



## **REPORT ON EIGHT MAJOR GOALS FOR 2014-2015**

### **I. ACCESS TO SUCCESS**

#### **1. Maintain modest growth in enrollment while increasing the diversity of the student body.**

The University's enrollment in fall 2014 was 24,489, an increase of 2.7% from fall 2013 and a University record. Enrollment in spring and summer 2015 also demonstrated an increase over 2014 and set records. Additional data about the University's enrollment can be found on the attached enrollment highlights document.

- **Create and implement a graduate needs-based scholarship program and graduate diversity scholarship program.**

The University implemented a graduate needs-based scholarship program. The University also funded graduate diversity scholarships and funded graduate assistantships and fellowships for select students who were McNair scholars at their undergraduate institutions.

- **Create new academic programs based on student demand and state need.**

The University created a number of new academic programs based on student demand and state need. The most notable example is the implementation of the Bachelor of General Studies degree, with a current enrollment of 50 students and the first two graduates expected in December 2015.

Other new undergraduate degree programs include BS Theatre; BS Dance; BS History (awaiting CBHE approval); Sustainability Minor; Certificate in Forensic Child Psychology; BS Modern Language (comprehensive); and BS Modern Language (non-comprehensive).

New undergraduate certificate programs include Certificate in Computational Science; Certificate in Concentrated Officer Development and Education: The Justice System; Certificate in Concentrated Officer Development and Education: The Officer; Certificate in Concentrated Officer Development and Education: The Community; and Certificate in Concentrated Officer Development and Education: The Leaders of Law Enforcement.

New graduate degree programs include MS Cybersecurity; MA Technology and Learning; EdS Teacher Leadership; MS Child Life Studies (awaiting CBHE approval); MFA Visual Studies; MS Applied Behavior Analysis; DNAP Doctorate in Nurse Anesthesia Practice; MASL Acquired Second Language Acquisition; and MS Interdisciplinary Studies. The University also implemented a new accelerated graduate degree option in MSED Secondary Education/English.

New graduate certificate programs include Certificate in Teaching and Learning; Certificate in Teacher Leadership; Certificate in Public Health Core; Certificate in Public Health and Homeland Security; Certificate in Public Health Administration; Certificate in Literacy; Certificate in Elementary Math Specialists; Certificate in Conservation Education; Certificate in Community Corrections; Certificate in Administrative Studies; Certificate in Computer Information Systems; Certificate in Countering Weapons of Mass Destruction; Certificate in Cybersecurity; Certificate in Entrepreneurship; Certificate in Finance; Certificate in Financial Analysis; Certificate in International Business; Certificate in Leadership; Certificate in Management; and Certificate in Marketing.

- **Strengthen relationships with key community college partners (Ozarks Technical Community College, Crowder College, Metropolitan Community College, St. Charles Community College, and St. Louis Community College).**

The University established 13 new program articulations with Metropolitan Community College, 12 new program articulations with St. Charles Community College, 2 new program articulations with Ozark Technical Community College, and 1 new program articulation with Crowder College. The University also renewed its articulation agreement with Ozark Technical Community College for Honors Program transfers.

- **Continue Illinois recruitment efforts.**

The University is up 14% in admitted freshmen from Illinois. Overall, the University is up 13% in admitted freshmen from out-of-state.

The University's international recruiting efforts have remained focused on retaining enrollment from established relationships in foreign nations while striving to develop new relationships in nations where enrollment has either fallen or we have not previously had programs. This year's effort focused on Latin America and India in addition to maintaining the program in China. The English Language Institute sought to develop niche opportunities while sustaining its existing student base.

- **Continue international recruitment efforts.**

The University enrolled a record number of international students in fall 2014—1,622. The English Language Institute enrolled 275 students in fall 2014, setting another system record.

Recent developments in Latin America include:

➤ The University executed new partnership or collaboration agreements with la Universidad Latina (Mexico); la Universidad Latina (Mexico); Mount Saint Mary's (domestic Hispanic Serving Institution); California State University Monterey Bay (domestic Hispanic Serving Institution).

➤ University representatives attended recruitment fairs at Ibero and in Belo Horizonte, Brazil.

➤ The University continued to build on its partnerships with Universidad Andres Bello (Chile) ("UNAB"); UniCesumar (Brazil); and CESUPA (Brazil). Eight UNAB students attended the English Language Institute in the spring 2015 semester. The University introduced 50 Brazilian undergraduate students to Missouri State graduate programs during the past year, two of which are now pursuing graduate studies at Missouri State and two more of which are scheduled to begin in fall 2015.

➤ The University is in the final stages of negotiating a cooperative Master of Science in Administrative Studies degree program with UniCesumar to be offered in Brazil.

In addition to sustaining its established network in China, this year the University executed a \$1.3 million agreement with Ningxia University to provide a customized educational program for 50 agricultural students and ten faculty members. The University also placed a MSAS program director in China to enhance graduate student recruitment efforts.

In Vietnam, the University executed an agreement with the Foreign Trade University, a university with more than 20,000 students and an impeccable reputation. The University built on its existing partnership with Nam Do English Academy to process eight applicants for fall 2015.

In India, the University has followed the partnership model that has proven successful in China by retaining a native Indian representative to recruit both graduate and undergraduate students while having University employees travel to India two to three times per year to meet with prospective students, parents, agents and partner institutions. During the most recent visit in April, University representatives met with approximately 400 high school students, 100 college students interested in graduate school, agents at thirteen different locations, and eleven prospective students with parents. The result of this approach is that the University has grown enrollment from 20 to 40 Indian students. During the current fiscal year, the program's efforts have resulted in 121 applications and 29 admitted students as of June 1, 2015. The 29 admitted students represent 13 undergraduate and 16 graduate students spread across 14 majors.

In fall 2014, the English Language Institute ("ELI") participated in education fairs and workshops in Okinawa, Japan; Bogota, Colombia; Guadalajara and Mexico City, Mexico; Sao Paulo, Brazil; Ankara and Izmir, Turkey; and Belo Horizonte, Brazil. In addition to the fairs and workshops in each location, visits were made to local high schools, partner universities, language schools, and educational agencies to promote collaborations with Missouri State. In December, ELI representatives and representatives from the Missouri State's department of music visited universities and high schools in China, Taiwan, and South Korea. The ELI also created new

marketing materials for its programs, as well as new brochures and web pages for specific special programs.

- **Expand opportunities for collaboration with diversity-oriented organizations such as Kauffman Scholars, College Bound, etc.**

Regarding collaborations with diversity oriented organizations:

➤ **College Bound** – College Bound is a St. Louis nonprofit organizations that provides promising high school students from under-resourced backgrounds (usually first generation & low income) with academic enrichment, social supports and life skills needed to succeed in colleges and careers. Missouri State University provides qualified students with a \$1500 or \$2500 scholarship per year. The University enrolled 19 College Bound students in 2014-2015.

➤ **Kauffman Scholars** – Kauffman Scholars is a multi-year college access and scholarship program designed to help low-income urban students in Kansas City prepare for and complete a college education. Missouri State University provides qualified students with a \$1500 or \$2500 scholarship per year and the Kauffman Foundations provides a last dollar scholarship to cover the total cost of school for the student. The University enrolled 20 Kauffman Scholars in 2014-2015.

➤ **Wyman Teen Leadership Program** – Wyman’s Teen Leadership Program employs a progressive year-round approach, over the course of six years to support healthy teen development, leadership capacity, college access and college persistence to under-resourced students in the St. Louis area starting in the 8<sup>th</sup> grade. Each year the Wyman Foundation gives 2 or 3 incoming freshman a \$5000 scholarship and Missouri State University provides those students with a last dollar scholarship to cover the total cost of school for those student. In 2014-15 Missouri State University had 8 full scholarship Wyman students. The University enrolled 23 Wyman Teen Leadership Program students in 2014-2015.

