300 or more proposals

Through May 2017, 321 proposals have been submitted for external funding.

III. ACTION ITEMS FOR OTHER AREAS

A. Athletics

1. Become more competitive in football and increase the total number of wins

The Bears finished the 2015 season with a 1 – 10 record. The Bears improved this year, finishing the 2016 season with a 4 – 7 record.

2. Compete for a conference championship in men's basketball and have a winning season

The Bears did not compete for a conference championship in men's basketball, but they did have a winning season, finishing the 2016-17 season with a 17 – 16 record. This was an improvement over last season's 13 – 19 record. The team improved in points scored and three point field goals, and the Missouri Valley Conference named Alize Johnson to the all-conference first team.

3.   Finish in the top 3 in the MVC All-Sport Standings

Missouri State finished fifth in the MVC All-Sport Standings. Four Missouri State teams won conference championships: baseball, women's swimming, volleyball and women's golf.

4.   Increase season tickets and Bears Fund memberships
5.   Create new season ticket promotions to increase ticket sales for men's basketball

Season ticket sales decreased in men's basketball and women's basketball. Bears fund memberships also decreased, largely due to decreases in men's basketball sales. The university used several new promotions for men's basketball during the past year, but sales continued to decrease. The university is implementing a plan to increase Bears Fund and season ticket participation by parents of student athletes, create a faculty and staff matching program, and complete a business outreach program.

6.   Reduce the athletics budget deficit by at least $250,000

The university reduced anticipated athletics expenditures by more than $1 million through a planned restructuring of athletic program offerings. The plan involves replacing women's field hockey with women's beach volleyball, departmental spending restrictions, restructuring academic aid for fifth-year athletes who have exhausted athletic eligibility, and scholarship reductions in equivalency sports.

7.   Maintain compliance with all NCAA rules and receive no major infractions

Missouri State maintained compliance with all NCAA rules and received no major infractions.

8.   Achieve at least a 930 APR score in all sports with an aspirational goal of reaching an average APR score of 985

The university exceeded a 930 APR score in all sports and had a 985.81 average APR score. The average student athlete GPA for the year was 3.16 which set a new record. Volleyball had a 3.73 average GPA, which set a record for any of Missouri State's large sports (women's golf and women's cross-country are the only sports to have had higher average GPAs). Seven Missouri State teams had average GPAs above 3.50, and football, baseball, softball, men's soccer, women's swimming and women's tennis had record setting average GPAs.

9. **Evaluate new NCAA legislation and develop appropriate strategies to respond and implement**

Missouri State evaluated and complied with all new NCAA legislation. The budget reductions and the replacement of women's field hockey with sand volleyball comply with all applicable NCAA legislation.

B. West Plains

1. **Increase the Number of Graduates**

The number of students earning associate degrees on the West Plains campus decreased in 2015-16:

	2013-14	**2014-15**	**2015-16**
Degrees and certificates awarded annually	295	272	268

However, the three-year graduation rate increased:

	F11 Cohort	**F12 Cohort**	**F13 Cohort**
Three year graduation rate	21.36%	20.28%	22.13%

The retention rate also increased:

	F13 to F14	**F14 to F15**	**F15 to F16**
First year to second year retention rate (fall to fall)	45.38%	42.54%	49.37%

a. **Increase recruitment of new students utilizing strategic marketing through social media, the Greater Ozarks Center for Advanced Technology, and the Shoe Loft housing**

The university implemented a social media campaign that includes The Grizzly Bite weekly student news video, a two-minute inspirational student recruiting video, and a nontraditional student recruiting video (which was also displayed in the local movie theater). The West Plains campus established blogs targeted to prospective and current students and used an external vendor to develop an email and digital advertising campaign for targeted geographic audiences. The West Plains campus hired a part-time new media specialist to focus on recruitment-related content for the web, social media and news media.

In January 2017, the university executed a management contract with the owner of the Shoe Factory Lofts (now called the Grizzly Lofts) housing facility in West Plains. The university promoted the Grizzly Lofts on its website, is in the process of creating a promotional video for the Grizzly Lofts for potential students, and has developed a housing brochure that will promote the Grizzly Lofts and the Grizzly House to students. The university also updated its housing policy for fall 2017 to require some students to live on-campus and developed processes and a larger management infrastructure to accommodate the additional campus housing.

In fall 2017, students began to enroll in programs at the GOCAT facility. The university has actively recruited for and conducted community outreach about the technology programs and customized training opportunities at the GOCAT along with the agriculture and health care programs offered on the West Plains campus. Marketing for the GOCAT includes development of a website, brochure, and news releases and promotion on social media. Marketing initiatives also promote the Associate of Applied Science in Technology degree offered at the GOCAT.

b. Increase retention of current students through the College Readiness Program, implementation of Degree Works, and revision of the Developmental Education Program

The West Plains campus continued its retention work through the College Readiness Program in 2016-17. West Plains faculty, staff and students successfully implemented and trained the campus community to use Degree Works (a comprehensive academic advising, transfer articulation and degree audit tool that helps students graduate on time) which went live in April 2017 ahead of schedule. The Math Department revised the Developmental Education Program by dividing MTH103 into three separate one-hour courses that students can take to meet the competency/subject requirements for entering MTH130 or 135. The goal of this change is to enable students to progress more quickly out of developmental math, lessen the time and credit hours needed to reach the MTH130/135 level, and save students money.

