



## REPORT ON ACTION PLAN FOR 2018-2019

### I. ACADEMIC PROFILE

The university took significant steps to increase its academic profile in 2018-19.

One example is the university's application for approval to offer a professional doctorate degree in defense and strategic studies. When approved by the coordinating board, this will be Missouri State's first doctoral program outside the health fields. This application was made possible when the General Assembly passed legislation last year allowing Missouri State University to offer professional doctoral programs.

Another example is Missouri State University becoming an All-Steinway School. This was the culmination of a nine-year process of replacing aging pianos with industry-standard Steinway instruments. This transition demonstrates Missouri State's commitment to its award-winning music programs, and it enables the College of Arts and Letters to continue its upward trajectory in recruiting elite talent.

A final example is the naming of the McQueary College of Health and Human Services. The McQueary family's substantial contribution to the College of Health and Human Services demonstrates Missouri State's emergence as a statewide leader in health programs and allows the university to continue to grow its profile in health education.

#### A. Increase the number of degrees and certificates awarded

The number of degrees and certificates awarded increased in 2018-19:

	<b>FY2014</b>	<b>FY2015</b>	<b>FY2016</b>	<b>FY2017</b>	<b>FY2018</b>	<b>FY2019</b>
Degrees awarded	4,246	4,306	4,359	4,672	4,764	4,822*
Certificates awarded	138	173	282	305	468	470*
<b>Total</b>	<b>4,384</b>	<b>4,479</b>	<b>4,641</b>	<b>4,977</b>	<b>5,232</b>	<b>5,292*</b>

\* Data as of June 1, 2019. These numbers should increase when all degree checks from spring 2019 are completed.

We have surpassed the initial goal (4,900) and the revised goal (5,200) of the Long Range Plan.

**B. Add new certificates, majors or degrees that support workforce development**

New degree programs include:

<b>Name</b>	<b>Type of program</b>	<b>Approval Date</b>
IT Infrastructure	Minor	10/23/18
Defense and Strategic Studies	Doctoral Program	1/09/19
Ranch Management	Minor	1/11/19
Enterprise Risk Management	Minor	3/18/19
Conflict and Interpersonal Communication	Non-Comprehensive Major	5/03/19
Business Analysis	Comprehensive Major	5/23/19
International Business Studies	Minor	5/23/19

New undergraduate certificate programs include:

<b>Name</b>	<b>Approval Date</b>
Jazz Studies	6/13/18
Globalization and Sustainability	10/23/18
Applied GIS	10/23/18
Engineering Geology	10/23/18
Environmental Geoscience	10/23/18
Petroleum Geology	10/11/18
Geologic Foundations	10/23/18
Foundations of Pharmaceutical Science	10/23/18
Terrorism and National Security	1/11/19
International Agricultural Leadership	1/11/19
Applied Geophysics	2/14/19
Companion Animal Management	2/14/19
Criminal Investigation	3/18/19
Interfaith Engagement	3/18/19
Spanish for the Professions	5/03/19
Advocacy Writing Certificate	5/03/19
Rhetoric and Argument Writing	5/23/19
Documentary Filmmaking	5/23/19
Video Production	5/23/19
Diversity in the United States	5/23/19
Paleontology	5/23/19
Medical Humanities	5/23/19
Online Entrepreneurship	5/23/19
Sustainable Food Production	5/23/19
Environmental STEM for Teachers	5/30/19

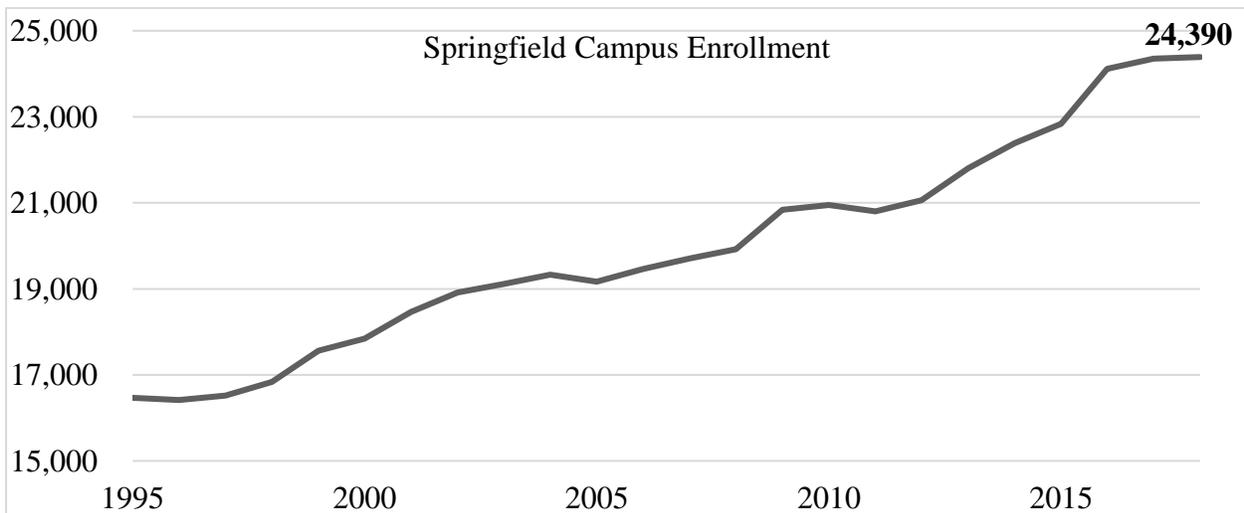
New graduate certificate programs include:

Name	Approval Date
Data Science	6/13/18
Music Performance	10/23/18
Dyslexia	10/16/18
Applied Communication	10/23/18
Technical and Professional Writing	2/14/19
Quantitative Enterprise Risk Management	3/18/19
Biomolecular Sciences	3/18/19
Foreign Language Teaching (non-certifiable)	5/03/19
Spanish	5/03/19
French	5/03/19
Public Policy	5/23/19
Public Safety	5/23/19
Economic Development	5/23/19
Science Content	5/23/19
Local Government Management	5/23/19
Choral Studies	5/23/19
Music Education	5/23/19
Petroleum Geology	5/23/19
Family and Consumer Sciences	5/23/19

Missouri State also developed and implemented an undergraduate certificate for intellectual or developmental disabilities. This program, called Bear POWER, is designed to ensure graduates with intellectual or development disabilities are prepared to enter the workforce.

**C. Focus on increasing enrollment in areas of high demand while continuing efforts to sustain or grow total enrollment**

For the seventh straight year, the Springfield campus set a new fall enrollment record.



Enrollment declined on the West Plains campus in fall 2018, resulting in a slight decrease in overall system enrollment. However, we have worked this year to stabilize the enrollment situation in West Plains and we believe the enrollment decline in West Plains will taper in fall 2019.

The university implemented numerous tactics to address enrollment. The university engaged a consultant and began an extensive marketing research project that will provide a better understanding of the university's reputation among prospective students, guidance counselors, current students, faculty, staff, and alumni. The university also implemented a more engaging website landing page that better demonstrates the strengths and opportunities of Missouri State. Missouri State also retooled its scholarship packages, developed a campus virtual tour module, developed variable data marketing and communication materials for prospective students, and implemented a customer relationship management system (CRM) to focus and manage marketing efforts and follow-up communications with prospective students.

