Assurance Argument

University of Missouri-Saint Louis - MO

10/9/2018

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1

"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." This mission is broadly understood and guides operational decisions. Along with the strategic plan, the vision and mission were rearticulated as part of a systemwide planning process in 2018. All components of UMSL's strategic plan were developed through an inclusive process that involved faculty, staff, students, community leaders, and the Curators of the University of Missouri System. As an urban, public, land-grant institution dedicated to the betterment of the metropolitan area, transforming lives is well-suited to the nature and culture of UMSL. The university strives to be "a beacon of hope, a force for good, and a leader in the pursuit of excellence in education, impactful research, and community service." We assert that "education is for everyone who is willing and able to seek it out," and we honor our land-grant heritage by "positioning ourselves as partners in the search for knowledge, progress, and positive change for ourselves, our communities, and our world."

The core values framing the mission and vision of UMSL are trust, inclusion, innovation, access, success, and engagement. Trust is at the heart of our mission, and we strive to establish trust at every moment through goodwill, transparency, accountability, and positive, measurable results. We seek to create an inclusive community in which equity is a reality, individual differences are respected, and true synergies are realized. We believe that we are all innovators, driving change for the greater good. We believe that a learning environment free from barriers for any one individual is a benefit to all. We are committed to meeting our students wherever they are, inspiring and empowering them to achieve their goals, break barriers, and define and achieve success as they see it. We believe it is our duty and responsibility to reach out with open minds, invite others into conversations, and create solutions. We use our energy, wisdom, and resources to forge partnerships, across campus and within our community, that are built in the spirit of collaboration.

The development of UMSL's current mission and vision statements began in the fall of 2017, when

UM System President Mun Choi charged each of the four campuses of the system to rearticulate its institutional mission and vision through a strategic planning exercise in alignment with the Missouri Compacts for Excellence in the 21st Century. In response, UMSL formed planning committees to interpret our institutional mission in relation to each of the five compacts.

Students, faculty, staff, and administrators were represented on each of the compact committees. Compact committees created the initial drafts that were vetted by the campus through open forums. Through an iterative process that included more than a dozen forums on campus as well as anonymous feedback through the website, the presentation of UMSL's mission and vision evolved. In December 2017, a campus review and comment period was invoked after the initial draft was released. The feedback was used to revise the second draft that was released in March 2018. This was again followed by a period of review and comment by the campus that included two open forums in April. Following the timeline, UMSL also received input and feedback from UM System committees. The board of curators approved the final draft of our strategic plan on September 20, 2018.

1.A.2

UMSL's mission is to "deliver exceptional educational, research and engagement experiences that inform, prepare, challenge and inspire" and in doing so to transform lives. The university strives to do so by delivering academic programs and student support services that align with the institutional enrollment profile, are reflective of the needs of a diverse population and are consistent with this mission. The University Bulletin contains detailed information about academic degree programs and certificates that reflect the diversity of departments on campus and provide important access opportunities to students in professional degree programs such as nursing, education, business, social work, engineering, and optometry. The quality of the university's academic programs are evidenced by accrediting bodies such as CAEP (formerly NCATE), AACSB, and ABET.

The students at UMSL are largely nontraditional, with many first-generation, transfer, and returning students with personal and professional responsibilities. To meet the needs of these students, academic programming is delivered using a range of platforms, including day and evening classes, online courses, and hybrids, in both traditional and accelerated formats. In addition, the university offers relevant and impactful co-curricular opportunities, which complement its academic programming and fulfill the transformative mission.

UMSL provides a number of support services to meet the spectrum of student needs. The Welcome Center assists the general population with questions about the campus and the Millennium Student Center. The Admissions Office and Transfer Services provide information about admission requirements and processes to the general population, while the UMSL NOW (Nights, Online, and Weekends) office focuses on serving the unique needs of nontraditional and returning students. Students may also receive specialized support through Disability Access Services, the Veterans Center, and similar programs. Student Enrichment and Achievement and the Office of Multicultural Student Services in the Student Academic Support Services office support enrolled students through workshops, coaching, mentoring, and related activities. Academic advising centers are located throughout campus and within colleges (e.g., Marcus Allen Advising Center (Arts & Sciences), OASIS (Education), Office of Student Services (Nursing), and the College of Business Administration). Academic support is also provided through the Math Academic Center, Writing Center, and the Science and Technology Academic Center (STAC).

Health Wellness and Counseling Services provides health services, mental health intervention and nonacademic support to students in managing life balance on and off campus. Student Social Services (SSS) also provides public and crisis assistance, housing counseling, case management, and

advocacy. Students Who Are Parents (SWAP) fosters support networks through services available on our campus and in the surrounding community. The Triton Hunger Relief Fund and Food Assistance address food insecurity while Partners in Prevention reduces high-risk behaviors and promotes safe practices. The Sue Shear Institute for Women in Public Life supports the development of women leaders, and the Office of Student Involvement supports Emerging Leaders, Chancellor's Engaged Leadership Certificate, and Leadership Diversity & New Member Institute. These services help UMSL fulfill its mission and the needs of its students.

In summary, the services that UMSL provides to students is reflective of the mission of transforming the lives of the students who enroll at the university (2017-2018 common data set). The student population of UMSL (17,014) is diverse and inclusive, with 59 percent identifying as female and 31 percent reporting an ethnicity other than "white, non-Hispanic." Most of the students are classified as part-time (62 percent) and the majority are undergraduates (82 percent). However, the university serves a sizable population of full-time (38 percent) and graduate (18 percent) students. UMSL also serves a small but growing number of first-time, first-year degree-seeking students.

1.A.3.

The exigencies of the current fiscal climate mean that prioritization of expenditures must be made carefully and intentionally in the context of the mission and informed by financial conditions. In academic year 2017-18, an Academic Program Prioritization committee was formed to make recommendations regarding current and future investments in academic programs based on common metrics. The recommendations led to strategic investments and tactical divestments. The recent 2018 budget proposal, "Investing in Sustainable Excellence," demonstrates that planning and budgeting priorities are consistent with and support the university mission. A more exhaustive treatment of this topic can be found in Criterion 5.C.1.

Sources

- 1.A.1._First Draft Strategic Plan
- 1.A.1._Strategic Planning Timeline Revised 07.16.18
- 1.A.1._Student Success Compact Draft
- 1.A.2._AACSB
- 1.A.2._ABET
- 1.A.2._Academic Degree Programs Bulletin 2017_2018
- 1.A.2._Admissions
- 1.A.2._CDS 2017_2018
- 1.A.2._Certificate Programs Bulletin 2017_2018
- 1.A.2._Chancellor's Engaged Leadership Certificate
- 1.A.2._COBA Advising
- 1.A.2._College of Nursing_Office of Student Support
- 1.A.2._Disability Access Services
- 1.A.2._Emerging Leaders Program
- 1.A.2._Food Assistance

- 1.A.2._HWC Services
- 1.A.2._Leadership Diversity and New Member Institute
- 1.A.2._Marcus Allen Advising Center
- 1.A.2._Math Academic Center
- 1.A.2._Multicultural Student Services
- 1.A.2._NCATE-CAEP
- 1.A.2._NOW
- 1.A.2._OASIS Advising COE
- 1.A.2._Partners in Prevention
- 1.A.2._Science Technology Academic Center
- 1.A.2._Student Enrichment Achievement
- 1.A.2._Student Involvement
- 1.A.2._Student Social Services
- 1.A.2._Sue Shear Institute for Women in Public Life
- 1.A.2._SWAP
- 1.A.2._Transfer Services
- 1.A.2._Triton Hunger Relief Fund
- 1.A.2._Veterans
- 1.A.2._Welcome Center
- 1.A.2._Writing Center FAQs
- 1.A.3._Academic Program Prioritization
- 1.A.3._Budget Plan FY 2018
- 2018-19 UMSL Bulletin
- 2018-19 UMSL Bulletin (page number 10)
- Strategic Plan 2018-2023_Final
- Strategic Plan 2018-2023_Final (page number 2)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

The mission and aspirations of the University of Missouri–St. Louis are articulated in a number of physical and electronic documents that are accessible to the public, including statements defining the mission, vision, values, and the strategic plan. These appear on UMSL websites, in the University Bulletin, and in various marketing publications. They are integrated into all that we do, from new employee orientations and retreats to official remarks by the chancellor. The most recent articulation of the university mission was approved by the board of curators on September 20, 2018. The current strategic plan did not fundamentally change the mission and priorities of UMSL as described in the previous 2014-2018 plan and instead distilled its essence in presentation with purpose.

UMSL's foundational documents include Mission Statement, Core Values, Diversity Statement, the University Bulletin, Campus Master Plan, and student and faculty handbooks. In addition, each college and school has a clearly articulated mission that is nested within and complementary to the omnibus university mission. "We transform lives" is published in the Academic Affairs handbook, the phone book, and the Institutional Research Fact Book as well as on university web pages such as UMSL Proud, HLC Reaccreditation 2018, and Executive Searches. These documents demonstrate that the university's mission and vision are widely and publicly articulated.

1.B.2

The board of curators approved the updated mission documents on September 20, 2018. The mission is articulated in the current strategic plan and reflects the six core values of the institution: trust, inclusion, innovation, access, success, and engagement. The values are overtly integrated into all campus activities and align with the five Missouri Compacts for Excellence in the 21st Century: student success, research and creative works, community engagement and economic development, inclusive excellence, and planning, operations, and stewardship.

Compacts of the strategic plan include:

- Excellence in student success. UMSL's fundamental purpose is to educate and graduate diverse students as they seek different and better lives. UMSL is committed to offering qualified students access to quality academic programs, support services, and other resources that prepare

them for success in the classroom and beyond as they become leaders of our economy and community.

- <u>Excellence in research and creative works</u>. As the only public research university in Eastern Missouri, UMSL has a responsibility to initiate and support innovative research, scholarship, and creative works that enhance educational success and economic activities as well as lead to a better understanding of the human condition.

- <u>Excellence in community engagement and economic development</u>. UMSL understands and appreciates its role as a metropolitan land-grant institution and as an essential partner in generating an educated workforce, enhancing economic development, supporting broad-based service delivery, facilitating neighborhood renewal, and fostering inclusion and understanding. These goals outline the ways in which UMSL will engage its students, employees, and resources in partnerships and projects that enhance the well-being and trust of the people, communities, and businesses.

- <u>Inclusive excellence</u>. As one of the most culturally and ethnically diverse campuses in Missouri, UMSL is committed to maintaining a climate where all students, faculty, staff, and visitors can explore their interests, refine their talents, and flourish. UMSL will recruit and retain diverse students and employees while promoting activities that encourage civil and constructive discourse, reasoned thought, and sustained dialogue in an environment of inclusion, respect, and appreciation.

- <u>Excellence in planning, operations, and stewardship</u>. UMSL is a public asset that seeks to operate in a manner that supports optimization of success in teaching, research, engagement, and economic development. UMSL is committed to maintaining the public trust and achieving operational excellence and efficiency through internal and cooperative planning/restructuring.

Each of these compacts has an associated set of objectives and metrics to assess progress toward and achievement of the goals outlined in the strategic plan. The plan was reviewed and approved by the general faculty as well as the Faculty Senate and the board of curators. Taken together, these components demonstrate the mission of UMSL and its vision, to be "a beacon of hope, a force for good, and a leader in the pursuit of excellence in education, impactful research, and community service."

1.B.3

The academic programs and services provided by UMSL reflect the nature and scope of its intended constituents and are identified in mission documents as evidenced by the materials already presented. As the largest public research university in Missouri's most populous and economically important region, UMSL provides excellent learning experiences and leadership opportunities to a diverse student body whose influence upon graduation is immense. The campus embraces its role as an anchor institution and as a critical access point improving educational opportunities.

Sources

- 1.B.1._Faculty Handbook 2018
- 1.B.1._ODEI Diversity Statement
- 1.B.2._Board of Curators
- 1.B.2._Planning Process

- 2018 Master Plan
- Strategic Plan 2014-2018_Final
- Strategic Plan 2018-2023_Final
- Strategic Plan 2018-2023_Final (page number 2)
- Strategic Plan 2018-2023_Final (page number 5)
- Strategic Plan 2018-2023_Final (page number 17)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

The University of Missouri–St. Louis addresses its role in a multicultural society through its mission documents, core values, strategic goals, academic programs, and student support services. The Inclusive Excellence framework describes access and success objectives that include recruitment and retention of diverse students and faculty. The campus embraces its mission to provide the community with access to affordable education, particularly African Americans and other historically underrepresented minorities. According to the 2010 Census, 49.2 percent of the population of the city of St. Louis is African American, 42.2 percent white (non-Hispanic), 2.9 percent Asian, and 3.5 percent Hispanic or Latino. Our student, faculty, and staff profiles and hiring practices reflect this diversity, with more than 30 percent of students identifying as nonwhite, 20 percent of full-time faculty, and 30 percent of full-time staff.

The university is situated less than a mile from Ferguson, Missouri, where the shooting of Michael Brown in August 2014 sparked civic unrest. Given this, the institution necessarily addresses its role in a multicultural society. In fact, UMSL has been recognized for its multicultural efforts, receiving Insight into Diversity's Higher Education Excellence in Diversity Award in 2013, 2014, and 2015.

Geographic and regional factors highlight the importance of diversity to UMSL as it represents a critical conduit to securing the institutional mission to transform lives. Formed in 2004, the Chancellor's Cultural Diversity Council (CCDC) serves as an important consultant on policy. In its vision statement, the CCDC is dedicated to "creating an engaging and harmonious climate where the talents of diverse faculty, staff, and students flourish, and to facilitating an environment of inclusion that is nurtured through respect, tolerance, and cooperation." Different cultural, intellectual, socioeconomic, and regional perspectives add substantially to understanding, richness of debate, intellectual inquiry, and knowledge development. It is an integral part of all academic programs, particularly those that require completion of a cultural diversity course prior to graduation. Importantly, because the cultural diversity requirement is independent of general education requirements, multicultural competencies are strengthened. Academic programs such as gender studies and ethnicity, migration, and human diversity, as well as conferences (e.g., the Transgender Spectrum Conference, Leadership Diversity & New Member Institute) and co-curricular opportunities (e.g., Sister Scholars-in-Training, MOCHA), help to address the university's role in a multicultural society.

UMSL strives to provide its students with an academic faculty and staff that are representative of both its students and society. Diversity in race and gender are reported annually in the Inclusive Excellence data (see 1.C.2 for additional details). Broadly speaking, trends in this dataset point toward increasing

diversity over the last five years. To increase diversity among faculty and staff, UMSL pursues intentional hiring practices through the Inclusive Excellence initiative. Members of every faculty search committee are required to meet with the Office of Diversity, Equity, and Inclusion (ODEI) before beginning the search. Members are advised on recruitment of women and minority candidates and urged to consider underrepresented populations in every hiring decision. The office provides useful diversity and inclusion links, such as academic search procedures and professional development. Our campus is considered LGBTQ+ friendly, with a 3.5 Campus Pride Index score. The LGBTQ+ program and project support coordinator, a full-time position reporting directly to Student Affairs is tasked with promoting "the educational, personal, and professional development and success of members of the LGBTQ+, minority, international, and/or other marginalized groups ... by serving as advisor and advocate." The UMSL Safe Zone program supports faculty and staff in serving the needs of the LGBTQ+ community, and Green Zone training, offered by Military and Veterans Studies, helps faculty and staff respond to the unique circumstances of veterans. UMSL's efforts led to recognition as a Military Friendly campus.

Infrastructure to promote diversity is employed institutionally by UMSL and as part of the broader efforts of the UM System. A number of administrative offices have specific responsibilities reflecting the university's commitment to delivering a culturally diverse experience. These offices include Disability Access Services, Gender Studies, Multicultural Student Services, and International Studies and Programs, as well as centers and institutes such as the Veterans Center and the Center for Character and Citizenship. The processes and activities are delineated in 1.C.2.

1.C.2

UMSL's processes and activities reflect attention to human diversity that is appropriate in the context of its mission and constituencies. An initiative put forth by the board of curators prompted the hiring of a chief diversity, equity, and inclusion officer (CDO) for the UM System. The CDO assists UMSL and the other system campuses in "implementing policies and best practices in operational areas including human resources, finance, and academic affairs." The Office of Diversity, Equity, and Inclusion (ODEI) at UMSL works closely with the system CDO to promote diversity, provide services, and ensure compliance with all federal, state, and local laws and regulations.

A UM System task force on diversity, equity, and inclusion was initiated in academic year 2015-16. The purpose of the task force was to "conduct a thorough, wide-ranging, and unflinching study of the programs, policies, and practices regarding diversity, inclusion, and equity that have been institutionalized throughout the System." The 2016-2018 Inclusive Excellence Framework was used to derive 17 measurable recommendations and a framework for assessing and correcting. The Inclusive Excellence framework affirms UMSL's commitment (and that of the UM System) to growing and sustaining a diverse and inclusive learning, living, and working environment, and to create a 21st-century learning community defined by excellence and the affirmation of differences in the composition of its leadership, faculty, staff, and students; the configuration of its policies, procedures, organizational structures, curricula, and co-curricular programs; and the fabric of its interpersonal relationships. UMSL's 2017-2019 Inclusive Excellence Plan followed the process outlined by the UM System and included analyses of current conditions, resources, disparities, and actions for improvement.

The support of diversity and inclusion at UMSL begins with the chancellor. The Chancellor's Cultural Diversity Council (CCDC), which consists of faculty, staff, and students, provides consultative opportunities to promote and enhance these activities. The campus also supports these initiatives. The College of Arts and Sciences, for example, hired a graduate assistant for Latino recruitment and retention to address the growing Hispanic population in St. Louis. The College of Education's Dean's

Committee on Social Justice seeks to improve the climate, diversity, social justice, and culture of the workplace. The UMSL Police Department developed a recruitment plan in 2013 with the objective of attracting and retaining quality minorities, females, and individuals from other diverse groups. Since that time, the number of minorities in the department has increased to 20 percent among commissioned staff and 40 percent among supervisory/command officers.

Several units on campus support faculty, staff, and students from diverse backgrounds as well as provide cultural-awareness learning opportunities. For example, the Office of International Studies and Programs provides workshops and lectures of relevance and interest to the UMSL community.

Finally, UMSL has 120 student organizations that reflect the diversity and interests of the student body, 15 of which have an explicit focus on multicultural affairs. Almost 400 programs each year are sponsored or cosponsored by these organizations, all of which support the diverse interests and identities of UMSL students.

Sources

- 1.C.1._Campus Pride Index (UMSL)
- 1.C.1._CDS 2017_2018
- 1.C.1._CDS 2017_2018 (page number 3)
- 1.C.1._CDS 2017_2018 (page number 26)
- 1.C.1._Chancellor's Cultural Diversity Council
- 1.C.1._Diversity, Equity and Inclusion
- 1.C.1._Employee Data Staff
- 1.C.1._Equal Opportunity Policies
- 1.C.1._Ethnicity, Migration and Human Diversity
- 1.C.1._Excellence in Diversity INSIGHT 2013
- 1.C.1._Excellence in Diversity INSIGHT 2014
- 1.C.1._Excellence in Diversity INSIGHT 2015
- 1.C.1._Faculty and Staff-Ethnicity
- 1.C.1._Gender Studies
- 1.C.1._Gerontology
- 1.C.1._Green Zone Training
- 1.C.1._Inclusive Excellence Framework
- 1.C.1._Inclusive Excellence Framework (page number 4)
- 1.C.1._Leadership Diversity and New Member Institute
- 1.C.1._Majors and Degrees
- 1.C.1._Military Friendly
- 1.C.1._MOCHA
- 1.C.1._ODEI Academic Search Procedures
- 1.C.1._ODEI Professional Development
- 1.C.1._Resources for Recruiting Minorities
- 1.C.1._Safe Zone
- 1.C.1._Sister Scholars-in-Training
- 1.C.1._Transgender Spectrum Conference 2018
- 1.C.2._Campus Police Recruitment and Retention Plan 2013
- 1.C.2._Chancellor's Cultural Diversity Council
- 1.C.2._COE Committee on Social Justice
- 1.C.2._DEI Task Force Initial Report

- 1.C.2._DEI Task Force Initial Report (page number 6)
- 1.C.2._DEI Task Force Initial Report (page number 18)
- 1.C.2._DEI Task Force Response Presentation
- 1.C.2._DEI Task Force UM-Board-of-Curators
- 1.C.2._Diversity Equity and Inclusion Audit
- 1.C.2._Diversity Equity Inclusion Audit
- 1.C.2._Diversity Equity Inclusion Audit pg 18
- 1.C.2._Diversity Equity Inclusion Audit pg 4
- 1.C.2._Diversity Links and Other Links of Interest
- 1.C.2._Five-Year Review Insitutional Safety Self-Study 2017
- 1.C.2._Five-Year Review Insitutional Safety Self-Study 2017 (page number 3)
- 1.C.2._Inclusive Excellence Framework
- 1.C.2._Inclusive Excellence Plan
- 1.C.2._ISP Calendar
- 1.C.2._Latino Recruitment
- 1.C.2._Student Organizations
- 2018-19 UMSL Bulletin
- 2018-19 UMSL Bulletin (page number 15)

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

UMSL educates St. Louis and the region. Through the academic colleges (Arts & Sciences, Business Administration, Education, Nursing, and Optometry) and schools (Fine & Performing Arts and Social Work), the university supports and improves the quality of life for all. Partnerships with neighboring school districts as well as corporations and nonprofit organizations promote academic achievement and stimulate economic activity. Support for the Community Innovation and Action Center (CAIC), the Missouri Institute of Mental Health (MIMH), the Des Lee Collaborative Vision (DLCV), UMSL Accelerate, and other public-facing endeavors acknowledge the public obligation of the institution. The DLCV mission is to "link the knowledge, expertise, and resources of academic institutions in St. Louis to the community's civic, cultural, business, educational, and governmental entities to provide the vision and leadership that will enhance, support, and strengthen the region for the benefit of all its citizens," with special emphasis on increasing opportunities for underserved populations. To this end, the DLCV provided more than $71,000 in student scholarships in academic year 2016-17 and endows professorships in community-centric areas such as African American studies, character education, citizenship education, and community collaboration and public policy. The DLCV cosponsored the St. Louis Community and University Engagement Summit, which brought universities in the St. Louis metropolitan area together with community members to discuss shared interests. The UMSL Accelerate program is the innovation and entrepreneurial resource for students, faculty, and the community. Its vision is to serve as a catalyst for developing our students, faculty, and community to inspire entrepreneurship and innovation. Its mission is to foster a community of thought leaders by providing a vibrant ecosystem for education, innovation, and collaboration.

UMSL further fulfills its obligations to the public through actions such as educating and graduating over 100,000 students, more than 78 percent of whom choose to live and stay in the St. Louis region. The Chancellor's Council, which includes community stakeholders and representatives of major companies and organizations in the St. Louis area, provides support and advice to help advance mutual interests. Two recently completed construction projects demonstrate an institutional commitment to the community. The Patient Care Center, which houses SSM Health medical services as well as the UMSL Eye Care, provides an important health access point to north St. Louis County residents and the UMSL community. The SSM partnership re-establishes a health care presence not seen since Normandy Hospital closed in 1993. In addition to benefiting the community, the center provides opportunities for UMSL students to engage in clinical practice. Similarly, the Recreation and

Wellness Center delivers a state-of-the-art exercise facility to the campus and surrounding communities. Other examples include the Kathy J. Weinman Children's Advocacy Center and Institute for Trauma Recovery, and the Community Psychological Service. The Blanche M. Touhill Performing Arts Center is an important cultural venue impacting the St. Louis metropolitan area. Students, faculty, and the community are equally benefited by having access to such an exceptional facility. UMSL further serves the community by helping to provide news and information through its National Public Radio affiliate, St. Louis Public Radio | 90.7 KWMU.