➤ **100 Black Men** – The mission of the 100 Black Men of America is to improve the quality of life within our communities and enhance educational and economic opportunities for all African Americans. The University formed its relationship with 100 Black Men in 2014-2015, and 4 students are registered through this program for fall 2015.

➤ **College Summit** – College Summit transforms the lives of low-income youth by connecting them to college and career. Its model includes working with school leaders, educators, and students to ensure high schools have the kind of culture where going to college is the expectation. The University formed its relationship with College Summit in 2014-2015, and 70 students will participate in College Summit during summer 2015.

## **2. Increase the retention rate of first-time freshmen.**

The University is preparing retention reports for academic departments to track yearly retention data, including a comparison of the last 4 years. The University also appointed Dr.

Kelly Wood as Provost Fellow to focus on retention, and she has been active in addressing retention concerns throughout the University.

- **Develop and implement a strategy to redesign orientation programs, living learning communities, and family activities to better engage students in the University.**

First year orientation programs have been enhanced by adding an engagement camp—*Ursa: The Maroon and White Overnight*. *Ursa* will be offered August 10 – 12, 2015 and will provide students an opportunity to build new friendships, learn MSU history and traditions, explore personal strengths, and discover effective ways to transition to being a Bear.

Living Learning Communities (“LLC”) exist to support students in academic and personal growth. The University has expanded its LLC offerings from 7 to 12 for 2015-2016. Additional LLC programs will be offered in 2016 and 2017 building the total programs to over 30 and offering all new students the opportunity to live and learn in a community residential experience.

Family Activities continue to grow with year around support to parents and family members. A special Parent and Family program is offered during Student Orientation, Advisement and Registration (“SOAR”), a new blog feed is offered providing timely guidance and information, special activities are offered through Family Weekend and Family Programs, and an “ASK Priscilla” column has been initiated to provide timely response to family members’ questions.

- **Develop and implement a strategy to redesign GEP 101 into a signature class.**

The University redesigned GEP 101 into a signature class. In fall 2014, the University created eight college-based sections of GEP 101 specifically directed at first generation students. 224 first generation students participated in these sections. Fall to spring retention for these sections was 89.3%, which was slightly higher than the overall rate. The University will expand the program to offer 16 specialized GEP 101 sections for fall 2015—6 first generation sections; 4 college-specific sections; 4 sections for the School of Agriculture; and 2 sections for Multicultural Leadership Scholars. The University has submitted a Title III grant application for first generation student programs. The focus of this application is on GEP 101 redesign.

A service component was also added to GEP 101. All GEP 101 students must complete 4 hours of service starting fall 2015.

- **Develop a program to assist freshmen students on academic probation.**

Several meetings were held with representatives from each of the colleges with regard to developing a program to assist freshmen students on academic probation. The Academic Advising Center collaborated to create Take AIM, an interactive and engaging online, non-credit, no cost course through Blackboard. Take AIM has been, and will continue to be, used with undecided and conditionally admitted students on probation. Take AIM has been presented to each college as a model available for use, but each college will continue to handle academic

probation for its students as it deems appropriate based on the particular needs of the college's students.

- **Evaluate admission requirements and protocols for low-performing applicants.**

A modest change was made to the Freshman Admission Requirements policy (attached). The change involves criteria allowing for automatic admission starting spring 2016, maintaining the GPA and class rate as appropriate criteria and removing ACT scores from the list. A new scale was developed helping students calculate the necessary GPA and ACT combination for admission.

### **3. Increase the number of alternative pathway options for students.**

- **Continue to expand online summer school enrollment options.**

The University increased the number of alternative pathway options for students. Enrollment in summer internet courses increased by 31.75% from 2013 to 2014, and start date enrollment in summer internet courses increased by 13% from 2014 to 2015. Early data for summer 2015 shows the combination of online and icourses exceeds that of traditional courses both in headcount and credit hours.

- **Create and implement a pilot project to encourage programs to adopt credit by assessment as appropriate.**

The University revised its academic policies to allow for credit by assessment at undergraduate and graduate levels. The University initiated and marketed a pilot credit by assessment incentive program, formed a committee to review proposals, and funded one proposal. Several other programs are in the process of developing proposals that will likely be submitted, and potentially funded, in the future. Work is underway to evaluate how best to represent credit-by-assessment on transcripts. Additionally, the Modern and Classical Languages department received funding from the Governor's Office for a competency-based education initiative to reduce time in establishing students' language competencies in a way that is meaningful to employers. The Hospitality and Restaurant Administration department also partnered with Ozark Technical Community College and several southwest Missouri high school and professional associations to submit a proposal for a Hospital Leadership Academy designed to provide a streamlined pathway to complete a bachelor's degree within 3 to 4 years after high school.

- **Create a model for effectively offering MSU programs at off-campus sites (Lebanon, West Plains, and community colleges).**

The University has developed its Lebanon location as a model off-campus site. This model involves a Community Advisory Council, blended program delivery, strategically appointed local per course faculty, intensive advising on-site, designated computer lab and study

areas, social media communication, appropriate signage and visibility, and personal student follow-up from coordinators.

- **Offer and actively market two open online courses for the public in Ozarks Studies fields.**

The University successfully offered and marketed two open online courses. *Ozarks History: Examining and American Culture* launched September 8, 2014. Enrollment for the course was 1,564. *Laura Ingalls Wilder Part I: Exploring Her Work and Writing Life—The Early Years* launched September 22, 2014. Enrollment for the course was 6,956.

- **Create an online option for the Professional Writing program.**

The University now offers a BS in Professional Writing online. Accordingly, the University currently offers 10 undergraduate degrees, 2 undergraduate certificates, 13 graduate degrees (including one doctoral degree), and 14 graduate certificates online.

#### **4. Maintain competitive cost of attendance.**

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 lowest of any of the state's public universities. For additional details, see the attached Fiscal Year 2015 Missouri Comprehensive Fee Survey.

From Fiscal Year 2009 through Fiscal Year 2015, Missouri State's undergraduate resident tuition increased three times for a total of 9.7%. The average increase reported by *The College Board, Trends in College Pricing* for the same period was 28% for public four-year universities.

Missouri State's tuition remains considerably below all national averages. For example, Missouri State is 23% below the average annual cost for tuition and fees as reported by *The College Board, Trends in College Pricing* for Fiscal Year 2015: \$9,139 for public four-year universities compared to Missouri State's \$7,008. Missouri State is 12% lower in costs than the national average as reported by *The College Board, Trends in College Pricing* for Fiscal Year 2015: \$7,968 for Carnegie public four-year master's level universities compared to Missouri State's \$7,008.

#### **5. Continue to implement the career tracking program to meet the new state performance funding measure.**

The University discontinued its existing graduate tracking systems and implemented new processes to centrally monitor graduate outcomes for students. The University created the Task Force on Graduate Tracking and Outcomes. As a result of the work of this task force, all graduate outcome information collected by colleges and departments will now be reported centrally to the Career Center. Additionally, a concerted effort was made to collect information from graduates at commencement.

In fall 2014, data was collected with a paper survey at commencement. In spring 2015, data was again collected with a paper survey at commencement, but the Career Center coordinated with the Registrar's Office to streamline and further organize the process.

In summer 2015, a pilot program will be implemented with the GEN 499 exit exam to collect data as part of the exit exam process for students in addition to collecting data at commencement.