2. Diversity and Inclusion

a. Evaluate opportunities to develop initiatives specifically tailored to recruit and retain diverse students, faculty and staff

The West Plains campus implemented initiatives and hosted diversity events throughout the year, including a multicultural mixer, Cinco De Mayo celebration, a "Meet Our International Students" event, a traditional Polynesian dance performed by the Hawaiian Polynesian Revue group, Chinese New Year celebration, four disability awareness film showings, an African American History Month film showing, presentation of "A Thousand Cranes", Women's History Month celebration, and an International Student Association potluck.

The West Plains campus also hired a staff member from an underrepresented group in 2016-17 using the university's Diversity Hiring Program. This individual will be involved in the West Plains campus marketing efforts.

b. Expand multicultural programming and explore opportunities to collaborate with the Springfield campus on multicultural programs in West Plains

In addition to the events and initiatives referenced in section III.B.2.a above, the West Plains campus participated via ITV in the Public Affairs Conference held on the Springfield campus. The West Plains campus also had two representatives on the system-level President's Diversity Council. In August, the system-level Division of Diversity and Inclusion will present a Diversity Dialogue presentation at a workshop for West Plains area public school personnel and community members.

c. Encourage students, faculty and staff to participate in the Statewide Collaborative Diversity Conference

The West Plains campus distributed information about the Statewide Collaborative Diversity Conference to faculty, staff and students with Take Note (a campus email newsletter) and Administrative Council Notes. Four employees from West Plains attended the Statewide Collaborative Diversity Conference.

d. Evaluate opportunities to incorporate diversity into the curriculum and co-curricular activities

The university promoted its Cultural Consciousness in the Classroom faculty diversity training to West Plains faculty and staff. The August presentation referenced in section III.B.2.b above will also provide a good opportunity for faculty and staff to learn how to incorporate diversity into curricular and co-curricular activities.

e. Continue to require all employees to participate in diversity education

The Missouri State University Learning Diagnostic Clinic provided Americans with Disabilities Act training to all West Plains faculty and staff in 2016-17. Additional diversity training was provided in the spring 2016 semester and conversations are ongoing about the content for diversity training in fall 2017. Additionally, the West Plains staff senate participates in diversity activities during their monthly meetings with resources provided by the Division of Diversity and Inclusion.

f. Continue to publicly report on progress toward diversity and other goals

The West Plains campus publicly reported progress through the university channels set forth in section I.B.7.c above. Additionally, President Smart and Chancellor Bennett presented a State of the University address in West Plains in fall 2016, the 2015-16 Annual Report was distributed broadly on campus and in the West Plains community, the West Plains campus hosted a legislative summit in fall 2016 to discuss campus progress and new initiatives, and the

West Plains campus shared university goals and priorities with the community during a public long range plan meeting in fall 2016.

3.   Complete the development of the Long-Range Plan and the West Plains Campus Visioning Guide

The Board of Governors approved the West Plains campus 2017-22 Long-Range Plan in December. The university published the plan in digital and hard copy formats and distributed the plan throughout campus and the community. Revisions to the Campus Visioning Guide are in progress.

4.   Continue to raise private funds to support the Hass-Darr Hall construction project, and award contract and begin construction of Hass-Darr Hall

The university has raised $1.36 million in gifts and pledges for Hass-Darr Hall, including gifts for the Carol Silvey Student Union (more than $320,000) and the Veterans Center (more than $40,000). Fundraising efforts continue through private donations, private foundations, and grants. The university designated proceeds from the Red, White and True Blue Auction held in spring 2017 for the Veterans Center.

The university awarded the construction contract for the facility to Cahills Construction and began construction in March.

5.   In collaboration with the City of West Plains and the South Central Career Center, establish the Greater Ozarks Center for Advanced Technology (GOCAT), a community initiative designed to bring advanced technological training to the West Plains area

The university successfully implemented the GOCAT initiative. The facility officially opened and enrolled 20 students in the spring semester. The university and the other GOCAT partners are actively recruiting students for fall 2017. Approximately 100 people attended the GOCAT ribbon cutting ceremony, toured the facility, and interacted with GOCAT instructors and personnel.

6.   Continue to identify and evaluate opportunities to improve the coordination of processes and course delivery between the West Plains and Springfield campuses

Springfield and West Plains campus personnel continue to work together to provide courses in the West Plains area by ITV and online. The campuses work collaboratively to manage Gohn Hall on the West Plains campus to house continuing degrees offered by the Springfield campus.

Springfield and West Plains information technology staff collaborate weekly on projects and issues, and the university's annual IT retreat was held on the West Plains campus in summer

2017 to enhance coordination. West Plains campus IT staff attend and contribute to monthly meetings in Springfield and serve on various committees. The campuses coordinate the rollout of new software, have constant communications, and maintain reliable campus computer, data, network, and phone support.

Springfield and West Plains administrative services staff collaborated to assess emergency preparedness and environmental issues on the West Plains campus, utilize dispatch services on the Springfield campus during the flooding in West Plains, centrally monitor fire and elevator alarms, and conduct collaborative human resources supervisor training and ALICE training.

West Plains faculty, staff, and students also participated in events and initiatives on the Springfield campus, including fall and spring Showcase, Springfield Homecoming festivities, and SGA Day in Jefferson City. Springfield faculty, staff, and students also participated in events and initiatives on the West Plains campus including West Plains Homecoming festivities, various meetings and campus tours, and the University Staff Ambassadors visit to West Plains.