

## Mission Statement Review Documents



**Board of Trustees Mission:** Building a civil, serving, literate, learning community of responsible citizens.

**Current CBHE-Approved Mission Statement (approved March 2019):** Crowder College is a community college located in Neosho, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area of Vernon, Cedar, Barton, Dade, Jasper, Lawrence, Newton, Barry, and McDonald counties.

Crowder College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Crowder College also offers programs in career & technical education, leading to the Associate of Applied Science degree and certificates, and provides basic & workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses.

Crowder College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, auditoriums, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Crowder College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by Crowder College.**

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Crowder College offers Associate of Arts, Associate of Science, and Associate of Applied Science degrees in arts, sciences, and career and technical fields, one-year certificates in several specialized technologies, and short-term certificate programs in transport training and paramedic technology. The college operates an area technical school for secondary students and serves over 40 area high schools with dual credit/dual enrollment opportunities. In addition to the traditional academic certificate and degree programs,

Crowder College offers customized training and consulting services for business/industry, a construction apprenticeship program, and a fully developed system of TRIO programs.

Crowder College provides opportunities for people to pursue associate degree, certificate, and diploma programs, plus continuing education opportunities:

- A program in the Arts and Sciences directed toward transfer to baccalaureate degree granting institutions, and to general intellectual enrichment.
- Technical programs for occupational preparation and potential transfer to BS and BAS degree granting institutions, leading to economic self-reliance.

Both developmental and honors education to allow greater opportunity to fully exercise each individual's academic potential.

- Cultural and vocational exploration opportunities.
- Partnerships with business, industry, and other educational institutions designed to support a greater quality of life and an economic base in the community.

Crowder College provides access to higher education by offering classes at its main campus, four "full-service" attendance centers in Webb City, Cassville, Nevada, and Jane (McDonald County), and a training and technical center in Joplin. In addition, the College provides a wide range of online and hybrid classes to meet growing student demand.

The need for additional trained employees in healthcare, advanced manufacturing, and welding is strong in our area.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

In Fall of 2022, Crowder College enrolled 4034 credit students, 55.4% attending part-time and 44.6% attending full-time. While the majority of Crowder students (57%) are traditionally aged (18-29), 12% of the student population are 30 years or older and 31% are under 18. In Fall 2022, 43% of the student population were first-generation college students. Of the 4034 students attending in Fall 2022, 85% are from the nine-county service area, 91% are Missouri residents, and 28% are minorities, and 32% are Pell recipients.

In 2022, Crowder College also served over 700 students and more than 70 companies with non-credit workforce and professional development instruction.

Crowder College has nationally accredited programs in nursing (American Council of Education in Nursing), veterinarian technical training (American Veterinary Medical Association), and surgical technician training (Accreditation Review Council on Education in Surgical Technology and Surgical Assisting).

In 2022, of the 163 full-time faculty, 62 hold a master's degree and 13 hold a doctorate.

Crowder College participates in the National Community College Benchmark Project (NCCBP). Based on the latest Report for fall 2021 our Gateway Math Completer Success Rate is 82.53% which falls above the 75th percentile for the national completion rate.

IPEDS data shows that our student retention for the fall 2020 First-Time, Full-Time, Degree-Seeking Cohort is 65% in comparison to community college peers (N=13) at 59%. Our graduation rate for the fall 2018 cohort is 37% with our comparison group at 35%.

The National Community College Benchmark Project Report shows that 434 (55%) of the Fall 2020 Cohort students who completed at least 12 hours at Crowder transferred to a Missouri Public 4-Year Institution in 2021-22, had a median GPA of 3.39, and 68.4% are still enrolled in fall 2022.



**Board of Trustees Mission:** Empowering students and enriching communities through education.

**Current CBHE-Approved Mission Statement (approved March 2019):** East Central College is a community college located in Union, Missouri. It is responsible for serving the residents of its taxing district and its service region. East Central College serves its service region by offering academic programs leading to the Associate of Arts, the Associate of Science, the Associate of Fine Arts, and the Associate of Arts in Teaching degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. East Central College also offers many programs in career and technical education, leading to the Associate of Applied Science degree and certificates, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. The college's largest program is General Studies. It has particular strengths in nursing, allied health, and education.

East Central College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Consistent with the provisions of 173.030(8) RSMo, East Central College every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by East Central College.**

**Selectivity Status:** Open Enrollment

Open Enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

ECC adheres to its CBHE and Board of Trustees mission statements by focusing on quality instruction and student support that lead to successful transfer and/or employment. One of the five pillars in ECC's Strategic Plan is "Partnerships." Initiatives are centered on growing and strengthening relationships with partners in business, industry, employers, K-12 institutions, and other higher education partners. These initiatives have been successful (and described below) and demonstrate how ECC is meeting the needs of its region, state, and constituents. Progress in this area of the strategic plan can also be found on the ECC website: [www.eastcentral.edu/soar](http://www.eastcentral.edu/soar).

ECC is an open-enrollment institution that offers transfer degrees in the Associate of Arts, Associate of Science, the Associate of Fine Arts, and the Associate of Arts in Teaching degrees. ECC has an on-campus partnership with Central Methodist University (CMU). In recent years, the college has expanded partnerships across the state by implementing institutional level and program level transfer agreements with the University of Missouri, University of Missouri St. Louis, Missouri University of Science and Technology, Missouri State University, Southeast Missouri State University, Webster University, Lindenwood University, Logan University, and Drury University.

In the last few years, ECC has partnered with K-12 institutions to enhance dual enrollment opportunities. An example of how the college is responsive to the needs of the region and state is in regards to our Early College Academy. High school students earn both their high school diploma and college degree while dual enrolled. ECC continues to grow the program and exceed the expectations of our K-12 partners, students, and parents with credit hours and completion rates.

ECC offers several programs in high-demand fields to fill vital employment needs in its service region as well as across the state. ECC's nursing program has been responsive in addressing the increased need for nurses. The Associate of Applied Science degree in Nursing was one of the first in the state to pilot the academic employer partnership, "Earn While you Learn" in which second year nursing students become employed by a hospital and have part of their work hours count towards clinical requirements. This program has expanded to other allied health programs and to all three major hospitals in our service area. The result is a dedicated pipeline of nursing graduates and reduced cost of orientation and turnover for the major hospital employers in the ECC service region. ECC recently took sponsorship of three allied health programs (Licensed Practical Nurse, Radiological Technology, and Surgical Technology) from Rolla Technical Center in our service region in an expedited fashion. This approach allowed us to continue to support the local employment needs of these high-demand healthcare professionals and demonstrates our commitment to meeting the needs of employers and the ECC community.

Another way that ECC supports the needs of the state and region is through its Center for Workforce Development (CWD). The CWD offers customized training courses and participates in the Missouri Apprenticeships in Manufacturing. ECC also provides several short-term training programs in high demand fields such as manufacturing technology and welding. In addition, short term training programs such as Certified Nurse Assistant and Certified Medication Technician are offered in local nursing facilities. Adult Education Literacy (AEL) and English Language programs are offered throughout our service region and are always free of charge.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

ECC uses several metrics to determine the effectiveness and quality of academic programs and student support services.

General education/institutional learning outcomes are assessed at the course-level on an annual basis. Student-learning outcomes on the course-level are mapped to the institution's learning outcomes as appropriate. Instructors assess student performance on course-specific outcomes and make adjustments to instruction as needed. Institution-level outcome data is pulled from course-level data and reviewed by the Assessment Committee. Institutional level student learning outcomes can be found on the ECC

website: [www.eastcentral.edu/assessment/institutional-student-learning-outcomes](http://www.eastcentral.edu/assessment/institutional-student-learning-outcomes).

In addition, all academic and non-academic departments participate in a comprehensive assessment every five years. The review process examines all aspects of the academic program: curriculum, instructional design, student learning outcomes, student/professional organizations, work-based learning opportunities, and program management. Data points examined during this process include the number of students who enroll, progress, and complete as well as licensure exam pass rates (if applicable), and transfer and employment outcomes. Results of these reviews are found in the annual Assessment report which is open to public viewing on the ECC website: [www.eastcentral.edu/assessment](http://www.eastcentral.edu/assessment).

Student outcome data such as retention, transfer and completion rates for all transfer degrees, applied science degrees, and certificates are routinely reviewed and are indicators of program success. These metrics are also included in the ECC Strategic plan under the "Pathways" strategy: [www.eastcentral.edu/soar](http://www.eastcentral.edu/soar). ECC has improved course success rates each year over the past four years and reached ECC's target of 80.2% in Fall, 2022. Overall cohort retention rates have consistently improved over the last five years. Student outcome data can be found on the ECC website: <https://www.eastcentral.edu/institutional-research/student-outcomes/>.

Licensure exam pass rates are an important metric for ECC's programs that follow state board standards and/or standards set by specialized accreditation agencies. Programs that must meet certain pass rate thresholds include Registered Nursing, Paramedic, Radiological Technology, and Occupational Therapy Assistant. First time pass rates and overall pass rates are monitored by program leadership and program adjustments are made if needed. ECC has successful pass rates and has maintained full accreditation of all specialized programs over the last five years. Student licensure pass rate data can be found on the ECC website: [www.eastcentral.edu/institutional-research/student-outcomes/](http://www.eastcentral.edu/institutional-research/student-outcomes/).



**Board of Trustees Mission:** Jefferson College serves our community by delivering quality learning opportunities that empower individuals to achieve their goals.

**Current CBHE-Approved Mission Statement (approved March 2019):** Jefferson College is a community college located in Hillsboro, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Jefferson College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Jefferson College also offers many programs in career & technical education, leading to the Associate of Applied Science degree and certificates, and provides basic & workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. The college's largest program is General Studies, and it has particular strengths in Nursing and the Associate of Arts in Teaching.

Jefferson College collaborates with other institutions on programs outside its CBHE-approved mission.

Jefferson College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Jefferson College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Jefferson College is a community college located in Hillsboro, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Jefferson College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts, *Associate of Arts in Teaching, Associate of Fine Arts, and the Associate of Science degrees*, which *emphasize MOTR CORE 42 general education and additional liberal arts and sciences, preparing students for transfer to four-year institutions.* ~~and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions.~~ Jefferson College also offers many programs in career ~~&~~ *and* technical education, leading to the Associate of Applied Science degrees and certificates, and provides basic ~~&~~ *and* workplace skills training for career preparation and advancement, as well as workforce skills training and customized training for businesses. The College's largest program is General Studies, and it has particular strengths in ~~Nursing and the Associate of Arts in Teaching.~~ *nursing, radiologic technology, fine arts, teacher education, business, information technology, HVAC, automotive, welding, and law enforcement. The College also has one of the few veterinary technology programs in Missouri.*

*Jefferson College maintains NACEP accreditation, offering an expanding number of courses as dual credit across the College's service area.*

Jefferson College collaborates with other institutions on programs outside its CBHE-approved mission *and is committed to degree completion by offering many 2+2 partnerships.*

Jefferson College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Jefferson College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Jefferson College offers services in its region to promote and sustain economic development, small business development, and workforce development. In addition to offering career and technical education degree and certificate programs, Jefferson College provides basic and workplace skills training for career preparation and advancement as well as workforce skills training and customized training for businesses. Every program of study is supported by an advisory committee composed of industry professionals and employers. Regular advisory committee input ensures the curriculum aligns with current industry needs and trends. Many programs maintain 3rd party accreditations that validate curricular alignment with industry standards and criteria. Every two years, Jefferson College conducts a Comprehensive Local Needs Assessment that helps to inform program changes, additions, or deletions. Jefferson College works closely with the local Workforce Development Board to connect unemployed and underemployed citizens with resources and training toward improved employment. The College's Office of Workforce Development and Employment Services coordinates with local employers to promote job openings to students and graduates.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Each program of study completes a comprehensive program review every 5 years. Jefferson College annually reviews career and technical education programs using performance metrics including program completion, success rates on industry recognized credentials and licensure exams, and placement in related employment as required by the Perkins Grant program. Transfer degree programs are measured



by program completions, transfers to four-year institutions, and subsequent first-year GPA at four-year partner institutions.

Other key performance indicators include student retention and persistence, Core 42 completions, and time to complete or transfer. The College annually surveys graduates to gain qualitative data regarding their experiences and future plans. Additionally, every other year the College conducts the Noel Levitz Student Satisfaction Inventory to gain anonymous feedback from all students on items of importance and their level of satisfaction with the college experience, including their perception of the quality of education received.



**Board of Trustees Mission:** MCC's mission statement is: Preparing students, serving communities creating opportunities for all.

The mission of Metropolitan Community College Kansas City (MCC) is clear, simple, and focused, but as part of the college's new 2022 - 2031 strategic plan, MCC Reimagined, this statement was carefully reviewed. Through this review and input from the community, students, alumni, Executive Cabinet, Chancellor's Advisory Council, MCC Board of Trustees and all employee groups, an enhancement was made by adding two important words: "for all". MCC participated in the Gardner Institute Equity in Retention Academy, which assists colleges in conducting an evidence-based, equity-focused student retention planning process. That experience along with the data collection phase of MCC Reimagined, resoundingly conveyed that MCC wanted to more definitively capture the College's growing commitment to equity, and on Nov. 18, 2021, the governing board of Metropolitan Community College, the MCC Board of Trustees, adopted the college's revised mission statement (MCC Board Minutes November 2021).

In pursuit of MCC's mission, the institution provides courses and associate degree programs that prepare students to transfer to four-year colleges and universities to complete bachelor's degrees or to enter the workforce in skilled jobs and careers. Through its student development and support services, the college assists students in achieving academic, career and personal goals. To serve the needs of the community, MCC provides a wide range of services and accommodations to help prospective students overcome barriers to accessing college programs and opportunities through collaboration with other educational institutions, community-based organizations, agencies, businesses and industries. The college provides workforce development programs to upgrade job skills, change careers, or advance in their careers. MCC is committed to creating opportunities for educational and cultural activities and programs that enrich the lives of all community members as part of its mission.

Metropolitan Community College serves the community as an open-access institution and provides over 125 associate degree and certificate programs in a wide variety of subjects and disciplines, encompassing health, human services, natural resources, agriculture, business management and technology, arts, and communications. MCC academic programs remain consistent with the mission statement and include strong academic programs for both career preparation, transfer, and non-credit coursework for workforce training. The college's service area population has diverse demographics and socioeconomics, with students entering at different levels of academic readiness. During the admissions process, MCC identifies students that need developmental courses to prepare them for college success best. Online course and program offerings create opportunities for students to experience non-traditional forms of instruction that prepare them for business, professional development, and provide other training. To help meet diverse individual needs, MCC online courses provide students with flexible education options.

The student support services and enrollment profile are consistent with the MCC mission. All campuses prepare students for the classroom with access to campus learning centers that provide free tutoring and technology-enhanced workspaces for studying and collaboration with peers. The MCC Libraries provide

several significant support resources such as online research databases, reference librarians, and areas for students to meet and collaborate. Each campus has a Disability Support Services (DSS) office that provides special services for students with documented disabilities. DSS offices have information regarding the existence and location of services, activities, and facilities that are accessible to students with disabilities. Additional student support services across the college include career services, co-curricular programs, advising, financial aid, testing, and counseling.

Consistent with its mission, the institution provides the community with both credit and non-credit courses. MCC Workforce and Economic Development (WED) serves the community by offering career education that fosters a well-prepared workforce, through partnerships with employers, community organizations, governmental agencies, and other educational institutions. To maintain a "pipeline" of clear, accessible pathways connecting students with careers and further education, MCC is proactive in offering the necessary skills, as new challenges and needs continue facing the Kansas City business community. The MCC Corporate College, a division of WED, collaborates with other educational institutions and community-based organizations to provide customized industry training, professional development and support services to the college's entire service area.

**Current CBHE-Approved Mission Statement (approved March 2019):** Metropolitan Community College is a community college located in Kansas City, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Metropolitan Community College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepare students for transfer to four-year institutions. Metropolitan Community College also offers many programs in career and technical education leading to the Associate of Applied Science degree and certificates, and provides basic, workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. MCC has particular strengths in the Health Sciences, Cybersecurity, Public Safety, industrial production technologies, business administration, and manufacturing.

Metropolitan Community College further fulfills its CBHE-approved mission by offering continuing education services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Metropolitan Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current the CBHE mission statement were requested by Metropolitan Community College.**

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally

approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

- MCC's mission was modified and approved by the Board of Trustees in November 2021 to be more inclusive. This speaks to the college's commitment to serving all stakeholders in the community, including community members, businesses and industries, and local and state governments.
- MCC is in full compliance with its national accrediting body, the Higher Learning Commission. The next ten-year reaffirmation of accreditation will occur in the 2025-2026 academic year.
- All MCC programs are in compliance with their program-specific accrediting bodies.
- The organization continually seeks continuous improvement via its full spectrum of integrated planning efforts. Most specifically, over 60 departments/units across the college undergo an annual institutional effectiveness cycle during which they identify and execute operational goals. At the end of the cycle, participants identify continuous improvement learnings and document next steps.
- The Workforce and Economic Development arm of the college partners with industries to provide opportunities to develop existing employees as well as train future employees. There are several partnerships that exist to provide a talent pipeline following graduation from MCC.
- The state-of-the-art Advanced Technical Skills Institute (ATSI) opened its doors in Jan. 2002. Located along the Troost corridor in the historically under-invested east side of Kansas City, the ATSI brings the opportunity to learn trades that offer a livable wage to community members who need it most. ATSI is home to five MCC workforce training programs: building maintenance and construction, computer-integrated machining and manufacturing, HVAC, industrial technology, and welding.
- MCC-Blue River recently opened Blue River East, which offers state-of-the-art facilities for the linemen program.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

- Every program at MCC undergoes a program review every four years. This includes General Education disciplines, Transfer Programs, and CTE Programs. The program review process is one year, and all CTE programs begin their program review in the spring semester, and General Education disciplines begin their review in the fall semester. This staggered schedule allows the college to offer more intensive resources, guidance, and support to program throughout the review process.
- Resources programs receive while undergoing their reviews: workforce trends and enrollment data from Institutional Research, a SWOT exercise, a rubric, samples of exemplary reviews, a program review checklist, training and 1:1 consultation from the Office of Curriculum and Student Learning, and feedback on review drafts from deans/other college leadership.
- After program reviews are completed, a final meeting is held between the Chief Academic Officer (CAO), program review authors, presidents on the campuses as which the program is delivered, and

other college leadership (facilities, IT, marketing). In this meeting, discussions around program review findings and plans for next steps are held.

- Every year, the CAO presents program review findings to the Board of Trustees. Every semester, the Office of Instruction presents program review findings to shared service plan owners in an effort to facilitate collaborative problem solving to address needs.

- To facilitate meaningful program reviews that produce valuable insight into needed improvements, the College continues to evolve and grow the program review process based on feedback and continuous improvement learnings. One source of feedback is annual focus groups of program review authors hosted by the Office of Institutional Research (IR). The focus groups are conducted independent of the Office of Curriculum and Student Learning to solicit authentic dialogue and feedback. Seven faculty program review authors participated in the spring 2021 focus groups, and twelve participated in spring 2022. Feedback received during these sessions has already been implemented to strengthen the program review process and enhance resources available to review authors.

Examples of Program Review Enhancements:

1. After the first faculty cohort completed its initial program review cycle, the CAO identified a need for improved collaboration and communication among program instructors across the College's multiple campuses. As a result, the CAO worked with stakeholder groups to modify the program review process to include an administrative review of the report by campus leadership. In this enhanced process, called the Deans' Review, campus Deans of Instruction assess draft program reviews using a set rubric and submit feedback prior to the submission deadline. This additional step facilitates collaboration and dialogue between campuses and allows program review authors to strengthen their final review product.