The next step is to develop processes to follow up with students within a year of graduation to learn about changes to graduate outcomes through surveys, online and social media resources, and phone calls. The University will also examine a number of different protocols to eliminate paper surveys and move to an electronic data gathering protocol prior to or at commencement. The University is continuing to work to improve processes for efficiently collecting information prior to or at commencement, following up with graduates to determine whether they achieve a positive outcome after graduation, and inputting and storing information in a usable format.

**6. Successfully complete the Higher Learning Commission (HLC) self-study process (assurance report) and submit findings in accordance with HLC timeline.**

The University is on track for the 2015 Higher Learning Commission site visit in October 2015. Draft reports for each of the five criteria were prepared in spring 2014. Based on feedback, these reports were revised and posted in fall 2014. A second revision of these reports is in the final refinement stage for submission to the Higher Learning Commission.



## **II. PUBLIC AFFAIRS INTEGRATION**

- 1. Emphasize and hold the seven signature public affairs events including the successful induction of the second class of the Missouri Public Affairs Hall of Fame.**

The University emphasized and held the seven signature public affairs events. The Public Affairs Hall of Fame successfully inducted its second class. This year's Public Affairs Conference set a new attendance record with 5,400 attendees.

- 2. Develop a comprehensive public affairs assessment plan.**

A comprehensive public affairs assessment plan for 2014-2015 has been developed and is being implemented. The centerpiece of the plan is the annual comprehensive public affairs review and analysis of student work. Other components include inventory and analysis of current practices, identification of needed changes, and implementation of new procedures.

- 3. Develop a campus-wide community service project in conjunction with the University's 110<sup>th</sup> anniversary.**

Through social media, the University highlighted 110 alumni and friends that demonstrated the public affairs theme in their life in conjunction with the 110th anniversary and the University's statewide public affairs mission. These individuals were listed on the University's website. The University hosted several events during the anniversary week with students, faculty, staff, and alumni. The culmination event was a Bears in the Know luncheon in which 300 people attended a living history of Missouri State through the recreation of the University's first president, Mr. William T. Carrington, and first female Ph.D., Dr. Virginia Craig. The University added a social media fundraising campaign which resulted in nearly 100 new donors to the Missouri State University Foundation.

- 4. Continue regular publication of the *eJournal of Public Affairs* and take steps to increase its visibility.**

The University published two volumes of the *eJournal of Public Affairs* this year. The journal was highlighted in President Smart's State of the University address, highlighted in academic leadership meetings, and publicized in Inside Missouri State.

### **III. ENGAGED INQUIRY**

#### **1. Sustain awards of grants and sponsored research above \$20 million annually.**

Through May 27, 2015, the University has been awarded \$16,928,182 in grants and sponsored research in fiscal year 2015, a 9% decrease from last year.

#### **2. Sustain applications for grants and sponsored research above 300 annually.**

Through May 27, 2015, the University has submitted 334 applications in fiscal year 2015, a 19% increase over last year.

#### **3. Develop and implement strategies to emphasize nanotechnology research.**

In 2014-2015, the University continued to build on the foundation established by a research group in 2013 whose goal was to explore the potential impact of carbon nanotubes (CNT) on the physical, chemical, and biological environment. Nine faculty research groups have reported results from the carbon nanotube research. Over 20 undergraduate and graduate students were involved in this research. Results of the CNT studies were presented by multiple students at the recent Graduate Interdisciplinary Forum and CNAS Undergraduate Research Symposium. Over 20 other oral and poster presentations were given at Biology Department seminars and the University's Nano Workshop in May 2015. Seventeen presentations were made at regional, national, and international research conferences. A peer-reviewed article has been submitted and is currently under revision.

#### **4. Increase collaboration between the Physics, Astronomy, and Material Science Department and the Jordan Valley Innovation Center to enhance research and competitiveness for grants and external funding.**

On February 3, 2015, the University held an open house to celebrate the opening of the College of Natural and Applied Sciences Materials Science Lab at Jordan Valley Innovation Center ("JVIC"). A team of four faculty moved their laboratories into JVIC.

#### **5. Publish the second edition of *Mind's Eye* to highlight the University's research successes.**

The University published the second edition of *Mind's Eye* in fall 2014. It featured research of 14 faculty members.

#### **6. Establish a fund to assist faculty with travel expenses associated with presenting research internationally.**

The University established a fund of \$100,000 to assist faculty with travel expenses associated with presenting research internationally. 35 faculty in 20 departments have received assistance from the fund to travel to 19 destination countries.

#### IV. PARTNERS IN PROGRESS

##### **1. Create and implement a two-year pilot project for a Center for Community Engagement to conduct community-based research on local and regional social issues.**

The University established the Center for Community Engagement (“CCE”) in August 2014. The CCE has worked on a number of local, statewide, and national projects, almost all of which have been funded externally. These projects include:

- A contemporary and historical analysis of Springfield’s African-American community.
- A study of the “Cliff Effect” (small raises in income causing families to lose support and end up with a net loss in income) in the Springfield area.
- A program evaluation of the effectiveness of a “strengths-based” coaching program for at-risk and homeless youth.
- A statewide civic health assessment.
- An American Democracy Project AASCU initiative examining the relationship between economic inequality and democracy.

##### **2. Complete a diversity climate survey and develop a campus diversity plan to highlight successes and address challenges.**

The University released the Campus and Community Climate Study Report on March 16, 2015. Following the release of the report, the University developed an inventory of diversity-related initiatives from the last year. That inventory will allow the University to assess what initiatives are working, and it will prove useful in making long-term decisions about how to move forward on campus climate issues.

To address the concern of diversity in the curriculum, the University also selected *The Other Wes Moore* as the common ready for the fall, and Wes Moore will provide the Public Affairs Convocation Lecture in fall 2015. To address the concern of faculty and staff competence to engage students in sensitive conversations about race and diversity issues, the University retained Drs. Ed and Myra Hubbard, consultants specializing in diversity analytics, to provide a public presentation on campus in fall 2015 and to conduct two days of diversity training with University and community leaders. The University also retained Dr. Pat Ashton and Wayne Williams to conduct a diversity training seminar with academic, student affairs, and administrative leaders at the University in spring 2015.

In addition to these responses, the University has begun the process of developing long-term plans for improving the campus climate. The University has published the climate study report and solicited feedback. In fall 2015, the University will charge one or more committees to continue to analyze the climate study, process the feedback received, and recommend particular actions that will enhance the University’s campus climate. These recommendations will be addressed as part of the University’s long-range planning process.

**3. Collaborate with Springfield Public Schools to develop and implement an entrepreneurship program at The eFactory.**

The University partnered with Springfield Public Schools (SPS) to create a choice program for entrepreneurship for high school juniors and seniors called StartUp @ The eFactory. The two-year program began in January 2015. The junior year involves online curriculum with planned on-site learning experiences. The class of about 20 students from all five SPS high schools visited The eFactory four times in the spring semester and engaged with entrepreneurs, learned about business operations, and developed presentations for their company or product. During their senior year, students will implement their product or business.

**4. Complete the University's outreach plan for the Kansas City area.**

The University completed the 2014-2015 action items from the outreach plan for the Kansas City area.

**5. Develop agreements on internship sites for students in the Master of Occupational Therapy program.**

Accreditation for the Master of Occupational Therapy program has been approved and the first class of 24 students has been chosen. They will begin in the fall. The University hired a program director and three additional faculty. Faculty are working to identify internship sites.

## V. VALUING AND SUPPORTING PEOPLE

### 1. Improve compensation for faculty and staff.

- **Provide a cost of living pay raise for fulltime employees.**

Effective July 1, 2015, the University will provide a 1.8% compensation increase to all fulltime faculty and staff. This is more than double the applicable rate of inflation which was 0.8% in 2014. This is the fourth year in a row that all fulltime faculty and staff received a raise that meets or exceeds inflation.