UMSL is designated as a "Voter Friendly Campus" by Campus Vote Project/NASPA and received the ALL IN Campus Democracy Challenge award for having the highest percentage of students voting in the 2016 national elections (out of nearly 300 participating institutions). A higher percentage of UMSL students voted in 2012-2014-2016 national elections than either the composite average for participants in the National Study of Learning, Voting, and Engagement or institutions in the St. Louis area. The university is proud of its student voting record and involvement in the community. UMSL holds the Community Engagement classification from the Carnegie Foundation.

1.D.2

Educational responsibilities take precedence over other purposes. This is evident in the mission documents of the institution and the guiding principles used in strategic planning and budgetary decisions. The 2018-2023 strategic plan lists student success as the first compact.

As a public institution governed by a nine-member board of curators appointed by the governor of the state of Missouri, UMSL's educational responsibilities are its primary focus. The bylaws of the board make it clear that education is UMSL's primary purpose. Board members are tasked with serving the public trust and must disclose any potential conflicts of interest. The university budget is presented annually to the campus and publicly discussed by the Budget & Planning Committee.

1.D.3

The university engages and responds to community needs (see 1.D.1). Formed in 2014, the Creating Whole Communities partnership has brought greater attention to the interdependent relationship between all stakeholders and is reflected in the community engagement compact of the strategic plan, which commits UMSL to becoming an anchor institution in the region.

UMSL championed the Great Streets Initiative project that improved the infrastructure near campus and helped beautify the surrounding neighborhood. During the civil unrest that followed the shooting of Michael Brown by a Ferguson police officer, UMSL engaged the community by hosting local and national forums to promote dialogue and to address race relations and public confidence in the accountability and actions of police officers. St. Louis Public Radio was recognized for its reporting on the Ferguson crisis. UMSL has been and continues to be a force for good in the region.

Sources

- 1.D.1._2012-2014-2016 Student Voting Rates
- 1.D.1._Accelerate About Us
- 1.D.1._Campus Vote Project NASPA Report
- 1.D.1._Center for Eye Care
- 1.D.1._Chancellor's Council
- 1.D.1._Children's Advocacy Center
- 1.D.1._Community Psychological Service
- 1.D.1._Des Lee Collaborative Vision
- 1.D.1._DLCV Report 2016_2017
- 1.D.1._MIMH
- 1.D.1._PPRC
- 1.D.1._Rec Center
- 1.D.1._St Louis Public Radio
- 1.D.1._Touhill Performing Arts Center
- 1.D.1._UMSL Accelerate
- 1.D.1._UMSL Daily ALL IN Democracy
- 1.D.1._UMSL Daily Community Engagement
- 1.D.1._UMSL Daily SSM PCC
- 1.D.1._Voter Friendly Campus
- 1.D.3._Creating Whole Communities
- 1.D.3._Ferguson, Current September 29, 2014
- 1.D.3._Great Streets
- 1.D.3._STL Public Radio One Year in Ferguson Award
- Strategic Plan 2018-2023_Final
- Strategic Plan 2018-2023_Final (page number 5)
- Strategic Plan 2018-2023_Final (page number 17)

1.S - Criterion 1 - Summary

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

Summary

The mission of the University of Missouri–St. Louis is broadly understood, guides the university's operations, and is publicly articulated. The diversity of society is reflected in the academic programs and cultural diversity/global awareness courses, Chancellor's Cultural Diversity Council, Safe Zone and Green Zone trainings, and in many other ways. Our commitment to the public good is exemplified by voter-friendly initiatives, the Great Streets Project, Creating Whole Communities, the Children's Advocacy Center, UMSL Eye Care, the Recreation and Wellness Center, and in countless other ways.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Missouri–St. Louis operates with integrity and follows policies for fair and ethical behavior. Financial reports for UMSL and the University of Missouri System are reviewed each year by an independent auditing firm, BKD CPAs and Advisors. Financial staff must comply with the Code of Ethics and follow financial procedures outlined in policy manuals. The university's chief financial officer consults with the Budget and Planning Committee of the University Assembly, and both make monthly reports. Reduced state support, demographic trends, and declining enrollments necessitated a budgetary review and realignment process that was transparent and produced a viable and sustainable plan for academic year 2017-18.

The Academic Affairs website explains policy and links to the Collected Rules and Regulations of the University of Missouri System (CRR). These policies cover all aspects of academic activity, including tenure and promotion guidelines, academic dishonesty, sexual harassment, curriculum changes, FERPA, and many others. Policies guiding the hiring of faculty, staff, and students are part of the CRR and can be found on the Human Resources website. The Human Resources Policy Manual covers policies on hiring, probation, employment of minors, separation, fitness of duty, and other issues related to employment.

Fair and ethical behavior is expected of all members of the UMSL community. The student handbook describes student conduct and community standards while CRR 330.010 addresses employee conduct and CRR 330.110 describes the standards of faculty conduct. There are separate grievance and equity resolution procedures described in the CRR that govern complaints against student organizations (CRR 600.030) and staff (CRR 380.010). Faculty Senate committees are charged with addressing issues of research misconduct, tenure removal, and oversight of the academic grievance procedure (CRR 370.010).

Frequently asked questions pages for general legal and Title IX, as well as procedures for initiating a grievance, are available on the UM System website. In addition, the Ethics and Compliance Hotline (see also, FAQ) provides a confidential reporting mechanism. NAVEX Global, an independent company that employs strict privacy policies, operates the hotline. Appropriate campus representatives process the reports received.

Sources

- 2.A._Academic Affairs Policies and Documents
- 2.A._Budget Planning 2017
- 2.A._Budget Planning 2018
- 2.A._Code of Ethics
- 2.A._Conduct Pages from Student Handbook
- 2.A._CRR 330.010 Personal Conduct of Employees
- 2.A._CRR 330.110 Standards of Faculty Conduct
- 2.A._CRR 370.010 Academic Grievance Procedure
- 2.A._CRR 380.010 Grievance Procedure for Administrative Service and Support Staff
- 2.A._CRR 600.030 Equity Resolution Process
- 2.A._Ethics and Compliance FAQs
- 2.A._Fiscal Officers Training Guides
- 2.A._Legal Issues FAQs
- 2.A._Privacy Statement I NAVEX Global
- 2.A._TItle IX FAQs
- 2.A._UM Collected Rules and Regulations
- 2.A._UM System 2017 Financial Report
- 2.A._UMSL FY2017 Financial Statements

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

To ensure transparency and provide complete and accurate information to current and prospective students as well as to the general public, the Student Consumer Information page on the website includes, but is not limited to, such information as academic programs, accreditations, campus safety, financial aid, cost of attendance, graduations rates, and placement rates. In addition, the University Bulletin provides detailed information regarding degree requirements, undergraduate and graduate courses, scholarship and fellowship information, and sample four-year degree plans. Faculty and staff are also listed, along with contact and other pertinent information, on departmental websites (e.g., Philosophy faculty and staff, Business Online).

The Cashier's office website provides information on all university tuition and fees. The office is also charged with providing billing and payment information, resources on fiscal responsibility for students and parents, and MetroLink (public transportation) passes, as well as all other ancillary fees. In addition, an online tool allows students to estimate their costs based on several factors including tuition, supplemental fees, loans, and grants. Video resources on managing student loans and understanding credit terminology are also available to students and parents.

All discipline-specific accreditations are listed on the Academic Affairs webpage, as well as on the relevant unit webpages (e.g., College of Business Administration). Institutional accreditation by the Higher Learning Commission is displayed in several places including Academic Affairs, the University Bulletin, and on the Admissions page.

Sources

- 2.B._Accreditations
- 2.B._Admissions
- 2.B._Business Online Faculty
- 2.B._Cashiers
- 2.B._COBA AACSB
- 2.B._Fee Estimator
- 2.B._Helpful Videos
- 2.B._Philosophy Faculty
- 2.B._Philosophy Staff
- 2.B._Student Consumer Information

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1

The bylaws of the Board of Curators for the University of Missouri System stipulate specific responsibilities of board members such as "serve actively as advocates for the university in appropriate matters of public policy in consultation with the president and other responsible parties," and "approve the annual budget and tuition and fees, regularly monitor the university's financial condition, and establish policy guidelines affecting all institutional assets, including investments and the physical plant" (CRR 10.030 Section B. Article II.1.f). Standing Committees of the Board (e.g., academic, student, and external affairs; finance; governance, resources, and planning) address institutional priorities and report at each meeting. The board and the standing committees deliberate on issues that preserve and enhance the campus, such as the approval of the Doctorate in Business Administration (Dec. 2016 minutes). All board meetings are announced in advance and are open to the public (with the exception of executive sessions, which involve litigation, personnel and employment, or sealed bids).

2.C.2

The curators oversee four universities, including UMSL. The board acts in the best interest of its constituent institutions, as well as the students, faculty, and communities they serve. For example, in November 2013, UMSL's National Public Radio affiliate sought the acquisition of digital assets associated with The St. Louis Beacon, a local online news organization. The proposal created academic and research opportunities beneficial to the region. The board approved the transaction, noting the importance to UMSL's strategic vision.

In response to inadequate and outdated recreation facilities, UMSL students passed a referendum to build the Recreation and Wellness Center. In June 2012, the curators approved the debt financing and the activity fee to fund the project. Use of the facility for students is included in their tuition, while faculty, staff, and community members can join for a fee. Importantly, the facility serves a recruitment and retention function as well as being a much-needed resource for the neighborhoods surrounding the campus.

In January 2014, the board approved the building of a new optometry and nursing building, which

includes an optometry clinic. In October 2014, the project design was approved, and the building opened in 2017. Its updated facilities serve to enrich the educational experiences of our students. In addition, these facilities reach out the community through the Center for Eye Care, a collective of four eye health clinics run by the College of Optometry. The community connection of the UMSL Patient Care Center is a special point of pride. Through SSM Health, the center provides surrounding neighborhoods access to health care that has been largely absent since the closing of Normandy Hospital in 1993.

The Natural Bridge Great Streets community development project is another example of the curators acting in the interests of UMSL and the community in which it resides. The project improved both form and function of access into campus, with particular benefits for cyclists, pedestrians, and mass transit. Curators approved university participation in the originating organizations in 2014. These examples illustrate how the board of curators considers and takes action on strategic issues and projects that positively impact students, faculty, staff, and the community.

2.C.3

The bylaws of the board of curators ensure the ethical and independent nature of its members (CRR 10.090). All curators must file a Personal Financial Disclosure form with the Missouri Ethics Commission and submit a Conflict of Interest Disclosure form annually to the secretary of the board. In addition, board members are prohibited directly or indirectly by CRR 10.090 Article C from accepting gifts for personal use by any entity with interests that may be affected by the board's recommendations.

2.C.4

The board of curators' authority and responsibilities are covered in CRR 10.030 Article II.B. The board reviews the UMSL mission and purpose, appoints the president of the UM System, determines broad policy guiding appointment of faculty and employees, and monitors its financial condition. The board delegates the day-to-day running of the university to the president of the UM System, and the chancellors provide academic leadership and management for their universities.

While the curators review and approve new programs and certificates, all additions to the curriculum are initiated by faculty and follow the Faculty Senate review process, as do all changes to programs and certificates, and additions of and changes to courses. The CRR 300.040 paragraphs on the authority of the faculty and on committee structure show that the faculty committees oversee matters related to curriculum and instruction, tenure and promotion, research, libraries, and other academic matters.

The mission of the Faculty Senate is to "make educational policy decisions to create a rigorous, innovative, student-oriented environment for learning, research, and community service." In its 2016-17 Five-Year Review, all senate and assembly committee activities, including descriptions and missions, were assessed, informing changes to the Faculty Bylaws and Senate Operating Rules that were approved by the board of curators on June 21, 2018. Faculty oversight of academic matters and policy is illustrated in this report. The senate and the University Assembly also advise the chancellor and senior administrators on matters related to information technology (IT), physical facilities, budget and planning, recruitment, and financial aid. Due in part to the review process, the IT committee streamlined its structure as specified in the Senate Operating Rules to improve efficiency and responsiveness.

Sources

- 2.C.1._BOC Minutes December 2016
- 2.C.1._BOC Minutes December 2016 (page number 7)
- 2.C.1._CRR 10.030 Board Bylaws
- 2.C.1._CRR 10.030 Board Bylaws (page number 2)
- 2.C.1._CRR 10.050 Standing Committees
- 2.C.1._CRR 10.060 Board and Committee Meetings
- 2.C.2._BoC_Jan2014
- 2.C.2._BoC_Jan2014 (page number 29)
- 2.C.2._BoC_Jun2012
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- 2.C.2._BoC_Nov2013
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- 2.C.2._BoC_Oct2014
- 2.C.2._BoC_Oct2014 (page number 8)
- 2.C.2._BoC_Oct2014 (page number 11)
- 2.C.2._Natural Bridge Master Plan Exec Summary
- 2.C.2._Optometry-PC Community
- 2.C.2._Recreation Wellness Center
- 2.C.2._Recreation Wellness Center HIstory
- 2.C.2._SSM Health Opening
- 2.C.3._10.090 Ethics and Conflict of Interest
- 2.C.3._10.090 Ethics and Conflict of Interest (page number 2)
- 2.C.3._Conflict of Interest
- 2.C.3._Ethics Guide 2018
- 2.C.3._Personal Finance Disclosures Statement_Long
- 2.C.4._Bylaws IT Committee Change Nov2017
- 2.C.4._CRR 10.030 Board Bylaws
- 2.C.4._CRR 20.030 Executive Philosophy
- 2.C.4._Faculty Senate 5yr Self Study 2016-2017
- 2.C.4._Faculty Senate Curriculum and Instruction Guide
- 2.C.4._Faculty Senate University Assembly Mission
- 2.C.4._Final UMSL Bylaws for BOC May 2018

2.D - Core Component 2.D

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

Argument

The university is committed to academic freedom and freedom of expression. CRR 310.010 states, "Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental to the protection of the rights of the faculty member in teaching and of the student in learning." The UM System and constituent campuses are committed to freedom of expression. The UMSL statement affirms that freedom of expression is indispensable. The free speech and use of outdoor space guidelines expressly affirm the rights of students and members of the public to engage in expressive activities on campus, so long as those activities do not create a public safety issue or significantly disrupt campus activities. In addition, the Center for Teaching and Learning provides sample language addressing classroom behavior for syllabi. Standard components of civility statements include "membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn," and "free inquiry, free expression, and civility within this academic community are indispensable to the university's objectives." These statements demonstrate the University's commitment to civil discourse and intellectual freedom in its policies and practices.

Sources

- 2.D._Center for Teaching and Learning
- 2.D._Civility Statement Samples
- 2.D._CRR 310.010 Academic Freedom and Economic Security of Academic Staff.pdf
- 2.D._UM System Freedom of Expression
- 2.D._UMSL Free Speech Guidelines
- 2.D._UMSL Freedom of Expression
- 2.D._UMSL Use of Outdoor Spaces

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

The Office of Research Administration (ORA) provides administrative oversight of all research (by faculty, staff, or students) using human subjects or vertebrate animals as well as potential conflicts of interest. The university implemented an online review system, IRBNet, in 2011. All forms, protocols, correspondence, and related records are kept on the IRBNet server. IRBNet instructions facilitate protocol submissions, and the general application helps determine the nature of the review (exempt, expedited, or full). Exempt and expedited protocols are reviewed as received, while the Institutional Review Board (IRB) committee meets monthly to review proposals that require full-board review.

The campus IRB committee reviews all research involving human subjects and ensures compliance with federal regulations. Several units (e.g., education, nursing, and psychological sciences) utilize internal processes and faculty sponsors prior to institutional submission. All investigators (including students and graduate students) must successfully complete human subjects training (e.g., PHRP, CITI) to receive IRB approval for research involving human subjects.

The care and use of vertebrate animals as subjects in research and teaching is addressed in CRR 400.020. The Institutional Animal Care and Use Committee helps to ensure compliance with the federal regulations and the Animal Welfare Act. A written policy on the treatment of animals in research is posted on the ORA website.

The CRR has a number of policies related to conflicts of interest (CRR 330.015, CRR 410.020, CRR 420.030). In addition, CRR 420.010 addresses issues of research misconduct through the Faculty Senate Research Misconduct Committee.

2.E.2

Students are offered guidance on the ethical use of information sources. The University Bulletin describes the Standard of Student Conduct as defined in CRR 200.010, and expectations are listed in the student handbook. Among other things, the code includes definitions of plagiarism, cheating, and sabotage. These expectations are reinforced by university staff during student orientations, by faculty in classrooms and on syllabi, and by fellow students through peer mentoring. Students must comply with UMSL's Network and Acceptable Use policies in order to access coursework and other information.

New graduate student orientation explains ethical expectations to new students. The Graduate Student

Handbook provides an overview of policies and student expectations, including academic honesty. Thesis and dissertation proposals that include use of human or animal subjects must receive IRB approval prior to review by the Graduate School. Graduate program coordinators convey policies and practices to students, and graduate faculty reinforce these expectations in their classrooms and syllabi.

The University Libraries provide a website with resources for students on the proper citation of sources. In addition, UMSL utilizes Turnitin, an academic integrity and plagiarism tool that helps instructors and students ensure content in written documents is cited properly. Papers submitted to Turnitin may be compared against billions of internet documents, archived internet data that is no longer available on the live web, a local repository of previously submitted papers, and a subscription repository of periodicals, journals, and publications. Faculty and student technology guides promote ethical use of information, as do the Center for Teaching and Learning and the UMSL Writing Center. Sanctioning authority is retained by Academic Affairs.

2.E.3

The university has and enforces policies on academic honesty and integrity. The Standard of Student Conduct Policy (CRR 200.010) addresses a wide range of issues related to ethical conduct, including academic dishonesty, forgery or other misuse, and sexual misconduct. Importantly, the university is proactive in communicating this information to students. The University Bulletin includes a statement on academic integrity that requires students to reject dishonest behavior. There is an explicit set of Academic Dishonesty Guidelinesto follow in cases where academic integrity is in question. These guidelines include appropriate reporting lines. They include a policy for the proper use of copyrighted material in teaching and research. The Office of the Provost and Academic Affairs and the Office of Student Involvement email students every fall to reinforce university expectations. In addition, they communicate these expectations regularly at new student orientations, graduate orientations, and for new residential advisors in the Office of Residential Life and Housing. Classroom visits can be requested by faculty to reinforce these policies. Awareness of these expectations facilitates an environment conducive to learning that fosters integrity, academic success, personal and professional growth, and responsible citizenship.

When faculty members suspect academic misconduct, they must assign a grade and report the incident to Academic Affairs, which retains sanctioning authority for conduct violations. The director of the Office of Academic Integrity (OAI) conducts an informal disciplinary hearing and informs the student of recommended disciplinary actions. If the student disagrees with the action, he or she can appeal the decision, and the case is reviewed by a student conduct committee. Should the student reject the decision of the student conduct committee, the chancellor of the university serves as the final appeals officer. In its academic year 2017-18 report, the OAI reported that 28 cases of academic misconduct were investigated. Five cases were dismissed due to insufficient evidence, and 18 resulted in warnings without formal sanction. The remaining cases resulted in sanctions ranging from writing a reflection on the importance of ethics (3-5 pages), a one-semester probation with a similar reflection, and a one-year probation with a 10-page paper on academic and professional ethics.

Finally, allegations of research misconduct, including conflicts of interest, are covered under CRR 420.010 and CRR 420.030. The Faculty Senate and University Assembly is involved in these matters and others through committees such as research policy, research misconduct, misconduct, oversight, and issues of tenure removal.

Sources

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- 2.E.1._CITI Training
- 2.E.1._COE Electronic IRB Instructions
- 2.E.1._COE Faculty Sponsor Electronic IRB Instructions (002)
- 2.E.1._COE Information and Procedures
- 2.E.1._Compliance Animal Subjects (IACUC)
- 2.E.1._CRR 330.015 Policy on Conflict of Interest
- 2.E.1._CRR 400.020 Care and Use of Vertebrate Animals
- 2.E.1._CRR 410.010 Research Involving Humans
- 2.E.1._CRR 410.020 Institutional Conflicts of Interest in Human Subjects Research
- 2.E.1._CRR 420.030 Conflict with the Interests of Federal Grant Agencies
- 2.E.1._Exempt Review Form
- 2.E.1._Expedited Review Form
- 2.E.1._Full Review Form
- 2.E.1._IRB Cover Page
- 2.E.1._IRB Cover Page (page number 2)
- 2.E.1._IRB Net
- 2.E.1._IRB Net Instructions
- 2.E.1._Nursing Research Related Resources
- 2.E.1._Nursing Research Resources
- 2.E.1._ORA
- 2.E.1._ORA Compliance (IRB)
- 2.E.1._ORA Policies
- 2.E.1._PHRP
- 2.E.1._Psychological Sciences HSP Policies
- 2.E.2._AH1100 OL SYLL rv2
- 2.E.2._AH1100 OL SYLL rv2 (page number 11)
- 2.E.2._Citing Your Sources
- 2.E.2._Conduct Pages from Student Handbook
- 2.E.2._CRR 110.015 Acceptable Use
- 2.E.2._Faculty Tech Guide
- 2.E.2._Faculty Tech Guide (page number 8)
- 2.E.2._Graduate Student Handbook
- 2.E.2._Graduate Student Handbook (page number 9)
- 2.E.2._Network Policies
- 2.E.2._New Grad Student Orientaiton
- 2.E.2._Office of Academic Integrity Spring Report
- 2.E.2._Student Conduct Title IX
- 2.E.2._Student Technology Guide
- 2.E.2._Turnitin
- 2.E.2._TurnItIn Protocol
- 2.E.2._Writing Center
- 2.E.3._Academic Dishonesty Guidelines
- 2.E.3._Bulletin Academic Integrity
- 2.E.3._CRR 200.010 Standard of Conduct
- 2.E.3._CRR 200.020 Rules of Procedure in Conduct Matters
- 2.E.3._CRR 200.030 Forms for Student Disciplinary Action
- 2.E.3._CRR 420.010 Research Misconduct

- 2.E.3._CRR 420.030 Conflict with the Interests of Federal Grant Agencies
- 2.E.3._Senate Assembly Committee List
- 2.E.3._Student Conduct Title IX Policies
- 2.E.3._Student Conduct Title IX Policies (page number 3)
- 2.E.3._Student Responsibilities and Expectations AA Email
- 2018-19 UMSL Bulletin
- 2018-19 UMSL Bulletin (page number 648)

2.S - Criterion 2 - Summary

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

Summary

The institution acts with integrity. Ethical and responsible conduct is expected of the entire UMSL community and is reinforced through policies and procedures. The university is transparent in its course offerings, fee structure, budgeting process, and in rules concerning ethical behavior of faculty, staff, and students. Academic freedom is a critical aspect of the university mission. Institutional processes and committee structures address issues related to academic honesty, conflicts of interest, ethical research, and academic freedom.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3.A.1

The UMSL faculty has "essential decision-making authority in matters directly affecting the educational program of UMSL..." (CRR 300.040). Through deliberative bodies such as the Faculty Senate Curriculum and Instruction Committee, Graduate Council, and the curriculum and instruction committees in each college and school, courses and programs are subject to regular and extensive review, ensuring that they are both current and appropriate.

UMSL offers a robust curriculum, with majors and degrees that reflect the needs of 21st-century students. Importantly, these offerings reflect a responsiveness to the needs of students and the region. Between 2014 and 2017, nearly 300 program changes and many more course changes were approved by the Faculty Senate. An excellent example of a new program created to address student interests and industry trends is the cybersecurity program, which was designated a Center of Academic Excellence in Cyber Defense by the National Security Agency and the Department of Homeland Security. Likewise, the Doctor of Business Administration program was created to provide career advancement opportunities for executives in the region. Other examples include undergraduate certificates in data science; criminology and criminal justice; health communication; ethnicity, migration and human diversity; technical writing; and gender and the military.