**1. Direct resources as appropriate to support growth in high demand areas and skills contributing to workforce development. (e.g., nursing, computer science, information technology, etc.)**

Significant progress occurred that will result in targeted enrollment growth in high demand areas. Examples include:

- Nursing – The university has begun a multi-stage process to expand its production of nurses. This year the university increased its pre-licensure BSN class size from 72 students to 96 students. The program plans to continue to expand by 8 additional students each year until it has doubled in size. The university is also developing an accelerated BSN track, expanding the BSN completion program, and developing a nurse educator track for the MSN program. The nursing expansion was made possible by a private contribution from the McQueary family and a state MoExcels grant.
- Other Health Programs – The university expanded the occupational therapy program and added an accelerated doctoral program in audiology.
- Computer Science – This year the program increased its tenure-track faculty by 50 percent (growing from 6 to 9) poising the program for growth. The university also graduated the first group of computer science master's students in spring 2019.
- Information Technology – This year five information technology faculty were hired to replace retirements and resignations, and a position was upgraded to add knowledge and skills critical to upgrade the curriculum. The curriculum was revised to better align with workforce expectations, and a cybersecurity track was added. The master's degree program was reactivated with a goal of admitting new students in the coming year.
- Mechanical Engineering – The first students admitted to the mechanical engineering program will start in fall 2019, and faculty hiring will begin for upper division coursework.

- Individualized Certificates – The Office of the Provost worked with the Management Development Institute (MDI) to develop an individualized for-credit certificate for classes previously offered on only a non-credit basis. The certificate will be available starting in fall 2019.

**2. Modify infrastructure and expand course offerings to meet student needs (e.g., online, blended, block, ZOOM assisted, classroom capacity, etc.)**

Online course offerings increased. In fall 2017, 14.22 percent of the university’s overall credit hour production was online. These credit hours came from 417 unique courses taught across 598 sections. In fall 2018, this increased to 16.31 percent with 440 unique courses taught across 636 sections.

The university’s enrollment in online courses also increased:

	<b>Headcount</b>	<b>Enrollments*</b>	<b>Credit Hours</b>
<b>FY 2018</b>	13,721	34,509	100,525
<b>FY 2019</b>	14,423	37,780	110,149
<b>% change</b>	5.1%	9.5%	9.6%

\*“Enrollments” includes the sum of the headcount of each section. Stated otherwise, it includes the number of registrations in classes. Some students take more than one online class.

The university’s enrollment in online programs also increased:

	<b>Headcount</b>	<b>Credit Hours</b>
<b>FY 2018</b>	1,038	7,331
<b>FY 2019</b>	1,304	9,090
<b>% change</b>	25.6%	24.0%

Missouri State continued to increase usage of Zoom technology to teach courses off-campus:

	<b>Courses</b>	<b>Credit Hours</b>	<b>Zoom Connections to Individual Endpoints</b>
<b>FY 2018</b>	77	1,317	5,547
<b>FY 2019</b>	132	4,168	8,118
<b>% change</b>	71.4%	216.5%	46.3%

Missouri State has also partnered on the Springfield Public Schools Launch program which provides online courses for students at schools throughout the State of Missouri. The university currently offers six online dual credit courses through this program.

Curriculum modifications and schedule changes designed to meet student needs include admitting cohorts into the BSN program twice each year instead of just once, development of an online sign language course, development of a RN First Assist program at the request of Mercy, and the addition of online general education course sections in the College of Humanities and Public Affairs to meet student demand.

### **3. Facilitate work between academic programs and the marketing and communications division to promote and market certificates and other programs focused on workforce development**

MarCom hired a marketing strategist to coordinate these efforts. The university ran high impact marketing campaigns for the bachelor of science in nursing completion program, master of social work programs in Joplin and West Plains, criminology, defense and strategic studies, off-campus programs, OTC transfers, and the hospitality leadership online program. Special campaigns were also facilitated for graduate certificates.

### **4. Evaluate scholarship programs and restructure to remain competitive**

Missouri State engaged Ruffalo Noel-Levitz to conduct an advanced financial aid study. Several scholarship changes resulted from this study that will go into effect for students entering in fall 2019. Specifically, criteria for the Governors, Provost, Deans, and Missouri State Promise scholarships were changed to be based on a selection index that combines ACT score and GPA. This will allow a student with a higher GPA to qualify with a lower ACT score and vice versa. Additionally, the value of the Provost and Deans scholarships were increased by \$500.

The university also began working with organizations that are interested in helping students enroll at Missouri State (e.g., Boys and Girls Clubs, employers seeking education for their employees, etc.) to develop partnerships that include modest scholarship packages.

### **D. Promote interdisciplinary and cross-disciplinary educational and research opportunities, including curricular actions**

Examples of inter and cross disciplinary action this year include:

- Utilizing a Wabash Foundation Grant to create a new series of religious studies courses bridging the work of health professionals with issues of spirituality and patient care. This work led to the creation of a medical humanities certificate.
- Interdisciplinary projects in the College of Natural and Applied Sciences that blend chemistry with physics, mathematics with biology, and computer science with chemistry, physics, and biology.
- Collaboration between the College of Education and the Interprofessional Education (IPE) Committee in the McQueary College of Health and Human Services to develop an IPE experience in the College of Education that integrates health disciplines.
- Collaboration between the Darr College of Agriculture and the College of Natural and Applied Sciences on remote sensing and data collection using drones.

**E. Evaluate and update enrollment and curricular issues; initiate efforts to eliminate any barriers and modify processes while ensuring quality control**

Examples of efforts to evaluate and update enrollment and curricular issues include:

- Implementing the Mission Diploma initiative to create a single-day event in which campus-wide resources are focused on identifying and assisting students who left Missouri State with just a few credits short of completing a degree. The event resulted in advisors identifying 64 former students who were eligible to graduate without taking any additional coursework.
- Graduating 103 students in 2018-19 through the Bachelor of General Studies program.
- Reducing credit hour requirements for multiple degree programs (e.g., elementary education, early childhood, etc.) to meet the university graduation requirement of 120 credit hours.
- Streamlining graduate programs (e.g., eliminating 3 credit hours from the literacy MSED program to improve the program's competitiveness with peer programs).
- Curricular changes to the nursing program (e.g., simplified application process for BSN completion, changing BSN program from a five-semester sequence to a four-semester sequence).
- Evaluating opportunities to grant credit for experiential learning and enhance flexibility for course substitutions in majors.
- Separation of labs from lectures in several science courses.
- Implementing a math pathways program that allows three routes to complete the general education math requirement.
- Creating an international business studies minor that is accessible for students who are not majoring in the College of Business.
- Adding advisors, streamlining advising processes, structuring student schedules, and adopting proactive advising in appropriate areas throughout the university.
- Improving transfer processes (e.g., implementing CORE42, developing 2+2 pathways, and reaching agreements on articulation issues surrounding particular courses).
- Implementing a new user-friendly application for undergraduate admission.
- Implementing a new texting platform for communications between the university and first and second year students.

**F. Continue to seek logical and productive partnerships with other organizations, institutions and agencies that will foster educating more and different students (e.g., community colleges, college access programs, etc.)**

Missouri State graduated 21 access program students this year, two of which received master's degrees. Two of these students were with College Bound, seven with Kauffman, and 12 with Wyman. Four of these graduates are planning to start a master's degree program in the fall. Alexis Creamer, a Wyman student, was named the Outstanding Marketing Student in the Marketing Management Option by the College of Business.