2. Early program review authors also requested additional supporting documentation to assist in preparing high-quality and impactful program review reports. In response, the Office of Curriculum and Student Learning partnered with IR to develop a data analysis worksheet to assist programs in interpreting program-specific data provided by IR at the start of the review process. The offices also collaborated to create a SWOT analysis worksheet to assist faculty in identifying their program's strengths, weaknesses, opportunities, and threats. Based on positive feedback from program review authors, both documents have been permanently integrated into the first phase of the program review process.

3. A third example of a modification made to the program review process based on feedback from early program review authors is the development of targeted pre-review training workshops. During prereview training sessions, the Office of Curriculum and Student Learning provides an overview of the review process and introduces authors to data and resources that can be utilized in their review. In

addition to the group trainings, the Office of Curriculum and Student Learning provides individual training sessions as needed. As of May 2022, it has held eight group and twenty-eight individual prereview training sessions in support of the new comprehensive review process.

4. A fourth example of a program review process improvement made in response to faculty feedback is the development of an exemplar sample report to serve as a best practice for program review authors. As the volume of completed MCC program reviews continues to grow, the College anticipates supplementing the sample report with impactful program-specific reviews from previous cycles.

5. A final example of evolution to enhance the program review process is the modification of the review template checklist to provide a clearer understanding of program review content and expectations. For example, the checklist now contains two sections specifically addressing information technology (IT) and facility needs. Needs identified in these sections are shared with the facilities and technology departments for possible synergetic opportunities and budget planning. An example showcasing the impact of this revision is shared later in this section.

- All program reviews are available to all MCC employees on the college's intranet.

- Assessment occurs at the student level, the program level, and the institution level.

- Student level: every general education discipline conducts student-level assessment in at least one course every year. Every CTE program conducts student-level assessment in at least one course per semester. Programs and disciplines select the courses to be assessed and the tools for assessment the spring prior to the start of every academic year. Assessment tools vary widely.

- Program level: Following commencement, students graduating with a transfer degree are invited to participate in an end-of-program exit survey measuring satisfaction and program learning outcome (PLO) mastery. CTE programs assess effectiveness via program-specific surveys, outreach to graduates' employers, and performance on professional licensure exams associated with applicable special accreditations. Technical skills assessment is a state performance funding metric, meaning MCC annually reports student pass rates on professional licensure exams to the State of Missouri. The FY 2018 – 2020 pass rate was 94.1%, higher than the 90% benchmark.

- Institutional-level: Institutional level assessment occurs on a 3-year cycle. The institutional learning outcomes (ILO) for AY 2023-2024 will be communication. ILO assessment occurs concurrently with SLO assessment. When programs and courses annually identify the course(s) in which student learning outcomes (SLOs) will be assessed, they also identify and plan for metrics by which to assess the respective ILO.



**Board of Trustees Mission:** Mineral Area College serves the community by providing students a quality, affordable education and offers opportunities for personal growth and career development in a safe, professional environment.

**Current CBHE-Approved Mission Statement (approved March 2019):** Mineral Area College is a community college located in Park Hills, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Mineral Area College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Mineral Area College also offers many programs in career and technical education, leading to the Associate of Applied Science degree and certificates, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. Mineral Area College has particular strengths in nursing, education, and criminal justice.

Mineral Area College collaborates with other institutions on programs outside its CBHE-approved mission.

Mineral Area College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Mineral Area College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by Mineral Area College.**

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

MAC adheres to its CBHE and Board of Trustees mission statements by focusing on providing quality programs that lead to successful transfer or employment.

MAC is an open-enrollment institution that offers transferable Associate of Arts, Associate of Science, and Associate of Arts in Teaching degree programs. MAC has on-campus partnerships with Central Methodist University (CMU) and the University of the Missouri St. Louis. In recent years, the college has expanded its partnerships across the state by implementing program-specific transfer agreements with Missouri Baptist University, Southeast Missouri State University, Drury University, Lindenwood University, Logan University, and Mizzou. A specific example of how the college is responsive to the needs of the state is in regards to the teacher shortage. MAC has partnered with CMU to provide a teaching apprenticeship program that allows school employees to work towards their teaching certification while remaining employed full-time at their respective school districts.

MAC offers several programs in high-demand fields to fill employment needs in its service region and across the state. MAC's nursing programs have been responsive in addressing the increased need for nurses. The Associate Degree in Nursing program piloted an Academic Employer partnership where second year students employed by a hospital could have a portion of their work hours count towards clinical requirements. The ADN program has also expanded its capacity in response to the demand for qualified nurses in the lower part of the college's service region. Starting in the fall 2023 semester, the program will expand to Cape Girardeau and Perryville.

The college has also added several short-term training programs in health sciences. These programs include Certified Nurse Assistant, Psychiatric Technician, and Phlebotomy Technician.

Another way that MAC supports the needs of the state and region is through its Workforce Development program, which offers customized training courses and participates in the Missouri Apprenticeships in Manufacturing. Workforce Development also provides several short-term training programs in high demand fields such as truck driving, child development, and welding.

The college stays on top of the needs of its community through the use of advisory boards that are comprised of local business and industry representatives. These groups are vital to ensuring that the needs of the community are met through the programs and training offered by the college.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

MAC uses several metrics to determine the effectiveness and quality of its programs.

General education/institutional learning outcomes are assessed at the course-level. Student-learning outcomes on the course-level are mapped to the institution's learning outcomes as appropriate. Instructors monitor student performance on course-specific outcomes and make adjustments to instruction as needed. Institution-level outcome data is pulled from course-level data and reviewed by the Assessment Committee annually.

For transfer degrees, such as the Associate of Arts and Associate of Arts in Teaching, graduation rates and transfer rates are monitored as indicators of program success.



Career and technical education programs undergo a program review every odd fiscal year. The review process examines all aspects of the program: curriculum, instructional design, student/professional organizations, work-based learning opportunities, and program management. Data points examined during this process include the number of program completers, licensure exam pass rates, and percentage of completers that are employed or continuing their education within the field.

Licensure exam pass rates are an important metric for MAC's programs that follow state board standards and/or standards set by specialized accreditors. Programs that must meet certain pass rate thresholds include Licensed Practical Nursing, Associate Degree in Nursing, Emergency Medical Technician, Paramedic, and the Law Enforcement Academy. First time pass rates and overall pass rates are monitored by program leadership and program adjustments are made if needed.

Employment in the field serves as an important quality indicator for career-focused programs. The 180 day follow up interviews are used to determine how many graduates are employed in the field/related field of their credential, or if they are continuing their education.



**Board of Governors Mission:** Missouri State University-West Plains empowers students to achieve personal success and to enrich their local and global communities. As a two-year public institution, we provide accessible, affordable, and quality educational opportunities.

**Current CBHE-Approved Mission Statement (approved March 2019):** Missouri State University-West Plains, a two-year branch campus of Missouri State University, is located in West Plains, Missouri. Missouri State University-West Plains is responsible for identifying and meeting the educational needs of Howell, Ozark, Douglas, Wright, Oregon, Texas, and Shannon counties.

Missouri State University-West Plains is a teaching institution, offering one-year certificates, two-year associate degrees and credit and noncredit courses to both traditional and nontraditional students to meet the ongoing and emerging employer and educational needs of the citizens of the area served. Missouri State University-West Plains collaborates with other institutions on programs outside its CBHE-approved mission.

Missouri State University-West Plains' largest program is the Associate of Arts in General Studies, and it has particular strengths in nursing and business.

Consistent with the provisions of Section 173.030(8) RSMo, Missouri State University-West Plains every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Missouri State University-West Plains is a two-year, ~~branch~~ *open-admission* campus of ~~the~~ Missouri State University ~~is located in West Plains, Missouri system.~~ Missouri State University-West Plains is responsible for ~~identifying and meeting the educational needs of Howell, Ozark, Douglas, Wright, Oregon, Texas, and Shannon counties.~~ *This separately accredited, public institution primarily serves students in the Missouri counties of Douglas, Howell, Oregon, Ozark, Shannon, Texas, and Wright.*

Missouri State University-West Plains is a teaching institution, offering ~~one year~~ certificates, ~~two year~~ associate degrees and credit and noncredit courses to both traditional and nontraditional students to meet *workforce development* ~~ongoing and emerging employer~~ and educational needs of the citizens of the area served. Missouri State University-West Plains collaborates with ~~other institutions on programs outside its CBHE-approved mission.~~ *organizations in Missouri to provide educational opportunities outside its CBHE-approved mission region.* Missouri State University-West Plains' largest program is the Associate of Arts in General Studies, and it has particular strengths in nursing and education.

Consistent with the provisions of Section 173.030(8) RSMo, Missouri State University-West Plains every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally

approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Missouri State University-West Plains (MSU-WP) provides academic programs for students interested in transferring to a four-year institution to complete a bachelor's degree in their chosen field. In addition, MSU-WP provides programs of study to prepare students to enter the workforce, both within the region and across the state. These programs were developed based off of statewide data that showed the need for individuals in certain occupations. These programs were developed with input from local business and industry partners to insure students who graduate are prepared and trained in the skills that local employers require.

**Describe the metrics, assessments, or other tools used to ensure your institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

All programs at MSU-WP undergo a program review process to ensure that students are obtaining the necessary knowledge and skills to either transfer to a four-year institution or to enter the workforce. All programs are assessed on mission fit, use of assessment results to ensure program quality, number of students enrolled and degree conferred. In addition, depending on the program type, there are other assessment measures and metrics used to determine program quality. For programs that prepare students to transfer to a four-year institution, the institution reviews the number of students who transfer onto another institution. For programs that prepare students to enter the workforce, all programs have an advisory board that is comprised of area employers who provide feedback on students who have graduated from our program and what additional skills or knowledge should be included in those programs. For programs that have a licensure requirement, a measure of program quality is the percentage of students who pass the licensure exam.



**MOBERLY AREA COMMUNITY COLLEGE**  
*Real Life. Real Knowledge. Real People.*

**Board of Trustees Mission:** MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.

**Current CBHE-Approved Mission Description (approved March 2019):** Moberly Area Community College serves its service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Moberly Area Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. Moberly Area Community College has particular strengths in nursing and other allied health fields, education, mechatronics, and police science.

Moberly Area Community College collaborates with other institutions on programs outside its CBHE-approved mission. Moberly Area Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, Moberly Area Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Moberly Area Community College serves its service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Moberly Area Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. Moberly Area Community College has particular strengths in nursing and ~~allied health~~ *other health sciences fields*, education, **and** mechatronics. ~~and police science.~~

Moberly Area Community College collaborates with other institutions on programs outside its CBHE-approved mission

Moberly Area Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared

use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region

Every five years, Moberly Area Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Moberly Area Community College fulfills the requirements of Section 173.030 (8), RSMo in the following ways:

- Offers degrees, certificates, and non-credit training designed to meet the educational needs of students and to address the workforce demands of employers in the state.
- MACC offers degrees and certificates in more than 40 areas of study from campus locations in Columbia, Hannibal, Kirksville, Mexico, and Moberly. Classes are offered in a variety of formats to meet the needs of learners in Missouri. Classes are offered in 8 and 16 week sessions and can be taken in person on campus, asynchronously online, and virtually (remote, synchronous learning) via video conferencing applications.
- MACC's workforce development programs incorporate Advisory Boards composed of industry professionals to ensure program offerings are teaching students the skills they need to succeed in the workplace, and that the college is responding to the needs of business and industry in Missouri.
- MACC is committed to high quality educational programs and maintains accreditation from the Higher Learning Commission (fully reaccredited in 2023 for 10 years), and holds specialized accreditation for programs where appropriate. These include:
  - Nursing—Missouri State Board of Nursing
  - Surgical Technology—Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP)
  - Medical Lab Technician—National Accreditation Agency for Clinical Laboratory Science (NAACLS)
  - Occupational Therapy Assistant—Accreditation Council for Occupational Therapy Education (ACOTE)
  - Veterinary Technologist—American Veterinary Medicine Association (AVMA)
  - Dual credit program—National Association of Concurrent Enrollment Programs

(NACEP)

- MACC works cooperatively with more than 50 high schools in its 16 county service region to provide students with opportunities to pursue dual credit course work. Students in these courses earn high school credit and college credit simultaneously. Students can make significant progress toward completion of a college credential while paying tuition rates discounted by nearly 50%.
- MACC has agreements with four school districts to offer an Early College program. These agreements allow students, starting in their junior year of high school, to enroll in classes at MACC campuses and online with a goal of completing the Associate of Arts degree by the time they graduate from high school.
- Both the MACC dual credit program and Early College program provide students in Missouri an opportunity to accelerate their track into the workforce. These programs help reduce the cost of college for Missouri families and permit students to begin their careers sooner than if they wait until after high school graduation to start college.
- MACC ensures its classes, where appropriate, are approved offerings in the Missouri CORE 42. The college also engages 4 year partner institutions to promote transferability of MACC degrees and to develop articulation agreements to protect student credits on transfer. This ensures students receive credit for classes taken at MACC and can earn a bachelors degree in an acceptable time frame after transfer.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Student Achievement

- Retention
  - Cohorts - first-time full-time, first-time part-time, non-traditional degree-seeking, first-time first-generation college students, academic majors
  - Fall-to-fall, fall-to-spring rates
  - IPEDS, National Community College Benchmark Project (NCCBP) metrics, Key Performance Indicators (KPIs) for strategic plan retention goal, annual program snapshots, comprehensive academic program reviews, continuous improvement report
- Graduation/Completions
  - 100%, 150%, 200% rates Cohorts - first-time full-time, first-time part-time, academic majors
  - IPEDS, NCCBP, and performance funding, annual program snapshots, comprehensive academic program reviews, continuous improvement report
  - Transfer – National Student Clearinghouse data
  - Cohorts - first-time full-time, academic majors, graduates

- IPEDS, NCCBP, annual program snapshots, comprehensive academic program reviews, continuous improvement report
- Placement - Percentage of graduates employed or continued education in a related field
  - DESE 180-Day Follow-Up Survey, NCCBP, continuous improvement report
- Licensure/Pass Rates
  1. Cohorts – career/technical students who passed their required licensure/certification exam
  2. Specialized accrediting bodies, performance funding, continuous improvement report
- Industry Certifications - ensures that appropriate skills are mastered prior to entering a specific trade or career
  - Career/technical students

#### Student Learning

- By Program and Course
  - program outcomes measured through methods like curriculum maps, portfolios in capstone courses, and course-level assessment data within a program matrix and that results from courses
- In Cocurricular Activities/Experiences
  - measured through methods like locally developed instruments, performance, observation

#### Program Evaluation

- Specialized Approvals/Accreditation - where appropriate, programs go through formal approval or accreditations by outside agencies (Missouri State Board of Nursing, National Accrediting Agency for Clinical Laboratory Sciences, Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association, Commission on Accreditation of Allied Health Education Programs, Missouri Department of Health and Senior Services Bureau of Emergency Medical Services, American Veterinary Medical Association, National Alliance of Concurrent Enrollment Partnerships)
- Common Criteria and Quality Indicators (CCQI) for Postsecondary Career Technical Education Programs – provides guidance and direction to institutions of higher education in establishing, maintaining, and evaluating quality postsecondary CTE programs
- Academic Program Reviews – reviews of each academic program every five years. Assesses the curriculum, transferability, program relevance, student performance, and overall health of the program. Administration and faculty determine the appropriate changes that could benefit specific programs.



**Board of Trustees Mission:** North Central Missouri College provides accessible, affordable, and quality educational programs, with emphasis on excellence in teaching, learning, student services, diversity and inclusiveness, and workforce development to all communities and rural areas of our 17-county service region.

**Current CBHE-Approved Mission Statement (approved March 2019):** North Central Missouri College is a community college located in Trenton, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

North Central Missouri College serves its CBHE-approved service region by offering academic programs leading to the Associate in Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. North Central Missouri College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. North Central Missouri College has particular strengths in agriculture, nursing, and applied technology.

North Central Missouri College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, North Central Missouri College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** North Central Missouri College is a community college located in Trenton, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

North Central Missouri College serves its CBHE-approved service region by offering academic programs leading to the Associate in Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts & sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. North Central Missouri College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. North Central Missouri College has particular strengths in agriculture, nursing, *education*, and applied technology.



North Central Missouri College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, North Central Missouri College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

North Central Missouri College provides citizens of Missouri with affordable access to excellent coursework and programs. In spite of serving the largest service area with the smallest property tax base of any community college, our tuition is consistently among the lowest in the state across all enrollment categories including the lowest in-district rate for AY23. Through the A+ program, we provide free or low cost access to transfer coursework that is guaranteed to apply to any public college or university in the state. This gives residents of northern Missouri a cost-effective way to begin preparing locally for further study in liberal arts or the professions. In addition, we assist local business and industry with training needs through both credit programs and customized training. Several of our occupational programs, including nursing and criminal justice, have received national recognitions and regional employers appreciate, seek, and value our graduates. This allows our students opportunities for high quality jobs that do not require four-year degrees. North Central Missouri is also proud to be an active partner in the communities we serve, through civic participation, service projects, economic development activities, cultural initiatives, and other efforts that are within our limited means.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

North Central Missouri College can offer many indicators of student achievement, faculty effectiveness, and mission attainment. These are accomplished with the smallest budget of any Missouri public institution, while serving all comers through our open admissions policy. Our open admissions policy means that 100% of students with a high school diploma or equivalency meet our institutional admission standards.

NCMC offers remediation programs in English and mathematics. We measure success through the percentage of remedial students who successfully complete their last developmental English or math course, who then successfully complete their first college-level English or course. Improvement is based on rate of change between the prior three years sum of college-level completers divided by the prior three years sum remedial students, compared to the most recent three years sum of college-level completers

students divided by the prior three years sum of remedial students. In accordance with the requirements of the Higher Learning Commission, NCMC uses a comprehensive system of course and program assessment including both direct and indirect methods to measure student learning objectively. The college assesses student learning in all of its academic programs, as well as general education and co-curricular programming.

NCMC measures student retention as the percentage of first-time full-time students who return to the institution to continue their studies the following fall. The annual ratio will be the number of returning students, divided by the total number of first-time full-time students in the initial fall cohort.

Improvement is based on rate of change between the prior three years sum of returning students divided by the prior three years sum cohort students, compared to the most recent three years sum of returning students divided by the prior three years sum of cohort students. Sustained excellence for the student retention rate is set at 65 percent.

NCMC measurement of student graduation and transfer rates are described below under three-year completion rates in the section on successful attainment of statewide goals performance funding. Student placement is measured as the percentage of graduates continuing their education, employed, or placed in the military within six months of graduation. The annual ratio will be the number of graduates placed, divided by the total number of graduates. Improvement is based on rate of change between the prior three years sum of placed graduates divided by the prior three years sum total graduates, compared to the most recent three years sum of placed graduates divided by the prior three years sum of total graduates. Sustained excellence for the graduate placement rate is set at 90 percent.

NCMC has successfully met both statewide performance measures below by consistent improvement or sustained excellence since 2012. The first is three-year completion rate: the percentage of first-time, full-time entering students who successfully complete a certificate or degree within three years, or successfully transfer to a four-year institution. The annual ratio is number of completers plus transfers, divided by the total number of students in the entering fall cohort. Sustained excellence for this measure is set at the 66th percentile of performance during the most recent reporting year of NCCBP-participating institutions. The second is licensure exam pass rate: the percentage of career/technical graduates who pass their required licensure/certification examination. The annual success rate will be the number of completers who passed the licensure exam divided by the number of students tested. Sustained excellence for professional licensure is set at 90 percent. For both of these measures, improvement is based on rate of change between the prior three years compared to the most recent three.