- **Continue the Full Professor Incentive Program.**

Last year 51 professors applied for the Full Professor Incentive Program, and the University awarded 30 of the applicants. An additional ten awards have been made effective August 1, 2015.

- **Develop and implement programs to target other high-performing and/or underpaid employee groups for additional compensation.**

The University included an instructor equity pool in the fiscal year 2016 budget which will result in 52 instructors receiving an incremental increase. The University also included a staff pool in the budget which will allow cost center heads to increase compensation for high-performing and/or underpaid staff. The staff pool will result in 300 employees receiving an incremental increase.

### 2. Improve diversity of the workforce.

The University convened a work group tasked with identifying policy-related barriers to diversity hiring and evaluating potential methods for eliminating or reducing these barriers. This group was able to eliminate or reduce a number of policy-related barriers, including:

- Providing notice to hiring authorities of candidates' diversity status during the search process to allow hiring authorities to consciously create diverse search pools.
- Modifying minimum job requirements for certain groups of employees.
- Allowing verbal job offers contingent on background checks to secure commitments from candidates earlier in the hiring process.
- Improving accessibility and accommodations during the employment application process.
- Modifying the University's policy on Diversity Hiring and Recruitment Programs to clarify misconceptions about the diversity hiring program.
- Permitting external searches for clerical positions.

The University also retained The Academic Network ("TAN") to help recruit faculty from underrepresented groups.

- **Encourage individuals involved in hiring processes to hire highly qualified, diverse candidates in furtherance of the University's affirmative action plan, with a target of at least 20% of new hires being ethnically or racially diverse, international, disabled, of veteran status, or a member of a group that is underrepresented within the hiring department.**

Evaluation of the University's achievement of the 20% new hire target is underway. We did not have a tool to accurately assess this measure at the beginning of 2014-2015 given the manner in which diversity was broadly defined. Efforts are underway to develop an appropriate assessment tool. Early indications are that new faculty hires will meet the 20% target, and that we have made progress toward achieving the target on staff hires.

- **Continue to implement the campus-wide ADP diversity goal and develop a metric to measure its compliance.**

The University continued to implement the campus-wide ADP diversity goal. Human Resources tracks ADP completions for employees. As part of this tracking process, Human Resources has begun to also track which ADPs include diversity goals. Currently, 67.6% of ADPs tracked by Human Resources include diversity goals.

### **3. Fully implement the newly created employee mentorship programs and the employee affinity group program.**

The University currently has 62 mentors with 64 mentor/mentee partnerships. Monthly trainings are scheduled as volunteers sign up for the program. Enhancements to the program include a monthly newsletter for mentors, a Mentor of the Month recognition program, and upcoming training opportunities to include "Building Leaders on the Field" hosted by Coach Dave Steckel. 66 partnerships have now reached the nine-month milestone and concluded. When a mentoring partnership has ended, anonymous mentee and mentor surveys are sent out using a third party vendor, Survey Monkey. The University is currently in the process of analyzing the data from those surveys. Preliminary results reveal employees are very satisfied with the program. Clif's Connections continue on a quarterly basis. The University utilizes social media (Facebook and Twitter) to welcome new employees each week.

The administrative infrastructure to establish employee resource (a.k.a. affinity) groups has been established. A resource group for disabled employees has been created. A resource group for young professional staff is anticipated to start in fall 2015.

### **4. Evaluate the feasibility of modifying the existing credit course fee waiver benefit to allow for automated accounting of the benefit and for participation by employee groups not currently allowed to participate.**

A new automated credit course fee waiver system went live for fall 2015 registration. This system is automated and extends the fee waiver benefit to dual credit instructors.

## VI. RESPONSIBLE STEWARDSHIP

### 1. Continue to grow and diversify revenue.

- **Maximize state funding by satisfying the five established statewide performance measures.**

The University continued to grow and diversify revenue. The University satisfied all five of its established statewide performance measures. The University fiscal year 2016 core appropriation from the state includes a 1.5% increase which is larger than the increase for other public four-year institutions due to Missouri State meeting all of its performance measures and due to the General Assembly's decision to include an equity component in the appropriation calculation.

- **Advocate for capital funding through state appropriations under the bonding authority established by Senate Bill 723.**

The General Assembly passed legislation for capital funding under the bonding authority established by Senate Bill 723 (passed in 2014). Under this legislation, the University will receive \$18.9 million to renovate and repair facilities in critical need.

At the beginning of fiscal year 2015, a \$1.325 million appropriation for the occupational therapy program in Springfield and allied health programs in West Plains was withheld. The University successfully advocated to have that appropriation released. Additionally, the University collaborated with the University of Missouri, CoxHealth, Mercy, and chambers of commerce in Springfield and Columbia to successfully advocate for this appropriation (along with a \$10 million appropriation for the University of Missouri medical campus in Springfield) to be included in the state's budget. Fiscal year 2016 marks the third year in a row that the General Assembly has included this appropriation in the state's budget.

- **Emphasize private support through mini capital campaigns for Glass Hall, the Hotel and Restaurant Administration Department building project, the College of Health and Human Services building projects, the College of Arts and Letters campaigns, and the Meyer Library renovation.**

Regarding capital campaigns:

➤ Glass Hall: The campaign committee continues to meet and calls are being made. Over \$5 million has been pledged. The University anticipates making a campaign update announcement in October.

➤ Hospitality and Restaurant Administration: Calls have been made and continue to be made. This campaign has focused on corporate giving, and approximately \$100K has been pledged.

- O'Reilly Clinical Health Science Center: The campaign committee continues to meet, several fundraising events have occurred, and calls are being made. Close to \$250,000 has been pledged beyond the naming gift.
- Steinway Project: At least three Steinways have been pledged to this campaign, and the campaign committee continues to meet. The University anticipates making a gift announcement in August.
- Meyer Library Project: A campaign committee is being solicited and formed.
- **Develop and implement an investment strategy within the scope of existing University policies to enhance the portfolio return given the amount of the reserve fund.**

The University has implemented a strategy to spread out University investments over a five year period with an approximate 2.5 year average life to maximize investment returns. As a result the estimated interest income for fiscal year 2015 will be \$1,004,000, which is \$650,000 more than fiscal year 2014. Fiscal year 2016 interest income is estimated to be \$1,200,000.

2. **Successfully bond the construction and purchase of academic spaces including Brick City Building 4, the Student Admissions and Success (Welcome) Center, Occupational Therapy and Health Center, and the Morris Center (fifth floor renovation).**

On September 26, 2014 the university closed a \$21,485,000 MOHEFA Bond issue which funded a portion of the Davis-Harrington Welcome Center, the O'Reilly Clinical Health Science Center, and the fifth floor renovation to the Morris Center. The University evaluated including Brick City Building 4 in the bond issue, but determined that it was more appropriate to reevaluate the purchase and potential bonding for Brick City Building 4 when the option to purchase Building 3 becomes available.

3. **Invest in the preservation, modernization, and replacement of capital assets to support mission critical needs.**
  - **By Fall 2014, complete construction / renovation of Plaster Stadium, the Mary Jo Wynn Academic Achievement Center, and the recreation and athletic facilities funded by the B.E.A.R. Fee.**

The Plaster Stadium renovation was substantially completed by the first home football game. The Mary Jo Wynn Academic Achievement Center and the remaining recreation and athletic field projects were substantially completed by the first day of the fall 2014 semester.

