Assurance Argument

University of Central Missouri

Review date: 3/18/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

The University of Central Missouri (UCM) publishes its mission on the [university website](#), [undergraduate](#) and [graduate](#) catalogs, [strategic plan](#), [strategic enrollment management plan](#), [facilities and grounds master plan](#), and [printed materials](#).

This mission was adopted by the institution's Board of Governors on [April 26, 2019](#) which is given "general control and management" of the university by [state statute](#).

In addition, UCM has been assigned a [statewide mission](#) by the Missouri Coordinating Board for Higher Education (CBHE) as a public, master's comprehensive regional university and is designated as the state's baccalaureate and master's degree-granting institution in professional applied science and technology. This mission is [reviewed](#) every five years.

1.A.2

As a public state institution, UCM is required by the Missouri Department of Higher Education and Workforce Development (MDHEWD) to review and revise its mission statement every five years. [UCM performed the most recent review in June 2023](#).

UCM's [mid-cycle assurance review](#) occurred in 2018. The [IAC determined that the University needed to review its mission, vision, and all associated values, goals, priorities, and plans](#). [An interim report was submitted in 2021](#), in which the university detailed the processes and policies used to review its

mission, as well as the efforts to engage the University community in a comprehensive and ongoing strategic planning and implementation process. After review, Higher Learning Commission staff issued a finding indicating "Evidence demonstrates adequate progress in the area of focus."

As evidenced in UCM's 2021 interim report, the current mission and vision statement were developed through an iterative process by the administration in consultation with the Faculty Senate, Student Government Association, and Staff Council. On April 26, 2019, the new mission statement was approved by the Board of Governors, after which the revised mission was shared in Faculty Senate and Staff Council meetings.

The revised core values were reviewed by faculty, staff, and student governance groups in the fall of 2021 with presentations to Faculty Senate, Student Government Association, and Staff Council.

The UCM Mission, Vision, and Values, official motto ("Education for Service"), statewide mission, and Strategic Plan confirm the institution's emphasis on instruction, scholarly activities, and service to the region and the state of Missouri. The university website captures multiple aspects of the university's mission primarily through the lens of a prospective student and secondarily for other internal and external constituents. Recruitment materials such as the viewbooks for prospective first year students, transfer students, and military affiliated students further demonstrate the university's emphasis on instruction, scholarship, research, and public service. The UCM Office of Integrated Marketing and Communications (IMC) is responsible for official strategic communications for the institution.

The President is charged by the Board of Governors (Bylaws, Article XVII) as the administrative leader for the institution. Members of the President's Council by extension of the President's authority reflect the institutional emphases on academic affairs, student engagement, and service to key constituencies in government, alumni, and athletics.

1.A.3

The university is a moderately selective comprehensive 4-year university offering a diversity of undergraduate and graduate degrees. Key constituents for the university include, but are not limited to students, faculty, staff, alumni, athletics, community members, Board of Governors members, and legislators.

The statewide mission delineates a specific responsibility with regard to preparing students for careers in professional applied sciences and technology, which is evident in distinctive programmatic strengths, regional economic development, public service, and the role of the university's additional active locations at the Missouri Innovation Campus (MIC) and Whiteman Air Force Base.

In 2022, the Missouri Innovation Campus celebrated it's 10th year of operation and graduated its 7th cohort of baccalaureate seeking students. The partnership with Lee's Summit R7 School District and Metropolitan Community College has experienced fluctuating and intermittent growth, and has been a significant part of UCM's outreach and engagement mission since the 2014 HLC comprehensive quality visit. In 2022, 3,579 UCM students enrolled in courses at this location.

UCM offers approximately 42% of its degree and certificate programs to learners at a distance. The Missouri Department of Higher Education and Workforce Development (MDHEWD) defines an online program as one in which 100% of courses are available at a distance. UCM served 2,226 students in the 2022-2023 academic year through online programs.

UCM provides 20 programs that are available in a Hybrid mode of delivery. MDHEWD defines Hybrid mode of delivery as a program in which 50% of courses required for degree completion are available through online delivery. The remaining requirements are available as on campus offerings either at Warrensburg or Lee's Summit.

1.A.4

The UCM undergraduate and graduate catalogs are published annually and align with the university mission to disseminate knowledge that transforms students into leaders and the statewide mission as a master's level comprehensive regional university. UCM provides robust program offerings in professional applied science and technology in addition to arts, humanities, social sciences, education, business, and professional studies. UCM is organized into four academic colleges with component departments housing its academic programs that align with its mission - the College of Arts, Humanities, and Social Sciences (CAHSS), the College of Education (COE), the College of Health, Science, and Technology (CHST), and the Harmon College of Business and Professional Studies (HCBPS). UCM markets all undergraduate and graduate programs publicly through its web site.

The university organizational chart supports the UCM mission.

Enrollment profiles reveal approximately 57% of the university's students are pursuing undergraduate programs and 43% are pursuing graduate programs as of fall 2023. The Campus Data Hub provides several public dashboards.

Faculty research and creative activities are consistent with the university and statewide mission. UCM provides services to the region through several university funded units (Missouri Innovation Campus, KMOS-TV, Welch-Schmidt Center, Max Swisher Skyhaven Airport, UCM Ovation Series, JCK Library, Missouri Safety Center, Greater Kansas City Writing Project, McClure Archives and University Museum, and Athletic events).

Student support services are housed within five primary administrative units - Admissions and Analytics, Academic Programs and Graduate Studies, Online and Learning Engagement, the James C Kirkpatrick Library, and Student Experience and Engagement. In FY23, the academic colleges and student support services units including auxiliaries accounted for 74.49% of the total UCM budget. In the 2022-2023 academic year, student support services units engaged in 52.4% (217/414) of reported institutional activities in the UCM Strategic Plan.

UCM 2020 NSSE data reveal UCM senior students meet or exceed peer benchmarks on Question #11 which aligns with our mission and motto. The UCM 2020 NSSE Snapshot provides additional evidence of levels of student engagement relative to benchmarked peers.

1.A.5

UCM articulates its mission through its public website and strategic communications. UCM circulates its core value definitions as screensavers on all university computers, posters, digital signage, pull-up banners, table tents, and other print materials to all constituents. The Strategic Plan is publicly available on a dedicated webpage. Activities by units within the institution are mapped to objectives within the strategic plan in a public dashboard that is updated daily from the *Nuventive* institutional effectiveness system. Units provide updates at three points in the academic year. The

dashboard has five views (total activities, estimated costs, updates, impact, and numeric impact) for displaying insights.

The UCM Board of Governors conducts regular open meetings which are broadcast publicly via livestream video. UCM Board of Governors agendas and minutes are published on the UCM public website. Recommendations to the BOG must be submitted using a briefing paper template which requests alignment with the strategic plan.

The President communicates institutional priorities annually through campus-wide presentations and strategic communications. The annual budget development process drives institutional priorities for campus leadership.

Sources

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

The UCM motto "Education for Service" clearly indicates the university's focus. This motto is lived by all constituents through the institution's undergraduate and graduate programs and co-curricular activities, and is part of the university's history. The UCM core values of "Community" and "Service" are defined in the UCM Mission, Vision, and Values statements:

Community: The University of Central Missouri is committed to developing a caring community that consciously works to foster an atmosphere where responsibility, collaboration, communication and respect thrive. UCM embeds and cultivates a culture of exemplary citizenship, a commitment to civic responsibility, a sense of global awareness and an appreciation for human diversity at all levels in all its manifestations.

Service: With the motto, "Education for Service," the University of Central Missouri embraces opportunities for the UCM community to develop and exhibit characteristics of responsibility and civic engagement. The university is committed to engaging with our broader community as servant leaders. While UCM incorporates opportunities for students to engage in service through classroom and extracurricular experiences, the university works toward the betterment of our world.

The UCM annual budget allocations organize how the institution lives its mission each fiscal year. No expenditures are budgeted to support superordinate entities, board members, supporting external interest, or investors. All unexpended budget is carried forward within the institution into the following fiscal year to continue to support the operations of the institution. The UCM Strategic Plan captures many examples of annual activities that support the university mission in service to the public - particularly under Goal 5 External Relations and Development. Here is a list of FY23 activities mapped to Goal 5.

UCM provides services to the region through several university funded units (Missouri Innovation Campus, KMOS-TV, Welch-Schmidt Center, Max Swisher Skyhaven Airport, UCM Ovation Series, JCK Library, Missouri Safety Center, Greater Kansas City Writing Project, McClure Archives and University Museum, and Athletic events).

UCM serves multiple educational, corporate, and community partners in pursuit of its mission.

UCM provides specialized facilities for community use. These include the Elliott Student Union, Alumni Chapel, Hendricks Hall, and the Hughes Multipurpose Building. In addition, the university's outdoor recreational area Pertle Springs provides hiking trails, an outdoor pavilion, and lake that are open to the public. The Keith Memorial Golf course at Mules National Golf Club is available to the public and hosts numerous community tournaments and lessons.

The UCM Office of Volunteer Services organizes opportunities for UCM constituents to engage with the community.

In March 2020, UCM closed its campus operations in response to Federal and state guidance related to the COVID19 pandemic. Instruction and support services were quickly shifted to online modes of delivery. UCM returned to modified campus operations in Fall 2020 and continued to perform its mission through the 2020-2021 and 2021-2022 academic years by making adjustments for social distancing and requiring masks on campus. As vaccinations became available in 2021, rates of infection were controlled and declined. Retrenchment was declared by the Board of Governors in December 2020 in order to address projected structural budget deficits in FY21 and FY22. Campus operations returned to pre-pandemic levels in Summer 2022 and retrenchment expired on June 30, 2022. The 2018-2023 UCM enrollment profile demonstrates the impact of the pandemic on enrollments. 2019-2023 Composite Financial Index data illustrate the impact on the institution, as well. Federal COVID19 relief funding helped the institution significantly in this period.

1.B.2

UCM statements of net position from annual audited financial statements (FY21, FY22) indicate the primacy of the institution's educational responsibilities.

According IPEDS in FY22, UCM expended the following amounts per FTE enrollment: instruction ($9995), research ($85), public service ($776), academic support ($878), student services ($3131), institutional support ($1130), and other core expenses ($2938).

The UCM Board of Governors invests university funds within a portfolio managed by an outside financial planning entity within the restrictions of the Board of Governors Investment Policy. Except for cash in certain restricted and special funds, the university consolidates cash balances from all funds to maximize investment earnings. Investment income is allocated to the various funds based on their respective participation and in accordance with generally accepted accounting principles.

1.B.3

The UCM Alumni Foundation works closely with academic departments, student support offices, and advisory boards to help identify potential needs within these areas. In addition, the Alumni Foundation has a commitment to ensuring funds are used appropriately and is audited on an annual basis (FY22 | FY23).

Another example of UCM's commitment to grants and research integrity is visible through the Office of Sponsored Programs and Research Integrity (OSPRI). OSPRI works to ensure grant and research integrity by monitoring and reporting the results of compliance/ethics by faculty, staff, and students. OSPRI provides annual reports to the Board of Governors (FY22 | FY23).

UCM maintains strong relationships with the state delegation. This is evidenced by legislative letters, visits, and attending legislative hearings. The UCM Board of Governors (BOG) are kept informed through regular legislative reports provided at various BOG meetings. UCM is a member of the Council on Public Higher Education (COPHE) of Missouri and supports its activities on behalf of its member institutions.

UCM engages with external constituencies including advisory boards, networking, and recruitment events. The Career and Life Design Center engages with many external constituencies through *Handshake* to help them build their talent pipeline. Annual reports are given to the Board of Governors (AY21) along with First Destination Success (FDS) rates by department.

Many academic programs on campus engage with external constituencies through advisory boards. The university has an educational business activities policy that ensures that all university activity remains focused on the mission.

In December 2022, UCM entered into a 5-year Memorandum of Agreement with *Complete College America (CCA)* to participate in its Complete College Accelerator project. The goals are to increase the completion rates across the institutions and develop strategies to improve equitable student outcomes. CCA consultants began working with the UCM team in summer 2023. The Institutional Transformation Assessment survey was conducted, and 110 university employees completed the survey. On June 22, 2023 CCA team then facilitated a day-long meeting reviewing the results with 37 university employees representing all four academic colleges and a wide array of student support services. UCM is beginning this project with an emphasis on improving its capacity for institutional research and analytics.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Within the nine hours required in Knowledge Area III of the UCM general education program, all students must select a course which fulfills state law requirements on the constitutions of Missouri and the United States.

Civic Responsibility is learning outcome #4 of the UCM general education program. The outcome states "students will demonstrate knowledge of civic responsibility and capacity for active participation in a democratic society". Measurement of this outcome indicates that over 80% of students are at the "developing proficiency" level of achievement for this outcome or are "proficient".

First-time freshman students are encouraged to enroll in UNIV 1400 University Foundations course. UNIV 1400 learning outcome #3 is "students engage in all levels of community --- class, campus, beyond--- in order to develop a sense of belonging needed to flourish at UCM". One of the assignments in the class is to attend eight different activities outside of class, and is designed to encourage the student to develop connections across the campus. The class has a strong successful completion rate (89% of the students earned a C or higher in the class).

The UCM Career and Life Design Center offers courses in Life Design and Career Readiness. This office is also responsible for coordinating the annual calendar of career fairs for the institution. Public First Destination Success (FDS) reports (AY21) provide insight into how well the institution is preparing students for workplace success.

The Success Advising Center offers UNIV 1410 Exploring Majors and Careers which is required for all Open Options (exploratory) students.

The UCM American Democracy Project (ADP) is a co-curricular activity that prepares students to be engaged citizens for democracy. The Harmon College of Business and Professional Studies provides an annual Volunteer Income Tax Assistance program for the UCM community. The Volunteer Services office coordinates opportunities for all UCM constituents to volunteer their service in the spirit of the university motto "Education for Service". In Spring 2024, UCM will establish a Financial Literacy Counseling Center Pilot to provide free financial literacy services to students as a

co-curricular project.

1.C.2

The UCM faculty and student demographic profiles are published on public dashboards. Trend data is analyzed by university leadership and the President's Commission on Access, Opportunity, and Community. Organic department and college level activities are implemented within the university strategic plan. Goal #4 of the Strategic Plan communicates the institution's commitment to activities in pursuit of an inclusive and diversity community. Position vacancies encourage applications from diverse individuals. Targeted diverse faculty recruitment initiatives are supported by university leadership.

The UCM Office of Admissions hosts annual recruitment events targeting diverse student populations. The Center for Multiculturalism and Inclusivity produces an annual calendar of activities designed to foster belonging within the student population it serves. The Military and Veterans Services Center provides specialized programming in support of military and military-connected students. The UCM McNair Scholars program provides support for low income, underrepresented, and first generation students to prepare for graduate study.

The Office of Accessibility Services (OAS) provides accommodations to UCM students with disabilities. UCM's *Blackboard* learning management system includes *Ally File Transformer* for faculty to convert files into alternative accessible formats for all learners. The UCM Policy on Electronically Delivered Courses governs this practice. The Digital Learning and Instructional Innovation (DLII) office provides support for faculty in online course development.

1.C.3

The UCM Public Speech Activities Policy provides guidance for campus speech. Interdisciplinary Gender and Sexuality Studies and Africana Studies minors are available for all undergraduate students. The Center for Multiculturalism and Inclusivity supports underrepresented students and consults with academic departments as diversity advocates for search committees. The President's Commission on Access, Opportunity, and Community provides leadership to the institution in fostering a climate of respect. Recent examples include policy addressing DEI in all course syllabi and updating the campus student information system to allow for students to include pronoun and preferred names. The Provost/VPAA sponsors public presentations by national guest speakers on topics of diversity, equity, and inclusion. Colleges and departments recruit diverse faculty and staff and promote a climate of respect through annual activities within the UCM strategic plan. Student organizations include the African Student Association, Association of Black Collegians, International Student Organization, Sanskrithi: Association of Indian Students, Saudi Student Club, Sisters of Ujima, Student Organization of Latinos, and UCM Prism.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The UCM Mission, Vision, and Values, official motto ("Education for Service"), and strategic plan guide the daily operations of the institution. These statements are publicized throughout the institution on the website, social media, print materials, strategic communications, and other internal electronic communication tools.

Campus constituents incorporate the university mission, vision, and values into daily operations through academic offerings, co-curricular efforts, and annual calendars of activities and events.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

UCM constituents developed its mission statement and presented it for board consideration in 2019. Principal responsibilities of the UCM Board of Governors (BOG) members include the appointment, support, and monitoring of the performance of the president of the university; setting the mission and purpose of the university; reviewing the long-range planning process and educational and public service programs; ensuring good management practices; interpreting the campus to the community; enhancing the public image of the university; serving in the capacity of a court of appeals in cases of faculty dismissal; ensuring institutional integrity; and assessing the performance of the board.

The UCM Board of Governors exercises authority independent of boards for other colleges and universities in the State of Missouri (RSMo, Chapter 172 and 174). UCM's operations and programs are guided by policies accessible to all constituents in the university policy library. UCM employs a university-level policy officer to ensure all policies are current and in compliance with state and federal regulations and guidelines. The policy officer is a direct report to the General Counsel.

2.A.2

The BOG approves the annual budget (FY23 | FY24) for the institution and is responsible for compliance. This includes setting tuition and fees, oversight of institutional investment and spending policy, acceptance of gifts, and approving contracts and expenditures above established thresholds. An independent external audit is presented annually. All financial records are publicly available per Missouri's Sunshine Law and are maintained by the UCM Custodian of Records. Finances and budgeting practices are governed by legislation and BOG policies. The BOG policy statement on internal control outlines the guiding principles of maintaining integrity. The budget process is discussed in 5.A.1 & 2. External audits are also performed on an annual basis for the UCM Alumni Foundation (FY22 | FY23).

The BOG reviews summary reports for budget oversight, deferred maintenance projects, bond ratings, IRS findings, salaries, and benefits.

Administration of the university is delegated to the president of the university through Article XVII of the Board of Governors Bylaws. The Board of Governors delegates authority for all personnel matters to the university president, subject to the following:

- Approval of the Board of Governors for appointments and terminations of relatives of the University president within the fourth degree of consanguinity as described in the Board's nepotism policy.
- A summary report of all other personnel actions will be prepared annually and provided to the Board of Governors for information.

The UCM Human Resources office publishes the following internal documents:

- faculty search guidelines
- faculty checklists (searches, search waivers, and adjunct/instructional faculty).
- Staff search guidelines
- Graduate Assistant Employment Handbook
- Student Worker Hiring Guidelines

All employees are governed by the university Ethics Policy. Alleged violations of this policy are reported to a senior administrator and investigated by the AVP of Human Resources through a disinterested party/committee. Findings are reported to the senior administrator and disciplinary actions may be taken. There is an appeal pathway for these findings.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

UCM academic offerings are published through the university undergraduate and graduate catalogs and are the official records of all UCM academic offerings. The Vice Provost for Academic Programs/Dean of Graduate Studies and Research is responsible for ensuring the accuracy of the university's catalogs. Academic Programs staff manage the university's curriculum approval processes through the *Modern Campus Curriculog* system. The Director of Student Records/Registrar has primary responsibility for operationalizing the university's catalog. UCM's curriculum approval process workflows vary by the type of curriculum change (program or course or delivery mode) and action needed (new, revision, deletion). All curricular changes begin at the department level and proceed through the academic hierarchy of administrators and committees including governance groups. Some actions require Board of Governors (BOG) approval while others are managed by the President's delegated authority from the Board of Governors. All actions that require BOG approval are submitted to the Missouri Department of Higher Education and Workforce Development (MDHEWD) for approval. New degree programs that require HLC substantive change applications are submitted to HLC upon approval by MDHEWD.

Faculty credentials are available to students to view through the university's *MyCentral* student portal. *MyCentral* data is fed by the *Ellucian Banner* enterprise system. The UCM Human Resources office is the process owner for maintaining faculty credential data at the point of hiring. Faculty and staff credentials data are also available through the UCM Academic Analytics portal. Credentials data in the UCM Academic Analytics portal is self-reported data by the faculty or staff member.

The university's MyCentral student portal is the official system for managing student financial information. The Student Financial Services office is the process owner for posting charges, applying financial aid awards, and collecting payments for all student accounts. A public cost calculator is available on the UCM web site to use in estimating costs of attendance.

Three official shared governance bodies are identified in the BOG policy manual - the Faculty Senate, Staff Council, and Student Government Association. The charge for each governance group is outlined in policy. Motions and resolutions from each governance group are given to the UCM President for consideration. Presidents from each official governance group provide regular reports to the Board of Governors.

Specialized accreditation records of academic programs at UCM are maintained by the Academic Programs office. The AVP of Assessment and Planning is responsible for supporting specialized accreditation efforts as required on campus. A public list of accredited programs and their current status is maintained on the UCM Assessment & Planning website and internally for campus users in the university's *Nuventive* assessment system.

2.B.2

The UCM course schedule provides a snapshot of course offerings. UCM budgets approximately $25,000 for undergraduate research support through the Honors College. The Graduate Studies office manages an annual $25,000 budget to support research efforts by graduate students and a $100,470 Scholarly Activity Travel Fund for faculty. Faculty and staff may also apply to the Professional Enhancement Fund to fund professional development activities.

Community engagement at UCM occurs through courses with engagement components and dedicated institutional offices and programs with a mission to serve the community. The Missouri Innovation Center engages with its partners to develop internships for UCM students. Example offices include, but are not limited to, KMOS public television, the Lifelong Learning program, the Welch-Schmidt Center for Communication Disorders, Campus Cupboard, Campus Community Health, Missouri Safety Center, the Community Music program, the Military and Veterans Success Center, and the Volunteer Services office.

As of 2023, 59% (44/74) of UCM undergraduate academic degree programs require the successful completion of an experiential learning course (undergraduate research, study abroad, internship, field experience, or practicum). An additional 18% (13/74) includes an experiential course as an elective.

