

Assurance Argument
University of Missouri-Kansas City - MO

Review date: 12/2/2019

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

[\[acronyms and abbreviations\]](#)

University of Missouri-Kansas City (UMKC) is part of a statewide system, the [University of Missouri System](#) (UM System), which surfaces throughout the assurance statement. In addition to four universities, UM System comprises a health care system, multiple research parks, incubators, agricultural research stations, small business and technology development centers, extension centers, telehealth, research, and educational networks. Collectively, UM System is a [\\$3.0 billion enterprise](#), one of the greatest assets of the State of Missouri.

[UMKC's mission](#) is "to promote learning through the discovery, preservation, and dissemination of knowledge of public value across a broad spectrum of disciplines and fields of study. UMKC celebrates the individual and embodies diversity and inclusion by intertwining these goals with innovation to enable transformational societal impact aimed at bringing cultural, social, health, and economic prosperity to the metropolitan, regional, and global communities it serves."

UMKC's [vision](#) is "UMKC aspires to be an exemplary public urban research university of the 21st century, pursuing excellence as a human-centric learning and discovery community, fostering equity, diversity, and inclusion to enrich the lives of the people and regions it serves."

1.A.1

Since UMKC's last reaffirmation of accreditation in 2009, UMKC has completed two strategic plans and one strategic plan revision. In 2010 UMKC developed [Strategic Plan 2010-2020: A design for the future of Kansas City's University](#), which established a vision, mission, and strategic goals. A [steering committee](#) of more than 30 [faculty](#), staff, students, and external constituents collaborated to accomplish this plan. Over 150 members of internal and external communities vetted the strategic plan through [town hall meetings](#).

In 2013, each UM System campus updated its strategic plan, reflecting on progress made and creating a five-year implementation plan through 2018. UMKC's revised 2010 strategic plan was named [Strategic Plan 2014](#).

Leadership changes—new [UMKC Provost \(2015\)](#), [UM System President \(2016\)](#), [UMKC Chancellor \(2018\)](#)—coinciding with ongoing declining state support of higher education mandated a different approach to higher education and galvanized a need for new strategic plans.

In spring 2016, UMKC established a [Statement of Values](#) articulating the university's fundamental values of learning, diversity, integrity, accountability, respect, and collaboration. This statement forms the basis for how UMKC conducts respectful interaction within its community. The entire campus community united in a process ([as presented to Faculty Senate](#)) to draft, edit, and distill the values statement. All constituents subsequently approved the values statement, including [UMKC Faculty Senate](#) and [UMKC Staff Council](#).

In 2017, the UM System President instructed each university to develop new strategic plans with a shared framework. UM System organized retreats with curators, general officers, and executive leadership to establish a vision and a set of compacts at the system level that each university would adapt at the campus level. The [vision statement and compacts](#) provided unifying principles to guide the universities as each developed its strategic plan.

UMKC developed its strategic plan through a [process](#) that suited its nature and culture. The Provost held an open information session in November 2017 to share the framework ([calendar invite](#), [framework shared](#)) based on a [broad set of discussions and processes](#). UMKC leadership charged ([agenda](#) and [slide deck](#) from kick-off meeting) a 40-member committee, divided into six subcommittees, to draft its strategic plan. Existing governance and leadership councils engaged with the [Strategic Planning Committee](#) in an iterative process of vetting and refining.

The [2018-2028 Strategic Plan](#) spurred discussions about the academic experience to which UMKC aspires. The Curators [approved](#) UMKC's new strategic plan (including vision and mission) on September 21, 2018. The new multidimensional vision for UMKC's future replaces the [2010-2020 Strategic Plan](#).

The [2018-2028 Strategic Plan](#) presents a new vision and mission that serves as a foundation for the university and a public pledge that reflects UMKC's values. The former vision and mission presented the university's priorities based on specific disciplines (arts, allied health). The new mission and vision focus the university's priorities on a commitment to its people (students, faculty, staff). The 2018 strategic plan does not present a radical departure of the work of UMKC, rather, it provides a fresh lens and renewed energy for that work.

1.A.2

Operating within its mission, UMKC focuses on learning, discovery, knowledge translation, diversity, and increasing prosperity in the region.

Learning, discovery, and knowledge translation. Eleven academic units offer UMKC's [academic programs](#) and a [range of degrees](#). True to the university model, [research, scholarship, and creative works](#) accompany the degree programs in each unit. UMKC's [established centers and institutes](#), especially in allied health, apply knowledge to benefit the public.

Student support services. More than [30 student support services and programs](#) facilitate the total educational growth and development of UMKC students. These programs address personal, social, physical, cultural, leadership, intellectual development, judicial affairs, and the student grievance process. UMKC provides academic opportunities to underserved students. Among undergraduates, [between 68% \(FS2019\) and 71% \(FS2016\) of students are underserved](#), including underrepresented minorities, first-generation college students, and students with an expected family contribution less than \$12,000.

Increasing prosperity in the region. An essential part of UMKC's mission is its role as the only urban research university in the region. According to [UMKC's Office of Research and Economic Development](#), in FY2018, UMKC faculty had [240 awards totaling \\$42,881,019](#). Research activity benefits the region by providing employment, purchasing goods and services, and sparking immeasurable qualities such as motivation.

Mission-consistent enrollment profile. [Fall semester 2018 enrollment headcount](#) was 16,394, representing an overall increase of 4.0% from the fall semester 2013 enrollment headcount. Approximately half of the enrollments were undergraduate (7,995), while 31% were graduate student enrollments, and 20% were dual credit students enrolled in high school and college. The average undergraduate age was 23, and the average graduate age was 29. The UMKC student population was 43% male and 57% female. UMKC's on-campus reported ethnic minority population was 25%; UMKC's on-campus reported ethnic minority undergraduate population, excluding international students, was 44%. At UMKC, 66% of full-time, first-year, undergraduate students have financial need, and UMKC meets 60% of that need (which does not include loans).

1.A.3

Higher education in Missouri faces significant competitive and financial pressures. These pressures include shrinking state appropriations, increased expectations for return on investment, and accountability from policymakers equipped with metrics on student and institution performance. [Competition for students](#), especially traditional-age students, is aggressive. Technology has changed educational expectations about personalization and engagement while maintaining rigor and quality. Public discourse about the rising cost of higher education amplifies these pressures. UMKC not only has shrinking state appropriations but also must deliver value to students in return for tuition and fees and deliver value to the region through workforce development, innovation, and applied research. In light of these factors, UMKC recently re-examined its [planning and budgeting priorities](#).

UMKC developed a new budget model, called the [Resource Investment Model \(RIM\)](#), that is strategic and promotes UMKC's values and outcomes. The university's [shared governance structure](#) ensures that administration and faculty participate in the budget process in conjunction with the Vice Chancellor of Finance and Administration and the [University Budget Committee \(UBC\)](#). This structure provides the checks and balances necessary for planning and resource allocation to align with the University's mission and strategic priorities. Faculty and staff can comment on the implementation of budgets and strategic priorities, as assured by the [2018 Budget Rules, Roles, and Responsibilities policy](#). Also, the [Faculty Senate Budget Committee \(FSBC\)](#) operates as a second-level oversight organization with representation from faculty in all units. The chair of the FSBC serves as secretary of the UBC. For more information, see 5.C.1.

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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

UMKC articulates its mission and vision through the [2018-2028 Strategic Plan](#), which is publicly available online and in print. UMKC disseminated the plan in numerous campus and community meetings. UMKC [posts](#) prominently the [mission](#) and [values](#) statements in every building.

Administrative leaders and university representatives regularly incorporate UMKC's mission and vision themes in their [public speeches](#), [e-mail announcements](#), [official correspondence](#), and [public relations statements](#).

1.B.2

UMKC's mission is current and establishes the university's focus.

The University of Missouri Board of Curators (Board of Curators) [approved](#) UMKC's mission, vision, and strategic plan on September 21, 2018.

UMKC formed [Implementation committees](#) around each pillar. The committees created the blueprint for reaching the goals and achieving the metrics identified in the plan. The implementation committees file monthly updates with UM System in an electronic system called "[Achieve It](#)." UMKC [tracks](#) its progress toward its [mission and strategic plan](#) (example: [pillar 1](#)). The Provost [communicates regularly](#) with academic officers to coordinate implementation campus-wide. Each academic unit developed strategic plans in alignment with UMKC's strategic plan (examples: [School of Biological and Chemical Sciences](#), [School of Graduate Studies](#), [School of Dentistry](#), [School of Medicine](#), [School of Nursing and Health Sciences](#), [School of Pharmacy](#), [College of Arts and Sciences](#), and [University Libraries](#)).

1.B.3

[UMKC's mission](#) mandates that the institution be accessible to all students, with an emphasis on sustaining and enhancing the diversity of race, ethnicity, gender, socioeconomic status, and educational background.

UMKC's diverse student body is comprised of students who are traditional and non-traditional aged, first-generation college, transfer, on-campus and online, Missouri residents, residents from the other 49 states, and from over 80 countries. ([UMKC's Common Data Set](#) makes available more information on enrolled students.) One way UMKC is improving accessibility is through investing in scholarship partnerships. Over the next nine years, an estimated 800 underrepresented minority high school students from the region will receive multi-year scholarships provided by two new programs: [KC Scholars](#) and [the Henry Bloch Scholars and the Marion Bloch Scholars](#), both of which receive matching funds from UMKC and UM System.

UMKC's research programs focus on advancing knowledge and benefiting society, as defined across the variety of disciplines. Outreach and engagement activities serve the people of Missouri and beyond. In 2015, UMKC [applied for](#) and [received](#) the Carnegie Foundation for the Advancement of Teaching's coveted Community Engagement Classification. UMKC was one of 83 colleges and universities nationwide to receive this honor for the first time in 2015. [Among the initiatives cited](#) in UMKC's successful application were:

- [Heartland Health Network](#)
- [Chancellor's Award for Excellence in Community Engagement](#)
- [UMKC Institute for Human Development](#)
- [Department of Architecture, Urban Planning and Design](#)

- [Outreach programs by the School of Computing and Engineering](#)

UMKC expresses its mission of diversity and inclusion, as well as its commitment to enhancing its community and region, in the [2017-2018 Inclusive Excellence Plan](#), a blueprint for implementing Pillar 3 ("impactful engagement") and Pillar 4 ("diversity and inclusion") of the strategic plan.