Missouri State executed a Memorandum of Agreement with The Boys and Girls Club of Springfield. Meetings have been scheduled with other Boys and Girls Clubs throughout the state to discuss the possibility of similar agreements.

The university also executed agreements this year with Universidad de Aquino Bolivia (UDABOL) and Qingdao University to recruit students from Bolivia and China.

The university continues to collaborate with OTC, Drury, Evangel and other area higher education institutions through Diversity MODES, Brother 2 Brother, and the Diversity Talent Hub Job Fair to promote diverse student higher education attainment in the Springfield area.

Missouri State has participated in developing the Missouri College Access Network, a state-wide organization promoting access and equity for underrepresented students.

Various administrators and faculty from Missouri State met with their counterparts at OTC to streamline articulations and reduce barriers for transfer students. A similar leadership meeting with St. Louis Community College has been scheduled for August. University leadership has also met with administrators from Southeast Missouri State University to discuss collaborative opportunities, particularly in health programs and professional doctorates.

Missouri State added partner high schools for dual credit in Kansas City and St. Louis.

**G. Maintain and support assessment of student learning and accreditation at the program and university levels to ensure continuous improvement**

Academic programs successfully worked through accreditation processes, including college-level accreditations from the Council for the Accreditation of Educator Preparation (CAEP) and Accreditation Board for Engineering and Technology (ABET) and program-level accreditations in social work, nursing, gerontology, physical therapy, Meyer Library, and the English department. The Higher Learning Commission also visited Missouri State operations in Cassville, Missouri; Fairfax, Virginia; and Brazil. Many of these accreditation processes are not yet complete and reports by accreditors have not yet been issued.

The university also focused on assessment in a variety of ways throughout the year such as hosting interdisciplinary assessment workshops and awarding competitive assessment grants.

## II. STUDENT SUCCESS AND EXPERIENCE

### A. Improve retention and graduation rates of all students; and decrease the gap in retention and graduation rates for underrepresented, Pell eligible and first-generation students

Graduation and retention rates remained stable this year.

	2008 Cohort in <b>2014</b>	2009 Cohort in <b>2015</b>	2010 Cohort in <b>2016</b>	2011 Cohort in <b>2017</b>	2012 Cohort in <b>2018</b>
Six-year graduation rate	55%	52%	55%	55%	54.5%

First year to second year retention rate	<b>F13 to F14</b>	<b>F14 to F15</b>	<b>F15 to F16</b>	<b>F16 to F17</b>	<b>F17 to F18</b>
	75%	78%	79%	77%	78%

Six-year graduation rate	2008 Cohort in <b>2014</b>	2009 Cohort in <b>2015</b>	2010 Cohort in <b>2016</b>	2011 Cohort in <b>2017</b>	2012 Cohort in <b>2018</b>
Pell-eligible	50%	45%	49%	46%	45%
First generation	46%	44%	48%	49%	44%
Hispanic/Latino	42%	45%	52%	49%	57%
Black African American	32%	35%	33%	45%	30%
Two or more races	61%	46%	43%	50%	38%

First year to second year retention rate (fall to fall)	<b>F13 to F14</b>	<b>F14 to F15</b>	<b>F15 to F16</b>	<b>F16 to F17</b>	<b>F17 to F18</b>
Pell-eligible	66%	72%	71%	68%	70%
First generation	61%	73%	72%	69%	71%
Hispanic/Latino	71%	78%	75%	71%	76%
Black African American	71%	69%	74%	65%	66%
Two or more races	67%	72%	83%	67%	64%

- 1. Expand student services that support underrepresented, Pell eligible, ACT score of 18 to 23, and first-generation students (e.g., TRiO, Bears L.E.A.D., Access Programs, etc.)**

The university expanded the TRiO program from 196 students to 204 students with additional funding from the U.S. Department of Education. The TRiO program had 25 graduates this year, five of whom graduated with honors.

The university continued to grow the “MSU: I’m First” program for first generation students and offered four FAFSA workshops and three scholarship workshops. The Bears LEAD program has been enhanced to automatically include all summer Jump Start students. The university also launched the Bear Pantry to address food insecurity among students and developed a program through Meyer Library that provides textbook access for at-risk students in particular courses.

**2. Continue to evaluate the most effective use of GEP 101 and realign program accordingly**

Missouri State increased usage of dedicated GEP 101 sections. In fall 2018, 42% of GEP 101 sections were dedicated. In fall 2019, 51% were dedicated.

The university also implemented a requirement for GEP 101 students that they must complete a four-year degree plan as part of their coursework. Faculty and student feedback was positive.

Starting in fall 2019, the university plans to require GEP 101 students to create a first semester plan with the Student Educational Planner.

**3. Develop the Center for Academic Success and Transition as a hub to coordinate collaboration among units working on student success initiatives**

The Center for Academic Success and Transition has been established, and it will move into space in Meyer Library this summer. The Center has created an Academic Care Team to provide intervention and support for students struggling in their GEP 101 class. The Center also launched an Academic Referral Form and received 53 student referrals in its first 15 weeks.

**4. Enhance advisement support for students (e.g., organized transfer advisement and registration periods, college proactive advisement programs, advisement for students nearing graduation, etc.)**

The university offered a College Proactive Advising program for faculty and staff advisors and completed three, two-hour proactive advising sessions to train faculty advisors in COAL and CNAS to address issues with first generation students. The university assessed the impact of these training sessions for COAL faculty advisors and determined that the COAL cohort had a 3.5 percent higher persistence to the fourth semester and a 5.5 percent higher persistence to the second semester when compared to all MSU first generation students.

The university successfully pre-registered students for GEP 101, implemented structured schedules in particular academic programs, and implemented a text messaging program for advisors to communicate with students.

The university also modified the Student Educational Planner with Degree Works to enable students to develop their own degree plans.

The university held its first ever Transfer Advising Day last summer.

## **B. Expand leadership, community engagement and cultural development opportunities for students**

### **1. Host activities, events and speakers on campus with a focus on maintaining balanced political discourse and fulfilling the public affairs mission by encouraging ethical leadership, cultural competence, and community engagement**

Missouri State continued to host a balanced array of activities, events and speakers on campus, including:

- New Student Convocation by Cameron LaBarr
- Commencement speeches by Jay Wasson, Matt Blunt, Jennifer Moore, Zora Mulligan, and Stephanie Bryant
- Public Affairs Conference keynote presentation by Jenna Bush Hager
- Public Affairs Convocation by Fred Lajvardi
- Collaborative Diversity Conference keynote presentation by Irshad Manji
- Impact Summit keynote presentation by Sean Astin

### **2. Expand student participation in the Collaborative Diversity Conference**

The university held the MoState Student Summit on the last day of this year's Collaborative Diversity Conference. Irshad Manji, the keynote speaker for the conference, spoke to students on bridging cultural divides. 30 students attended.

### **3. Expand multicultural programming by increasing outreach and campus partnerships**

The university sponsored multicultural events and activities throughout the year, including the Belong B-Q, a faculty and student panel on intersectionality, the Langston Hughes Project, Women of Distinction Award Celebration, and the Multicultural Services Graduation Ceremony. The university also established a room of reflection in the MRC Annex.