Sources

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- Graduate Studies Research Funding and Support Web Page.pdf
- History 4340 Public History ONLINE Spring 2024
- Human Resources Web Page
- KMOS-TV Web Page
- Lifelong Learning Web Page
- MDHEWD Web Page
- Military and Veterans Services Web Page.pdf
- Missouri Innovation Campus Web Page.pdf
- Missouri Safety Center Web Page.pdf
- MyCentral Web Page

- President Delegated Authority
- Scholarly Activity Fund
- Specialized Accreditation Report.pdf
- Staff Council Web Page.pdf
- Student Financial Services Web Page.pdf
- Student Government Association Web Page.pdf
- UCM Cost Calculators Web Page.pdf
- Undergraduate Research.pdf
- Volunteer Services Web Page.pdf
- Welch-Schmidt Center for Communication Disorders Web Page.pdf

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The Board of Governors of the University of Central Missouri is composed of eight members - seven voting members and one student non-voting member. All board members are appointed by the Governor of the State of Missouri with the advice of and consent of the Senate for a term of six years with the exception of the student member who is appointed every two years. Five voting members shall be selected from the counties comprising the institution's historic statutory service region as described in Section 174.010, RSMo, except that no more than two members shall be appointed from any one county with a population of less than 200,000 inhabitants. Two voting members shall be selected from any of the counties in the state which are outside of the institution's historic service region. One nonvoting member who is a student shall be selected in the same manner as prescribed in Section 174.055, RSMo.

The UCM Office of the General Counsel provides orientation to all new UCM Board of Governors members at the beginning of their term of service. Board members also participate in professional development sessions.

2.C.2

Minutes of Board of Governors meetings are available publicly online. Meetings agendas for work sessions and plenary meetings are distributed to all campus constituents prior to scheduled meetings. Briefing papers and other items for BOG consideration are collected on a schedule by administrative officers within the institution and submitted to the Secretary of the Board of Governors.

2.C.3

Article V of the UCM Board of Governors Bylaws organizes board members into three standing committees - academic affairs, student engagement and advancement, and finance and

administration.

A liaison representative from within the board membership shall be appointed by the president of the Board of Governors to the University of Central Missouri Foundation Board of Directors and any other groups or organizations deemed appropriate.

Examples of recent meeting agenda items include, but are not limited to:

Academic Affairs

- General education program revision
- New student fee increase
- Post-master's Family Nurse Practitioner (FNP) Certificate
- Office of Sponsored Programs and Research Integrity Report

Finance and Operations

- Panhellenic Roof Replacement
- Fraternity Complex and Nattinger-Bradshaw Halls Demolition
- Morris Science Building Window Replacement Project
- Wood Hall Ceiling and Lighting Replacement Project
- Airport Master Plan and Airport Layout Plan

2.C.4

The UCM Board of Governors Conflict of Interest and Commitment Policy preserves the independence of board members from undue influence. The Office of Human Resources is assigned as the responsible department for the enforcement of this policy.

Each year annually, each member of the Board of Governors must:

- Review this policy
- Review referenced statutes
- Disclose any possible personal, familial or business relationships that reasonably could give rise to a conflict, or appearance of a conflict, involving the university
- Acknowledge by his or her signature that he or she is in accordance with the letter and spirit of this policy

2.C.5

Article XVII of the UCM Board of Governors Bylaws states:

Administration of the University. Administration of the university is delegated to the president of the university who serves as its chief executive officer.

The Board of Governors delegates authority for all personnel matters to the university president, subject to the following:

- Approval of the Board of Governors for appointments and terminations of relatives of the University president within the fourth degree of consanguinity as described in the Board's nepotism policy.

- A summary report of all other personnel actions will be prepared annually and provided to the Board of Governors for information.

Academic policies are codified in the UCM policy library as its own policy category with distinct approval processes that do not require Board of Governors approval. The Provost/VPAA is the process owner and makes recommendations for changes or updates to the Office of General Counsel.

Depending upon type, curricular proposals may fall under Board of Governors delegated authority to the President or require full board approval. UCM uses the *Curriculog* system for curriculum management. [Approval steps](#) by administrators, committees, and governance groups are recorded for each proposal initiated by the department or faculty member. The Vice Provost for Academic Programs is the process owner for curriculum management processes within the institution and maintains approval pathways within the *Curriculog* system. Briefing papers are then prepared for Board of Governors action or President's approval under Board-delegated authority. Recent examples include:

BOG briefing papers & MDHEWD approval letters	Academic Affairs briefing paper (President's Delegated Authority)
[BS in Data Science (January 2023)](#) | [MDHEWD approval](#)	[BM in Music Option Revisions and Deletions (June 2022)](#)
[MS in Data Science and Artificial Intelligence (January 2023)](#) | [MDHEWD approval](#)	[Leadership Studies Minor Deletion (October 2023)](#)

Sources

- 10032023_ProgramDeletion_LeadershipStudiesMinor
- 2022_06 Academic Affairs Acad Affrs Paper BM Options - APPROVED (1)
- 2023 Signed Statements
- Annual Review Matrix
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- Board of Governors August 2021 Plenary Session Agenda Item - Morris Science Building Window Replacement Project
- Board of Governors August 2021 Plenary Session Agenda Item - Wood Hall Ceiling and Lighting Replacement Project
- Board of Governors Bylaws
- Board of Governors December 2021 Plenary Session Agenda Item - General Education Program Revision
- Board of Governors December 2021 Plenary Session Agenda Item - New Student Fee Increase
- Board of Governors Meeting Minutes Web Page.pdf
- Board of Governors Meeting Schedule and Information.pdf
- Board of Governors November 2021 Plenary Session Agenda Item - Post Master's Family

Nurse Practitioner (FNP) Certificate Program
- Board of Governors October 2021 Plenary Session Agenda Item - Airport Master Plan & Airport Layout Plan
- Board of Governors October 2021 Plenary Session Agenda Item - Panhellenic Roof Replacement
- Board of Governors Professional Development - Legal Issues in Higher Ed
- Board of Governors.pdf
- BOG - January 26 2023Meeting Packet - New M.S. Degree in Data Science and Artificial Intelligence
- Conflict of Interest and Commitment Policy.pdf
- Curriculog Approval Processes Workflow Steps.pdf
- Data Science BS_ new program BOG Briefing Paper
- HLC - Annual BOG Conflict of Interest Packet
- Human Resources Web Page
- New Board Member Orientation
- OSPRI - FY23 BOG Presentation_final
- Revised Briefing Paper Template
- UCM NP PC February 2023 (2) (1)

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D

The Academic Freedom and Tenure Policy articulates UCM's commitment to academic freedom and freedom of expression. The UCM Promotion and Tenure Policy also addresses academic freedom. The Faculty Handbook also includes excerpts from these policies.

The Public Speech Activities Policy allows for the free exchange of ideas within the institution. Student Rights to Free Expression are addressed on page 5 of the UCM Student Handbook.

The UCM course schedule and course catalog provide examples of courses taught within the institution. The distribution within the UCM general education program gives examples of the range of acceptable courses within the program.

Sources

- Academic Freedom and Tenure Policy.pdf
- General Education Program Requirements 2022-23 Webpage
- Promotion and Tenure Academic Freedom Promotion Policy Eligibility.pdf
- Public Speech Activities Policy.pdf

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

As a predominantly undergraduate state comprehensive university with an applied science and technology statewide mission, UCM supports applied research efforts by its students and faculty. Research efforts fall into Boyer's scholarship categories of discovery, integration, application (engagement), and teaching and learning. There are few examples of basic research at UCM and no infrastructure exists to support that mission. Policies in the UCM policy library cover human subjects review, animal subjects, responsible conduct of research, and sponsored programs and research integrity.

2.E.2

In addition to academic departments and colleges, six offices are primarily responsible for supporting applied research at UCM:

- Sponsored Programs and Research Integrity - administers all grants and contracts within the institution, human subjects research (IRB), and animal research (IACUC). An annual report is presented by the director each year to the Board of Governors. CITI training and a Responsible and Ethical Conduct of Research course is provided to all campus researchers.
- Graduate Studies - provides funding to graduate students and faculty in support of research and creative activities, training in research ethics and data integrity, and organizes the annual UCM Scholars Symposium jointly with the Honors College.
- James C Kirkpatrick Library - collaborates with Graduate Studies to publish the UCM Thesis collection and a Graduate Research certificate for graduate students each semester.
- the Honors College - supports undergraduate research for all students within the institution and organizes the annual UCM Scholars Symposium with Graduate Studies.
- the McNair Scholars office - a TRIO program that supports undergraduate research efforts by students who are first-generation college students, underrepresented, or low-income. Each year, McNair Scholars present their research findings to campus and publish abstracts of their work in the UCM McNair Scholars Journal.
- the Faculty Senate organizes the UCM Teaching and Research Conference. This conference

features a prominent keynote speaker and multiple concurrent sessions for faculty scholars.

2.E.3

The university publishes an Academic Honesty policy in the policy library. All UCM students conducting human subjects and/or animal research must complete CITI training. The graduate catalog defines and provides guidance for students about academic honesty and plagiarism in the Student Rights and Responsibilities section. The UCM student handbook addresses academic integrity expectations on page 15 for all students. The UCM student Handbook is also accessible to all students within the *Blackboard* learning management system.

Information literacy is required for all UCM undergraduate students within the 2-3 credit hour "Managing Information" section of the UCM general education program. Learning outcome #7 within the UCM general education program measures information literacy. The three measures within learning outcome #7 are that students will:

- access and use information ethically and legally (89.2% proficient or developing proficiency)
- determine the type and extent of information needed (89.1% proficient or developing proficiency)
- evaluate information and its sources critically (87% proficient or developing proficiency)

Librarians supplement departmental training on the topics of information literacy and research integrity. The UCM *Blackboard* learning management system includes direct links to UCM library resources for research support. Librarians provide a "walk-in" service model for each student to receive assistance whereby "on duty" librarians support and serve UCM students in person and online. The library also provides a two-part research and scholarly writing assistance training to all UCM graduate students (part 1 | part 2 | results).

2.E.4

One tool available to UCM course instructors to enforce its academic honesty policy is the *SafeAssign* module within the *Blackboard* learning management system. Other tools in use by various departments and colleges at UCM includes *Honorlock* and *Respondus Lockdown Browser* test proctoring license within *Blackboard*. UCM uses the *Maxient* case reporting system for faculty and staff to report infractions of the UCM Academic Honesty policy and other student academic alerts within the *MyCentral* faculty portal. Faculty and staff complete a case reporting form and submit the case to the Office of Student Experience and Engagement. This office compiles data on categories of academic alerts and analyzes these data for opportunities for continuous quality improvement. Overall academic alerts appear to be decreasing in the period of 2018-2022. However, effects related to the pandemic may be evident in categories within these data - particularly as related to non-attendance, online course participation, and other academic concern. The Office of Student Experience and Engagement takes action as appropriate for each academic honesty case. Success advising staff follow up with students regarding other types of academic alerts.

All UCM researchers are governed by the university's Responsible Conduct in Research policy. The institutional Research Compliance Officer in the Office of Sponsored Programs and Research Integrity investigates allegations of research misconduct and takes action upon findings as appropriate.

Sources

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- Academic Honesty Violation Communication Example
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- Graduate Studies Faculty Resources Web Page
- Graduate Studies Research Funding and Support Web Page.pdf
- Graduate Studies Web Page.pdf
- Graduate Thesis Manual
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- Human Subjects Review Policy
- IACUC Procedure Manual
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- McNair Journal 2022
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- Research and Scholarly Writing in the Academic Environment Presentation Part 3
- Research and Scholarly Writing in the Academic Environment Presentation Part 6
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- Research Misconduct Example
- Research Misconduct Report Form
- Responsible Conduct of Research.pdf
- Sponsored Programs and Research Integrity Policy.pdf
- Sponsored Programs and Research Integrity Web Page.pdf
- Student Alert Comm Example 2
- Student Experience and Engagement Web Page
- Student Handbook Academic Integrity
- Student Handbook Link Within Blackboard
- Thesis and Writing Resources Web Page.pdf
- TRIO McNair Scholars Program Web Page
- UCM Academic Alert Form
- UCM Daily Admin - RECR Training

- UCM Teaching and Research Conference 2022 Schedule
- Undergraduate Research.pdf

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UCM maintains and enforces policies that ensure the institution acts with integrity in an ethical and responsible manner. UCM policies are found in the policy library.

The principle mechanisms for ensuring the academic integrity of the institution are governance groups, institutional support offices, administrators, and, in some cases, the Board of Governors. UCM must also operate within the policies of the Missouri Department of Higher Education and Workforce Development and Missouri Department of Elementary and Secondary Education. Research integrity must comply with federal guidance and policy and is audited annually.

The principle mechanisms for ensuring the financial integrity of the institution come in the form of annual independent external audits.

Human resources integrity is monitored by the UCM Office of Human Resources.

Auxiliary operations integrity is monitored through the Division of Student Experience and Engagement, Division of Intercollegiate Athletics, and Division of Administration and Finance in alignment with UCM internal controls policy and falls under the annual university audited financial statement. The Alumni and Foundation office operations are monitored by the Vice President for Advancement and integrity is ensured through an independent annual financial audit.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

The UCM program inventory offers 170 degree programs and certificates at the baccalaureate, masters, and education specialist levels. UCM offers [one cooperative doctoral degree program](#) as a member of a consortium of five universities - Indiana State University, Bowling Green State University, East Carolina University, and North Carolina A & T University. The PhD is conferred by Indiana State University. The UCM [Undergraduate](#) and [Graduate](#) catalogs list all degrees and certificates offered at UCM. Curriculum within each degree program are established by department faculty and undergoes rigorous review by faculty governance committees. Curricular requirements for [certificates, minors, bachelor's degrees](#), [graduate certificates, master's degrees, education specialist degrees, and doctoral degrees](#) are articulated in the catalog. All UCM certificates and programs leading to a degree must conform to [MDHEWD requirements](#) and HLC assumed practices.

All curricular proposals (new degrees, courses, course revisions, program revisions, etc.) originate with the faculty and undergo rigorous curriculum committee reviews at both the department/school and college levels to ensure alignment with institutional goals, relevance to labor market needs, and program viability. The Graduate Council, as per their [charge](#), reviews and recommends changes to graduate curricula, including admissions requirements, courses, degrees, and certificates, to maintain program quality. See Graduate Council [Committee Membership](#), agendas ([AY22-23](#) and [AY23-24)](#), and minutes ([AY22-23](#) and [AY23-24)](#). At the university-level, the [University Curriculum Committee](#) (FSUCC) oversees program appropriateness, quality, avoidance of duplication, and their impact on students' educational goals. See FSUCC Agendas [2019-2024](#). New program proposals must include completed [outcomes assessment plans](#) requiring specified student learning outcomes and assessment strategies. New courses are required to include syllabi. All materials are completed within the *[Curriculog](#)* curriculum management system.

As discussed in 4A, the [Academic Program Review Committee](#) and [Graduate Council](#) review all

academic programs every [five years](#) to maintain academic quality, resource sufficiency, and efficiency. Many UCM programs have [specialized accreditation](#) by relevant disciplinary agencies. Specialized accredited programs must undergo program review alongside programs without specialized accreditation, but documentation from the accreditor may be used in lieu of narrative for the program self-study.

The various types of curriculum management processes are summarized in this [document](#). This workflow is operationalized in the *Curriculog* system. All departments receive [annual training](#) in the use of *Curriculog* and are reminded of important deadlines.

3.A.2

All academic programs (graduate, undergraduate, certificate) are required to articulate student learning outcomes appropriate to the level of the program. Program learning outcomes are published in the academic catalog. See e.g., History ([BA](#), [BS](#), [MA](#)), Accountancy ([BSBA](#) and [MA](#)), and Criminal Justice and Criminology ([BS](#) and [MS](#)), [CTE-Certificate](#), [Program and Community Partnerships in Early Childhood Education](#), [PR-Strategic Messaging Certificate](#), [Academic Advising in Higher Education](#), and [Cybersecurity Graduate Certificate](#).

All curriculum proposals are submitted online through the *Curriculog* curriculum management system and require listing of the program learning outcomes. Submissions for new programs must include [Outcomes Assessment Plans](#). The AVP of Assessment and Planning provides consultation and [training](#) to support development of program-level student learning outcome and assessment plans. New programs require approval by the Board of Governors, the Missouri Department of Higher Education & Workforce Development (MDHEWD), and HLC.

As noted in 4.B.1, all programs are required to submit student learning outcomes assessment reports on an annual basis. [Syllabi policy](#) requires all courses to have course-level learning outcomes/objectives listed in course syllabi (e.g., [CTE5900](#), [CSPA5410](#), [PR4630](#), and [PR4650/5650](#)). Colleges provide [syllabi templates](#) to support faculty development of course level learning objectives. The university's [course classification scheme](#) provides guidance to ensure consistency of expectations at different course levels. Undergraduate courses range from 1000 to 4000. Lower-division courses (1000-2000) include introductory courses whereas upper division courses (3000-4000) are intended for advanced study in the major. Graduate level courses start at 5000.

Learning outcomes for graduate programs use higher taxonomies derived from Bloom's Taxonomy of Learning Domains. See learning outcomes and differentiated assignments in sample syllabi for dual-listed courses [MKT4454-5454](#) and [grad addendum](#), [PR4650-5650](#), COMM[4235-5235](#), COMM[4335-5335](#), FIN[4820-5825](#) (pg. 10 & 12), and FIN[4880-5880](#) (pg.10).

UCM offers dual enrollment in collaboration with Metropolitan Community College (MCC) for a limited number of [associate degrees](#) for students in the Lee's Summit R-7 School District at the [Missouri Innovation Campus](#) in the areas of IT Essentials/Systems Engineering Technology, Digital Electronics/Engineering Technology/Design and Drafting, and Software Development/Computer Science. These three programs offer high school students the opportunity to earn an associate's degree from MCC and a corresponding bachelor's degree from UCM as part of a dual admission offering. The learning outcomes for these programs are set by MCC faculty in collaboration with UCM faculty.

Concurrent enrollment agreements with [State Fair Community College](#) and [North Central Missouri](#)

College have recently been signed to expand access to UCM courses to students at these institutions.

3.A.3

UCM offers on-campus, hybrid, and online courses and programs at the Warrensburg, Lee's Summit, and Whiteman Airforce Base locations. To maintain consistency, all on-campus and online offerings are developed and reviewed using the same university processes outlined in 3.A.1. UCM also offers dual-credit courses, dual enrollment, international dual credit, and Project Lead the Way. Dual-credit courses are offered in collaboration with local area high schools, while dual enrollment, specifically the Innovation Track program, includes both high schoolers and homeschooled students. Dual credit courses are accredited through the National Alliance of Concurrent Enrollment Programs (NACEP) and are managed by the UCM Dual Credit office.

Course learning outcomes are consistent regardless of course delivery mode. Faculty, regardless of delivery mode, must follow department syllabi policies and ensure course learning outcomes are appropriately scaffolded and transparent for undergraduate, graduate, and dual-credit programs as evidenced by syllabi for CS1030 (face-to-face and online), ENG1030 (face-to-face and online), dual credit offering of CS1030/2030, CS1110 (face-to-face in Warrensburg, face-to-face at MIC, and online), CS1100 (face-to-face Warrensburg), CS1100/1110 (dual credit), MATH1111 (face-to-face, dual credit, and online), COMM3100 (face-to-face and online), and COMM3000 (face-to-face and online). See also sample Dual Credit Visit Report, ENG1020 Dual Credit Visit Reports (face-to-face and online), and ENG 2023 & 2022 dual credit workshop agendas. Syllabi templates are available to faculty as a framework to use when designing syllabi. The Office of Office of Digital Learning and Instructional Innovation (DLII) provides professional development to support faculty in designing course material to support student success.

UCM also participates in the *Quality Matters* (QM) program, a national benchmark of quality for the design and evaluation of online and blended courses. DLII offers two internal certification courses that heavily emphasize the utilization of the university's internal course review rubric: UCM Quality Assurance and Effective Online Teaching Certification. These offerings are designed to equip faculty with comprehensive insights into the rationale behind each rubric standard and integrate best practice standards from QM and the Online Learning Consortium. Additionally, DLII offers trainings and workshops (e.g., Designing Your Course with Quality Assurance or Quality Matters' APPQMR, Effective Online Teaching course, and the UCM online Quality Assurance course) to support faculty quality course development. Adjunct faculty teaching online are required to complete, at a minimum, the QA Lite Certification course through DLII. Additional resources are available to support instructors to ensure effective and consistent delivery regardless of mode. Examples include the Dual Credit Teacher Handbook, Off Campus Delivery of Academic Programs Policy, Electronically Delivered Course Guidelines, and Quality Matters (MyQM) course reviews administered by DLII.

UCM participates in the online *Academeum* course sharing network. Students needing certain course offerings not available on the course schedule may be advised to enroll in equivalent *Academeum* course offerings with UCM instructor consent.

Sources

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- 2023-2024 UCM Graduate Catalog Landing Page

- 2023-2024 UCM Undergraduate Catalog Landing Page
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- MIC Brochure
- MKT4454_5454 Sports MKT Course Syllabus_SU 23
- MKT5454 GRAD ADDENDUM 5454 SU 23
- NACEP Missouri Membership
- Navigating Utilizing Curriculog Fall 2022 Training
- NCMC_MOU
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- Outcomes Assessment Plan
- PhD in Technology Management Web Page
- Policy on Syllabi
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- Program and Community Partnerships in Early Childhood Education-2023-2024 UG Catalog
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- Syllabi Policy.pdf

- Syllabi Templates_COE_HCBPS
- Technology Support Center
- UCM and Whiteman Air Force Base Join Forces to Offer On-base Certificate Courses 1-14-22
- University Assessment plan rubric timeline and training materials
- University Curriculum Committee charge
- University Learning Goals.pdf
- Workforce and Professional Education

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The UCM general education program is required in all undergraduate degree programs. The university initiated a comprehensive review of its general education programs in 2020 as part of its Quality Initiative. The review involved extensive consultations with faculty and other stakeholders in order to create an assessable curriculum that meets the needs of our students and furthers the university's mission to prepare students to be effective leaders. The HLC Quality Initiative Review was positive.