# OZARKS TECHNICAL COMMUNITY COLLEGE

**Board of Trustees Mission:** The college mission is to provide accessible, high quality and affordable learning opportunities that transform lives and strengthen the communities we serve.

**Current CBHE-Approved Mission Statement (approved March 2019):** Ozarks Technical Community College is a community college located in Springfield, Missouri. In addition to the Springfield campus, the OTC system includes the OTC Richwood Valley campus in Christian County and the OTC Table Rock campus in Taney County. The system also includes the Waynesville Education Center and the Lebanon Education Center, as well as OTC Online, which provides a robust offering of courses and programs. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Ozarks Technical Community College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Ozarks Technical Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. The college has particular strengths in business and marketing, technical education, and allied health programs.

Ozarks Technical Community College collaborates with other institutions on programs outside its CBHE-approved mission.

Ozarks Technical Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events. OTC also frequently opens its facilities for use to a number of community groups and organizations.

Every five years, Ozarks Technical Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Ozarks Technical Community College is a community college ~~located~~ *based* in Springfield, Missouri. In addition to the Springfield campus, the OTC system includes the OTC Richwood Valley campus in Christian County and the OTC Richwood Valley campus in Taney County. The system also includes the Waynesville Education Center, the Lebanon Education Center, *the Republic Education Center*, as well as OTC Online, which provides a robust offering of courses and programs. ~~OTC~~ is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Ozarks Technical Community College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-

year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Ozarks Technical Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree. ~~and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses.~~ *Additionally, the college offers basic and workplace skills training for career preparation and advancement, as well workforce skills training and customized training for businesses. In addition, OTC offers a bachelor's degree in Respiratory Therapy.* ~~The college has particular strengths in business and marketing, technical education, and allied health programs.~~ *The college has particular strengths in health sciences, technical education, and business and marketing.*

Ozarks Technical Community College collaborates with other institutions on programs outside its CBHE-approved mission.

Ozarks Technical Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events. ~~OTC also frequently opens its facilities for use to a number of community groups and organizations.~~ *OTC facilities also host a number of community groups and organizations.*

Every five years, Ozarks Technical Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Ozarks Technical Community College offers a comprehensive set of associate and certificate degree programs in alignment with the college's mission. These programs are divided into five categories: general education/transfer, business, technical education, health sciences, and Office of the Provost for individualized degree programs.

Academic programs are established based on analysis of the service region's labor market, forecasted employment demand, existing training providers, and input from regional stakeholders including employers. Advisory boards for each technical education and health sciences program provide continual feedback to ensure that the program remains aligned with community needs. Faculty utilize this input to develop curriculum which is evaluated by the college's Curriculum Committee. Employment and continuing education outcomes for program completers are evaluated using a 180 Day Graduate Survey, National Student Clearinghouse enrollment data, and aggregate employment data from the Missouri unemployment insurance system.

In addition to these credit degree programs, the college also provides short-term and noncredit training course options. These include general interest courses focused on personal growth as well as courses that lead to professional certifications, including Occupational Safety and Health Standards (OSHA) and Certified Nurse Assistant.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Ozarks Technical Community College (OTC) evaluates student success at each stage of their progression including course retention rates, course successful completion rates, next-term and next-year persistence rates, and graduation/transfer rates. After graduation, OTC tracks student employment outcomes using the 180 Day Follow-Up survey and UI wage data to evaluate both placement and wages. For transfer programs, the National Student Clearinghouse is used to evaluate program-level activity and outcomes at four-year universities.

These data are included in the college's program review process for continuous improvement and to ensure the programs offered are meeting high quality standards. Program level data are also made available publicly on the OTC website to provide prospective students with information on program quality. Each program has an advisory board comprised of regional industry representatives to ensure program alignment with workforce needs.



**Board of Trustees Mission:** SCC serves our community by focusing on academic excellence, student success, workforce advancement, and life-long learning within a global society. We celebrate diversity and we enrich the economic and cultural vitality of the region by providing an accessible, comprehensive, and supportive environment for teaching and learning

**Current CBHE-Approved Mission Statement (approved March 2019):** St. Charles Community College is a community college located in Cottleville, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

St. Charles Community College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. St. Charles Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. St. Charles Community College has particular strengths in nursing and other allied health fields, education, and computer science.

St. Charles Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, St. Charles Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by St. Charles Community College**

**Selectivity Status:** Open Enrollment.

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

St. Charles Community College (SCC) is a community college located in Cottleville, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

SCC serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. SCC also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. SCC has particular strengths in nursing and other allied health fields, education, computer science, technology, robotics (megatech), and workforce and industrial trades.

SCC further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development in addition to a broad range of academic and cultural activities and events. SCC promotes the use of shared facilities (technology labs, simulation labs, industrial trades lab, manufacturing labs, etc.) and other institutional assets not available elsewhere in the region. SCC works with industry partners to identify career-technical programming needs, promote entrepreneurial opportunities, and create career readiness programs that provide workforce ready graduates for in-demand fields throughout our region and beyond.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

St. Charles Community College (SCC) complies with all federal (IPEDS) and state (EMSAS) regulation and reporting guidelines including enrollment reports, transfer rates, etc. SCC tracks overall retention, graduation, and demographic data as required by the state and national approval and accrediting agencies. We track student engagement using CCSSE and SENSE surveys. We will begin tracking student satisfaction using RNL SSI in fall 2023.

Assessment and program review provides institutional oversight of program and co-curricular success, financial efficiencies, and institutional effectiveness. Departmental data is tracked and provides insight into student performance and program outcomes including course success rates, course completion rates, and program completion. Additionally, SCC evaluates program outcomes and employment data through graduate and employment surveys.



**Board of Trustees Mission:** BOARD OF TRUSTEES AND COLLEGE MISSION, VISION AND VALUES

**Mission**

Empowering students. Expanding minds. Changing lives.

**Vision**

St. Louis Community College will be a national leader and model institution for inclusive and transformative education that strengthens the communities we serve through the success of our students.

**Values**

**Students First**

Everything we do supports student success and removes barriers.

**Respect for All**

We promote equitable treatment and respectful discourse in all interactions with students, each other, and the community.

**Integrity**

We act with honesty, trustworthiness, and ethical behavior.

**Collaboration**

Working collectively, we achieve more than working individually or within separate groups.

**Data Informed**

We make decisions in the best interests of students and the institution based on reliable data.

**Current CBHE-Approved Mission Statement (approved March 2019):** St. Louis Community College is a community college located in St. Louis, Missouri. It is responsible for serving the residents of its taxing district and its CBHE- approved service area.

St. Louis Community College serves its CBHE-approved service region by offering academic programs leading to the Associate in Arts, the Associate in Science, the Associate of Arts in Teaching, and the Associate in Fine Arts degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. St. Louis Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well as workforce skills training and customized training for businesses. St. Louis Community College has particular strengths in health sciences, visual arts, computer sciences, and culinary arts.



St. Louis Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, St. Louis Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** St. Louis Community College is a community college located in St. Louis, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

St. Louis Community College serves its CBHE-approved service region by offering academic programs leading to the Associate in Arts, the Associate in Science, the Associate of Arts in Teaching, and the Associate in Fine Arts degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. St. Louis Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well as workforce skills training and customized training for businesses. *St. Louis Community College also offers the Bachelor of Science degree in Respiratory Care.* St. Louis Community College has particular strengths in health sciences, visual arts, computer sciences, *biotechnology, advanced manufacturing,* and culinary arts, *and provides dual credit offerings across our course catalog in partnership with area high schools.*

St. Louis Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, St. Louis Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment.

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

There are a multitude of ways St. Louis Community College ensures we are meeting the needs of our state and area industries. We use the feedback from our program advisory board members and data from regular program reviews to ensure that degree or certificate programs prepare students for success in continued academic studies or within employment. The paths of employment and education of our

graduates are analyzed by both the institution and individual programs on a regular basis.

STLCC annually completes a State of the St. Louis Workforce report which takes survey responses from employers and does a deep analytical dive into the St. Louis workforce needs. In addition, we complete annual environmental scans to monitor the needs of the service area workforce.

The majority of our career programs have workplace learning, internships, practicum, or clinical experiences that get our students into our employer's spaces. We use GradCast and Handshake technology tools to assist students in connecting to industry earlier and to follow up with students to see where they are after graduation.

We created a new Employer Engagement Team to identify needs for new or expanding programs, ensure industry is aware of our program offerings, and support our work in ensuring the curriculum is up to date.

Career specialists and advisors have been combined to ensure that students are aware of industry needs and opportunities from their first engagement with the college.

Finally, STLCC hosts portfolio/presentation days in several programs (Engineering, Child and Family Development, and our art programs as examples) where industry experts come in and engage with our students and review their work. This helps our students connect with industry, and it helps us ensure the outcomes in these programs are meeting the needs of our employers.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

St Louis Community College continues to undertake a five-year cycle of program reviews in order to assess that both our career programs and disciplines associated with transfer credit maintain academic rigor and meet the benchmarks established in their approved course profiles and learning outcomes. Within the program reviews, successes and areas in need of improvement are cited, with plans established to improve noted shortfalls. This review culminates in a panel discussion and subsequent report to the program coordinator; results from this process may range from confirmation that the program is in good health to recommendations for program revision or deactivation.

Each year, every degree program must submit a report detailing assessment activities that were undertaken, the results that were obtained, the outcome concerns, and action plans to maintain and strengthen student learning within the program.

The goal of STLCC remains to prepare students for continuing study at four-year institutions and to provide training in career and technical disciplines in association with occupational fields. Within all these areas, the College utilizes a variety of tools to evaluate the success of programs and their graduates. Many key performance indicators for programs (including the number of declared majors and those who graduate within indicated time frame) are tracked in an institutional scorecard. This data is then assessed in light of state performance goals and elements of STLCC's strategic plan to increase persistence and graduation rates. STLCC actively assesses its courses and programs, consistently seeking to improve student success in achieving established learning outcomes and preparation for continued academic study or entry into a career field.

Finally, STLCC monitors student pass rates on certification, industry-recognized credentials, and/or board exams for licensure. We also gather information from transfer institutions on how our students do at those institutions.



**Board of Trustees Mission:** State Fair Community College provides relevant and responsive learning experiences that empower our students and communities to prosper.

In support of this mission, SFCC will:

Prepare our students to accomplish their goals in college transfer, career development, skill attainment, or life-long learning through exemplary education and support services.

Deliver educational programs that are accessible, affordable, and applicable to current and future career pathways. Provide a college experience that is student-centered and responsive to the needs of a diverse student body.

Anticipate workforce development needs with forward-thinking solutions and innovative technology that meet and exceed industry standards.

Collaborate with education, government, and business partners to advance the prosperity of individuals and communities in our region.

Strengthen and enrich the intellectual, economic, and cultural vitality of the communities we serve.

**Current CBHE-Approved Mission Statement (approved March 2019):** State Fair Community College is a community college located in Sedalia, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

State Fair Community College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts, the Associate of Fine Arts, the Associate of Arts in Teaching, and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. State Fair Community College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. The college's largest program is the Associate of Arts. It also has particular strengths in nursing and other allied health fields, business administration, and education. State Fair Community College is also home to the internationally renowned Daum Museum of Contemporary American Art, which anchors a strong Fine and Performing Arts focus.

State Fair Community College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Every five years, State Fair Community College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by State Fair Community College.**

**Selectivity Status:** Open Enrollment.

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

State Fair Community College maintains accreditation with the Higher Learning Commission, and 10 programs maintain specialized accreditation, including Automotive Technology (NATEF), Construction Management Technology (ACCE), Diagnostic Medical Sonography, (CAAHEP), Dental Hygiene (CODA), Health Information Technology (CAHIIM), Precision Machining (NIMS), Medical Laboratory Technician (NAACLS), Nursing (Missouri Board of Nursing), Occupational Therapy Assistant (ACOTE) and Radiology Technology (JRCERT).

Feedback from stakeholders, including representatives of business, industry, the professions and government, through advisory committees, surveys and interviews, suggest their top need today is access to trained workers. When examining the Missouri Economic Research and Information Center data of the Top Occupational Groups in terms of job openings for the West Central Workforce Development region, State Fair Community College has degree, certificate and/or non-credit training programs in 19 of the top 20 Major Occupational Groups and 7 of the top 10 in Annual Openings "Next" level Job Titles (<https://meric.mo.gov/media/pdf/career-grades-west-central>). The College has specific training programs for 31 of the 59 Top Grade Next Careers in the Central region (<https://meric.mo.gov/regional-profiles/central>). Students who train in our technical areas get jobs.

Over the past five years, the college has graduated almost 4,000 students with associate degrees or certificates. Around half of the first time, full time students graduate and/or transfer after three years. From 2017-2018 to 2021-2022, the Top Five Transfer Institutions for SFCC students received a total of 1,824 students from SFCC (University of Central Missouri, 576; Central Methodist University, 444; Missouri State University, 190; Columbia College, 157 and University of Missouri, Columbia, 157. Our placement rate for technical students is above 90 percent. Our graduates also perform extremely well on licensure exams. For example, in health sciences, more than 93 percent of student passed licensure exams over the past five years (624 of 669). Finally, in addition to college credit programming, SFCC offers significant non-credit training to support the local workforce. In FY22, the college trained 1,280 people, issued 1,540 completion certificates, presented 728 certification, conducted 162 unique training projects for business and industry, and over conducted 18,429 hours of training.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

State Fair Community College monitors Key Performance Indicators with a Report Card.

(<https://www.sfccmo.edu/files/offices-and-services/institutional-research-and-effectiveness/reports/report->

cards/Report-Card-2022.pdf) Indicators include Completion Rates, Job Placement Rates, Fall-to-Fall Retention, Percentage High School Market Share, Credit Hours Produced, Customized Workforce Trainings Provided, Annual Revenues over Expenses, Available Cash and the HLC Composite Financial Indicator. The institution sets goals and monitors performance, benchmarks and trends.

Additionally, every program, discipline and service at State Fair Community College conducts an annual Program Review through which the college examines programming to ensure our programs and services continue to meet the needs of our service region, are cost effective and "of high quality as demonstrated by student performance and program outcomes." Through this program review, Key Performance Indicators are established and monitored. For academic disciplines and technical programs, these indicators culminate in a Program Viability Index and include number of students, graduation, completion and transfer rates, job placement rates, licensure and certification rates, within semester retention rates, fall-to-fall retention rates, staffing metrics and revenue-over-expenses metrics. In addition to these indicators, program and discipline coordinators report institutional, program and course level student outcome assessment results and improvements made as a result of those assessments. The outcome assessment plans vary by program and discipline. Using the Program Viability Index, programs with issues are identified, improvements are made or the program is eliminated.

In both the Report Card and Program Review, the college benchmarks its performance through data from the National Community College Benchmarking Project and through IPEDs.



**Board of Regents Mission:** The State Technical College of Missouri is an associate degree and certificate granting institution with open enrollment and a mission focusing on access to highly specialized technical education in both emerging and traditional technologies. The State Technical College of Missouri prepares students for profitable employment and a life of learning. Profitable employment is self-employment and entrepreneurship as well as working for an employer. The mission is accomplished within the charges of the legislative mission.

**Statewide Mission:** Highly specialized and advanced technical education and training

**Current CBHE-Approved Mission Statement (approved March 2019):** State Technical College of Missouri, located in Linn, Missouri, is a special purpose institution with a statewide mission established in statute to make available to students from all areas of Missouri, exceptional educational opportunities through highly specialized and advanced technical education and training.

State Technical College offers programs at the certificate and associate degree level in both emerging and traditional technologies with particular emphasis on technical and vocational programs not commonly offered by community colleges or area vocational technical schools. The college's primary consideration is on the industrial and technological manpower needs of the state. It has particular strengths in Construction & Heavy Equipment Operation, Automobile & Automotive Mechanics Technology, Medium & Heavy Vehicle Technology, Nuclear Power Technology, and Machine Tool Technology.

State Technical College is authorized to assist the state in economic development initiatives and to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians in advanced and emerging disciplines and through technical assistance provided to business and industry.

State Technical College is authorized to provide technical assistance to area vocational technical schools and community colleges through supplemental on-site instruction and distance learning as such area vocational technical schools and community colleges deem appropriate.

Every five years, State Technical College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** State Technical College of Missouri, located in Linn, Missouri, is a special purpose institution with a statewide mission established in statute to make available to students from all areas of Missouri, exceptional educational opportunities through highly specialized and advanced technical education and training.

State Technical College offers programs at the certificate and associate degree level in both emerging and traditional technologies with particular emphasis on technical and vocational programs not commonly

offered by community colleges or area vocational technical schools. The college's primary consideration is on the industrial and technological manpower needs of the state. ~~It has particular strengths in Construction & Heavy Equipment Operation, Automobile & Automotive Mechanics Technology, Medium & Heavy Vehicle Technology, Nuclear Power Technology, and Machine Tool Technology.~~

State Technical College is authorized to assist the state in economic development initiatives and to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians in advanced and emerging disciplines and through technical assistance provided to business and industry.

State Technical College is authorized to provide technical assistance to area vocational technical schools and community colleges through supplemental on-site instruction and distance learning as such area vocational technical schools and community colleges deem appropriate.

Every five years, State Technical College will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its mission.

**Selectivity Status:** Open Enrollment.

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

The State Technical College of Missouri (State Tech) is committed to providing, "exceptional educational opportunities through highly specialized and advanced technical education and training." To that end, the college offers diverse degree and certificate programs, including:

- Agriculture Operations – Associate of Applied Science Degree (AAS)
- Automation and Robotics Technology – Associate of Applied Science Degree (AAS)
- Automotive Collision Technology – Associate of Applied Science Degree (AAS)
- Automotive Collision Technology – Refinishing & Non-Structural Repair - Certificate - One-Year (C1)
- Automotive Collision Technology – Structural & Mechanical Repair - Certificate - One-Year (C1)
- Automotive Technology – Associate of Applied Science Degree (AAS)
- Automotive Technology – General Automotive - Certificate - One-Year (C1)
- Automotive Technology – Maintenance & Light Repair - Certificate - One-Year (C1)
- Aviation Maintenance – Associate of Applied Science Degree (AAS)
- Aviation Maintenance – Airframe - Certificate One-Year (C1)
- Aviation Maintenance – Powerplant - Certificate - One-Year (C1)
- Business Administration – Associate of Applied Science Degree (AAS)
- Business Administration - Certificate - One-Year (C1)
- Business Administration – Entrepreneurship - Certificate - Less than One-Year (C0)
- Business Administration – Supervisory Management - Certificate - Less than One-Year (C0)
- Business – Associate of Science Degree (AS)
- Civil Construction Technology – Associate of Applied Science Degree (AAS)
- Civil Engineering



Technology – Associate of Applied Science Degree (AAS)  
Commercial Turf & Grounds Management – Associate of Applied Science Degree (AAS)  
Commercial Turf & Grounds Management – Landscape Management - Certificate - One-Year (C1)  
Commercial Turf & Grounds Management – Turfgrass Management - Certificate - One-Year (C1)  
Computer Application Development – Associate of Applied Science Degree (AAS)  
Computer Networking & Cyber Security – Associate of Applied Science Degree (AAS)  
Dental Assisting Technology - Certificate - One-Year (C1)  
Diesel Technology, Off Road - Heavy Equipment – Associate of Applied Science Degree (AAS) Diesel  
Technology, On Road-Truck – Associate of Applied Science Degree (AAS)  
Drafting and Design Engineering Technology – Associate of Applied Science Degree (AAS) Electric  
Power Generation Technology – Associate of Applied Science Degree (AAS) Electric Power  
Generation Technology - Certificate –Less than One-Year (C0)  
Electrical Distribution Systems – Associate of Applied Science Degree (AAS) Electrical Technology –  
Associate of Applied Science Degree (AAS)

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

The institution maintains a regular practice of program review using external and internal information and processes. Program-level accreditations and certifications provide external program review. Program-level accreditation and certification peer-review teams evaluate whether State Tech programs meet established quality standards, provide suggestions for improvements, and hold programs accountable to make the changes necessary to retain their accredited or certified status. These entities regularly update their standards and processes to keep current with industry standards. This external review process provides State Tech accredited and certified programs with a regular and comprehensive quality review. Quality standards evaluated through these processes include areas such as, but not limited to:

- Instruction
- Faculty Qualifications
- Students
- Administration
- Facilities
- Equipment
- Computer Systems
- Financial Resources
- Library and Information Resources Support Personnel
- Placement Services
- Industry Advisory Committee(s) Education Innovation
- Student Learning Outcomes Assessment

The college also uses a well-established internal program review process published each January as Program Review. The review includes each program's enrollment, retention rates, graduation rates, completions, student learning outcomes, graduate placement, and advisory committee participation for a given year. This data is included in the Program Chair's annual performance review and is used to inform

goals included in the program's strategic plan.