UMSL offers 25 programs that are accredited by professional organizations and oversight bodies. The College of Business Administration is accredited by the Association of Colleges and Schools of Business (AACSB) in both business and accounting. Worldwide, less than two percent of business schools have this dual accreditation. The Department of Music is accredited by the National Association of Schools of Music (NASM). The master of public policy administration is accredited by the Network of Schools of Public Policy Affairs Administration (NASPAA). The School of Social Work regularly revises its curriculum to meet the Educational Policy and Accreditation Standards (EPAS) of its accrediting body, the Council on Social Work Education (CSWE). Similarly, programs in the College of Education are reviewed by the Council for the Accreditation of Educator Preparation

(CAEP), Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Association of School Psychologists (NASP). The baccalaureate program in the College of Nursing is based on "The Essentials of Baccalaureate Education for Professional Nursing Practice" by the American Association of Critical-Care Nurses (ACCN). The BS degrees in civil, mechanical, and electrical engineering offered by the UMSL/Washington University in St. Louis Joint Undergraduate Engineering Program are accredited through the Accreditation Board for Engineering and Technology (ABET). Finally, the BS degree in chemistry is certified by the American Chemical Society (ACS) and complies with the ACS guidelines.

UMSL faculty in other areas regularly update their programs and courses based on self-assessments and institutional five-year reviews. The history department, for example, introduced the "Reacting to the Past" (RTTP) pedagogy to some courses in order to promote student engagement. The Department of Philosophy has introduced a range of teaching innovations and addresses contemporary challenges with new courses such as Present Moral Problems, Race and Racism, Ethics in Science, and others. Philosophy faculty members are pursuing field diversity standards in their courses through an approach of 50 percent female authorship among readings in courses, and with an eye toward authors from different cultures.

In accordance with the Association to Advance Collegiate Schools of Business (AACSB) white paper, "Assurance of Learning Standards: An Interpretation," the accounting department conducts assurance of learning reviews. The department demonstrates efforts to maintain a rigorous and contemporary curriculum through course requirements in both the BS and MAcc in its recent five-year review. The Department of Mathematics and Computer Science introduced new emphasis areas in data science and fiscal mathematics as well as new certificates, such as mobile and ubiquitous computing.

UMSL degree programs require appropriate levels of performance by students. Twelve programs at UMSL use Educational Testing Service's Major Field Achievement Tests (MFAT), including biology, chemistry, computer science, criminal justice, English (literature), mathematics, music, physics, psychology, sociology, biochemistry and biotechnology, and social work. In the most recent Coordinating Board for Higher Education (CBHE) report, 68 percent of UMSL students who took an MFAT scored at the 50th percentile or higher. The UMSL/WUSTL joint engineering program administers the nationally standardized National Council of Examiners for Engineering and Surveying (NCEES) Fundamentals of Engineering exam to many of its seniors.

Graduate education at UMSL is significantly more rigorous relative to undergraduate studies. In addition to all of the review processes associated with undergraduate offerings, graduate course and program proposals are reviewed by the Graduate Council to ensure that they are clearly distinguished from lower-level offerings. Every unit that offers graduate degrees have designated program directors who are responsible for oversight of their areas. To be admitted to the Graduate School, prospective students must provide evidence of academic and related qualifications as well as documentation related to their personal attributes (e.g., letters of recommendation) that indicate a likelihood of success in their desired program. A cumulative GPA of at least 2.75 is required for regular admission into the Graduate School, but more than 90 percent of degree programs exceed these expectations. For example, the Department of Biology requires prospective MS students to have a cumulative GPA of at least 3.0 overall and in major as well as advanced coursework in organic chemistry, physics, calculus, genetics, biochemistry, and evolution on their undergraduate transcripts. Similarly, the MA in economics requires successful applicants to submit a personal narrative, GRE scores, and have completed a baccalaureate degree with courses in intermediate microeconomics, macroeconomics, mathematical economics, and introductory econometrics prior to starting the core curriculum.

Expectations and student performance in courses and programs are appropriate. The philosophy

department has stated learning goals for undergraduates that are differentiated from those for graduate students. Similarly, the School of Social Work conducts an outcomes assessment that is consistent with the evaluative standards of the CSWE. Assessments developed for each course measure CSWE competencies and assess whether students have met the benchmarks. In the introductory and strategic management courses offered by the College of Business Administration, students are evaluated on the mastery of learning goals. Consistent with AACSB recommendations, management assesses mastery of learning goals for introductory courses through capstone courses for the college. The appropriateness and effectiveness is demonstrated through management students scoring in the 89th percentile on the management portion of the MFAT.

3.A.2

The University Bulletin prominently features all degree programs and the associated learning outcomes and course requirements in a central location. Departmental websites (e.g., business administration, history) and other marketing materials use these learning outcomes to attract new students and communicate how the taught skills and knowledge will be useful to them. All programs undergo an inclusive and rigorous curricular review process every five years involving unit, college, and institutional assessment. Units prepare a self-study that is assessed by a review team composed of faculty members from related disciplines and at least one external reviewer from the discipline of the unit under review. The campus review team meets with students, faculty, staff, and other stakeholders to provide an evaluation and response to the self-study. The external reviewer provides an independent assessment to the unit that is integrated into the report of the campus review team. The unit under review then has an opportunity to respond to the report. The five-year review process helps to ensure that learning goals are appropriately differentiated across unit offerings.

In addition, faculty initiate program and course proposals that are reviewed by their academic deans or directors and vetted by curriculum and instruction committees at the college and in the Faculty Senate. While all course and program proposals undergo a similar review process, additional steps are needed to assess particular programs and courses. For example, the Graduate Council reviews graduate courses and program proposals to ensure appropriate rigor prior to Faculty Senate. Similarly, the General Education Committee reviews all undergraduate courses requesting the general education or cultural diversity designation. The Faculty Senate ultimately reviews and approves all courses and programs before submitting them to the University of Missouri System and, ultimately, the Missouri Department of Higher Education (MDHE). The MDHE provides additional oversight in the approval of new academic program proposals, changes to existing programs, and the off-site delivery of existing programs by public institutions.

Learning outcomes for all programs are published in the University Bulletin and reflect faculty consensus on the knowledge and skills students will develop while pursuing a degree. Majors, minors, and certificate programs are differentiated. For some departments, learning outcomes are defined and driven by external accrediting agencies. The Division of Teaching and Learning in the College of Education aligns teacher education program goals with the Missouri Teacher Standards identified by the Missouri Department of Elementary and Secondary Education (DESE). For the Educational Specialist in School Psychology degree, there are five programmatic emphases built from the NASP domains. All NASP-approved programs must demonstrate that the prescribed domains are addressed, assessed, and attained. Other departments use their disciplinary association's suggested learning outcomes to guide departmental decisions about degree program outcome revisions. For example, the Department of Psychological Sciences uses the guidelines developed by the American Psychological Association to articulate its learning objectives. The Department of History has adopted the guidelines set forth by the American Historical Association.

UMSL faculty and staff are actively engaged in continuous improvement of program outcomes and strategies for assessing student learning in light of those outcomes. Campus administrators support the efforts of academic departments and programs to develop centrally shared, clearly stated, discipline-specific outcomes; to align those outcomes with the overarching institutional outcomes; and to develop assessment strategies to gauge the effectiveness of their curricula in fostering student progress toward those outcomes. For example, learning outcomes for graduate and undergraduate programs in the Department of Philosophy are articulated in the recent five-year review, and undergraduate learning outcomes are presented on its website. Similarly, the Department of Chemistry and Biochemistry lists seven specific knowledge and skill goals for its undergraduate programs and specifies how the knowledge and skills of BS students surpass those of BA students.

UMSL is currently undergoing a Curriculum Alignment Process (CAP) to establish streamlined degree pathways aligned to institutional outcomes. CAP aligns course offerings to programmatic learning outcomes to 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. CAP has three initial priorities. First, CAP established a systematic framework to help curricular programs and academic and administrative support units review and reflect on degree program outcomes and requirements to demonstrate how courses help students acquire the expertise, skills, and knowledge needed to be successful within their particular degree. Second, CAP facilitators work with faculty and departments to develop, implement, and sustain useful and effective plans for assessing and improving student learning. Third, CAP facilitators and departments partner with academic advisors to update and promote the use of academic maps for first-time freshmen and transfer students. Campus leaders and the curriculum and instruction committees in each college as well as the Faculty Senate are actively engaged in the process to consider the proposed changes and supporting rationale. Together, the CAP initiative and UMSL's commitment to carefully monitor student progress represent important steps toward a strengthened and more intentional connection between learning goals and assessment of student learning.

The Missouri Department of Higher Education established a statewide policy for general education to categorize state-level curricular goals and institution-level student competencies, organized around two key areas: skills and knowledge. The skills areas include state-level goals focused on helping students develop effective communication, higher-order thinking, managing information, and ethical and moral values of a diverse society. The knowledge aspect includes four academic areas: social and behavioral sciences, humanities and fine arts, mathematics, and life and physical sciences. General education at UMSL is comprised of 1000- and 2000-level courses that provide foundational knowledge in a broad range of subjects critical to the future success of our students. It is divided into two categories: 65 General Education Core courses, which are applicable in all disciplines, and 862 General Education Explore courses, which emphasize breadth of study. The program complies fully with the Missouri CBHE Guidelines on Transfer and Articulation and aligns to UMSL's institutional learning outcomes.

The UMSL general education 42-credit-hour curriculum known as UMSL Core and Explore affords both freshmen and transfer students the opportunity to develop and apply intellectual tools and to acquire a breadth of knowledge necessary in our challenging, technological, and diverse world. Directly aligned to UMSL's institutional learning outcomes, the general education curriculum also challenges students to investigate various disciplines as potential majors, and it prepares them for success in major fields of study. UMSL assesses the general education curriculum at the course level to ascertain how well students have mastered learned outcomes associated with specific general education courses. Faculty members who staff these courses include statements in course syllabi, routinely assess course outcomes, refine their courses based on results, and report findings and changes to their department. In order to generalize those results to the program as a whole, the CAP

initiative includes focused attention on streamlining the general education curricular courses to ensure course outcomes are well aligned to and assessed for institutional outcomes.

In addition to completing general education requirements, undergraduate degree-seeking students in most non-professional programs are required to take Junior level writing as well as a cultural diversity course. While outside general education, these requirements help to ensure that UMSL graduates have the skills and perspective needed to be successful in the modern global economy.

In addition to 42 graduate certificate programs, the Graduate School offers 30 master's programs, 14 doctoral programs, two education specialist programs, and one professional degree in optometry. Following the CAP framework, academic departments are responsible for determining each graduate program's learning outcomes, aligned curriculum, and assessment measures.

3.A.3

The university offers high-quality programming such as the Department of Criminology and Criminal Justice, which is ranked fourth in the nation by U.S. News & World Report, and the accounting program, which holds the highest CPA pass rate in the region and was the first in the region to receive dual accreditation by the AACSB for both business and accounting. The music program is accredited by the NASM, and UMSL is home to the world-renowned Arianna String Quartet. The quality of these and other programs at UMSL are the highest caliber and with learning goals that are consistent across modes of delivery and locations. UMSL Nights, Online and Weekends (UMSL NOW) focuses on delivering programs and coursework with the same quality and expectations of traditional, on-campus programming. UMSL NOW aggregates online program offerings at the undergraduate (e.g., communication, liberal studies, and political science) and graduate (e.g., education, gender studies, and nursing) levels. The College of Business Administration offers the Flex MBA, the Professional MBA (PMBA), and the International MBA (IMBA), all of which are AACSB accredited and rely on the same quality and learning goals. In the College of Nursing, the RN to BSN option is offered online, at St. Louis Community College (STLCC), St. Charles Community College, and at hospitals in the St. Louis area. Importantly, the Center for Teaching and Learning helps promote and ensure high-quality education on campus through programs and resources such as seminars, workshops, orientations, and colloquia.

The 2016 Multi-Location Visit Report by HLC for off-site instruction concluded that "all curriculum, selection of faculty, and teaching expectations are the same as they are for the courses offered on the UMSL campus," and "the same evaluation and assessment procedures are used at the locations and the main campus." UMSL at Mineral Area College (MAC), for example, offers a 2+2 program in social work, a bachelor's degree in liberal studies and master's degrees in social work and nursing. Social work instructors offer courses at MAC using the same Learning Management System (LMS) as the main campus. The UMSL School of Social Work has an outreach coordinator who both teaches and provides academic advising while another faculty member teaches and serves as a liaison to students in practicums at MAC. Full-time UMSL faculty or adjunct instructors teach the rest of the courses in the BSW and MSW programs at MAC.

The College of Education offers a BS in education at Jefferson College in Hillsboro, Missouri, and STLCC at Wildwood and Meramec, and a MEd to students in rural Missouri and Iowa via interactive TV. The master's degree with an early childhood emphasis is available to students as an online option. In the elementary and middle school education program, off-campus classes can be face-to-face, hybrid, online, or live over the internet. An advisor and a site manager are present at both the Jefferson College and STLCC sites, and instruction is highly coordinated between the off-campus and main-campus staff. For example, TCH ED 3310, Introduction to Methods of Teaching, has a head

instructor at the main campus who leads all the classes while off-site instructors provide additional instruction and attend meetings to ensure the content and schedule are consistent across sites. The textbooks are the same, the requirements are the same (including the field experience), and a shared syllabus is used.

The UMSL Advanced Credit Program (ACP) allows high school students to earn college credit prior to graduation. The National Alliance of Concurrent Enrollment Partnerships (NACEP) reaffirmed ACP accreditation in 2018. To ensure parity in quality and experience between on-campus students and ACP students, every high school instructor is paired with a liaison from the appropriate department or discipline. The liaison reviews course syllabi, objectives, textbooks, and assessments for every course to ensure equivalency. Syllabi and assessments are retained by the ACP office. In collaboration with ACP administrators, liaison responsibilities include providing professional development for their instructors and visiting active classrooms. Importantly, ACP students succeed at a rate comparable to on-campus students and report similar feedback on course evaluations.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1

The general education program at UMSL is appropriate to the mission, educational offerings, and degree levels of the institution. It was revised under the guidance of the campus general education committee and approved by the Faculty Senate for implementation in the fall of 2015. The construction of the program complies with the Missouri Department of Higher Education statewide general education policy. UMSL is a signatory to the statewide credit transfer policy that requires that "the general education achievements of students who succeed in discharging their obligations are wholly transferable in terms both of graduation credit and of real competencies." Each institution is required to present a 42-semester-hour block of general education credit that will be equivalent to corresponding blocks at other public and signatory institutions.

The general education program is referred to as UMSL Core and Explore. Core and Explore is a 42-semester-hour general education program that synthesizes key competencies by targeting specific skills in the core while providing "breadth of study" through knowledge goals in explore. The general education Core is comprised of:

- First-year writing (3 hours)

    Students develop rhetorical knowledge and critical thinking, reading, and writing skills.

- Mathematics (3 hours)

    Students develop quantitative reasoning and use symbolic systems to understand the properties and relationships of relevant quantifiable concepts.

- Communication (3 hours)

  Students build verbal communication skills, an ability to analyze and use communication effectively, and to engage with others constructively across contexts.

- Information Literacy (3 hours)

  Students develop efficacy in accessing and analyzing information to further learning and to become fully aware participants in the interconnected global community.

- American History/Government (3 hours)

  Students understand important facets of American history and its governmental structures from colonization to present day.

The Explore component of general education is comprised of three broad categories:

- Humanities and Fine Arts (9 hours)

  Students gain a deeper knowledge of the human experience and creative expression through visual and performing arts.

- Mathematics and Life/Physical Sciences (9 hours)

  Students expand mathematical abilities and have an understanding of the branches of science that deal with living things and the physical world.

- Social and Behavioral Sciences (9 hours)

  Students understand and have the ability to view individual and social behavior/society from a variety of perspectives utilizing scientific methods.

Core and Explore is also aligned with CORE 42, a statewide general education program created in response to the core curriculum transfer act (SB997). CORE 42 offers an alternative general education program for transfer students that is both independent and parallel to the native requirements of the two- and four-year public institutions in Missouri.

3.B.2

The philosophy and framework of the Core and Explore program was developed through a deliberative, inclusive, and iterative process informed by the recommendations of the Association of American Colleges and Universities (AAC&U) and in alignment with the statewide policy on general education. State-level curricular goals and institution-level student competencies for general education fall into skill and knowledge goals. The purpose of general education at UMSL is to impart a broad foundation of knowledge and skills critical to future success. UMSL Core and Explore is organized so that the knowledge and skills deemed most critical to students are emphasized. As stipulated by MDHE policy, institutions "have the privilege and responsibility to exercise their academic and institutional autonomy to design and promulgate a general education program that supports their respective institutional mission and assists to meet these high expectations."

The conceptual framework of Core and Explore was developed by the general education committee with input from campus, vetted by faculty, and approved by the Faculty Senate. Expected learning

outcomes for core area content are described in the University Bulletin. For example, the objective of the communication competency is for students to "become proficient in verbal communication, enhance their ability to analyze and use communication effectively, and engage with others constructively across contexts." Course goals are further defined and emphasize oral communication strategies, practical and analytical skill building, and evaluations of oratory effectiveness. General education is undergoing a curricular alignment process similar to other programs to improve alignment of expected learning outcomes.

The Explore areas expose students to intellectual concepts that involve analysis, synthesis, interpretation, and evaluation. For example, the expected learning outcomes for the humanities and fine arts are that students will gain "a deeper knowledge of the human experience and creative expression through visual and performing arts." The goals are further delineated by providing "critical/foundational discipline-specific skills that contribute to personal growth and well-being" and encouraging "a sense of connection to our shared and diverse pasts as well as our contemporaries."

3.B.3

The critical skills students need to succeed are embedded in the general education requirements. The first-year writing course, for example, requires students to "analyze contexts and audiences and then act on that analysis in comprehending and creating texts" and "analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts." The mathematics requirement addresses concepts of probability and statistics that involve important interpretive and critical reasoning skills. Communication involves "analytical and practical skill-building in oral communication" and information literacy focuses on "the analysis and evaluation of information for objective accuracy, valid use, or appropriate construction, and applications of contemporary technologies to research, retrieve, synthesize, construct, or present information as needed for academic disciplines."

All undergraduate degree programs require an exit exam or capstone experience. In anthropology, students must complete (with faculty supervision) an independent research project that culminates in written and oral reports delivered to students and faculty. In philosophy, students in the senior seminar course (PHIL 4491) intensively study a central philosophical problem and then write a paper that is evaluated by two members of the department as well as the course instructor. The Graduate School policies require a capstone project for professional doctorates which addresses "a subject approved by the candidate's committee; has a significant grounding in clinical, translational, or engaged scholarship; and is the candidate's original work," while other doctorates require the more traditional dissertation.

The university has strong ties to organizations in the region that it leverages to provide expanded learning opportunities for our students. The relationship with Express Scripts, a Fortune 22 pharmaceutical company that is headquartered on the grounds, is particularly unique. Collaborative initiatives between UMSL and Express Scripts have enhanced learning opportunities and provided financial support for students in the region.

Internships, co-ops, or research projects are all capstone experiences that broadly assess general education and disciplinary specializations. Such experiences help to ensure that the skills students acquire are both applicable and adaptable to the needs of professions and industries. UMSL Career Services and departments work to ensure that these programs align with curriculum. The political science program has internships available in the Missouri Legislature, local governments, in national and local campaigns, at the United Way, and others. The clinical psychology program provides opportunities for students through the Center for Trauma Recovery, Children's Advocacy Center,

Community Psychological Services, and the Center for Behavioral Health. Students of the arts have access to internships at local arts institutions such as the Saint Louis Art Museum, Contemporary Art Museum St. Louis, Paul Artspace, and Laumeier Sculpture Park. Students may curate shows at Gallery Visio or Gallery 210. Undergraduates in history have served as interns at the Missouri History Museum, at the Campbell House Museum, the Scott Joplin House State Historic Site, and at the National Park Service's Museum of Westward Expansion.

A complete list of current opportunities for students in a range of disciplines is included in the University Bulletin. BSW students are expected to perform 570 hours of practicum at agency sites. Specific assignments are based on learning agreements developed by the student and agency and include core competencies, practice behaviors, and methods of evaluation. The first semester focuses on direct practice, and the second semester focuses on administrative issues. MSW students have their own practicum consistent with their specialization. In the language programs, a service-learning course (FGN LANG 2192) is offered in which community service experience is academically integrated into the student's course of study. Service learning in a local or international community organization, as approved by the course instructor, is required. With the exception of music education, all teacher education students participate in a yearlong practicum in teaching. Such community-based practicum experiences build professional competence and connections for later employment. For example, the School Adventure Into Learning (SAIL) project gives teacher candidates an opportunity to investigate ideas in educational settings. Additionally, the College of Nursing offers a summer externship for senior nursing students in collaboration with BJC HealthCare Systems. In the 10-week program, senior nursing students gain clinical experience at hospitals and are coached by seasoned nurses.

Multicultural understanding is increasingly relevant, and many UMSL students have participated in a range of study abroad programs. Students in language programs may receive credits for formal study abroad, and formal exchange programs are available at many universities in other countries. Students who are unable to participate in such immersive intercultural experiences still benefit from the cultural diversity requirement, which helps promote effective adaptation to a global society.

3.B.4

UMSL fully embraces the need to educate a diverse student body in the context of the diverse world in which our graduates will live and work. The Chancellor's Cultural Diversity Council (CCDC), a group composed of faculty, staff, students, and external stakeholders, seeks to ensure that "the university's multilingual, multicultural, gender-equitable teaching and learning reflect its distinction as an institution of higher education committed to serving diverse people." Its mission is to foster "a campus and regional culture of inclusion where diversity of all types is embraced and recognized as the strength of the communities, state, nation, and world we live, work, and learn in." The CCDC, in collaboration with the Civic and Community Engagement Committee (CCEC), help to ensure that the campus and surrounding communities contribute to a broad and representative improvement in quality of life in the region. The 2017 Civic Action Plan emphasizes strategic organizing for community impact.

To address the human and cultural diversity of its students, UMSL offers minors in African/African American studies, international relations, Latina/Latino studies, urban politics, urban studies, veterans studies, and women and politics, as well as certificates in East Asian studies, gender and the military, gender studies, international studies, and Latin American studies. In addition, undergraduate programs are offered in international relations, languages, military and veterans studies, sociology, and gender studies. Student organizations expand these concepts and provide opportunities for communities to interact and explore the human experience. To promote a representative student population, many

scholarships at UMSL focus on diversity. The university offers training to faculty and staff via the Gender Studies Safe Zone and the Military and Veterans Studies Green Zone Training, both of which promote an inclusive and welcoming environment.

The Office of Multicultural Student Services supports a strong and inclusive community on campus. Through the Office of International Studies and Programs (ISP), the university offers lectures and seminars that promote cultural understanding and dialogue on issues of global interest and significance. ISP provides study abroad and exchange opportunities while serving a critical role in increasing the number of international students on campus.

Finally, students in the College of Arts and Sciences, College of Business Administration, and the Joint UMSL/Washington University in St. Louis Joint Engineering Program are required to complete at least one cultural diversity course to be eligible for graduation. Students in the College of Business Administration must also fulfill a global awareness requirement. The cultural diversity requirement includes courses that emphasize "Asian, African, Middle Eastern, Latin American, Pacific aboriginal, Native American, or a comparable culture" and "involve substantial material independent of the cultures' interactions with European cultures." If a course focuses on one facet of a culture, it must treat the topic within the context of the culture as a whole. Students can fulfill this requirement by choosing among offerings in anthropology, art history, English, Chinese, Japanese, history, honors, music history, literature, media studies, philosophy, political science, social work, sociology, or theatre/dance. The global awareness requirement helps to promote a sense of perspective and place in the modern business environment.