The revised general education program is a cohesive 42-credit-hour experience framed and driven by assessable program-level student learning outcomes. The design is a hybrid distribution model incorporating a required foundational skills section, a distribution section over 3 knowledge areas, and an elective section. Courses seeking general education designation were reviewed by faculty to ensure they satisfy articulation requirements and address student achievement of program learning outcomes. Courses fulfilling the revised general education requirements are published in the undergraduate catalog and programmed into the university degree audit system.

Two shared governance committees (FSGEC and FSUAC) defined new University Learning Goals. These goals derive from the university mission and convey a shared vision of expected outcomes for UCM graduates. The goals align with the general education learning outcomes and provide an overarching framework for assessing student achievement across all degree requirements.

3.B.2

The general education program draws on the LEAP Framework developed by the American Association of Colleges and Universities (AAC&U), and provides "a broad, enriched academic

experience that both complements and supports students' study within specialized disciplines." General education degree audits in *Degree Works* (sample) within the *MyCentral* portal provide an easy way to track student progress towards meeting core requirements.

The revised general education program was implemented in Fall 2022. As explained in 4.B. and in the General Education Assessment Framework, assessment of student learning includes collecting student data by course section from the learning management system each semester. These data are loaded into the *Nuventive* system and published to a forward-facing General Education Data Dashboard on the assessment website. The process is faculty-driven and relies on course-based artifacts scored by faculty using faculty-developed program-level rubrics. Norm-referencing retreats by faculty groups led by the AVP for Assessment and Planning and the General Education Assessment Coordinator occur each summer for the prior year's assessment artifacts.

3.B.3

UCM prioritizes diversity and equips students with multicultural skills and knowledge. At any time, students can declare their Preferred First Name, Pronouns, and Gender Identity Options from their student email account.

The President's Commission on Access, Opportunity, and Community works to foster an equitable and inclusive campus for all.

UCM's Center for Multiculturalism and Inclusivity (CMI) fosters a welcoming and inclusive campus environment for people of all backgrounds and identities. Offerings to support UCM's diverse student population include

- Got Cultured - semester events encouraging student participation in DEI and social justice programming on campus
- Holiday decorating event
- Trading Moon Native American Arts Festival
- MLK Celebration Artistic Contributions
- MLK Freedom Scholarship Banquet
- Dr. Martin Luther King Community Service Awards and past award recipients
- Empathy Revolution

UCM's Office of Student Activities offers diversity and inclusion events for students. On September 2, 2021, an event discussed Equality v, Equity. They also offer Diversity to Go, which provides customized cultural awareness education for students, staff, and faculty. Other events from the Office of Student Activities include:

- Let's Talk: Career Choice - exploring the influence of societal expectations and culture on career choice
- Living Library 2021 & (2021-2) and 2023 and video
- Unity Week, 2023, & 2024 schedules
- Constitution Week
- LGBTQIA+ Rights 4-3-23 & alt.
- Paint & Sip
- Pizza with the Press
- The Politics of Beauty 3-27-23

Additional offerings across departments and units supporting the diversity of the UCM student population include:

- [Dance Club African Dances](#)
- [West Africa Dance Class](#)
- [Modern Language Club - Chinese New Year](#)
- [Day of the Dead](#)
- [Oktoberfest](#)
- [CSS Talks: Queer Sh*T](#)
- [UCM Student Organization of Latinos Fundraiser for the Greater Kansas City Hispanic Development Fund](#)
- [Middle East Beyond the Headlines - Two-week study abroad program](#)
- [Kleppe Visiting Artist Lecture Series flyers](#)
- [Picture a Scientist](#)- Building awareness of roles in diversity, equity and inclusion
- [Harvard Professor and Pulitzer Prize-Winning Author Annette Gordon-Reed's presentation](#)
- [John W. "Blind" Boone Symposium](#)
- [Victoria Chang and Min Jin Lee](#) - National Book Foundation Award-honored authors
- [Get the Read Out - JCKL Book Club 9-21-22](#)
- [JCKL The Changing Face of News 3-1-23](#)
- [Get the Read Out - JCKL Book Club 9-25-23](#)

The [Center for Global Education](#) provides support for intensive English and study abroad. Students can visit the [Study Abroad portal](#) or attend one of the Center's upcoming [events](#). With over [18 direct study exchange partners](#) and UCM's membership with ISEP Exchange, students at UCM have an array of opportunities to expand their learning, horizons, and sense of self through study abroad. Faculty-led study abroad opportunities include:

- [Spanish Study Tour - 2022](#)
- [Tales of Old Germany: Bavaria and the Black Forest](#)
- [Middle East Beyond the Headlines](#)
- [Past Faculty-Led Study Programs](#)

[Additional opportunities](#) for UCM students to study abroad include participation in partner institutions.

The UCM general education program prepares students for success in a diverse world. NSSE data for [2023](#) compared to [2020](#) show marked improvement for many of the sections on the topical module for *Inclusiveness & Engagement with Diversity*. See [NSSE 2020-2023 Inclusiveness & Engagement Summary](#). Likewise, the NSSE Engagement Indicators on diversity for [2023](#) compared to [2020](#) indicate no significant difference between UCM and peer comparison groups for *Discussions with Diverse Others* for First-Year Students and Seniors. Additional opportunities are provided in the classroom via course offerings such as

- [ECEL 2110: Diversity and Social Justice](#)
- [ML 2000: Literature in Translation](#)
- [SSL 4244: Cross-Cultural Cinema](#)
- [ENGL 2220: Online World Masterpieces](#)
- [AGRI 2130: Global Agriculture](#)
- [ECEL 5750: Multicultural Education Beliefs, Curriculum and Pedagogy](#)

In 2022, UCM received a $5 million gift to [The Global Vision Endowment](). The Global Vision program includes a credit-bearing service-learning course, time volunteering at an international destination, and upon return, student presentation on their service trip. See the [Global Vision brochure](), [scholarship application](), and [student information portal]().

UCM's Counseling Center offers [Safe Zone]() workshops, providing LGBTQ+ education and ally development for the campus community. In 2022, the university introduced the [Care to Act]() program, which addresses interpersonal violence, substance misuse, bias and discrimination, and mental well-being/suicidality. The James C. Kirkpatrick Library launched the [Help Yourself at UCM]() campaign to connect students with resources on difficult and stressful topics that may be challenging to discuss openly.

3.B.4

UCM supports a wide range of scholarly and creative work across disciplines and among students and faculty. The Provost's office sponsors an internal conference on the scholarship of teaching and learning through its [Teaching and Research Conference,]() initiated in [2022]() and offered again in [2023](). Communication concerning these events occurs via [email](), postings to the UCM Daily, and [UCM Press Releases](). Twenty offerings of $500 for professional development were awarded via lottery to faculty members who attended the Faculty Senate Teaching and Research Conference in 2022 (FY23). Each Teaching and Research Conference committee member also received $1,000 for awards totaling $16,000 at the event, with funding made possible by the [Provost's office](). At the 2023 Teaching and Research Conference (FY24), 73 individuals received professional development funds of $500 each. The six committee members each received $1,000 for a total commitment by the [Provost office]() of $42,500 for the event.

The [Academic Leaves Policy]() allows faculty time to pursue scholarly and creative activity.

DLII supports several initiatives and grants to support scholarship, creative work, and knowledge discovery. For example, several times a semester DLII sponsors a "[Teach it Forward]()" presentation where faculty share techniques and ideas to improve teaching. DLII provides financial support through the [Institutional Improvement Grant](), which provides funding for projects to improve the classroom environment and/or methods of instruction. The [Academic Advancement Grant]() supports the disciplinary and pedagogical knowledge of the instructor. This grant includes, but is not be limited to, instructional and professional development, program development, learning from an expert in the field, and research projects. DLII also administers the [Speaker Series Grant]() that supports inviting qualified experts to campus to further and enhance UCM's goals and mission.

Additional opportunities for faculty to pursue professional development and contribute to scholarship and the generation of creative work and knowledge discovery include the Faculty Senate Professional Enhancement Grant and the Office of Graduate Studies funding and support opportunities, including the following:

- [Faculty Scholar Award]() - recognizes exception merit in the scholarly and creative work of faculty at UCM
- [Diversity, Equity, and Inclusion Fund]() - supports the purchase of materials, supplies, resources, travel, etc. for research, teaching/curriculum, or service learning activities pertaining to diversity, equity, and inclusion at UCM
- [Scholarly Activity Fund]() - provides travel support to UCM full-time faculty to promote and encourage participation in scholarly activities at state/regional, national, or international

professional conferences, meetings, or events.

Instructors in all four colleges are engaged in a wide range of scholarship and creative activities. Examples of the approximately 606 faculty publications and/or engagement in juried creative activities can be found in the [2022-2023 UCM Faculty Achievements Summary](#) and detailed [2022-2023 UCM Faculty Achievements](#). The reports are collected annually through department annual report process managed by Academic Programs and Graduate Studies.

Robust opportunities are provided for UCM students to refine their skills and research. Examples include the following:

- [McNair Research Symposium](#)
- McNair Journal [2023](#) & [2022](#)
- [Graduate Scholars Symposium](#)
- [Undergraduate Scholars Grant](#)
- [Scholars Symposium](#)

Sources

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- 2021 Grad Scholars Symposium Entry
- 2022 McNair Symposium Program
- 2022-2023 UCM Faculty Achievements (Master)
- 2022-2023 UCM Faculty Achievements-Summary
- 2022-2023 UG Catalog General Education Program and Requirements
- 2022-2023 UG Catalog General Education Program Information
- 2022-2023 UG Catalog General Education Program Requirements
- 2022symposiumprogramfinal
- 2023 Faculty Senate Teaching and Research Conference Press Release
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- 2023 NSSE Engagement Indicators - Diversity
- 2023 Scholars Symposium Schedule (1)
- 2023-2024 UG Catalog General Education Program Information
- 2023-2024 UG Catalog General Education Program Requirements
- 2024 MLK Community Service Award Nomination
- 2024 UCM Scholars Symposium Registration
- 2024letstalk
- Academic Leaves Policy.pdf
- Annette Gordon Reed Pulitzer Prize Author
- ARC_General Education Course Review Rubric
- Art and Design Kleppe Visiting Artist Lecture Series
- Artistic Contributions to the 2024 MLK Freedom Scholarship Banquet
- Author Min Jin Lee of Pachinko Presentation
- Boone Symposium - All Events Poster
- Care To Act at UCM
- Center For Global Education.pdf
- Center for Multiculturalism and Inclusivity Web Page.pdf
- Certification Training

- Chinese New Year Celebration 2021 Flyer
- Constitution Week 2023
- CORE 42 and Curriculog Meeting
- Crosswalk for ULOs and GELOs
- Dance Club African Dance Workshop Flyer
- Day of the Dead Celebration 2020 Flyer
- DEI Fund
- DEI Holiday Event Email
- Diversity to Go
- DLII Academic Advancement Grant
- DLII Instructional Improvement grant
- DLII Speaker Series Grant
- DLII Teach it Forward Series
- ECEL 2110 Fall 2021 Syllabus
- ECEL 5750 Fall 2021 Syllabus
- ENGL 2220 Fall 2021 Syllabus
- Faculty Scholar Award
- Faculty-Led Study Programs
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- FSGEC Minutes 092221
- FS-General Education Committee
- General Education Assessment Framework.pdf
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- General Education Data Dashboard
- General Education LEAP framework
- General Education Norming Student Artifacts Retreat
- General Education Program Learning Outcomes List
- General Education Program Requirements 2023-2024
- Generous $5M Gift Supports Global Vision Endowment Exemplifying UCM's Role in Providing 'Education for Service'
- Get the Read Out - JCKL Book Club 9-21-22
- Get The Read Out - JCKL Book Club 9-25-23
- Global Agriculture course Agriculture Program
- Global Vision at the University of Central Missouri
- Global Vision Scholarship - UCM Scholarship Finder
- GlobalVisionInformation for Students
- Graduate Scholars Symposium
- Graduate Student Scholarly Travel Fund
- GSS Talks 1
- HelpYourself-JCKL
- History of Recipients of MLK
- HLC Open Pathway Quality Initiative Proposal
- HLC Open Pathway Quality Initiative Report
- JCKL The Changing Face of News 3-1-23
- León, Spain Summer 2022 Study Abroad Program Flyer
- Let's Talk: Equality vs Equity Flyer
- LGBTQIA+ Rights 4-3-23

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- Living Library 2023
- Living Library FB Video
- McNair Scholar Flyer 2022-2023
- Middle East Beyond the Headlines Study Abroad Program Flyer
- ML 2000 Fall 2020 Syllabus
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- NSSE 2020-2023 Topical Module - Inclusiveness and Engagement with Diversity -Summary
- NSSE20 Topical Module - Inclusiveness and Engagement with Diversity -Central Missouri
- NSSE23 Topical Module - Inclusiveness and Engagement with Diversity-Central Missouri
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- Pizza with the Press 10-24-22
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- Preferred First Name Display Options
- President Commission on Access Opportunity and Community Web Page.pdf
- PRISM Exec Meeting notes-minutes
- Professor Wu Awarded Third Federal Grant to Protect Workers in High-risk Industries from Electric Arc Injuries
- QIR Review U of Central MO 6.29.23
- Safe Zone
- Sample General Education Curriculum from Degree Audit - 2021
- Scholarly Activity Fund
- Scholars Symposium 2023
- SGA Living Library 2021
- SGA Living Library 2021-2
- SGA Unity Week 2023
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- Spring 2022 Got Cultured
- SSL 4244 Fall 2021 Syllabus
- Student Organization of Latinos Fundraiser
- Study Abroad
- Study Abroad 2
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- Trading Moon Native American Arts Festival
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- UCM Undergraduate Scholars Grant
- Undergraduate Catalog_General Education Program Information
- Unity Week 2024

- University Learning Goals.pdf
- West African Dance Class Flyer

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

UCM values diversity and holds it as the second of its core values. The President's Commission on Access, Opportunity and Community, focuses on recruitment, retention, and furthering a sense of belonging for underrepresented groups. The Office of University Analytics and Institutional Research (UAIR) maintains an interactive dashboard with faculty demographics. The data show that in 2022, 9.69% of all faculty were Non-Resident, 3.61% were African American, and 1.64% were Hispanic. These data have remained relatively stable over the last few years (e.g., 2018, 2019, 2020, and 2021).

The university utilizes various strategies to increase the diversity of the faculty. Search committee chairs (see e.g., College of Arts, Humanities and Social Sciences) are encouraged to utilize Diversity Advocates to facilitate interactions with colleagues and potential candidates. Search committees are also encouraged to advertise positions in the National Registry of Diverse and Strategic Faculty. See The Registry - Job Post, the Registry - Search Candidates and a recent Registry position posting for an Assistant Professor. Additional examples of efforts to recruit from diverse populations include position postings for the James C. Kirkpatrick Library to the Black Caucus of the American Library Association and the Harmon College of Business and Professional Studies utilization of a Diversity Recruitment Plan.

In 2023, 8.87% of UCM staff were Non-Resident, 6.17% were African Americans, and 3.63% were Hispanic. The staff race and ethnicity composition has remained relatively stable over the last several years (see e.g., 2022, 2021, 2020, and 2019 charts). Similarly, between 2019-2023, staff composition

by gender also remained relatively stable with only a slight decrease from 2019, when 56.89% of staff reported as female and 43.06% as male, to 2023, when approximately 53.3% of team members reported as female and 46.4% reported male.

The Office of Human Resources (HR) is committed to diversity and complies with federal requirements in all job postings as part of our ongoing commitment to recruit, retain, and promote a diverse workforce. As part of UCM's commitment to sourcing diverse candidates, e.g., military veterans, individuals with disabilities, and those from underrepresented populations, position postings are also posted to sites such as EmployDiversity, Hire Heroes USA, and disABLED person. See sample EmployDiversity postings here and here and a position posting from Hire Heroes USA. Specifically, 13 job listing sites are targeted beyond the standard posting to the UCM job site. HR is also collaborating with various university departments to improve recruitment, hiring, and retention of a diverse workforce. They are also involved in the President's Commission on Access, Opportunity, and Community and partner with various university departments such as Student Experience and Engagement, the Center for Multiculturalism and Inclusivity, Academic Affairs, and Faculty Senate. During a recent panel discussion, the UCM President emphasized DEIB in alumni and donor engagement.

As part of its commitment to a respectful workplace, UCM requires employees to complete the following courses online:

- Discrimination Awareness in the Workplace
- Diversity, Equity, and Inclusion (DEI) Practices
- Title IX and Sexual Harassment Prevention for Employees

These training are available to UCM faculty and staff through Vector LMS online and data show a completion rate of 80% or above.

3.C.2

The University's primary mission is teaching and working with students. Reasonable class sizes allow faculty to effectively handle course delivery and assessment processes, with a majority of class sections consisting of 50 students or less. Student-faculty ratios have increased slightly from 2018 (16 student FTE per instructional faculty FTE) to 2022 (20 student FTE per instructional faculty FTE), partly due to retrenchment and increased university efficiency efforts. Small class sizes provide students with direct faculty interaction and support necessary for academic success. Undergraduate class size has remained constant or slightly decreased, mostly ranging from 10 and 29 students. Over this period, part-time faculty numbers remained consistent, while full-time faculty numbers decreased (approximately 70% full-time and 30% part-time), see UCM Full-Time to Part Time Faculty FA18-FA22. See comparison of UCM to peer institutions for Student to Faculty Ratios, Full-Time Faculty Ratios, and Part-Time Faculty Ratios. Additional faculty-to-student and graduation data can be found in the 2020, 2021, and 2022 UCM Fact Books, with graduation and retention rates on pp. 39-40 and degrees awarded on pp. 63-69.

As explained in 3.A.1, faculty maintain primary jurisdiction over the curriculum. Curricular proposals originate with the faculty at the unit level and undergo curriculum committee approvals at the college level before proceeding through university level approval. The Academic Program Review Committee and Graduate Council conduct regular review of all programs to ensure academic quality and effectiveness (see 4.A.). Faculty maintain oversight for the assessment of student learning at the course-and program levels and use the resulting information to seek improvements (see 4.B). Faculty

teaching loads vary (see Teaching Workload Guidelines. All faculty are expected to teach and allocate office hours consistent with academic policy. The size of UCM's faculty is sufficient for the university to fulfil its mission.

3.C.3

As a condition of employment, all UCM faculty are required to submit official transcripts and evidence of licensure and/or credentialing, as appropriate. The Office of Human Resources utilizes tools such as the New Hire Faculty Checklist - Search Conducted, New Hire Faculty Checklist - Waiver of Search, and New Adjunct/Instructor Checklist to ensure all necessary documentation is received, verified and routed appropriately.

Adjunct and dual-credit faculty at UCM maintain the same minimum qualification as those held by full-time instructors (see UCM Policy - Adjunct Faculty and UCM Policy - Dual Credit Faculty.) The UCM Board of Governors Policy outlines faculty classification requirements. Example adjunct, instructor and/or dual credit instructor credential requirements are as follows: Criminal Justice, Economics and Finance, Department of History Dual Credit, History Program Adjunct Credentials.

A terminal degree is typically understood as a doctoral degree in many fields. However, in certain disciplines like Theatre, Art, and Creative Writing, a Masters of Fine Arts is recognized as the terminal degree. Faculty teaching at the Master's level are required to posses a doctorate or an appropriate terminal degree. In cases where the terminal degree is not in the program being taught, instructors are required to have a minimum of 18 graduate credit hours in that program. See examples of faculty qualification requirements in Computer Science and Mathematics, Accountancy, Criminal Justice Tenure Track Faculty Qualifications, Modern Languages, Department of English and Philosophy, Department of Communication, Art and Design, and Nutrition, Kinesiology and Psychology, and College of Education Adjunct and Dual Credit Instructor policy. The UCM Educator Preparation Unit Policy and Procedures manual outlines the requirements for university supervisors of practicum and student teaching supervisors (pg. 10). Faculty teaching at the graduate level must hold graduate faculty status.

The Office of Human Resources maintains a record of the highest degree earned by each employee. This information is producible upon request. Position postings specify minimum qualifications (see e.g., ELI, Computer Science, Criminal Justice, Communication Disorders Nursing Non-Tenure Track, Nursing Tenure Track, and Chair, School of Nursing.

In 2023, UCM initiated a consortial agreement with Acadeum to allow UCM students to take courses at Acadeum partner institutions, facilitating efficient degree completion through course sharing (see Acadeum Services and License Agreement and UCM Online Course Sharing Consortium Agreement). Partner institution courses must meet HLC assumed practices for qualified faculty and be approved by the UCM department.

UCM also has the following consortial agreements in which partner institution courses must meet HLC assumed practices for qualified faculty:

- Indiana State University - PhD in Technology Management
- Warrensburg School District - MSE in Literacy Education
- Blue Springs School District - MSE in Elementary Education Curriculum & Instruction Program

- [Certification Completion Cohort](#)
- Blue Springs School District - [Aviation dual credit courses](#)
- State Fair Community College - [concurrent enrollment agreement](#)
- North Central Missouri College - [concurrent enrollment agreement](#)

3.C.4

Faculty members undergo annual evaluations in accordance with [UCM Policy](#). These evaluations address teaching, scholarship, and service, and employ the [faculty evaluation form](#). Each faculty member must create a professional development plan for the upcoming academic year, focusing on Teaching, Scholarship/Creative Activity, and Service. These evaluations occur within the calendar year from January 1 to December 31, allowing ample time for the department chair and faculty member to review the evaluation, discuss strengths and areas for improvement, and plan for goals such as promotion or tenure. See sample professional development plans from the [College of Education](#), [College of Arts, Humanities, and Social Sciences](#), [College of Health, Science and Technology](#), and [Harmon College of Business and Professional Studies](#).

Additionally, all instructors receive end-of-semester course evaluations. See sample course evaluation form [BIOL 1112](#) and course evaluation reports by [college](#). These data provide valued feedback about instructional quality allowing instructors to identify areas for improvement.