# THREE RIVERS COLLEGE

**Board of Trustees Mission:** Three Rivers College inspires, prepares, and empowers students to succeed through open access to high-quality learning opportunities that meet the needs of the communities we serve. Commitments that inform our mission:

## Open Access

Open access to educational programs to prepare students for transfer to a four-year baccalaureate institution, as well as programs of career and technical education to prepare students for entry or advancement in the global workforce.

## Comprehensive Services

Comprehensive academic services, learning resources, basic skills development and educational opportunities for students of diverse cultural, socioeconomic and academic backgrounds.

## Partnerships

Collaborative partnerships to develop specialized programs that meet the changing needs of business and industry, government, secondary schools and other colleges and universities.

## Support Services

Support services and student activities to enhance individual growth and academic potential.

## Lifelong Learning

Lifelong learning opportunities for individuals, who wish to improve job performance, develop new skills or pursue personal interests.

## Community Services

Community services that support and encourage the economic, civic and cultural vitality of the region.

**Current CBHE-Approved Mission Statement (approved March 2019):** Three Rivers College is a community college located in Poplar Bluff, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Three Rivers College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts and the Associate of Science degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Three Rivers College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. Three Rivers College has particular strengths in nursing, education, criminal justice, and diesel mechanics.

Three Rivers College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Consistent with the provisions of Section 173.030(8) RSMo, Three Rivers College every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Three Rivers College is a community college located in Poplar Bluff, Missouri. It is responsible for serving the residents of its taxing district and its CBHE-approved service area.

Three Rivers College serves its CBHE-approved service region by offering academic programs leading to the Associate of Arts, Associate of Science, *and Associate of Arts in Teaching* degrees, which transfer to four-year institutions, and postsecondary instruction in the liberal arts and sciences, and general education (including dual credit) that prepares students for transfer to four-year institutions. Three Rivers College also offers programs in career and technical education, leading to certificates and the Associate of Applied Science degree, and provides basic and workplace skills training for career preparation and advancement as well workforce skills training and customized training for businesses. Three Rivers College has particular strengths in nursing, education, criminal justice, and diesel mechanics.

Three Rivers College further fulfills its CBHE-approved mission by offering services in its region to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events, and the shared use of facilities (libraries, theatres, galleries, etc.) and other types of institutional assets not available elsewhere in the region.

Consistent with the provisions of Section 173.030(8) RSMo, Three Rivers College every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment.

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

By providing the needed collegiate level course, programs and training needed and requested.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

The Office of Institutional Effectiveness is the College's official source for institutional research and information. Our primary purpose is to analyze data and conduct research in order to provide information that supports policy development, institutional planning, and informed decision-making. To achieve this purpose, the Office of Institutional Effectiveness:

- Compiles and evaluates institutional data, assessment results, student enrollment, graduation and retention data.
- Conducts ad hoc studies and focus group interviews designed to support planning and effectiveness.
- Develops and analyzes student, faculty, and staff survey data to provide administrative support for various college initiatives.
- Facilitates college-wide strategic planning processes for institutional effectiveness.

We also provide institutional data reports for accreditation to state and federal agencies, and for other constituents, for the purposes of describing, recording, and publishing institutional information regarding College effectiveness.

Information regarding the number of credit hours, program length, employment rate, wage data, and graduates employed in careers related to their program of study at Three Rivers College can be found at **MoSCORES**.

# HARRIS-STOWE STATE UNIVERSITY

**Board of Regents Mission:** Harris-Stowe State University's Board of Regents is charged with the important role of advancing the University's mission and setting policy to guide the University.

**Student Focus -** The Board places students' success and well-being at the forefront of decision making and seeks to provide rich and engaging academic experiences to prepare students for leadership roles in a global society.

**Innovation -** The Board is innovative in its ability to embrace challenges and opportunities, while keeping a pulse on higher education best practices.

**Stewardship -** The Board utilizes resources in a manner that promotes integrity, responsibility, and sustainability. The Board ensures appropriate resources for students, faculty, and staff.

**Excellence -** The Board exceeds expectations and strives for growth, while remaining transparent and holding themselves accountable to high standards of governance.

**Statewide Mission:** STEM

**Current CBHE-Approved Mission Statement (approved March 2019):** Harris-Stowe State University, located in St. Louis, Missouri, offers baccalaureate and select master's degrees to address the higher education needs of the metropolitan St. Louis region. Harris-Stowe State University is designated as an open enrollment institution. Harris-Stowe is designated as one of two Historically Black College and Universities (HBCUs) in Missouri and serves African-Americans and other diverse student populations throughout the state.

Harris-Stowe State University serves its constituents by offering baccalaureate and master's degrees in business, education, and the arts and sciences appropriate to a teaching institution with a predominantly urban undergraduate student body. Harris-Stowe State University has particular strengths in mathematics and other STEM fields, and is one of the state's largest producers of African-American graduates in STEM fields, with biological sciences as one of its top ten highest producing programs.

Harris-Stowe State University also fulfills its mission by offering services to promote and sustain economic development, small business development, attract talent to the region, and workforce development, in addition to a broad range of academic and cultural activities and events.

Every five years, Harris-Stowe State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Harris-Stowe State University, located in St. Louis, Missouri, offers baccalaureate degrees to address the higher education needs of the metropolitan St. Louis region. Harris-Stowe State University is designated as an open enrollment institution. Harris-Stowe is designated as one of two Historically Black College and Universities (HBCUs) in Missouri and serves African-Americans and other diverse student populations throughout the state.

Harris-Stowe State University serves its constituents by offering baccalaureate degrees in business, education, arts, humanities, social sciences, and sciences appropriate to a teaching institution with a predominantly urban undergraduate student body.

Harris-Stowe State University has particular strengths in mathematics and other STEM fields, and is one of the state's largest producers of African-American graduates in STEM fields, with biological sciences as one of its top ten highest producing programs.

Harris-Stowe State University also fulfills its mission by offering services to promote and sustain economic development, small business development, attract talent to the region, and workforce development, in addition to a broad range of academic and cultural activities and events.

Every five years, Harris-Stowe State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

To facilitate continuous improvement, Harris-Stowe State University (HSSU) conducts program reviews every five years. During program reviews, each academic program is assessed on criteria which are inclusive of, but not limited to, identifying learning outcomes, assessments that are utilized to ensure student's learning outcomes are met, monitoring placement rates of graduates, and gaining insight from employer surveys. Each academic program participates in academic reviews on three levels: national, state, and institutional. Program reviews help ensure that HSSU provides high quality and student-centered academic programs that meet the needs of the students, as well as the state.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

To facilitate continuous improvement, Harris-Stowe State University (HSSU) conducts program reviews every five years. During program reviews, each academic program is assessed on criteria which are inclusive of, but not limited to, identifying learning outcomes, assessments that are utilized to ensure student's learning outcomes are met, monitoring placement rates of graduates, and gaining insight from employer surveys. Each academic program participates in academic reviews on three levels: national, state, and institutional. Program reviews help ensure that HSSU provides high quality and student-centered academic programs that meet the needs of the students, as well as the state.

Harris-Stowe State University manages faculty qualification standards as set forth by The Higher Learning Commission, MDHE, and programmatic accreditors. Additionally, the Strategic Plan outlines

key priorities that are centered on student performance and program outcomes: Evaluate and elevate HSSU's culture of student achievement; Evaluate and elevate HSSU's culture of innovation to build on known strengths and efficiently address known challenges; & Evaluate and elevate HSSU's culture of academic accomplishment through authentic assessment.





**University Mission Statement:** Lincoln University of Missouri, a historically black, 1890 land-grant, public, comprehensive institution, provides a diverse population access to excellent educational opportunities through teaching, research, and extension services within a nurturing, student-centered environment.

**Statewide Mission:** Land Grant

**Current CBHE-Approved Mission Statement (approved March 2019):** Lincoln University is a public, comprehensive, land-grant university located in Jefferson City, Missouri. Lincoln University is designated as an open enrollment institution. Lincoln University is designated as a Historically Black College and University (HBCU) and, as such, serves African-Americans and other diverse student populations throughout the state.

Lincoln University is an 1890 land-grant institution with open enrollment to increase access to higher education in Missouri. Lincoln University also fulfills its land-grant mission by offering teaching, research and extension services to promote and sustain economic development, small business development, and workforce development with three farms, two urban impact centers, three rural outreach centers, a center on health and aging, collaborations with hospitals and demonstration sites around the state of Missouri. It has educators in both Urban Impact Centers in Kansas City and St. Louis, as well as outreach centers in Sikeston, Lilbourn, Caruthersville and Southeast Missouri. Lincoln University Cooperative Research supports high-quality research to address critical, emergent issues in agriculture and develop sustainable solutions to the problems farmers face. With an integration of education, research and Extension services, this nationally recognized program conducts a variety of multidisciplinary, cutting-edge research, through national and international collaborations. These mainly focus on animal science, plant science, food safety, natural resources and big data science or socioeconomics.

Lincoln University fulfills its mission by offering select associate, baccalaureate and master's degrees in agriculture/natural resources, education, STEM, business, social sciences, social work, and health-related professions, appropriate to a comprehensive institution with an undergraduate and graduate student body. Lincoln University has particular strengths in nursing, liberal arts and sciences, business, agriculture and education.

Lincoln University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** ~~Lincoln University is a public, comprehensive, land-grant university located in Jefferson City, Missouri. Lincoln University is designated as an open enrollment institution. Lincoln University is designated as a Historically Black College and University (HBCU) and, as such, serves African-Americans and other diverse student populations throughout the state.~~

Lincoln University of Missouri, a historically black, 1890 land-grant, public, comprehensive institution, provides a diverse population access to excellent educational opportunities through teaching, research, and extension services within a nurturing, student-centered environment.

Lincoln University is an 1890 land-grant institution with open enrollment to increase access to higher education in Missouri. Lincoln University also fulfills its land-grant mission by offering teaching, research and extension services to promote and sustain economic development, small business development, and workforce development with three farms, two urban impact centers, three rural outreach centers, a center on health and aging, collaborations with hospitals and demonstration sites around the state of Missouri. It has educators in both Urban Impact Centers in Kansas City and St. Louis, as well as outreach centers in Sikeston, Lilbourn, Caruthersville and Southeast Missouri. Lincoln University Cooperative Research supports high-quality research to address critical, emergent issues in agriculture and develop sustainable solutions to the problems farmers face. With an integration of education, research and Extension services, this nationally recognized program conducts a variety of multidisciplinary, cutting-edge research, through national and international collaborations. These mainly focus on animal science, plant science, food safety, natural resources and big data science or socioeconomics.

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Lincoln University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Lincoln University works strategically with several entities from business, industry, the professions, and government. This is best actualized through successful articulation of its 1890-land grant status and the work that the institution provides to the state of Missouri in that area. Furthermore, the University works to align its current and future degree program offerings with industry and workforce labor demands.

As an 1890 land-grant institution, the University operates both Cooperative Extension and Research Services. The Lincoln University Cooperative Research (LUCR) focuses on animal, plant and soil science, food and nutrition safety, natural resources management and social economics. In relation to further enhancing the quality of life for people throughout Missouri, the Lincoln University Cooperative Extension (LUCE), addresses the needs of small farm owners throughout the state. This work provides

key skills relating to sustainability, leadership, agricultural innovation for farmers throughout Missouri and beyond, assisting them with remaining competitive and abreast of the latest advancing in these areas in an ever-changing economy, so that they can meet the needs of their consumers.

By utilizing research-based education and engagement at the local, state, regional, national, and international levels to achieve our goal, LUCE extension specialists help to accomplish this work. Extension specialists are located on the University's main campus, facilitate extension and outreach programs covering essential subject areas that are relevant and positively impact those living in Missouri. In addition to these staff, educators are located within the University's Urban Impact Centers in both Kansas City and St. Louis, as well as Southeast Missouri outreach centers in Sikeston, Lilbourn, and Caruthersville.

The University seeks additional opportunities to develop and sustain relationships even outside of those which are created through its LUCE and LUCR program that also connect with the goals of local, state, and national government. This is accomplished through the Office of the President and the institution's Office of Community and Government Relations

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Lincoln University of Missouri (LU), accredited by the Higher Learning Commission, understands that the quality of the institution is interwoven with the quality of its programs as well as the success of its graduates, and is committed to offering high-quality educational programs across all facets of the institution. Providing quality education and serving the needs of students have historically been hallmarks of Lincoln University, with the University's Office of Institutional Research and Assessment (OIRA) working in collaboration with university committees, faculty, staff, academic and non-academic departments to support the assessment, strategic planning, policy formation, and decision-making processes of the University through the collection and analysis of institutional data.

In Summer 2022, LU implemented a new strategic plan that called for building "a culture of academic excellence that provides all students an exceptional learning experience. The plan clearly indicates that a top priority for the university is the quality of the education it provides, as it specifies a goal to "review and adapt academic programs with a forward-thinking lens to meet forecasted in-demand markets and careers to increase students' readiness to compete regionally and nationally "and to" assess learning outcomes and employ a culturally relevant pedagogy that promotes student success in a safe environment."

#### Ensuring High Quality Programs: Academic Program Review

To ensure that the University's programs meet rigorous standards and remain current, departments review their programs every three years. For this program review process, the department conducts an exhaustive self-study of its programs and completes a comprehensive program evaluation form, which it submits to the Faculty Senate Curriculum Committee. The program evaluation template asks that academic departments evaluate their learning goals and outcomes, the rigor of curricula, faculty quality, administrative support, demand for the program, and strategies for supporting students. The Curriculum Committee examines completed program evaluations and returns a written report to the department

identifying weaknesses and noting concerns in the self-study, as well as highlighting program strengths. Using this report, the department works with its dean to determine potential improvements, identify areas for future development, create action plans, and implement changes. Departments submit a summary and final action plan to the Office of Academic Affairs, along with any measures it took to implement changes identified in the review. In lieu of this process, programs holding external accreditation may show evidence of program quality by submitting accreditation reports showing continuous improvement.

As another layer of support and accountability for educational quality, the Lincoln University Assessment Committee (LUAC), a standing university committee comprised of faculty and academic staff appointed by the provost, is responsible for ensuring that the learning outcomes for each program are specified, measurable, and aligned with accreditation standards and the university's mission. LUAC engages faculty in the assessment of student learning outcomes and aids departmental efforts at keeping assessment plans current.

#### Academic Program Approval

To ensure that proposed new programs meet departmental, institutional, and statewide standards for quality, proposals must include information on the following: program feasibility and viability (financial and institutional resources); show evidence of alignment with institutional mission and goals; provide evidence of curricular alignment through course review; provide market research on student, local, statewide, or national need, including enrollment projections; and outline expected student and program outcomes. Proposals go through rigorous review and must be approved by the department chair, college dean, university Curriculum Committee, Provost, President, and the Board of Curators. Proposals are also submitted to the appropriate accrediting agencies, Higher Learning Commission, and Missouri Department of Higher Education and Workforce Development, for review and approval as appropriate and as part of the institutional process, before being made available for students to enroll.

#### Credit Transferability

While assessing coursework is crucial for continuous improvement, ensuring academic quality also involves evaluating course credit accepted in transfer. Lincoln University follows established guidelines for evaluating credit earned, not only through the traditional classroom and semester formats, but also through other means, including departmental credit-by-exam, the

College Level Examination Program (CLEP), the Cooperative Education Program, International

Baccalaureate (IB), the Advanced Placement Program (AP) and dual credit courses for high school students, advanced placement and credit in foreign languages, and conference courses. Students may also take advantage of the Mid-Missouri Associated Colleges and Universities Consortium (MMACU), an agreement between five four-year institutions in mid-Missouri that allows full-time Lincoln University students to earn credit at the partner institutions for courses that are not available at Lincoln University during the current semester.

Students may also earn credit through high impact, experiential learning. Many students, particularly those studying nursing or education, earn credit for experiences supplied by the university through various clinicals, internships, and practicum; however, experiential learning not supplied by the university is also recognized in other programs as well. The Bachelor of Liberal Studies program, for

example, allows students to gain up to twelve hours of lower division elective credit for work experience and up to six credit hours for community service.

Additionally, Lincoln accepts credit transferred from other institutions. Full-time Lincoln University students wishing to take a course at another institution must seek advanced approval through the registrar's office. Students who transfer to Lincoln University may also retain credit from their originating institution, as prescribed by Missouri's Department of Higher Education and Workforce Development in its Transfer and Articulation Guiding Principles. Lincoln University, as Missouri public institution, also participates in the statewide general education transfer core (CORE 42) by aligning our general education courses to the statewide standards and outcomes as outlined within the CORE 42, to ensure the seamless transferability of coursework.

### Faculty Qualifications and Dual Credit

The university also exercises authority over faculty qualifications and dual credit programs. Faculty members are required to hold a terminal degree to teach upper-level or graduate courses and at least a master's degree to teach lower-level and general education courses and are subject to annual classroom observations and performance evaluations. Dual credit faculty must also adhere to these standards, as well as engage in annual training, classroom observations, and performance evaluations. Dual credit classes are required to be equivalent or comparable to corresponding on-campus courses in content, quality, rigor, and assignment design, and dual credit faculty are required to get approval from the university's departments for their syllabi, class materials, and textbook requirements. In addition to having quality faculty and curriculum, dual credit students have access to the same student resources as on-campus students.

These policies, designed to ensure that dual credit courses meet higher education standards, are expressly stated in the Dual Credit and Enrollment Policies and Procedures Handbook, and oversight of the dual credit program is provided by the Coordinator of Extended Studies and the Dean of Graduate and Extended Studies. Lincoln's dual credit program is currently seeking accreditation through the National Alliance of Concurrent Enrollment Partnerships; as a result, many of the guidelines and processes are under review to ensure alignment with national standards.

### Student Performance

Another key aspect of assessing the quality of education lies in the success of the university's graduates. In 2016, the university developed the Graduate Employment Outcomes Survey, an instrument to capture graduate employment data, the results of which is included in a dashboard for career outcomes. In addition to university-level efforts, employment outcomes data are also collected by academic departments in an effort to improve programs. The School of Nursing, for example, administers two surveys, one when graduates complete the program and another six months later. The six-month post-graduate survey, which was developed internally, tracks the preparedness of nursing graduates, their current employment, and their plans for advanced degrees, and the data is used to ensure the School of Nursing is offering the knowledge and experience its graduates need upon employment.