Missouri State also continued its efforts to enhance the multicultural experience on campus through the Scholar 2 Scholar program, Mini-Diversity Workshops, Diversity Lunch and Learn events for faculty and staff, and the Interfaith Diversity Taskforce.

### **4. Expand the URSA engagement camp to include a session specifically for transfer students**

The URSA Experience grew this year from 138 students in 2017 to 153 in 2018.

The university developed a component of the Ursa Experience designed specifically for transfer students to implement in fall 2019.

## **5. Expand opportunities for students to engage in high impact and experiential learning experiences**

The university sponsored graduate and undergraduate research days in the spring semester. The university also expanded the availability of clinical opportunities for students through the physical therapy clinic, Jordan Valley Community Health Center, the MSUCare Clinic, and other pro bono healthcare service opportunities.

Service Learning has also grown. In the past year, participation increased from 5,004 to 8,748 students.

### **C. Review and assess campus-wide career planning efforts and improve the successful career outcomes rate for recent graduates**

In the last reporting year, Missouri State had a 92 percent knowledge rate and a 90 percent rate of positive career outcomes within six months of graduation. Multiple programs report 100% employment rates.

The Career Center conducted a comprehensive evaluation of operations, in consultation with a recognized expert in the field of career services. Results will guide the Career Center's strategic efforts to enhance career planning services for MSU students. One step already taken to improve students' career planning experience is the adoption of a new career services management platform (formerly JobTracks), set to launch this summer.

### **D. Expand financial literacy training for students**

The university is expanding multimedia options for financial literacy training by developing a series of videos with complementary materials that can be used by GEP 101 instructors. We have also increased our efforts to encourage more seniors to complete exit counseling prior to graduation and thus helped students better understand their repayment obligations and options.

### **E. Continue to implement alternatives to traditional print textbooks and course materials in an effort to reduce student expenses (e.g., StreamlinEd and other digital content)**

The library has developed a strategic plan for the implementation of Open Educational Resources (OER) to impact both affordability and sustainability for the university and students.

The bookstore continues to collaborate with faculty to reduce student textbook costs through digital access, open resources, and other strategies. This work has resulted in several mathematics courses moving to free textbooks, eleven new e-textbooks being made available by McGraw-Hill, and twelve rental textbooks being made available in the bookstore in fall 2019. The university also integrated VitalSource into Blackboard, increasing student access to affordable e-textbooks.

As part of a physical therapy program fee, students in the physical therapy program will receive e-textbooks for all DPT classes, decreasing expenses by approximately \$2,100 per student over the course of the program.

**F. Increase visibility of intercollegiate athletics, performing arts, fine arts and other activities to enhance their impact on student, community and alumni experiences**

Missouri State worked to actively market athletic and other events to students throughout the year by sponsoring free baseball ticket promotions, sponsoring trips to support away football games and the Lady Bears Sweet Sixteen appearance, hosting a watch party in the PSU for Lady Bears games in the NCAA tournament, showing Lady Bears games in the NCAA tournament on the Foster Recreation Center (FRC) televisions and broadcasting radio coverage of the games on the FRC sound system, distributing 6,500 promotional items to incentivize student attendance at athletic events, hosting tailgates and pep rallies for various athletic events, and sponsoring opportunities for students to meet Coach Ford.

In addition, the university hosted at least 75 arts and cultural activities in Plaster Student Union designed to enrich the student experience including an alumni comedy night and performances by nationally-touring musical groups and comedians that are free for students. Student Activities Council also sponsored various activities designed to allow students to demonstrate their artistic abilities, such as a showcase for performing arts student organizations, Coffee Shop Sound events, Valentine’s Day Open Mic Night, a sustainable fashion show, a workshop with Springfield Improv, and a Guided Paint Night.

The university also promoted upcoming Broadway productions to new hires through the Bear Connection mentoring program. The university discounted some shows for employees and has allowed newly hired employees to reserve tickets in advance for Tent Theatre’s Staff Appreciation performance.

**III. DIVERSITY AND INCLUSION**

**A. Continue to increase numbers of underrepresented faculty, staff and students**

The percentage of underrepresented faculty and staff increased in 2018-19.

	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
Percent of Faculty and Staff that are International or Members of Historically Underrepresented Groups	10.6%	11.0%	11.5%	12.8%	14.1%	14.5%

We have reached the initial goal of the Long Range Plan (14 percent) but we have not yet reached the revised goal (16 percent).

Numbers and percentages of underrepresented students decreased in 2019.<sup>1</sup>

<b>Number underrepresented students</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
American Indian or Alaskan Native	133	113	114	97	118
Asian	308	321	343	353	376
Black or African American	820	895	918	959	908
Native Hawaiian or Other Pacific Islander	28	29	18	20	18
More than one race	613	675	775	824	848
Hispanic or Latino	692	722	771	857	765
Non-Resident Alien	1,362	1,434	1,433	1,234	1,182
External to US	7	22	15	31	24
Not a US Citizen	8	10	8	13	13
<b>Total</b>	<b>3,971</b>	<b>4,221</b>	<b>4,395</b>	<b>4,388</b>	<b>4,252</b>

<b>Percentage underrepresented students</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>
American Indian or Alaskan Native	<1%	<1%	<1%	<1%	<1%
Asian	1.4%	1.4%	1.5%	1.5%	1.6%
Black or African American	3.8%	4.0%	3.9%	4.0%	3.8%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%	<1%	<1%
More than one race	2.8%	3.0%	3.3%	3.5%	3.6%
Hispanic or Latino	3.2%	3.2%	3.3%	3.6%	3.2%
Non-Resident Alien	6.2%	6.4%	6.1%	5.2%	5.0%
External to US	<1%	<1%	<1%	<1%	<1%
Not a US Citizen	<1%	<1%	<1%	<1%	<1%
<b>Total</b>	<b>18.2%</b>	<b>19.0%</b>	<b>18.7%</b>	<b>18.5%</b>	<b>17.9%</b>

**1. Require each division to create diversity hiring targets with large units encouraged to meet or exceed a 20 percent goal**

Through June 6, 2019, the Springfield campus had 187 new hires. Of these, 117 (62.56 percent) were women, 42 (22.46 percent) were members of a historically underrepresented group, 5 (2.67 percent) were individuals with disabilities, and 2 (1.07 percent) were protected veterans. The West Plains campus had 9 new hires, one of whom was a member of a historically underrepresented group and four of which were women.

**2. Improve personnel search process to mitigate unconscious and implicit bias**

<sup>1</sup> These numbers are based on IPEDS reporting and do not include students on the China campus, enrolled in ELI programs only, and the like. Students on the China campus and students enrolled in ELI programs are included in the numbers included in section IV.A. below.

The Division for Diversity and Inclusion provides unconscious bias training to administrators, faculty, staff and other groups throughout the year. Work is underway to develop training components to supplement existing search committee training that will be designed to mitigate unconscious bias.

**3. Implement outreach and recruitment strategies that target underrepresented students**

See item I.F. above.

Additionally, the university has centrally worked to increase application events at underrepresented high schools, implement changes to the Inclusive Excellence Scholarship Program, and utilize the university's new customer relationship management system (CRM) to target follow-up communications with prospective underrepresented students.

Colleges, departments and academic programs have also implemented various strategies to recruit underrepresented students. Examples include outreach to high school counselors in Mobile, Alabama, collaborations with historically black colleges and universities, and targeted recruitment efforts in St. Louis.