- **Begin construction / renovation of the Student Admissions and Success (Welcome) Center, Pummill Hall, Occupational Therapy and Health Sciences Building, Kentwood Hall, Sunvilla, Meyer Library (Phase I), and the Morris Center (fifth floor renovation).**



The Kentwood Hall renovation was substantially completed by the first day of the fall 2014 semester. The Morris Center (Fifth Floor Renovation) project was substantially completed by the first day of the spring 2015 semester.

Work has begun, with expected completion by fall 2015, on the Davis-Harrington Welcome Center, Pummill Hall, the O'Reilly Clinical Health Sciences Center, and Sunvill Tower. Work has also begun on Meyer Library (Phase I) with expected completion by October 2015.

#### **4. Utilize and operate facilities efficiently.**

- **Obtain a STARS Silver rating from AASHE.**

The University submitted its 2015 AASHE STARS report on April 1, 2015 and received a Silver rating.

- **Sponsor *Green Revolution*, a Smithsonian traveling exhibition, at the Discovery Center of Springfield.**

The University sponsored *Green Revolution* at the Discovery Center of Springfield, and the exhibition completed on October 1, 2014. A total of 1,547 individuals viewed the exhibition.

- **Continue to implement modifications to class start times to increase classroom usage.**
- **Continue to evaluate class placements to increase classroom usage.**
- **Continue to more efficiently heat and cool buildings through responsible space scheduling practices and cost-effective environmentally friendly building practices.**

The University is undergoing a space audit and has implemented 25Live, an application streamlining campus-wide class and event scheduling. These efforts have improved the ability to match classes and events with the most appropriate space on campus. Work is underway to centrally schedule events at the Bond Learning Center, Pinegar Arena, Shealy Conference Center, study rooms in Meyer Library, the Park Central Office Building, and athletic fields. Analysis is ongoing to determine whether Conference Services should also utilize 25Live to centrally manage all campus space.

In 2014, the Scheduling Space for Energy Efficiency initiative targeted eleven buildings on the Springfield campus with sections or floors that remained unoccupied after 5 p.m. and on weekends during summer 2014. Schedulers placed classes into identified spaces in more efficient sections and floors of these buildings, resulting in nearly \$39,000 of savings. This year the University expanded this initiative throughout the entire year and for the entire campus, resulting in consolidating classes into fewer buildings.

- **Evaluate opportunities to extend the campus chilled water loop to more efficiently provide cold water to campus facilities.**

The University connected Meyer Library to the chilled water loop. The University is in the process of also connecting Sunvill Tower, the O'Reilly Clinical Health Sciences Center, and the Davis-Harrington Welcome Center to the loop. Enhancements to the system and analysis are ongoing to potentially add these buildings without adding chillers to the system.

- **Evaluate the results of resealing parking lots with asphalt emulsion as an alternative to coal tar.**

The University tested asphalt emulsion sealers on three lots. The results were disappointing. Accordingly, the university will use coal tar sealers in 2015, but the University will require that sealers be applied using sustainability protocols currently used by the Missouri Department of Conservation. The University will continue to evaluate asphalt emulsion based sealers and other alternatives to coal tar in future years.

**5. Manage University-wide risk effectively by developing and implementing an Enterprise Risk Management Program through the existing compliance committee to identify risks, evaluate risk management tools, and implement risk management solutions.**

The University's Compliance Committee was officially changed to the Enterprise Risk Management and Compliance Committee with the following charge:

*The Enterprise Risk Management and Compliance Committee supports management's efforts in identifying, understanding, communicating, prioritizing and managing risks from a University-wide perspective. The Committee is comprised from the major functions of the University and makes decisions that are aligned within the University's overall vision and goals. The Committee communicates risk information to responsible management, the University President and the Board of Governors.*

The Committee has met monthly to identify and discuss University-wide risk. The Committee's first report on University risks was presented to the Board of Governors in June 2015.

## **VII. ATHLETICS**

### **1. Vie for a football playoff berth.**

The football team started the season with two impressive non-conference road wins. The first home game in the newly renovated Plaster Stadium was a huge success. Unfortunately, the team did not sustain success in conference play, but remained in the discussion for the playoffs until the last three weeks of the season. After the season, Missouri State hired the University of Missouri's Defensive Coordinator, Dave Steckel, as the Bears new head football coach.

### **2. Finish in the top three in the MVC All-Sports standings.**

Missouri State finished in third place in the MVC All-Sports standings for 2014-2015. Three teams placed first in their respective sports—men's soccer, women's swimming, and baseball. We had other sports finish in the top three including golf (second), softball (second), and women's basketball (third). We achieved this despite an athletic department budget of 7/10.

### **3. Increase memberships in The Bears Fund, and increase ticket sales in football, men's basketball, and women's basketball.**

Ticket sales for football and women's basketball increased over last year. Ticket sales for men's basketball decreased. Bears Fund revenue increased but membership decreased due to the assessments associated with men's basketball tickets.

### **4. Collaborate with students and Learfield Sports to improve the overall game day experience.**

The University dramatically enhanced the overall game day experience for home football games by moving Bearfest Village to the heart of campus, resulting in much larger pregame crowds than have participated in past years. The University sought feedback from the community and will implement additional changes to the game day experience next year, including less contests during games and enhanced technology.

### **5. Comply fully with NCAA rules with no major violations.**

The University complied with NCAA rules and had no major violations.

### **6. Maintain an NCAA Academic Progress Rate above 930 for all teams.**

All University teams had a 930 or higher NCAA Academic Progress Rate. This year the University's athletes had a cumulative GPA of 3.08, the highest in recorded history. The University graduated a record-setting 117 student athletes.

### **7. Successfully implement the MVC television and digital media initiative.**

The Missouri Valley Conference is in final negotiations with ESPN to sign a 10 year contract. The agreement will require each school to provide approximately 60 events per year for broadcast within 4 years. The Athletics Department is collaborating with the College of Arts and Letters and Hite Media to produce these events starting in 2015-2016.

**8. Increase cumulative volunteer hours performed by student-athletes from 2,000 to 2,500.**

Student athletes logged 2,621 volunteer hours, a 24% increase over last year.

**9. Evaluate new NCAA legislation and create and implement an appropriate strategic response.**

The University evaluated and developed a strategy to respond to new NCAA legislation. The most dramatic legislative change involved allowing universities to fund student athletes' cost of attendance. Legislative changes also involved significant changes to autonomy and governance for NCAA members.

The Missouri Valley Conference chose not to require members to fund cost of attendance, but it strongly encouraged members to fund cost of attendance for men's basketball. Members were free to make their own determination how to fund cost of attendance for female athletes to comply with Title IX. Missouri State, along with all other conference members except Wichita State and the University of Northern Iowa, decided to fund cost of attendance for men's and women's basketball. Wichita State intends to fund cost of attendance for all sports, and the University of Northern Iowa will fund cost of attendance for men's basketball and volleyball. The University will continue to monitor this situation with the intent to fund cost of attendance for additional sports in the future to remain competitive to the extent it is economically feasible to do so.

## VIII. WEST PLAINS INTEGRATION

### 1. Continue to develop and market pathways for students to transition from West Plains coursework to Springfield coursework.

The West Plains and Springfield admissions offices have a close working relationship, constant dialog, and present together at numerous events throughout the year. The West Plains advising center held a special transfer advising workshop for West Plains faculty this spring conducted by Springfield admission and recruiting personnel.

- **Evaluate the potential for delivery of additional Springfield courses and programs on the West Plains campus.**

The University recently launched a Bachelor of Science in Child and Family Development for delivery on the West Plains campus. Bachelor degrees in the following fields are currently under evaluation for whole or partial delivery in West Plains: Secondary Education/Agriculture, Business Agriculture, Secondary Education/Mathematics, Respiratory Care, Social Work, Hospitality Management, Technology Management, Finance, and Criminology.