Lincoln University uses the ETS Proficiency Profile exam to assess the outcomes of the general education curriculum of students seeking their first bachelor's degree once they earn 75 credit hours. Results from this and other assessments can be found on the OIRA dashboard. LU also uses the major field subject

tests by ETS are administered to graduating seniors in English, Biology, Chemistry, Criminal Justice, Political Science, Psychology, and Sociology. The Area Concentration Achievement Test subject tests are used as the major field test for graduating seniors in Social Work and History. Other departments such as nursing, business, and education have tests within their respective majors attached to licensure, certification, and accreditation.



**Board of Governors Mission:** Missouri Southern State University educates and graduates knowledgeable, responsible, successful global citizens.

**Statewide Mission:** International/Global Education, Health and Life Sciences, and Immersive Learning

**Current CBHE-Approved Mission Statement (approved March 2019):** Missouri Southern State University, located in Joplin, Missouri, is a regional university serving southwest Missouri and the surrounding area. Missouri Southern State University is designated as a moderately-selective enrollment institution.

Missouri Southern State University serves its constituents by offering select certificates, associate, baccalaureate and master's degrees in the liberal arts and sciences, education, health sciences, business, social sciences, protective services, and humanities. MSSU has a statewide designation as an institution of international/global education.

Missouri Southern State University has particular strengths in business, biology, criminal justice/protective and social services, education, and the health professions at the associate and baccalaureate levels.

MSSU offers certificates in arts and sciences, education, law enforcement, business, and the health professions that can be pursued for professional development or can be applied as stackable credentials toward the baccalaureate degree.

Missouri Southern State University fulfills its comprehensive mission by offering services to promote and sustain economic development, the PK-12 community, small business operations, and workforce readiness, in addition to offering a broad range of cultural enrichment opportunities.

Every five years, Missouri Southern State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by Missouri Southern State University.**

**Selectivity Status:** Moderately Selective

Moderately selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 100 points.

Students who achieve a score of 21 or better on the ACT or an equivalent score on the SAT are automatically admitted to moderately selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined

percentile score of 99 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Needs of the State

Missouri Southern State University provides graduates in high-need fields across the state. Listed below are some industries expecting the highest job growth between 2020 and 2030, according to Missouri Economic Research and Information Center (MERIC) data, and the Missouri Southern programs that address those needs.

Occupation	Projected Growth 2020-2030	Missouri Southern Degree Program
Respiratory Therapists	23.75%	A.S. Respiratory Care
Dental Hygienists	18.75%	A.S. Dental Hygiene
Information Security Analysts	32.83%	B.S. Computer Information Science/Criminal Justice
Marketing Research Analysts and Marketing Specialists	22.76%	B.S.B.A. Marketing
Spectator Sports	78.03%	B.S. Sport and Recreation Management
Financial Managers	18.64%	B.S.B.A. Finance

Additionally, the Missouri Department for Economic Development, through the "Strategic Initiative for Economic Growth" focuses on eight industries for economic development: Automotive Suppliers, Biosciences, Advanced Manufacturing, Financial & Professional Services, Health Sciences & Services, Information Technology, Military & Defense, and Transportation & Logistics (<https://ded.mo.gov/business/strategic-initiative-for-economic-growth>). Of those eight industries, Missouri Southern provides academic programs in Biosciences, Industry Engineering Technology (Advanced Manufacturing), Financial & Professional Services, Health Sciences and Health Care Administration, Computer Information Science, and Logistics. We have both bachelor and masters degrees in Criminal Justice/Justice Studies that meet the needs for Military & Defense. Marketing, Communication, and Visual Arts are cross-cutting disciplines that will greatly benefit all these industries through the development of professional grade commercials, mobile apps, and immersive experiences.

Requirements of Business and Industry

The academic departments across campus use advisory boards made up of businesses and employers to ascertain that curriculum is current and appropriate to produce graduates that meet the needs of employers or are prepared to enter graduate or professional school. Also, these board members serve as



guest speakers, provide internships for students, and participate in mock interviews and resume reviews prior to career fairs.

The Missouri Small Business Development Center at MSSU is part of a nationwide network of SBDC programs and is affiliated with and supported by the Robert W. Plaster School of Business. The SBDC provides one-on-one counseling at no charge to area for-profit small businesses that are existing businesses or start-up companies. The SBDC has provided training for owners, managers, and employees of area businesses and industries since 1987.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

#### University Level

Missouri Southern State University uses a number of processes, committees, and measures to ensure that our programs are high quality. At the University level, the Program Assessment and Review Committee (PARC), which is composed of faculty representatives from each College, the Director of Institutional Effectiveness (IE), and the Associate Vice President for Academic Affairs/Vice Provost, manages the program review process for all academic units. A recently revised process includes a 3-year self-study and 6-year comprehensive review for academic units not reporting to a professional or specialized accrediting body, and a 3-year self-study and full comprehensive review (scheduled based on accrediting body's cycle) for academic units reporting to a professional or specialized accrediting body. Once every three years, each departmental degree program will complete a self-study addressing the recommendations made in the most recent program review and providing information about student learning assessment plans, objectives, measures, data and results, student success outcomes (e.g., number of degrees awarded, employment placement), and program demand (e.g., number of majors). The program self-study is then submitted to a series of academic leaders, beginning with PARC, for deliberation. The program meets with PARC for a review meeting, and a report is submitted by PARC to the program, respective Dean, and Provost. The 6-year or full review involves programs conducting a comprehensive self-study, an external review (either from an approved review panel or accrediting body), and a PARC review. In addition to the items contained in the 3-year review, the comprehensive self-study requires programs to provide information and reflection on their role in MSSU's University Mission and Strategic Plan, offered degrees and credentials including curriculum, student support (e.g., advising processes), program resources (e.g., facilities, technology), and faculty success (e.g., professional development opportunities). The program meets with PARC for a review meeting, and a report is submitted by PARC to the program, respective Dean, and Provost. After receiving feedback from the Provost, the program provides a final response to the collective feedback given by the external reviewer, PARC, and Provost.

PARC also manages the review of program assessment for all academic units. PARC assists academic units in creating and implementing assessment plans, reviewing assessment data, and implementing action plans for continuous program improvement. Prior to Summer 2023, all assessment documentation was collected in WEAVE, an assessment management software. New software, Nuventive, has been adopted by the University, and previous program assessment documentation in WEAVE is being transferred to Nuventive. Beginning Fall 2023, programs will record assessment plans, data, results, and

improvement action plans yearly in Nuventive. Formal meetings with PARC to review program assessment are scheduled every 3 years.

Program Level

At the program level, the University has earned the following specialized accreditations.

- American Chemical Society
- National Environmental Health Science & Protection Accreditation Council
- National Association of Music Schools
- Missouri Peace Officer Standards & Training
- Council on Social Work Education
- Engineering Technology Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Commission on Dental Accreditation (CODA) of the American Dental Association (ADA)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Missouri Department of Health & Senior Services
- Accreditation Commission for Education in Nursing (ACEN)
- Missouri State Board of Nursing
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Commission on Accreditation for Respiratory Care (CARE)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Alliance of Concurrent Enrollment (NACEP)

Student Outcomes

Several academic programs require external licensing exams as part of completing the curriculum or being able to enter practice associated with the program. Missouri Southern has an excellent record of pass rates on those exams.

Most Recent Pass Rates

Academic Program	Exam	Pass Rate	Year
Dental Hygiene	NBDHE	100%	2022-23

Law Enforcement Academy	POST	100%	2022-23
Teacher Education	MoCA	100%	2022-23
Nursing	NCLEX-RN	87.8%	2022

Additionally, Missouri Southern has continued to improve the percentage of completions per FTE over the last five years, as illustrated in the table below.

AY	TOTAL COMPLETIONS	TOTAL 12-MONTH FTE	COMPLETIONS PER 100 FTE
2017-2018	1341	4902	27.4
2018-2019	1441	4748	30.3
2019-2020	1499	4384	34.2
2020-2021	1422	3823	37.2
2021-2022	1311	3268	40.1

Our students also demonstrate their own success through our first destination success rate. Of undergraduate students completing a program of study in 2020-21, 87% were employed or continuing their education within six months of graduation. The rate for 2021-22 showed improvement, with 91% indicating success.



**Board of Governors Mission:** Missouri State University is a comprehensive institution offering undergraduate and graduate programs, including the professional doctorate. The university educates students to be global citizen scholars committed to public affairs.

**Statewide Mission:** Public Affairs

**Current CBHE-Approved Mission Statement (approved 2021):** Missouri State University, located in Springfield, is a comprehensive university with a statewide mission in public affairs.

Missouri State University is designated as a selective institution. Missouri State University serves the state by offering baccalaureate, master's, and professional doctoral degrees in the arts and humanities, teacher education, agriculture, and the natural, health and social sciences appropriate to a teaching institution with a predominately undergraduate student body and a broad range of master's and professional programs. Missouri State University does not offer first- professional degrees as defined in 6 CSR 10-4.010(9)(C)(3). Missouri State University has particular strengths in business- related fields, agriculture, teacher education, environmental sciences and allied health disciplines.

Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Consistent with the provisions of 173.030(8) RSMo, Missouri State University every five years will provide to the Coordinating Board evidence of fulfilling its CBHE approved mission statement.

**No changes to the current CBHE mission statement were requested by Missouri State University.**

**Selectivity Status:** Selective

Selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 120 points.

Students who achieve a score of 24 or better on the ACT or an equivalent score on the SAT are automatically admitted to selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 119 or less

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Missouri State University serves students from throughout the state, nation, and world. More than 24,000 students are enrolled at Missouri State. These students come from all over Missouri and outside the state:

--More than 6,400 students from greater Springfield

--More than 4,100 students from greater St. Louis

--More than 1,600 students from greater Kansas City

--Students from every county in Missouri

--More than 4,000 students from outside Missouri (including 97 foreign countries)

92% of our graduates are employed, enrolled, or enlisted within 6 months after graduation. MSU focuses on high quality academic programs in fields with significant employment demand.

--Missouri State's College of Business is the largest in Missouri with more than 4,000 students.

--More than 4,100 students are enrolled in professional health programs, and another 1,900 are enrolled in STEM fields.

--One in eight K-12 teachers in Missouri have a credential from Missouri State.

Faculty and administrators in every college work closely with employer partners to keep curriculum relevant, develop relationships that will help students learn through internships and other hands-on experiences, and find employment after graduation. This work is assisted by the Career Center, which provides students with additional resources. Decisions about new academic programs include consideration of workforce needs. The university's new PsyD program, for example, resulted from conversations with local leaders about the acute need for more doctoral-level psychologists.

Finally, Missouri State has established an Employer Partnerships team. With a focus on responding to the talent attraction and retention needs of area employers, the primary objectives of this team are to provide employer value, positively impact MSU enrollment through employer partnerships, and increase opportunities for meaningful student work experiences that lead to career discernment and post-graduate employment.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Missouri State University has been increasing its focus on assessment since 2013. In that time, it has hosted external experts on assessment, held multiple workshops to help faculty learn best practices in assessment and to develop consistency in applying assessment rubrics, created oversight and support bodies to increase consistency of practice and effort, and made assessment the focus of its Quality Improvement Project. These efforts have produced considerable progress. A review of student learning goals from various programs showed admirable consistency in quality along with very appropriate variation in the goals themselves, suggesting both a widely accepted common training and very specific work within the discipline. Likewise, assessment plans reviewed were well designed and showed evidence of faculty work within the program. Across its program assessment and general education assessment the institution has developed or adopted a wide variety of measures of student learning, including rubrics (at both the campus and program levels), focus groups, an undergraduate senior exit survey that includes essays on MSU's public mission, major field tests, the National Survey of Student

Engagement and other national surveys. These extensive efforts resulted in the receipt of the Excellence in Assessment designation, sponsored by a number of national organizations, in 2019. This designation emphasized the degree to which its assessment processes reflect good practice and substantial commitment and participation of faculty in making assessment successful.

Missouri State's assessment efforts have not been confined to its academic programs. Over the last five years, the Division of Student Affairs has created a Planning and Assessment team to support the development of assessment of student learning outcomes in co-curricular programs. The results are reported annually as part of the division's five-year departmental review cycle.



**Board of Curators Mission:** Missouri S&T integrates education, research and application to create and convey knowledge that serves our state and helps solve the world's great challenges.

**Statewide Mission:** Land Grant

**Current CBHE-Approved Mission Statement (approved March 2019):** Missouri University of Science and Technology (Missouri S&T), a campus of the University of Missouri System, is a STEM-focused research university. Missouri S&T provides education and conducts research to fulfill part of the University of Missouri's land-grant mission. Missouri S&T is designated as a highly-selective institution.

Missouri S&T fulfills its CBHE-approved mission by offering baccalaureate, master's and doctoral degrees in a wide range of engineering, computing and science disciplines. Missouri S&T also offers degrees in business, the liberal arts humanities, information science and technology, and social sciences.

Missouri S&T further fulfills its CBHE-approved mission through engagement with employers statewide, in both the public and private sectors, who are seeking well-educated and innovative employees, technical assistance, applied research solutions, and the discovery, dissemination, application, and preservation of knowledge.

Missouri S&T provides services designed specifically to meet the needs of statewide economic development (small business development, support for entrepreneurs, technical and professional services, and technology transfer), conducts basic and applied research, and collaborates with other universities in Missouri to ensure statewide access to baccalaureate-level programs in engineering.

Missouri S&T also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

**No changes to the current CBHE mission statement were requested by Missouri University of Science and Technology**

**Selectivity Status:** Highly Selective

Highly selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 140 points.

Students who achieve a score of 27 or better on the ACT or an equivalent score on the SAT are automatically admitted to highly selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 139 or less. Consistent with the provisions of 173.030(8) RSMo, the Missouri University of Science & Technology every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Missouri S&T meets the educational needs of the state by continuing to offer a wide range of engineering and science degrees at the baccalaureate, master's and doctoral level. Specifically, Missouri S&T offers 15 undergraduate engineering degrees, 21 master's level and 15 Ph.D. level degrees. Seven undergraduate eight master's and six Ph.D. level degrees are offered in the science disciplines. In addition Missouri S&T offers three degree programs in business and information technology at the bachelors and masters levels. Missouri S&T offers three undergraduate degree programs in social science, four in the humanities, and one in education. Missouri S&T also offers over 75 minors, 14 undergraduate and 74 graduate certificates in a wide variety of topics. Many of these offerings, in particular at the graduate level are available through distance education offerings allowing increased opportunity for Missouri residents.

Missouri S&T contributes to the research enterprise at the state and national levels. 10 research centers and six research consortia across several areas applicable to the state and nation. Key signature areas include Advanced manufacturing, Advanced materials for sustainable infrastructure, Enabling materials for extreme environments, and Smart living. Unique research facilities include the Experimental mine, Nuclear reactor, Materials research center, and the Eco-village. The 2022 Fiscal year summary of sponsored programs includes \$52M in funds awarded, \$224M in proposal requested and 404 awards received. In addition, there were 24 invention disclosures, 25 patent applications filed, and 19 patents issued. Missouri S&T faculty engage with both undergraduate and graduate students in the research enterprise.

Missouri S&T engages with business and economic development through the Missouri Small Business Development Center. The Center provides consulting, training and access to relevant resources and organizations in the goal of starting or growing small businesses. Many undergraduate students engage local and state businesses and enterprises through capstone senior design projects and service learning opportunities, providing benefit to both students and sponsors.

More recently, the \$300M gift from Fred and June Kummer resulted in the in founding of the Kummer Institute for student success, research and economic development. The gift has led to the development of four research centers for "leveraging academic-industry connection to focus learning and research in areas with economic and industry impact", the Kummer Center for Stem Education which provides equal access to STEM-related fields and experiences to PK-12 students and education professionals in under-served, underrepresented, and rural communities in Missouri", and Kummer Student Programs for "providing scholarships to highly qualified and deserving students" at the undergraduate and doctoral levels. This gift also resulted in the new Kummer College of Innovation, Entrepreneurship, and Economic Development.



**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Missouri S&T uses several metrics to ensure students receive the highest quality of education at the University, including but not limited to the following:

- (1) Undergraduate student-to-faculty ratio: 17.7 students per every faculty member.
- (2) First-year student retention: 85.9% (overall), with a goal of reaching 90% in the coming years. S&T also measures retention rates for Missouri residents (85.8%), Pell students (78.7%), and URM students (84.7%). New investments in Early Alert technology are part of significant efforts to improve retention rates.
- (3) Number of credits taken per semester: For first-time, full-time college students, this number has increased from 14.0 in 2017 to 14.4 in 2022. This is an important leading indicator of students' timely progress toward a degree.
- (4) Six-year graduation rates: 62.4% (overall), 60.5% (Missouri residents), 50.5% (Pell students), 54.2% (URM students)
- (5) Average undergraduate time-to-degree: 4.36 years, compared with 4.55 years three years ago. Reducing time-to-degree enables students to enter the workforce with lower debt more quickly.
- (6) Program Assessment and Continuous Improvement: In recent years the University has increased its emphasis on centrally measuring and evaluating the extent to which academic programs are achieving stated learning outcomes. Faculty are required to develop assessment plans, including the creation of measures, objectives, and desired outcomes. All academic programs are reviewed at least every five years.
- (7) Career Readiness: S&T's Fall 2022 and Spring 2023 career fairs provided students with the opportunity to connect with 445 and 349 prospective employers, respectively. S&T regularly receives a 100% employer satisfaction rate, an institutional career outcomes rate of 90%, and has an average starting salary for graduates of \$69,033, well above the national average.



**Board of Governors Mission:** The Board of Governors of Missouri Western State University exists by statutory authority of the state of Missouri (Chapter 174, RSMo). Per Missouri Revised State Statute: RSMo 174.110. Boards to make rules for own government. — Each board shall have power to make such rules, regulations and bylaws as may be deemed necessary for the government of the officers of the board and to secure their accountability.

The Board of Governors of Missouri Western State University supports the pursuit of the Institutional Mission as well as the Statutory Mission as stated in 174.251.1 and 174.324 and appearing below:

Institutional Mission:

Missouri Western State University is a learning community focused on students as individuals and as members of society. Western offers students at all stages of life the opportunity to achieve excellence in the classroom and beyond, especially through applied learning, as they prepare to be leaders in their work and in their communities. As a leader itself, Western is committed to the educational, economic, cultural, and social development of the people and the region that it serves.

Statutory Mission:

Missouri Western State University is hereby designated and shall hereafter be operated as a statewide institution of applied learning. The Missouri Western State University is hereby designated an open enrollment institution which shall provide associate degree programs except as provided in subsection 2 of this section, baccalaureate degree programs, and graduate degree programs pursuant to subdivisions (1) and (2) of subsection 2 of section 173.005. The institution shall develop such academic support programs as it deems necessary and appropriate to an open enrollment institution with a statewide mission of applied learning. Consistent with the provisions of section 174.324, Missouri Western State University is authorized to offer master's level degree programs in accountancy, subject to the approval of the coordinating board for higher education as provided in subdivision (1) of subsection 2 of section 173.005.

**Statewide Mission:** Applied Learning

**Current CBHE-Approved Mission Statement (approved March 2019):** Missouri Western State University, located in St. Joseph, Missouri, is an open access regional comprehensive university that serves its constituents by delivering high-quality academic programs directly or through collaboration with other institutions. Missouri Western State University is designated as the state's applied learning institution and as an open enrollment institution.