Faculty reappointment, tenure, and promotion reviews are governed by [Policy on Promotion and Tenure.](#) Probationary faculty are evaluated annually at the unit level and recommendations provided to the college dean. Full-time faculty not reappointed after the second year receive a terminal contract. Faculty undergoing tenure and promotion reviews prepare a dossier/portfolio that describes the candidate's qualifications and accomplishments. Information on tenure eligibility, criteria for awarding of tenure, tenure and promotion committees and college-specific requirements for tenure can be found in the UCM [Policy on Promotion and Tenure](#) and the [Policy on Promotion and Tenure College Guidelines](#). Portfolios are reviewed by tenure and promotion committees at the unit-level with recommendations passed to the college committee and the university-level committee for further review. The president makes the final decision on tenure and promotion. A faculty member denied tenure or promotion may appeal that decision consistent with policy.

In 2021, UCM established a formal promotion process for full-time instructional faculty, detailed in the [UCM Policy Instructional Faculty Promotion Process and Guidelines](#). This promotion recognizes instructional faculty's contributions to teaching, scholarship/creative activity, and professional service. There are three ranks available: Assistant Instructor, Associate Instructor, and Senior Instructor. Like the tenure process, eligibility for promotion necessitates a minimum of four years at the university at the current rank and submission of a dossier for review by the promotion committee.

The Provost's office maintains the faculty promotion and tenure schedule. In early spring, each college, school, department, and unit receives a preliminary list for verification. Eligible faculty members are officially notified of their promotion and/or tenure eligibility on May 1. Details about the dossier preparation and review timeline can be found in the [UCM Policy Promotion and Tenure Timeline and Procedures](#). In March, the UCM Board of Governors is informed of faculty members receiving promotion and/or tenure for the upcoming academic year. See [AY21-22](#), [AY22-23](#), and [AY23-24](#).

3.C.5

UCM Policy on [Faculty Professional Enhancement](#) recognizes the importance of faculty development. The university has available a number of resources to ensure faculty remain current in their disciplines and adept in their teaching roles. The Provost's office sponsors an annual internal [conference](#) (initiated in 2022) focused on the scholarship of teaching and learning ([email](#), [schedule](#), [webpage](#), [Press Release](#)). This conference provides professional development opportunities for faculty and instructors at UCM (see Section 3.B.3 for additional details of professional development funding awards distributed).

Prior to the Covid19 pandemic, a combined faculty and staff Learning Day covered an array of sessions related to teaching and learning (see [Learning Day 2018](#), [2019 Learning Day Session Descriptions](#). A Learning Day professional development event was not offered in 2020 or 2021.

The university's [Academic Leaves Policy](#) encourages faculty to pursue scholarly and creative activity through the following:

- Study Leaves
- Research Leaves
- Exchange or Other Professional Enhancement Leaves
- Sabbatical Leaves.

Academic leaves improve individuals and the university's educational environment. Between [FY19-FY23,](#) twenty-five sabbatical leaves were provided to UCM faculty and instructors.

Faculty at UCM also have the opportunity to participate in the [UCM Faculty Fellows](#) program through the Honors College. The Faculty Fellow selection is competitive and requires an [application](#) in addition to department/school chair and dean approval. Applications open in the spring before the new academic year and the Fellowship commences the following fall semester. Faculty Fellow program provides a one-course release professional development funds not to exceed $1,000.

Graduate Studies provides funds to support faculty professional development and faculty contribution to scholarship and the generation of creative work and knowledge discovery, including the following:

- The [Faculty Scholar Award](#) recognizes exceptional merit in the scholarly and creative work of faculty at UCM. This fund has one overall winner each year that is selected by the University Research Council. The Award recipient receives $500.
- The [Diversity, Equity, and Inclusion Fund](#) (established in FY21) supports the purchase of materials, supplies, resources, travel, etc. for research, teaching/curriculum, or service learning activities pertaining to diversity, equity, and inclusion at UCM. Graduate Studies has awarded a total of [$8,570](#) through the Diversity, Equity, and Inclusion Fund since its inception.
- The [Scholarly Activity Fund](#), as outlined in [UCM Professional Enhancement Academic Policy](#), provides travel support to full-time faculty to promote and encourage participation in scholarly activities at state/regional, national, or international professional conferences, meetings, or events. Four funding categories are available for faculty to support the professional development of both emerging and established faculty. Between [FY19-FY23](#), 450 awards have been distributed, totaling $400,411.68.

The Faculty Senate Professional Enhancement Committee (PEC) is charged with responsibility for promoting professional growth of the UCM faculty. Between [Spring 2019 and Spring 2023](#), 131 PEC grants were awarded totaling $74,839. Professional development funding at the college and department/school levels depends on budget availability.

DLII supports several initiatives and grants to further scholarship, creative work, and knowledge discovery. For example, several times a semester they sponsor a "Teach it Forward" presentation in which faculty share techniques and ideas to improve teaching. The Center also provides financial support through the Institutional Improvement Grant, Academic Advancement Grant (AAG) (AAG Guidelines), and the Speaker Series Grant. Speaker Series Grants totaling $49,858.66, Academic Advancement Grants totaling $103,024.77, and Institutional Improvement Grants totaling $65,855.60 have been awarded. Additional grant awards for ACUE totaled $50,800 as shown here.

DLII coordinates new a new faculty orientation program each fall to support onboarding and acclimatization to the campus community. The symposium consists of two days of workshops and training related to teaching, in-person and online classroom structures, and other course-related matters. The program features panel presentations by academic support units, including the Library, Student Experience, Academic Affairs, and others. DLII offers a *Blackboard* and course infrastructure session at the end of the orientation. The sessions enrolls all new faculty in the *Blackboard* Community of Practice, which provides ongoing resources and support to promote professional development (see the 2022 New Faculty Symposium Agenda).

The Faculty Senate Faculty Guide and the Academic Policies resources provide faculty access to policy and procedure information. DLII provides faculty with training and resources to ensure electronically delivered courses meet instructional design, pedagogy, and accessibility best practices. The Center also provides webinars, including a weekly online DLII Power Hour, where faculty can ask and receive support on *Blackboard*, *Zoom*, *Panopto*, or course design. Additional resources available to faculty through DLII include *Academic Impressions, Innovative Educators, MagnaPubs Content*, and the *Magna 20-Minute Mentor*.

3.C.6

UCM Policy requires that instructors are available to students outside of class sessions on a regular basis (a minimum of 1.25 hours per week for each class taught). Instructor contact information is available through the directory, the LMS, and the course syllabi. Policy requires instructor availability be posted in the course syllabus and it is encouraged that faculty are available in a variety of ways to support the diverse needs of students. Examples of syllabi include MGT 3360, MKT 4490 (online), ECEL 3820 (face-to-face), CTE 3060, WGS 2000, POLS 2540, BIOL 1003, CADD 3150, FAME 4410, PSY 5360, AVIA 3370.

The most recent NSSE Data show that UCM seniors had significantly higher interactions with faculty compared to our peer institutions.

3.C.7

UCM is committed to hiring qualified candidates for student support services. This process starts with job descriptions that articulate job expectations and required experience and qualifications consistent with best practices defined by national organizations such as NASPA (student affairs), NACADA (advising) and NACE (career services). Examples of position descriptions indicating required certification and/or education include International Student Advisor, Manager of Technology Support Center, Assistant Director of Fraternity & Sorority Life, Senior Strategic Human Resources Partner, Lead Teacher .50 posting, and an Early College Program Assistant.

The university offers a New Employee Orientation program to introduce new staff members to the university community and to ensure they are enrolled and complete required compliance training (see

3.C.1. for major categories of compliance training). In general, onboarding session includes a review of UCM policies, procedures, benefits, and other employment-related information.

The university further supports staff professional development through regional and national professional associations. Staff in Student Financial Services are members of the Missouri Association of Student Financial Aid Personnel (MASFAP) and the National Association of Financial Aid Administrators (NASFAA). Career and Life Design staff are members of the Midwest Association of Colleges and Employers (Midwest ACE) and the National Association of Colleges and Employers (NACE). Career and Life Design team members also attend Kickstart through the Career Leadership Collective as part of their professional development and training.

Academic Success Advisors are members of NACADA and the Missouri Academic Advising Association (MACADA). Staff in the Registrar's Office are members of The American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Missouri Association of Collegiate Registrars and Admissions Officers (MACRAO). Staff members in the Office of Sponsored Programs and Research Integrity hold membership in Public Responsibility in Medicine and Research (PRIM&R) and the National Council of University Research Administrators (NCURA). Several staff members have membership with NASPA - National Association of Student Personnel Administrators.

The Success Advising Center requires each advisor to track their professional development as part of their position responsibilities. The Center utilizes students as academic Success Coaches. Students who serve in this role are required to complete the NASPA Certified Peer Educator course in their first semester along with required training to ensure are adequately prepared. Additionally, Peer mentors recently received NASPA Certified Peer Educator (CPE) Training.

The Learning Commons provides its staff training sessions covering general Learning Commons processes and guidelines (see Fall 2023 agenda), Tutor Training, SI Training Material, and Course Tutors Training). The Commons provides additional training for specific support as needed.

The university also supports staff professional development via Staff Learning Day, an annual professional development opportunity designed to foster cross-division collaboration to enhance student success (see 3.C.5 for additional information on staff Learning Day).

Directors and Budget managers are required to attend Basic Banner Training and Advanced Banner Training. These training sessions are available multiple times annually to accommodate evolving staff needs.

Student Financial Aid staff pursue professional development opportunities through the National Association for Financial Aid Administrators (NASFAA), the Midwest Association of Student Financial Aid Administrators (MASFAA), the Missouri Association of Student Financial Aid Personnel (MASFAP), and webinars facilitated by the Financial Student Aid (FSA) Division of the Department of Education.

The university supports additional professional development opportunities via the Vector LMS vendor. Employees have access to training sessions on a range of topics including human resources (e.g., conflict management, customer service, DEI Practices, FERPA, workplace violence, and ethics) and social and behavioral training (e.g., implicit bias, microaggression awareness, LGBTQ+ inclusion, transgender student inclusion, and self-harm awareness). Additionally, employees have access to Infobase Learning Cloud, an on-demand tutorial repository. Infobase Learning Cloud

offers professional development credits, CEUs, and badges across various areas, including technology, college and career readiness, social and emotional learning, and racial literacy.

UCM Staff are encouraged to report their achievements (e.g., earned degrees and credentials) in the [University Analytics Employee Credential Portal](#) (see sample self-reported [degree](#) and [credential](#) reports). Staff undergo performance appraisals on an annual basis (see [Staff Performance Appraisals Procedure](#)). These evaluations allow staff to identify opportunities for growth an career advancement.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

UCM's student population consists of 23.5% first-generation college students with 37.9% being Pell-eligible (5-yr average). As of Fall 2023, graduate students at UCM comprise 44% and international students comprise 30.1% of the student population.

A full array of Student Support Services include the following resources:

- Success Advising
- Peer Success Mentor
- Harding Center Advantage
- Learning Commons
- Student Financial Services
- Office of the Registrar and Student Records
- Career and Life Design
- Graduate Studies
- International Student Services
- University Housing
- Living Learning Communities
- Student Experience and Engagement
- Campus Community Health
- Accessibility Services
- Childcare Center
- Campus Cupboard
- James C. Kirkpatrick Library
- Military and Veteran Services
- The Center for Multiculturalism and Inclusivity
- The Center for Global Education
- Office of Technology Student Support

3.D.2

UCM has offered test-optional admission with a minimum GPA requirement of 2.75 since 2020. Meeting this GPA threshold waives the need to submit ACT or SAT scores, except for direct entry nursing program applicants, education majors, and Honors College applicants. See the following for details on undergraduate domestic, undergraduate international, graduate domestic, graduate international admissions, and planned placement and gateway courses.

Strengthening Institutions Grant: In 2018, UCM received a Strengthening Institutions Grant award of $2.7 million. SIP grant Initiatives to support the first-year experience include the following:

- First-Year Seminar - designed to help the first-year student and those in transition to actively explore critical thinking, develop a sense of belonging to UCM, develop self-awareness of social and civic responsibility, and gain a desire for lifelong learning. The UNIV 1400 course offers incoming college freshmen an interactive, engaging learning and critical thinking experience. See the FYS - UNIV 1400 schedule and UNIV 1400 syllabus for Fall 2023, which supported approximately 368 students, and the Fall 2023 UNIV 1400 perceptions survey.
- Central Summer Academy - a summer bridge program designed for incoming freshmen focused on helping at-risk students successfully transition to college. See the Central Summer Academy cohort analysis.
- Advising Case Management - a NACADA consultant facilitated a two-day workshop for campus Academic Advisors and campus partners in 2019. Attendees received in-depth training on Academic Life Coaching, Advising Case Management, and Developmental Advising. This training continues to inform advising provided to UCM first-year students.
- Peer Mentoring - discussed in section 3.D.1, the Success Advising Coaches offer ongoing peer support to at-risk first-year students to ensure their academic success.
- Embedded Tutoring - provides additional tutoring support for co-requisite Math and English courses. The student tutors work closely with faculty members to support students enrolled in the English and math co-requisite courses. See Math Embedded Tutor schedules for Spring 2023, Fall 2023, and Spring 2024.

The Strengthening Institutions Grant 4-Year Annual Report, Outcomes Addendum, and APR report provides additional SIP Grant performance details.

New Student Orientation in the summer familiarizes incoming freshmen and parents with UCM. It covers campus services, activities, academics, and campus life. Students meet with Academic Success Advisors and faculty to confirm and refine their first-semester schedules based on their major and placement. Students can also enroll in UNIV 1400 University Foundations or other programs to aid their transition to college and integration into the UCM community.

In English and Math, faculty have shifted to a co-requisite model for placement instead of a developmental education prerequisite. This change ensures students can take college-level courses in their first semester, rather than waiting 2-3 semesters under the previous model. See Planned Placement Data 2018-2023 for details, including a breakdown of data by all students, those who submitted ACT scores, and those who did not. UCM utilizes "planned placement" for its developmental education, preparatory readiness, and college-ready courses. The Planned Placement Committee provides oversight for reviewing and establishing requirements for student placement in college-ready (i.e., developmental courses), as shown by the committee charge and meeting agendas. The UCM catalog contains all planned placement requirements for incoming UCM students. Ongoing student academic success is tracked through a DFW dashboard.

Writing Center: Three types of writing support are available through the Learning Commons Writing

Center. In-person tutoring or online tutoring through the Writing Center is available in 30- or 60-minute appointments through the Penji app. Online writing support is mediated through Zoom. In-person or online Writing Center support is available via drop-in or by appointment. The Online Writing Lab (OWL) allows students to submit their writing to a tutor online through Google docs for specific, personalized feedback within two business days. Services offered through the Writing Center include the development of a thesis statement, writing structure, grammar and formatting support, and refinement/development of organization and flow.

Testing Services provides ongoing support for quality assessment. Testing services is available to students, faculty, and staff and offerings include receipt of course credit through examinations for prior coursework or independent study including (Advanced Placement, American Council on the Teaching of Foreign Languages (ACTFL), Oral Proficiency Interview (OPI), Writing Proficiency Test (WPT), College Level Examination Program (CLEP), Dante Standardized Subject Test (DSST), and International Baccalaureate (IB). See Standardized Tests for more information on tests offered through Testing Services or our partner institutions.

3.D.3

Undergraduate advising on campus is a collaborative effort between the Success Advising Center (SAC) and Faculty advisors. The Success Advising Center consists of a Success Advising Director, three Assistant Success Advising Directors, and eighteen Success Advisors. See Success Advising Matrix 2023-2024. The UCM Shared Advising Model (SAM) is a unique approach to advising that is a planned, proactive model that holistically supports students in their academic journey. As part of the Shared Advising Model, students receive a minimum of 6 interventions in their first year that are timed to support their evolving advising needs. See BOG Presentation UCM Student Success Model. The following is a sample of the Success Advisor Home page that provides support materials, professional development opportunities, and training resources for advisors.

UCM has used a centralized advising model since July 2018, with an average student-to-advisor ratio of 260:1 as of fall 2023. Advisors play a crucial role in providing students with accurate information on program sequencing, general education requirements, CORE 42, and support for degree and program changes.

Graduate students receive advising guidance from faculty in their program of study to align with career goals and professional aspirations. Advisors regularly engage in professional development and training, with several members earning local, national, and global NACADA and MACADA awards, including two Global NACADA award recipients in June 2022.

All new domestic UCM students attend UCM Kickoff (see 2024, 2023, 2022), an immersive four-day event that starts the Thursday before the first day of classes. During Kickoff, students become acquainted with the campus and attend sessions designed to raise awareness of campus resources and support services, including meetings with professors, Chairs, and Deans, success advising, and walking their course schedules.

Online-only students attend a virtual orientation that offers information on student resources for online students, including access to the Frequently Asked Questions for online students.

International students attend a 2-5 day orientation that includes meetings with International Student Services, Health Screening and Immunizations, and resource sessions designed to help them successfully transition to the university.

UCM Success Advising utilizes *Achieve* as the main tool for monitoring and supporting student advising. *Achieve* offers a seamless portal where students can book appointments, access their success team, view learning analytics, and review feedback and documentation from their success team. Additionally, Success Advising collaborates with UCM's University Analytics and Institutional Research unit to develop predictive analytics for identifying at-risk students who may need support to successfully complete their academic journey at UCM.

Success Advising also responds to *Maxient* Alert reports, which include faculty and/or staff-reported Academic or Behavioral Concerns. These reports trigger interactions or interventions by Success Advisors to create student support plans. The UCM Academic Honesty Policy is referenced in a specific section of each course syllabus (face-to-face & online) and in each iteration of the UCM Student Handbook (2023-2024 pp. 15-16). Instructors are trained and use UCM Academic Alerts - Maxient Reporting pp. 2-4 & follow the UCM Academic Honesty Policy when reporting issues related to academic honesty through MyCentral. JCKL offers an Academic Integrity Remediation course where faculty can direct students when concerns surrounding suspected academic integrity are noted. This is a new workshop offering and is still in beta testing. Each semester, JCKL also offers workshops on academic writing and plagiarism.

UCM utilizes *Degree Works*, an electronic degree auditing and tracking system, to provide detailed information to students and advisors, including course and credit hour progress, catalog and degree requirements, transfer credits, assigned advisors, registration status, cumulative GPA, and more.

UCM uses *Banner* tools for students to access their academic profile and identify their assigned advising team throughout their UCM journey. Advisors and students both have access to audits and four-year program plans. UCM collaborates with faculty to gather Mid-Semester Progress report grades during week 7 of the Fall and Spring semesters, enabling early interventions and academic support. Students access academic information, advising requirements, faculty/university alerts, and financial details through the *MyCentral* portal. Advisors use dashboards from University Analytics and Institutional Research to monitor DFW reports for students at risk of academic challenges. The *MyCentral* portal was recently redesigned to offer a more integrated experience, providing easy access to support units, scheduling, class registration, and important updates. See Success Advising Assignments on Student Profile, Advising Assignment on Degree Audit, Progress Reports email template - graduate student, Progress Reports email template - undergraduate for sample examples of student advising quick links and communications between advisors to students.

3.D.4

The Office of Technology (OT) provides general oversight and technical support of campus workstations, data and voice network infrastructure, servers, and network connectivity.

Blackboard support and support related to classroom technology, such as *Respondus*, *Lockdown Browser*, and *Honorlock*, are provided by DLII In 2022, UCM outsourced additional *Blackboard* support through the *Blackboard* Help Desk, as shown beginning on pg. 2.

UCM offers many state-of-the-art and cutting-edge spaces to provide opportunities for effective teaching and real-world learning experiences.

Scientific Labs:

W.C. Morris Renovation 2016-2017: In 2016, work began on the W. C. Morris (WCM) building with

a [$18.4 million](#) overhaul involving upgrades to classrooms, laboratories, and collaborative spaces.

W.C. Morris Renovation 2022: An additional [$3.9 million renovation](#) was completed for renovations to classrooms and laboratories used by science programs.

[Welch-Schmidt Center for Communication Disorders](#): As a training center for undergraduate and graduate students in the Speech-Language Pathology and Audiology programs, the Welch-Schmidt Center for Communication Disorders supports the greater Warrensburg community. Clinics and labs within the Welch-Schmidt Center for Communication Disorders include the following:

- [Parkinson's Voice Clinic](#) - in 2019, UCM was a recipient of the 2019 SPEAK OUT!® & LOUD Crowd® Grant program developed by the Parkinson Voice Project®
- Functional Communication Clinic
- Augmentative and Alternative Communication (AAC) Clinic
- Feeding and Swallowing Clinic
- RiteCare Early Childhood Language and Literacy Lab

Performance Spaces and Exhibit Areas:

Nickerson Black Box Theater has 100-seats offering each production attendee an up-close and intimate setting from which to enjoy the performance. In 2021, The [Richard Herman Black Box Theatre Program](#) included 9 productions for the 2021 spring season.

James L. Highlander Theater: is a 442-seat venue that offers students the opportunity to act, direct, design, and manage larger scale productions. The [2023-2024 Highlander theater and dance lineup](#) includes four mainstage productions and a spring dance concert. In 2021, the [James L. Highlander Theater](#) received lighting and sound upgrades including new lighting fixtures, new light board and soundboard, and a cyclorama.

Hart Recital Hall: is a 385-seat venue outfitted with a pipe organ, two Steinway D Concert Grand pianos, a 20-foot video screen with a 4K laser projector and an 11.4-channel Meyer Sound Labs speaker diffusion system. Offering over 100 performances each year, Hart Recital Hall is home to many performances by the Concert Choir, Wind Ensemble, Chamber Winds, Symphonic Band, and two big jazz bands. Smaller ensembles for technology-based instruments, percussion instruments and guitar, as well as jazz combos also perform in Hart Recital Hall. Interested parties who cannot attend student concerts can listen to UCM's various ensembles live through UCM-The Beat Concert Series.

Union Auditorium: As part of the [Elliott Student Union Renovation](#) launched in 2018, the $7 million renovation to the Elliott Student Union included a 300-seat auditorium, revisions to the south entrance, replacement of three heating/air conditioning units and updates to the Bowling Center and eating spaces. This project was completed in 2020.