The [UMKC Master Plan](#) (Volker Campus and UMKC Health Sciences District location) establishes a physical framework for realizing UMKC's strategic plan through facilities and its proximity and relationship to the surrounding community.

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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

[\[acronyms and abbreviations\]](#)

1.C.1

For over 30 years, UMKC has sponsored diversity initiatives that address its role in a multicultural society. In 2008, UMKC hired its first Vice Chancellor for Diversity and Inclusion—a cabinet-level position that was also among the first such positions in Missouri. Shortly thereafter, UMKC established the [Chancellor's Diversity Council](#), which developed a [Diversity and Inclusion strategic plan](#).

The Diversity Council developed the [2014 UMKC Diversity Strategic Plan](#) and aligned it with the [UMKC strategic plan in place at that time](#), specifically to [Goal 5, "Embrace Diversity."](#) This goal stated: "To celebrate diversity in all aspects of university life, creating inclusive environments, culturally competent citizens, and globally-oriented curricula and programs." The 2014 diversity plan had five key components:

1. Access, Representation, and Success;
2. Institutional Climate;
3. Responsive Teaching and Research;
4. Infrastructure and Resources; and
5. Engagement with the Urban Community.

The plan was the primary guiding document for UMKC's diversity and inclusion efforts going forward. UMKC recently updated its diversity plan to the [2017-2018 Inclusive Excellence Plan](#). Examples of how the Inclusive Excellence Plan led to positive change are:

- The [African American Cultivating Excellence \(AAE\) Mentoring Program](#) increased retention rates from 50% in Spring and 96% in Fall;
- The School of Biological and Chemical Sciences increased the [retention rates of URM students](#) by 5-10% over a two year period by developing a new intervention; and
- [79% of UMKC respondents to a 2017 UMKC Climate Survey](#) reported that they were comfortable with the overall climate for living, working, and learning at UMKC; 84% of students and faculty reported that they were comfortable at UMKC.

[Pillar 4 of the 2018 strategic plan](#) highlights UMKC's commitment, "Foster an environment of invigorating multiculturalism, globalism, diversity and inclusion." UMKC publicly displays its [diversity statement](#) on its website and throughout campus. UMKC's diversity and inclusion strategy aligns with that of the [UM System's Inclusive Excellence Framework](#) principles: Access Representation and Success, Campus Climate and Intergroup Relations, Education and Scholarship, and Institutional Infrastructure. UMKC added a sixth element, Engagement with the Urban Community. UMKC offers a variety of [diversity and inclusion workshops and events](#) that are well-attended and a celebrated part of the university.

Working in partnership with campus diversity efforts, the International Affairs division supports this work through a centralized approach to [international student recruitment](#), [admissions](#), [student advising](#), [Homeland Security compliance](#) before and after graduation, [communication](#), and the creation of institutional partnerships and collaborations.

UMKC students study at [exchange partner sites](#) in 60 countries ([policy](#)) around the world, including [fellowships](#), and participate each year in more than 15 [faculty-led student groups](#) outside the United States.

UMKC is a recipient of the prestigious [2019 INSIGHT into Diversity Higher Education Excellence in Diversity \(HEED\) Award](#). The HEED Award is the only application-based national recognition honoring colleges and universities that show an outstanding commitment to diversity and inclusion across their campuses.

1.C.2

UMKC subscribes to a [broad definition of diversity](#) that includes race, ethnicity, religion, disability, gender, and sexual orientation. UMKC's definition of diversity is appropriate to its mission and the constituencies it serves.

Having been a focus for over 10 years, UMKC's processes and initiatives support diversity, equity, and inclusion. The [Division of Diversity and Inclusion](#) (DDI) provides support, training, resources, and consultation to diversity efforts. DDI maintains a dashboard showing [campus climate data](#). DDI offers [workshops](#) (attendance: 2516 participants in 2018; 3375 participants in 2017) and several community-focused [lecture series](#) centering on African American, Latino, LGBT, and social justice issues. It also organizes conferences for women and girls of color and hosts interfaith programs.

Multiple diversity and inclusion initiatives regularly take place across campus, and programs assess outcomes and success. For example, [Diversity Ambassadors](#) trains and deploys students to conduct diversity dialogues and workshops with peers. Of participants completing evaluation, 89% strongly agreed or agreed that they had enhanced their skills in the program; 87% strongly agreed or agreed that they would recommend the sessions to their peers. UMKC also sponsors employee [Affinity Groups](#) and a faculty-led [Diversity Dialogues series](#).

UMKC proactively plans diversity and inclusion initiatives and invites participation and feedback from across campus. This process demonstrates a concerted effort to identify and address unit-specific diversity issues. Each academic and administrative unit participates in an [annual diversity and inclusion action planning process](#) based on the UMKC Inclusive Excellence Plan. Academic deans and administrative heads convene workgroups to review progress and develop plans for the upcoming year, with assistance from the DDI. Deans and administrative leaders report on progress and challenges to the Chancellor's Diversity Council on a regular basis and receive feedback for continuous improvement.

In 2016, UMKC restructured the [Chancellor's Diversity Council](#) (CDC) with a new mission and added specific representation from the governance structures of the University—faculty, staff, administration, and community collaborators. The CDC reviews and gives specific feedback to diversity and inclusion action plans from all academic and administrative units. The [CDC minutes](#) recorded the deliberations.

"[Engagement with the urban community](#)" is a component of UMKC's *Inclusive Excellence Strategic Plan*. As an urban-serving institution, UMKC recognizes its responsibility for connecting and collaborating with the surrounding community. UMKC hosts four leadership councils designed to obtain input from diverse communities: [Chancellors Diversity Council](#), [African American Leadership Council](#), [Hispanic Advisory Board](#), and [LGBT Leadership Council](#).

UMKC supports a variety of programs that address diversity and inclusion. Two of particular note are the award-winning [LGBTQ+ programming](#) from the Office of Student Involvement and the long-standing [Women's Center](#). Academic programs devoted to issues of diversity, inclusion, and intersectionality include [Women's, Gender, and Sexuality Studies](#); [Black Studies](#); [Latinx Studies](#), and [Propel](#).

UMKC values international students for the cultural diversity they bring to campus and the global perspectives they share in classrooms. [UMKC accepted](#) an invitation to be in the [2019-2021 ACE Internationalization Laboratory](#), which will strengthen and define the institutional commitment to comprehensive internationalization. The process will include detailed review, analysis, clarification, and definition of UMKC's strategies for expanding international teaching, enrollments, research, programming, and associated implementation.

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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

[\[acronyms and abbreviations\]](#)

1.D.1

UMKC is the largest comprehensive, fully accredited university in the Kansas City metropolitan region (metro KC). [Students come from all 50 states and over 80 countries to study in more than 125 academic areas](#). As an urban university focused on research and community service, UMKC is rich in relationships—from civic organizations and local businesses to alumni and friends throughout the region. UMKC brings millions of dollars in [research funding](#) into our local economy. UMKC's economic impact on the State of Missouri is [\\$523 million](#).

In addition to academic programs, UMKC provides a variety of public service and engagement. [Continuing education](#) offers real-world learning for professionals. [Centers and Institutes](#) are direct outreach to the community. Clinics offered by the [dental](#) and [law](#) schools and the [Drug Information Center](#) in the School of Pharmacy serve thousands of constituents each year. The [Berkley Child and Family Development Center](#), [Sojourner Clinic](#), [Center for Health Insights](#), and the [Institute for Human Development](#) are a few examples of centers that directly serve the public. [Service-learning initiatives](#) and ongoing faculty-driven research also provide opportunities for engagement with metro KC.

1.D.2

As a public university, UMKC and UM System have no financial returns or any investors, parent organizations, or other external interest groups with a financial interest in the university other than the State of Missouri. UMKC has an established line of authority with [roles and responsibilities](#) for the budget that ensures the educational role is primary. The university's annual financial statement indicates that the university devotes [77% of the general revenue funds to educational programs](#) (instruction, academic support, student services, and institutional support); with another 13% for scholarships, waivers, and fellowships; and about 3% for research and public service. The remaining 7% is devoted to physical plant needs.

1.D.3

[UMKC engages with its identified external constituencies](#) and communities of interest and responds to their needs as its mission and capacity allow. The following examples demonstrate UMKC's commitment to the public good.

- UMKC's Chancellor serves on Kansas City's top-level boards: [The Greater Kansas City Chamber of Commerce](#) and the [Civic Council of Greater Kansas City](#).
- Many organizations work with UMKC to address educational, health, cultural, economic, and social issues in Kansas City and the region. For example, UMKC partners with approximately [159 organizations for service-learning](#).
- UMKC [Centers and Institutes](#) provide a multidisciplinary approach to research, education, training, and public service.

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1.S - Criterion 1 - Summary

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

Summary

[\[acronyms and abbreviations\]](#)

UMKC's [mission](#) is clear and articulated publicly; it guides the institution's operations. As a public university, UMKC's mission is responsive to the needs of the communities it serves and addresses the diversity of society. UMKC participates in the regional human capital efforts to help increase prosperity, economics, and vitality. In this way, UMKC's mission is more than publicly articulated; the communities it serves also shape the mission.

As noted in previous HLC reports, UMKC has long struggled with being a **university**, rather than a **multiversity**. UMKC began as Kansas City University, a liberal arts college, and as was consistent with the 1930s practice, upheld the division between liberal arts and vocational education. As society changed, UMKC also changed and is now a comprehensive university, which occasionally still struggles with being one university rather than a collection of postsecondary programs. Recently, faculty and university leaders made decisions that add unity, strengthen UMKC's mission, enhance student learning, and provide an opportunity for faculty teaching, scholarship, and service:

- To improve the student experience, provide more cohesion in academics, and respond to employment opportunities and workforce development needs, the faculty of Chemistry and the School of Biological Sciences [voted to merge](#), forming the School of Biological and Chemical Sciences.
- To unify two longstanding strengths in performing arts and enhance student learning experiences, Theatre and Conservatory faculty [voted to merge](#). The two performing arts areas share a proud history of leadership in the arts that has positively affected the cultural life of Kansas City and the state of Missouri.
- Additionally, to be more transparent and data-informed, to enhance student learning, and to be responsive to the need for customizing the student experience, the Division of Student Affairs and Enrollment Management (SAEM) [moved](#) under the Office of the Provost and Executive Vice Chancellor.