3.B.5

The Collected Rules and Regulations of the University of Missouri System (CRR 310.080 Article E) as well as UMSL's workload policy identify research, scholarship, and creative activity as an expectation of faculty. Additionally, each department has a discipline-specific workload document (e.g., Department of Criminology and Criminal Justice) that provides greater definition to scholarly expectations for its faculty. Importantly, the workload document reflects basic performance standards that are separate but complementary to the standards for promotion and tenure. Students are encouraged to participate in the discovery of knowledge and other creative work through UMSL's undergraduate research programs. There are a myriad of research opportunities for students at the graduate level.

Each year, colleges and departments document the scholarly productivity of faculty using MyVITA, a faculty accomplishment system. MyVITA aggregates information from all departments on campus as well as the four campuses of the UM System. MyVITA can be used to generate reports and to sort and identify faculty based on variables such as areas of expertise, publications, and grants. UMSL's Office of Research Administration (ORA) provides assistance with external grant submission and award management. ORA offers support for faculty research and professional development through competitive internal grants (fall and spring panels). The ORA provides an annual report of secured awards and funding. Between 2015 and 2018, annual expenditures increased by nearly 50 percent and exceeded $24 million. This is particularly laudable given that the head count for tenure and tenure-track faculty decreased during the same period. The increase in expenditures reflects a smaller number of submissions with larger requests and greater success. A recent report using the Academic Analytics Scholarly Research Index ranked UMSL 23rd and placed faculty productivity in the 69th percentile for public institutions in the doctoral higher research classification.

In the spring of 2016, UMSL completed a new Science Learning Building (SLB). The 74,788-square-foot addition to Benton and Stadler halls provides state-of-the-art teaching and lab facilities. The

departments of biology, chemistry and biochemistry, and physics and astronomy utilize the space. The Center for Neurodynamics and the Center for Nanoscience, along with numerous other departmental laboratories across campus, provide ample space for specialized research.

Undergraduate students at UMSL have many opportunities to be involved in research and the creation of new knowledge. One of the most popular events is the Undergraduate Research Symposium (URS), which invites students from all disciplines to present talks or posters on original work. The URS is an opportunity for students to share their research in a professional setting and to get critical feedback from an informed audience. The 2018 URS included 62 posters and presentations created by 86 student authors and supported by 47 mentors. More than 30 faculty judges and 14 student volunteers helped make the event a success. UMSL also cosponsors (along with four other area universities) the St. Louis Area Undergraduate Research Symposium (SLAURS). SLAURS creates an additional opportunity for UMSL students to share their work with students and faculty at other institutions. UMSL students participate in the Undergraduate Research Day at the Capitol (URDC), in which selected students present their research to legislators and visitors at the state capitol. Undergraduate students have the opportunity to present their work at other regional meetings as well. For example, physics students have presented at the NASA Missouri Space Grant Consortium (MOSGC) meeting, and chemistry students have presented at the annual undergraduate research symposium of the local chapter of the American Chemical Society. The Department of Political Science promotes research as a member of the Inter-university Consortium for Political and Social Research (ICPSR).

Graduate students have a number of additional opportunities. The Graduate Research Fair is a poster competition open to graduate students of all disciplines in which faculty teams judge the posters and presenter interactions to rank the research and celebrate exemplary work. Another popular event is the Three Minute Thesis competition, which asks student to explain and provide context for their research in a three-minute presentation and a single slide. The presentations are ranked based on audience feedback as well as faculty judges, and top performers are recognized. The Graduate School also devotes resources to help graduate students develop their professional skills by sponsoring the Graduate Student Leadership Development Program (GSLDP), which gives students an opportunity to develop transferable skills.

Importantly, students have opportunities to engage in creative works as well. UMSL produces Natural Bridge, a national publication of contemporary literature edited by advanced students in the Master of Fine Arts program. Natural Bridge receives approximately 1,200 submissions each year, and writers whose work has been published in it have been anthologized and awarded the Flannery O'Connor Award for Short Fiction, the Drue Heinz Literature Prize, John Ciardi prizes, and more. Another publication of the Department of English is Litmag, which publishes student poems, stories, and visual art. The Pierre Laclede Honors College is also home to a number of student publications, including Brain Stew, the official newsletter of the students at the honors college. Brain Stew is predominantly an editorial-based publication that accepts submissions on any topic and in most formats (e.g., graphic art, poetry, fiction, editorials, jokes, doodles, etc.). The honors college also publishes Bellerive, a literary journal for previously unpublished works from faculty, staff, and students. Student theatrical productions are scheduled each year with performances at either the Blanche M. Touhill Performing Arts Center (PAC) or the Kranzberg Arts Center (located in the Grand Center Arts District in St. Louis). The Department of Music has many performance groups open to students including Wind Ensemble, University Orchestra, University Singers, Jazz Ensemble, Percussion Ensemble, Vocal Point, the University Pep Band (The Triton Sound), UMSL Opera Theatre, and Piano Studio. Gallery Visio is an art gallery that provides artists, both current students and alumni, with a venue and an opportunity to curate and exhibit their work. Graduating seniors often display their artwork in Gallery Visio. Finally, "Celebrating the Arts" is an annual juried

art show planned and hosted by honors college students that features original creative works by students, staff, and faculty.

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- 3.B.5._ORA Report 2018
- 3.B.5._Tenure and Promotion Ch 2
- 3.B.5._The Natural Bridge
- 3.B.5._Three Minute Thesis
- 3.B.5._Undergraduate Research Symposium About

3.C - Core Component 3.C

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

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

Argument

3.C.1

With 432 full-time faculty, 75 percent of whom have the highest academic degree in their discipline, a student-faculty ratio of 18:1, and 87 percent of classes with fewer than 40 students, UMSL has the faculty to offer effective, high-quality academic programs. The Curators of the University of Missouri System have set a workload policy that "no regular faculty member can be assigned either fewer than 12 section credits or fewer than 180 student credit hours per academic year without an instructional waiver." In addition, all academic units (e.g., criminology and criminal justice) developed policies specifically tailored to their disciplines. In the College of Arts and Sciences, individual departments generated these policies while in other units, such as business administration, education, and nursing, collegewide policies were developed to ensure effort allocation was appropriate to meet academic and operational needs. These operational tools, combined with a staff of nearly 1,000, ensure that UMSL has the personnel needed to deliver academic and student support services.

UMSL has participated in other analyses to determine the appropriate number of faculty, including the Delaware Cost Study, a nationwide effort to gather comparative data on instructional costs and faculty productivity and best practices. Data derived from staff analyses are used to assess critical instructional ratios, monitor trends in student/faculty/full-time equivalent (FTE) counts, and to inform hiring and budgetary decisions.

3.C.2

UMSL employs a practice of determining the proper qualifications and credentials of all instructors that are clearly communicated throughout the hiring processes for each position. Position descriptions outline minimum qualifications to be considered for a given appointment. These qualifications address attainment of the required degree and concentration, and typically

define minimal requirements for associated certification and licensure; experience in the professional field; teaching experience and effectiveness; evidence of scholarship, grants, and creative works; record of community service and professional leadership; and other parameters pertinent to the particular discipline. Administrative positions follow the same protocol but are publicized through our executive search page. All applicants undergo a criminal background check.

In addition to documented excellence, candidates participate in structured interviews involving a broad range of stakeholders (e.g., faculty, staff, students, and community members). These interviews help to ensure that the campus can provide feedback and input on the candidates. The credentials of potential instructors are vetted by multiple individuals and units (e.g., the search committee, department chair, the Office of Diversity, Equity, and Inclusion (ODEI), as well as representatives of the UMSL administration) prior to making an offer of employment. Importantly, the verification process applies to lecturers, instructors, assistant professors, associate professors, professors or to positions with these same titles preceded by adjunct, clinical, teaching, visiting, research, museum, graduate, distinguished, or Curators', and to librarians, postdoctoral fellows or associates, research associates; senior research fellows, research analysts or senior research analysts, clinical residents, scholar, artists, docents, or superintendents in residence, including those whose title includes the term "visiting," and administrators holding an appointment as a faculty member.

The interview process includes presentational elements that require candidates to demonstrate teaching ability, research competency, and communicative skills. Specific information pertaining to hiring processes, benefits, professional development and training opportunities, and other employment resources is publicly documented in the HR manual and in ODEI Search Procedures and Forms. There is also a process for filling part-time vacancies that allows unit heads to recruit candidates from a pool of solicited and/or unsolicited applications.

Of the 432 full-time faculty members, 325 hold doctorates or terminal degrees. Faculty involved in the UMSL/WUSTL joint engineering program are subject to all UMSL policies for credential verification and go through the same hiring procedures. The Advanced Credit Program (ACP) maintains policies for qualifications of faculty that are consistent with assumed practice. Instructors who teach in the ACP have, at a minimum, a master's degree in the discipline they are teaching, at least 18 graduate hours in the content area, or significant professional experience. ACP is accredited by the National Alliance for Concurrent Enrollment Partnerships (NACEP).

3.C.3

CRR 310.015 stipulates "the performance of all non-tenure track and untenured tenure track faculty is to be reviewed annually by the appropriate unit supervisor (e.g., department chair, dean, director, etc.)." For untenured faculty members, "the tenured faculty of each department or unit will develop and publish standards for satisfactory performance, which include minimum standards for teaching, research, and service as well as general principles for determining an overall satisfactory performance."

All faculty are evaluated annually using reports that are prepared and submitted through the MyVITA system. This system was introduced in 2016 as the successor to the Faculty Accomplishment System (FAS). Departments or unit chairs review the annual reports and complete a summary score sheet for each faculty member. Some departments have committees assist with these assessments. Summary reports use departmental norms to organize and rank faculty performance in instruction, advising and mentoring; research, scholarship and creative activity; and university, professional, public service and outreach. These evaluations contribute to the tenure and post-tenure review process. A second, complementary review is required for endowed professors.

Instructor performance in courses is evaluated using online course evaluations and student feedback surveys. Course evaluations are typically solicited at the end of the semester before grades are available and are included in the annual performance review. In addition, faculty members are encouraged to register their courses for mid-semester feedback. Mid-semester evaluations are similar to course evaluations in that they provide a mechanism for students to communicate preferences, concerns, and needs. Importantly, this feedback is collected while the instructor can still address issues raised by students. Graduate teaching assistants are evaluated for English proficiency in compliance with state law. In addition to these quantitative measures of instructor performance, the Center for Teaching and Learning encourages the use of peer-teaching evaluations as recommended in promotion guidelines (e.g., College of Arts and Sciences Non-Tenure Track Guidelines). A long-standing policy on classroom visitation makes peer evaluation a potential part of the annual review process, a consideration in tenure and promotion decisions, and a mechanism to address quality of instruction concerns.

Collectively, these evaluations assess individual performance in teaching, research, and service. Administrators and department/unit heads may use these results to inform course assignments, to adjust workload allocation, and to determine the distribution of merit-based increases in salary.

3.C.4

UMSL engages in a multipronged approach to assure that instructors are current in their teaching and adept in their teaching roles with programs that target early-, mid-, and late-career faculty. New faculty (full time and part time) are expected to attend an orientation that introduces campus services, campus supports for teaching and technology, service learning and civic engagement opportunities, and research funding opportunities. The Junior Faculty Travel Grant supports full-time, untenured, tenure-track faculty in strengthening research and creative activity. The Office of Research Administration (ORA) sponsors workshops, panel discussions, and presentations intended to help faculty be more successful in research. The ORA recently piloted a program called the Early Career Research Network to help junior faculty be successful in research and grant-writing activities.

Faculty members benefit from robust departmental seminar programs that help them keep up with the latest research in their fields. Regular seminars are held in biology, biochemistry and biotechnology, chemistry, criminology and criminal justice, mathematics and computer science, physics and astronomy, and business. The biochemistry and biotechnology program arranges an annual themed symposium with the opportunity for students to meet the speakers. The criminology and criminal justice program sponsors an annual conference on youth violence prevention, the philosophy program hosts a Philosophers' Forum with a speaker series and spring conference, and the Center for the Humanities sponsors the Monday Noon series of talks in different areas of the humanities**.**

The Center for Teaching and Learning (CTL) is a major focal point for improving and sustaining the teaching of UMSL faculty. It provides extensive guidance to instructors through documents (e.g., Essential Elements of a Course Syllabus). The CTL aggregates and presents best practices and important policy information for faculty including those for academic dishonesty and maintaining a positive work and learning environment. The center sponsors a faculty colloquium series addressing academic issues and related topics such as Writing Teaching and Research Statements, MyVITA for annual evaluation, and tenure and promotion guidelines. Focus on Teaching and Technology is an annual conference organized by CTL. This two-day event features plenary speakers of national renown in education and from institutions in the St. Louis region, as well as workshops for faculty and staff on educational or technology topics. Online in 9, which the CTL offers every semester

(including summer), helps instructors redesign and reconceptualize their campus classes for online delivery over the course of nine weeks. The CTL also sponsors Ten Steps to Success, in which participants complete 10 teaching-related professional development experiences, including the Course Design Workshop or Institute, Digital Fluency Workshop, Introduction to Service Learning Workshop, and classroom observation or mid-semester feedback. These resources and processes help ensure faculty can continue to develop professionally and sustain the highest quality of teaching.

3.C.5

UMSL recognizes that instructor accessibility is an important contributor to student success. Academic Affairs policy states, "being available for consultation with students outside of scheduled classes is an important part of a faculty member's responsibilities. All full- and part-time faculty engaged in teaching are expected to be available during the academic term to meet with students outside of their scheduled instructional hours." Faculty are expected to be available to students via email, voice, and Canvas/LMS. Data from the 2015 NSSE indicate that UMSL is above the peer group for questions related to student-faculty interaction for first year students, such as whether a student had "talked about career plans with a faculty member," "worked with faculty on activities other than coursework (committees, student groups, etc.)," "discussed course topics, ideas, or concepts with a faculty member outside of class," and "discussed your academic performance with a faculty member."

3.C.6

UMSL is committed to hiring highly qualified staff and providing professional development opportunities to ensure that students receive outstanding academic, social, and financial aid support. A detailed job description listing minimum education and experience requirements is provided for each position. The commitment to quality and diversity in faculty has been enhanced through the Office of Diversity and Inclusion's role in academic searches. All search committee members are required to attend this training to ensure consistency in the interview and selection process. References are contacted and background checks are performed before an individual is offered employment.

UMSL offers ongoing professional development for all staff and capitalizes on system resources to provide enhanced development opportunities. A wide range of training opportunities are available to staff through myLearn, which includes more than 10,000 books and courseware. Human resources provides management training through the Management Foundations Institute. Classroom training sessions are scheduled each semester, as are monthly Lunch and Learn sessions. Information Technology Services offers training sessions and maintains the right answers portal, which provides instructions and solutions to common questions and problems.

An intentional focus on professional development for advisors and student support staff at both the campus and UM System levels has resulted in systemwide Advising Summits. A systemwide development fund supports the summits and also sends a number of advisors each year to the National Academic Advising Association conference. A yearlong Advisor Development Program for established advisors is also launching in fall 2018, and the UMSL associate provost for student success has collaborated with other UM System colleagues on the design of this program. UMSL holds its own summer advising meeting for all advisors and student support staff on campus that focuses on issues related to advising, student retention, and enrollment. UMSL also sends advisors to the national First-Year Experience Conference on an annual basis, supported through the Office of New Student Programs. Individual colleges make funds available to attend state and regional conferences, including special conferences for pre-health advising. Staff members also regularly

attend the Missouri Department of Higher Education-sponsored conference on Transfer and Articulation, which specifically addresses mobility for students of Missouri's two- and four-year public institutions of higher education.

UMSL offers faculty and staff training to support the needs of specialized populations such as veterans and LGBTQ students. For example, the Department of Military and Veterans Studies regularly offers Green Zone Training to faculty and staff. The purpose of the training is to help faculty and staff better understand and serve the needs of veteran students and their families, to recognize and address the transition issues veterans face, and to effectively facilitate GI Bill benefits. Similarly, UMSL Safe Zone training is a three-hour program for faculty and staff designed to improve sensitivity and awareness of the unique challenges that LGBTQ students face and facilitate more effective delivery of services. Faculty and staff can also participate in RESPOND training, a full-day session that addresses how to deal with members of the campus community (students, faculty, etc.) who may be experiencing a mental health issue or crisis. All faculty and staff are required to complete Title IX training modules every year, and staff members who view student grades must complete the mandatory FERPA training. The Office of Financial Aid collaborates with the Office of Admissions to share information about financial aid with applicants and refers eligible students to Career Services for college work-study programs.

To ensure that tutors are properly trained, UMSL delivers the Peer Academic Learning Seminar (PALS). All students employed as a peer tutor, advisor, undergraduate tutor, supplemental instruction leader, lab tutor or assistant attend the seminar to learn campus policies and procedures concerning discrimination, sexual harassment, and privacy laws; prevention of academic dishonesty; student conduct regulations; and promotion of a positive work and learning environment.

Importantly, UMSL encourages leadership opportunities as well as training designed to improve performance. The Administrative Leadership Development Program (ALDP), sponsored by the UM System, is a yearlong training and development opportunity designed to develop and strengthen leadership skills for administrative staff. A parallel program for academic department chairs and program heads is offered through the Leadership Development Program (LDP). Both programs are supported by the President's Academic Leadership Initiative (PALI) and promote individual development while helping to ensure a smooth succession in institutional responsibilities. Since their inception, nearly 100 members of the university have completed this training, including 53 academic and 44 administrative leaders.

Sources

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- 3.C.1._COE Workload Policy approved April 2017
- 3.C.1._Common Data Set 2017-2018
- 3.C.1._Common Data Set 2017-2018 (page number 26)
- 3.C.1._CON Workload Guidelines 8.28.17
- 3.C.1._CRR 310.080 Workload
- 3.C.1._Staff Counts
- 3.C.2._ACP Faculty Qualifications
- 3.C.2._CBC HR Policy Manual
- 3.C.2._Executive Search Page

- 3.C.2._Faculty List by Highest Degree Completed
- 3.C.2._HR Manual
- 3.C.2._Interviewing
- 3.C.2._Joint Engineering
- 3.C.2._ODEI Search Procedures and Forms
- 3.C.2._Office of Diversity, Equity and Inclusion
- 3.C.2._Part-time Vacancies
- 3.C.3._CRR 310.015 Procedures for Faculty Performance Review
- 3.C.3._Endowed Professorships
- 3.C.3._MidSemester Feedback Survey
- 3.C.3._MO Statute 170.012
- 3.C.3._MyVita Faculty
- 3.C.3._NTT Faculty Pro Guidelines CAS 8-27-2012
- 3.C.4._BCBT Symposium Flyer 2017
- 3.C.4._CTL Self Study Document 2017
- 3.C.4._Early Career Program
- 3.C.4._Essential-Elements-of-Course-Syllabus
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- 3.C.4._Monday Noon Series
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- 3.C.4._Youth Violence Prevention
- 3.C.5._Engagement Indicators
- 3.C.5._Faculty Office Hours
- 3.C.6._Academic Search Committee Updated 05.2018
- 3.C.6._Administrative Leadership Development Program
- 3.C.6._Advising and Retention Summits
- 3.C.6._Campus Rules and Regulations Orientation (PALS)
- 3.C.6._COTA Program
- 3.C.6._EEO e-Recruit Information Sample
- 3.C.6._HR Training and Development
- 3.C.6._ITS Right Answers Portal
- 3.C.6._Leadership Development Program
- 3.C.6._Lunch Learn 1-26-18
- 3.C.6._Military Veterans Studies
- 3.C.6._MVS Green Zone Training
- 3.C.6._RESPOND Training
- 3.C.6._Safe Zone Mission
- 3.C.6._Summer Advising Institute
- 3.C.6._UM Advisor Development Program 2018-2019 First Cohort

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1

UMSL prioritizes the support of its students throughout their academic journeys. The recently appointed associate provost for student success provides campus-level oversight for academic advising as well as policies and practices that support a smooth transition and a clear path to graduation for students. Investments in Starfish, a unified advising record platform, have resulted in increased communication between offices that provide student support and services. The degree audit upgrade, U.Achieve, as well as a new academic mapper tool, U.Direct, are providing unprecedented opportunities to plan clear degree pathways. Under the Student Success umbrella, the Office of New Student Programs plans and implements new student and transfer orientations, Weeks of Welcome, and supports the First Year Experience course. The UMSL Nights, Online and Weekends (NOW) office provides highly personalized advising and coaching to returning adult students.

Strong partnerships and collaborations across the campus and the St. Louis community are established to promote student access, learning, development, engagement, persistence, and success strategies to aid in closing the achievement gap. The recently appointed assistant provost for access and academic support provides leadership and oversight for Student Academic Support Services (SASS). The Office of Pre-Collegiate Student Services (Bridge Program), Student Enrichment and Achievement, Multicultural Student Services and the newly implemented University Tutoring Center are all housed within the SASS unit. SASS is charged with college access initiatives and programming, retention services, academic support, parental engagement, leadership development, and cultural enrichment programming. The success of this unit is based upon directly working with faculty and staff, students, the K-12 community, parents, and leaders throughout the St. Louis community.

The Bridge Program provides unique and comprehensive college access services to a diverse middle and high school student and parent population. Bridge equips students with academic enrichment, college planning, and social and professional development competencies critical for the successful matriculation to college. To this end, Bridge excels in providing special attention to programming the connects classroom learning to future careers. The Bridge Program provides precollege learning

experiences that are designed to acclimate students to the college environment by providing academic enrichment, ACT preparation, professional development, career research and identification, and scholarship opportunities. Bridge provides a variety of college preparation opportunities to the St. Louis community, which includes the Summer Academy for students in 9th and 10th grade, Express Scripts Academy for 9th- through 12th-grade students, After School Clubs focused on math and science, and the Saturday Parent Academy. Students and parents both experience a comprehensive support model to encourage high school completion and college attendance.

Multicultural Student Services (MSS) strives to create a strong inclusive community among students, faculty, and staff that personifies respect, accountability, and acceptance, while supporting and empowering students to achieve degree completion. MSS provides comprehensive academic support services for all UMSL students who have a 2.4 cumulative GPA or above. Services provided include, but are not limited, to the following: 1-on-1 academic coaching; academic, career, and professional workshops; peer, gender-specific mentoring, and faculty and staff mentoring; cultural enrichment activities and heritage months; and scholarship opportunities. MSS utilizes a variety of innovative approaches to provide a diverse selection of programming to assist with combating retention challenges on campus.Through a comprehensive support model utilized, MSS has established a strong framework that assists students with both academic and nonacademic barriers. Academic coaching is provided to any UMSL student seeking additional support to combat academic and personal challenges. A MSS workshop series entitled "Commit to Success" is designed to assist students academically, personally, socially and professionally to ensure that the whole student is supported.

SEA strives to collaborate with students to create a culture of enrichment and achievement through our commitment to holistic and individualized support. SEA strives to educate, equip, and empower students to fully engage in their academic improvement and the pursuit of personal and academic success, as well as providing academic support services intentionally designed for UMSL students with a cumulative GPA of 2.39 or below. Services include but are not limited to: early alert management, success coaching, mentoring, workshops, Gateway course support, and Don't Cancel Class support for faculty. SEA supports students who've been referred to the office based on academic standing. Through this 1-on-1 developmental relationship, students connect with professionally trained specialists to personalize their educational journey and create a road map to success.

SEA is also charged with oversight for the Early Alert System. The Starfish-based intervention program, Early Academic Alert, serves as a bridge between instructors, advisors, and retention specialists for students who may be at risk in a course. Students who are flagged are contacted by an academic success coach from SEA to create a plan for how to succeed in the courses in which they are struggling. Students on probation, suspension, or that are seeking reinstatement are required to participate in an academic recovery program. In academic year 2017, 583 students participated. The programs include a set of requirements designed to improve student performance, including meeting with an academic or success coach, workshops, developing an academic success plan, and participating in the study hall program to assist with achieving good academic standing. This program is used campus wide with some targeted services to support our at-risk student population served through SEA.