- **Enhance marketing efforts to inform West Plains students of their available options to participate in Springfield courses and programs.**

West Plains students are informed several times during the advising process about the transfer opportunities to Missouri State University during day-to-day advising appointments and when advisors visit IDS 110 classes each semester. Missouri State Outreach degree options are included in the STAR handbook given to all new West Plains students. The University's West Plains publications and website promote transfer opportunities to the Springfield campus. Visits to Springfield are conducted by the Honors Program, Child and Family Development Program, and Geography Program. The University chartered a bus to take West Plains students to the Springfield campus' fall and spring showcase events and the Public Affairs Conference.

The University has also enhanced its traditional marketing efforts in the West Plains region. For example:

- MSU Bear Day at West Plains in fall 2014
- Digital billboard near Walmart through Jan. 8, 2015
- Purchased radio ads on 2 stations
- Numerous e-blasts to West Plains students and public schools in 14 counties
- Digital closed circuit TV ads on West Plains campus
- Placed banners on the lawn and retractable banners within the buildings on West Plains campus
- Executed articulation agreement for transfer admission into Springfield's accelerated honors program for qualified students from the Darr Honors Program at West Plains
- News releases for program promotions and announcing advisor visits

- Increased media communication including social media, Google, and updated website
- Roadside billboard highlighting bachelor's and master's degree completion in West Plains
- Participated in West Plains campus and regional recruiting events including Red Carpet Day, College Express Event, Welcome Week, MoETS Conference, Teacher Placement Day, and Plains Students, Chamber of Commerce, schools in ten county region
- Initiated process to provide photo Bear Pass IDs for interested students
- Created student support web page answering frequently asked questions
- Provide special services to West Plains students taking Springfield courses including access to books through the local bookstore, self-pay option to the professional services benefit for healthcare, and free access to the West Plains Civic Center pool and gym

The West Plains campus publicizes Springfield Transfer Coordinator visits, Springfield Advisor visits, and coordinates with Springfield for West Plains Day targeting students transferring to Springfield campus.

- **Enhance orientation processes for students transferring from the West Plains campus to the Springfield campus.**

The University will launch a new program in August on the Springfield campus called *Find Your Place Day!* The goal of the program is to help West Plains students who are transferring to Springfield to feel more connected to the campus, to know how to apply for on-campus employment, to engage with similar organizations found in West Plains, to become familiar with academic and student services spaces and to connect with other West Plains transfer students. Additionally, Springfield advisors held a Transfer Advisor Training Workshop in West Plains in March to facilitate orientation and enrollment for students transferring to Springfield from the West Plains campus.

- **Identify opportunities for Springfield student organizations to coordinate and interact with West Plains student organizations.**

West Plains Student Life, SGA and Honors Program organize visits and activities between the two campuses. For example, the West Plains Student Government Association attended a Student Government Association meeting on the Springfield campus twice this year.

2. **Develop and implement a policy that prescribes a formula for the University's funding of the West Plains campus.**

The Board of Governors approved the State Appropriation Allocation Formula for Springfield and West Plains Campuses Policy.

3. **Identify and evaluate opportunities to integrate the Springfield and West Plains bookstores.**

The director of the Springfield bookstore visited West Plains in September 2014, the course materials manager for the Springfield bookstore visited West Plains in November 2014. Staff from the West Plains bookstore visited the Springfield campus in May 2015. Staffs from each bookstore have exchanged numerous calls and emails to improve operations through the year.

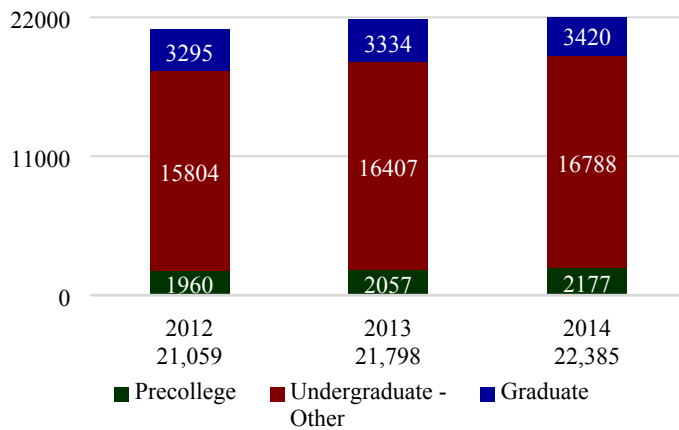
**4. Identify and evaluate opportunities to improve the coordination of Banner processes between the West Plains and Springfield campuses.**

The University has identified Banner processes that can be coordinated between the campuses, and has begun the process of coordinating these processes, in the following areas: Student Satisfactory Progress (SAP), Key Performance Indicators (KPI), Faculty Staff Fee Waivers (process automation), Ellucian Mobile App (Grizz Mobile), Grizzly Bridge Applications, Advisement Pin Release, Banner Document Management System Sharing, Cashnet Storefronts, Banner Common Matching, and Projected Course Offerings. Additionally, the West Plains campus provided Banner access to Springfield advisers to better advise transferring students.

## ENROLLMENT HIGHLIGHTS FOR MARCH 2015 BOARD OF GOVERNORS RETREAT

*Bolded items* reference those in the “8 Major Goals for 2014-15” document.

### Total Fall Semester Headcount Enrollment



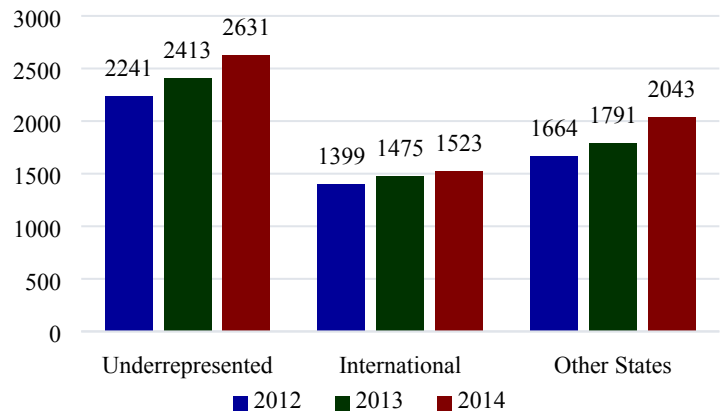
Our goal is **modest annual growth**. We exceeded that with increases of 3.5 percent in fall 2013 and 2.7 percent in fall 2014. Enrollment increased in most student categories, including undergraduate degree-seeking, graduate, and dual credit. Our fall 2014 and spring 2015 enrollments were both records.

Consistent with our goal of **increasing the diversity of our student body**, enrollment of underrepresented students increased by 17.4 percent from 2012 to 2014. Those students now make up 11.8 percent of the total. Our success is attributable in part to our **collaboration with diversity-oriented organizations** (e.g., Kauffman, College Bound, Wyman, and College Summit).

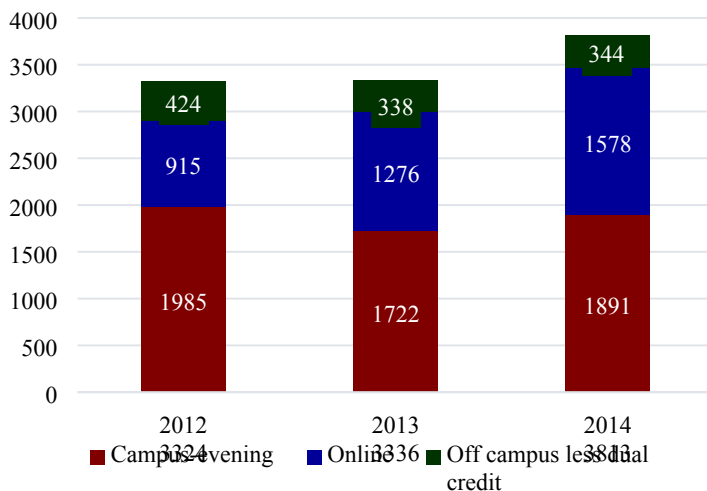
As a result of **international recruitment efforts**, our international student enrollment has continued to grow. In fall 2014, 88 countries were represented.