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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

[\[acronyms and abbreviations\]](#)

UMKC [operates with integrity and follows policies](#) that ensure fair and ethical behavior.

The UM System [President](#) is responsible for the four universities that compose the system and system administration. UMKC's chancellor reports to the UM System president. The [organizational chart](#) depicts the administrative structure of the university.

Policies and procedures at both [UM System](#) and UMKC uphold the welfare of the university and its students. Policies define measures to prevent misuse of resources and stipulate procedures to investigate claims of unethical behavior.

Financial Integrity

UMKC's [Finance and Administration division](#) is responsible for compliance with all financial policies. This division provides support for budgeting and planning, accounting, campus facilities, procurement, cashiers and collections, and the UMKC Police.

As a public university, UMKC is financially accountable to the State of Missouri. UMKC adheres to the UM System's [Collected Rules and Regulations](#) (CRRs), which guide financial operations. The [UMKC Budget Rules, Roles, and Responsibilities](#) defines rules, procedures, and authorities for allocating, spending, and monitoring the budget. This budgeting system strives to ensure that general officers together with UMKC Executive Council collaborate with faculty in a manner consistent with [CRR 140.020](#) Financial Planning. Collaborations ensure faculty are meaningfully involved with the total university fiscal situation and allocate resources to facilitate the achievement of UMKC's goals. Faculty involvement in university budgeting occurs through the [UBC](#), [FSBC](#), and [academic unit fiscal committees](#).

Each year, after Finance and Administration finalize internal [year-end financial statements](#), the chancellor, chief financial officer, and accounting director attest to the integrity (accuracy and completeness) of the financial data, called [sub-certification](#). As part of sub-certification, a member of finance leadership meets with [each unit to review its submission](#) and identify any issues.

The UM System Conflict of Interest policy ([CRR330.015](#)) outlines policies and procedures employees must follow. [All employees \(faculty and staff\) report](#) reasonably foreseeable potential conflicts. [All faculty and exempt employees](#) annually complete an [Outside Interest Disclosure](#).

The [Donor Bill of Rights](#) outlines a philosophy of philanthropy based on respect and trust and the right of donors to be fully informed about the organizations that they support. The UMKC Foundation prints the Donor Bill of Rights on the back of donation receipts.

Academic Integrity

Faculty have primary responsibility for all academic and educational activities, as well as faculty personnel matters. The Office of the Provost and Executive Vice-Chancellor provides central support for faculty. The [vice provost for faculty affairs](#) oversees faculty and academic appointments, faculty awards, leaves of absence, academic grievances, conflict resolution, mediation services, faculty ombudsperson, and faculty promotion and tenure. General provisions in the [CRR \(Chapter 300\)](#) provide the basis for faculty bylaws and tenure regulations.

The deputy provost oversees matters related to academic quality assurance and new program development. The [Office of Research Services](#) (ORS) supports the scientific, scholarly, and creative endeavors of UMKC faculty and staff. ORS oversees financial and compliance issues related to [external grant applications](#), [financial management](#), and [research compliance](#)—including protection of [human](#) and [animal](#) subjects, [hazardous materials](#), [biosafety](#), and [HIPAA assurances](#).

An essential component of fair and ethical behavior are fair processes for resolving internal disputes. UMKC's resources and policies related to such internal conflicts include the following:

- [CRR 370: Academic Grievances](#). The CRRs for academic grievances outline the process of maintaining transparency, consistency, and integrity. The CRR also has university-specific information (for reference, [Summary of Faculty Grievance Cases](#)).
- UMKC has an established policy for [grade appeals](#), and each academic unit maintains appeal procedures and makes them available to students upon request. These procedures specify how to conduct the departmental review of the challenged grade. [A Provost Office review](#) indicates the units took appropriate action, and no further action was warranted.

UMKC maintains its institutional integrity by ensuring that central service offices follow appropriate standards and make their policies transparent to students. For example, Registration and Records follows the rules regarding [academic transcripts established by the American Association of Collegiate Registrars and Admissions Officers](#) (AACRAO). The Office of Financial Aid follows guidelines set by the [National Association of Student Financial Aid Administrators](#) (NASFAA). Two critical areas of academic integrity are the [confidentiality of information](#) and [FERPA](#).

UMKC's [Institutional Review Board](#) (IRB) ensures that research on human beings is conducted in an ethical manner. In addition, UMKC is a member of Collaborative Institutional Training Initiative (CITI), which offers human research curriculum, [a required program for all UMKC researchers](#) studying human subjects. The use of human subjects by faculty researchers or students/trainees must be approved by IRB, an entity mandated by the federal government. The level of approval varies in proportion to the anticipated level of potential harm to the subjects.

The U.S. Department of Education's Office of Federal Student Aid selected UMKC for an on-site Program Review, which began on August 29, 2016. [UMKC's response](#) resolved each finding, as confirmed in the [Final Program Review Determination Letter](#), which was sent to UMKC's Chancellor on December 20, 2016.

All faculty include in their syllabi [common statements](#) on academic dishonesty, ADA, intellectual pluralism, and recording of courses. This makes essential values and procedures as widely understood as possible.

Personnel Integrity

UM System's CRRs provide the regulatory bases for personnel integrity for all faculty, academic appointment, and staff. The following CRRs deal directly with the issue of honesty and fair and ethical behavior.

- [Chapter 10.90](#): Ethics and Conflict of Interest regarding the Board of Curators
- [Chapter 310.010](#): Academic Freedom
- [Chapter 320.040](#): Nepotism
- [Chapter 320:115](#): Hiring of Curators, Legislators, and Statewide Officials
- [Chapter 330](#): Employee Conduct, including 330.015 Conflict of Interest
- [Chapter 380](#): Administrative, Service, and Support Staff Grievances
- [Chapter 400](#): Animal Research
- [Chapter 410](#): Research Involving Humans
- [Chapter 420](#): Allegations of Research Dishonesty
- [Chapter 300.020](#) UMKC Faculty Bylaws

UMKC's resources and policies related to such internal personnel disputes include the following:

- Campus [Mediation Services](#) works to resolve work-related conflicts. To ensure the highest level of integrity while interacting with confidential situations, Mediation Services follows clearly delineated policies and procedures, available on its website.
- [Faculty and Staff ombudsperson](#) contribute to a fair and respectful work environment by providing independent, neutral, confidential, and informal consultation. Each ombud seeks to further UMKC's mission and goals by supporting and encouraging an ethical, civil, and respectful culture and to resolve differences through mutual understanding.

The UM System regularly reviews and updates CRR policies. The following recently amended policies deal directly with issues of integrity and fair and ethical behavior:

- [Chapter 200.010](#): Standard of Conduct (Student) (amended 2-9-17).
- [Chapter 330.110](#): Standards of Faculty Conduct (amended 4-17-17).
- [Chapter 600](#): Equal Employment/Educational Opportunity (amended 3-1-17) including [600.010](#) Nondiscrimination Policy and [600.020](#) Sexual Discrimination, Sexual Harassment, and Sexual Misconduct.

The UM System improved its policies and procedures regarding sexual assault cases. The [UMKC Title IX Office](#) helps students, faculty, staff, and visitors obtain the support they need if they [experience sex-based discrimination](#) including sexual harassment, sexual misconduct, stalking on the basis of sex, intimate partner and relationship violence, and sexual exploitation. UMKC has instituted significant changes, such as:

- Established the [Office of Affirmative Action](#) with a full-time coordinator and two investigators on the UMKC campus.
- Created a [Title IX website](#) with resources and an online reporting tool.
- Began participating in system-wide annual training, starting with coordinators, deputy coordinators, and investigators ([UM System MyLearn Human Resources: Building a Foundation: Discrimination Prevention and Title IX](#)).
- [Issued a statement](#) clarifying that all employees are mandatory reporters, except those exempted by the legal privilege of confidentiality or as expressly identified as confidential reporters.
- Created new policies and procedures, presented to the campuses as Executive Order 40. The Board of Curators [ratified these changes](#) on October 2, 2014. Effective March 1, 2017, [Executive Order 41](#) superseded [Executive Order 40](#) regarding the resolution of complaints of discrimination, harassment, and sexual misconduct against a student or student organization.

University and IT leaders acknowledge that IT employees have privileged access to sensitive information about the institution, students, employees, and others. IT staff acknowledge their responsibilities and [sign a confidentiality agreement](#) upon hire. This agreement heightens awareness among IT staff members concerning their duties and the trust placed in them. The [Acceptable Use Policy](#) governs access to sensitive information.

The [Registration and Records Office](#) oversees UMKC's policies regarding the Family Educational Rights and Privacy Act (FERPA). All faculty, staff, and students with access to confidential student records receive [training](#) through the UM System MyLearn Human Resources site.

UM System's website provides detailed policy information, classified into two sections:

- [General Administration](#)
 - [Information Management](#)
 - [Safety and Risk Management](#)
- [Finance](#)
 - [Fiscal Responsibility](#)
 - [Code of Ethics](#)
 - [Internal Controls](#)

UM System policies ensure ethical and responsible behavior and are publicly available. When the Board of Curators approves changes, [UM System sends an email](#) to faculty and staff alerting them to the changes.

Additionally, administration, faculty, and staff use a central academic [policy library](#), which ensures fair and equitable application of policies and procedures in Faculty Affairs, Enrollment Management, Registration and Records, Program Review and Assessment, and Curriculum Management.

Vice chancellors, vice provosts, and deans are responsible for ensuring their units follow all applicable personnel policies and procedures ([position descriptions](#)). This responsibility extends to monitoring adherence to affirmative action and equal employment opportunity principles and meeting UM System, state, and federal reporting needs. Larger units have a dedicated human resources staff member who advises on personnel policies and procedures and oversees these functions within the unit.

The [Human Resources Department](#) provides innovative programs and services that encourage adherence to policies and procedure, support the mission, and enhance organizational effectiveness.