[UCM Civic Engagement Experiential Classroom](#) (Wood 107): With a renovation costs of approximately $200,000, [Wood 107](#) is a newly renovated room that operates as a mock courtroom, mock UN, and debate chamber as well as a fully functional active learning space for the College of Arts, Humanities, and Social Sciences. This room features full room control with a touch panel, a Newline interactive touch display, six 75" Samsung displays, seven Crestron AirMedia screen sharing hardware, and three Sony cameras equipped with auto-tracking.

Additional Infrastructure and Technology Spaces:

[Boeing 7374 MAX Flight Training Simulator](#): In 2022, the School of Aviation purchased a Boeing 737 MAX Flight Training simulator for advanced procedural, flight, and systems training.

[Extended Reality Studio](#): Located at the Missouri Innovation Campus, the UCM Extended Reality Studio offers students, faculty, educators, and industry innovators the opportunity to explore cutting edge technologies. Technology in the Extended Reality Studio includes capacity to create and view 360 videos, panoramic 360 scenes, 2D/3D models and virtual reality (VR) augmented reality (AR) education apps. Funding for the Extended Reality Studio was made possible in part by MoExcels, a Missouri Department of Higher Education and Workforce Development initiative to facilitate the development and expansion of employer-driven education and training programs.

[Student Success Advising Center](#): In 2018, the renovations and updates for the Success Advising Center (SAC) were completed. This project included staff offices, private rooms for student and success coach meetings, and self-service stations for student use.

[DLII Production Studio](#): This studio provides audio and video recording spaces and post-production services to support UCM academic needs. Access DLII Production Studio services is available for faculty and academic departments to support classroom instruction and the overall mission of the University. UCM students also have access to this production facility for academic use. The video resources are available by appointment. Examples of services include support for a number of video and communication applications including *Panopto* and *Zoom*; assistance with video conversion for academic video that meets copyright guidelines and standards; turn-arounds that are as short as possible (dependent upon the complexity of the project and work load).

The [Central Missouri Police Academy](#) (CMPA) has been in operation for 50 years. With a recent $150,000 upgrade, what was previously a gymnasium was transformed into a "classroom in the round." This serves as the main training room for CMPA. This setup places the educator in the middle of the room with the students gathered around them. From a mobile podium, the teacher can roam around the room to deliver content. On every wall are large projector screens that use laser projection to share course content. No matter where a student sits in the room they can see both the educator and the screen. Two cameras allow for remote viewing and recording, and educators are given wireless microphones to communicate to distance attendees as well as voice amplification in the gym. This newly renovated area allows CMPA to accept more cadets into the program and offers more space for both in person attendance and online.

[James C. Kirkpatrick Library](#): James C. Kirkpatrick Library (JCKL) at the University of Central Missouri provides an array of resources, including databases, journals, and books, to support the information resource needs of students, faculty, staff, and community at the University of Central Missouri. A sampling of services offered include:

- Library website providing access to all library collections (print and electronic)
- [Interlibrary Loan](#)
- [Individual and group study rooms](#)
- [Faculty liaison librarians](#) to support students and faculty in each program offered at UCM
- [Research](#) and course guides
- Information literacy instruction
- Research consultations
- Course reserves
- [Subject collection development plans](#)
- [Online or in-person workshops](#), [2022 flyer](#)

- [JCKL Digital](#)
- Classrooms, open study areas and collaboration spaces
- Computers with specialized software
- Student printing services

More details on the service and support provided by JCKL can be found [here](#).

[McClure Archives and Museum](#): the official repository for ethnographic, historic, and textile artifacts, and official repository of UCM.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

UCM is committed to providing students with a high-quality academic programs across four modes of delivery (Warrensburg on-campus, Lee"s Summit on-campus, hybrid, and online). Dual-credit high school course offerings are accredited by the National Alliance of Concurrent Enrollment Programs (NACEP). Qualified faculty instruct courses in all modes of delivery and the institution ensures that its consortial arrangements meet HLC assumed practices for qualified faculty. Campus offices and qualified staff support the academic enterprise. Significant budget resources are dedicated to faculty and staff professional development. Specialized learning environments support the unique needs of the institution's program inventory.

Undergraduate students are empowered to achieve their goals and become leaders using a robust general education program which was the focus for the Quality Initiative. The institution works diligently to prepare students to live in a diverse multicultural world and provides an extensive range of student support services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1

The university requires all academic programs to undergo academic program review (APR) once every five years**.** The Vice Provost for Academic Programs and Dean of Graduate Studies notifies academic units of upcoming review approximately nine months prior to scheduled review and facilitates a preparatory workshop. The APR process is organized around UCM's four academic colleges. Each academic unit (college) is assigned a year within the 5-year cycle with the fifth year used for process reflection and review of any programs given notice for shorter off-cycle reviews. Programs under review compile comprehensive and analytical self-study reports guided by a common template. The self-study document is required to address core criteria of program review including curriculum, academic quality, opportunities, and challenges.

All academic programs (certificate, undergraduate, graduate) are subject to the same requirements and process, regardless of mode of delivery. Wherever possible, programs that have attained specialized accreditation are permitted to utilize accreditation reports to fulfil requirements for program review. The Faculty Senate Academic Program Review Committee (FSAPRC) oversees

program review for undergraduate programs. The Graduate Council oversees program review for graduate programs. Each committee is chaired by a faculty member and comprises faculty representatives from the four colleges as well as academic administrators from the Office of the Provost. Both committees are supported and facilitated by the Vice Provost for Academic Programs and Dean of Graduate Studies and Research.

The self-study is designed to be analytical and result in recommendations for improvement. The FSAPRC reviews each report and makes recommendations to enhance programs' ability to respond to future challenges and opportunities. The committee provides formative assessment to programs for continuous quality improvement. The Office of Academic Programs and Graduate Studies maintains a calendar of APRC reviews and maintains records for all committee meetings and minutes.

More than 70 academic programs at UCM maintain specialized accreditation. These programs undergo periodic reviews by their accrediting agencies, which regularly result in recommendations for continuous improvement. The university works with each specialty accredited program to address improvement actions.

A history of APRC recommendations reveals a mature process. The process begins in the summer with the assembly of program data packs by the University Analytics and Institutional Research (UAIR) office, notification to programs due for review in the coming year, assembly of a reflective self-study by the program, review by a subset of the APRC which includes interview with program leaders, presentation of findings to the APRC as a whole, and final recommendations. Possible outcomes include review in 5-years or shorter length of time if significant concerns are noted. Programs may also be recommended to be placed in abeyance. Program leaders interact with the APRC at the meeting where the program is discussed. Findings are shared with department chairs and deans to inform action plans to address areas of concern.

These artifacts provide examples of programs that underwent review in AY 2022/23 and are now making improvements based on the recommendations of review. The FSAPRC reports and supporting documents become institutional records housed in the Office of Academic Programs and Graduate Studies.

The APRC committee members are dedicated to the formative work of helping UCM's academic programs improve through peer review. The Committee has recently updated the self-study guidelines to require programs to address assessment data over the three-year period immediately preceding review. Additionally, the committee began using the *Nuventive* system for academic program review in AY 23. This represents a significant improvement in our APR protocols & procedures as the system provides a central repository and allows us to more efficiently integrate program review with outcomes assessment data hosted there. The software also provides a tool for tracking committee recommendations and program improvement plans based on reviews.

Plans are underway to integrate additional tools such as *Lightcast* data to provide labor market analytics to inform program development. The Missouri Department of Higher Education and Workforce Development (MDHEWD) requires all new (provisional) academic programs to undergo staff review for viability after five years. Findings are shared with the institution for response and staff recommendations are brought to the Coordinating Board for Higher Education (CBHE) for action.

4.A.2

The university evaluates all credit it transcripts through well established processes. UCM policy on transcription of credit can be found under the "Types of Credits" section in the UCM Undergraduate Catalog. Here is an excerpt from UCM policy which addresses this subcomponent.

All undergraduate college-level coursework attempted at regionally accredited institutions (and appropriately accredited international institutions) and corresponding grades will be included on the UCM transcript of degree-seeking students. "W" grades (withdrawals) are not posted to the UCM transcript and developmental or remedial work is evaluated on an individual basis.

UCM posts and accepts all college-level transfer grades (A-F). These grades are counted in a student's cumulative GPA and are taken into consideration for academic standing calculations. UCM's repeat policy, not the repeat policy of the transfer institution, will be applied to any course repeats. See details of the UCM Repeat Policy in this catalog.

Sample de-identified transcripts include:

Student A - Inbound transcript and UCM transcript
Student B - Inbound transcripts and UCM transcript

Transcript evaluations are managed through the Office of Admissions. Final authority for review and approval of transfer credit resides with academic departments and faculty as experts for content and rigor. If approved, the Office of the Registrar completes the procedural review for posting on a student's transcript.

The undergraduate and graduate catalogs provide clear criteria for accepting transfer work from another regionally accredited institution to UCM. Transfer students and international students are required to provide official copies of transcripts for admission. Undergraduate students must meet a minimum number of hours in residence at UCM for degree completion. All undergraduate college-level coursework attempted at regionally accredited institutions (and appropriately accredited international institutions) and corresponding grades is evaluated for posting on the student's academic record. Transfer credit for graduate students is capped at 9 credits.

The university participates in state of Missouri's general education framework (Core 42) that governs credit transfer among public institutions. The framework allows students with Associate of Arts (A.A.) degrees from Missouri institutions to have met all General Education requirements at the receiving Missouri public institution. The Office of the Registrar maintains a web-based searchable course equivalencies database that allows transfer students to look up commonly transferred courses by course/prefix and by institution name. Equivalencies are incorporated into articulation agreements with community colleges accompanied by transfer guides and pathways that allow students to fulfil university requirements by completing identified equivalent courses at their institution. The Office of the Registrar maintains a catalog of articulation agreements with community colleges in the state and region. All credit transferred to UCM must originate from an accredited institution with exceptions for certain cases such as credit earned abroad and military credit.

Experiential learning is awarded through the UCM Credit for Prior Learning process. This policy identifies the process for assigning credit for experiential and other forms of prior learning including internships and cooperative courses. Credit for military experience granted according to the guidelines established by the American Council on Education (ACE). The university also recognizes credit by standard examinations such as Advanced Placement (AP), International Baccalaureate (IB), DSST, and College Level Examination Program (CLEP).

Advisors initiate requests for credit for prior learning in a [paper-based](#) process that requires department, college dean, registrar, and vice provost for academic programs approval. Credit awards are posted by Registrar staff according to catalog policy under "Other Types of Credit."

Students may count a combined total of 60 credit hours of SC and CR credits towards their degree. Each type of credit, SC and CR, is limited to 30 credits. Military service-related credits, as noted above, and credits from certain consortium programs (Radiologic Technology/Medical Laboratory Science) do not count towards the 30 hours of maximum CR credit.

The university offers a several study abroad exchange opportunities. Partnership agreements and standard international credit conversions such as the European Credit Transfer and Accumulation System (ECTS) are used to calculate and award UCM credit earned through international study.

4.A.3

The university has established transfer credit policies found in the [catalog](#). Students are required to provide UCM with official copies of transcripts from all prior colleges and universities attended. This includes any international transfer institutions (see International Transfer Credit section). Failure to disclose a transcript may result in dismissal from UCM. In awarding transfer credit from Missouri institutions, UCM follows the Credit Transfer Guidelines for Student Transfer and Articulation among MO College and Universities ([Missouri CBHE](#)). Credit is accepted from an institution which is a candidate for accreditation through a regional accrediting commission if credit was awarded during a term of the candidacy. Students who wish to appeal the decision of the University of Central Missouri in the articulation of transfer credit from another domestic, regionally accredited institution of higher education may contact the Office of Undergraduate Admissions. International transfer credit of all levels (undergraduate and graduate) and for all students (domestic and international) is handled by the International Student Services Office (ISS). All non-US transcripts are submitted to ISS for authentication and evaluation.

Military service-related credit is posted as transfer credit and does not count towards upper-level hours requirements. This credit is denoted with a grade of CR (credit) on the Central Degree Audit and UCM transcript. Military service-related credits are not limited to a particular number of hours awarded and do not count towards the 30 hours of maximum CR credit explained under "Other Types of Credit" in the catalog. Students with credits from the Community College of the Air Force (CCAF) submit their official transcripts to the Office of Undergraduate Admissions for evaluation. Credit earned by service personnel in specialized training programs (e.g., U.S. Army, Navy, Marines) is evaluated using the guidelines published by the American Council on Education (ACE). The Office of Military and Veterans Services reviews Official Joint Services Transcripts (JST) to determine appropriate credit, if applicable. UCM's credit transfer policies are consistent with best practices as defined by [AACRO](#).

4.A.4

The university maintains and exercises authority over course and program quality, including prerequisites, course rigor, expectations for student learning, access to learning resources, and faculty qualifications for all its programs. Pre- and co-requisites are clearly identified in the course catalog. Students must complete the prerequisite or corequisite requirements prior to course enrollment. These requirements are built into and systematically enforced by the university's student information system, *Banner*. The system prevents students from enrolling in courses for which prerequisites have not been met. Students seeking overrides for registration for a pre-requisite exception submit override

requests to relevant department personnel for approval.

The rigor of courses and programs is maintained through curriculum committees. Each academic unit has a curriculum committee comprised of faculty representatives. Artifacts from the departments of Criminal Justice, Special Education, Sociology, Communication Studies, Educational Technology and Library Science, Kinesiology, and Biology provide examples of recent curriculum initiatives. Faculty initiate proposals for new courses and/or program modifications through the *Curriculog* curriculum management system. The course/program revision form is then routed to the department curriculum committee, the college curriculum committees, the college dean, and the vice provost level for review and approval. Impact reports can be generated within the system to see how the change will impact other programs that may rely on the course. Once approved, the revision is published and becomes effective in the next year's catalog.

The catalog provides general guidance for distinguishing expectations for learning at different course levels (1000 - 6000). Course rigor and expectations for student learning is maintained within departments and reviewed by faculty peers through the curriculum management process (new courses and course revisions), the student learning outcomes assessment process, and through specialized accreditation requirements and review (for accredited programs). Syllabi policy specifies responsibilities for faculty to inform students about course learning outcomes/objectives, assessment measures, grading policies and practices, attendance policies, and late-assignment policies and related matters of interest or concern. Course syllabi are distributed in class and/or posted in the University's learning management system at the beginning of each semester. Faculty are provided with Syllabi templates and suggestions for wording course learning outcomes.

UCM provides access to the following learning resources to enrolled students: the *Blackboard* learning management system (and all affiliated learning tools), the Learning Commons (via *Penji*), Testing Services (many exams offered by external vendors), the James C Kirkpatrick Library (on call librarian services and mediated study rooms), the Career and Life Design Center, the Success Advising Center, and many specialized resources by discipline. Examples include, but are not limited to, the Donn G. Forbes Center for Financial Services, Redbird flight simulators, Nursing simulators, and Kinesiology labs.

UCM employs qualified faculty for all of its programs. Faculty qualifications are visible in the course information system as students register for courses. The majority of faculty meet HLC assumed practice for qualifications through earned credentials. In cases where faculty meet HLC assumed practice based on tested experience, UCM documents these cases using a tested experience form which is maintained in the Office of Academic Programs and Graduate Studies.

UCM offers dual credit courses to area high school students and is required to report dual credit courses and partners annually to the Missouri Department of Higher Education and Workforce Development (MDHEWD). The UCM Dual Credit Office maintains records of the qualifications of all dual credit faculty. Minimum qualifications for dual-credit faculty are the same as for full-time instructors: (1) a master's degree in the content area; or (2) a master's degree in a non-related field, plus 18 graduate hours in the content area.

The university ensures equivalence and rigor between dual credit courses and counterparts taught on the UCM campus. Dual credit courses use the same instructional materials, syllabi, learning outcomes, and assessments (see 3.A.3). The UCM Dual Credit office onboards all new dual credit high school instructors by videoconferencing in partnership with the program coordinator from the home academic department to ensure that instructors are trained for college-level teaching. Records

are kept of these training sessions in the UCM Dual Credit office.

The university publicly discloses information concerning the transferability of UCM dual credit course work.

4.A.5

Several academic programs at UCM are accredited by their respective accrediting agencies. The Office of Assessment and Planning maintains a table of active specialized programmatic accreditations in the *Nuventive* system. This table is also published on the assessment office website and lists the name of the accrediting body, the next accreditation review, and accreditation status. The list of accredited programs is updated periodically as notifications of accreditation decisions are made.

Recent specialized accreditation board actions confirm the quality of UCM academic programs and the institution's commitment to specialized accreditation:

- Council for the Accreditation of Educator Preparation (CAEP)
- Commission on Accreditation of Athletic Training Education Programs (CAATE)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- Council for Accreditation of the American Association of Family and Consumer Sciences (CAAAFCS)
- National Association of Schools of Theatre (NAST)
- ABET

All academic programs that require specialty accreditation or licensure remain fully accredited and in good standing with their accrediting agencies.

4.A.6

UCM is committed to the success of its graduates. The UCM Career and Life Design Center conducts an annual survey of graduates at the undergraduate and graduate level and compiles these findings into the First Destination Success (FDS) dashboard. The dashboard provides data going back to 2016-2017. These reports highlight UCM graduates six months after graduation and can be defined as graduates who are actively engaged in work/educational experiences (full-time, part-time, military, volunteer/program of service, or continuing education). First destination success data from 2021 show that 96% of our graduates were in one of these categories.

The FDS dashboard is publicly available and various filters can be applied to parse the data (level, college, department, and underrepresented student indicator). The FDS survey methodology, results, and summary report culminate in an annual presentation to the Board of Governors in August. FDS surveys have consistently reached a sample size of at least 65% of the prior year's graduating class in accordance with National Association of Colleges and Employers (NACE) recommended best practice.

The UCM Career and Life Design Center student learning outcome #1 is "Students will examine their own career plans and apply career readiness tools and strategies for success." Student achievement of this outcome is assessed using a variety of measures including course-based pre/post surveys (in UNIV 1420 & UNIV 3000) and exit tickets. AY 22/23 results indicate that 98% of respondents agreed or strongly agreed that they felt more confident in taking next steps in their

career and life planning. The Center uses First Destination Success rates by program as an additional measure and sets internal targets to increase response rates for programs below NACE standard of 65%.

Advisory boards exist at the college and department/program levels. Academic policy provides guidance regarding the role of advisory boards. Departments and programs use advisory boards to provide input regarding the currency and quality of academic programs and job preparedness of graduates. Examples of advisory board meeting minutes for several programs including Human Development and Family Science (MS), Design & Drafting Technology (BS), Elementary & Early Childhood Education, Construction Management (BS) , and Educational Technology (MS) are provided.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

The university has made significant improvements to its overall outcomes assessment protocols over the past three years including a new university assessment plan, a revised general education program, a new assessment management system, and a new assessment website that provides information and professional development resources to support assessment efforts in curricular and cocurricular areas.

The AVP for Assessment and Planning is responsible for facilitating outcomes assessment at the university and provides centralized support for assessment planning, implementation, and use of results to inform programmatic improvements. The position provides assessment consultation and maintains a dedicated assessment website that provides important information and resources.

Program assessment occurs at multiple levels throughout the university including all academic programs, general education, and co-curricular areas. The university requires every program (curricular and cocurricular) to maintain an active assessment plan within *Nuventive* that permits program faculty and directors (co-curricular units) to regularly engage in a process of inquiry to measure student learning and development, and use the results to identify priorities for improvement. Proposals for new academic programs are required to include a completed outcomes assessment plan.

The university transitioned to *Nuventive* as its assessment management system during AY 2020/21. The platform provides a consistent approach to programmatic assessment efforts and allows UCM to track assessment activity and identify gaps in planning and outcomes reporting. Assessment plan templates are structured to delineate expectations in an easy-to-follow format, including: student learning outcomes, assessment methods, results, and use of results (action plan) to inform improvement actions (closing the loop). Consistent with the university assessment plan, annual program assessment reports are due by September 30th each year. These reports summarize the assessment of student learning over the previous year, analysis and discussion of results, and recommendations for improvement based on the results.

Faculty play a primary role in outcomes assessment at UCM. As experts in their disciplines, faculty define program-level student learning outcomes and create and implement assessment plans. Each academic unit has a program coordinator, typically a faculty member teaching within the program. The coordinator provides leadership for assessment efforts within their program area(s). This

includes collecting and summarizing student achievement data, completing the program assessment report, and disseminating assessment results to program faculty for discussion of improvement actions. Artifacts of meeting minutes provide examples of faculty discussions of program assessment data.

Additionally, each college has a college level assessment committee chaired by the college assessment coordinator (see sample minutes /agendas). These committees support assessment practices and review program assessment reports and provide recommendations for improvement. For example, the assessment committee for the College of Education held a Lunch & Learn Professional Development Series in the spring 2023. The series focused on continuous quality improvement to strengthen student learning outcomes and assessment efforts.

At the university level, the Faculty Senate University Assessment Council (FSUAC) provides oversight for the assessment program and serves in an advisory capacity to the Office of Academic Programs and Graduate Studies. The Council comprises faculty representatives from all four colleges, representatives from the Office of the Provost, and two student representatives. College assessment coordinators (ex-officio members on the council) serve as liaisons with responsibility to support assessment activities within their respective colleges.

This organizational structure has been effective in fostering a robust assessment program at the university. The university assessment plan provides a framework with well-defined guidelines for assessment planning and reporting. The outcomes assessment report rubric communicates clear expectations for ongoing assessment activities.

The General Education Coordinator provides leadership for our faculty-driven general education program. This faculty position was expanded in AY 22/23 to promote program assessment and use of results to seek continuous improvements at the course-and program-level. The Coordinator works closely with the AVP for Assessment and Planning and the Faculty Senate General Education Committee (FSGEC) to facilitate course review and (re)certification. The new assessment plan requires each course with a general education certification to be reviewed every three years. This is designed to ensure all courses remain current and meet the program's learning outcomes.

The General Education Coordinator initiates the course review process by providing each department chair a list of courses due for recertification in the next academic year. The recertification protocol requires departments to review & reflect on three years' worth of course assessment data to identify curricular and pedagogical improvements to promote student learning. This marks an expansion of efforts to include outcomes assessment data in overall program evaluation. The general education program itself undergoes a comprehensive review every five years to ensure it remains effective.