**B. Enhance campus and community culture and climate**

**1. Continue cultural consciousness and competency development among faculty and staff**

The university increased the number of cultural competency training sessions and marketed these sessions to the campus community. The university also encouraged employees to attend the Collaborative Diversity Conference held on the Springfield campus and provided workshops and forums throughout the year on working with underrepresented students. Employees also participated in numerous community and external diversity opportunities, such as the Missouri Association of Higher Education and Disability (AHEAD) conference held on the Springfield campus, the Public Entities Diversity Initiative, accessible design seminars, first responders' disability awareness training, online course development bootcamps, and accessibility workshops.

**2. Increase networking opportunities among diverse campus stakeholders**

Missouri State continued its Bear Connection mentoring program. The program now has 110 active mentoring partnerships on campus. The university also hosted quarterly networking breakfasts for new hires and a multicultural networking reception in the fall. The university continued to host the Belong B-Q, a dinner event during welcome weekend designed to give underrepresented students, faculty and staff an opportunity to network and interact.

In conjunction with the Bear POWER program, the university established a Bear POWER Ambassador program to increase opportunities for students to interact and support students with intellectual or development disabilities.

The university also constructed a NPHC Plots project which includes a gathering place near the PSU for students and others to network and learn about historically black Greek organizations.

The university also hosted heritage month celebrations; awareness weeks; and lunch and learn, dine and discuss, documentary and dialogue, and maroon table talk sessions. The university also established a room of reflection to allow individuals and small groups to come together in a quiet space for sanctuary and fellowship.

### **3. Continue to assess results and implement recommendations from last climate survey and develop plans for next climate survey**

Missouri State adopted an accessibility policy and systematically revised related policies. The university procured Blackboard Ally and adopted a web action plan to address digital accessibility issues. The university successfully implemented the Bear POWER program and developed plans to expand it. Missouri State also administered a values, interfaith engagement, and worldview survey to 4,000 student participants. Results from that survey are not yet available but will be utilized to develop campus recommendations and goals regarding religious diversity on campus.

The university administered the second comprehensive climate survey in April and May. We anticipate having results available in fall 2019.

### **4. Continue community collaborations to promote inclusion of diversity and cultural consciousness and competence**

Missouri State partnered with the City of Springfield, Greene County, and other community stakeholders to establish an African-American Heritage Trail in Springfield.

Missouri State hosted a 2-day Facing Racism Institute and a separate 1-day Facing Racism Institute session in conjunction with the Collaborative Diversity Conference. More than 250 people attended.

The university also continued to work through the Public Entities Diversity Initiative workgroups, committees, and subcommittees and hosted the President's Community Diversity Council for regular meetings during the school year. Missouri State continued to host the Collaborative Diversity Conference as well as Tough Talks sessions on campus for members of the campus and Springfield community. The university remains active with Minorities in Business, workgroups associated with Lumina Foundation and Talent Hub opportunities, and MODOHE. This year the university worked with higher education partners throughout the state to establish the Missouri College Access Network.

## **C. Expand diversity and inclusion training for employees and students**

### **1. Evaluate opportunities for collaborative student diversity training**

The university developed a student diversity leadership training module that will be implemented in fall 2019. The university also utilized students to provide diversity training. One example is the Giving Voice student theatre organization which provided training opportunities to the campus and larger community throughout the year, including a Shattering the Silences event and a performance at the 2019 Comparative Diversity Conference.

The university also offered required and elective for-credit courses designed to prepare students to work in diverse environments and address diversity and inclusion issues in the workplace and their communities

See also item II.B.1 - 4 above.

### **2. Collaborate with human resources to implement diversity training for supervisors and managers**

The university implemented a Diversity 101 for Supervisors training program. Curriculum for the program includes materials on workplace cultural consciousness and competence, improving civility and appreciation for diversity, managing and motivating a multicultural workforce, skills for building trust and cross-cultural communication, and the like.

The university also implemented a Cultural Consciousness in the Workplace training program designed to provide employees with the awareness, knowledge, and skills necessary to value the inclusion of diversity and address culturally relevant topics.

Other examples of diversity training for faculty and staff include:

- Multiple sessions of Title IX and sexual harassment training
- A half-day workshop for faculty and staff on working effectively with students on the autism spectrum
- Training for all new academic administrators on promoting an inclusive environment within their respective academic units
- Diversity training for all K-12 teachers and supervisors cooperating in student teaching and education internship placements
- Various department and college level diversity training sessions and processes
- See item III.B.1. above

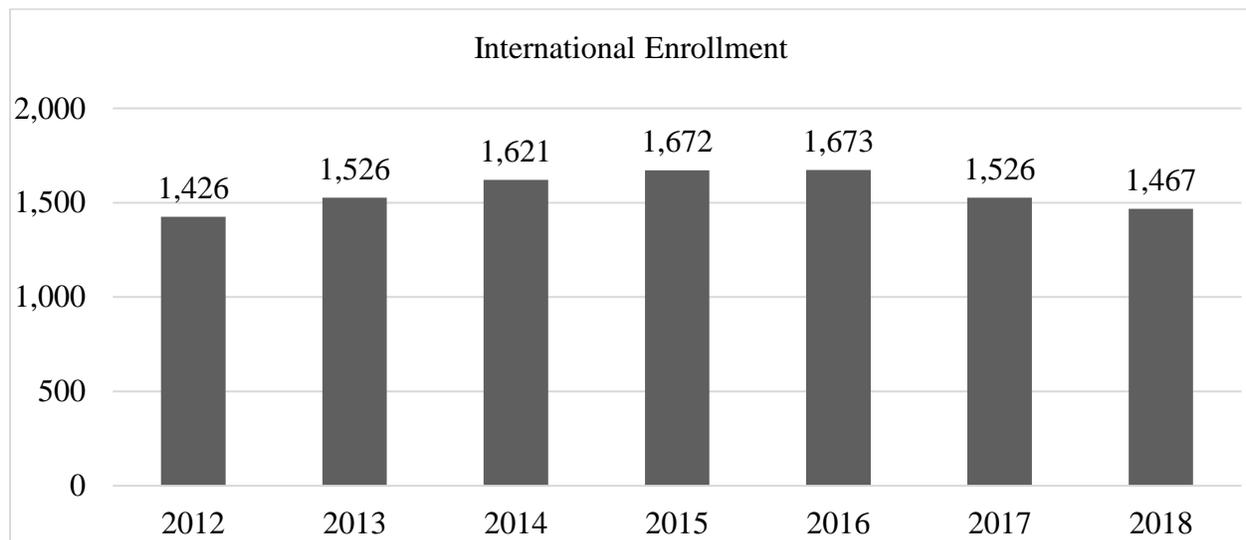
### **3. Evaluate consistency of diversity and inclusion elements in curriculum across disciplines**

Meetings have occurred to discuss the consistency of diversity and inclusion in curriculum; however, a systematic approach for evaluation has not yet been developed.

#### IV. GLOBALIZATION

##### A. Continue implementation of the International Programs Recruitment Plan to sustain international student enrollment while diversifying countries and cultures represented on campus

Overall international enrollment declined this year.



The university continues to focus on increasing capacity for short-term customized education programs through the International Leadership and Training Center for cohorts of non-degree-seeking students from partner universities. We believe this tactic will result in more than 450 non-degree-seeking students on the Springfield campus in fall 2019, an increase of 120 from this year.