UMKC promotes fair and ethical treatment and behavior regarding inclusivity and respect in our campus community. Examples of this commitment include:

- The university engaged Rankin & Associates to conduct a [climate survey](#) concerning student, faculty, and staff experiences on campus. The responses help administrators gauge the campus climate and develop solutions for improvement. UMKC (2016) results are available. [The Climate Survey Action Steps Report](#) outlines UMKC's actions.
- The [UM System Integrity and Accountability Hotline](#) provides students, employees, patients, and visitors an anonymous avenue for reporting suspected incidences of ethics or compliance abuses in a manner that preserves anonymity and ensures non-retaliation. The hotline exists for situations in which conventional channels are uncomfortable or inappropriate, and it offers two ways to report: online submission or calling a toll-free number.
- [UMKC Help Central](#), a one-stop-shop for inclusion and respect on campus, is a collection of resources intended to assist anyone at UMKC with questions or concerns about safety, well-being, or respect.

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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

UMKC presents itself clearly and completely to its students and the public. UMKC provides [consumer information](#) on its website about academic programs and accreditations, campus security, career services, college comparison tools, complaint resolution, educational records access, student outcomes data, FERPA, refund policies, and transfer policies.

[UMKC admissions standards are publicly available](#), and details on admission and application processes are outlined for [undergraduate](#), [transfer](#), [graduate](#), and [international students](#). [UMKC's catalog is available online](#) and includes course offerings, degrees offered, degree requirements, and academic policies. The catalog also provides information about student services and the libraries, as well as college and school-specific information organized by department. For example, the [School of Computing and Engineering](#) presents an overview, undergraduate degrees and programs, graduate degrees and programs, and courses.

UMKC's [Cashiers Office website](#) publishes detailed information on all university [tuition and fee rates](#), [net price calculator](#), and [tuition payment information](#). The Cashiers Office handles payments, discounts, assistance, and repayment agreements. [Detailed policies and procedures](#) explain office hours, semester payment schedules, finance charges, invoices and billing, and third-party sponsorship payments. Because it uses specific terminology, Cashiers Office also publishes an [online glossary](#) that explains what each term means.

UMKC [provides students and the public information about faculty and staff](#) and maintains an online directory of faculty and staff by name. Department websites provide the directory information, and often research areas and courses taught, for each faculty. The catalog lists faculty members alphabetically within their academic unit with their academic rank and department (for example, [Department of Architecture, Urban Planning and Design](#)).

UMKC's websites are current, and website coordinators for each unit follow [guidelines and policies](#). Strategic Marketing and Communications (MCOM) regularly conducts [focus groups](#) and surveys on the accessibility, usability, and clarity of the website and bases changes on findings from this market research. The [combined evidence file](#) shows multiple examples of how MCOM regularly seeks input from faculty, students, and other constituents and makes changes to address that input. For example, the [Faculty Senate](#) provided feedback on the home page. MCOM is working on a complete and comprehensive redesign of the UMKC websites and has been holding focus groups and seeking input from UMKC constituents, such as the [Staff Council open meeting](#).

UMKC publishes current information about relationships with accrediting bodies on its [Institutional Accreditation website](#). The HLC Mark of Affiliation is prominent on this website, as is UMKC's history of accreditation. UMKC academic units maintain [specialized accreditations](#) and provide summary information about these relationships on the accreditation website.

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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

[\[acronyms and abbreviations\]](#)

The UM System governing board, The Board of Curators, is sufficiently autonomous to make decisions in the best interest of the University of Missouri System and to assure its integrity.

The four universities of the University of Missouri System (i.e., UM-Columbia, UM-Kansas City, Missouri S&T, UM-St. Louis) are under the supervision or direction of the UM System [Board of Curators](#). The board has the authority to make decisions in the best interest of UM System and delegates oversight of academic matters to the faculty and campus operation to administrators. The Board of Curators strives to preserve and enhance UM System and to develop policies that uphold board integrity.

As the governing body of a public higher education system, the Board of Curators strives for transparency, conducting deliberations openly in public, and focuses on priorities that preserve and enhance the UM System. The board operates under [Bylaws](#) that serve as a foundation for board conduct and include required practices to comply with Missouri's Sunshine Law. For purposes of transparency and accountability, the board publishes meeting notices in advance, offers webcasts of the board meetings, and posts online meeting minutes and materials related to each agenda.

The Board of Curators is [accountable to the state legislature and the people of Missouri](#). The Governor appoints the Board of Curators with the advice and consent of the Senate: one student representative and nine members, who are U.S. citizens and have resided in the State for two years before appointment. To ensure cultural and political diversity, at least one but no more than two curators represent any one congressional district, and not more than five curators belong to any one political party. Each curator, except the student representative, serves for six years, and terms are staggered so that three expire every two years. [Article IX, Section \(a\)](#) of the Missouri Constitution (1945) defines public trust for service and places it above individual interest and the interest of spouse, parents, siblings, children, or businesses. The UM System and the State of Missouri also require each curator to file an annual [Personal Financial Disclosure Form](#) with the Missouri Ethics Commission.

The board established and follows [UM System Collected Rules and Regulations](#). The board oversees critical areas of the UM System through the following [committees](#):

- Academic, Student Affairs, Research and Economic Development
- Audit
- Compensation and Human Resources
- External Affairs, Marketing and Advancement
- Finance
- Governance, Resources and Planning
- Health Affairs
- Executive Committee

The Board of Curators has a duty to act within its authority, to delegate the day-to-day management of UM System to the administration, and to hold faculty accountable for academic governance. The minutes of the Board of Curators reflect its delegation of operations and focus on policy. Recent actions taken by the board that reflect this approach include:

- Amending the faculty bylaws to provide for faculty participation in academic decision-making: [300.020 Faculty Bylaws of the University of Missouri-Kansas City](#);

- Establishing a process to hold university faculty accountable for their conduct: [330.110 Standards of Faculty Conduct](#); and
- Hiring President Mun Choi to serve as chief executive and academic officer with authority over all faculty and employees of the university: [20.020 President of the University](#).

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2.D - Core Component 2.D

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

Argument

[\[acronyms and abbreviations\]](#)

UMKC updated its [Statement of Values](#) in 2017 to highlight learning, diversity, integrity, accountability, respect, and collaboration. These constructs embody the cornerstones of freedom of expression and pursuit of truth in teaching and learning. The Statement of Values applies to students, faculty, staff, administration, and other stakeholders and indicates UMKC's commitment to a safe environment free from oppression, while recognizing change as an ongoing opportunity to create a brighter future for all.

The CRRs contains a [clear policy statement on freedom of expression](#), which states, “academic freedom is indispensable to the success of our university.” It outlines how academic freedom applies to teaching and research, and is fundamental to the advancement of truth. By policy, “[non-tenure track faculty](#) have the same academic protections regarding academic freedom as tenured and tenure track faculty.” The CRR also contains clear policy regarding freedom of expression for students, requiring an “educational environment that promotes free discussion, inquiry, and expression by students, both inside the course and out, without fear that their exercise of such rights will have negative repercussions in areas over which the University of Missouri has responsibility.” In April of 2017, the Board of Curators amended the CRR to include standards of [faculty conduct](#). This amendment requires faculty to protect academic freedom, prohibits faculty from discrimination and harassment of any form, and holds faculty accountable for professional ethics, including respecting and defending “the free inquiry of associates, even when it leads to findings and conclusions that differ from their own.”

UMKC's values statement and UM System's CRRs demand freedom of expression and the pursuit of truth in teaching and learning; daily life at UMKC exemplifies these ideals. The student body runs an [independent newspaper](#) where students are free to express their opinions and ideas regarding university and campus life, through staff-written articles and its Forum and Opinion sections. Similarly, UMKC offers [UMATTERS](#), a faculty and staff newsletter that solicits articles and posts on issues facing the university.

Other examples demonstrating freedom of expression and the pursuit of truth in teaching and learning include events, activities, and development opportunities in which students, staff, faculty, and administrators can participate. These include programs such as [Pride Scholarship Breakfast](#), [Lavender Graduation](#), and [Avanzando](#) program. Information on these offerings is available from [MOSAIC](#), the Division of Diversity and Inclusion Newsletter.

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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

[\[acronyms and abbreviations\]](#)

UMKC's [Office of Research Services](#) is the nexus for oversight and support services for research at UMKC. The [UMKC Research Compliance Office](#), part of the Office of Research Services, provides specific services for researchers. The office oversees and administers all aspects of research compliance, including:

- [HIPAA and Human Subjects Research](#),
- [Institutional Animal Care and Use Committee](#),
- [Institutional Biosafety Committee \(IBC\)](#),
- [Institutional Review Board](#),
- [Radiation Safety Committee](#),
- [Member Conflict of Interest](#),
- [Financial Conflict of Interest](#), and
- [Export Control](#).

All individuals involved with research complete the appropriate responsible conduct of research online training modules through the [Collaborative Institutional Training Initiative](#).

The University Libraries guide students in [citation formats and plagiarism](#). Librarians offer face-to-face instruction with classes and individual students on information literacy, including the ethical use of resources. The Writing Studio provides information and training, both [online](#) and in person, [on plagiarism](#).

The CRRs includes a section on [Research Misconduct](#) (CRR 420.010), and UMKC maintains a [Committee on Research Integrity](#) to investigate allegations of research misconduct among its faculty. This committee has investigated two cases since the 2009 HLC review. Students are obliged to adhere to all aspects of the University of Missouri [Student Conduct Code](#) and [Rules of Procedures in Student Conduct Matters](#); this information is part of every Canvas course site.

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2.S - Criterion 2 - Summary

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

Summary

[\[acronyms and abbreviations\]](#)

UMKC's [mission](#) promotes "learning through the discovery, preservation and dissemination of knowledge of public value across a broad spectrum of disciplines and fields of study."

UMKC has governance and administrative structures in place that are designed to enable the university to fulfill its mission. University operations are guided by UMKC and UM System policies. UM System codifies policies in the [CRRs](#). Both UMKC policies and CRRs govern financial, academic, personnel, and other day-to-day university functions.

The [Board of Curators](#), which is accountable to the state legislature and the people of Missouri, is sufficiently autonomous to make decisions in UM System's best interest and to ensure its integrity. [Board operations are articulated within the bylaws](#), and the board delegates day-to-day management of the UM System to administration and holds faculty accountable for academic governance.

UMKC has [established policies and procedures](#) to ensure responsible and ethical [behaviors](#) related to acquiring research information and the application of knowledge.