The university offers several cocurricular programs to its students. Assessment reports for cocurricular units are reviewed within their divisions and at the university level through the Office of Assessment and Planning. Historically, cocurricular units used survey data to track frequency counts and satisfaction rates. The hiring of new leadership in 2020 brought renewed oversight to outcomes assessment in co-curricular areas. The AVP for assessment and Planning has facilitated a series of professional development workshops to increase assessment expertise. The position continues to offer consultations to support cocurricular programs articulate measurable student learning outcomes and measures.

Several units (e.g., Military & Veteran Services, Success Advising, Career & Life Design, Housing, International Student Services, and Elliot Student Union) completed the first cycle of program

assessment during AY 2022/23. This represents a notable improvement in assessment practice over previous years. While this is an area of growth for university, a robust culture of assessment and use of data to inform improvement actions is emerging in our cocurricular units.

4.B.2

Responsibility for assessment of student learning resides with program faculty. The faculty establish student learning outcomes, assess student achievement of these outcomes, and report assessment results annually through *Nuventive.* The assessment report documents the learning outcomes assessed, the results, and the improvement actions taken as a result of the findings. Programs are allowed to create assessment plans that focus on a subset of learning outcomes each year over a three-year cycle. This provides the faculty flexibility to meaningfully engage with the student achievement data being collected. Programs are required to use direct measures to yield evidence of student learning. Indirect measures as recommended to supplement direct measures.

A summary dashboard in *Nuventive,* which is published publicly on the assessment website, provides a transparent and easy-to-read aggregate report that documents growth in outcomes assessment at the university. The report confirms that all academic programs have active assessment plans in place with a 90% overall completion rate of annual program assessment reports. This is a substantial improvement from previous years and confirms our growing culture and commitment to the assessment of student learning. The AVP for Assessment and Planning is working with program leaders to ensure that all of our programs regularly engage in and submit annual program-level outcomes assessment reports.

UCM's revised assessment plan comprises a tiered approach to annual review of program assessment reports. Each fall, college assessment committees convene to review program assessment reports for the previous academic year and provide recommendations for continuous improvement. At the institutional level, the FSUAC reviews a random sample of program assessment reports. This peer review is accomplished using a faculty-developed rubric. Key elements of program assessment reports (mission statement, student learning outcomes, analysis of findings, and use of findings for improvement) are evaluated based on a four-point scale (0=Absent, 1=Needs Improvement, 2=Meets Expectations, 3=Exceeds Expectations). The rubric allows for detailed feedback regarding program strengths and recommendations for improvement. Since implementation of rubric-based peer review (AY 2021-22), more than 150 outcomes assessment reports have been evaluated and improvement recommendations provided back to programs to "close the loop." College assessment coordinators facilitate this feedback process.

Examples of Use of Data to Improve Student Learning

The Sociology BA/BS uses the MFT exam to assess students' ability to critically assess phenomena. Students have consistently not performed well on the exam. AY 21/22 results showed that "fifty-six percent of students taking the exam scored at or above the 50th percentile." The faculty closed the loop by covering MFT materials in depth to better prepare students for success.

The History BA assessment results (AY 20/21) showed that students did not meet the achievement target for ability to describe historical events. After discussion, the faculty designed a "standard assignment instruction for the research paper" to clarify expectations. Reassessment of the outcome (AY 2021/22) found that students met the specified benchmark.

The Human Development and Family Science (MS) report for AY 21/22 noted that 81% of students

met the achievement target related to research methods. Still, the faculty concluded that students needed more support in relation to quantitative data analysis. AY 22/23 data indicated that students are preforming well on the measure. The faculty continue to monitor student achievement in this area.

The Kinesiology (BS) has students' ability to demonstrate foundational knowledge in functional anatomy, exercise physiology, biomechanics, and fitness assessment as one of its key learning outcomes. This outcome is assessed using the MFT exam. Trend data (AY 21/22 - 22/23) showed that students did not complete the recommended sequence of coursework prior to taking the exam, resulting in poor performance. The faculty modified the format in which the test is delivered to ensure students see questions related to coursework they have completed. The faculty continue to monitor student student achievement on this exam.

The Actuarial Science and Statistics (BS) specifies students' ability to solve problems in actuarial/statistical fields as a key program learning outcome. This outcome is assessed using a final exam. In the program's AY 20/21 assessment report, the faculty concluded that students did not meet meet the achievement target for the outcome. The faculty added review solutions to enhance student preparation for the exam. AY 21/22 data show at students met the program's achievement target (80% of students score a level 3 or higher on the rubric) for the outcome.

The Graphic Design (BFA) AY 20/21 assessment report indicated that students did not meet the achievement target (100% pass the Senior Review) for the Art and Design Production outcome. This outcome is assessed in part using a capstone project. As a result, the faculty added a Sophomore Review Workshop requirement to the curriculum. AY 22/23 data show that students met the achievement target for the outcome.

The Elementary Education Grades 1-6 (BSE) specifies students' ability to analyze assessment data and adjust instruction, develop and implement cross-curricular instructional methods, and apply effective classroom management strategies to create positive learning environments for all students as key learning outcomes. Trend data (2019-23) for the Missouri Content Assessment (MOCA) test showed that although "students are passing at a higher rate" they are not meeting the program's benchmark of "85% earning a 220 on the first attempt." In response, the faculty added "more MOCA review sessions during the year to prepare candidates for the exam."

Finally, the Athletic Training (MS) uses the Board of Certification (BOC) exam to assess core concepts related to clinical reasoning for athletic trainers. AY 22/23 results indicated that 66% of students passed the exam. After discussion, the faculty agreed to create tools and resources including virtual ACES BOC workshops and BOC self-assessment exams to enhance student preparation for the exam.

General Education Program

The university launched a revised general education program in the fall 2022 semester. This program was the focus of the institution's Quality Initiative (see Quality Initiative Review Report). The program comprises ten student learning outcomes that are assessed at the institutional level using course-based measures and faculty-developed outcome rubrics.

Consistent with our general education assessment framework, each course with a general education designation is required to align to a primary learning outcome. Faculty teaching a general education course are required to identify/design an assignment that elicits the primary outcome for the course.

The faculty apply the relevant general education learning outcome rubric to score the designated assignment and submit student achievement data in Blackboard. Student achievement data are aggregated across courses by outcome and compiled into an annual General Education Assessment Report to inform faculty discussions for continuous improvement. These data are also presented in a general education data dashboard.

The new program fosters faculty engagement in the work of outcomes assessment in the core through its incorporation of direct, course-based measures, standardized outcome rubrics, systematic evidence collection, data visualization using dashboards in *Nuventive*, and a norm-referencing retreat with faculty experts to confirm the validity of measures. The use of outcome rubrics provides consistent data regarding student achievement of programmatic outcomes. The university completed completed the first full cycle of assessment for its revised general education program during AY 2022/23. The program is now in its second cycle of assessment.

As indicated in the general education assessment framework, program faculty will hold inaugural data-driven conversations during the spring 2024 semester. These conversations are driven by the program-level general education assessment report and insights from the norm-referencing retreat. The discussions are intended to help faculty determine the extent to which students are achieving general education learning outcomes and identify opportunities for improvement within each outcome category.

Even so, preliminary discussions from the norm-referencing retreat identified assignment design as a primary priority throughout the program to ensure assessment artifacts within each learning outcome area address all relevant rubric criteria. Efforts are already underway in some departments to modify assignments to meet the designated general education outcomes: Technical Writing faculty changed the assignment used to produce the artifact for written communication from "professional correspondence" to a research report. The structure of the provides students better opportunities to demonstrate proficiency in the target outcome.

Faculty in the Department of Economics are presently modifying the assignment used for program assessment to fully align with the criteria of the inquiry and analysis outcome rubric used in the area. Multi-section courses will use the same revised assignment to increase consistency in the data. Faculty in the Department of Political Science are working on revising the artifact used for programmatic assessment to better align with the Civic Engagement learning outcome rubric. Finally, faculty within the scientific reasoning outcome area identified a need to refine the rubric to clarify expectations and components for assignments used to produce assessment artifacts. This work is ongoing.

The Office of Assessment has expanded workshop offerings to address these priorities. Two Assignment Design workshops are planned for AY 2023/24. Recordings of these workshops and training materials will be made available to faculty as resources. Additionally, the General Education Coordinator regularly meets with individual instructors and/or departments to reflect on course course-level reports and opportunities for improvement. Faculty participation and engagement in these workshops and consultations remains robust and we look forward to build this momentum in the years ahead.

Finally, as indicated in our revised general education assessment framework we incorporated NSSE Data into our overall strategy for evaluating the undergraduate student experience at UCM. The Survey collects information about first-year and senior student participation in activities and programs that promote learning and personal development. The results provide a rich data set which

indicates relative strengths and areas of improvement in the university's effectiveness. Several items in the survey relate to UCM's general education learning outcomes, including communication skills, information literacy, quantitative reasoning, scientific reasoning, civic engagement, and intercultural knowledge.

Results from the 2023 NSSE indicate that most UCM seniors are confident in their ability to: write clearly and effectively (74%); speak clearly and effectively (72%); understand people from other backgrounds (64%); work effectively with others (79%), analyze numerical and statistical information (62%), and solve complex real-world problems (67%). The data also show UCM seniors gains related to integrative learning: 73% indicated that they combined ideas from different courses when completing assignments and 67% connected their learning to societal problems or issues.

These data were incorporated into the President's annual State of the University Address to provide the campus with a snapshot of the undergraduate experience, especially student perspectives concerning the quality of education and how they spend their time. Additionally, the data were distributed to various stakeholders including the FSUAC, FS GEC, and cocurricular areas to inform discussions of opportunities for improvement in educational practices to enhance student learning and engagement.

Co-curricular programs

Assessment efforts in co-curricular units traditionally focused on student satisfaction data. Over the past two years the AVP for Assessment and Planning has provided workshops and consultations to assist co-curricular units to specify program student learning outcomes and measures including locally developed tools and nationally administered instruments. Systematic outcomes assessment in co-curricular areas is developing across the institution and programs are at various stages in the process. As a result, insights into how assessment results have been used to improve student learning are limited. That said, the following artifacts demonstrate the university's progress and commitment to continuous improvements based on assessment results in cocurricular areas.

- The Career and Life Design Center's baseline survey (AY 22/23) for career preparation found that students reported an increase in preparation from college to career. Overall, the data show that the Center prepares students adequately for career success.
- The Success Advising Center's (AY 22/23) survey related to effective academic planning shows that 93.3% of respondents had a clear understanding of their degree completion plan. The Center monitors these data ensure students remain on track to completion.
- Housing uses the Skyfactor survey to evaluate student engagement and sense of belonging. AY 22/23 data show that the program met engagement targets. Still, efforts are ongoing to provide additional opportunities for social interaction between residents and between residents and residential staff.
- The Military and Veteran Services' survey (AY 22/23) found that military-affiliated students wanted more information concerning transferability of military credits to UCM and support resources available. In response, the Center built an articulation table to address military credit transfer to UCM and updated its website with resource guides to better support this student population.
- The Offices of International Student Services, Admissions and Analytics, Student Financial Aid, and Elliot Student Union revised their assessment plans (Student learning outcomes and measures) during AY 22/23. These revised assessment plans are now in the first cycle of implementation.

Assessment planning and reporting in co-curricular units follows the university's annual assessment process. UCM is committed to advancing the quality and rigor of program assessment in cocurricular areas and use of results to guide improvement actions.

The Office of Academic Programs and Graduate Studies launched the Assessment Grants program in AY 2021/22 to foster a culture of evidence and best practices in outcomes assessment in curricular and cocurricular areas. The grants provide approximately $9,000 annually to encourage academic and co-academic programs to "close the loop" in the assessment process. Awards range from $1,000 - $3,000. Each grant emphasizes an intentional and iterative processes designed to provide actionable evidence about what and how well students are learning and use of results to address priorities identified for improvement. These assessment grants were positively received throughout the campus and are now core part of our culture of evidence.

For the inaugural grant cycle AY 22/23, the FSUAC awarded academic each college $3000 and the Career & Life Design Center $1000 to support/enhance assessment practices. The College of Education used the award to facilitate a professional development workshop series that brought together program coordinators to share insights and best practices regarding aggregating and analyzing outcomes data, disseminating assessment results, creating action plans based on assessment findings. The College of Arts, Humanities and Social Sciences used its award to send the college-level assessment coordinator to the annual Assessment Institute Conference (2023) for professional development. The coordinator shared strategies and and resources with academic program coordinators and other colleagues to improve the assessment of student learning. Finally, the Career and Life Design Center sent its assessment coordinator to the Data Competent Career Staff professional development workshop offered though the Career Leadership Collective. The Coordinator shared with colleagues insights and resources for implementing equity and inclusivity practices within outcomes data analyses.

4.B.3

Assessment at UCM is a maturing process that involves substantial participation of faculty members led by staff who are subject matter experts in higher education assessment. UCM regularly sends faculty and staff to annual national assessment conferences (IUPUI, AALHE, and HLC) to remain current in the discipline. Assessment processes are aligned and preserve traditional workflows associated with UCM's strong culture of college-level governance in the context of institution-wide leadership. The university's commitment to continuous improvement based on assessment results has been established across all three assessment areas and direct assessment has been deployed across the majority of processes. General education assessment outcomes and rubrics are based upon AAC&U LEAP principles.

Two Faculty Senate standing committees have significant governance roles related to assessment of student learning - Faculty Senate General Education Committee (FSGEC) and Faculty Senate University Assessment Committee (FSUAC). Both committees engage on topics of assessment and are committed to the improvement of student learning at UCM. The Vice Provost for Academic Programs, Director of Assessment, and Director of General Education Assessment serve as ex-officio non-voting members of both committees.

As noted prior, all academic programs and general education undergo review on a five-year cycle. Program review provides opportunities for each academic program to evaluate strengths and identify priorities for improvement to strengthen future directions. Additionally, the university's assessment plan requires all programs (academic, general education, and cocurricular) to specify program-level

learning outcomes and submit annual assessment reports documenting student achievement of learning and improvement actions based on the results. Consistent with best practices, assessment activities and processes in academic programs and general education are faculty-driven and use direct measures.

Sources

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

The UCM Strategic Plan guides efforts to promote student retention, persistence and completion. The UCM Strategic Enrollment Plan outlines a comprehensive framework for the university's recruitment and retention goals and specifies strategies to achieve increased student success.

Goal 3 of the Strategic Enrollment Plan identifies six objectives for retention, persistence, and completion by 2025:

1. Increase first-time full time (FTFT) freshman undergraduate retention to 80%.
2. Increase full-time new transfer retention to 80%.
3. Increase 6-year undergraduate graduation rate to 55%.
4. Increase 4-year undergraduate graduation rate to 40%.
5. Increase the number of graduate credentials by 3%.
6. Increase completions per FTE student to 54% (MDHE).

Institutional leaders monitor daily progress toward these goals through internal Argos reports and the Internal Data Hub. Public *PowerBI* dashboards display census reporting data on the Campus Data Hub.

The university's proactive advising model, the Harding Center Advantage, and the Strategic Enrollment Committee provide examples of university-wide initiatives to enhance access, retention, and completion consistent with our mission. Faculty and administrative representatives provide membership to the Strategic Enrollment Committee chaired by the AVP of Admissions and Analytics. The Committee monitors performance indicators related to enrollment and retention and provides recommendations for student success initiatives. In 2022-2023, UCM reorganized its enrollment management leadership and component units to align units under four leaders with

distinctive strengths: Admissions and Analytics (freshman and transfer admissions), Academic Programs and Graduate Studies (graduate and international admissions and retention),Online and Learning Engagement (online, dual credit, and non-credit learners), and Student Experience and Engagement (military/veteran and multicultural learners). This reorganization has resulted in two consecutive cycles of enrollment growth.

UCM joined the Complete College America Intermediaries for Scale Initiative in spring 2023.This nationwide initiative facilitates sharing data and ideas to improve student retention and completion rates. In response to campus-wide survey results, efforts to improve capacity in institutional research is the first priority project for this initiative. A campus data governance working group has begun identifying opportunities for improvement.

The university's enrollment planning encompasses undergraduate and graduate levels and is reflective of both the institution's mission to transform students into leaders as well as the statewide mission to serve as a predominantly undergraduate comprehensive institution. The Strategic Enrollment Plan is an operational plan that is integrated with the university's Strategic Plan. Beginning in Fall 2023, departments and offices will be able to map activities that support the Strategic Enrollment Plan.

The university has made incremental gains in student success indicators over the past decade. The first-year freshman retention reached an all-time high of 74.8% in 2019 compared to 68.4% in 2012. Disruptions of the Covid-19 pandemic led to modest declines in retention rates over the past few years, but the university is on track to recover to the pre-pandemic retention rates. New transfer student retention increased from 70.2% in fall 2013 to 78.9% in fall 2023.

The four-year graduation rate increased from a low point of 28.8% in fall 2012 to 38.2% in fall 2018, a record for the university. The six-year graduation rate increased from 49.3% in fall 2012 to 52.4% in fall 2016. Overall, the data reveal lower retention and completion rates for underrepresented students. Work continues to close these achievement and equity gaps through efforts funding by the 2018 Strengthening Institutions Grant and other initiatives:

- The university launched the Central Summer Academy in 2018. This enrichment program provides a range of immersive academic and social activities to prepare students at greater risk for dropping out for the challenges of a rigorous college experience. The program helps students build self-confidence and advances their college readiness. Cohort analysis of five indicators confirms that this program continues to benefit students.

- Additionally, UCM restructured and reestablished the First Year Experience (FYE) program (2017-2020). The program features a University Foundations Course (UNIV 1400) designed to provide opportunities for first-time college students to develop the academic skills and community to support their persistence and success.

- In 2017, the National Science Foundation awarded UCM, along with nine other institutions, the Louis Stokes Alliance for Minority Participation (LSAMP) Grant. The focus of the grant is to increase achievement in STEM fields for undergraduate students from underrepresented minority backgrounds. The university leverages funds from the grant to provide enrichment opportunities and experiences (e.g., early engagement in research and scholarly activities) known to increase retention, progression and completion outcomes for students. The grant's effectiveness data show the total the number of underrepresented students (UCM) graduating with STEM degrees between 2015-2021 rose from 12 to 77, representing a 542% increase.

- The university's CARE (Consult, Assess, Respond, and Educate) Team was established in 2015 to provide a coordinated response to behaviors and situations of concern at the university. The Team, chaired by the Associate Vice Provost for Student Services, draws membership from functional areas throughout the campus including Counseling Services, Success Advising, University Housing, and Public Safety. The Team reviewed best practices and developed a framework for identifying and addressing common social and academic barriers and obstacles that students experience. The Team leverages *Maxient* to collect and track data about students in distress or who demonstrate disruptive behaviors. Multiple sources of data (Public Safety records, Housing and Residence Life incident reports, attendance records, and other early alert notifications from faculty and staff) feed into the system. The [Team](#) meets regularly to review these data and recommend interventions (e.g., connect students with tools and resources). Overall, [data](#) show that these interventions increase students' retention outcomes.

- UCM participated in TRIO-Student Support Services and TRIO-Veterans Upward Bound federal grant programs to support academic success, retention, and degree completion for at-risk and historically underrepresented students from 2014 through 2022. UCM has hosted the [TRIO-McNair Scholars](#) program since 1991. TRIO students demonstrate [retention rates](#) comparable to the UCM average. The average graduation rate for UCM McNair Scholars is 98%. Student veterans and military-connected students have higher/comparable [retention](#) rates compared to the UCM average.

4.C.2

As described in 5C, UCM has a long history of operational planning at the department and college level. Program level data are easily accessible, but historical practice has been to inform decisions based on lagging data points. One lesson from the pandemic is that making decisions based on past performance is risky. Change is the only constant in higher education and institutions need to shift decision-making to be informed by more predictive variables. Plans are valuable, but the act of planning is essential. Planning involves reflection and realistic projections of what can be achieved in the time available.

The Office of [University Analytics and Institutional Research](#) (UAIR), gathers, analyzes, and reports data related to student retention, persistence, and graduation to support planning and decision-making processes. UAIR distributes student success data for each program to departments through a suite of reports called ["data packs"](#) to help leaders evaluate the effectiveness of their programs and identify areas in need of improvement.

Data dashboards are published on UAIR's website in the [Campus Data Hub](#) and [Internal Data Hub](#) form a core part of the university's data-informed analytics framework for student success. The dashboards provide up-to-date enrollment by cohort, demographics characteristics, retention, and completion rates. User-selected filters allow institutional leaders to customize and retrieve student data for various student success indicators thus providing greater visibility into the university's progress towards achieving goals for retention, persistence, and completion.

The university's strong focus on student success and degree completion informs policy and program development. Notably, UCM implemented the analytics-enabled proactive advising framework in 2018/19 and established the [Success Advising Center](#) (SAC) to increase student support. This holistic approach allows academic advisors to build effective advising relationships and engage students

about their their academic and personal success before problems occur. Consistent with best practice, advisors monitor real-time data dashboards to identify students facing academic difficulty and intervene to keep students on track. The Center provides an Annual Report that highlights its operational effectiveness.

Building on these achievements, the university recently launched a Not Yet Enrolled (NYE) *PowerBI* dashboard that provides daily reporting and allows academic leaders and student services directors to filter retention data down to the department level. Academic advisors monitor the dashboard to identify students displaying risk of non-persistence (failing to re-enroll for the next term in a timely manner) and respond with appropriate interventions [e.g., micro grants] to keep these students engaged and on track to completion.

4.C.3

This Criterion was the subject of Interim Monitoring following the 2018 Mid-Cycle Review. The institutional response was accepted by the HLC, with no further reports required.

The university regularly evaluates student data and invests resources to increase student retention and success. Recent (2018-2020) strategic priorities include redesigns of gateway courses with high DFW rates known to contribute to attrition.

The math faculty developed mathematics pathways with corequisite remediation options to support underprepared students. The data show these efforts are making a difference in student achievement in the gateway mathematics course; DFW rates decreased in the redesigned course compared to the traditional course.