Missouri State initiated renewed outreach efforts to encourage second year students at the LNU-MSU campus in Dalian, China to transfer to the Springfield campus for bachelor's degree completion. We believe this effort will result in an increased number of branch campus transfer students in fall 2019.

Because more than 50 percent of Missouri State international students are from China, we have placed a significant emphasis on recruiting efforts in other countries and regions. The 2018-19 recruitment strategy included the expansion of graduate student recruitment from South Asia (most notably India, Bangladesh and Nepal). Another growth area is Southeast Asia with an increasing number of undergraduate students from Vietnam and the beginning of a new initiative to recruit transfer students from Malaysia, Thailand, and Indonesia.

The university implemented a new scholarship program to attract first-time, new-in-college international students by increasing the level of Missouri State's International Excellence Scholarship for qualifying students and adding a competitive selection International Leadership Scholarship. We believe the new scholarship program will result in an increased number of freshmen international students enrolled in fall 2019. The first class of International Leadership Scholars will include students from Vietnam, Morocco, Iceland, Nigeria, India, and the United Kingdom.

### **B. Pilot 2 + 2 undergraduate degree programs with partner universities in Asia and South America**

Based on the newly-adopted model of international collaboration approved by the Chinese Ministry of Education, Missouri State has been approved as a partner to the top-tier Southwest University in offering a 3 + 1 dual bachelor's degree in plant science. The program will commence in September with an expected initial cohort of 60 students to begin in China and ultimately come to Springfield for their final year.

Missouri State has also begun planning for other academic partnerships to provide options for international students seeking dual undergraduate degrees under the 2 + 2 or 3 + 1 models, and accelerated master's degrees under the 3 + 1 + 1 model. MSU academic departments in every college have collaborated in the development of these programs, which will lead to program agreements with universities from eight countries in Asia and South America.

An agreement to offer a double dual degree with Universidad de Aquino Bolivia (UDABOL) was signed in February 2019. Students will earn a Bachelor of General Studies and Master of Professional Studies from MSU and various bachelor's and master's degrees from UDABOL. All MSU coursework will be provided online.

The university also signed an agreement with Qingdao University to offer a 3 + 1 + 1, in which students will complete requirements for their home university's undergraduate degree at MSU and begin an accelerated path to a MA in English from MSU.

### **C. Sustain the number of students participating in study away programs**

664 students participated in study away in 2017-18. 460 of these students were in short-term programs and 204 were in long-term programs. 618 students participated in study away programs in 2018-19. 392 of these students were in short-term programs and 226 were in long-term programs.

Following an extensive self-study and program review by independent peer evaluators, the Missouri State Office of Study Away was recognized in 2018 by the Forum on Study Abroad as meeting the *QUIP Standards of Good Practice in Education Abroad*.

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

With a fully funded summer teaching program offered by MSU's partner universities in China, Missouri State has the opportunity to have faculty teach abroad and engage in international research collaborations. All expenses, including international and domestic airfare, transportation, room and board and a teaching stipend are covered by the Chinese partner universities for two or three weeks. Through this program, MSU has 12 faculty members from various academic departments and colleges teaching in China this summer.

Various college and department level efforts to collaborate with international faculty have occurred this year. Examples include an agreement with Ruhr-University Bochum to promote collaboration and interaction with religious studies faculty and staff in Germany and a placement agreement with an early intervention center in India for occupational therapy student interns.

**E. Continue initiatives to promote interaction among international and domestic students, faculty and staff, and to promote global learning for all students**

The Global Leaders and Mentors (GLaM) program completed its first year of operation. GLaM members, a group of 21 domestic and international students, led the effort to welcome, orient and engage new international students on the Missouri State campus.

The International Friends organization continues to help international students at Missouri State develop quality friendships with at least one American family. This year 202 international students were placed with 127 local host families or individuals. Many of the International Friends hosts are Missouri State faculty or staff.

The Office of International Programs conducted outreach sessions with academic colleges and administrative offices to improve the awareness of international engagement opportunities for faculty, staff, and students.

**V. INFRASTRUCTURE**

**A. Complete construction of Hill Hall, Plaster Center (Phase 1), Woods House (Phase 1) and the Center for Academic Success and Transition at Meyer Library. Begin construction of a new residence hall and the Ozarks Education Center at Bull Shoals. Plan for the design and construction of continued renovations to Plaster Center and Woods House.**

The university completed construction of Hill Hall, Plaster Center (Phase 1), Woods House (Phase 1), and the Center for Academic Success and Transition at Meyer Library on time and on budget.

Construction of the new residence hall began last summer. The project is scheduled to be complete by fall 2020. The university recently started construction of the Ozarks Education Center at Bull Shoals. The project is scheduled to be complete by fall 2020.

A contract has been awarded for construction of Woods House (Phase 2). Construction has begun, and the project is scheduled to be complete by fall 2019. The Plaster Center (Phase 2) project will go out for bid in August and will be scheduled to be complete by fall 2020.

The university also developed plans for significant additions and renovations to McQueary Family Health Sciences Hall and Greenwood Laboratory School.

Another significant project this year was the completion of a new greenhouse behind Temple Hall to allow enhanced student learning and more in-depth research in the College of Natural and Applied Sciences.

In addition to adding classroom space, the university also worked to repurpose existing space for modern student needs. Examples include utilizing Hammons Student Center for kinesiology courses, changing Strong 408 from a small computer classroom to a seated classroom, and turning Strong 107 into a large computer classroom. The university has also begun the process of developing a space master plan for the College of Natural and Applied Sciences.

### **B. Reach decision point on the IDEA Commons expansion project**

Schematics and drawings have been completed for the project, and design components for ancillary parts of the project (box culvert, rooftop space on the eFactory, etc.) are underway. The City of Springfield has initiated the blight study for the tax increment financing component of the project, and infrastructure improvements to the area are underway.

The U.S. Department of Treasury awarded new market tax credits to Community Development Entities (CDEs) in May. At least two CDEs that Vecino Group (the property development company that we have partnered with on this project) has been working with received awards. CDEs have not yet made allocations to projects, but they will do so in the coming weeks.

### **C. Take necessary measures to ensure the campus—including people, facilities, networks and data—remains safe, secure and accessible**

Examples of measures undertaken this year include:

- Added 25 electronically controlled doors and added or upgraded 77 security cameras
- Expanded agreement with City of West Plains to include a police substation on campus
- Completed tabletop exercises on a pandemic outbreak, a major cybersecurity event, and an active shooter scenario
- Enhanced the university's mass notification system with projector / digital monitor takeover and a one-button-to-push system to distribute notifications
- Increased number of and participation in emergency preparedness and sexual assault prevention training sessions, enhanced number and availability of automated external defibrillators, and reduced abuse of parking in ADA spaces
- Completed a multi-factor authentication pilot program for Enterprise Resource Planning (ERP) applications, eliminated 95 percent of highly restricted information from test

systems, restricted access to Virtual Private Network (VPN) services, and implemented new segmented secure networks for servers

**D. Maintain technology infrastructure to ensure reliable delivery of services and technologies**

The university replaced hardware that hosts the Banner ERP software. This change resulted in increased processing speeds of 60 percent and provides a more secure, stable, and reliable platform for the delivery of technology-related services for students, faculty, and staff. The university also upgraded existing wireless networking infrastructures across all campuses to increase capacity and speed. The university also reduced overall costs of telephone services by deploying VoIP phones.