UMKC's core functions are transparent to the public, primarily through the [university website](#). UMKC.edu provides the public [detailed information on degree programs](#), [requirements for admission](#) and [degree completion](#), student learning outcomes, course offerings (including course descriptions), and financial information. UMKC provides [details on tuition and fees](#) associated with undergraduate, graduate, and professional programming. [Faculty and staff contact information](#), responsibilities, and expertise are available on the UMKC website.

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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

[\[acronyms and abbreviations\]](#)

3.A.1

The University of Missouri-Kansas City (UMKC) faculty govern educational programming ([CRR 300.020](#)). All matters affecting curricula, quality, learning goals, and consistency begin with deliberative bodies such as the academic department, school or college curriculum committee, [Undergraduate Curriculum Committee](#), [Graduate Council](#), and [Academic Innovation Council](#).

UMKC offers over 120 majors, degrees, and programs ([as listed in the catalog](#)) that meet the needs of today's students and employers. Between 2016 and 2019, the Undergraduate Curriculum Committee approved over [2,000 course changes](#) (1,821 edits and 210 deletions) and added or modified [159 programs](#), such as new minors, emphasis areas, undergraduate and graduate certificates, and degree programs. UMKC stays relevant through new courses and programs, modification to existing programs, and removing outdated programs and courses. Currently, workforce needs and student interests lean toward programs that have [concrete and practical applications](#), such as [actuarial science](#), [urban studies](#), and [editing](#). UMKC's [Interdisciplinary PhD](#) program enables students to work across multiple disciplines and develop an individualized academic focus.

UMKC examines market demand as a critical factor when evaluating proposals for academic program development or revision, from [The Educational Advisory Board](#) (EAB) and [Hanover Services](#), and most recently to [Burning Glass Technologies](#). Program prioritization reports prepared by Hanover and EAB for the Kansas City region from 2013 to 2018 identified healthcare, business, and technology as high-potential fields from a labor market perspective. In 2013, [market demand for nurses with bachelor's degrees](#) had increased 60% regionally (i.e., Colorado, Illinois, Kansas, Missouri, Nebraska, and Oklahoma) from 2011. Analysis of master's degree programs in [genetic counseling](#) found strong national student and employer demand, suggesting that a program could succeed in UMKC's market. Undergraduate [computer science programs](#) also are in high demand for Kansas City's emerging role as a hub for technology companies. In [large environmental scans](#), UMKC market analysis shows [education-specific programs](#) as having a lower potential for growth in the coming years.

UMKC produces graduates with skills and competencies needed to be successful in today's workforce. One regional concern is [attracting and keeping talent](#); the top problem facing Kansas City businesses is a [labor shortage](#). Kansas City leaders created several workforce initiatives to ensure the talent produced by educators matches the needs of businesses. GradForce KC, greater Kansas City's network of education and community-based organizations focused on improving educational attainment and creating a talent pipeline, produced an [Education Asset Inventory for Greater Kansas City](#) that spans the entire states of Kansas and Missouri. The inventory examined the areas in which the labor shortage is extreme. Many of the needed positions are in fields in which a university does not traditionally have degree programs. Even so, UMKC's [analysis of its graduates](#) showed that 85% are employed in the greater Kansas City area and 25% are employed in the targeted industry sectors.

UMKC courses and programs require levels of performance by students appropriate to the degree or certificate awarded through an approval and review method that engages stakeholders at multiple layers of governance. The [new academic program proposal process](#) begins with the [Academic Innovation Council](#). The [academic program approval policy](#) includes a review of appropriateness for higher education, program differentiation across levels, and consistency of delivery. All program proposals must include a description of the program's learning goals and expected outcomes; the need for the program; the

resources that will support it; and plans for assuring outcome attainment ([example proposal](#)). A curriculum committee for each academic unit reviews and makes recommendations regarding the approval of new courses, changes to existing courses, academic program requirements, and academic degree requirements. Proposals undergo a [campus committee approval process](#) which, depending on level, is driven by a mixture of the [Undergraduate Curriculum Committee](#), and [Graduate Council](#). After Provost approval, [program proposals](#) go to the Vice President for Academic Affairs at the UM System for review and to the Missouri Department of Higher Education, the Coordinating Board for Higher Education, and the Higher Learning Commission and the U.S. Department of Education for final approval, when needed.

The online, searchable catalog details the [general education core curriculum](#), pre-requisites/co-requisites, and student learning outcomes associated with each program. For example, the [B.A. in Environmental Studies](#) catalog entry provides requirements in general education, the college, and major, along with the constitution course requirements, general electives, RooWriter Assessment (self-paced online writing assessment), exit exams, and student learning outcomes. Department entries include information regarding student activities, faculty credentials, financial aid, advising, and admissions (example: [Department of Foreign Languages and Literatures](#)).

Students, faculty, or members of the public will find minimum [academic regulations](#) and degree requirements for graduate study in the [School of Graduate Studies catalog](#), which is also online, searchable, and accessible. The catalog provides detailed information about academic loads, enrollment, graduate courses, and grading policies, and other matters. [The Graduate Council](#) determines these regulations. At the campus level, the Graduate Council functions as a policy-making body, including the monitoring of program standards. [Meeting minutes](#) exemplify the work done by this group.

[Externally accredited programs](#) offer clear evidence of quality academic standards based on disciplines or fields of study. As a recent example, the American Psychological Association granted ten years of reaccreditation to UMKC's [Counseling Psychology Program](#) (2017-2027). The commission concluded that the program adheres to, and complies with, the Standards of Accreditation in Health Service Psychology. Another recent example is the [BFA Dance Program accreditation action](#) and [follow-up letter](#).

UM System provides an [additional layer of review](#) in which all new programs offered and substantive modifications to existing programs undergo [program approval](#), which aligns relevant policies and guidelines for higher education, reviews for quality, standards, and coordinates programs across universities in alignment with institutional missions (policies and procedures for review of the academic program). MDHE's [Coordinating Board for Higher Education](#) is responsible for final approval. All of the Coordinating Board's meetings comply with the Missouri Sunshine Law.

3.A.2

UMKC articulates and differentiates learning goals for all levels of study, from undergraduate through post-graduate programs. UMKC's official [Course Catalog](#) publishes learning outcomes for all programs that reflect faculty consensus on the knowledge and skills students will develop while pursuing a degree (for example, [B.A. in English](#), [B.S. in Biology](#)). UMKC differentiates majors, minors, and certificate programs. Faculty communicate program expectations and course learning goals in the course syllabi, which clearly distinguish differential requirements across [undergraduate](#) and [graduate](#) programs. The Interdisciplinary P.h.D. articulates [student learning outcomes](#). Programs with professional accreditation align their learning goals with those of their accrediting bodies and review them as part of the accreditation cycle.

UMKC articulates its [undergraduate student learning outcomes](#) in its general education program and uses them to develop course-specific student learning outcomes, instruction, and student learning assessment. (Detailed information about program assessment is available in Criterion 4.) Each academic program has identified learning goals (for example [B.A. in Criminal Justice and Criminology](#), [M.S. in Criminal Justice and Criminology](#), [differentiated SLOs in Chemistry](#)) that are approved by the school/college curriculum committee or a group that serves in that role.

[Bachelor's degrees](#) require [120 credit hours overall](#); however, within the College of Arts and Sciences, the [BA, BS, and BLA degrees have unique requirements](#). [Master's degrees require](#) a minimum of 30 credit hours and may have a compulsory final master's competency examination, qualifying examination, or thesis. [Doctoral degree \(Ed.D, Ph.D., D.M.A\)](#) credit hours vary by discipline; however, all require a comprehensive examination and a dissertation. The [Interdisciplinary Ph.D.](#) program prescribes [credit hour requirements](#) and [student learning outcomes](#). As specified by specialized accreditation, professional school degrees range from [Masters of Business Administration](#) at 42 credit hours to Doctor of Dental Surgery at 192 credit hours.

3.A.3

UMKC offers programs at its Volker location, Health Sciences location, and via distance education. Regardless of location or [mode of delivery](#), all programs fulfill the same quality standards and learning goals. [UMKC policy](#) dictates that courses taught online have objectives/goals identical to those of the same course taught through face-to-face instruction. For example, a course offered in the School of Education entitled "Principles and Methods of Research" ([EDRP 5508 online](#); [EDRP 5508 face-to-face](#))

demonstrates the same course goals, assessments, and competencies regardless of the instructional model.

Through its strategic plan, [UMKC recognizes eLearning as a critical component of its overall educational strategy](#) and that online learning provides one pathway to meet the needs of post-traditional students. To this end, UMKC promotes and supports quality online programs and courses that meet nationally recognized standards. The [Instructional Design and Technology website](#) provides resources for faculty, staff, and students related to online learning, course certification, faculty certification, teaching resources, student resources, and other tools. As of June 30, 2016, UMKC has been a participant in the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education, aimed at making state authorization processes more efficient. Membership in NC-SARA is a requirement for online programs offered outside of the State of Missouri. UMKC does not offer correspondence courses.

UMKC offers [multiple online degree programs](#) and delivers hundreds of online courses. Accredited by the Commission on Collegiate Nursing Education, the [Masters of Science in Nursing](#) (MSN) leverages the flexibility of online programming for students while meeting quality standards and student support needs. UMKC bases its rigorous policies and review procedures for approval and certification on guidelines and criteria used by the Higher Learning Commission for instructors, courses, and programs. As demonstrated in the [online course certification checklist](#), UMKC online courses meet 39 standards through a UMKC/Quality Matters course review. In addition to course certification, UMKC requires instructors teaching online courses to be certified ([policy](#)).

UMKC's dual credit program has quality assurances in place (detailed in Criterion 4). The Missouri Department of Higher Education regulates [dual credit course policy](#) to ensure quality, and the National Alliance of Concurrent Enrollment Partnerships accredits it.

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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

[\[acronyms and abbreviations\]](#)

UMKC students exercise their abilities for intellectual inquiry and engage in acquisition, application, and integration of broad learning and skills in each educational program.