Missouri Western State University serves its constituents by offering a few selective associate degrees, baccalaureate degrees and master's degrees in business and technology; health professions; professional studies; fine and performing arts; and liberal arts and sciences appropriate to a teaching institution with an undergraduate and graduate student population. Missouri Western State University focuses on high impact educational opportunities for students, with most students completing significant applied learning experiences prior to their graduation. By providing access to higher education for all students,

Missouri Western supports the opportunity for social mobility for Missouri citizens. The majority of Missouri Western students complete degrees in health professions, business, education, criminal justice, STEM fields, or other high demand fields.

Missouri Western State University also fulfills its mission by offering services to promote and sustain regional entrepreneurship and economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Every five years, Missouri Western State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by Missouri Western State University.**

**Selectivity Status:** Open Enrollment

Open enrollment institutions may admit any Missouri resident with a high school diploma or its equivalent as a first-time, full-time degree-seeking freshman. Open access to a particular institution, however, does not guarantee access to selected programs that may have additional institutionally approved admission criteria. Public two-year colleges must provide open enrollment.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Missouri Western State University (MWSU) meets the needs of the state as well as the requirements of business, industry, the professions and government and ensures it remains responsive to the state's needs and by maintaining focused, balanced, cost-effective, and high quality academic programs as demonstrated by student performance and program outcomes. The University meets the needs of business, industry, professions, and government by both maintaining disciplinary, state, and national accreditations, and through University structures, boards, and processes that assure the input of stakeholders is heard, and that needs are addressed. The University can demonstrate this in three ways:

The University has and maintains disciplinary, national, and state accreditation and submits all measures of quality assurance required. As an open-access applied learning institution, MWSU maintains 11 disciplinary accreditations, adheres to the requirements and data submission mandates of the Higher Learning Commission as well as any and all requirements of the State of Missouri, including but not limited to Nursing, apprenticeships, and any program resulting in recommendation for licensure -all of which are key to meeting our statutory mission as the state's Applied Learning institution.

The University utilizes disciplinary as well as University-level advisory boards that integrate stakeholder voices from industry, business, professions, and government for feedback relating to our meeting of University mission through both academic and non-academic activities. The advisory boards offer input on curriculum, student experience, accreditation requirements, workforce preparation, and are both directly and indirectly involved in the curricular and programmatic elements of mission achievement. Advisory boards such as the Engineering Technology Advisory Board, for example, offer insights and suggest changes that allow for continuous improvement in not only course content, but also the structure and activities of critical internships and applied learning activities - one of our statutory requirements.

The University leadership, faculty, and staff work partner with business, industry, professionals, and government to create opportunities for the state, region, and University that demonstrate the meeting of both institutional and statutory mission. Such collaborative enterprises not only demonstrate and provide evidence that the University "meets the needs" of these entities, but clearly highlights that both the institutional and statutory mission as regards these entities is an integral part of MWSU as an applied learning institution. Examples of these partnerships include but are not limited to the application and receipt of ARPA funding that resulted in the installation and utilization of a Law

Enforcement Simulator on the campus in cooperation with local and regional government as well as law enforcement. An additional example will be the Convergent Technology Alliance Center (CTAC) - a facility jointly planned by regional government, industry, business, and professionals in partnership with a community college in order to produce workforce with the specific skills needed for the region and state through our high-quality and relevant programs.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Missouri Western State University (MWSU) meets the needs of the state as well as the requirements of business, industry, the professions and government and ensures it remains responsive to the state's needs and by maintaining focused, balanced, cost-effective, and high quality academic programs as demonstrated by student performance and program outcomes. The University can demonstrate the maintenance of focused, balanced, cost-effective and high-quality programs in three ways:

1. The University has and maintains disciplinary, national, and state accreditation and submits all measures of quality assurance required. As an open-access applied learning institution, MWSU maintains 11 disciplinary accreditations, adheres to the requirements and data submission mandates of the Higher Learning Commission as well as any and all requirements of the State of Missouri, including but not limited to Nursing, apprenticeships, and any program resulting in recommendation for licensure -all of which are key to meeting our statutory mission as the state's Applied Learning institution. Meeting and maintaining these strict accreditation requirements assures that the institution is both addressing mission and maintaining focused, balanced, cost-effective, and high quality academic programs as demonstrated by student performance and program outcomes as both federal, state, and disciplinary accreditation cannot be achieved or maintained without consistent data submission and evidence of student performance and effective program outcome. Programs including but not limited to Nursing, Social Work, Physical Therapy, AACSB / Business and Education as well as the Higher Learning Commission each required submissions in the last 9 months, with three accreditor visits and self-studies in the Spring of 2023 alone.

2. The Master Academic Plan (MAP) represents the strategic vision of the Division of Academic Affairs by defining directions for academic programming, assessment, and student success within the University's strategic plan and mission as the State of Missouri's Applied Learning institution. As a part of the MAP, the institution continues to engage in strategic hiring processes in accordance with Missouri Workforce needs and JobsEQ data. MWSU academic hiring and need is determined by the needs of students in the region in combination with considerations of cost-effectiveness. By targeting

workforce-focused academic hiring, the University is able to address the statutory and institutional mission, focus and balance offerings, and maintain a cost-effective staffing.

3. The University requires that all programs submit annual Student Learning Outcomes Assessments in addition to cyclical accreditation and Annual Program Review processes. Student achievement is measured, analyzed, and the results are used to inform the Master Academic Plan (MAP), to improve teaching effectiveness, and maximize student learning outcomes.

Cyclical examination of academic programming reviews health, sustainability, and viability of all academic offerings at both the undergraduate and graduate levels and includes certificates and minors. All programs are evaluated on a rolling cycle using enrollment data, graduation rates, program cost, retention and persistence data, and grade distribution information.

Examples of impact include but are not limited to (2021-2022) actions taken: Supported the reorganization of academic departments, reducing number from 12 to 9. The following year (2022-2023) actions taken included placing a low-enrolled program on suspended admittance status, and moving to evaluate sunsetting the program with the assistance of the accreditor.



**Board of Regents Mission:** The Board of Regents, pursuant to RSMO 174.332, is authorized and appointed to govern all aspects of the business of Northwest Missouri State University. Without a separately defined mission in their bylaws, the Board's mission is the statewide mission of the institution, as well as the University's approved mission statement.

Statewide Mission: Northwest Missouri State University is hereby designated and shall hereafter be operated as an institution with a statewide mission in educator preparation, emergency and disaster management, and profession-based learning. (RSMO 174.283)

University Mission approved by the Board: Northwest Missouri State University focuses on student success - every student, every day. (October 29, 2010)

**Statewide Mission:** Educator Preparation, Emergency and Disaster Management, and Profession-Based Learning

**Current CBHE-Approved Mission Statement (approved March 2019):** Northwest Missouri State University is a public, master's level comprehensive university located in Maryville, Missouri. Northwest Missouri State University is designated as a moderately-selective institution.

Northwest Missouri State University offers certificates, baccalaureate degree programs and master's degree programs appropriate to a teaching institution with a predominantly undergraduate student body. It offers baccalaureate degrees in the arts and humanities and the natural sciences and social sciences, as well as in the applied fields of agriculture, communications, computer and information sciences, education, technology, recreation and leisure studies, allied health, nursing, and business. Northwest Missouri State also offers master's degrees, with particular strengths in business management & administration, allied health, computer science, education, and recreation.

Additionally, Northwest Missouri State University serves the Kansas City area through a multitude of academic programs, the Northland Center for Advanced Professional Studies, and a CBHE-approved Innovation Education Partnership.

Northwest Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Every five years, Northwest Missouri State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:**

Northwest Missouri State University offers certificates, baccalaureate degree programs, master's degree programs, and *specialist degree programs* appropriate to a teaching institution with a predominantly undergraduate student body. It offers baccalaureate degrees in the arts and humanities and the natural

and social sciences, as well as in the applied fields of agriculture, communications, *computer and information sciences, education and educator preparation, technology*, recreation and leisure studies, allied health, nursing, *emergency and disaster management*, and business. Northwest Missouri State also offers master's degrees, with particular strengths in business management and administration, allied health, computer science, education, nursing, and recreation.

*Additionally, Northwest Missouri State University serves the Kansas City area through a multitude of programs and a CBHE approved Innovation Education Partnership.*

Northwest Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Every five years, Northwest Missouri State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission

**Selectivity Status:** Moderately Selective

Moderately selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 100 points.
- Students who achieve a score of 21 or better on the ACT or an equivalent score on the SAT are automatically admitted to moderately selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 99 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

At Northwest Missouri State University, each program is reviewed every five years via our internal Academic Program Review (APR) process to review relevance with respect to enrollment, program goals, and relevance to market. The APR, demonstrated in the next question, allows our faculty and academic leaders to maintain awareness of market needs and how our programs are meeting those needs.

Additionally, all new programs at Northwest go through our internal program development process. Upon approval by the Board of Regents, the Provost office (or delegate) submits each program to the MDHEWD portal for CBHE review. During this process the programs are reviewed by our peer institutions and, ultimately, the CBHE.

Another measure of meeting the needs of the state includes the use of multiple advisory boards that meet on both a program and school level to discuss curriculum and relevance to the markets being served.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Northwest Missouri State University has implemented an annual Academic Program Review (APR) cycle where each program is evaluated with a faculty and administration approved scorecard that reviews each academic program through a variety of measures. The scorecard consists of 15 categories of evaluation, along with general narrative sections that are designed to provide context to the relevance of each program. The 15 categories include:

1. Continuous Improvement - If the program was reviewed in the previous review cycle, please share what significant changes were made since the previous review. Have these changes produced the desired outcome?
2. Program Definition - Is the CIP code current? Does the program under review match the federal definition?
3. Policy Review - What department, school, and/or program specific policies influence the student admission, progression, retention, and completion of this program (i.e. advanced standing, GPA requirements, residency, etc.)? When were these last updated? Are they still relevant?
4. Competition - Does the degree program's quality (curriculum, rigor, faculty credentials, facility, equipment, space) compare with other universities who are competing for the same students?
5. Student Demand - Do current student enrollment patterns in this degree program show sustainability or growth? Are prospective students interested in the degree program? What is the current number of majors (duplicated count is acceptable)? What is the retention and completion rates (3-year average and trend)?
6. Program Learning Outcomes -
  - A. Are program learning outcomes clearly stated? Do assessment processes show achievement of those goals through time? How have assessment data been used to enhance learning outcomes (Closing the Loops)?
  - B. How have you ensured that program outcomes and performance remain consistent across modes of delivery? Across locations?
  - C. What is the internship participation rate (3-year average and trend)? What is the 6-year completion rate (last three years trend)?
7. Institutional Learning Outcomes - Assess how the program addresses each of the seven Northwest ILOs. Briefly provide evidence for each as appropriate.
8. Instructional Facilities - Are the instructional facilities (classroom space, equipment, laboratory, material, etc.) appropriate to achieving the student learning goals of the program? Include benchmarking programs as necessary.
9. Faculty -



A. Are discipline faculty sufficient in number to provide adequate coverage of instructional needs within the program? What is the ratio of full-time vs. part-time instructors (use FTE to calculate)?

B. Do discipline faculty reflect diversity as appropriate within its mission and for the constituencies it serves?

C. Are discipline faculty involved in professional development (e.g. scholarship, professional organizations, etc.)?

D. Are all faculty, including adjunct instruction, meeting the standards for Faculty Qualifications as outlined by the Higher Learning Commission and the Northwest policy on Faculty Credentialing? Are discipline faculty involved in the selection and/or retention of adjunct faculty (if any)?

10. Graduate Placement - Does this degree program allow new graduates to find employment with commensurate salaries? What is your placement rate (3-year average and trend)? What is the median salary (3-year average and trend)? Are job titles aligned with the program? Do the data reveal graduates who are underemployed or engaged in part-time work? If appropriate, are graduates placed in advanced degree programs at an acceptable rate?

11. Alumni and Employer Feedback - According to alumni and employers, do degree program graduates enter organizations with appropriate knowledge and skills needed to immediately add value to organizations and/or communities? Are graduates able to continuously learn and adapt to new environments?

12. Advisory - Does the program under review have an advisory board either directly or indirectly related to the program? Has there been programmatic change inspired by advisory board feedback and review? Does the advisory board adhere to membership standards that embrace diversity and inclusion?

13. Accreditation - Is external accreditation available for this program? Is this program accredited? If so, by whom? Does this degree program meet all accreditation requirements?

14. Relevance - Is the degree program appropriately marketed and relevant in terms of curriculum, course numbers, titles, descriptions, prerequisites, degree program documentation, catalog, website, and promotional materials?

Faculty Program Assessment - Using the scale below, what ranking do faculty give the degree program using the 14 criteria in the Academic Program Review? Please gather feedback from the faculty utilizing the form "Academic Program Review: Faculty Program Assessment" in this packet.

Faculty Ranking:

-Exemplary

-Meets expectations

-Meets expectations with concerns

-Fails to meet expectations

Upon completion of the APR scorecard, the faculty reviewer and department chair/school director make five recommendations for their respective program. Recommendations have included better marketing,

creation of an advisory council, curricular changes, and even program deletion. These scorecards and recommendations are submitted to the Associate Provost for Academic Operations and Development, who creates a report for the Provost to share with the President and the Northwest Board of Regents.

In addition to the APR, each senior academic leader at Northwest has in their performance metrics retention and graduation data of all students, as well as that data broken down to demonstrate such performance of underrepresented students to track equity in outcomes.



## SOUTHEAST MISSOURI STATE UNIVERSITY · 1873

**Board of Governors Mission:** Southeast Missouri State University provides student-centered education and experiential learning with a foundation of liberal arts and sciences, embracing a tradition of access, exceptional teaching, and commitment to student success that significantly contributes to the development of the region and beyond.

**Statewide Mission:** Computer Science, Cybersecurity, and Visual and Performing Arts

**Current CBHE-Approved Mission Statement (approved March 2019):** Southeast Missouri State University is a comprehensive public regional university located in Cape Girardeau, Missouri. Southeast Missouri State University is designated a moderately-selective institution

Southeast Missouri State University offers baccalaureate degree and master's degree programs through its five colleges – the Holland College of Arts and Media; the Harrison College of Business and Computing; the College of Education, Health, and Human Studies; the College of Humanities and Social Sciences; and the College of Science, Technology, Engineering and Mathematics. These programs include baccalaureate degrees in the visual and performing arts, the humanities, natural sciences and social sciences, as well as in the applied fields of computer science and cybersecurity, unmanned aircraft systems, agriculture, communications, education, industrial technology and engineering, allied health, nursing, and business, as well as master's degrees in diverse fields. Southeast Missouri State University's undergraduate program has particular strengths in the visual and performing arts, computer science, cybersecurity, education, business, industrial technology and nursing. Its graduate program is particularly strong in education, engineering technology, health professions, and business. Southeast also assists in the delivery of doctoral level education through participation in the statewide EdD cooperative doctorate program. Southeast Missouri State University's River Campus is the only campus in Missouri exclusively dedicated to art, dance, music and theatre. It is the only institution in Missouri accredited in art, dance, music, theatre and cybersecurity.

Southeast Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic, athletic, and cultural activities and events.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** Southeast Missouri State University is a ~~comprehensive public regional university located in Cape Girardeau, Missouri.~~ *public, master's level, comprehensive regional university located in Cape Girardeau, Missouri with a statewide mission in visual and performing arts, computer science, and cybersecurity.* Southeast Missouri State University is designated a moderately-selective institution.

Southeast Missouri State University ~~offers~~ *fulfills its mission by offering* baccalaureate degree and master's degree programs ~~through its~~ in five colleges – the Holland College of Arts and Media; the Harrison College of Business and Computing; the College of Education, Health, and Human Studies; the

College of Humanities and Social Sciences; and the College of Science, Technology, Engineering and Mathematics. *These programs include baccalaureate degrees in the visual and performing arts, the humanities, natural sciences and social sciences, as well as in the applied fields of computer science and cybersecurity, unmanned aircraft systems, agriculture, communications, education, industrial technology and engineering, allied health, nursing, and business, as well as master's degrees in diverse fields. Southeast Missouri State University also offers select certificates and associate degrees for use as stand-alone credentials, or as stackable credentials and certifications toward degree completion.* Southeast Missouri State University's undergraduate programs ~~have~~ *has* particular strengths in the visual and performing arts, computer science, cybersecurity, education, business, industrial engineering and technology, ~~and nursing~~ *health professions* and business. ~~At the master's level, it has strengths in education, engineering technology, health professions, business, computer science, and cybersecurity.~~ *Southeast also assists in the delivery of doctoral level education through participation in the statewide EdD cooperative doctorate program. Southeast Missouri State University's River Campus is the only campus in Missouri exclusively dedicated to art, dance, music and theatre. It is the only institution in Missouri accredited in art, dance, music, theatre and cybersecurity.*

~~Southeast Missouri State University also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic, athletic, and cultural activities and events.~~

*Southeast Missouri State University also fulfills its mission through its division of economic and workforce development by offering services to promote and sustain economic development, small business development, and non-credit workforce training (via industry-recognized credentials), in addition to a broad range of academic, athletic, and cultural activities and events.*

Consistent with the provisions of 173.030(8) RSMo, Southeast Missouri State University every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**Selectivity Status:** Moderately Selective

Moderately selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 100 points.

Students who achieve a score of 21 or better on the ACT or an equivalent score on the SAT are automatically admitted to moderately selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 99 or less.

Consistent with the provisions of 173.030(8) RSMo, Southeast Missouri State University every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

SEMO takes seriously its responsibility to meet the needs of the state as well as the requirements of business, industry, the professions, and government. An economic impact study completed in February 2022 by EMSI, an international economic modeling firm, on behalf of the University, found that SEMO has an approximate \$1 billion impact on the Missouri economy each year. Additionally, the study found that SEMO employs more than 1,000 full-time and part-time faculty and staff, with payroll of approximately \$90 million, much of which is spent locally on groceries, dining out, gas, household expenses, mortgage and rent payments, and other expenditures; and that SEMO students add more than \$14 million to the local, regional and state economy through spending on groceries, dining out, gas, household expenses, mortgage and rent payments, and other expenditures. SEMO is an engine for economic growth throughout all Missouri through economic engagement efforts, workforce development initiatives, spending practices, arts and cultural events, and its NCAA Division-I athletic program. The University creates value in many ways, it makes significant contributions, and it greatly influences both the lives of its students and the state economy.

As the economy changes and jobs require new and shifting skillsets, SEMO is ready. Through its "Tomorrow's Careers Today - Majors for the New Economy," SEMO prepares its students to answer the challenge of automation, the opportunities of technology, and the evolution of business and industry. SEMO's academic programs give students the skills and knowledge they need in the new economy; they have access to opportunities to gain the experience employers value; and the university is committed to developing and offering future-focused majors such as, but not limited to, computer science and cybersecurity, aviation, healthcare, actuarial science, marketing and content creation, and engineering and technology.

SEMO's top academic departments are Marketing; Biology; Computer Science; Nursing; Allied Health, Kinesiology and Sports Science; Psychology and Counseling; Elementary, Early and Special Education; Engineering and Technology; Agriculture; and Accounting, Economic and Finance. Nearly all of these include programs and areas of study that correspond to the state's "Later Top Job Openings," "Later Top Job Outlook," and "Later Fastest Growing Occupations" as reported by MERIC.