The newly created University Tutoring Center (UTC) is designed to meet the increasing demand for academic support and delivers services more efficiently and effectively. UTC is committed to providing quality individual and group tutoring services to equip students with effective study skills, strategies, and resources in partnership with faculty and staff in a centralized campus location. Tutorial services are designed to promote retention and degree attainment in a safe, caring, and welcoming environment. Services include but are not limited to: 1-on-1 individual and group paired tutoring, walk-in tutoring, student organizational tutoring, study hall, and academic preparedness

workshops. UTC will provide campuswide training to ensure that every tutor hired is providing the same quality of services. UTC has also established strong partnerships with alumni by creating volunteer opportunities to support the UMSL student body. The effectiveness of all tutoring components are assessed with mid- and end-of-semester evaluations, focus groups, and tutor feedback.

Student veterans can receive support through the Veterans Center, which provides a welcoming environment, support services, and a VA certifying official. The Veterans Center has three regular staff and six student staff members, including peer mathematics and writing tutors. These tutoring services help to offset the three-to-four-year gap that veterans have in their formal education. The center provides information on benefits, GI Bill certification, studying and tutoring, and socialization opportunities. Green Zone Training helps faculty and staff better understand and work with veterans. The Student Veterans Association is a recognized UMSL student organization.

Disability Access Services (DAS) provides accommodations to students with specialized needs. Accommodations provided include extra time on exams in special testing environments, interpreters, alternate textbook formatting, adaptive software, closed caption real-time services, note takers, and special furniture. The office provides resources and guidance to faculty on how to accommodate students with special needs. Students must register with DAS and provide appropriate medical documentation to receive accommodations. Instructors are alerted to individual needs and work with students to address them. Between 300 and 400 students registered with DAS each semester from 2013 to 2017.

Targeted support to older students with children is provided through the Students Who Are Parents (SWAP) program. Students with children can take advantage of full- or half-day care at the Child Development Center. A campus social worker is available for help with prevention services. Triton Health Educators are certified peers who work to prevent unhealthy behaviors on campus.

For students pursuing degrees through nontraditional means such as evening, weekend, and online classes, UMSL NOW serves as a hub of support. Students who require alternate delivery formats often face many challenges, including balancing the responsibilities of their academic pursuits with those that come with a full-time job, young children, and caring for elderly parents. The unique challenges of this student population are addressed by providing traditional support systems as well as alternative channels (such as Skype) to facilitate student success in these platforms. The office also serves as an information aggregator to help prospective students match their interests with academic programs that offer flexible delivery modes.

Given the number of students that come to the university having already earned college credit, the Office of Transfer Services plays an important role in meeting the needs of UMSL students. The office evaluates transcripts and provides advice on course selection prior to transfer to provide a seamless transition between institutions. Articulation agreements and credit equivalencies as well as transfer guides are published for students transferring from another two- or four-year institution, and a reverse-transfer coordinator is available. The course equivalency database provides information on transfer equivalency for students transferring to UMSL from other institutions and for UMSL students seeking equivalent courses elsewhere. The university has several other mechanisms to ease student transfers. The Triton Trailblazers program, in cooperation with Southwestern Illinois College and St. Louis Community College, allows students planning to transfer to access UMSL resources while still enrolled at the community college. UMSL organizes an annual Transfer Week with visits to local community colleges, and students that apply during this period have their application fee waived.

UMSL also has well-developed programs to support the needs of its new freshman and transfer

students. A student orientation is required for first-time college students prior to registration. The orientation includes a day of activities addressing academic life, financial information, campus technology, and campus resources. Academic advising is provided, and students have their photos taken for their university IDs. The orientation also includes a parent/family breakout session and a reception. The Serendipity Sendoff welcome picnic for incoming classes is part of the six Weeks of Welcome for new and returning students. The Weeks of Welcome feature daily social and informational events designed to connect students with each other and with campus resources and opportunities. An overnight orientation experience is available for new students as well as a parent and family orientation. Orientation sessions are also offered for transfer students.

The Office of Student Financial Aid helps students navigate the costs of education and provides information students need to apply for aid, including an award guide with a checklist, tutorial to completing the aid process, and financial aid basics. The Cashier's Office promotes financial literacy during orientation and online through "Money Matters." UMSL offers the Employer Reimbursement Deferred Payment Plan (ERDPP) for those students whose employers offer educational assistance. This is a mission-centric program, as many of our students work full or part time off campus. According to the Beginning College Survey of Student Engagement, only 11 percent of UMSL students do not expect to have to work while attending classes, and 67 percent expect to work at least 11 hours per week.

Good health is an important factor in student success, so UMSL has a number of programs to support it. Health Services is an ambulatory care clinic that deals with acute illnesses, ongoing health conditions, routine visits, and sexual and mental health. Board-certified nurse practitioners and a registered nurse staff the unit. Heath Services offers blood test screenings, physical exams, strep tests, and vision screenings. The Wellness Resource Center Counseling Services has educational materials on a range of topics and arranges wellness outreach presentations on request. In addition, smoking cessation programs and HIV testing are offered. Counseling Services has individual counseling appointments available for students and offers outreach presentations, online screening, crisis and emergency services, support groups, mental health information resources, and information on relationship violence. Students and faculty may be referred to Community Psychological Service for additional services. In addition, the College of Optometry provides students with free annual exams and offers preferred rates for other services.

Student Social Services assists highly vulnerable students by assigning a caseworker to help them with securing public assistance, housing counseling, and food assistance. The Triton Hunger Relief Fund and other food assistance programs help to address the problem of hunger on campus, which is important given the average annual income for UMSL students and families. Student Social Services has other ways to help students experiencing food insecurity such as providing snack packs, directions to food pantries, and techniques for efficient grocery shopping and food budgeting. The university has promoted mobile pantries and is establishing a permanent food pantry on on the first floor of the Millennium Student Center in January, 2019. Commitments have been secured from several community partners to stock and support it. In addition to these resources, Sodexo donates $50,000 each year in catering for student activities and groups, and the Food Service Advisory Committee gives students a voice in the process.

Finally, current UMSL students, recent graduates, and alumni can make use of Career Services to search for jobs and internships. The office offers numerous services and is a repository of useful career-related information and websites. The UMSL CareerKey tool helps students search for internships or jobs off campus and is one of several outcome metrics regularly evaluated. Career Services reaches out to the regional business community to establish relationships beneficial to students seeking internships or jobs. Students also have access to career assessment tools, including

the Strong Interest Inventory, Myers-Briggs test, and a computerized self-guided career exploration tool called FOCUS 2. Importantly, resume building and interviewing support help ensure postgraduate success.

3.D.2

A combination of placement testing, intentional advising, and records of academic performance are used to direct students to courses and programs for which they are adequately prepared. Preparatory learning and support structures are used to address academic needs of students.

The Pierre Laclede Honors College (PLHC) offers an outstanding learning environment for students who meet the requirements for participation. Students in the program have access to honors core courses, smaller seminar classes, advanced interdisciplinary courses, learning communities, and both National Student Exchange and study abroad opportunities. Consistent with the mission, students must also earn six hours of honors internships or research or independent study. The honors college sponsors the Undergraduate Research Symposium (URS) and has a vibrant student association (PLHCSA).

Learning support is provided to all students through centers and services designed to promote and sustain academic success. The Writing Center provides individualized on-campus and e-tutoring opportunities for students to refine skills, address deficits, and help students become more confident writers. The Writing Center also provides numerous resources, including style guides and handbooks, Similarly, the Math Technology Learning Center (MTLC) provides tutoring and support for students that need help with math and statistics. A number of campus units offer additional supports focused on discipline area (e.g., Veterans Center Tutoring, Science and Technology Academic Center).

The process for directing students toward courses and programs for which they are most prepared begins with the Office of Admissions, which assigns new students to colleges for advising. The majority of these students are assigned to the Marcus Allen Advising Center, housed in the College of Arts and Sciences, UMSL's largest college. The center advises the majority of first-time freshmen as well as returning and transfer students. Students who meet the admissions requirements for other academic colleges may be directly admitted to that college for discipline-specific advising. The Office of Transfer Services helps nontraditional and transfer students navigate articulation agreements, assess degree and program requirements, determine the need for placement testing, and address other issues unique to transfer students. The Campus Testing Center is responsible for proctoring ALEKS (the math placement exam), major field tests, and related exams, while the Writing Center proctors the writing and grammar proficiency test.

UMSL first-year initiatives help new students, both freshman and transfer, adjust to life at UMSL and promote academic success. At Major/Minor Jams, undeclared students as well as those considering changing majors have the opportunity to interact with students in other disciplines to learn about their majors. Finally, the Advanced Credit Program (ACP) works with departmental liaisons and the Office of Admissions to help dual-credit students identify and register for college courses. The Office of the Registrar assigns Advanced Placement Credit in alignment with the policies of the Missouri Department of Higher Education (MDHE).

For students who require additional academic support as they prepare for their postsecondary education, UMSL offers a number of programs designed to help strengthen and promote essential academic skills. The Bridge Program Summer Academy, which targets 9th and 10th graders, offers academic enrichment courses in mathematics, science, written and oral communication, career research, personal and professional development, and other activities that support college planning.

The Express Scripts Saturday Academy, open to students in grades 9 through 12, delivers a similar curriculum through an 11-week series of Saturday workshops. In addition, students can find curricular requirements and four-year degree plans for undergraduate majors in the University Bulletin and on departmental and college websites.

Academically talented high school seniors can take advantage of the STARS program (Students and Teachers as Research Scientists), which presents opportunities to work in laboratory research settings with top scientists at UMSL as well as the Cortex Innovation Community and Donald Danforth Plant Science Center, among others. UMSL also supports incoming student experiences through the Gateway Writing Project summer institute, a program that focuses on developing the writing and teaching skills of educators.

3.D.3

UMSL employs a mixed model of academic advising that includes faculty and professional staff advising as well as peer advising. Examples of centralized and decentralized advising are evident in colleges and departments. Professional advisors have the breadth and depth of institutional knowledge to help students with registration, general education, major requirements, and degree requirements. The discipline knowledge of faculty allows students to receive guidance related to specific programs, research opportunities, career and internship information, and post-graduation goals. The Starfish-based MyConnect system allows students to identify advisors, make appointments, and receive feedback from advisors and instructors working in tandem to support the student. The system allows advisors to send reminders to students to make appointments and keep an institutional record of any concerns regarding student progress. Faculty members also use the system to recognize students who have done well in their courses. The UMSL website provides general guidance to students on advising, including how to seek advising, location of advising offices, what to expect during an appointment, and year-to-year checklists for freshman, sophomore, junior, senior, and transfer students.

UMSL maintains professional advisors to support academic advising for the students housed in its six colleges as well as in other units such as student enrichment and achievement, multicultural student services, university tutoring center, and athletics. In the Marcus Allen Advising Center, the quality of advising is assessed by a survey given to students after meeting with their advisors. Advisor competencies are evaluated, and the office keeps a quarterly performance scorecard. The associate dean of students prepares detailed annual reports that summarize and update advising initiatives such as undeclared student advising, graduation planning, optimal management of the advising office, and many others. The College of Business Administration employs professional advisors, who are specifically assigned to general or specific areas such as accounting or finance. Other departments using the CoBA professional advisors include management, information systems, and supply chain and analytics. In 2012, the College of Education renovated space and established the Office of Advising and Student Services (OASIS). OASIS employs academic advisors as well as a retention/recruitment coordinator, and a team of trained student peer advisors. The office advises undergraduate and teacher preparation students and incoming MS students. OASIS emphasizes holistic, intrusive advising. The quality of advising is evaluated using a survey instrument. Special attention is paid to aid in the graduation of students with more than 90 credit hours.

The College of Optometry has its own director of student services and alumni relations. When students are admitted to the program, they are not only assigned a faculty mentor, but they are also paired with a second-year student mentor. Faculty mentors and incoming students get acquainted during a luncheon at the college orientation, and this relationship is developed and sustained through clinical privileging and beyond. Students in the UMSL/WUSTL Joint

Undergraduate Engineering Program see an advisor at UMSL who provides guidance to students in their non-engineering courses. There are additional dedicated advisors for civil, electrical, and mechanical engineering students. The effectiveness of this advising is evaluated during exit interviews of graduating seniors. The College of Nursing has a Student Services Office that employs five academic advisors and a student success and retention coordinator. Advisors help students track their progress into the pre-licensure program and onto the clinical track. Students are required to speak to their advisor every semester.

Advising services in the colleges are augmented by specialized advising such as that received by honors students through the PLHC, student-athletes through the Department of Athletics, and by individual departments and units on campus. The Veterans Center provides guidance on issues specific to the students who are veterans (e.g., the GI Bill).

3.D.4

UMSL provides a wide range of resources and physical spaces to support the teaching and learning needs of faculty and students. The 470-acre campus includes 107 stick/rack classrooms, 11 technology-enhanced classrooms (TECs), seven learning studios, and 124 media-enhanced classrooms and lecture halls. Stick/rack classrooms have computers that can be moved and mounted projectors to display content. TECs are similar to traditional classrooms with a fixed computer and mounted projection. Learning studios are highly configurable classrooms with modular and movable seating and either a pair of LCD projectors or a SMART Board and a projector. In addition, there are 14 computer labs for students, faculty, and staff, including 11 with lab consultants specifically trained on popular applications (e.g., Microsoft Office products, Adobe, etc.).

The College of Business Administration opened Anheuser-Busch Hall in 2017. The 51,293-square-foot facility includes classrooms and seminar rooms as well as conference spaces and faculty offices. Another recent addition to the UMSL campus is the Science Learning Building. The 75,000-square-foot building, which opened in 2016, houses new modular labs in chemistry, biology, biotechnology, and biochemistry that have been outfitted with state-of-the-art equipment. The Department of Physics and Astronomy, housed in Benton Hall, recently upgraded its planetarium. The College of Optometry's new Patient Care Center includes no fewer than 35,000 square feet of clinical space for adult and pediatric eye care. The College of Nursing has plans for an expansive nursing simulation room and maintains hundreds of clinical arrangements with hospital systems, schools, long-term care facilities, physician's offices, and clinics for undergraduate and graduate nursing students.

The Center for Trauma Recovery (CTR) offers training for undergraduates seeking the Certificate in Trauma Studies and trauma therapy services to the community. It also conducts funded research. The Community Psychological Service (CPS) serves as a practicum site for doctoral students in clinical psychology and provides a mental health resource to the community.

The Missouri Institute of Mental Health (MIMH) conducts innovative research, program evaluation, professional training, and community outreach. MIMH scientists work in basic research and brain science focused on traumatic brain injury, NeuroAIDS, inflammation, substance use, Alzheimer's disease, aging, and other brain health problems. In 2017-18, the institute secured more than $8.7 million in grants and expenditures.

The campus is home to the St. Louis Mercantile Library. Established in 1846, it is the oldest library west of the Mississippi River and the grandparent of St. Louis cultural traditions. The Mercantile has holdings related to the history of St. Louis, Western expansion, Western art, railroads, and inland

waterways. The Thomas Jefferson Library is also a valuable resource for students, with 11 study rooms and study areas on all five floors. The library also houses a student-computing lab and a Library Resource Commons staffed by student consultants.

Online library resources, including the catalog, can be accessed freely on campus or from off campus using the TritonNet virtual private network (VPN) client. The proxy server can be used to access many resources. The Institutional Repository Library contains UMSL research and historical documents. Students have access to numerous discipline-specific and general databases as well as online journals and e-books. There are online tutorials for using library resources, but students can also request individual consultation with a research librarian. Interlibrary Loan is available to secure copies of articles or books from other libraries. The Thomas Jefferson Library is a part of the Missouri-based MOBIUS consortium of college and university libraries as well as the MERLIN library catalog, both of which greatly expand the number of books and journals readily available to students. The Interlibrary Loan Office provides access to materials from other libraries in the United States and other countries.

Information Technology Services maintains the campus network, servers, phone services, security, and wireless access. With more than 500 wireless access points on campus, ITS supports the Triton VPN that allows users to securely connect to the university gateway from off campus or through Triton wireless.

The Learning Resource Lab (LRL, formerly the Faculty Resource Center) supports faculty, teaching assistants, graduate students, and staff with the use of technology in teaching and learning. The resource lab assists with tools for online and hybrid courses, development of web-based materials, use of video or graphics in courses, use of clicker technology, software and media capabilities. In addition, the LRL delivers workshops to optimize use of technology and tools in the classroom and keeps physical components for checkout (e.g., laptops). A client satisfaction survey is used to monitor efficacy.

UMSL's most notable performance space is the Touhill Performing Arts Center, a 123,000-square-foot building that houses three performance spaces, including Anheuser-Busch Performance Hall (a proscenium-style road house with 1,600 seats), the E. Desmond and Mary Ann Lee Theater (a flexible space with seating for up to 375), and Whitaker Hall (an open-form studio with seating for up to 250). It includes 20 dressing and artist support rooms that can accommodate 106 performers simultaneously. In addition, a black box theater in the Kranzberg Arts Center in the Grand Center Arts District offers additional performance opportunities. The Music Building has a recital hall. The stage size was expanded in 2012, though the practice rooms have not been acoustically treated. The Villa Building on South Campus is used for additional rehearsal space; however, it is not ideal for the purpose. Choral ensemble space is shared with Residential Life. The locations and conditions of the space for music practice were reported in the Department of Music's recent five-year review as a concern for NASM accreditation. The cost to fully address these issues is substantial, but the university began blocking out 28 class periods for delivery in the Touhill each week. This strategy has offset many of the location and space challenges identified in the report, and there are plans to move the Department of Music into expanded space within the Arts Administration Building. The director of the Touhill seeks feedback from participants, and the venue has significant student impact, hosting 830 class sessions a year, 55 academic performances, and major campus events such as the Martin Luther King Jr. Holiday Celebration.

Other performance spaces, such as Gallery 210 and Gallery Visio, provide student artists with a place to organize art exhibits and to present artwork by students, faculty, staff, alumni, and local artists. Gallery 210 was founded in 1974, and Gallery Visio was founded in 2002. These facilities provide

students with a true gallery experience.

The [Whitney R. Harris World Ecology Center](#) is among the most diverse biological conservation programs in the world. It promotes research and training in basic ecology and biodiversity conservation across the globe and increases public awareness and interest in issues relating to global natural resource conservation.The Harris Center presents the World Ecology Award to [eminent individuals](#) who have made significant contributions to the protection of the global environment and to a better understanding of the balance between human habitation and the Earth's biodiversity.

The [Center for Neurodynamics](#) studies noise and nonlinear behavior in biological systems. Established in 1996, the center produced the first demonstration of behavioral stochastic resonance in a living animal, the paddlefish, and synchronization in the crayfish mechanoreceptor-photoreceptor system.

Finally, UMSL houses cultural centers such as the [German Culture Center](#) and the Nicholas and Theodora Matsakis [Hellenic Culture Center](#). The German Culture Center maintains a collection of books, DVDs, and videos that can be borrowed. It supports an active program of events, including Thursdays [Kaffeestunden](#), which allows attendees to practice their language skills. The Hellenic Culture Center is associated with one of the few endowed professorships in the United States in [Greek studies](#). The center regularly publishes a newsletter, sponsors summer- and semester-long programs in Greece, and provides community programming. The Greek Culture Center is a physical space that houses a library, media center, archives of the Greek-American community, a gallery of Greek art, and a conference room to host events.

3.D.5

UMSL provides numerous resources and services to guide students in the effective use of research and information sources. These resources are readily available from the Center for Teaching and Learning, the Thomas Jefferson Library, Information Technology Services (ITS), the Office of Research Administration (ORA), and colleges and departments on campus.

The Center for Teaching and Learning [Online Mentor Program](#) (formerly, Gateway for Online Adult Learners) provides support in the online classroom to help enrich the learning experience of students. Online class mentors help students navigate their classes using course tools such as Canvas applications, VoiceThread, Panopto, Kaltura, and Google Apps. Online class mentors may be facilitators, participants, and coaches, but they do not serve as teaching assistants. Faculty members who wish to have this support embedded in their online courses must [request](#) these services from CTL.

The Thomas Jefferson Library offers online resources to assist student and faculty research. A step-by-step guide makes [accessing](#) library resources on or off campus simple and easy. The library provides an alphabetical guide to the many specialized databases. A guide for using the [library catalog](#) is available as well as a [Summon](#) tool that allows students and faculty to quickly find and access resources by simultaneously searching the library catalog and article databases. [Recommended websites](#) are summarized by topical area on the library website, and tutorials and videos are available to help with finding articles, searching databases, and peer review. A number of discipline-specific tutorials, such as education and nursing, are also available. Guidance on how to locate [full-text](#) articles as well as recommendations for [evaluating](#) the reliability of web-based resources is also provided. The library supports users in formatting citations in APA, MLA, and Chicago Author-Date styles. Students may consult with a research librarian in person, by email, or using [online chat](#). More personal, [in-depth consultations](#) can be scheduled and requested by appointment. Faculty members

may also request library instruction tailored to their research and/or instructional context.

ITS provides learning tools and resources as well as collaboration tools to facilitate and promote effective use of research and information. ITS supports a critical platform for UMSL students, the Canvas-based Learning Management System (LMS). ORA supports the development, execution, and operations of programs in sponsored research, technology commercialization, and economic development.

Finally, colleges and departments provide training and support for student research that is specific to their disciplines. The College of Arts and Sciences, for example, maintains a resources for researchers page that includes abstract and poster guidance as well as writing and computer assistance. Departments (e.g., biology, psychology) promote graduate and undergraduate research opportunities to ensure effective use of research and information resources among students.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1

The institutional mission of UMSL is "We Transform Lives." The 2018-23 strategic plan delineates how the core values of trust, inclusion, innovation, access, success, and engagement are to be implemented.

The Student Affairs mission is "to provide quality programs and services that complement the academic experience and to provide opportunities that enhance the development of our students." To that end, the university sponsors nearly 1,000 cost-free, cocurricular events each year. For example, the Associated Black Collegians hosts an annual talent show. Many student organizations invite speakers to campus, such as the Biology Graduate Student Association (BGSA). The Hellen and Will Carpenter Series on Contemporary Issues in American Society brings together the campus and surrounding communities to discuss important issues affecting the region (e.g., water management, genetically modified organisms, etc.). The Office of Student Involvement's Speaker Series has brought very popular speakers to campus, such as George Takei and Bill Nye. The UMSL Jewish Student Association, College of Arts and Sciences, and others sponsored a 'Voices from the Holocaust' concert in remembrance of the children of Terezin and the lives destroyed in the Dachau concentration camp. The Midwest Digital Marketing Conference (MDMC), which attracts presenters from companies like Facebook, Google and Buzzfeed, has been held five times in St. Louis and three times at UMSL. The professional and educational conference is free to UMSL students. The Whitney R. Harris World Ecology Center offers fellowships and scholarships to graduate students whose studies relate to conservation. The center also provides training in conservation implementation via undergraduate and graduate certificate programs that place students with local, national, and international conservation non-governmental organizations and government agencies. Gallery Visio gives students firsthand experience curating art exhibits. Interested students can make use of the resources of the German Culture Center. Students can also travel to Greece for archaeological or academic work through the Greek studies program.

The Martin Luther King Jr. Day of Service is a major cocurricular activity in which students spend a day assisting with projects in the local community, including tutoring of elementary school students, upgrading school classrooms and resource centers, and painting, landscaping and remodeling houses for low-income families and homeowners. Student organizations such as Students of Service provide service and leadership through collaboration with community organizations. Students of Service includes the national coed service fraternity Alpha Phi Omega, Colleges against Cancer, and Student Volunteer Optometric Services to Humanity. Relay for Life is an overnight event held in the student center to support cancer awareness and research. The event includes activities, food, a survivors' lap,

and a luminaria ceremony. In 2013, 33 teams raised $17,000 for the American Cancer Society through the relay. UMSL Mosaic Ambassadors, UMSL's international student buddy program, pairs new international students with acclimated and internationally minded UMSL students. Sister Scholars-In-Training is a weekly support group for women of color. Men of Color, Honor and Ambition is a UM System initiative for male students to increase retention, academic success, and leadership.