Targeted **Illinois recruitment efforts** have contributed to our growth in out-of-state students. Our total enrollment of Illinois students grew from 321 in fall 2012 to 488 in fall 2014, a 52.0 percent increase.

### Selected Target Population Enrollments-Fall Semesters



### Students Taking Predominantly Evening, Online, or Off-Campus Courses

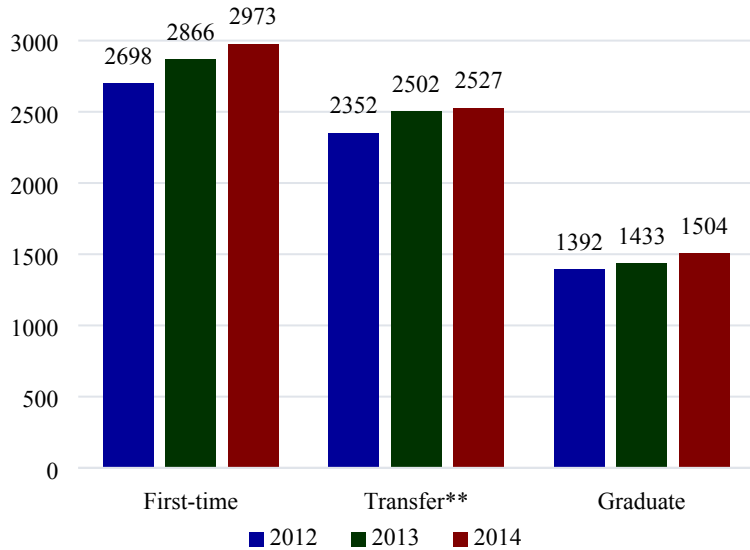


We continue to **increase the number of alternate pathway options**. Currently, a total of 69 different majors can be completed through online, evening and/or off-campus enrollment. The number of distinct pathway options (combinations of major and modality-evening, online, and off-campus) exceeds 130.

From fall 2013 to fall 2014, the number of students taking predominantly online, evening, and/or off-campus courses increased, with the most notable increase coming in students taking predominantly online courses (an increase of 23.7 percent).



### New Degree-Seeking Students by Calendar Year\*



We have continued to see growth in our transfer student enrollment despite declines in community college enrollments in Missouri. Our growth is due in part to our efforts to **strengthen relationships with key community college partners** (e.g., Ozarks Technical Community College, St. Charles Community College, and the Metropolitan Community Colleges).

Enrollment of first-time students increased by 10.2 percent from 2012 to 2014, which is noteworthy given that the number of high school graduates in Missouri declined over that period.

\*Spring, summer, and fall combined

\*\*Excludes transfers on the China campus

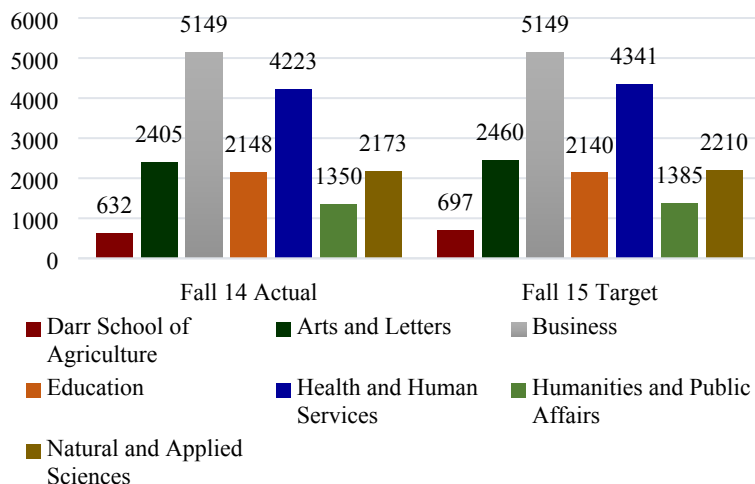
### Applications for fall 2015 as of February 14, 2015

Student Type	Applications	Change over corresponding date last year
First Time-New in College	8882	10.4%
New Transfer	1043	2.4%
New Degree Seeking Graduate	864	-5.3%

We are well ahead of last year in the number of applied and admitted first-time students. We are up slightly in transfers and down slightly in new graduate students, but it is still early in the admission cycle for those students. Changes in our process explain a part of the current drop in graduate applicants.

The number of Missouri high school graduates in 2015 projected to be the same as in 2014.

### College Targets



Through the Executive Enrollment Management Committee, enrollment targets are established for total enrollment and various segments of the enrollment.

The overall target for 2015 is 22,500, a slight increase over 2014 and also the target established in the long-range plan for 2016. Targets by college are shown in this graph.

# Freshman Admission Requirements

[Op5.01-3 Freshman Admission Requirements](#)

## Policy statement

You will qualify for admission to Missouri State if you are (or will be) a graduate of an accredited high school and meet both the core curriculum and selection index requirements described below. If you have completed courses for college credit, you must also have at least a 2.00 grade point average on those courses.

**Homeschooled students** should refer to the [policy for homeschooled students](#).

Eligibility of **international students** is determined by the [international student undergraduate admission policy](#).

Students **age 22 or older** are exempt from the selection index and core requirements.

## High School Core Curriculum

The high school core curriculum was established by the Missouri Department of Higher Education.

### English

Four units, two of which must emphasize composition or writing. One unit may be speech or debate.

**Acceptable courses:** English or language arts, literature, speech, debate, journalism (if writing intensive).

**Unacceptable courses:** yearbook, dramatics, mass media.

### Mathematics

Three units. High school algebra and beyond, including algebra II (If algebra I is taken in 8th grade, three more units must be taken in high school).

**Acceptable courses:** algebra I, geometry, algebra II, pre-calculus, math analysis.

**Unacceptable courses:** computer math, pre-algebra, general math, consumer math.

### Social studies

Three units. Must include American history and at least one semester of government.

**Acceptable courses:** world history, American history, American government, state/regional history, principles of democracy, civics, psychology, sociology, economics, political science, geography.

**Unacceptable courses:** family relations, consumer education, personal finance.

### Science

Three units, not including general science. One unit must be a laboratory course.

**Acceptable courses:** biology, chemistry, physics, anatomy and physiology, botany, zoology, integrated science, physical science, earth science.

**Unacceptable courses:** general science, consumer science, environmental studies.

## Fine arts

One unit. Graduates of accredited Missouri high schools meet this through completion of the fine-arts requirement for graduation.

**Acceptable courses:** art, music (band, orchestra, choir, music appreciation or music theory), dance, drama, theatre appreciation.

**Unacceptable courses:** speech, mass media, arts and craft.

## Academic electives

Three units. Must be selected from foreign language and/or two or more of the areas listed above. Two units of a foreign language are strongly recommended.

**Acceptable courses:** Must be selected from foreign language and/or a combination of two or more of the areas listed above or computer science (if algebra I is a prerequisite). **Unacceptable courses:** physical education, accounting, family studies, keyboarding, vocational courses.

## Additional electives

Additional elective credit to bring total to 24 units (required of Missouri high school graduates).