In 2022, the University established the Office of Economic and Workforce Development (OEWD) to better align and deploy institutional knowledge and resources from the university to those in the southeast Missouri region to create new, high-value jobs; generate positive economic and social benefits; and advance entrepreneurship. Through the OEWD, the University aligns workforce and non-credit training programs with academic, industry and public sector needs; we develop effective partnerships with business and industries throughout southeast Missouri and the University's service region in the identification of training needs and leading to the development and delivery of revenue producing workforce education and training solutions; and we plan and coordinate events to promote the University's continuing education, workforce education and training opportunities.

In addition to the OEWD, SEMO's professional pilot, education, and health care programs offer specific examples of how the university meets the needs of the state as well as the requirements of business,

industry, the professions and government. SEMO's professional pilot program began in fall 2021. Initial forecasting projected that 45 students would be enrolled in the program by fall 2023. As of fall 2023 census, there are 101 students enrolled in the professional pilot program. Due to mandatory retirements and other contributory factors, it is estimated there will be a 24,000 to 30,000 pilot shortfall by 2026. Students in SEMO's program will help fill some of these positions. In addition to contributing to workforce needs, the professional pilot program also has a positive economic impact on the local and regional economy by adding to fuel sales and other positive financial benefits to the Cape Girardeau Regional Airport.

SEMO's College of Education, Health and Human studies is partnering with regional school districts to offer in-person training for individuals to get the 20 hours of training needed to become certified as a substitute teacher by the Missouri Department of Elementary and Secondary Education. Nearly 100 people have completed the three-day training since June 2023. The training was designed after local superintendents requested help from SEMO due to their shortage of substitute teachers.

In addition to positive contributions impacting aviation and education, SEMO is also making significant contributions to support the needed healthcare workforce. Despite national trends reporting declines in nursing enrollment, SEMO's undergraduate nursing program has seen growth. With strong demand for health-related degrees, SEMO is actively working on partnerships to add opportunities for students in many health-related fields. One such partnership is a collaboration between SEMO and the Cape Career and Technology Center in a new respiratory therapy bachelor's degree program. Another example, is a partnership with SoutheastHealth in critical care nursing simulation. Additional partnerships are being explored with Saint Francis Medical Center and others.

Specific to its state-wide mission designation, SEMO's programs in the visual and performing arts, computer science and cybersecurity have demonstrated their capacity to provide a significant public service.

Since the opening of the River Campus in 2007, the students, faculty and staff and the programming they offer have had a significant impact on the cultural offerings, quality of life, and economic development throughout southeast Missouri. Specifically, the 2022 economic impact study prepared by EMSI found that SEMO's River Campus added more than \$33 million in income to the Missouri Economy. Additionally, it found that out-of-state visitors attracted to Missouri for activities at the River Campus brought new dollars to the economy through their spending at hotels, restaurants, gas stations, and other state businesses. The study concluded that for every dollar of public money invested in the River Campus, taxpayers receive \$2.50 in return. The EMSI study concluded that SEMO's River Campus provides students with the education, training, and the skills they need to have fulfilling and prosperous careers.

Like SEMO's visual and performing arts programs, the university's programs in computer science and cybersecurity prepare students for in-demand careers and serve the region by providing needed expertise to assist industry and government partners secure digital assets in connected cyber-infrastructure. To address computer science and cybersecurity related workforce needs, expanded capacity in its existing undergraduate and graduate computer science and cybersecurity programs. The results have been

significant. Enrollment in the B.S. Computer Science grew by nearly 14% (204 to 232) from fall 2021 to fall 2022, and enrollment in the B.S. Cybersecurity grew 8.6% (175 to 190) during the same time. As it relates to enrollment in the M.S. Applied Computer Science, enrollment grew 94% (252 to 489) from fall 2021 to fall 2021, and in the M.S. Cybersecurity by 35% (37 to 50). Completions have also increased. The University has also established an Institute for Cybersecurity. With a focus on the needs of southeast Missouri, the long-term objective of the Institute is to enhance cybersecurity technology through education, research, information sharing, communication, and workforce training and talent development through partnerships with organizations like IBM and others throughout the state.

**The metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Southeast Missouri State University (SEMO) has been accredited by the Higher Learning Commission (HLC) since 1915. In addition to accreditation by the HLC, SEMO holds 95 specific program accreditations from 25 accreditors. Each accreditor, be it HLC or the program-specific bodies, has metrics, assessments, or other tools to ensure SEMO and its programs are high quality.

Specific to SEMO's statewide mission designation areas of visual and performing arts, computer science, and cybersecurity, the university reports annually appropriate and verifiable measures of institutional accountability related to these programs. For example, the conditions accompanying the accreditations from the National Association of Schools of Art and Design (NASA), the National Association of Schools of Dance (NASD), the National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST) require that once accreditation is granted, following a comprehensive review process, an institution must maintain compliance with the bodies' guidelines and standards and file annual reports. The accrediting bodies also require that institutions must file for approval of new curricula or substantive changes. Similar requirements exist through the Accreditation Board for Engineering and Technology (ABET), the accrediting body for computer science and cybersecurity. The National Center of Academic Excellence designation from NSA and DHS also has annual reporting requirements.

In addition to the external avenues for continuous quality improvement afforded by accreditation, Southeast has internal policies and procedures related to academic program review that provide an opportunity for academic departments to assess their academic program offerings and to develop and sustain plans for continuous improvement.

In §173.030(9)(e), RSMo, it outlines various other measures that can demonstrate an institution's commitment to continuous quality improvement, institutional accountability, student performance, and program outcomes. One measure is student retention rate. SEMO's retention rate is 76 percent, a two-point increase over last year. Another measure is student graduate rates. SEMO's 4-year graduate rate stands at 43 percent, a two-point increase over last year; and its 6-year graduation rate, which is the more common metric in higher education, is 56 percent, which is unchanged from last year. When it comes to student placement, 100 percent for SEMO's students are employed or continuing their education within six months of graduation.

Some of the tools that SEMO uses to ensure programmatic and student success, include but are not limited to academic support centers, tutoring, and academic advising. Additionally, Southeast SupportNET is network of faculty, staff, and peers to help students on their journey by providing academic support, engagement opportunities, and technology to tie everything together. Southeast is also dedicated to serving the needs of the total learning environment, by not only maintaining and supporting IT infrastructure to assist students in their studies but by also offer courses in modalities that meet students where they are such as in-person, online, or hybrid/Hyflex.





**Board of Governors Mission:** The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end the University offers affordable undergraduate studies in the traditional arts and sciences, as well as selected preprofessional, professional, and masters level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

**Statewide Mission:** Liberal Arts and Sciences

**Current CBHE-Approved Mission Statement (approved March 2019):** Truman State University, located in Kirksville, Missouri, is designated as a statewide liberal arts and sciences university. It is designated as a highly- selective enrollment institution.

Truman serves the state of Missouri by offering baccalaureate degrees in traditional liberal arts and sciences disciplines as well as select professional fields grounded in the liberal arts and sciences. Truman State University also offers post-baccalaureate programs and master’s degrees in a similar array of fields.

Truman State University further fulfills its mission by promoting a broad range of academic and cultural activities and events, outreach opportunities for lifelong learners, and support for the development of the local economy and statewide workforce. The University values service learning and engages students, faculty, and staff in various forms of community service.

Every five years, Truman State University will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by Truman State University.**

**Selectivity Status:** Highly Selective

Highly selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 140 points.

Students who achieve a score of 27 or better on the ACT or an equivalent score on the SAT are automatically admitted to highly selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 139 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Truman prepares students in a traditional residential experience through liberal arts and sciences majors and select pre-professional programs to serve statewide and regional goals. The pre-professional programs are grounded in the liberal arts and sciences within their program-level missions.

As a public university, Truman's primary service is to educate citizen-leaders committed to service; globally competitive; able to thrive in the complexities of an advanced, technical and multicultural world; and inspired to live healthy and meaningful lives. In Fall 2022 approximately 65% of all Truman students, and 80% of all US Truman students, originated from Missouri, honoring our role as a state-supported institution. In recent years, new undergraduate and graduate programs have been created by drawing on the expertise of existing programs or strategically hiring new faculty to add programs of significant need to Missouri. Truman has added undergraduate programs in Applied Linguistics, Biochemistry and Molecular Biology, Business Analytics (Certificate), Cannabis and Natural Medicinals, Data Science Foundations (Certificate), Environmental Science, Music Business, Music Therapy, and Statistics, among others, which are of significant importance to Missouri business and industry. New graduate programs include Athletic Training, Data Science and Analytic Storytelling, Disability Studies: Applied Behavior Analysis (MS and Certificate), Gifted Education, Leadership, Mental Health Counseling, and School Counseling. Additional graduate programs slated for launch in the next two years include Rehabilitation Counseling and Music Therapy. Existing graduate programs in Accounting and English are moving fully online to make them more accessible to students throughout Missouri.

The selection of these programs is heavily informed by data, including data on supply and demand gaps in certain job sectors, employer interest in emerging professions, and skills advertised as desired by employers. These data are used to govern the selection of new programs and the scope of the university's investment in them. Most of the university's recent program growth has been specifically targeted at growth areas in business, industry, and government.

Affordability is a key part of Truman's mission. To that end, applying for admission to Truman is free. Tuition at Truman is comparatively low: for 2022-2023, Missouri residents paid \$8690 for up to 17 credit hours each semester. Over 97% of students receive some sort of financial aid and 50% of students graduate with no debt. For students who do obtain student loans, their default rate is amongst the lowest in the state for both public and private four year institutions.

Truman serves the greater community through non-curricular activities as well. For example, in addition to service learning being embedded in a multitude of courses, Truman is in the process of launching the Greenwood Interprofessional Autism Center (slated to open in September 2023). The Communication Disorders Department operates a free Speech and Hearing Clinic for the community. The Accounting Department's students provide free assistance with the preparation of tax returns. The SKILLS Center will open upon completion of renovations to Truman's historic Kirk Building and will provide career and

academic support services to members of the community. The SERVE Center partners with more than 130 community agencies located in the Kirksville community to provide service opportunities to meet every student's interests.

A significant number of Truman graduates enter the professions, with graduates obtaining licensure in Accounting, Athletic Training, Education, Nursing, Speech-Language Pathology, and soon Applied Behavior Analysis, Counseling, and Music Therapy. Many of our graduates go on to advanced degrees in medicine, law, or the health professions, supporting the stability of these fields in Missouri. Missouri companies such as Bayer, BJC Health Care, Boeing, Centene, Cerner, Edward Jones, Ernst & Young, MasterCard, Mercy Health, SSM Health Care, St. Luke's Health System, and Wells Fargo, as well as other Missouri universities and the State of Missouri, are top employers of Truman graduates.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

Truman has a rigorous program of assessment to ensure the effectiveness of its academic programs and student outcomes. Truman annually administers the National Survey of Student Engagement (NSSE), the Collegiate Learning Assessment (CLA), and the Truman Portfolio. The Truman Portfolio is submitted by every Truman graduate and includes submissions of samples of class work and reflections on those submissions. Submissions are double-reviewed and scored by faculty and staff reviewers using established rubrics. Each graduate also completes an externally-validated, subject-specific Senior Test prior to graduation as well as the state-mandated Civics Exam. Truman also offers the Faculty Survey of Student Engagement (FSSE) and the Higher Education Research Institute Faculty Survey (HERI) on a pre-determined cycle.

Program reviews are comprehensive: they focus not only on majors, but also on departmental contributions to minors, graduate programs, general education, and interdisciplinary endeavors. The fundamental goals of the five-year program review aim to:

- Ensure that student learning and quality teaching remain the top priority at Truman;
- Examine the relationship between the program and Truman's liberal arts and sciences mission, Strategic Plan, and other campus-wide initiatives;
- Review strengths, weaknesses, opportunities, and current or potential areas of concern;
- Encourage and support innovation and progress;
- Document and support the program's process of annual goal-setting and achievement by inviting a more public and open exchange of ideas, methods, and improvements among program stakeholders: reviewers, faculty, staff, students, and administrators within and beyond Truman.

For each review, the department selects at least two additional reviewers: one internal to the University but external to the School, and one external to the University. The Chair, Dean, Provost, and President all play a role in the approval process. Program reviews are intended to require departments to evaluate

their current state. Actions from the reviews are expected.

Components of the general education program are also reviewed approximately every five years. Because they are not programs, these reviews are undertaken by the Undergraduate Council. These reviews ensure coordination across departments for curricular elements that are jointly owned.

As a public institution, Truman pays special attention to the success of our graduates. Each year, the Career Center publishes a report tracking post-graduation outcomes, gathering information from students at the graduation fair and through a six month follow-up. Tracking student loan default rates is another way to address student success.

Many of Truman's programs are also nationally accredited, which requires additional assessment work. Specific accredited programs include: Accounting, Business, Athletic Training, Chemistry, Communication Disorders, Education, Nursing, and Music. Applied Behavior Analysis, Mental Health Counseling, School Counseling, and Music Therapy are currently involved in accreditation processes.



**Board of Governors Mission:** The University of Central Missouri is a public, master's level, comprehensive regional university located in Warrensburg, Missouri. The University of Central Missouri is designated as a moderately selective institution. 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. The University of Central Missouri also offers undergraduate and graduate certificates for use as stand-alone credentials in industry, or as stackable credentials toward degree completion. UCM has particular strengths in aviation, safety sciences, engineering technology, fine arts, criminal justice/law enforcement, nursing, education, biological sciences, management and marketing, cybersecurity, computer science, computer information systems, and data analytics. At the master's level, it has strengths in computer science/information technology, education, safety sciences, and business.

The University of Central Missouri also fulfills its mission by offering services to promote and sustain economic development, and workforce development, in addition to a broad range of academic and cultural activities and events.

The University of Central Missouri further serves the region through the Missouri Innovation Campus Program in collaboration with the Lee's Summit School District, Metropolitan Community College, and 65+ Kansas City area businesses. Students can participate in the high demand, high wage accelerated degree programs such as Design and Drafting, Computer Science and Information Systems, Software Development, Cybersecurity, Software Engineering, Computer Information Systems

**Statewide Mission:** Professional Applied Science and Technology University

**Current CBHE-Approved Mission Statement (approved March 2019):** The University of Central Missouri, is a public, master's level, comprehensive regional university located in Warrensburg, Missouri. The University of Central Missouri is designated as a moderately selective institution. 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. The University of Central Missouri also offers undergraduate and graduate certificates for use as stand-alone certifications in industry, or as stackable credentials toward degree completion. UCM has particular strengths in criminal justice/law enforcement, nursing, education, biological sciences, and business. At the master's level, it has strengths in computer science/information technology, and education.

The University of Central Missouri also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

The University of Central Missouri further serves the region through the Missouri Innovation Campus in collaboration with the Lee's Summit School District, Metropolitan Community College, and Kansas City area businesses.

Every five years, University of Central Missouri will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

**Proposed CBHE-Approved Mission Statement with Non-Substantive Changes:** The University of Central Missouri is a public, master's level, comprehensive regional university located in Warrensburg, Missouri. The University of Central Missouri is designated as a moderately selective institution. 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. The University of Central Missouri also offers undergraduate and graduate certificates for use as stand-alone credentials in industry, or as stackable credentials toward degree completion. UCM has particular strengths in ~~criminal justice/law enforcement, nursing, education, biological sciences, and business.~~ *aviation, safety sciences, engineering technology, fine arts, criminal justice/law enforcement, nursing, education, biological sciences, management and marketing, cybersecurity, computer science, computer information systems, and data analytics.* At the master's level, it has strengths in computer science/information technology, ~~and~~ education, *safety sciences, and business.*

The University of Central Missouri also fulfills its mission by offering services to promote and sustain economic development, ~~small business development,~~ and workforce development, in addition to a broad range of academic and cultural activities and events.

The University of Central Missouri further serves the region through the Missouri Innovation Campus *Program* in collaboration with the Lee's Summit School District, Metropolitan Community College, and 65+ Kansas City area businesses. *Students can participate in the high demand, high wage accelerated degree programs such as Design and Drafting, Computer Science and Information Systems, Software Development, Cybersecurity, Software Engineering, Computer Information Systems.*

Every five years, University of Central Missouri will provide to the Coordinating Board, in a manner determined by the Coordinating Board, evidence of fulfilling its CBHE-approved mission.

#### **Selectivity Status:** Moderately Selective

Moderately selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 100 points.

Students who achieve a score of 21 or better on the ACT or an equivalent score on the SAT are automatically admitted to moderately selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 99 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Several UCM offices funded through its annual budget serve the state and external constituencies. These include the Missouri Safety Center, the Missouri Center for Career and Technical Education, KMOS-TV, Skyhaven Airport, the Welch-Schmidt Center for Communication Disorders, UCM ROTC program, McNair Scholars program, Military and Veterans Success Center, Whiteman Air Force Base, the Missouri Innovation Campus Program, and the Center for Workforce Development and Professional Education.

In addition to budgeted offices, UCM supports many activities that engage external constituents in alignment with its statewide mission. UCM faculty and staff consult regularly with external constituents and may degree programs use external advisory boards. The UCM Career and Life Design Center works closely with many corporate partners to provide career fairs and promote internship opportunities. The UCM Agriculture department collaborates closely with industry and government partners on projects to develop and promote agricultural business and tourism opportunities. The UCM Procurement conference connects regional small businesses with government opportunities.

First time freshmen applicants represent 89% of Missouri counties. A recent analysis conducted by AstrumU, shows 73% of UCM graduates in the prior 10 years have stayed in the state of Missouri after graduation (80% have stayed in KS or MO). UCM also feeds college graduate talent from outside the region into our workforce. One out of every four students from outside the KS/MO region are retained in the regional workforce post-graduation.

UCM recognizes and values the commitment veterans, active-duty service members and their families make to our country. Active Military members receive our Military Tuition Package exempting them from increases in tuition and additional fees such as parking. UCM, through the Military and Veteran Success Center participates in AU-ABC and MyCAA. UCM was named a 2020 Top College for Veterans by College Factual, has earned a Military Friendly® School designation by VIQTORY and was named as a Best College for Veterans by U.S. News and World Report.

Through the THRIVE Program, the University of Central Missouri prepares students with disabilities to transition to independent living and find employment that fits their individual goals and abilities. During the two-year program, students are required to live on the UCM campus. They work on improving their academic abilities and peer interactions while learning computer and job skills. They also participate in career-focused internships. THRIVE graduates earn a Certificate of Success along with a personal

portfolio. Some students may go on to earn a degree at UCM with the proper student support services in place for their success.

In 2017, UCM and the Lee's Summit School District opened the 142,000 square foot state of the art facility called the Missouri Innovation Campus in Lee's Summit. UCM Lee's Summit housed at the Missouri Innovation Campus (MIC) offers undergraduate, graduate degrees, short term career training and the Missouri Innovation Campus Program.

(MIC). The MIC Program was recognized by former President Obama as a model for preparing students for high-demand careers while accelerating the time and decreasing the cost of obtaining a college degree.

UCM provides high impact opportunities for students such as participation in student organizations whose focus is on professional applied sciences and technologies, participation in internships with firms in the STEM fields, and the engaging with leaders in technology and science all enhance the statewide mission and the success of UCM students.

UCM continues to strengthen the university's academic technology infrastructure and expand its technological capabilities in instruction, information retrieval, communication, and distance learning. Serving over 1500 online learners from 38 states and several countries, online student satisfaction surveys indicate UCM has many strengths to include reputation, online course registration, advising, program offerings, supplemental learning resources, and faculty and staff that are responsive to student needs.