The Office of Student Involvement offers a wide range of cocurricular engagement and learning experiences focused on civic engagement and community service. First-year students can take part in an emerging student leadership series, while juniors and seniors can participate in advanced leadership programs including the 11-week, self-paced Chancellor's Engaged Leadership Certificate and National Society of Leadership and Success. The office also supports conferences such as the Women's Leadership Institute and the Leadership Diversity and New Member Institute, which in 2017 focused on issues of diversity and social justice. Introductory social and orientation events for fraternity and sorority life are held annually, including a mixer with the UMSL Police Department, a program on community standards, a hazing prevention week, a leadership retreat, and a citywide leadership summit. Mirth Week is a 31-year-old UMSL tradition to encourage student engagement and features events such as a carnival and a headline show of musical acts or comedians. The University Program Board sponsors physical wellness (e.g., Tai chi and dance lessons), intellectual wellness (e.g., monthly lunch-and-learn topics), emotional wellness (e.g., spa day and yoga), social wellness (e.g., bingo), career wellness (e.g., professional headshots), spiritual wellness (e.g., prayer practices), and commuter-centered events such as snacks and interactive games.

The university's award-winning St. Louis Public Radio | 90.7 KWMU exists "to help people become deeply informed about the issues that affect their lives, better prepared to make decisions and more engaged in our community." KWMU provides important outreach opportunities for students and the community by sponsoring numerous events such as the Festival of Nations, Saint Louis Art Fair, and the St. Louis International Film Festival. UMSL faculty and staff are the first choice when KWMU needs an expert.

UMSL competes in 13 sports at the Division II level as a part of the Great Lakes Valley Conference. UMSL offers men's baseball, basketball, golf, soccer, swimming and tennis, and women's basketball, golf, softball, soccer, swimming, tennis, and volleyball. The philosophy of the athletics department is that through participation in sports, student-athletes develop skills that are equally applicable on the field and in the classroom. Student-athletes learn the importance of goal setting, persistence, teamwork, and leadership. As a result, they tend to have higher GPAs and graduate sooner than their classmates.

UMSL Tritons achieve both in the classroom as well as in their respective sports. For the 2017-18 campaign, the Tritons had five NCAA tournament appearances, three teams earning runner-up status in their conference tournament championships, four student-athletes named All-Americans with another student athlete named as an Academic All-American, and finished with an overall record of 151-107-7 for a .583 winning percentage. In addition, the Tritons earned their highest-ever ranking, 52nd, in the Learfield Director's Cup and had 120 student-athletes named Academic All-GLVC.

KWMU also serves as an important conduit for community outreach. The station is housed at UMSL at Grand Center, which features classrooms and state-of-the-art studios, and offers professional internship opportunities. Several community events, including a political debate between candidates for St. Louis County Executive, have been hosted at the site. On the main campus, a student-run radio station called The U provides information and entertainment, and presents experiential opportunities to interested students. The Student Electronic Media Professional Association manages The U. The Current is an independent, student-run, and self-funded newspaper

in which students are responsible for all aspects of the operation. Other UMSL publications include UMSL Daily, the biannual UMSL magazine, and the Eye on UMSL photo series.

The Blanche M. Touhill Performing Arts Center provides a performance home for campus events, academic programs, and regional arts organizations. The Touhill hosts an average of 150 events, 230 performances, and 105,000 visitors per year. Nearly 40,000 K-12 students visit each year, and one third of all usage is by nonprofit organizations. The center donates thousands of dollars in tickets annually to organizations that support area charities and underserved communities. Student ticket prices are deeply discounted to ensure affordable access to the arts.

3.E.2

As stated in the strategic plan, UMSL aspires to provide high-quality, innovative academic programs and to engage in meaningful scholarly and creative work. Criteria 3.B.5 and 3.C.3 already demonstrate the quality of academic programs and commitment to scholarly research. The Carnegie Foundation for the Advancement of Teaching recognized UMSL's community focus by awarding the Engaged Campus classification in 2010. This classification is given to universities that demonstrate a strong and persistent commitment to engagement.

In 2012, the Building Vibrant Partnerships: Enhancing Community-University Relationships through Listening and Lively Conversation forum reported 78 people in attendance. This set the stage for subsequent programs. A year later, UMSL, Washington University in St. Louis, and Saint Louis University partnered with the United Way to sponsor the Creating a Beloved Community forum to discuss the findings of the Missouri Civic Health Index report. In 2016, UMSL sponsored a Community and University Engagement Summit in which representatives from area nonprofit and civic organizations met with faculty, staff, and students from regional institutions to discuss collaboration and community needs. The 174 attendees focused their discussion on volunteerism and service learning. In 2017, UMSL offered a Fundamentals of Economic Development program consisting of eight modules covering concepts in economic and community development.

UMSL listens to the local community, as demonstrated by its involvement in the Great Streets Project, which redeveloped the main road near campus and improved neighborhood development.Each year, roughly 200 students, faculty, and staff respond to the needs of community organizations by volunteering for the Martin Luther King Jr. Day of Service. More than 500 hours of service was completed by 200 participants at 12 sites in a single day in 2017. The Delta Gamma Center for Children with Visual Impairments partnered with the UMSL College of Optometry to provide low-vision screenings to children with the help of fourth-year students. UMSL sponsored a meet-and-greet session for high school students with the cast of the Lion King in 2017 and, in 2018, the cast of Hamilton. The Department of English sponsors the Writers in the Schools program, and together they hosted a three-week summer writing program for St. Louis area youth in 8th-11th grade. The OneCity Stories project, a service of the Gateway Writing Project, enabled participants to create and publish multimedia projects with professional help. The College of Business Administration partnered with GlobalHack for a two-month summer program that teaches coding to youth in the region.

UMSL values and promotes service learning. A Service Learning Committee was established in 2016 with nine faculty members and a community partner, Beyond Housing, with the goal of increasing awareness of service learning across campus. Academic service learning resources provided by the Center for Teaching and Learning offer faculty, students, and community partners additional guidance on successful learning partnerships. In the honors college, the Beyond the Buildings project is a service-learning course in which students preserve history and document the efforts of local

organizations on sustainability projects. The videos have been premiered at the Missouri History Museum, placed on YouTube, and presented to the director of sustainability for the city of St. Louis. Other service learning efforts involved students interviewing local inhabitants. After the civil unrest in Ferguson, UMSL responded by conducting focus groups of older residents of Ferguson, discussing race relations and other issues facing their community and engaging students in follow up interviews. The Life Story project collected the thoughts and perspectives of several members of the Ferguson community that were archived on its website.

Finally, the UMSL Accelerate program serves as a resource for faculty, staff, and students with an interest in entrepreneurship and contributes to both the educational experience of students and to economic development of the region. The Entrepreneurial Scholars and Interns Program under Accelerate is open to all UM System students and provides tuition for three to four entrepreneurship courses, a paid summer internship in a startup or new venture company, access to incubators, established entrepreneurs, and a certificate upon completion. Similarly, the Gateway Accelerate Program focuses on encouraging international involvement in entrepreneurship and includes an outreach course on entrepreneurship offered to eighth graders. UMSL's commitment to transforming lives is evident in community engagement, economic development, and service learning. Importantly, these efforts demonstrate that "We Transform Lives" does not just apply to UMSL students.

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3.S - Criterion 3 - Summary

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

Summary

UMSL offers quality, rigorous degree programs to a diverse student body, including 25 programs with specialized accreditation and many others that are nationally recognized and highly ranked. Broad learning goals are demonstrated through internship, externship, and practicum experiences, general education, and cultural diversity/global awareness courses. High-quality programs and services are assured through new faculty orientations, the early career research network, evaluations, and professional development. Services offered by Student Academic Support Services, the University Tutoring Center, and the writing and math centers support student learning. Effective teaching is supported by a range of units, including the Center for Teaching and Learning, the Learning Resource Lab, and libraries. Finally, UMSL holds the Carnegie Foundation "Engaged University" classification and ensures an enriched education environment through numerous opportunities such as leadership programs, access to KWMU and the Touhill, MLK Day of service, and UMSL Accelerate.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

The University of Missouri–St. Louis is committed to ensuring the quality of its educational programs. In accordance with the Collected Rules and Regulations (CRR 20.035), each institution is required to "undergo a cyclic process of assessment for the purpose of improving the quality of the educational opportunities provided by the academic unit." To implement those policies, each undergraduate, graduate, professional, certificate, extension program, and nonacademic unit is reviewed at UMSL with attention to teaching, research, creative activities, and use of resources. Program reviews promote continuous improvement and support long-range planning.

A comprehensive review is done every five years by every unit on campus except the Office of the Chancellor. First implemented in 1983, the five-year reviews have evolved into a critical component of UMSL's overall assessment strategy. All programs have undergone a five-year review, and when the Curriculum Alignment Process (CAP) is complete, all programs will publish curriculum maps aligned to program outcomes along with the respective student-facing academic map. Units undergo

reviews on a rotating schedule and follow a standardized template (e.g., academic, center, nonacademic) to construct a comprehensive self-study document (e.g., economics). These reviews are separate and distinct from any discipline-specific assessments (specialized accreditation is held by 94 percent of eligible programs). The self-study is reviewed by a team consisting of at least three campus representatives and an external reviewer from an analogous program or one the program under review aspires to. In addition to reviewing the self-study, the review team conducts a site visit with the unit and stakeholders. Subsequently, the unit will receive feedback from the external reviewer and a report from the campus review team. The unit then has the opportunity to respond to issues raised in both reports, clarifying any discrepancies and establishing action plans where necessary. Endowed and Curators' Professors report on their activities each year (CRR 360.090) and complete a separate five-year review process that is generally concurrent with their home department review and uses similar guidelines.

Five-year reviews of nonacademic units (e.g., Advancement, Center for Teaching and Learning) began in 2001.These units undergo a process similar to that of academic units to evaluate and assess their processes and outcomes with special attention to their target audiences (e.g., students, faculty, etc.).

UMSL adheres to Missouri Department of Higher Education (MDHE) guidelines in statewide program assessment. For example, a report by the MDHE in 2017 identified low productivity programs at public colleges and universities in the state of Missouri. This report identified programs at UMSL that were either under-enrolled and/or conferred a limited number of degrees. This data, combined with other material, was reviewed by the Academic Program Prioritization (APP) committee in academic year 2017-18 to make campuswide program recommendations. The action items included unit consolidation and inactivation as well as strategic investments in academic and inclusive excellence.

The CAP was initiated in academic year 2017-18 as a systematic framework to review and improve programs. Consistent with research that suggests a clear path to graduation increases graduation rates and improves retention, CAP facilitators partner with all academic units to analyze their course offerings, evaluate and articulate essential learning outcomes, streamline electives, and review all degree program requirements to ensure students have a "clear path to graduation" communicated in academic maps and reinforced by proactive advising. This process-driven approach augments existing practices to ensure high-quality programs.

Some academic programs also undergo an annual review each year. In annual reviews, a unit (e.g., history) will submit a report that highlights performance metrics, accomplishments, and challenges over the past year. The annual reports are reviewed by the administrative heads to assess alignment with the college and institutional mission. This process is being updated so that all programs submit annual reports, and these reports will be conducted at the college level and used to inform the five-year review process. They will also be used to assess progress toward action plans laid out in the five-year reviews, action items from the APP initiative, and items addressed in the CAP initiative. Aligning these processes will help to ensure a cohesive approach.

One other revision being made for this cohesive approach is to the self-study template. The previous self-study template used for the program reviews is being revised to better align with the initiatives from the CAP and the Academic Program Prioritization. The new revised self-study templates integrate important metrics from these two initiatives (e.g., program-level outcomes and proposed action items) so that the results from these initiatives are continuously evaluated and amended as needed. It will also more closely align with the annual reviews so that a department's progress toward its stated goals is assessed on an annual basis, rather than every five years.

4.A.2

UMSL evaluates all credit that it transcripts in accordance with statewide policies. The Curriculum and Instruction (C&I) Committee provides procedural oversight and guidelines for introducing new programs and courses. All new course proposals, modifications, and deletions, as well as new and/or modified degree programs, certificates, etc., are reviewed by the committee, which makes recommendations to the Faculty Senate regarding adoption. The Faculty Senate votes on C&I recommendations and serves as final arbiter of the credits assigned. Program changes require approval by the MDHE and/or the Coordinating Board for Higher Education (CBHE).

The University Bulletin defines a credit hour as the equivalent of one contact hour per week over 16 weeks. Regardless of the format and delivery mode, the appropriateness of credit hours assigned to courses are determined during the approval process. For online and alternative delivery courses, UMSL relies on Department of Education guidelines for faculty-student interaction.

UMSL recognizes several credit-by-examination programs (e.g., CLEP) and grants credit for some military educational experiences and military courses taken at other colleges. University transfer policy outlines standards, procedures, and information about transferring courses from elsewhere. It also maintains transfer guides for all the major two-year institutions in the area. Other credit transfer programs include: Advanced Placement (AP) and proficiency tests (e.g., ALEKS/MyMathTest, biology, chemistry, English, foreign languages, history, mathematics, political science, and physics), dual credit/advanced credit programs (e.g., ACP), college level examination programs (e.g., CLEP and DTSS), International Baccalaureate (IB) exams, and credit for military education and experience. UMSL uses American Council on Education guidelines as a basis for granting such credit. UMSL does not grant credit for military basic training.

The Faculty Senate is responsible for approving policies concerning the evaluation of experiential learning and/or other forms of prior learning proposed by units – though no such policies currently exist. The Office of International Studies utilizes third-party vendors such as World Education Services and Educational Credential Evaluators to assess these and other credits from international institutions. Approved courses are published in the University Bulletin and/or on appropriate unit webpages (e.g., internships, course waivers).

4.A.3

The university has policies in place to assure the quality of the credit it transcripts. UMSL complies with state requirements set forth by the Missouri CBHE with regard to transferring credits between institutions. The statewide CORE 42 guarantees seamless transfer of credit between public institutions of higher education in Missouri by utilizing the Missouri Transfer (MOTR) course number. To maximize transferability of credits from community colleges, UMSL publishes articulation agreements for institutions and programs (e.g., St. Charles Community College Associate of Fine Arts in Art Education), transfer guides, and offers access to a course equivalency database. The articulation agreement among institutions within the state of Missouri governs transfer of credit to UMSL from public colleges and universities within the state.

Transfer students that complete the general education requirements outlined by the CBHE (and certified by the sending institution) are considered to have fulfilled the general education requirements of UMSL (lower-division degree requirements of specific departments are not affected). Individual courses of students who transfer with an associate degree are evaluated for relevance to specific degree requirements. Finally, any course that leads to an undergraduate degree on any

campus of the University of Missouri System shall be accepted in transfer (CRR 210.040) toward the same degree on any campus of the system offering that degree. Grades, including D and F grades, and honor points will also transfer and will be included in the cumulative grade point averages. The Office of the Registrar executes UMSL transfer policies, and the Office of Transfer Services offers resources and support to incoming students.

4.A.4

The university maintains and exercises authority over its curriculum, including prerequisites, rigor, learning outcomes, learning resources, and faculty qualifications. It is the faculty of UMSL, together with administrative officers, that bears responsibility for recommending and implementing educational policy (CRR 300.040). The chancellor is the chief academic and administrative officer charged with providing campus leadership and promoting excellence in academic offerings, and sharing and delegating administrative responsibility through institutional policy to the colleges, departments, and faculty.

The university maintains and exercises authority over courses through a multilayered review process. The Faculty Senate C&I Committee reviews and approves course and program proposals from all colleges. Each college maintains its own committee to review proposals submitted by its departments. Finally, all departments have a process for recommending the creation, modification, or deletion of courses and program requirements subject to college and senate review. Informed by their disciplines, departments recommend prerequisites to courses and programs, uphold academic rigor, and ensure alignment of degree requirements and expectations of students. For example, while the student learning expectations for the Bachelor of Science in Business Administration (BSBA) are high, the rigor of the Master of Business Administration is demonstrably higher. In addition, all academic units are reviewed annually and receive extensive analysis as part of the five-year review process.

The institution makes appropriate resources available that promote teaching and learning for both faculty and students. For faculty, the Center for Teaching and Learning (CTL) offers programming to refine and improve coursework and teaching (e.g., DIY with a Guide, Ten Steps to Success). The recent adoption and transition to Canvas prompted the CTL and the Learning Resource Lab to offer a number of workshops to help faculty optimize its use. These workshops were extremely successful, helping to transition 52 percent of the courses to Canvas in the semester prior to full implementation. In addition, the CTL offers a wide range of resources, including a guide with best practices in areas such as syllabus construction and assessment. For students, UMSL has a broad network of resources to support learning. Academic services such as the Math Academic Center, Writing Center, and online tutoring help strengthen core skills. Several units offer specialized tutoring (e.g., College of Business Administration, Veterans Center), while other services (e.g., counseling, retention, disability, financial aid) help students manage other challenges to academic success.

To better support student success, the university recently renovated space in the Millennium Student Center to create the Student Academic Support Services (SASS). This unit houses Multicultural Student Services (MSS) and the newly created University Tutoring Center (UTC). The consolidation of these units into a single location is designed to promote awareness and improve access to the important services they provide. The UTC, for example, represents an expansion of the highly effective work of MSS in tutoring support for students. Student surveys collected by MSS indicated that the strategies used (e.g., a whole-student approach with peer tutoring, tutors assigned to specific students, the option of weekly meetings, and location flexibility) added significant value beyond that delivered by services focusing solely on content. One novel approach of UTC has been to recruit alumni volunteers to provide tutoring support to students in their discipline or profession. By focusing on the whole student rather than just the content, UTC broadly promotes academic success and

achievement.

UMSL employs a high standard in recruiting, hiring, and promoting high-quality faculty. The credentials of all new hires are collected to ensure qualifications appropriate to the level of instruction. The evaluation of teaching faculty is equally stringent regardless of format (e.g., dual credit, online, on campus).To be a regular member of the graduate faculty, a terminal degree and tenured or tenure-track status is required. Non-tenure track (NTT) faculty may be granted a term appointment on a case-by-case basis with approval of the Graduate Council. Term appointments are limited in time (one to five years) and scope (may not chair graduate thesis or dissertation committees). Tenured (CRR 310.020) and full-time non-tenure track (CRR 310.035) faculty are regularly reviewed and assessed at the unit and college level. Tenured and tenure-track faculty as well as NTT use the Faculty Accomplishment System (myVITA) to report on their teaching, research, and service activity each year. These reports are reviewed by department chairs and/or unit committees and are aggregated into unit reports (e.g., English) sent to the dean. Adjunct faculty do not use the annual reporting system and are evaluated solely on teaching by the department chair or appropriate designee.

The Advanced Credit Program (ACP), accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), is a dual-credit program that allows qualifying students at area high schools the opportunity to earn college credit through courses taught at their high schools. The instructors who deliver dual-credit courses must meet the same qualifications and expectations as instructors teaching the same course on campus. ACP instructors are typically high school teachers with graduate degrees in their subject matter, though some have only the 18 hours of graduate coursework required. Potential instructors apply to the ACP office and are evaluated using transcripts, degrees, and any pertinent professional experience. In addition, the ACP liaison of the relevant academic unit must interact with, observe, and interview each candidate prior to appointment. The ACP liaison shares information regarding course pedagogy, department or discipline philosophy, course syllabi, and general expectations or requirements for that course. Newly hired ACP instructors attend an orientation session before they may teach the course. In accordance with CBHE regulations, these instructors meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission.

ACP courses are the same as on-campus courses, and instructors use the same student learning outcomes and assessments. The assurance of quality and equivalency among ACP courses resides with UMSL faculty liaisons in the appropriate academic disciplines. Liaisons evaluate the assessment methods and testing procedures to ensure parity between delivery formats. The ACP office collects syllabi and assessment tools annually from departmental liaisons for every course and instructor to ensure comparability.

4.A.5

UMSL maintains discipline-specific accreditation for specialized programs appropriate to their educational purposes. UMSL has 25 program and professional accreditations or approvals including the Association to Advance Collegiate Schools of Business (AACSB), the American Chemical Society (ACS), the Commission on Collegiate Nursing Education (CCNE), and the National Association of Schools of Music (NASM). As an example, see the CCNE Evaluation Team report. Nonacademic units may also be accredited. For instance, the unit that oversees dual-credit programming at UMSL (ACP) is accredited by NACEP. In addition, the quality of university programs is validated by other entities. For example, the recently approved cybersecurity program was designated a National Center of Academic Excellence in Cyber Defense Education by the National Security Agency (NSA) and Department of Homeland Security (DHS). The exceptional

nature of the program and its recognition by NSA/DHS is a point of pride which is further highlighted by the fact that it was one of only two programs in the nine-state region to receive such recognition.

4.A.6

UMSL evaluates the success of its graduates in a number of ways. Career Services tracks alumni six months after graduation through a Post-Graduate Outcomes Survey that complies with MDHE regulatory standards. Graduate outcomes data for undergraduate students, based on the NACE first-destination survey, was piloted in spring 2016. Because outcome was added as a sixth performance funding measure, per Senate Bill 492, the Post-Graduate Outcomes Survey is conducted each year. In academic year 2016-17, 94 percent of former students reported that they had either secured full-time employment, were participating in a volunteer or service program such as the Peace Corps, were serving in the U.S. military, or had enrolled in a program of continuing education. This measure exceeded both the UM System and MDHE standards for performance funding in fiscal year 2019.

The Office of Alumni Engagement uses the campus call center, direct mail, and email to gather information on graduates. Outcome data such as this was used by the Academic Program Prioritization committee to help identify strategic investment opportunities and recommendations for budget allocations.

In addition, professional programs collect data on preparation for professional level employment, licensure rates, employment rates, and admission into higher education programs. The colleges of Education, Nursing, and Optometry, for example, track licensure exam and employment data. The College of Business Administration utilizes the business assessment test to evaluate its offerings, while the Pierre Laclede Honors College conducts exit interviews.

Finally, to assess the overall effectiveness of its programs, UMSL has participated in the Collegiate Learning Assessment Plus (CLA+). In its 2016 institutional report, the total CLA+ score for seniors was 1165, signifying "proficient" skill mastery. A 2017 Wall Street Journal article ranked UMSL's CLA+ score 18th in its overall analysis of 2016 scores. However, low participation rates have led to the discontinuation of the CLA+. As noted in 4.A.1, academic programs are undergoing a Curriculum Alignment Process that is designed to provide a better and more systematic measure of effectiveness that combines measures described with course level student performance data.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

The university has identified seven institutional learning outcomes that broadly address the competencies that every student should achieve upon graduation regardless of degree or discipline. The outcomes focus on critical, creative, and integrative thinking; communication; diversity; information literacy; and quantitative analysis. The institutional outcomes align with those of the general education program and represent guiding principles in the curriculum alignment process.

The student competencies outlined in the general education program are in accordance with the statewide guidelines from MDHE. General education course syllabi (e.g., COMM 1030) are required to include learning objectives (aka, learning goals) that demonstrate the mastery of the related competency (see CTL templates for online and on-campus syllabi). In addition, UMSL participates in the National Survey of Student Engagement (NSSE), which is administered to freshmen and seniors every other year. The NSSE provides the university with an indirect assessment of student learning through complementary analogues implicit in general education and programmatic competencies. In addition, the Missouri General Education Assessment (MOGEA) is required in all educator preparation programs in the state. More generally, the university measures student learning outcomes through the formalized review process (see criminology and criminal justice five-year review), which is discussed in detail in criterion 4.A.

At the academic department level, each unit is responsible for developing its own student learning objectives tailored to the program and its course offerings. At the program level, departments define and assess learning goals appropriate to their disciplines (e.g., chemistry/biochemistry, sociology). Learning goals are often integrated into degree requirements through extra or co-curricular activities, internships, externships, and specific research competencies. In addition, many programs use a major field assessment (e.g., Social Work) or capstone courses (e.g., writing, Honors 4100) to assess learning outcomes and success in achieving competencies. Addressing inconsistency in the way program outcomes are shared and communicated, the CAP improves both the clarity and consistency in the presentation of student learning outcomes.