The university also enhanced its efforts to meet students' technology needs through a university-wide Information Technology Service Management pilot program. This program tracks and manages all IT support activities for all members of the university to allow better decisions to be made about support needs and resources.

**E. Develop administrative software systems to serve as the foundation for effective and efficient business execution**

The university implemented the Liaison admissions application and Customer Relationship Management (CRM) system as well as DualEnroll.com (for admission and registration of dual credit students) and upgrades to the DegreeWorks (degree audit) system. The university also created a custom interface between the work order system and network devices, resulting in an improved response time from days to minutes to activate network connectivity. The university also implemented the Administrative Banner software interface, replacing obsolete Internet Native Banner technology.

**F. Implement established and emerging technologies to support academic programs**

The university migrated the Blackboard Learning Management System (LMS), a mission-critical academic software system, to an externally hosted platform, freeing up campus hardware resources and ensuring a modern user interface experience. The university also upgraded networking infrastructure in Brick City to support the needs of academic programs requiring additional capacity and bandwidth.

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

This year the university received a Silver STARS score, earning 12 percent more points on the rubric than it received the last time (2015). The university will work to continue this progress for its next STARS submission in 2021.

The university continued to replace interior and exterior lighting with LED technology, increased usage of sustainable building materials, developed a plan to partner with the City of Springfield for a bike sharing program, received recognition as a Tree Campus USA, and enhanced efforts to reuse surplus furniture and equipment.

## **VI. FUNDING**

### **A. Advocate for increases in state funding through the state’s performance funding model, workforce development opportunities, an equity adjustment and capital appropriations**

The university received a \$10 million core operating appropriation increase. This is the largest increase Missouri State has received in recent history, and likely the largest increase ever in its 114-year history. The increase was designed to eliminate the gap in per student funding between Missouri State and the next lowest funded university.

The university also received a \$2.85 million one-time appropriation through the MoExcels program to fund an expansion of the nursing program on the Springfield campus.

A portion of these two appropriations will fund high priority capital projects approved by the board—an addition to the McQueary Family Health Sciences Hall and an addition to Greenwood Laboratory School.

### **B. Maintain affordability by raising tuition and fees for in-state undergraduate students by no more than the increase in the consumer price index**

The cumulative tuition and fee increase for 2018-19 and 2019-20 is limited to inflation for in-state undergraduate students. Missouri State anticipates that its tuition increase will be among the lowest increase of all public universities in the state for 2019-20. For example, the University of Missouri recently announced a 5 percent tuition and fee increase for 2019-20.

### **C. Improve compensation for faculty and staff**

In August 2018, the university invested \$1.8 million in a one-time retention incentive payment of \$700 for full-time employees.

In January 2019, the university provided an across-the-board compensation increase of 1 percent plus \$600 for all full-time employees. The annual operating cost of this increase is \$2.5 million.

The FY2020 budget provides for an across-the-board compensation increase of 1.9 percent for all full-time employees. This increase will go into effect in July at an annual operating cost of \$2.6 million.

The operating budget also includes \$325,000 in faculty promotions, \$34,000 in salary increases under the full professorship incentive program, \$89,000 in pay scale adjustments for staff, and \$23,000 in staff salary adjustments required by changes to the FLSA that will go into effect on January 1, 2020. The university also awarded 58 cost center funded equity-based salary increases.

The operating budget also provides for \$1.5 million in fringe benefit cost increases for employees, \$415,000 in stipend and fee waiver increases for graduate assistants, and \$333,000 to fund an increase in the student worker minimum wage.

#### **D. Continue to increase and maintain efficiencies in the university's procurement practices and general operations to control costs**

Examples of efforts to increase efficiency include:

- Implemented the UMB Visa credit card accounts payable system, generating estimated annual rebates of \$80,000
- Realized savings through competitive bidding, including contracts for depository services (generated a \$1.4 million revenue increase) and television service for residence halls (saved \$273,000 compared to prior contract)
- Purchased Brick City with favorable financial terms that will save the university \$134,000 annually when compared to payments under the existing lease
- Implemented a replacement bad debt system, enhancements to the CashNet online payment system, and procurement cards for development officers
- Developed a protocol to print variable data admissions materials in house, resulting in a \$291,000 cost savings
- Renegotiated the Defense and Strategic Studies Department lease, resulting in a \$98,000 cost savings
- Identified \$2.4 million in expenditures to reallocate in the FY2020 operating budget
- Successfully resolved the Hammons bankruptcy situation with strategies to recover unmet obligations under the contract

#### **E. Develop a comprehensive campaign to raise private funds and increase the endowment**

The Foundation has identified a campaign chairman, formed a committee, developed publications and materials, finalized its case statement, and held salon and small group events for the campaign. The campaign will be formally announced in late 2019. Sixty percent of the preliminary fundraising goal of the campaign has been raised. A specific goal will be established in the fall.

#### **F. Maintain external funding at \$40 million or more annually through private support, grants, and sponsored contracts**

Through May 2019, the university received \$27.6 million in grants and contracts, a 30 percent increase over the same time period in 2018.

During that same time period, the Missouri State University Foundation secured \$18.8 million in private funding. By the end of the fiscal year, annual private funding will exceed \$20 million for the second year in a row.

## **VII. ATHLETICS**

### **A. Compete for conference championships in men's basketball, women's basketball, baseball and volleyball**

The Lady Bears women's basketball team played in the Regional Semifinals (a.k.a. Sweet Sixteen) in the NCAA Tournament. They finished second in the regular season and won the Missouri Valley Conference Tournament.

The men's basketball team was tied for first place in the Missouri Valley Conference with two weeks to go in the regular season. They finished 4<sup>th</sup> in the regular season and lost in the first round of the conference tournament.

The volleyball and baseball teams had disappointing seasons with volleyball finishing 6<sup>th</sup> in the conference and baseball finishing with their worst season in the history of the program.

### **B. Increase the total number of wins in football**

The Bears football team increased their win total by one—finishing with three wins in 2017 and four wins in 2018. This year's football highlights include a win over nationally ranked Illinois State.

### **C. Contend for the MVC All-Sports Trophy**

Missouri State finished fourth in the race for the Missouri Valley Conference All-Sports Trophy.

### **D. Manage a balanced budget**

The Athletics Department managed a balanced budget. This was due to the work completed over the past several years to reduce athletics expenses and enhance revenue and fundraising.

### **E. Increase revenue through season ticket sales, annual fund memberships, licensing and concessions**

Revenues through season ticket sales, annual fund memberships, licensing, and concessions increased this year. Ticket sales, annual fund and licensing increases were led by renewed interest in men's basketball. Concession revenues were higher due, in part, to high attendance at concerts held on campus.

**F. Maintain a 3.0 overall grade-point average and a 930 APR score (with an aspirational goal of a 970 APR) in all sports**

Student athletes maintained a grade-point average above 3.0 and an APR above 970.

**G. Comply with all NCAA rules with no significant violations**

The university complied with all NCAA rules with no significant violations.

**H. Enhance overall student service specifically as it relates to internships, jobs and career placement**

The university hired a Director of Student-Athlete Development and Community Engagement. The university also relaunched its Career Athletes program and website. Missouri State also joined the Athlete Network to create a customized engagement platform to organize, promote, and track the programs and services offered to both current and former student-athletes.