3.B.1

In 2009, a [General Education Advisory Task Force](#) revised UMKC's general education curriculum; the [Faculty Senate approved a general education model](#) in April 2012. In Spring 2017, a General Education 2.0 Task Force once again redesigned general education using a deliberative, inclusive, and iterative process based on recommendations of the Association of American Colleges and Universities (AAC&U), and its LEAP (Liberal Education and America's Promise) Initiative. Because UMKC Essentials, the new general education core, will begin Fall Semester 2020, this core component focuses on the current general education program.

By design, UMKC's general education program builds students' capacity for intellectual inquiry, discovery, critical reasoning, and effective communication and is appropriate to the mission, educational offerings, and degree levels of the university.

All students enrolled in undergraduate degree programs participate in the [General Education Core](#). UMKC designed this program to support student success in alignment with its mission, "[to lead in life and health sciences; to deepen and expand strength in the visual and performing arts; to develop a professional workforce and collaborate in urban issues and education; and to create a vibrant learning and campus life experience](#)" (2009). Because the 2010 strategic plan also called for enhancing "[collaborative and cross-disciplinary research and educational programs](#)," the General Education Core was an interdisciplinary model. The general education curriculum prepares students for the workforce, as well as to be contributing citizens to their communities. The general education program provides knowledge and skills that are important for all students, no matter their major or field of study. The Core delivers an innovative learning experience for students who enroll in interdisciplinary courses that are team-taught by faculty. These courses challenge students to think across boundaries in a way that more closely resembles real-world situations, preparing them better for 21st-century careers. The innovative design of UMKC's general education program is [MDHE compliant](#) and general education achievements of students are transferable in terms of graduation credit and competencies.

3.B.2

UMKC based its general education curricular model and student learning outcomes on the AAC&U's LEAP [learning outcomes](#). The program is "designed to build students' capacity for intellectual inquiry and discovery, critical reasoning and effective communication." Upon completion of the program, students will have gained knowledge and skills in communication, technology, and information literacy, scientific reasoning and quantitative analysis, arts and humanities, interdisciplinary and innovative thinking, culture and diversity, human actions, values and ethics, and civic and community engagement. The curriculum totals 30 credit hours and includes three course types: Anchor, Discourse, and Focus. Anchor courses are team-taught courses that provide innovative and interdisciplinary learning experiences. The Core curriculum aims to help students become lifelong learners.

General Education Core was challenging to implement true to its ideals. In some ways, general education sought to offer a small, liberal arts college experience at an urban-serving university. Several years of assessment indicated students were not meeting the learning outcomes, as measured by both [authentic methods](#), [standardized tests](#), and [student perceptions](#).

UMKC looks forward to implementing [UMKC Essentials](#) beginning fall 2020. The revised general education program focuses on the skills, knowledge, and values that students should demonstrate at the conclusion of their studies as individual citizens, professionals, and community leaders ([showcase slide deck](#)).

3.B.3

Each degree program engages students in collecting, analyzing, and communicating information.

UMKC designed both its current General Education Core ([learning outcomes](#)) and future UMKC Essentials program to promote analytical and critical thinking skills. The General Education Core builds students' capacity for intellectual inquiry and discovery, critical reasoning, and effective communication. These skills help students to become lifelong learners and find success in their chosen fields.

Students take 18 hours in the following areas:

- 100-level: Reasoning and Values (anchor course) + 100-level discourse course
- 200-level: Culture and Diversity (anchor course) + 200-level discourse course
- 300-level: Civic and Community Engagement (anchor course) + 300-level discourse course

Students take 12 hours (one 3-hour course) in each focus area.

- Scientific Reasoning and Quantitative Analysis
- Arts and Humanities
- Human Actions, Values and Ethics
- Focus Elective

Effective fall 2020, the newly revised UMKC General Education program, UMKC Essentials, will be 30 credit hours consisting of foundational courses:

Students will take 12 hours in each area

- Writing
- Oral communication
- Math pathway

Students will take 18 hours of essential questions courses:

- First-semester experience
- Critical thinking in natural and physical sciences
- Critical thinking in arts and humanities
- Critical thinking in social and behavioral sciences
- Culture and diversity class
- Civic engagement class

In addition to general education, many UMKC programs require a capstone course, for example: [B.S. in Public Health](#), and [B.A. in English](#). Students completing [capstone or tutorial courses in the majors](#) are collecting, analyzing, and communicating information, mastering modes of inquiry or creative work, and developing skills that are adaptable to changing environments.

3.B.4

UMKC supports diversity in a variety of ways. In addition to curricular requirements and offerings, UMKC provides a very diverse atmosphere in which students live and learn, engaging them in exploring different ideas and human and cultural diversity.

UMKC recognizes the human and cultural diversity of the world in which students live and work, and its general education requirement includes a [cultural diversity component](#). Disciplinary programs offer students opportunities to engage in [independent study and research internships](#), [service-learning](#), and [education abroad](#). Students have access to diversity-related co-curricular activities (described in 3E) and informal learning opportunities through the various cultural centers (described in 1C). These formal and informal diversity-related learning experiences, together with opportunities to interact with peers representing a spectrum of ethnicity and race, prepare students for participation in an increasingly global and diverse society. In 2015, faculty and staff compiled lists of existing diversity initiatives in their departments. The resulting [Diversity Inventory](#) documents efforts to

provide students with an inclusive and diverse learning experience.

3.B.5

Faculty Scholarship

In line with UMKC's [mission](#), faculty are actively engaged in a broad range of scholarly and creative activities that include conducting and publishing research, making scholarly presentations to national and international audiences, and showcasing creative works in exhibitions and performances worldwide. [Summary data from myVITA](#), UMKC's faculty activity reporting system, indicate that over the past five years, faculty have published 4,387 journal articles, 193 books or scores, and 395 book chapters; they have made 3,722 presentations and have generated 982 creative works/productions and 45 exhibitions. Ensuring a high level of faculty scholarship, [policies on faculty evaluation](#) and [Promotion and Tenure](#) in the CRRs of the UM System, as well as the [annual evaluation criteria](#) and [promotion and tenure policies of individual academic units](#), state precise requirements for scholarly and creative productivity as benchmarks for satisfactory faculty performance as well as for promotion and tenure determinations.

The Office of Research Services (ORS) Annual Report provides a snapshot of faculty research accomplishments, summarizing grant awards, research expenditures, patent applications, and active research compliance protocols. Annual Reports for the past five years ([2014](#), [2015](#), [2016](#), [2017](#), [2018](#)) document sustained research productivity among faculty. The Annual Report for [FY2018](#) documents that faculty are active in securing external research funding, with total awards over the past five years averaging \$25,604,872 and 225 awards per year, with an FY18 award total of [\\$42,881,091 from 240 awards](#). These awards span [academic](#) and [health science units](#). In addition, over the past four years, the Office of Technology Commercialization has received [96 invention disclosures and has filed 68 patent applications](#).

The ORS Annual Report also documents over [500 active approved Institutional Review Board \(IRB\) protocols and Institutional Animal Care and Use Committee \(IACUC\) protocols over the past three years](#). In this regard, it is essential to note that faculty also guide student research and serve as the primary investigators on all research compliance protocols for student research projects, theses, and dissertations.

Undergraduate Student Scholarship

UMKC offers many opportunities for undergraduate students to engage with faculty mentors in the research and knowledge discovery process. One significant opportunity occurs through the [UMKC Honors College](#), which provides undergraduate scholars the opportunity to complete an [honors thesis](#) and to publish their research in the journal [Lucerna](#), a peer-reviewed interdisciplinary journal for UMKC undergraduate research now in its twelfth year.

UMKC offers campus-wide undergraduate research programs ([Undergraduate Research website](#)). The primary program is Students Engaged in Arts and Research (SEARCH), which is a grant programs for students to conduct research. The [SEARCH grant application instructions](#) describe project requirements and student expectations. The SEARCH program includes an annual Symposium of Undergraduate Research and Creative Scholarship at which students funded by SEARCH grants, along with any other faculty-mentored undergraduate researchers, present their scholarly and creative work ([2014](#), [2015](#), [2016](#), [2017](#), [2018](#)).

Based on SEARCH's success ([Undergraduate Taskforce Report](#)), UMKC established the Office of Undergraduate Research ([strategic funding investment](#)), and the activities of the office proliferated ([2014-2017 Report on Undergraduate Research](#)). The [Undergraduate Research Advisory Board](#) and [Undergraduate Research Ambassadors](#) promote undergraduate research. Ambassadors sign an [agreement](#) outlining their roles and responsibilities. According to the [most recent annual report from the Undergraduate Research Advisory Board](#), undergraduate participation in these research programs has grown to over 400 students per year. In [2018](#), Undergraduate Research awarded 23 students individual grants through the SEARCH program totaling \$24,777.74 and 17 individual grants through the Summer Undergraduate Research Opportunity (SUROP) program totaling \$34,160. Additional initiatives of the Office of Undergraduate Research include:

- SUROP ([2014](#), [2015](#), [2016](#), [2017](#), [2018](#)). Students complete applications and propose a project and if selected Undergraduate Research notifies the [faculty mentor](#) and if interested they [accept the invitation](#) and student and faculty mentor [agree to expectations](#). [Program evaluation](#), based on a survey administered at three points during the project, shows growth in students from the mentor perspective across 33 of the 34 research domains while student self-report showed more variability.
- The [EUReka course development application](#) explains the four characteristics of undergraduate research in ways that are developmentally appropriate for first- and second-year students or for upper-level students. Syllabi from current EUReka courses highlight the research focus of these courses (sample [math](#), [political-science](#), [planning-and-urban-design](#), [English](#)).
- [Undergraduate Research Day at the Capitol](#) (URD@C). Each year, faculty mentors nominate 10-12 students to [present their research](#) to legislators, government officials, and other stakeholders.
- In 2018 over [130 students](#) presented their work at the SUROP Poster Symposium, URD@C, and the Annual Symposium of

Undergraduate Research and Creative Scholarship

- UR-Linked is [a database of faculty interested in mentoring undergraduates in research](#) that students can search when exploring research opportunities and potential mentors. UR-Linked contains approximately 80 faculty profiles and 50 specific faculty projects.
- [Award for Excellence in Mentoring Undergraduate Researchers, Scholars, and Artists](#). The [nomination letters for this award](#) exemplify the commitment of UMKC faculty to working with undergraduates.

Undergraduate student research is a significant part of [RooSTRONG](#), UMKC's student success model.