The Center for Teaching and Learning supports departments and faculty in developing program and course objectives and shares best practices in instructional strategies, student learning objectives, and evaluation/grading criteria. Student learning objectives are clearly identified in syllabi (e.g., PS3210:

Civil Liberties) along with the assessment tools (e.g., assignments, exams) used to measure achievement of learning goals. The assessment committee of the Faculty Senate also serves to support best practices in course and program assessment.

4.B.2

UMSL assesses the achievement of the learning outcomes it claims for its curricular and co-curricular programs. Every academic unit is responsible for establishing learning outcomes and measures to assess them. These are embedded in the program review process, which includes the annual unit reviews as well as the five-year reviews that can be viewed by all faculty and staff members via the Institutional Research (IR) SharePoint site. The chemistry and biochemistry annual report provides a good snapshot of how learning outcomes are assessed, while the Pierre Laclede Honors College (PLHC) five-year review offers a more longitudinal perspective. The CAP helps ensure mission centrality of learning goals and a clear path to graduation for students.

First-year students complete the Beginning College Survey of Student Engagement (BCSSE) prior to orientation. The survey collects data about entering college students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during their first year of college. The data from the BCSSE helps identify and direct institutional efforts. For example, the 2017 BCSSE institutional report showed nearly 58 percent of respondents thought that the opportunity to attend campus events and activities was important or very important. The Division of Student Affairs uses this information to guide programming decisions.

In addition, UMSL uses NSSE data and institutional data to inform other co-curricular offerings. Several reports (e.g., 2013 NSSE engagement indicators) showed UMSL students scored lower on perceived opportunities for collaborative learning than their Minter peers. In response to these and other factors, Multicultural Student Services (MSS) provides services such as academic coaching, peer mentoring, and study group opportunities (see 2017 five-year self-study). Similarly, the PLHC established a living learning community and a peer mentoring program to help address this issue. Other units such as Arts and Sciences and the joint engineering program offer similar programs. The 2012 New Student Experience Team (NSET) report consolidated persistence, retention, and graduation rates and recommended a mandatory First Year Experience (FYE) course. The course was implemented, and its effectiveness is evaluated through feedback from students in FYE and informed by year-over-year retention rates. Components of the FYE, (e.g., faculty/student interactions), were added in response to BCSSE data indicating some anxiety regarding interactions with faculty. While the 2017 NSSE engagement indicators still show that UMSL students self-report at or below their Minter peers for collaborative learning opportunities, significant increases were identified in discussions with diverse others. For example, the number of students who reported having discussions with a person of another race or ethnicity increased by 8 percent between 2013 and 2017. Similarly, the number of students who reported having discussions with others who had different political views increased by 9 percent during the same time period. The number of students who take advantage of collaborative learning opportunities continues to grow. In addition, perceptions of faculty-student experiences have also improved.

4.B.3

UMSL uses the information it gains from assessments to improve student learning. Qualitative and quantitative metrics derived from the annual and five-year review processes help drive continuous improvement at a programmatic level while institutional initiatives such as the CAP help ensure student learning is optimized.

In the 2010-11 five-year review for the Department of Communication & Media, the unit aggregated common grading rubrics used for assignments in one of its multi-section general education courses. The analysis identified a consistent performance gap on one of the rubric items used for an assignment and prompted the planning and deployment of a lower-division course to help address it. A more recent example is the Department of English 2016-17 review in which an extensive revision of the undergraduate curriculum is discussed. The unit held several meetings, a survey, and a retreat culminating in a new bachelor of arts curriculum approved by the department in April 2017. The new curriculum was approved by the faculty senate in spring 2018 and is designed specifically for 21st-century UMSL students who come from widely varied backgrounds. Another retreat is planned for academic year 2018-19 to review the master of arts curriculum.

The implementation of the CAP coordinates similar activities by engaging faculty in the mapping of programmatic learning outcomes to curriculum and ultimately course objectives in an effort to improve student learning and success.

Institutional research publishes data annually on performance gaps in an effort to identify and eliminate barriers to student learning and student success. A leading indicator for whether students were adequately prepared for later coursework and ultimately would receive their diplomas was completion of the math and English requirements. In response, the University Assembly committee on recruitment, admissions, retention, and student financial aid proposed requiring students to complete the courses with at least a C- within the first year or be placed on an advising hold. The policy was approved by the Faculty Senate in 2014 and has demonstrably improved student learning outcomes. In the 2009-16 cohort, 94 percent of students had successfully completed the English requirement and 88 percent had completed the math requirement. The first cohort after the policy was implemented (2014-16) demonstrated the dramatic impact of the policy, with a 4 percent increase in completion rates in English and a 10 percent increase in math.

Another way in which institutional assessment has improved student learning is the Supplemental Instruction (SI) program. In 2015, campus administrators identified a number of courses in which a high percentage of students received Ds, Fs, or simply dropped the course (DFW). The SI program was created to help guide students to success. Working with faculty and departments, the SI coordinator helps recruit and hire students to serve as SI leaders for the targeted courses. The SI leaders hold regular study sessions outside of class, which are free and voluntary for students, and function as model students. They attend the lectures, read the assigned materials, and assist with in-class activities. The use of SI has a demonstrable effect on learning outcomes. For example, Economics 1001, Geology 1001, and Chemistry 2622 saw reductions in Ds, Fs, and withdrawals of 10 percent or more. While outliers exist in the data, these can generally be attributed to differences in the curriculum or faculty. Regardless, the trend is clear: SI improves student learning.

Taken together, these examples demonstrate that the institution uses information gained from assessment to improve student learning.

4.B.4

The institution's processes to assess student learning reflect good practices with substantial participation by faculty and relevant staff. The learning outcomes and the measures used to assess them vary based on discipline-specific factors. Some programs use portfolios, senior capstone courses, or experiential learning measures (e.g., internships, externships), whereas others rely on senior "mastery" exams. The faculty, based on the nature of and best practices within their respective disciplines, determine the appropriateness of such measures.

The BFA in studio art, for example, assesses learning by requiring all graduating students to pass a portfolio review by faculty. The learning goals, such as typology and color theory for graphic design, are addressed across the curriculum (e.g., ST ART 1210, 1220, 2210, 3310). Students refine their work in ST ART 3383 and 3384 in preparation for the faculty review. Importantly, the metrics used in the comprehensive portfolio review clearly reflect the learning goals of the program and could not be assessed using more traditional methods. To contrast this approach, the College of Business Administration requires all undergraduates to successfully complete the Business Assessment Test (MGMT 4220), a comprehensive exam that addresses learning goals of the business core. Similarly, the Department of Psychological Sciences requires a capstone course (Psych 4999) in which the final exam serves as the major field aptitude test. The learning goals of both programs make this method appropriate. Finally, internships, practicums, and externships are required by some programs (e.g., BA in communication, BS in media studies) and serve as a capstone experience and major learning assessment. These course experiences require pre-approval by appropriate faculty; a contractual agreement among all parties; records of activity; and submission of a report, reflection, or portfolio of the experience that explicitly relates to learning goals. Performance is assessed by the site supervisors in a review letter, and the internship coordinator vets the reports for theory/knowledge content. The experiential approach provides an assessment of skill acquisition appropriate to the disciplines and is superior to pencil/paper exams.

The CAP provides a systematic framework to assist departments in their efforts to design high quality curricula and assess student learning. The CAP relies on substantial input from faculty on all aspects of curriculum design including the design review of each units assessment plan, all informed by best practices. The CAP has and will continue to impact curriculum and assessment practices for the next two years until it folds into the ongoing five-year review process.

The General Education Committee, which is comprised of faculty, staff, and administrators, reviews course materials related to all core general education courses to ensure that assessments and learning objectives align with the knowledge goals they are intended to fulfill. All academic units report on their general education courses as part of the five-year review process. Beginning in academic year 2018-19, units that offer core general education courses will be required to present evidence of student learning achievements rather than simply the assessment of the relevant general education competencies (e.g., first-year writing). In this way, general education courses that are more or less effective can be identified and addressed. General education courses that do not demonstrate achievement of learning outcomes will be required to produce a corrective plan or risk loss of the general education designation.

Taken as a whole, the institution's processes to assess student learning rely heavily on faculty participation and reflect good practices.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

4.C.1

UMSL is committed to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree programs. The university has defined goals for student retention, persistence, and completion that were clearly defined in UMSL's 2014-18 Strategic Plan. This plan sought and achieved a 4 percentage-point increase in the freshman-to-sophomore retention rates (78 percent to 82 percent) and set other ambitious goals including an 8 percentage-point increase in six-year graduation rates (from 46 percent to 54 percent) and a nearly 20 percent increase in degrees conferred (from 2,982 to 3,578). The updated strategic plan (2018-23) defines goals for increasing year-round campus use, total number of degree-seeking students, and other student success goals. For example, increasing retention for Pell-eligible students from 69 percent to 80 percent, underrepresented minorities from 71 percent to 78 percent, and increasing the six-year graduation rate from 60 percent to 65 percent. As St. Louis' only public research university, UMSL's land-grant mission plays a critical role in setting recruitment, retention, and completion goals. Given the diverse population of students that UMSL serves and the breadth of educational offerings, these goals are appropriate, attainable, and reflect continuous improvements.

4.C.2

UMSL collects and analyzes information on student success metrics such as retention, persistence, and completion. The Institution Research Office oversees the collection, dissemination, and report of our data, and align their practices with that of the University of Missouri System Institutional Research Office. The Institutional Research site is a rich resource that includes decades of data on these rates for UMSL students. Retention rates are calculated for graduate and undergraduate students overall, as well as in targeted analyses that focus on common metrics such as gender, ethnicity, veteran, and minority/majority status as well as those that are closely tied to the university mission (e.g., first generation, Pell-eligible). The university also tracks metrics that can influence retention such as student participation in athletics, students who are late admits, and students who are put

on probation in their first semester. Enrollment and persistence data is internally updated on a semester-by-semester basis as well as through the Integrated Postsecondary Education Data System (IPEDS). Trends are used by deans and department chairs to make recommendations regarding program offerings. Outside of discipline specific programs, the following offices and committees closely monitor this data and analyze it to inform our policies and procedures: associate provost for student success, Multicultural Student Services, Student Enrichment and Achievement, Enrollment Management Committee, RARSFA Committee of the University Assembly (Recruitment, Admissions, Retention, and Student Financial Aid), and the academic advising centers.

In addition, completion rates and degrees awarded are also tracked by Institutional Research and used at the program, college, institutional, and system levels to assess the viability of programs. For example, the Academic Program Review committee used graduation rates as one metric for recommending distribution of resources. Degree completion data is also tracked and reported through the UMSL Fact Book and IPEDS.

4.C.3

UMSL uses the information collected to make improvements. Student retention, persistence, and completion data is monitored and used to make improvements at all levels: program, college, and institutional. This data is aggregated by Institutional Research and incorporated into the annual and five-year reviews of academic and student service units. For example, the five-year review of the Pierre Laclede Honors College (PLHC) reported upward trends in recruitment, retention, and graduation rates. A number of implementations are used to explain the improvements, including curricular changes that expanded study abroad opportunities, new courses, and new teaching models. PLHC introduced these and other changes (e.g., living learning communities, community engagement opportunities) in response to the previous report.

At a campus level, multiyear analyses of retention rates and gaps in student advising led to the implementation of a unified advising record (UAR). Initially, the UAR was based on GradesFirst, but an alternative platform, Starfish (branded MyConnect for students and advisors), has been implemented to improve integration and coordination of student support services. MyConnect combines early alert and mid-semester feedback as well as mechanisms to facilitate communication between student support units (e.g., Financial Aid, Multicultural Student Services, Residential Life), faculty, and students. The 2016 report by Student Retention Services (now Student Enrichment and Achievement) clearly identified the challenges UMSL has related to meeting its retention and completion goals. Upward trends in both freshman and transfer retention rates were observed, though they fell short of projected goals. Several recommendations, such as enhancing first year experience programs, improving the use of Starfish monitoring of student attendance and academic progress, and formalizing orientation programs, have already been implemented. In addition, UMSL centralized retention activities in 2017 by creating a new position, the associate provost for student success. This individual works directly with deans, directors, advisers, and other campus administrators to design and implement an aggressive and integrated collegewide strategy for the improvement of undergraduate student retention and graduation rates. In addition, another goal of the CAP is to improve retention and persistence rates by providing a clear path to graduation.

4.C.4

The institutional processes for collecting and analyzing success metrics reflect good practices. Student data is managed through a PeopleSoft product branded as MyView. The Office of Institutional Research (IR) aggregates information from the Census Enrollment Table (CET) and publishes the information through the IR Sharepoint site. The CET extracts data using the PeopleSoft schema,

which is then compared to registrar data for validation. Live data is used to help ensure that the entire cohort of students has been captured. IPEDS definitions are used, and the UM System publishes IPEDS compliance reports for UMSL, including completion, graduation rates, and outcome measures. Given the high percentage of students who transfer in from other institutions, UMSL tracks transfer student performance (defined as first-time, first-semester students who were enrolled at a previous institution). Retention is analyzed using fall-to-spring enrollments as well as year-over-year (fall-to-fall) retention rates. Graduation rates are reported cumulatively, consistent with accepted practice, and are tabulated through Year 6. These definitions are suitable for our population and include built-in reliability and validity checks.

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4.S - Criterion 4 - Summary

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

Summary

UMSL is intentional in its commitment to quality education, and it is both structured and purposeful in its internal review processes. Information related to retention, persistence, and completion of our students is carefully collected, analyzed, and used to improve outcomes. Institutional and program learning outcomes are defined for every program, unit, and center. The five-year review process is an important component of assessment and continuous improvement. Ancillary activities such as Supplemental Instruction are also assessed. The formalized process of reports and reviews helps to ensure the quality of our educational programs, learning environments, and support services. The goals presented in the 2018-23 strategic plan provide benchmarks of our efforts in retention, persistence, and student success.

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There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

The University of Missouri–St. Louis has the fiscal resources, human resources, and physical and technological infrastructure necessary to support its operations wherever and however programs are delivered. Despite a challenging fiscal environment, the institution has maintained a three-year average CFI "above the zone" as defined by the HLC (e.g., 2017, 2016, 2012, 2008). However, regional demographic trends, combined with reductions in state allocations, led to a one-year CFI dip in 2015 that put UMSL "in the zone" for the first time in institutional history. In response, administrators took aggressive action to address the shortfall and in 2016 achieved a one-year CFI of 2.10 followed by 2.43 in 2017. While challenges remain, UMSL has taken decisive action to ensure that it has the necessary fiscal resources to deliver its programs.

The university employs 873 faculty members to deliver its programs: 259 tenured or tenure track, 198 non tenure track, and approximately 416 adjunct. The student-faculty ratio of 17.9:1 is lower than the average of the University of Missouri System. UMSL maintains a robust distribution of academic ranks with less than a 2:1 ratio between assistant professors (54) and associates (102) or full professors (103). In addition, there is a high correlation between full-time faculty assigned to units and majors and credit hour production in the units, indicating that allocation of human resources is appropriately assigned based on the demonstrable needs of the unit.

The university physical facilities comprise more than 1.5 million assignable square feet, more than half of which is dedicated to teaching, research, and office space. The 2013 Master Plan identified five priority capital projects designed to improve the quality of our educational programs and student

experience. Four of these priorities were realized, including the construction of a Recreation and Wellness Center, renovating the Benton-Stadler science complex, building the first College of Business Administration facility, and a new University Eye Center. According to a 2016 study of needs and space utilization, the physical facilities are more than sufficient to support operations. In fact, the study found that classroom, office, and research spaces were underutilized relative to comparator institutions. This finding led to consolidation efforts designed to maximize use of optimal classroom, office, and research spaces. The 2018 Master Plan outlines a course of action to move programs from South Campus to existing North Campus buildings, allowing the demolition of existing buildings. This will maximize the efficiency of facilities resources while creating a denser and more vibrant environment on North Campus. The initial phase of this initiative is included in $16 million of space consolidation and infrastructure in the campus' five-year capital plan.

Technological infrastructure is provided and maintained by Information Technology Services (ITS). ITS is supported by a $10 million budget, 60 staff and more than 30 student workers. The 2017 ITS five-year review describes fundamental operational changes that will make the unit more adept at supporting the institutional mission, such as increased reliance on shared services, less management of hardware infrastructure, and more emphasis on deployment of third-party software and services. One example of structural improvement is the deployment of basic ITS (bITS), which eliminated the charge-back of IT services fees to campus departments and simplified the process of purchasing basic computing technology for faculty and staff. Another example of improved function and cost efficiency is the adoption of Canvas, which replaces Blackboard as the institutional learning management system. An important organizational change involved the appointment of IT process and relationship managers who actively communicate with academic and administrative departments in order to understand business needs, gather requirements, and work with IT leadership to implement solutions that align with the university's strategic direction.

The vice chancellor for finance and administration and chief financial officer (CFO) reports to the chancellor and to the Vice President for Finance and CFO of the University of Missouri System (UMS). The CFOs of the four universities and system function as a joint leadership team participating in the development of processes and financial goals. Finance and related services have historically been decentralized. A core organization existed for budget services, accounting, and business services (contracts), but most of the work for these areas had been performed at the college/school/division (CSD) level. These distributed labor resources had organizationally reported to the fiscal officers in each CSD, who in turn, reported to the dean or division leader for nonacademic departments. As a result, each organization had differing levels of financial acumen and skills to oversee its area. During fiscal year 2018, the role of fiscal officer was changed to business manager, the statement of work was modified to include long-term budgeting and financial planning to the role, and these positions were aligned to directly report to the finance organization under the CFO. This new role now has the additional responsibility of participating as part of the central finance organization to develop consistent assignments and work tasks across all divisions. This consistency allows for development of formal, standard processes, training to address skill deficiencies, and development of standard tools. This improved compliance reduced cost for the campus and resulted in better cost control and business decisions.

As of February 2018, the campus shifted from operating using an annual-budget model to a new five-year planning process. This process includes a monthly financial review on the campus and with the system CFO and staff. This long-term focus provides five-year budgets and a framework to strategically plan for impacts that are anticipated outside of the current fiscal year. In the months since implementation, the campus has made continuous improvement to its aggregated five-year financial operating position. At an aggregate level, financial strength of the campus had declined from fiscal

years 2012-15. UMSL closed fiscal year 2012 with a net operating asset balance near $52 million – a balance projected to fall to $13 million by 2016. A hiring freeze and a new budget process were implemented. Risks and opportunities were tracked monthly with opportunities contributing to and risks subtracting from the central budget. This led to more profitable investments for the campus and reduced discretionary spending at the CSD level. The result was that a potential $10 million loss in 2016 was limited to an operating deficit of just $2.3 million. A projected $15 million deficit and an additional $4.3 million cut in state revenue was converted into a $2.2 million operating gain in 2017. These trends continued through 2018 with the campus generating a $12.6 million operating surplus and an overall operating net asset balance of $38.3 million. With the performance change, UMSL is now focused on investments in facilities, faculty and staff, new programs, and improvements in student technology, study space, and classrooms.

Finance and Administration has developed new tools to better understand the financial performance of the campus at all levels. The UMSL Fingerprint Model uses cost per class (actual instructor cost) and net revenue per student (not allocated but tied to student number) to understand margins by class. Revenue and cost at each level of the organization are added to develop reporting of margins at the department (chair) level, college level, campus costs (administration, facilities, etc.), and with cost of buildings (depreciation expenses). Although most useful at the aggregate level, the tool has opened a line of dialogue at all levels of the campus to better understand cost drivers and possibilities to change the financial trajectory of the campus. The Fingerprint Model is being exported to other universities in the UM System in 2019. These tools continue to mature, new ones will be added to look at other areas that affect financial performance.

Finally, operational and fiscal responsibility have been modified in the decision model. In many areas, the new hiring approval procedure delegates hiring decisions to operational budget leaders and their business managers. This procedure ensures better alignment between organizational decisions, strategies, and financial plans. Along with managing a change in culture that emphasizes sound financial management, these changes are moving the campus' profitability.

5.A.2

Resource allocation processes are systematic and ensure that educational purposes are not adversely affected by elective allocations. UMSL processes rely on evidence, such as robust comparative data as well as campus input, to ensure appropriate distribution of resources. For example, the Academic Program Prioritization task force, composed of administrators and faculty, aggregated cost and performance metrics (e.g., Tableau) and collected information from each academic unit to identify areas of campus excellence as well as those for which demand or resources might not justify additional or continued investment. The guiding principles for the committee were shared, the campus had input on the committee recommendations, and the Office of the Provost and Academic Affairs used the findings to guide strategic decision-making. This open process helps to ensure that resource allocations, elective or not, support the institutional mission. Similarly, the 2016 needs and space utilization study gathered comprehensive data on usage of physical space on campus in order to assess how allocations could be optimized to promote efficiencies and mission outcomes for the institution. While constraints on resource allocation vary, the vast majority of expenditures rely on systematic and evidence-based processes.

5.A.3

All universities in the UM System engaged in a campus-based strategic planning exercise in 2017. The 2014-18 strategic plan focused on the metropolitan land-grant mission of the university. The overall goal was to increase the annual number of degrees conferred through an enriched UMSL

experience with enhanced relationships and more research and community engagement integrated into student learning. Recruitment and retention efforts led to a 9.1 percent increase in degrees conferred between 2013 and 2016 (3,064 and 3,344, respectively). The UMSL experience was enriched by creating a more student-friendly environment and promoting civic engagement and service learning courses as well as practicums, internships, labs, and other high-impact experiences. UMSL received Carnegie classification as an engaged university in 2010 and was ranked No. 1 in student voter participation by the "ALL IN Democracy Challenge" with more than two-thirds of students voting in the 2016 election. The student experience was further enhanced through projects such as the Recreation and Wellness Center and UMSL Eye Care, both of which provide facilities that support students and the surrounding communities. More than 78 percent of our graduates live and work in the St. Louis metropolitan area.

UMSL's 2018-23 strategic plan was built on the successes of the previous plan and focused on five "Missouri Compacts for Excellence in the 21st century:" student success; community engagement and economic development; research and creative works; planning, operations, and stewardship; and inclusive excellence. The mission statement for UMSL emphasizes the transformative role of the university on the lives of students and the community while embracing a vision that embodies the core values of trust, innovation, inclusion, access, success, and engagement. As the premier public, land-grant institution in the St. Louis region, UMSL has a special responsibility to provide access and inclusive excellence to the St. Louis metropolitan area. UMSL's strategic plan capitalizes on the unique opportunities and resources available in the immediate region and beyond.

5.A.4

The selection and hiring process for staff at UMSL follows a best practices model with policies and procedural guidelines provided by the Office of Human Resources. A new employee orientation program is required to ensure appropriate and effective integration into departments and units. In addition, staff is required to participate in a range of training programs, including Discrimination Prevention and Title IX training and MakeITSafe, an IT security program. A range of training and certification programs are used to ensure staff members have up-to-date knowledge of systems and processes (e.g., ASQ, CompTIA, IIBA, and Information Security Systems). Importantly, the university takes advantage of the UM System's Administrative Leadership Development Program to help cultivate leadership experiences and administrative opportunities for staff.

5.A.5

The process for budgeting and monitoring expenses is well developed, even though elements are regularly refined to address the financial realities in real time. Historically, the university has employed a decentralized budgeting model in which each college had a financial officer who reported to the dean. Fiscal challenges in recent years led to a more centralized model in which the financial officers of each CSD report to the CFO. This centralization is a reflection of the institutional commitment to eliminate deficit spending and balance the budget. A five-year model of budget projections has been implemented to monitor expenses and improve budgetary forecasting. Personnel, enrollment trends, fixed costs, and other assumptions are factored to improve accuracy. However, these assumptions and the budgeting projections can be adjusted to assess the impact of unanticipated adverse conditions (e.g., the governor's proposal to cut $75 million in state funding for higher education). Importantly, careful monitoring and projective tools have led to heightened scrutiny with regard to campus expenditures, including administrative staffing, discretionary spending, and even course offerings. Although the Finance Office monitors expenditures on a weekly basis and makes recommendations regarding strategy, university administrators and the faculty and staff who are ultimately responsible for implementing specific strategies. An example of policy changes based on

budgeting forecasts include extending the in-state tuition rate to all residents of Illinois.