The English faculty developed a co-requisite Writing Workshop paired with the gateway English Composition I course. The corequisite covers the foundational skills and concepts essential for writing successfully in the gateway course. The redesign helped close the achievement gap and increased overall course pass rates for English Composition I.

The Biology faculty restructured the program's introductory series to enhance student retention and success. Human Anatomy was modified to incorporate active-learning and learner-centered pedagogies. Based on recent DFW data, the redesign increased student success in the gateway course. Similarly, the Chemistry faculty redesigned General Chemistry I and modified the classroom using a SCALE-UP (active learning) design. The data indicate the redesign decreased DFW rates compared to the traditional course.

Efforts to identify barriers throughout the curriculum are ongoing. In 2022-2023 UCM deployed a DFW dashboard that is now housed in the Internal Data Hub. This tool monitors DFW rates in all courses and provides Waitlist reporting. Filters allow users to drill down to gain insight on different student populations including demographic and Pell eligibility data. These data are presented in trend format in order to analyze consistency. First-year courses with DFW rates greater than 25% and enrollment greater than 60 students are flagged for improvement strategies (course redesign, scheduling, mode of delivery, sense of belonging interventions). Trend data will be analyzed to determine levels of improvement.

The institution is in the middle of shifting its culture of data to the development of more tools that front-line academic leaders can use based off of *predictive* data points using dashboards. UCM has "oceans" of data available within the institution and more and more of these data are being stored

and curated through a data governance steering group in a central data warehouse. In addition to gaining consensus on the best predictive data to distill and use, training leaders how to gain insights in order to inform decisions are next steps for the institution. Efforts are underway to establish data governance policies and protocols to advance our management and use of data to inform retention and student success initiatives.

Success Advising Center leaders use the Not Yet Enrolled (NYE) dashboard to proactively reach out to students to enroll for the next semester beginning with the opening of the enrollment period for all students. Advisors and peer success coaches use the *Achieve* engagement system to engage students through email and texting to encourage them to make appointments with their assigned advisors (see SAC annual report). Academic advisors and peer coaches work with students with enrollment holds to assist them resolve the holds. Similarly, faculty are encouraged to leverage *Achieve Success Faculty Hub* early in term and perform Academic Wellness Checks (AWC). The AWC report identifies students demonstrating behaviors known to contribute to academic failure and attrition (e.g., frequent absences and late submission of assignments). The advising team proactively engages students flagged for academic wellness concerns and provides interventions and guidance to help these students make the necessary adjustments for success. For instance, the Director of Student Success administers the institution's microgrant program to provide small amounts of funds to students who have accounts receivable holds and balances within a certain threshold who have exhausted all other sources of financial aid. Funding for this program is provided by endowments administered by the UCM Alumni Foundation. Results of this program indicate 48 students have received the benefits of this program and are re-enrolling at a high rate.

The Division of Student Experience and Engagement (SEE) routinely administers national and regional benchmarked surveys (e.g., NSSE, CIRP, EBI, MACH-B, Partners in Prevention) and uses the data to identify aspects of the student experience that could be improved through programmatic changes. For example, the Office of Health Promotion participates in the Partners in Prevention Coalition, a consortium of Missouri universities that surveys students about health behavior. Data from these surveys are made available to each institution and are benchmarked against institutions of similar type. SEE leaders gather each summer to review these data and use the results to inform programming priorities defined in the university's Coalition Strategic Prevention Plan including substance use and abuse, mental health, and interpersonal violence.

In 2018-2019, the Office of Health Promotion used data from the Freshman Survey (CIRP) to gain insights into the characteristics of incoming students (health and wellbeing, habits of mind, and goals). These data, along with perspectives from the Missouri Assessment of College Health Behaviors (MACH-B), reveal rising rates of depression and anxiety among students. Based on these data, the Counseling Center increased staffing to provide mental health-related programming and support to students.

UCM Housing administers Educational Benchmarking (EBI) Survey annually to support continuous improvement efforts. The 2021-2022 results showed an overall decrease in resident satisfaction rates in three areas: hall programming, student staff practical skills, and apartment staff and policies. In response, University Housing retooled the departmental programming model to ensure comprehensive training for Community Advisors covers the practical skills for the role (e.g., promoting events within the residence hall). Data for 2022/23 show these improvements are making a difference: Overall resident satisfaction scores with hall programming increased from 4.72 to 5.1 (7-point scale), the score for student staff practical competence increased from 5.64 to 5.76, and satisfaction with apartment staff and policies rose from 5.02 to 5.17. These overall scores compare

favorably with selected UCM peer institutions.

4.C.4

UCM's strategies and methodologies for collecting and analyzing data reflect good practice and rely upon IPEDS definitions based upon census date for data reporting consistency. IPEDS census date definitions remain the standard definition against which all other reporting is compared. UAIR publishes a public data dictionary on its public website.

It is important to note that UCM has begun to improve its culture of data significantly in this accreditation cycle and is attempting to put operational data in the hands of its front-line leaders in order to inform decisions for the good of the institution. The use of dashboards based upon real-time data (or one-day old data) from the UCM data warehouse has grown substantially in recent years. Data literacy training has also been intensive and part of the work of university staff involved in this initiative. Academic Affairs leaders have responded positively to the new dashboard tools now at their disposal and there are many examples of improvements being made on a daily basis as the institution becomes more agile.

In 2022-2023, the Division of Academic Affairs began an Academy of Academic Leadership professional development series for all academic leaders. This monthly lunch session often highlights the introduction and discussion of new dashboards and tools for academic leaders to use in improving the academic operations for the institution.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UCM faculty and staff are committed to ensuring high quality educational programs, learning environments, and support services. A 5-year academic program review cycle provides peer review of academic quality that is supplemented by a 5-year program review cycle by MDHEWD staff for new programs.

Student learning in the general education program, degree-granting programs, and in co-curricular programs are assessed annually by department faculty and staff. Retention, persistence, and completion and other institutional definitions for student success outlined in the Strategic Enrollment Plan and within the Strategic Plan are measured throughout the academic year by qualified faculty and staff using systematic processes and tools including, but not limited to:

- Census reporting in the Campus Data Hub
- Not Yet Enrolled (NYE) dashboard
- Internal Argos reports
- IPEDS reporting

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

There are three official shared governance groups at UCM (Faculty Senate, Staff Council, and Student Government Association) that are recognized by the Board of Governors. These groups are empowered to make recommendations to the President who in turn is authorized to take action on these recommendations. If the President supports a recommendation, one outcome may be to forward the recommendation to the Board of Governors for action on the recommendation.

The Board of Governors (Bylaws, Article V) is organized into three committees charged with reviewing proposed actions in the following areas:

- Committee on Academic Affairs
- Committee on Student Engagement and Advancement
- Committee on Finance and Administration

Plenary minutes from all Board of Governors meetings clearly delineate the source of the actions on the consent agenda by the originating board committee. Items on the consent agenda must first be advanced out of the appropriate board committee.

There are multiple governance committees within the Faculty Senate charged with recommending actions to the Faculty Senate. Each committee chair is charged with reporting the committee's work in an annual committee report.

Examples of Faculty Senate motions and responses from the President include:

Faculty Senate Minutes	Faculty Senate Motion	President's Response
Faculty Senate October 25, 2023	Motion 2023-24_4	Learnings Goals for Catalog
Faculty Senate April 20, 2022	Motion 2021-22_17	Faculty Salary Model
Faculty Senate March 16, 2022	Motion 2021-22_15	President's Commission on DEI
Faculty Senate October 6, 2021	Motion 2021-22_10	Overload Teaching
Faculty Senate October 9, 2019 Faculty Senate October 23, 2019 Faculty Senate December 4, 2019	Motion 2019-20_4 Motion 2019-20_5 Motion 2019-20_6 Motion 2019-20_7	Instructor Promotion Pathway

The Staff Council has standing committees charged with recommending actions to the Staff Council (Bylaws, Article XV).

Examples of Staff Council recommendations and responses from the President include:

Staff Council Minutes	Staff Council Recommendation	President's Response
Staff Council October 10, 2023	Memo October 10, 2023	Staff Salary Increase
Staff Council September 12, 2023	Memo September 12, 2023	UCM Work Environment
Staff Council October 11, 2022	Memo October 11, 2022	Staff Professional Development & Compensation

The Student Government Association has standing committees charged with recommending actions to the Student Government Association (Constitution & Bylaws, Article V).

Examples of Student Government Association legislation and results include:

SGA Bill	Outcome
SGA Bill Equity Page	Web page was created
SGA Bill Vending Machine	Equipment has been purchased and installed
SGA Bill Financial Wellness	Placed on ballot in October 2023 and issue failed

UCM departments and offices are organized in an administrative hierarchy. As a result of this

hierarchy, faculty and staff have multiple avenues for shared governance through programs, departments, offices, colleges, and various *ad hoc* committees to propose recommendations to institutional leaders. Committee meeting notes provide examples of this form of shared governance at UCM (Graduate Council Report | Faculty Senate University Curriculum Committee). The *Curriculog* system maintains a record of all curricular decisions within the institution.

5.A.2

Institutional data is used daily to inform operational decisions by campus constituents. The Office of University Analytics and Institutional Research (UAIR) provides leadership for the campus on data governance, is responsible for all external reporting, provides *ad hoc* reporting to internal constituents, publishes public-facing dashboards, and provides an internal data hub. On-demand specialized reports from legacy university systems are also available and maintained by staff in the Office of Technology (OT). The university licenses multiple specialized third-party systems to draw insights into its existing data. In recent years, UCM has been making significant efforts to build a culture of data within the institution. This effort is multi-faceted and to date has focused upon improving data integrity, building dashboards, data interpretation, and data governance. While on-demand reporting from legacy systems was widely available to leaders at the time of the last comprehensive quality review, challenges arising from declining enrollment exacerbated by the pandemic have called for better data insights and a more inclusive transparent culture of data to meet the needs of the next decade. UCM is currently investing the time and talent in: (1) tools that combine complex data collections from multiple sources that have only been used in isolation before to draw insights, (2) data literacy training for administrative constituents, and (3) developing a culture of decision making informed by data.

Examples of data systems for decision making include, but are not limited to:

- Campus Data Hub - a public site maintained by UAIR. Data collections include enrollment, student success, first destination success (FDS), and faculty trend data in interactive PowerBI tables.
- Internal Data Hub - an internal UCM tool with dashboards of data collections related to academic operations.
- *Curriculog* - used for curriculum management processes
- *Nuventive* - UCM uses this third-party system for its program assessment data collections (general education and major program), strategic planning, and academic program review.
- Smartsheets- used for internal workflows and collection of internal data (grants and contracts, department annual reports, faculty tested experience, etc.)
- Other UCM instances of third-party data collections - *Slate* (undergraduate, graduate/international, and current students), *Achieve* (advising), *Penji* (tutoring services), *Ad Astra* (course scheduling efficiency), *Blackboard* (LMS). *Academeum* (course sharing consortium), *Quinncia* (AI career services software), *Lightcast* (program labor market analysis), and *Argos* (Banner reporting tool).

Examples of use of data to inform actions include:

- Date to date admissions comparison data are used to evaluate progress on annual admissions cycles.
- Date to date "not yet enrolled" (NYE) data are used by advisors to inform communications to encourage enrollment and determine enrollment obstacles (e.g. holds) and communicate

strategies for overcoming these obstacles.

- Program assessment data collected each semester are analyzed in *Nuventive* reports for reflection by departments. UCM has structured its Quality Initiative around the collection, analysis, and reflection upon general education assessment data.
- Strategic planning - organic "activities' by offices and departments are proposed and evaluated for impact across operational plans and the university strategic plan. The Strategic Plan Council reviews activities and impacts for the President each year prior to the start of a new fiscal year.
- Curricular Analytics - in AY22, UCM began participating in the Gardner Institute Curricular Analytics Community (CAC) to analyze degree program curricula from the lens of student success. These data are used to inform conversations with programs about curricular progression obstacles and delays.
- Course Schedule Analysis - *Ad Astra* Align is used to analyze historical course enrollment patterns to build future course schedules.
- JCK Library - space usage, resource usage, journal usage, and services.
- Lockton Compensation and Benefits Study- in 2022-2023, UCM engaged the services of Lockton Company to understand the current employee value proposition and changes UCM should consider that would optimize employee value. The data from the study informed targeted market pay adjustments and the following decisions that align with UCM's Strategic Plan:
  - Employee Discounts Program: A customized site launched through Working Advantage where employees can access discounts on items and services ranging from groceries and apparel to special events at favorite theme parks and music venues.
  - Dental Annual Maximum Increase: The maximum benefits on the dental plans were increased by $1,000 for the 2024 plan year.
  - Job-Related Training and Advancement: A group of diverse campus stakeholders participated in a full talent management suite demo. This talent management suite has a customizable performance module to facilitate the training and development of UCM employees.
  - Benefits Fair and Annual Flu Shot Event is an event where employees receive flu shots, an opportunity to connect with insurance providers, and prizes.
  - Dental Hygiene Day is a dental event where employees receive dental care without leaving campus. Before the launch of this event, a questionnaire was sent to all employees to determine interest, considering the university would need at least 25 participants to contract services with Jet Dental. The questionnaire launched on August 28, 2023, yielded the interest of 50 employees, resulting in Jet Dental coming to campus on October 26, 2023. At the conclusion of the Benefits Fair and Hygiene Day, a survey was launched to facilitate changes for future programs.
  - Total Rewards Statements sent to all benefit-eligible employees. This statement provides components related to core benefits offered by UCM and a dollar figure representing the overall value of an employee's total compensation and benefits.
- In 2022-2023 UCM analyzed faculty salaries by rank to build the annual Faculty Salary Model. Faculty salaries found to be below the minimum range band were adjusted in the FY24 budget by the President and Budget Working Group.
- The UCM Facilities and Campus Master Plan was used to inform prioritization of capital projects proposed to the Missouri Coordinating Board for Higher Education at the June 2023 Board of Governors meeting.

5.A.3

Academic requirements, policy, and processes are established and reviewed collaboratively and hierarchically by faculty governance committees and administrators in the Division of Academic Affairs. Administration and professional staff serve as subject matter experts in *ex officio* non-voting roles on governance groups charged with oversight of key academic areas.

Academic requirements for degree programs are established in the curriculum management process owned by the Vice Provost for Academic Programs and Dean of Graduate Studies and Research (VPAPGS). Two professional staff members (Assistant Vice Provost for Graduate Studies and Registrar/Director of Student Records) serve as subject matter experts for the curriculum management process. The academic catalog is the governing publication for the institution and the curriculum management process is the means to the annual development of the catalog. Examples of recent curriculum management actions include: department curriculum committee minutes, college curriculum committee minutes, university curriculum committee minutes, Graduate Council minutes, Teacher Education Council, and *Curriculog* system records of administrator approvals.

Here are artifacts from a sample program revision process:

Department	College	University
Proposal Department Curriculum Committee Minutes Department Decision	College Curriculum Committee Minutes	*Curriculog* Approvals

Academic program assessment requirements are established and reviewed by the Faculty Senate University Assessment Council. The Assistant Vice Provost for Assessment and University Planning (a professional staff member) serves as subject matter expert and an ex officio non-voting member of the committee along with the VPAPGS. Faculty Senate University Assessment Council agendas and minutes are maintained by academic year in an internal Google Drive. See Criterion 4.B.2 for examples of assessment results used to inform change.

The general education program is overseen by the Faculty Senate General Education Committee. The VPAPGS appoints a Director of General Education Assessment annually to serve as subject matter expert along with the Director of Assessment. The Registrar also serves as an important professional staff resource for this committee. Faculty Senate General Education Committee agendas and minutes are maintained by academic year in an internal Google Drive.

Academic policies in the policy library are coordinated by the Provost/Vice President for Academic Affairs. The process is described in the Academic Policy Processes page in the policy library. All proposals for new policy or modifications to current policy end with the Provost/VPAA who takes action, as appropriate, through notification to the General Counsel. Academic processes are also reviewed on a five-year cycle. Academic policy proposals may be initiated by any employee, require approval by the department chair, academic dean, and VPAGS. The VPAGS may forward proposals to the Faculty Senate for action. The Faculty Senate takes action upon the proposal by making a recommendation to the Provost/Vice President for Academic Affairs. The Provost/VPAA may consult with the President, as appropriate. Students and staff serve on many Faculty Senate subcommittees as ex officio non-voting members. The Faculty Senate minutes and Faculty Senate Executive Committee minutes include actions taken on academic policies submitted for review. The Faculty Senate Academic Standards Committee has undertaken a review of academic policies in the 2023-2024

academic year within their charge. This review is currently in process. Results of this review will be communicated to the Provost/Vice President for Academic Affairs.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Qualified Staff and Training

UCM strives to hire qualified employees by creating detailed job descriptions, appropriately marketing hiring announcements, and offering competitive salaries and benefits. The Associate Vice President for Human Resources oversees the UCM faculty, staff, and student employment hiring processes. The Provost/Vice-President for Academic Affairs oversees the university process for faculty tenure, promotion, and non-reappointment. All new employees are required to attend New Employee Orientation. On an annual basis, employees are required to complete online training modules that include the following topics: Discrimination Awareness, Title IX, Sexual Harassment, FERPA, Workplace Bullying Awareness and Prevention, and Cybersecurity Awareness. New employees are assigned the mandatory compliance training plan in place at the time of hire.

UCM provides a New Faculty Development Program at the beginning of each academic year. The Office of Sponsored Programs and Research Integrity provides CITI research integrity training to all faculty, staff, and students to ensure compliance with research regulations. The Center for Digital Learning and Instructional Innovation (DLII) supports faculty teaching in all modes of delivery and provides specialized assistance through training programs including Quality Matters or ACUE's certification course. As of December 2023, DLII has certified 243 UCM faculty: 171 have been certified through Quality Matters or UCM's internal certification training, 46 faculty have completed ACUE's Effective Teaching Practices certification, and 52 faculty have been certified through ACUE's Active Learning Online and/or Inclusive Teaching for Equitable Learning training.

UCM programs are delivered in three primary delivery modes - On-campus (Warrensburg and Lee's Summit), hybrid, and online. Departments offer programs in one or more of these modes of delivery. The primary mode of delivery for undergraduate instruction is On-campus. Headcount in other modes of delivery have been trending upwards at the Lee's Summit campus and through UCM Online. Graduate level instruction is more equally divided between the three modes of delivery. In Fall 2023, course sections were offered in these modes of delivery:

Delivery Mode	Undergraduate	Graduate

On-Campus	73%	41%
Hybrid	5%	23%
Online	22%	36%

Capacity at the Lee's Summit campus due to recent growth of graduate instruction has led the institution to consider expansion options. Options being explored including renting space from the Summit Technology Campus which is located approximately 500 yards from the current UCM Lee's Summit campus and will offer an additional 22,000 square feet of classroom space.

UCM key performance indicators between 2013-2023 provide evidence of institutional enrollment and human resources shifts.

Infrastructure

Human Resources

UCM employed 1,492 employees and 956 students as of November 1, 2023. Employee distribution by group is:

- 599 faculty (40.2%)
  - 386 full-time faculty
  - 213 adjunct faculty
- 678 full-time staff (45.4%)
- 215 part-time/temporary staff (14.4%)

The UCM Fast Facts provides a snapshot breakdown of human resource and enrollment data at October 1, 2023. 48.7% of faculty identify as Female compared to 53.35% of students. 77.4% of faculty identify as Caucasian which is comparable to the 76.15% of students who identify as Caucasian.

Physical Infrastructure

UCM's physical footprint encompasses 1,561 acres. UCM's building inventory includes 105 buildings with 3,508,784 million gross square feet and a value over $736 million. UCM leases 77,000 gross feet of space at the Missouri Innovation Campus in Lee's Summit MO from the Lee's Summit R7 School District at an annual cost of $2,224,131.

There are 14 residence halls with a replacement value of $430 million. Construction is funded through a variety of sources. UCM will begin a large renovation project for an academic building - Humphreys Hall - in January 2024 at an estimated cost of $39.8 million. Funding for this project has been provided by the State of Missouri and matched by UCM tuition and fee revenue. An updated facilities and campus master plan was approved by the Board of Governors on April 27, 2023.

Current UCM debt service obligations are 5.14% of UCM's annual budget. The majority of UCM's debt service obligation covers The Crossing mixed-use residential and commercial property that is part of the campus residential inventory.

Information Technology

The [Office of Technology](#) at the University of Central Missouri has the responsibility and duties to leverage and support technology resources for academic and administrative activities and functions across campus. The Office of Technology provides general oversight and technical support of:

- Campus workstations (desktops, laptops, tablets, mobile devices, etc.)
- Enterprise and departmental applications
- Data and voice network infrastructure, servers
- Storage arrays, network connectivity, identity management

The Office of Technology is organized into four functional sections to provide these services:

- Technology Support and Services to include oversight of end-user technology resources, first line of support, and maintenance of devices.
- Infrastructure Services includes oversight of enterprise and departmental servers and storage, network connectivity, WiFi, and security.
- Application Systems includes oversight of enterprise and departmental systems to include design, development, implementation, maintenance and support.
- Technology Operations is responsible for fiscal operations, administrative support, hardware and software contracts and licensing and procurement and accounts.

The Office of Technology provides an [annual campus technology report](#) to the Board of Governors.

Classroom and specialized lab technology is supported by each college funded by a student technology fee. UCM has 111 general purpose classrooms, 32 dedicated classrooms, 95 specialized instruction spaces, and a *Blackboard* learning management system which is managed by the Digital Learning and Instructional Innovation office. Additional campus-wide technology services include: *Panopto* (video creation), *Respondus Lockdown Browser*, *Honorlock*, *Softchalk*, *Infobase Learning Cloud*, *MediaL*, *Ally*, a video creation studio, and two [extended/virtual reality studios](#) (*Unity*). Flight simulators are provided in support of the Aviation program.

5.B.2

Organization

The UCM statewide mission aligns directly to its organization, resources, and emerging opportunities.

- The University of Central Missouri is designated as the state's baccalaureate and master's degree granting institution in professional applied science and technology. The University of Central Missouri fulfills its mission by offering baccalaureate and master's degrees in the applied sciences appropriate to a teaching institution with a predominantly undergraduate student body.