Graduate Student Scholarship

UMKC offers graduate students support for their writing through the [Graduate Writing initiative](#). The Writing Studio offers a [Graduate Writing Specialist](#) who provides [workshops and direct assistance](#) and there are dedicated graduate writing workstations. The Graduate Writing Initiative team promotes these opportunities around campus ([Faculty Senate](#), [Undergraduate Writing and Reading Board](#)).

UMKC also provides opportunities for graduate students to receive research support and mentorship through its master's and doctoral degree programs. [Graduate students completed 821 Master's theses and 722 Doctoral dissertations from 2009 to 2019](#). The School of Graduate Studies (SGS) provides support for graduate student research through their competitive [Graduate Student Research Grant and Travel Grant Programs](#) as well as through [Competitive Graduate Fellowships](#). In 2019, SGS awarded [108 travel grants totaling \\$36,400](#); [36 research grants totaling \\$253,150](#), and [16 fellowships totaling \\$69,500](#). The UMKC Women's Council, a non-profit organization affiliated with the university, offers financial support to women in graduate programs through the [Graduate Assistance Fund](#) to support their research and career development.

The campus features two graduate student research events each year. The [Community of Scholars event](#) exhibits the scholarly achievements of students in the Interdisciplinary Ph.D. program. In 2019, [the event](#) included 22 podium presentations and 14 poster presentations. The [Health Sciences Student Research Summit](#) showcases health-focused research conducted by students in the Schools of Biological and Chemical Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Computing and Engineering. In 2019, [63 students presented research posters](#) at the Health Sciences Research Summit.

SGS also coordinates an [annual Three Minute Thesis](#) competition ([description](#)). This competition provides a fun opportunity for graduate students to [cultivate their presentation and research communication skills](#).

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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

[\[acronyms and abbreviations\]](#)

UMKC is adequately staffed to offer effective, high-quality programs at the undergraduate, graduate, and professional level, and strives to provide responsive student services to each student.

3.C.1

Faculty Consistency and Continuity

UMKC has sufficient numbers and continuity of faculty members to carry out the classroom and non-classroom roles of faculty as evidenced by consistently low student-to-faculty ratios in undergraduate courses, consistently small class sizes, and faculty longevity.

[UMKC's faculty-to-student ratio was 1:14 for academic years 2014 through 2017, and 1:15 for 2018-2019.](#) No different from other universities, UMKC has a few large undergraduate courses, however that is not the norm. UMKC has a consistently small class size: [over 50% of undergraduate classes had fewer than 20 students, and over 75% had fewer than 30 students.](#) Numbers of full-time instructor cohorts by rank and tenure status have remained relatively consistent ([faculty headcount summary table: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019](#)) although fluctuations have occurred in the overall numbers of instructional faculty over the past two years. In AY2017-2018, UMKC had 1,172 full-time and part-time instructional faculty and in AY2018-2019, UMKC had 1,082 instructional faculty. UMKC experienced reduction in NTT teaching faculty and adjunct faculty related to efforts to rightsize academic programs (see 5A). UMKC currently has 63 open, instructional positions ([as advertised online](#)), many of which are tenure track.

The Catalog lists all faculty members and their credentials by department (e.g., [School of Social Work, Psychology](#)). Tenured/tenure-track Associate Professors have been at UMKC for an [average of more than 13 years](#), tenured/tenure-track Professors for more than 20 years, and non-tenure-track faculty across all ranks have been at UMKC an average of 12 years. [A recent report examining reasons for departure among our full-time faculty who left UMKC over the past three years](#) indicates that over 60% of tenured/tenure-track faculty departures and over 40% of non-tenure-track faculty departures were due to retirement or early retirement, indicating that a high percentage of faculty choose to spend their full career at UMKC.

Curriculum Oversight, Student Assessment, and Instructor Credentialing

Each academic unit has a [curriculum committee](#), comprised of faculty, that reviews the unit's course offerings and degree requirements and establishes expectations for student performance. The campus-wide [Undergraduate Curriculum Committee](#), a standing committee of the Faculty Senate with elected and appointed representatives from all academic units, provides additional oversight, with the responsibility of reviewing and making recommendations to the Provost regarding [approval of new undergraduate courses](#), changes to existing undergraduate courses, undergraduate academic programs and program requirements, undergraduate academic degrees and academic degree requirements.

Faculty who hold doctoral faculty status (over 300 in 2019), graduate faculty status (170 in 2019), or adjunct graduate faculty status (308 in 2019) provide education and assessment of UMKC graduate and professional students through graduate teaching, mentorship, and service on supervisory committees, thesis committees, comprehensive or qualifying examination committees, and dissertation committees (count of [doctoral faculty by unit](#)). The School of Graduate Studies maintains a [list of the graduate and](#)

[doctoral faculty in each academic unit](#) on its website, along with the [eligibility requirements](#) and [roles and responsibilities](#) for doctoral and graduate faculty. The [Graduate Council](#), comprising elected faculty representatives from each academic unit, provides oversight of master's degree programs and stand-alone Ph.D. programs. The Graduate Council approves applications for doctoral faculty status ([agenda](#), [minutes](#)). The [Interdisciplinary Ph.D. Executive Committee](#), also composed of elected representatives from each academic unit, together with the [Graduate Officers Committee](#) that consists of the graduate officers from each academic unit, provides oversight of the IPhD program, as outlined in the [IPhD Executive Committee Bylaws](#).

The UMKC Faculty Senate is a broad and active participant in shared governance and addresses both curricular and non-curricular issues as documented in the [agendas and minutes in the online senate archive](#). For example, Senate reviews and provides input on [student success initiatives](#), [evaluation of teaching](#), and [services for students with disabilities](#). As specified in the [Faculty Senate Bylaws, Section E](#), the Senate consists of two faculty representatives from each academic unit, except the College of Arts and Sciences (A&S), which has one representative from each of its divisions (Humanities, Social Sciences, Natural and Physical Sciences) plus one at-large representative and the chair of the A&S Faculty.

It is essential to note that over 50 [UMKC academic programs receive specialized accreditation](#), as well as the High School College Partnerships.

3.C.2

UMKC is an Affirmative Action, Equal Employment Opportunity Employer. As shown on the [Faculty Hiring Checklist](#), the academic hiring process is a coordinated effort between each academic unit, HR, and the Provost Office. The standard search process requires specification of qualifications, academic credentials, and a criminal background check for each position: tenure-track, ranked non-tenure track, unranked non-tenure track, or part-time.

The [Academic Teaching Credential Policy](#) specifies that all potential instructors across all instruction opportunities, including face-to-face, online, and dual credit formats, are evaluated against consistent credentialing criteria.

Appointed by the Academic Dean of each unit, the Academic Unit Teaching Credential Coordinator is responsible for ensuring compliance with the UMKC Academic Teaching Credential Policy and the Higher Learning Commission Assumed Practices. This means confirming that, upon initial faculty appointment, all transcripts are received, teaching credentials are certified by the department chair, Verification of Academic Teaching Credentials form is completed, and all documentation is uploaded into the HR system with appropriate onboarding documentation (see credential coordinator forms for [BSM](#), [CAS](#), [Conservatory](#), [BCS](#), [SCE](#), [SOD](#), [SOE](#), [Law](#), [Medicine](#), [SONHS](#), [SOP](#)). At the time of a new instructor hire, the academic unit obtains and reviews the instructor's transcript and credentials, then uploads into the permanent personnel storage system a completed Verification of Academic Teaching Credentials Form indicating whether the instructor is qualified based on degree or tested-experience. If the latter, the unit also uploads a completed [Tested-Experience Rubric](#) (see unit summaries: [BSM](#), [CAS](#), [Conservatory](#), [BCS](#), [SCE](#), [SOD](#), [SOE](#), [Law](#), [Medicine](#), [SONHS](#), [SOP](#)). An additional information system currently in development will require the unit's credentialing coordinator to log into a custom-created secure website and complete an [onboarding credentialing survey](#) in which they enter the new instructor's credentialing information along with up to three CIP codes that identify the content areas in which the instructor is qualified to teach. Because each course in the UMKC catalog has an assigned CIP code, this enables generation of an on-demand [Instructor Qualification Verification Report](#) that compares the course's CIP code with the assigned instructor's "credentialed CIP code" to verify that each assigned instructor has been certified by their home academic unit to be appropriately qualified to teach the assigned course. This system is scheduled to launch in November 2019.

UMKC is in the beginning stages of creating this process, with units reviewing and updating the [CIP codes assigned to their course](#), then completing a spreadsheet in which they are reporting a set of [CIP codes for each current instructor that indicates their qualified content areas](#).

UMKC faculty are qualified for their positions: [Over 80% of full-time faculty hold a doctorate or terminal degree in their field, approximately 13% hold a non-terminal master's degree, and fewer than 3% hold a bachelor's as their highest degree.](#)

Dual Credit

The High School College Partnerships (HSCP) program coordinates [dual credit opportunities among area high schools](#) and UMKC's College of Arts and Sciences, School of Biological and Chemical Sciences, Bloch School of Business, School of Computer Science and Engineering, School of Education, and School of Nursing and Health Sciences. All HSCP courses must be eligible to be taught at UMKC, but they may not all be currently offered at UMKC. To ensure that students meet the same levels of performance as a student on campus, HSCP established a set of roles and responsibilities for UMKC and the high schools in a [comprehensive handbook](#) together with an [eligibility form and application process](#) and a [department coordinator checklist](#). Each high school instructor pairs [with an on-campus department coordinator](#). The coordinator reviews and approves course syllabi, objectives, textbooks, and assessments for every course they oversee. Syllabi and assessments are collected from each high school instructor every year a course is offered and are stored by the HSCP office. Here is a sample

comparison of a [high school course syllabus for Psychology 210](#) and the [UMKC syllabus for Psychology 210](#). Coordinators are also responsible for providing professional development opportunities each year for their instructors and observing every instructor they are assigned. Instructors are observed during their initial year and then on a three-year rotation. Department coordinators are also required to provide professional development opportunities for each high school faculty member each year. Dual credit instructors also have access to UMKC resources such as the [library](#).