The colleges develop expense projections and budgetary requests in concert with the constituent units. These are aggregated by the Finance Office and compared to budgetary projections to assess the alignment between proposed budgets and projected shortfalls. Through an iterative process, initial budget recommendations are developed by the chancellor in consultation with Academic Affairs, the Finance Office, and other units and advisors (such as Student Affairs, research, Advancement, diversity, and Strategic Planning). Importantly, expenditures are assessed based on mission centrality. The initial budget is revised based on input and feedback from stakeholders such as the Provost's Council and the Chancellor's Cabinet before entering the shared governance process. The proposed budget is presented to the campus initially through the University Assembly Budget and Planning Committee. The budget and planning committee includes a representative group composed of faculty, staff, and students. Although the committee is an advisory group, recommendations made by the committee are carefully considered and often implemented. After any changes have been implemented and the committee makes a recommendation, the budget is finalized and presented to the university.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

The Curators of the University of Missouri System is the governing board for UMSL as well as the other three universities of the UM System. The University of Missouri, which refers to the institution, in all of its parts, persons, property, and relationships wherever situated, owned, operated, controlled, managed, or regulated, is under the supervision of the board of curators. The board consists of nine members, appointed by the governor, and confirmed by and with the consent of the Missouri Senate. To ensure representation, no more than five curators may be affiliated with any one political party, and each congressional district must be represented by at least one curator. Currently, there are two curators from UMSL's congressional district. The board of curators includes one non-voting student representative, the affiliation of whom rotates among the four campuses in cycle. In addition, UMSL hosts the Board for one of the six meetings that occur each year.

The board of curators bylaws provide for standing committees of the board that include the executive committee; academic, student, and external affairs; audit; compensation and human resources; finance; and governance, resources, and planning. These standing committees ensure appropriate oversight.

Importantly, issues that are relevant and unique to each university, including UMSL, are understood and addressed by the board. All new curators attend a comprehensive orientation to the board and are familiarized with UMSL through a full-day, on-site orientation that includes meetings with the chancellor and other campus administrators and a tour of the facilities. Board members spend countless hours interacting with the campuses and key stakeholders outside the regular meeting schedule.

5.B.2

Shared governance is a critical part of campus operations at UMSL. The Collected Rules and Regulations of the University of Missouri System (CRR) demonstrate the importance of shared governance. CRR 300.040 contains the UMSL faculty bylaws, which define the membership of the faculty and the role of faculty in decision-making. The bylaws also establish the Faculty Senate and its committees and define the mission of each committee. Shared governance also includes a Staff

Association (SA) and a Student Government Association (SGA).

The committees of the Faculty Senate and University Assembly are broadly representative of the faculty as a whole. Committee membership is structured around parallel units that include each of the five professional colleges and schools plus four broad disciplines within the College of Arts and Sciences (fine and performing arts, humanities, natural sciences and math, and social sciences). Thus, the varying perspectives of the different disciplines are represented in committee membership. Staff and student government representatives also serve on many of the committees, helping ensure that the concerns of all stakeholders are represented.

The Faculty Senate convenes monthly from September through April to address substantive issues that impact the campus community. The voting members of the senate consist of the UM System president and the elected voting representatives of the full-time, tenure-track faculty and non-tenure-track faculty. The nonvoting members of the senate are the chancellor, the provost, and the dean of the Graduate School. The Faculty Senate may make recommendations to the chancellor concerning general policy matters affecting the university. The bylaws of faculty and Senate Operating Rules assign the specific authority to recommend and implement educational policy, particularly in areas of curriculum, degree requirements, methods of instruction, research, requirements for admission, student affairs, and faculty status.

The University Assembly works in conjunction with the Faculty Senate. The University Assembly meets four times each academic year. The assembly brings faculty, staff, students, and administrators together to discuss a wide range of topics and exchange information about the campus community. The University Assembly may make recommendations to the chancellor concerning general policy matters affecting the university. The voting members of the University Assembly consist of the elected members of the senate, the UM System president, the chancellor, the provost, the dean of the Graduate School, the vice provost for student affairs, student representatives, and staff representatives. The nonvoting members consist of the other vice chancellors, deans, and the president of SGA.

In addition, UMSL participates in the Intercampus Faculty Council (IFC), a body made up of representatives from each of the four UM System campuses. The IFC meets monthly during the academic year to discuss policy issues pertaining to all four campuses and to receive information from UM System officers. The Intercampus Staff Advisory Council (ISAC) and the Intercampus Student Council (ISC), which include representatives of staff and students from all four campuses, meet regularly throughout the year.

CRR 370.010 specifies grievance procedures and an equity resolution process that include faculty and staff in the process when appropriate.

5.B.3

Academic requirements, policy, and processes are set through shared-governance mechanisms. The Academic Advisory Committee and related committees may initiate proposals to add, modify, or remove university-level academic requirements, policies, and processes. The Curriculum and Instruction (C&I) Committee must review, deliberate on, and approve all such proposals before forwarding them to Faculty Senate for final approval. A similar process is used for course and program changes. Importantly, members of C&I are broadly representative of the campus as a whole, with students, staff, and faculty from each parallel unit, the Office of the Registrar, and Academic Affairs (e.g., the provost or a designee).

Similarly, the campus as a whole is an engaged participant in the promotion and tenure-decision process. Although the specific criteria for promotion of tenure-track and non-tenure-track faculty differ, the processes are similar, with strong faculty involvement. Candidates for promotion prepare a factual record that is reviewed by an ad personam committee before being evaluated by a unit committee comprised of all eligible faculty in the department. The dossier is again reviewed by a committee at the college level before being reviewed by the appropriate Faculty Senate committee (either appointments, tenure, and promotion or promotion of non-tenure track faculty). The recommendations of the unit committee, department chairperson, college committee, dean, and Faculty Senate are forwarded to the provost and chancellor for final determination.

Other policies and processes, such as the university budget, research policy, physical facilities, and information technology, are presented to and voted on by senate and assembly committees. That information is further presented to the Faculty Senate and University Assembly. When relevant, the senate or assembly will vote whether to approve any new policies or changes to policies. One such example is the recent modification regarding the definition of absentee voting in tenure and promotion cases.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

The mission and priorities are expressed in the strategic plan and are in alignment with resource allocation. A strategic planning process was initiated in the fall of 2017. While the 2018-23 strategic plan did not fundamentally change the mission and priorities of UMSL as described in the 2014-18 strategic plan, the way the mission is articulated and our values are prioritized have both changed. For example, the previous plan centered on excellence, integrity, partnerships, opportunities, diversity, and stewardship. In the updated plan, UMSL focuses on the core values of trust, innovation, inclusion, access, success, and engagement. Resource allocations are shifting to reflect these changes.

Under the previous strategic plan, excellence in research and creative activity was supported by the UMSL research awards (up to $12,500) and through system research awards (in excess of $12,500). In fiscal year 2017, a total of 21 proposals were funded for a total of $355,073. In addition, the university supports faculty and departments seeking external grants through the Office of Research Administration. In fiscal year 2016, UMSL received more than $12 million in external research grants, and in fiscal year 2018 that had doubled to over $24M in research funding. Excellence also refers to student learning and maintaining the highest academic standards. UMSL recently hired an associate provost for student success who is responsible for coordinating support services designed to promote excellence. Furthermore, the university invests in services and faculty to provide a relatively low 18:1 student-to-teacher ratio. Integrity was supported through codes of conduct for faculty and students. The university utilizes Turnitin to promote the quality and integrity of student work. The university also utilizes extant resources (e.g., IRBNet) to help ensure the integrity of research. Partnerships were promoted through collaborations such as UMSL Accelerate, which has a purpose of inspiring entrepreneurship through education, innovation, and collaboration. The importance of opportunity and diversity are reflected in the increased scholarships and grants that target both financially challenged and historically underrepresented students. Only 48 percent of students report a racial ethnicity of white, non-Hispanic. Finally, stewardship was reflected in institutional efforts to use systematic and objective processes to ensure that the allocation of resources was responsible and appropriately aligned with the university mission. Examples of this include the system-wide administrative audit, the Needs and Space Utilization Study, and the

Academic Program Prioritization committee. The rigorous budget process is continually assessed through the lens of the strategic plan and supported five-year reviews, annual review, and related mechanisms.

5.C.2

A variety of assessment methods are used to understand the effectiveness of general education, undergraduate majors, and graduate programs. As noted in criterion 4, mastery of general education learning goals is measured through course-embedded assessments, capstone projects, and internships. In addition, assessments by professional organizations offering accreditation are used and based on licensure exam pass rates as well as retention and graduation rates. The five-year reviews by department and by discipline hold a key role in translating assessment outcomes into strategic steps to improve organization effectiveness. At a broader level, UMSL administers the Collegiate Learning Assessment Plus (CLA+) to freshmen and seniors.

UMSL participates in the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement, and, as of 2015, the Beginning College Survey of Student Engagement (BCSSE). Based on the academic profiles from these assessments, several resources were developed to guide the professional development of staff who advise and work with students.

The associate provost for student success oversees a collection of resources and support centers dedicated to promoting student success. For example, Student Enrichment and Achievement (SEA), is committed to "accountability, support, and achievement that challenges students, faculty, and staff to become active agents and advocates for student persistence and degree completion." SEA coordinates several interventions designed to promote student success, such as the Early Alert System and the Academic Recovery Programs (i.e., admissions probation, financial aid probation/suspension, and academic suspension reinstatement). Other support centers include the Writing Center, the Math Academic Center, and discipline-specific centers (e.g., biology, accounting, economics, languages/culture, philosophy, and physics).

Two large-scale, student-driven initiatives were successfully accomplished. Students voted to increase fees to construct the Recreation and Wellness Center, which opened in fall 2015. This center is equipped with 100,000 square feet for open recreation, intramural sports, swimming, and wellness education. Similarly, students in the College of Optometry voted to increase their student fees for the development of the Patient Care Center to house the University Eye Center. This clinic opened in 2016 and provides comprehensive vision services to the public and a training venue for optometry students. At the grand opening of the Patient Care Center, the chancellor publicly commended the students for their desire to benefit future students and the St. Louis community, noting that the students' "actions are really an exemplary representation of the spirit of UMSL."

Within Student Affairs, UMSL Residential Life and Housing has adopted the standards for housing and residential life programs from the Council for the Advancement of Standards in Higher Education and applied best practices from the Association of College and University Housing Officers–International. Furthermore, the housing benchmarking survey is administered every three years. Reacting to outcome data and best practices, Residential Life has developed specific programs based on the needs of first-year students, returning students, and students in majors that typically benefit from additional academic support. For example, the Living and Learning Communities program allows first-year students in particular colleges and programs to live and study together with a peer mentor on their floor and in their respective major. Another peer mentoring program places mentors on floors for tutoring and with access to a computer lab.

Results from the assessment of student learning conducted by academic and service units are summarized in their five-year review reports, a process overseen by a faculty fellow in the Office of Academic Affairs. The provost and the Provost's Council produce formative reports each semester on degree conferral and general program accountability. A summative report is due at the end of each summer and reviewed by vice chancellors and vice provosts. The provost has included the Budget and Planning (B&P) Committee in discussions of the strategic plan developed in 2017-18, and in the 2018 Academic Program Prioritization process. B&P works with the chancellor, provost, CFO, and other administrators to monitor progress toward goal attainment, coordinate planning, and to review and endorse the university budget and related financial decisions. This process links engagement, assessment and program accountability, operations, planning, and budgeting. Overall, assessment of student learning and program accountability are integrated into university planning and budgeting practices.

Financial challenges exacerbated by proposed cuts to the state budget for higher education led the UM System to require all of its universities to commence a budget review process, assessing the degree to which academic and nonacademic programs are aligned with the mission of the university and the communities it serves. The UMS endeavors to identify programs of excellence while simultaneously identifying programs that either no longer meet the mission of the institution or programs for which available resources are insufficient to support and maintain. UMSL's process was driven by a set of guiding principles shared with the campus and conducted by the Academic Program Prioritization Committee with input from faculty, staff, students, and administrators. The 2017 UMSL Budget Planning document provides the timeline and efforts to reach out to the campus community for input and feedback. While numerous stakeholders are engaged in the budget and planning process, ultimately, the president of the UM System and chancellor of UMSL assume responsibility for the difficult decisions such reviews present.

5.C.3

The recent UMSL strategic planning process was developed to ensure participation from a broad and representative range of internal and external stakeholders. The strategic planning process established committees for each of the five compacts: student success; research and creative works; community engagement and economic development; inclusive excellence; and planning, operations, and stewardship. Importantly, each committee included at least one faculty member, staffer, student, and administrator. More than a dozen open forums were held during the drafting process to engage the campus in the planning process. In addition, individuals who were unable to attend the forums were encouraged to submit feedback on the developing plan through online portals set up for each compact (e.g., student success) as well as the omnibus draft.

The Faculty Senate received regular updates on the strategic planning process and, with representatives from all academic units, are critical partners in university planning. Collectively, the Faculty Senate meets once a month, while the standing committees meet at varying intervals. The vital role that Faculty Senate plays in all aspects of university operations is evidenced by the standing committees (for example, academic advisory, budget and planning, curriculum and instruction, physical facilities space and general services, and recruitment admissions retention and financial aid). The Faculty Senate Steering Committee includes the chancellor and provost along with the senate chair and four faculty senators. While membership in the Faculty Senate is limited to full-time faculty, University Assembly committees provide for greater staff representation. In addition, the Staff Association provides opportunities for staff to give input on institutional processes, improve operational efficiencies, and facilitate communication between university administrators and staff members. These structures promote campus involvement, shared governance, and informed participation in the planning process.

Another example of university planning involves the contributions of the Chancellor's Cultural Diversity Council (CCDC), with the charge of fostering a campus climate and regional environment of inclusion where cultural differences are recognized and embraced as strengths of the university, community, state, nation, and world. The CCDC often works with and in parallel with the Community Engagement Coalition (CEC), which is tasked with promoting engaged citizenship and community involvement. The CEC serves as a critical conduit for engaging external stakeholders in efforts to connect the university and its surrounding community.

One of the most important groups for engaging external constituents in university planning is the Chancellor's Council. The council comprises a diverse group of business, civic, educational, and political leaders from the metropolitan St. Louis area representing public and private interests. The council is a powerful mechanism for assessing and aligning university operations with the needs of the community. Recent university actions for which the council had significant influence include Anheuser-Busch Hall, the new College of Business Administration building, the purchase of Normandie Golf Club, and the Patient Care Center. Another important external group that is involved in university planning is the UMSL Alumni Association. The purpose of the association is to "advance the mission, best interests, and welfare of the University of Missouri–St. Louis and its alumni by engaging all alumni in the life of the university through a variety of programs, services, and volunteer opportunities." The association provides guidance and direction while supporting university interests. The Alumni Association includes a Governing Board of Directors as well as an executive committee. The associate vice chancellor of university development is the liaison to the Alumni Association and coordinates its activities with the university.

5.C.4

The institution plans on the basis of a sound understanding of its current capacity. All institutional planning begins with the strategic plan, which is aligned with the Missouri Compacts for Excellence and represents both the core values and the mission of the institution. As an institution, UMSL is committed to the fundamental principles of its strategic plan, which includes stewardship of resources and a strong financial footing. The disciplined approach to real-time changes in revenue and expenditures reflects a commitment to the core institutional values. UMSL has fulfilled and will continue to fulfill its land-grant mission, but the financial realities mean that the expenditures most central to the mission must be prioritized over those that are less central. For example, investment in the UMSL NOW program, which delivers night, online, and weekend course offerings to returning adults and nontraditional students, fulfills access, success, and inclusive excellence elements of the strategic plan while aligning with the Missouri Compacts for Excellence. Similarly, the decision to centralize coordination of retention and student success initiatives under the associate provost for student success reflects prioritization based on the institutional mission. Resources allocated to these were carefully extracted from reductions in other expenditures. For example, the university recouped a significant savings by switching from Blackboard, a commercial learning management system, to Canvas, an open-source platform.

A smaller pool of resources means that budget allocations, even those that support the institutional mission, must be scrutinized. For example, deficit spending in the Graduate School budget for tuition remission required a critical reevaluation of the process through which such remissions were awarded and assigned. Because tuition remissions support both access and excellence, expenditures were assessed based on mission centrality. As such, the Graduate School prioritized funding for tuition remission based on the degree to which they directly supported the teaching and research mission of the institution. As a result, cost recoveries were drawn first from non-academic support services before academic and research units.

UMSL's increasing dependence on tuition revenue means that assumptions about enrollments must be carefully managed. Differential enrollment estimates allow for rapid adjustments based on increases and decreases to anticipated enrollments. In addition, the university attempts to offset fluctuations in enrollment through enhanced recruitment and retention efforts. For example, the associate vice provost for student success, Multicultural Student Services, and Student Enrichment and Achievement (SEA) work together to support student success. Tools such as the Early Alert System (MyConnect) and resources such as the Writing Center and the Math Academic Center help to support persistence. To offset declining demographic trends, the board of curators approved in-state tuition rates for all residents of the state of Illinois. The university has also been actively engaged with area high schools through the Advanced Credit Program. These strategies facilitate new student recruitment, limit enrollment declines attributable to year-over-year retention rates, and reduce the probability of an unanticipated drop in enrollment.

Complicating enrollment trends, state support for the university has plummeted over the past 20 years. In response, the university increased its investment in targeted areas to generate new revenue streams (e.g., DBA, NOW). Budget projections assume, no new monies and further reductions from the state are anticipated. Capital campaigns, public-private partnerships (e.g., UMSL Accelerate), alumni development, and other entrepreneurial ventures diversify the university's financial interests and help to ensure its long-term financial stability.

5.C.5

Emerging factors such as technology, demographic shifts, and globalization are anticipated and integrated into UMSL's planning process. For example, Information Technology Services' (ITS) recent move toward service and third-party software reflects changes in the way that students and faculty use technology. Technology trends are reflected not only in the number and selection of online degree programs but also in the modalities offered (e.g., evening, weekend, hybrid, accelerated, and intersession). Instructional Support Services maintains and supports 13 computer labs and more than 130 Technology Enhanced Classrooms (TECs) designed to seamlessly integrate new software tools. To address changes in the types of technology students use, Wi-Fi is now available in high-traffic areas of all major buildings on campus (e.g., Express Scripts Hall, Millennium Student Center, and Thomas Jefferson Library). Through Instructional Support and the Faculty Resource Center, ITS helps maintain a scalable infrastructure capable of adapting to the higher processing demands of the newest third-party applications and trends in the way that the UMSL community uses technology to support the institutional mission.

Demographic shifts have already been addressed by UMSL. In response to demographic trends that anticipate fewer graduating high school students, the university has implemented efforts to attract adult and returning students. Given our student population, mission, and geographical location, UMSL is well-suited for this task. The average age of UMSL students is 27, and more than a quarter of students are 30 years old or older. Nearly 83 percent of new students in fiscal year 2016 were transfer students.The NOW program caters to adult learners and reflects institutional anticipation that current demographic trends will continue for the foreseeable future. Developing and maintaining the infrastructure to support these students is a critical component of the university mission and service to the community.

Finally, a growing percentage of our students are international students, and trends suggest that this population has significant growth opportunity. In fact, nonresident international students represented 5 percent of all the degrees awarded by UMSL in 2016. In addition to existing collaborations (for example, China, Finland, Kuwait, and India), the Office of International Studies and Programs

continues to pursue new opportunities to develop innovative programming with institutional partners. Importantly, globalization is an important aspect of the domestic student experience as evidenced by the cultural diversity requirement for undergraduate degrees. UMSL has long recognized the importance of a global worldview through its student exchange and study abroad programs. Even short-term experiences, such as travel courses, instill the value and importance of understanding one's role in a globalized economy.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

UMSL develops and documents evidence of performance in its operations for external and internal accounting purposes as well as operational improvements. In 2015, the state legislature implemented a performance funding model in which at least 90 percent of any increase in the core funding for a public institution would depend on demonstrable success on performance measures adopted by the state. These performance measures, based on the recommendations of the Council on Public Higher Education (COPHE), included measures of student success and performance, increased degree attainment, quality of student learning, financial responsibility and efficiency, a mission-specific measure, and graduate outcomes. Performance indicators directly related to the state model (e.g., freshman-sophomore retention rates, six-year cohort graduation rates, and professional and occupational licensure test success rates) are tracked and reported by Institutional Research. The university aggregates this data and other performance/outcome measures into an annual report that is submitted to the UM System.

UMSL uses benchmarking studies such as the BCSSE and NSSE to broadly evaluate performance on a macro level and relies on annual and five-year unit and administrative review processes for micro-level analysis. The five-year reviews address academic and nonacademic units. Each review includes an external expert and a campus review team (CRT) composed of faculty, staff, or administrators that reviews the self-study and meets with stakeholders. The CRT is tasked with reviewing unit performance in terms of program integrity, mission and vision, programmatic and research excellence, community engagement, resource expenditures and utilization, and future planning. The external reviewer and CRT submit reports (e.g., Pierre Laclede Honors College) to Academic Affairs, and the unit uses this feedback to assess strategic planning. Combined, these processes help to ensure that the performance of operations at UMSL are appropriate and effective.

5.D.2

In recent years, institutional effectiveness and capabilities have been key drivers in a collective effort to protect the institution's financial stability as well as the sustainability of mission-related and mission-critical activities. For example, to prevent deficit spending in operational expenditures, the university centralized budget activities so that financial officers report up through the financial operations. This structural change helped to ensure that the institution has access to aggregated and accurate financial information in a timely manner. UMSL has also used operational experience in more proactive ways. For example, the restructuring of Academic Affairs that created the position of an associate provost for student success was undertaken to help ensure that the units responsible for supporting student success were working in a coordinated and effective manner. Prior to the restructuring, each of the units that now report the associate provost operated independently and

sometimes engaged in duplicative or redundant activities. The restructuring has helped optimize the efficiency and effectiveness of the university's retention activities.

Other examples of operational learning include investments in the Recreation and Wellness Center (RWC) as well as UMSL Eye Care. Existing facilities were inadequate to meet the needs of students and potential students, and this was repeatedly demonstrated in feedback from visitors and potential students and student surveys. In 2011-12, an overwhelming majority of students approved a referendum to build the RWC, which was funded through student fees. Similarly, optometry students elected to institute higher fees to pay for facilities that were deemed inadequate. In both cases, institutional capability and effectiveness were vastly improved.

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5.S - Criterion 5 - Summary

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

Summary

The institution's resources, structures, and processes are sufficient to fulfill our mission, improve the quality of our educational offerings, and respond to future challenges. Although the university has faced budgetary challenges, aggressive actions such as Academic Program Prioritization, new budgetary procedures, and budgetary tools (Fingerprint Model, hiring decision model) have helped secure improvements in overall net operating assets and investment in new programs. Through its bylaws, the University of Missouri System Collected Rules and Regulations, and new member orientations, the board of curators helps UMSL fulfill its mission. Faculty Senate and University Assembly structures (e.g., curriculum and instruction, and advancement, tenure, and promotion) and intercampus bodies (i.e., Intercampus Faculty Council, Intercampus Staff Advisory Council, Intercampus Student Council) reflect collaborative decision-making. Systematic and integrated planning is demonstrated through activities such as the space needs and utilization study, Academic Program Prioritization, and the development of new programs such as the Doctor of Business Administration and UMSL NOW. UMSL systematically works to improve its performance.

Sources

There are no sources.