UCM offers [71 certificate and degree programs in applied sciences and technology](#) - 39 at the undergraduate level and 32 at the graduate level. Undergraduate programs are supported by a robust general education program that is a required component of all baccalaureate degrees. In addition, as a comprehensive university, UCM offers degree programs in education, business, professional studies, fine arts, humanities, and social sciences.

UCM also offers undergraduate and graduate certificates for use as stand-alone certifications in industry or as stackable credentials toward degree completion. UCM offers 24 undergraduate and 28 graduate level certificates which can be taken for credit and 79 certificates that can be taken for non-credit through its Workforce and Professional Education operations. On the credit-bearing side, the majority of instructional resources allocated to certificates include the same courses that meet degree program requirements. Non-credit certificates are available to meet specific industry needs.

At the undergraduate level, UCM has particular strengths in criminal justice/law enforcement, nursing, education, biological sciences, and business.

Completions and First Destination Success (FDS) Rates confirm the strengths of these programs:

Program	Graduates (2018-2023)	FDS Rate (2014-2021)
BS in Criminal Justice	550	92.5%
BS in Nursing	393	97.8%
BS in Education	703	96.3%
BS in Biology	288	90.0%
BSBA in Management	220	96.9%

At the graduate level, UCM has strengths in computer science/information technology and education.

Completions and First Destination Success (FDS) Rates confirm the strengths of these programs:

Program	Graduates (2018-2023)	FDS Rate (2014-2021)
MS in Computer Science	2081	96.5%
MS in Education	420	99.7%

Resources

In recent years. overall UCM employee headcount has declined. Faculty have declined since 2019 from 638 to 599 in 2023. Within the faculty group, non-tenure track faculty have increased (277 to 336) while tenured/tenure-track have declined (323 to 263). Full-time faculty have decreased in all four colleges from the high point in 2019 to current levels. Staff have also declined since a high point in 2018.

Average instructional productivity by college (SCH/FTE) has trended downward from Fall 2014 to Fall 2022. The primary cause for this has been the loss of nearly 3000 undergraduate students between Fall 2017 and Fall 2023. Instructional productivity has increased significantly at the graduate level in four programs in response to high demand from international students which has mitigated this downward trend. Faculty retrenchment in 2020-2021 has also mitigated this downward

trend.

UCM dedicates the [majority of its annual budget](#) to achieving its mission to disseminate knowledge that transforms students into leaders through instruction. Fifty-one percent of its gross assignable square footage is dedicated for instruction and research. Full-time faculty assignments by college demonstrate the institution's core capacity to deliver this mission. Part-time faculty assignments by college further extend this capacity.

UCM has 111 general purpose classrooms, 32 dedicated classrooms, and 95 specialized instruction spaces. Two key insights from the UCM facilities master plan is the projected need for 35% less assignable square footage for classrooms and 48% less assignable square footage for residential space. The projected need for less classroom space is informing decisions about facility renovation projects and about course scheduling efficiency practices. The institution will incorporate master planning goals as an operational plan element within the strategic plan.

Opportunities

The annual [Strategic Plan implementation process](#) provides a mechanism for departments/units to address emerging opportunities by goals. Campus leaders continually scan for emerging opportunities and allocate resources. Significant recurring opportunities require reallocation of existing funds or new resources. All new opportunities are reviewed by campus leadership using the institutional mission, vision, values, and strategic plan goals as guidance. The [Strategic Plan Council](#) analyzes the implementation of the strategic plan and provides an [executive summary and recommendation to the President](#) for use in informing resource allocation decisions.

5.B.3

Budgeting

The annual [UCM budget process](#) begins in October, after closeout of the prior fiscal year and any needed adjustments in August, and concludes in June for the institution's fiscal year (July 1 through June 30). UCM also manages the Federal grants and contracts portion of its budget using the Federal fiscal year (October 1 through September 30). This alignment requires UCM staff to manage Federal budgets captured within the institutional budget that crossover the institutional fiscal year.

The President is the process owner for the UCM budget process. The Vice President for Finance and Operations and the [Budget Working Group](#) play a significant role in developing the budget for the upcoming fiscal year. The UCM budget process is systematic, repeatable, documented, and characterized as being generally understood by all constituents. Institutional goals are generally understood and reflect the Board of Governors' guidance and President's directives in alignment with the UCM strategic plan. A [planning crosswalk analysis](#) helps provide insight into the connections between four key processes - strategic planning, budget planning, assessment of student learning, and academic program review.

The UCM budget is an incremental budget model with revenue share. The model allows revenue sharing for each academic unit combined with an annual expectation of revenue generation by that unit. Revenue sources used by academic units are tuition and fees. Revenue that exceeds the budgeted amount is returned to the academic unit during the fiscal year in the form of general operations funding. Budget managers have the opportunity to request adjustments to projected revenue

requirements in order to make adjustments with the approval of the Vice President for Finance and Operations.

Budget Monitoring

Budget managers execute the budget during the fiscal year, are limited in their authority to approve purchases according to Board of Governors policy, and are accountable to their respective Vice Presidents. The university budget is analyzed at three points during the fiscal year by the President and Vice President for Finance and Administration (August, October, and January). Any needed adjustments are recommended to the Board of Governors for corrective action. The prior fiscal year is audited by an independent auditor and presented to the Board of Governors in October.

UCM's Composite Financial Index (CFI) trends have steadily improved since 2019. Fiscal years 2022 and 2023 reflect strong revenues due to international graduate enrollments and reduced institutional costs undertaken through faculty retrenchment in the prior fiscal year. It is clear that there is still much work to do in the coming years to improve enrollment revenues and reduce costs to reach the point where the institution has more flexibility to invest in opportunities as they emerge as would be indicated by a higher CFI score. The recent significant rise in inflation has hampered the institution's ability to utilize more revenue to invest within the institution outside of addressing mandatory costs.

The revenue share philosophy was implemented at a time when state general fund for UCM was declining and it was intended to induce deans to pursue other sources of revenue. Indeed, revenue creation is a high priority for Academic Affairs administrators. Academic administrators must balance opportunities to create new revenue with the turbulence of program enrollment. It is hoped that new tools for academic leaders that measure net revenue will be available in the coming years so that conversations about efficiency and change can occur in a data-informed manner.

Audited financial statements:

- 2020
- 2021
- 2022
- 2023

5.B.4

Resource allocation is framed by the UCM institutional mission, MDHEWD statewide mission, legislative enactments, and Board of Governors actions. UCM operates under generally accepted accounting principles. The annual budget development process and strategic planning ensure that resources are allocated even in times of resource reductions.

UCM operates on an annual budget and has been diligently working to achieve a composite financial index that allows for appropriate reserves and the ability to allocate resources for strategic opportunities. The annual budget is heavily dependent upon enrollment and allocations from the state legislature. UCM has had to undergo two budget significant reduction efforts since 2014. The Budget Working Group estimates enrollment revenue in the budget development process. Enrollment management leaders are asked to give input on worst case, midpoint, and best case estimates on credit hour production to the Budget Working Group. The importance of this recommendation is significant. Historical linear models of enrollment based on past performance were shattered in FY2020 with the pandemic and in FY2024 due to surging international enrollment. In FY2020,

federal relief funding began to be allocated in the latter part of that fiscal year, but UCM was forced to use its reserves in addition to staff furloughs and then faculty retrenchment as it became clear that revenues would not align with budgeted expenses. The UCM budget monitoring process worked in this scenario and the institution was positioned much more favorably as the FY22 budget was developed. UCM has now restored and increased its reserve balances and is in a much more favorable cash position. International graduate student enrollments have fueled much of UCM's recovery through FY23 and into FY24. The 2023 bond rating report affirmed UCM's A+ rating; many of the positive trends fueled by enrollment are discussed in this management analysis. Federal COVID19 stimulus funding helped the institution in recent fiscal years.

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- UCM Non-Credit Certificates

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

This Criterion was the subject of Interim Monitoring following the 2018 Midcycle review. The institutional response was accepted by the HLC, with no further reports required.

5.C.1

UCM allocates it's annual budget (FY23 | FY24) in alignment with its mission to disseminate knowledge that transforms students into leaders who possess the skills, aptitudes, and confidence to succeed. Approximately 75% of the institution's annual budget is allocated to support teaching and learning, research, scholarships, and student services. The remainder of the annual budget is allocated for institutional support, auxiliary enterprises, and other expenses. According to IPEDS, actual expenditures for instruction, research, public service, academic support, student services, and scholarships account for 75.8% of UCM's expenses in 2022. Instructional expenses rose between 2014-2016 to a high point of 47.4% and declined to a low point of 42.9% in 2019 before rising to 45% in 2022. Public service, academic support, institutional support, and auxiliary enterprises have trended downward in the 2013-2022 period while scholarships and student services have risen.

The majority (98%) of UCM's annual budget is allocated to support campus operations on the Warrensburg campus. Approximately 2% of the university's total annual budget is allocated to support operations at the Missouri Innovation Campus.

A snapshot of budgetary prioritization of objectives within the UCM Strategic Plan is available on a public-facing web page. As part of the strategic planning process at the beginning of the fiscal year, units are asked to estimate costs to accomplish the proposed activity and source of funds (base budget, auxiliary funding, student fees, or foundation funding). At the end of the fiscal year, units are asked to report updates on proposed activities that include actual expenditures. In FY23, the largest proposed expenditures by Strategic Plan objective were:

- 5.4 Optimize resources through external grant funding ($10.1 million)

- 3.4 Create and maintain efficient processes that enhance the customer service experience for students and other internal and external constituencies ($3.37 million)
- 1.3 Foster engagement through student-focused, dynamic and transformational educational and co-curricular experiences ($3.3 million)

5.C.2

As part of ongoing efforts to ensure continuous quality improvement, UCM leverages a variety of data points to increase links between processes for assessment and academic program review with the university's overall strategic planning and budgeting processes. The university implemented *Nuventive* in AY 2020-21. The solution allows all units (academic, student support, and administrative) to engage in a systematic process that leads to establishing, measuring, and improving student learning and operational goals.

In January 2022, upon approval of the updated version of the institutional strategic plan by the Board of Governors, the institution began building *Nuventive* capabilities for the strategic plan. A process was designed for departments and units within the institution to enter "activities" and "updates" and map them to the approved goals and objectives in the UCM Strategic Plan. Training with department chairs, directors, and deans was held in Summer 2022. Departments began entering these data in the Fall 2022 semester.

At the time of writing this narrative, UCM is working with *Nuventive* to integrate various operational plans within the strategic plan reporting system. To date, three college plans, the strategic enrollment management plan, and facilities and grounds master plan have been integrated into the university strategic plan. Activities and updates can now be mapped to college plans, the strategic enrollment management plan, and the university strategic plan. Additionally, the annual student learning assessment reports form a key component of academic program review as are future directions and related resource implications. Since assessment data are housed in the same system, programs are able to connect these assessment reports without additional data collection.

UCM Strategic Plan objective 3.3 captures many assessment and evaluation activities in units across campus. Units in the institution engage in student learning assessment, pursuit of specialized accreditation, and incorporate advisory board feedback into their operational planning which is then connected to the overall university strategic plan. In FY23, UCM estimated expending $581,589 in pursuit of objective 3.3 to establish and maintain a culture of assessment and data informed decision making. At the end of FY23, UCM expended $293,000 actual dollars in pursuit of this objective.

5.C.3

All university leaders were trained in the use of the *Nuventive* institutional strategic planning system in the Fall 2022 semester. In 2023-24, 561 activities by component units of the institution are being tracked and measured within the system. The planning process calls for activities to be entered at the beginning of each academic year with two update reporting windows for these activities (in January and May). A public-facing *PowerBI* dashboard on the university's strategic plan web page can be filtered by the following facets: objective, unit, goal, and activity status (active, completed, proposed). A table with activity titles is also available to view and sort.

Strategic Plan Goal 5 collects activities with connections to external entities. As of the writing of this narrative, 142 activities from units within the institution have connections with external entities. An estimated $13.2 million dollars were estimated to be spent in pursuit of this goal in FY23. At the end

of FY23, $5,547,705 was reported as actual expenditures in this goal with the majority of these dollars coming in the form of external grants of gifts for institutional support. Since there are many smaller activities contributing to this overall goal that may not have high budgetary cost, but still have significant impact, the Strategic Plan Council has devised a way for leaders to evaluate the impact of each of their activities and report this overall impact for the institution. At the time of writing this narrative, assigning impact to activities is still new to institutional leaders and data collection is ongoing. By June 2024, the plan is to have a much more mature dataset from which to draw impact insights independent of cost.

5.C.4

Like most institutions, UCM has undergone leadership transition since its last comprehensive review. In 2018, President Roger Best began his tenure leading the institution through a period of budget challenges resulting from enrollment declines, declining state support, and in FY2020 and FY2021, the impact of the COVID19 pandemic. UCM had already gone through significant budget reductions resulting in staff layoffs and voluntary employee buyouts in the 2016-2018 period. President Best had previously served the university as Vice President for Administration and Finance and initiated an effective budget development process. His experience with higher education budgeting served the institution well in a period when, due primarily to declining undergraduate enrollment, the institution found itself with structural budget challenges that required attention. The COVID19 pandemic exacerbated these challenges and the institution was forced to implement furloughs and the Board of Governors declared a period of retrenchment beginning in the Fall 2020 through July 1, 2022.

The current UCM budget planning process incorporates a layered analysis approach that culminates in March each year as the President and Vice President for Administration and Finance synthesize all the budget variables to arrive at a recommendations to the Board of Governors for student tuition and fees and room and board (March) and the university budget (April). The Board of Governors considers these recommendations and takes action as appropriate. Modifications can be presented to the Board of Governors in the June meeting and any action taken as appropriate. The variables considered in any given year include, but are not limited to:

- enrollment growth projections
- estimated state general fund revenue
- estimated revenues from investments
- mandatory cost increases
- institutional priorities
- divisional requests for new resources

As the process indicates, plans are made for the upcoming fiscal year, but revenues vs costs are monitored at several points during the year by the President and Vice President of Administration and Finance and communicated to the Board of Governors (October and January). In addition, an independent external audit of the prior fiscal year begins in August and is reported to the Board of Governors in October. These additional check points during the fiscal year provide the opportunity for the President to order budget reductions, if necessary.

As a state comprehensive institution, UCM earns approximately 36% of its revenue each year from tuition and fees and 28% from state appropriations. Since enrollment changes drive tuition and fee revenue, this source of revenue must be monitored closely. A 1% change in tuition and fees equates to approximately $1.2 million in the context of UCM's annual budget.

UCM closely monitors state appropriations each fiscal year. The Missouri legislative session begins in January each year and concludes in May. The UCM Executive Director of Governmental Relations is responsible for monitoring and advising the President on the progress of legislation that impacts UCM. This position also gives regular updates to the Board of Governors and coordinates events that host government officials who visit UCM.

The Director of Sponsored Programs and Research Integrity closely monitors state, federal, and private funding opportunities that fit within the mission of the institution and provides annual updates to the Board of Governors. Several operational units are funded by grants or contracts: KMOS-TV, Missouri Safety Center, Missouri Center for Career Education, and the McNair Scholars Program. Since the last comprehensive quality visit, UCM has received funding from TRIO-SSS, Veterans Upward Bound, and a Title III Strengthening Institutions (SIP) grant. These programs fostered student success efforts for the special populations they were designed to serve during their time on campus.

The 2023 Bond Rating Report provides a management analysis of trends affecting UCM. This report affirmed the institution's bond rating of A+ with a stable outlook which reflects the favorable view of UCM's continued operating success.

While mandatory cost increases are generally predictable each year, recent inflationary trends have forced the institution to make larger adjustments compared to when economic trends have been far less volatile. Inflationary cost increases have hit the institution particularly hard in the areas of construction, fuel, food, and health care in FY23 and FY24. Each summer, the Board of Governors receives external economic forecasts.

Deferred maintenance of the UCM physical plant is a persistent challenge. In his 2023 State of the University remarks, President Best shared that deferred maintenance costs are approximately $700 million including auxiliary enterprises. The campus master plan will begin to inform work on this deferred maintenance backlog. Budgeting for maintenance comes from four primary sources: the university maintenance and repair budget ($1.45 million for FY24). specific project annual budget lines, university summer revenue share, and salary savings. The Board of Governors acts upon annual facilities maintenance projects in the June board meeting (June 2023 minutes | 2023 facilities projects). In FY23, UCM expended $5,827,713 for deferred maintenance and $4,902,851 for routine maintenance.

5.C.5

As noted in the 2018 assurance review for interim monitoring, UCM has engaged primarily in operational planning based on "strategic positioning". Since 2018, the institution has developed its first strategic plan and is now operationalizing the plan to establish a stronger culture of planning within the institution. An annual strategic plan implementation process has been launched in the 2022-2023 academic year. UCM has a strong history of decentralized operational planning revolving around colleges, student services units, and institutional support offices that has largely operated independently of an institutional strategic plan. Recent efforts have begun to organize operational planning efforts that integrate within the institutional strategic plan and to begin to measure the efforts of all activities that contribute to the whole. Examples include, but are not limited to:

- in 2017, a strategic enrollment plan was created; this has been updated in 2023
- in 2022, the College of Arts, Humanities, and Social Sciences, College of Education, and

[Harmon College of Business and Professional Studies](#) updated their operational plans
- in 2023, UCM invested in a [facilities master plan](#) which was approved by the Board of Governors in April 2023
- in 2023, UCM became a partner institution with Complete College America in their [Institutional Transformation Project](#). Internal targets will be established for improving student success efforts.

In June 2023, the UCM Strategic Plan Council presented its [initial report](#) to the President. This baseline analysis helps confirm institutional strengths, reveal gaps in institutional efforts related to plan objectives, and reveal opportunities for additional investment. Impact factor analysis provides an additional lens to analyze institutional efforts. An analysis of January 2024 [mid-cycle updates](#) provides insight into the progression of the 2023-24 planning cycle. As integrated planning efforts mature, the institution will be well positioned as it enters its next five-year planning cycle.

5.C.6

Operational plans are implemented across the institution annually to improve operations and student outcomes. Results are reported through the [UCM Strategic Plan](#) dashboard and annual reports.

Operational Improvements

- Enrollment Management
  - [additional funding was allocated in FY18-21 in institutional scholarships](#) (3.2% to 5.7% of annual budget).
  - 2018 - a [Title III Strengthening Institutions Grant](#) was awarded which has resulted in student success improvements
  - In FY23 and FY24, additional funding was allocated to supporting international student recruitment budgets. This has resulted in a significant increase in enrollment in international graduate student enrollment (45% in FY23 and 30% in FY24).
- Academic Affairs
  - the general education program has been revised as the [UCM Quality Initiative](#) for the 2014-2024 open pathway cycle.
  - the UCM undergraduate program inventory has contracted in the period of 2017-2023 ([UG programs](#) | [GR programs](#))
- Facilities Renovations - examples include, but not limited to:
  - 2018 - The Crossing mixed use (residential life/retail) facility ($43,709,661)
  - 2022 - TR Gaines Building renovation ($2,900,000)
  - 2022 - WC Morris Building renovation ($5,224,841)
  - 2022 - Lovinger Building renovation ($874,824)
  - 2023 - Skyhaven Airport Terminal renovation ($5,132,783)
  - 2023 - James C Kirkpatrick Library renovation ($806,712)
  - 2024 - Humphreys Building renovation ($39,800,000)
- Technology
  - 2022 - [Campus Technology Report](#)
  - 2021 - [Campus Technology Report](#)
  - 2020 - [Campus Technology Report](#)

Student Outcomes

- Assessment of Student Learning

- 50 programs report using assessment data to inform actions
- the new UCM general education program has begun to analyze results from the 2022-2023 academic year and are summarized in the Quality Initiative
- Retention - the Not Yet Enrolled (NYE) dashboard has helped inform faculty and staff leaders.
- Graduation Rates
- First Destination Success Rates - (Methodology)
- Success Advising Center was designed to enhance student retention.
- UCM's Learning Commons addresses student outcomes by executing a strategic approach to provide valuable services.
- Transformation of UCM's Career and Life Design Center contributes to successful student outcomes.

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- UG Majors Certificates 2017-2023

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Resources

The recent rise in UCM's CFI ratings provide evidence of an institution that is rebounding from a period of austerity and is positioned well for the immediate future. Human resources are adequate to maintain current enrollment levels. Targeted investments to scale high performing programs in the period of 2019-2022 are beginning to bear fruit and the outlook for the institution is positive.

Structures

Deferred maintenance remains a challenge for the aging UCM physical plant. A new facilities master plan will provide guidance over the next decade. UCM has been fortunate to receive recent deferred maintenance matching funding from the state. A $40 million renovation project for Humphreys Hall - a primary academic building - has begun in January 2024.

Planning

In 2018, three factors converged to shift UCM toward an integrated strategic planning model - a new president and leadership team, a budget crisis, and HLC interim monitoring requirement for criterion 5C. The Board of Governors approved the current UCM strategic plan in August 2019. Focused work began refining the plan in the 2019-2020 academic years. In January 2022, the Board of Governors approved a revision to the goals and objectives. In May 2022, work began to implement the strategic plan across the institution. The *Nuventive* planning and analytics system was chosen as the vehicle for housing the planning efforts of the institution, training has occurred with campus leadership, and data entered on a systematic basis. The institution now has significant planning data to inform strategic decisions.

The strategic plan maps activities by departments and units to institutional objectives ("bottom up") in addition to objectives within operational plans (e.g. college plans, master plan, strategic enrollment plan, facilities and grounds master plan, etc.). Leaders evaluate the impact of activities and subsequent updates in planning for the next fiscal year. The Strategic Plan Council steers the operationalization of the UCM strategic plan and recommends strategies to the President. The first recommendation from the Strategic Plan Council was presented to the President in June 2023. An analysis of January 2024 mid-cycle updates confirms significant resources are allocated to recruitment, student success, and student engagement. Facilities expenditures data are being entered into the planning system. There are facilities planning opportunities for the next strategic plan cycle.

Sources

There are no sources.