Central Missouri's capacity to deliver educational programs is greatly enhanced by its telecommunication network and public television station. KMOS serves the citizens of 38 central Missouri counties with high-quality, educational content and experiences online, over-the-air and in our communities. The station is integral to engaged learning as a professional learning lab for students from a variety of disciplines at the University of Central Missouri. KMOS PBS broadcasts programming on four channels throughout the region with programs for all ages including lifestyle and how-to programs, news, dramas, and a full schedule of kid's programming to fit the schedule of every busy family.

**Describe the metrics, assessments, or other tools used to ensure your institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

UCM is accredited as an institution by the Higher Learning Commission. Many degree programs are accredited by specialized accreditors:

The Association to Advance Collegiate Schools of Business (AACSB) International National Association of Schools of Art and Design

Commission on Accreditation of Athletic Training Education Programs Accreditation Board for Engineering and Technology (ABET) Association of Technology, Management, and Applied Engineering

The Association to Advance Collegiate Schools of Business (AACSB) – International American Association of Family and Consumer Sciences

Council for Interior Design Accreditation National Association of Schools of Music National Association



of Schools of Theatre

Aviation Accreditation Board International (AABI) Certification in Education for Public Relations

Council on Academic Accreditation in Audiology and Speech-Language Pathology

The UCM First Destination Success (FDS) rate is 97%. UCM as an institution and individual programs earn high rankings from US News and World Report, Forbes, and Princeton Review.

In Fall 2021, UCM admitted 75.7% of undergraduate applicants. In Fall 2022, the degree-seeking first-time full-time freshman fall to fall retention rate was 72.15% and the six-year cohort graduation rate was 52.43%.

# University of Missouri

**Board of Curators Mission:** Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

**Statewide Mission:** Land Grant

**Current CBHE-Approved Mission Statement (approved March 2019):** The University of Missouri-Columbia is the state's only public comprehensive research university. The University of Missouri-Columbia shoulders most of the responsibility for the university's 1862 land-grant mission. The University of Missouri is the only Missouri public institution of higher education authorized to offer doctor of philosophy degrees or first professional degrees. The University of Missouri-Columbia is designated as a selective institution.

The University of Missouri-Columbia serves the state of Missouri by offering a broad range of baccalaureate, masters, doctoral, and professional programs that include the humanities, physical and social sciences, agriculture, journalism, information sciences, education, engineering, law, public administration, business, and the full array of health professions, including medicine.

The University of Missouri-Columbia further serves the state through basic and applied research, and other services specifically designed to meet the state's economic development needs, as well as continuing professional education, technical and professional services, support of small businesses and entrepreneurs, and technology transfer.

The University of Missouri-Columbia also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Consistent with the provisions of 173.030(8) RSMo, the University of Missouri-Columbia every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by the University of Missouri.**

**Selectivity Status:** Selective

Selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 120 points.

Students who achieve a score of 24 or better on the ACT or an equivalent score on the SAT are automatically admitted to selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 119 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

A recent report from Tripp Umbach, a consulting firm that specializes in estimates of economic impact, concluded that MU generates approximately \$5 billion in annual economic impact across the state. This impact includes almost 50,000 full-time and part-time jobs that are either directly or indirectly related to the activities of MU, as well as almost \$300 million in state and local taxes.

Graduates from MU are employed throughout the state in a variety of industries, including business, agriculture, education, and government. Within 6 months of graduation, approximately 95% of our students are working or pursuing additional education (e.g., medical school; graduate school; law school), and over 60% of our graduates remain in the state of Missouri. Additionally, a high percentage of graduates from the Schools of Medicine, Veterinary Medicine, and Law remain within the state after receiving their degree, providing valuable services to Missouri's citizens. For example, more physicians across the state of Missouri received their medical degrees from MU, and almost 80% of 2021 law school graduates were employed within Missouri.

Overall, on an annual basis, MU helps thousands of graduates enter into the workforce throughout the state, many of whom are employed in high-demand, highly skilled occupations. MU Extension provides direct benefits to Missourians throughout the state through both faculty housed on the MU campus as well as those housed in field offices throughout the state. Extension has four broad focus areas, which encompass agriculture and the environment (e.g., the Soil and Plant Testing Laboratory, which provides recommendations for economically viable and environmentally safe nutrient management practices), business and community (e.g., the Painting the Tech Business Model Canvas Workshop Series, which provides technology startups information on topics like business model development and discovery interview processes), health and safety (e.g., programming offered by MU's Law Enforcement Training Institute and its Fire and Rescue Training Institute), and youth and family (e.g., statewide 4-H youth development programming).

University of Missouri Health Care provides routine and specialized medical care for people throughout the state, and entities like the Thompson Center for Autism and Neurodevelopmental Disorders and the Psychological Services Clinic provide specialized care for developmental and mental health disorders for children and adults. The MU Life Sciences Business Incubator serves as a resource for the entrepreneurial

community of mid-Missouri and provide access to wet lab facilities, biomedical research facilities, and engineering suites for startup companies. Finally, MU faculty regularly consult with business and industry leaders, government entities, and educational organizations throughout the state, helping them optimize performance and provide better outcomes for their constituent groups.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

The foundation of the university's efforts to ensure that it provides high-quality programs is our program review process. Every five years our academic units are reviewed to ensure they are delivering high quality academic programs, in addition to an evaluation of their research, service, and economic development-related activities. This review typically occurs at the department level. The foundation of the review is a report generated by the unit that addresses a variety of issues, including an assessment of instructional practice and an assessment of student learning. Units are expected to provide evidence that demonstrates they deliver high-quality instruction, contribute to university-wide teaching initiatives, have clear student learning objectives for their degree programs, appropriately assess these learning objectives, and make program improvements based on the results of these assessments.

Units review and comment upon important student data during this process, including trends in number of majors and graduates, graduation rates, and teaching evaluations and other measures of curriculum quality. They are also expected to identify new program goals, at least one of which should focus on student learning and performance. The program review reports are reviewed and assessed by the unit's dean, the dean of the graduate school, the vice provost for undergraduate studies, the associate provost for academic programs, and the provost, and subsequently discussed in a meeting with the unit leader. Additionally, in years where a unit is not undergoing the five-year program review, they are expected to provide an annual update that addresses progress towards goals identified in their program review.

Another way in which MU ensures high-quality instruction is through our course review process. Proposals for new courses are first reviewed and approved at the department and school/college level, after which they are reviewed by either the undergraduate curriculum committee or the graduate faculty senate. These bodies review courses to ensure that they include appropriate learning objectives, satisfactorily cover current knowledge in the field, and require suitable student performance. Finally, the university systematically tracks several institutional metrics that are relevant to student outcomes, such as graduation rates, retention rates, and successful career outcomes (i.e., employment or continued education 6-months post-graduation). MU has strategic targets for these metrics, and has several university-wide initiatives designed to help meet these goals.



**Board of Curators Mission:** As an urban research university, our mission at the University of Missouri-Kansas City is to promote learning through the discovery, preservation and dissemination of knowledge of public value across a broad spectrum of disciplines and fields of study. UMKC celebrates the individual and embodies diversity and inclusion by intertwining these goals with innovation to enable transformational impact aimed at bringing cultural, social, health and economic prosperity to the metropolitan, regional and global communities we serve.

**Statewide Mission:** Land Grant

**Current CBHE-Approved Mission Statement (approved March 2019):** The University of Missouri-Kansas City, a campus of the University of Missouri System, serves the state through professional programs offered by its Schools of Dentistry, Law, Pharmacy, and the School of Medicine, which offers the only accelerated six-year dual-degree program in Missouri (BA/MD). The University of Missouri-Kansas City collaborates with other state universities to ensure regional access to selected professional, baccalaureate, master's and doctoral programs. The University of Missouri-Kansas City is designated as a selective institution.

The University of Missouri-Kansas City offers baccalaureate, masters, professional, and doctoral degrees in arts and humanities, the natural sciences, and the social sciences appropriate to a public, urban, high research institution with a diverse undergraduate student body. The University of Missouri-Kansas City has particular strengths in the performing arts (music, dance, theatre), biological and chemical sciences, computing and engineering, economics, education, management (business and non-profit), nursing and health studies, as well as in its professional programs.

The University of Missouri-Kansas City also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Consistent with the provisions of 173.030(8) RSMo, the University of Missouri-Kansas City every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by the University of Missouri-Kansas City.**

**Selectivity Status:** Selective

Selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 120 points.

Students who achieve a score of 24 or better on the ACT or an equivalent score on the SAT are automatically admitted to selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 119 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

The University of Missouri-Kansas City has served 50,421 alumni who contribute to our communities in a wide variety of ways and provides employment for 3,043 individuals. The University of Missouri-Kansas City serves 13,320 students including: 9,645 Undergraduates; 3,675 Graduate and professional students. As a public, urban research university, approximately 50% of students served are first-generation and 30% are Pell Eligible. Serving this population provides opportunities for these students to significantly elevate their career opportunities and economic status, and therefore their contributions to the state as new professionals.

The University of Missouri-Kansas City, a campus of the University of Missouri System, serves the state through professional programs offered by its Schools of Dentistry, Law, Pharmacy, and the School of Medicine, which offers the only accelerated six-year dual-degree program in Missouri (BA/MD). The University of Missouri-Kansas City collaborates with other state universities to ensure regional access to selected professional, baccalaureate, master's and doctoral programs. Alumni from these programs include: 1,320 in Medicine, 2,597 in Dentistry, 2,136 in Pharmacy, and 3,609 in Law.

The University of Missouri-Kansas City offers baccalaureate, masters, professional, and doctoral degrees in arts and humanities, the natural sciences, and the social sciences appropriate to a public, urban, high research institution with a diverse undergraduate student body. The University of Missouri-Kansas City has particular strengths in the performing arts (music, dance, theatre), biological and chemical sciences, computing and engineering, economics, education, management (business and non-profit), nursing and health studies, as well as in its professional programs. For example, UMKC Alumni include 1,210 from Engineering and 1,480 from Nursing. Teacher Education and Administration programs provide for the education of Missouri youth. To date these efforts have resulted in UMKC teaching alumni including: 1,890 teachers (3% of all area district teachers), 228 principals and administrators (6% of all area district principals and administrators).

The University of Missouri-Kansas City also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development. For example, KCSourceLink helps aspiring startups and established businesses find the right business resources to start, scale or accelerate, with a focus on local entrepreneurs. UMKC TalentLink provides expert-led professional development and training for those seeking practical career skills and knowledge that can be tailored and designed to meet an employer's development needs. The UMKC Institute for Human Development (IHD) is an applied research and training center for human services. It exemplifies the university's goals of engaged scholarship and community partnerships. Its functions include interdisciplinary training, applied research, community program development and information

dissemination. The Institute for Urban Education (IUE) works to enhance the preparation and support of teachers serving diverse schools in Kansas City through partnerships with surrounding districts.

The University of Missouri-Kansas City also fulfills its mission by offering a broad range of academic and cultural activities and events for our students and our community. For example, Kansas City Repertory Theatre, the professional theatre in residence at UMKC, continues its five-decade tradition of productions. Our programs engage students and faculty in service. For example, 8,069 in-state patients seen at UMKC School of Dentistry with a statewide average of \$55.60 per patient in uncompensated care.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

The University of Missouri-Kansas City has implemented two protocols to ensure programs maintain the highest quality: Student Learning Assessment conducted annually by each program to evaluate student learning outcomes (SLOs); and Academic Program Review conducted by every program every 5 years to evaluate program efficiency.

I. Annual, Student Learning Assessment promotes ongoing improvement in academic programs and student support services by:

- \* Requiring all programs to identify the outcomes desired for students/graduates and the methods by which achievement of those outcomes might be supported and measured. Typically five to seven Student Learning Outcomes (SLOs) have been identified by the faculty of each program.

- \*Collecting and evaluating reliable data upon which to measure whether our students are achieving those SLOs or whether our methods are contributing to or detracting from that achievement. Additionally, metrics of Year 1 to 2 student persistence, Graduation Rates, and course DFW rates are reviewed to provide greater understanding.

- \*Establishing annual program action plans to achieve and maintain high-quality teaching and student support services.

- \* Providing assessment process feedback to improve program-level work. Annual Student Learning Assessments submitted by each program are reviewed by the University Assessment Committee (UAC) made up of faculty and staff from across the University with expertise in assessment. UAC feedback focuses on the assessment process for nine (9) components of quality Annual Program Assessment. UAC feedback for each component and the overall submission (including comments and ratings of Accomplished, Developing or Emerging for each component) reinforces strong assessment protocols in place and provides support for improved assessment strategies when appropriate.

Quality assessment components include: 1) Status of Action Plan(s) from previous reporting cycles; 2) Response to University Assessment Committee Review from previous cycle; 3) Mission Statement; 4) Goals; 5) Student Learning Outcomes; 6) Measures; 7) Results/Findings; 8) Discussion; and 9) Plans for the Next Assessment Cycle.

II. Academic Program Review, cyclical reviews (5-Year) of programs provide the opportunity to develop a comprehensive understanding of the quality of the program and opportunities for improvement and innovation. The Academic Program Review process is designed to evaluate the program effectiveness related to efficiency, capacity, cost effectiveness, impact, etc. Additional metrics may be evaluated based on the unique characteristics of the program. Student Learning Assessments (described above) over the cycle are included in the reviewed.

Metrics for all programs include:

- 1) Majors Enrolled - Trend and 5-Year Average;
- 2) Degrees /Certificates Awarded - Trend and 3-Year Average;
- 3) Undergraduate Student Retention and Completion Rates - Trend and 3-Year Average;
- 4) Graduate Outcomes/Completion - Most Recent Year;
- 5) Number of faculty sufficient to deliver program(s) - Total instructional FTE for most recent year;
- 6) Average faculty annual workload - Five-year average for Tenure/Tenure-Track only;
- 7) Budget Most recently completed fiscal year; and
- 8) Grants - Total over five years (Proposed & Awarded).

This process begins with a self-study by each program that is submitted to the Dean, then Provost, then UM System for review and feedback.





**Board of Curators Mission:** As the metropolitan, land-grant, research institution serving the most diverse and economically important region in Missouri, the University of Missouri-St. Louis delivers exceptional educational, research and engagement experiences that inform, prepare, challenge and inspire. We Transform Lives.

**Statewide Mission:** Land Grant

**Current CBHE-Approved Mission Statement (approved March 2019):** The University of Missouri-St. Louis, a campus of the University of Missouri System, offers high-quality academic programs directly or through collaboration with other institutions. The University of Missouri-St. Louis is designated as a selective institution.

The University of Missouri-St. Louis offers baccalaureate, master's, and doctoral degrees in the arts and humanities, the natural sciences, the social sciences, and the professions appropriate to a high research activity institution with a high undergraduate student body. The state's only School of Optometry is housed at the University of Missouri-St. Louis, and UMSL has particular strengths in business, education, nursing, and sciences.

The University of Missouri-St. Louis further fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

The University of Missouri-St. Louis also fulfills its mission by offering services to promote and sustain economic development, small business development, and workforce development, in addition to a broad range of academic and cultural activities and events.

Consistent with the provisions of 173.030(8) RSMo, the University of Missouri-St. Louis every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission.

**No changes to the current CBHE mission statement were requested by the University of Missouri-St. Louis.**

**Selectivity Status:** Selective

Selective institutions admit first-time, full time degree-seeking students and transfer students who have:

- Completed 23 or fewer credit hours.
- Attained a combined percentile score (from adding their high school percentile rank and the percentile rank attained on the ACT or SAT) that is greater than or equal to 120 points.

Students who achieve a score of 24 or better on the ACT or an equivalent score on the SAT are automatically admitted to selective institutions.

No more than ten percent of the first-time, full time degree-seeking freshman class will have a combined percentile score of 119 or less.

**How the institution meets the needs of the state as well as the requirements of business, industry, the professions and government (Section 173.030 (8), RSMo).**

Established in 1963 and celebrating its 60th anniversary later this year, the University of Missouri–St. Louis is the region’s premier public research university in eastern Missouri and comes with a storied history. UMSL is a metropolitan, public research and teaching institution consistently recognized for its strong academic programs across disciplines and is considered a primary driver of the St. Louis economy generating over \$200 million dollars in the community. Supported by nearly 700 faculty across nine schools and colleges, UMSL offers an array of degree options including doctoral and graduate degree programs, numerous bachelor and certificate programs, and is home to the only professional optometry school in Missouri.

UMSL serves nearly 8,000 degree seeking graduate and undergraduate students and over 6000 dual credit high school students annually. It is committed to meeting the diverse needs of students in the state’s largest metropolitan community, and as such, is focused on educating both traditional and nontraditional college students. Because of our focus on student retention and academic supports being open to all students, UMSL graduates the most diverse college-educated workforce of any university in the state.

UMSL provides excellent learning experiences and outcomes to thousands of students annually whose influence on the region upon graduation is immense. While UMSL’s more than 110,000 graduates can be found in all 50 states and throughout the world, their greatest impact is felt in the St. Louis region where more than 75% remain to live, work, lead and contribute to the state’s most diverse and economically important region. Moreover, UMSL boasts the largest alumni network in the St. Louis region and our alumni contribute \$13.4 billion annually in overall economic impact to the state of Missouri.

UMSL enjoys collaborative partnerships with civic, business and other regional and national organizations to provide tremendous opportunities for collaboration, research, knowledge creation, and to build a thriving workforce pipeline. Many UMSL alumni find tremendous opportunity for their careers in St. Louis, close to their alma mater, as members of the regional workforce. Chief among those that employ UMSL graduates are the region’s 14 Fortune 1000 companies and large private organizations. For example, the UMSL campus houses the headquarters of Express Scripts, a subsidiary of CIGNA, one of the nation’s leading corporations, and we maintain strong ties to significant manufacturers and industry leaders in the St. Louis region such as; Ameren, Anheuser-Busch InBev, Boeing, Edward Jones Investments, Enterprise, Emerson, Nidec and Wells Fargo Advisors, just to name a few.

**Describe the metrics, assessments, or other tools used to ensure the institution is characterized by programs of high quality as demonstrated by student performance and program outcomes (Section 173.030 (8), RSMo).**

The University of Missouri-St. Louis (UMSL) monitors several metrics and performs various assessments to ensure programs are of high quality as demonstrated by student performance and program outcomes. Below are some examples.

1. The University of Missouri-St. Louis has conducted five year program reviews since 1983. The

purpose of our five-year reviews is to observe, assess, and strengthen academic programs, centers, and administrative units on campus. Reviews occur once every 5 years. Evaluation of each program or unit is conducted through a self-study process that is reviewed by both an internal campus review team and an external reviewer. Demonstrating a commitment to continuous improvement, UMSL reviews not only departments, but all units and centers on campus.

2. Undergraduate student to faculty ratio is 14 students per every faculty member.

3. In 2021-22, first year student retention was 73% and six year graduation rate of first-time in college students was 57%. Both of these metrics are in the upper 25% of our peer urban universities.

4. In 2020-21, 92% of UMSL graduates had a successful career outcome (e.g., job or graduate program) within six months of graduation).

5. Driven by student success, UMSL is engaging in a Curriculum Alignment Process as part of an initiative to establish streamlined degree pathways. The process seeks to: (1) Provide students with a more accurate and simpler picture of the courses needed to complete a degree program, thereby creating a clear path to graduation and reducing the chance of students paying for excess credits. (2) Define each program's student learning outcomes and demonstrate how specific courses help students acquire the expertise, skills and knowledge needed to be successful with their particular degree. (3) Determine the frequency and sequence of courses to give students more opportunities to take required courses and reduce the time to graduation. (4) Determine the course delivery modes – from traditional to fully online – that best serve students and support learning outcomes.