## Additional details

For additional details please contact your high school counselor or our office.

## Selection Index

**The following selection index is for students applying for the fall 2015 semester. See below for the index that applies to the spring 2016 and future semesters.**

If you successfully complete the high school core curriculum (listed above) before graduating from high school and meet **any one** of the following criteria, you will be **automatically admitted** to Missouri State University:

- ACT score of 24 or higher (SAT 1090)
- 3.5 cumulative GPA on a 4.0 scale
- Class rank in the top 25 percent

If you do not meet one of these criteria but successfully complete the core-curriculum requirement before graduating from high school, you will be admitted if you meet the requirements in the scale below:

## How to use this scale

- Using your class rank percentile and GPA, determine which will place you higher on this scale. For example, if your class rank percentile is 60 and your GPA is 3.30, you would use the line based on your GPA. If your school does not rank, your GPA will be used to determine your eligibility.
- Follow the line you identified in step 1 across the scale to determine the minimum ACT or SAT score you must have. Using the same example from Step 1, a student with a class rank percentile of 60 and a GPA of 3.30 would need **either** an ACT composite of 19 or higher **or** an SAT total of 900 or higher.

<b>Class Rank Percentile</b>	<b>GPA</b>	<b>ACT Composite</b>	<b>SAT Total</b> (Sum of critical reading and math scores)
75 or higher	3.50 or higher	<i>No minimum test score required for admission purposes.</i>	
73 to 74	3.48 to 3.49	18	860
64 to 72	3.25 to 3.47	19	900
56 to 63	3.04 to 3.24	20	940
48 to 55	2.85 to 3.03	21	980
40 to 47	2.63 to 2.84	22	1020
34 to 39	2.48 to 2.62	23	1050
Below 34	Below 2.48	24	1090

**To calculate your class rank percentile:** Subtract your rank in class from the number of students in your class then divide that number by the number of students in your class. For example, if you are ranked 24th in your class of 200, your class rank percentile is 88  $[(200 - 24) \div 200 = 0.88$  or 88th percentile].

**If your school does not grade on a 4.00 scale:** Convert your GPA to a 4.00 equivalent by multiplying your GPA by four and dividing that number by the scale your school uses. For example, if you have a 10.50 GPA on a 12.00 scale, your converted GPA equivalent is 3.50  $[(10.50 \times 4) \div 12 = 3.50]$ .

**The following selection index is for students applying for the spring 2016 semester and future semesters.**

If you successfully complete the high school core curriculum (listed above) before graduating from high school and meet either of the following criteria, you will be **automatically admitted** to Missouri State University:

- 3.5 cumulative GPA on a 4.0 scale
- Class rank in the top 25 percent

If you do not meet one of these criteria but successfully complete the corecurriculum requirement before graduating from high school, you will be admitted if you meet the requirements in the scale below:

## How to use this scale

- Using your class rank percentile and GPA, determine which will place you higher on this scale. For example, if your class rank percentile is 60 and your GPA is 3.30, you would use the line based on your GPA. If your school does not rank, your GPA will be used to determine your eligibility.
- Follow the line you identified in step 1 across the scale to determine the minimum ACT or SAT score you must have. Using the same example from Step 1, a student with a class rank percentile of 60 and a GPA of 3.30 would need **either** an ACT composite of 19 or higher **or** an SAT total of 900 or higher.

Class Rank Percentile	GPA	ACT Composite	SAT Total (Sum of critical reading and math scores)
75 or higher	3.50 or higher	<i>No minimum test score required for admission purposes.</i>	
71 to 74	3.41 to 3.49	18	860
64 to 70	3.25 to 3.40	19	900
56 to 63	3.04 to 3.24	20	940
48 to 55	2.85 to 3.03	21	980
40 to 47	2.63 to 2.84	22	1020
34 to 39	2.50 to 2.62	23	1050
Below 34	Below 2.50	Not admissible	

**To calculate your class rank percentile:** Subtract your rank in class from the number of students in your class then divide that number by the number of students in your class. For example, if you are ranked 24th in your class of 200, your class rank percentile is 88  $[(200 - 24) \div 200 = 0.88$  or 88th percentile].

**If your school does not grade on a 4.00 scale:** Convert your GPA to a 4.00 equivalent by multiplying your GPA by four and dividing that number by the scale your school uses. For example, if you have a 10.50 GPA on a 12.00 scale, your converted GPA equivalent is 3.50  $[(10.50 \times 4) \div 12 = 3.50]$ .

## Freshman Admission Alternatives

As a selective admission institution, our objective is to admit students with demonstrated potential for academic success. We recognize that some students have potential for success not clearly evident through standard measures of class rank, grade point average, and test scores. If you **do not meet the requirements listed above**, please review our [freshman admission alternatives](#).

The Missouri State University system includes an **open admission** campus in West Plains (about 100 miles southeast of Springfield). Students who do not qualify for admission to the Springfield Campus may begin at the West

Plains Campus, which offers programs that enable students to transfer seamlessly to Springfield. For information on the West Plains Campus, please visit [www.wp.missouristate.edu](http://www.wp.missouristate.edu) or call 417-255-7955.

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The university reserves the right to limit enrollment and to admit students on a space-available basis. Students are encouraged to apply early.

If you have any questions, please call the Office of Admissions at 417-836-5517 or 800-492-7900, or write to: Office of Admissions, Missouri State University, 901 S. National Ave., Springfield, MO 65897.

**Responsible vice president:** Vice President for Student Affairs

**Responsible office:** Office of Admissions

**Contact person in that office:** Director of Admissions

**Change approved by President:** TBD

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**FY 2015 MISSOURI COMPREHENSIVE FEE SURVEY**

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**UNDERGRADUATE**

<b>Institution name</b>	<b>In-state 2013-14</b>	<b>In-state 2014-15</b>	<b>Out-of-State 2014-15</b>
Missouri U of Science and Technology	\$9,510	\$9,529	\$25,396
U of Missouri - Kansas City	\$9,456	\$9,476	\$22,535
U of Missouri - St. Louis	\$9,474	\$9,474	\$24,795
U of Missouri – Columbia	\$9,415	\$9,433	\$24,460
Northwest Missouri State U	\$7,988	\$8,156	\$14,407
Truman State U	\$7,368	\$7,374	\$13,438
U of Central Missouri	\$7,265	\$7,265	\$13,659
Southeast Missouri State U	\$7,032	\$7,043	\$12,450
Missouri State U	\$6,908	\$7,008	\$13,668
Lincoln U	\$6,838	\$6,988	\$13,378
Missouri Western State U	\$6,498	\$6,598	\$12,489
Harris-Stowe State U	\$5,220	\$5,820	\$10,453
Missouri Southern State U	\$5,723	\$5,762	\$11,156

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**GRADUATE**

<b>Institution name</b>	<b>In-state 2013-14</b>	<b>In-state 2014-15</b>	<b>Out-of-State 2014-15</b>
Missouri U of Science and Technology	\$10,088	\$10,244	\$25,534
U of Missouri - St. Louis	\$9,818	\$9,965	\$24,566
U of Missouri - Kansas City	\$9,370	\$9,512	\$22,512
U of Missouri – Columbia	\$9,291	\$9,431	\$22,938
Truman State U	\$8,272	\$8,398	\$14,202
Northwest Missouri State U	\$8,043	\$8,297	\$14,244
Missouri Western State U	\$7,931	\$8,050	\$14,141
Lincoln U	\$7,427	\$7,577	\$13,457
U of Central Missouri	\$7,500	\$7,500	\$14,130
Southeast Missouri State U	\$6,853	\$7,008	\$12,384
Missouri State U	\$6,716	\$6,888	\$12,912

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