**VIII. WEST PLAINS**

**A. Improve student performance measures for retention, graduation and transfer rates, and successful course completion rates**

After seeing an increase over two years in retention, this year's rate fell over 10 percentage points from the previous year. This can be partially attributed to the continuing good economy and the high employment in Missouri and in the MSU-WP service region, a situation being experienced across nearly all two-year open admission institutions.

<b>Fall-to-Fall Retention Among First-time, full-time Entering Degree-Seeking Students</b>					
<i>Cohort is first-time, degree-seeking students enrolled in the fall semester</i>					
<i>*Adjusted Cohort is the cohort count minus exclusions due to military, medical withdrawal, etc.</i>					
Entering fall cohort	2013	2014	2015	2016	2017
Return fall term	2014	2015	2016	2017	2018
Adjusted Cohort*	518	487	386	381	356
Number returning	237	209	209	232	180
Return Rate	45.8%	42.9%	54.1%	60.9%	50.6%

The university continues to focus on retention. Efforts include intrusive advising, early alerts made possible by our Grizzly Guard system, Degree Works, and enhanced financial literacy programs. The university has also implemented student engagement initiatives such as improved messaging technologies, faculty tutoring sessions in the residence halls, and programs designed to encourage resiliency.

This year's combined graduation/transfer rate increased by 8.8%. The increase can be partially attributed to more effective intervention strategies afforded by our Grizzly Guard alert system and an increased focus by our faculty and academic advisors concerning on-time completion. In addition, the implementation of the common fee has helped to reduce a financial barrier that kept students from graduating by spreading the cost of graduation across the student's entire program rather than at that end of it.

<b>3-year (150%) Graduation and Transfer Rates</b>					
<i>from IPEDS Graduation Rate component</i>					
<i>Graduation Rate Cohort is first-time, full-time, degree-seeking students enrolled in the fall semester</i>					
<i>*Adjusted Cohort is the cohort count minus exclusions due to military, medical withdrawal, etc.</i>					
Fall Cohort	2011	2012	2013	2014	2015
Year Graduated By (summer)	2014	2015	2016	2017	2018
Adjusted Cohort*	543	497	518	487	386
Completers	116	106	115	100	96
Transfer-out	77	79	84	83	83
Combined Total	193	185	199	183	179
<b>Graduate Rate</b>	21.4%	21.3%	22.2%	20.5%	24.9%
<b>Transfer Rate</b>	14.2%	15.9%	16.2%	17.0%	21.5%
<b>Combined Rate</b>	35.5%	37.2%	38.4%	37.6%	46.4%

Course completion rates have increased by 4.6% over the previous year because of our Grizzly Guard alert system, a homegrown system developed by our IT staff that provides an easy way for faculty to contact students and others with concerns about the student's progress.

<b>Percent of Attempted Credit Courses Successfully Completed</b>					
<i>Success = grade C or better; Attempted = all grades including withdrawals</i>					
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Successful	5414	4737	5331	4636	4751
Attempted	7356	6606	7461	6593	6343
%Success	73.6%	71.7%	71.5%	70.3%	74.9%

### **B. Stabilize enrollment**

Examples of initiatives designed to stabilize enrollment in West Plains include:

- Digital advertising, targeted email messages, and mailings to generate interest in the programs offered on the West Plains campus

- Promoting programs and registration through local media outlets
- Routine outreach to admitted students, Red Carpet Days for prospective students, and new student orientation
- Reevaluating the course schedule to ensure that courses students need are available and easily scheduled
- Establishing detailed academic pathways for students designed to stage student enrollment in high demand courses and enhance transfer opportunities
- Systematically reviewing and improving online programs and courses to ensure quality
- Adding certificate and degree programs in technical and allied health areas to meet workforce needs
- Promoting early registration with ASK Week and pop-up advising
- Increasing opportunities to engage with prospective and existing students through campus events and activities

### **C. Research the need for new technical and allied health programs in the West Plains region**

Economic studies and direct interactions with community partners make it clear that the West Plains area workforce needs additional technical and allied health training programs.

This year the university moved forward with opportunities to develop simulation training, registered apprenticeships, and certificate and degree programs to meet this need. Through the Greater Ozarks Center for Advanced Technology (GOCAT), the university continues to scale up programs to train workers in electronics and electricity, machining, CAD/CAM, PLC's, robotics, hydraulics, and more. To continue these efforts, GOCAT received approximately \$1 million of manufacturing equipment grants. This year's grants focused on equipment upgrades and the development of registered apprenticeship programs.

This year the university also developed plans to move forward with an advanced welding program as well as training programs in industrial spray-painting, CNC programming, tool design and fabrication, and facilities design. The next step for these plans is to identify funding for a welding and fabrication lab.

The university also developed plans to double the size of the West Plains Associate of Science in Nursing program. These plans are contingent on approval by the State Board of Nursing. The university is currently negotiating a memorandum of understanding with Ozarks Medical Center (OMC) that will involve OMC's support of the nursing expansion.

### **D. Evaluate and implement process improvements to improve funding, budget and workload issues**

See item VI.A. above. The \$10 million appropriation increase will be allocated between the Springfield and West Plains campuses pursuant to Governing Policy G1.32 State Appropriation Allocation Formula for Springfield and West Plains Campuses.

The West Plains campus has worked to become more efficient. One example is a reduction of unnecessary phone lines that resulted in a 60 percent reduction in monthly telecom costs at Shannon Hall in Mountain Grove and an 18 percent reduction on the West Plains campus.

Faculty and administration collaborated to develop an opt-in/opt-out phased-in increase in base teaching load that will increase most MSU-WP full-time faculty members' annual teaching loads from 24 credit hours to 30 credit hours. By opting in, faculty members may receive a 5% increase in base pay and teach overload hours.

#### **E. Complete construction of the Hass-Darr Hall project and the amphitheater**

Hass-Darr Hall was completed in fall 2018. Construction on the West Plains outdoor amphitheater started in spring 2019 and will be complete by the end of June.

#### **F. Continue to coordinate operations between the West Plains and Springfield campuses**

This year's efforts to coordinate operations between campuses include:

- Establishing a seamless transfer pathway for West Plains associate degree nursing graduates to enroll in Springfield's BSN completion program
- Evaluating cohort-based bachelor's degree programs to offer on the West Plains campus
- Reinvigorating advising protocols for students interested in transferring from West Plains to Springfield
- Collaborating on employee and student wellness activities, including the Walking Wellness Challenge, Weight Watchers, financial literacy classes, and flu vaccinations
- Collaborating on the employee benefits fair and emergency management training (e.g., sexual assault prevention, defensive tactics, etc.)
- Collaborating on informational technology hardware, software, and operations (particularly the EMS implementation)
- Standardizing parking permits and protocols across the two campuses to reduce costs
- Evaluating opportunities to partner on dual credit
- Collaborating on multiple grant proposals throughout the year
- West Plains representatives attending meetings on the Springfield campus, and Springfield representatives attending meetings on the West Plains campus
- Utilizing the Springfield campus's experience with the City of Springfield to negotiate and execute a memorandum of understanding with the City of West Plains to facilitate an increased law enforcement presence on campus, including an on-campus police substation, bicycle officer patrols, safety training sessions, and facility safety assessments.