All HSCP instructors have, at a minimum, a master's degree and at least 18 graduate hours in the content area they are teaching. All HSCP students complete an [online end of course evaluation](#), which contains the same essential questions as on-campus courses. HSCP reviews and shares survey results. If the results are less than satisfactory, the HSCP takes action to mitigate the situation.

The [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) has accredited UMKC's HSCP program since [2007](#), most recently [in 2015](#).

3.C.3

UMKC evaluates instructors regularly in accordance with UM System policy on faculty evaluation [CRR 310.015 Procedures for Review of Faculty Performance](#), which sets forth specific requirements for the annual evaluation of all full-time faculty in the areas of scholarship, teaching, and service. Annual evaluations provide the basis for establishing, evaluating, and adjusting [faculty workload](#) ([IFC Task Force Report on Workload](#), [academic unit workload policies](#)), providing guidance on [progress toward promotion and tenure](#), and [determining merit pay](#) when such opportunities arise. UM System policy and [Chancellor's Memorandum #35](#) guide the promotion and tenure processes related to instructor performance. All tenured faculty receive a [cumulative post-tenure review every five years](#). [CRR310.015](#) section B.1.a specifies "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 overall satisfactory performance. They will be reviewed as part of the five-year program review. These standards were intended for use over the five-year time period covered by the post-tenure review." Faculty Affairs stores [post-tenure review policies in a shared folder](#). Using criteria established by each unit, a faculty committee or department/division chair and the dean conduct annual evaluations, and faculty evaluation committee or department/division chair conducts post-tenure reviews. UMKC uses the [myVITA system](#) for faculty activities reporting and evaluation. During academic year 2017, UMKC conducted 2,633 evaluations of 792 faculty. The following examples provide a sense of the process: [sample annual evaluation CV and individual profile sheet](#) and sample faculty annual evaluations for an [English professor](#) and a [Biological and Chemical Sciences professor](#). Evaluations for promotion and tenure provide additional opportunities for evaluating instructor performance.

Specific to the evaluation of teaching, each academic unit has established criteria for satisfactory teaching performance that are used in the annual review and promotion and tenure processes, as shown in these examples ([Law](#), [Education-TT](#), [Education-NTT](#), [Nursing-TT](#), [Nursing-NTT](#)) from across units. All units use student evaluations of teaching as a significant component. Although each unit has developed [unit-specific questions](#) to assess the quality of instruction, there is significant overlap across the dimensions covered. In May 2018, a [UM System task force](#) released a set of recommendations regarding the evaluation of teaching that encourages the use of multiple measures of teaching effectiveness, including peer evaluations and syllabus review, as summarized in the [implementation plan](#).

The Graduate Council makes decisions for ongoing appointment for Graduate Faculty. The [Graduate Council](#) comprises elected regular graduate or doctoral faculty members from each school and the libraries, and it monitors teaching and mentorship provided to graduate students. As summarized in the [operating procedures](#), the council appoints and reappoints graduate and doctoral faculty, once recommended by the academic unit. The council routinely reviews these appointments [per policies](#). Graduate faculty status is required to teach graduate courses or to serve on student supervisory and examining committees ([masters](#), [doctoral](#)); doctoral faculty status is required to serve as a chairperson for doctoral dissertation committees.

3.C.4

UMKC invites all new faculty to participate in [New Faculty Orientation](#). The online [FaCET Faculty Institute](#) provides additional resources and information for new faculty, including links to campus and system-level policies. The university recently created an [online orientation and handbook for part-time faculty](#), including a [part-time faculty onboarding checklist](#). UMKC considers teaching evaluations as part of workload allocation, merit recommendations, promotion and tenure decisions, and post-tenure reviews.

Opportunities for faculty development specific to instruction include offerings through [Instructional Design and Technology](#) for [instructor certification for online teaching](#) and [online course certification](#), and for [instructional design and technology workshops including Canvas](#), the campus Learning Management System. UMKC is currently offering faculty development in advance of UMKC Essentials ([slide decks](#), [attendance](#)). Faculty may participate in development opportunities through the [UM System Faculty Scholars Program](#) ([program flyer](#)), which is designed to equip new faculty with techniques, strategies, and a network to be successful through a [cohort model](#). Historically, UM System limited participation in Faculty Scholars Program to faculty accepted

through a [competitive application process](#), but the popularity of the program led to a [one-year hiatus](#) in AY2018 to allow a system-wide task force to redesign the program for open participation of all pre-tenure faculty.

UMKC's [Division of Diversity and Inclusion](#) (DDI) offers a broad range of [faculty development and training opportunities, including in-person workshops, online presentations, and discipline-specific training](#). DDI also shares information with faculty through its [Diversity Advocates program](#) and the [Diversity Dialogues](#) program highlighted in this [recent promotional flier](#). Diversity Dialogues, initiated in 2017 and [continuing](#), is a faculty-driven initiative to improve teaching and the working environment by obtaining skills necessary to lead conversations on race/ethnicity-based and sexuality/gender-based privilege and prejudice, invisible bias and microaggressions, inappropriate behavior and critical language awareness, disability accommodations, and inclusive teaching practices. DDI convened [16 sessions in AY2017-18, with 245 faculty attendees](#). For [fall 2018 offerings](#), faculty attendance matched fall 2017. DDI is beginning a new program, [Agreeing to Disagree](#), which will help the campus community exercise its First Amendment right to free speech.

Individual academic units provide faculty development opportunities, such as those coordinated through the [School of Dentistry](#), [Bloch School of Management](#), [School of Pharmacy](#), and [School of Medicine Interprofessional Education Faculty Development Symposium](#).

The university supports individual faculty development through opportunities for research, sabbatical, and developmental leaves. [Over the past five years, UMKC approved 65 leaves](#). After research leave, each faculty member submits a report of accomplishments (e.g., [education](#), [Conservatory](#), [Conservatory](#), [science](#)).

UMKC's Faculty Center for Excellence in Teaching (FaCET) provides primary professional development, currently under the direct supervision of the Provost's Office as a component of "[Faculty Success](#)." FaCET sponsors [forums](#) for the discussion, assessment, development, and documentation of effective and high-impact teaching practices. It is a hub for UMKC programs that emphasize student learning and a gathering place for faculty committed to the improvement of teaching and the scholarship of teaching and learning. FaCET has a full-day conference each fall and spring semester. At the [spring 2016 conference](#), faculty learned how to interpret and apply NSSE data; at the [fall 2017 conference](#), faculty explored e-portfolios; and during [spring 2018 and spring 2019 conferences](#), faculty gained insight on teaching underserved students and increasing student resilience. The [fall 2019 FaCET conference, Reflections on Education, Equity and Integrated Communities](#), featured guest speaker Kevin Fox Gotham.

3.C.5

[UMKC's template for required syllabus components](#) established the expectation that every instructor communicates and hold predictable office hours. Just as with in-person classes, online courses require clear communication regarding [online office hours](#).

Faculty accessibility is demonstrated by responses from undergraduate students on a [2014 Student Satisfaction Inventory](#) and on the [2018 Student Satisfaction Inventory](#) in which UMKC students reported significantly higher scores than students at other national 4-year public comparator institutions to the item "Faculty are usually available after class and during office hours."

The [annual survey](#) of graduating undergraduates provides data on the percent of respondents indicating that they "slightly agreed," "moderately agreed," or "strongly agreed" with the statement "During my time at UMKC, I was satisfied with the availability of faculty outside of class." Data show the results for [2015](#), [2016](#), and [2017](#) graduating cohorts are summarized below.

	2015	2016	2017
Slightly + Moderately + Strongly Agree	89.6	88.4	88.5
Moderately + Strongly Agree	70.9	71.9	70.5

Graduation survey data indicate that students are satisfied with faculty availability outside of the classroom, yet engagement data from the NSSE survey ([2019](#), [2016](#)) suggest students are not taking advantage of faculty availability outside the classroom. UMKC anticipates [increasing student participation in student engagement activities](#) will also increase student-faculty interaction.

For graduate students, [results of a campus climate survey conducted in 2017](#) indicated 91% of graduate student respondents strongly agreed or agreed that department faculty members respond to emails, calls, or voicemails promptly and 87% "strongly agreed" or "agreed" that they had adequate access to their advisors. A satisfaction survey of graduate students conducted in 2018 indicated that 73.7% of respondents were "satisfied" or "very satisfied" with the accessibility of the faculty.

3.C.6

[UMKC's Talent Management website](#) articulates the university's commitment to hire, develop, and retain talented employees. The [Recruitment Services website](#) provides a detailed [Recruiting/Hiring Process guide](#). The official job specifications found on the [UM System Job Code Detail](#) website set minimum qualifications for any given position. The UM System website also provides [detailed job descriptions](#) and [position description templates](#) for student support positions. [Human Resources manages the hiring process](#) and works with the unit/department through all of its phases. The HR recruiter reviews all candidate qualifications to confirm appropriate requirements for student support services staff. This process ensures that staff members providing student support services possess relevant degrees, certifications, and experience related to their positions. Supervisors evaluate staff annually using the [myPerformance protocol](#). HR started [Talk It Up](#), a program to help supervisors create a developmental culture and a learning culture.

In addition to [new employee orientation and training](#), UMKC requires professional development on [FERPA](#), [Building a Foundation: Discrimination Prevention and Title IX](#), and [MakeITSafe](#). UMKC staff participate in professional development: [Missouri Association of College Admission Counselors](#), [FSA Conference](#), [MASFAP Conference](#), [NASFAA](#), [MOAACRAO](#), and [AACRAO](#), among others.

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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

[\[acronyms and abbreviations\]](#)

3.D.1

UMKC provides an array of resources for a diverse student population that includes first-year students and transfer students, underprepared students, international students, underserved students, veterans, adult students, LGBTQIA students, and students with disabilities. These resources include the following:

- [Academic Support and Mentoring](#)
- [Student Health and Wellness](#)
- [Testing Services](#)
- [Student Disability Services](#)
- [LGBTQIA Programs](#)
- [Multicultural Student Affairs](#)
- [International Student Affairs](#)
- [University College](#)
- [Veteran and Military Resources](#)
- [Counseling Services](#). To ensure online students have access, the School of Nursing and Health Studies has a contract with its distance education clinical sites to provide such services.
- [Student WellConnect](#)

3.D.2

Entering students attend a new student orientation ([website overview](#), [pre-orientation checklist](#), [2019 orientation schedule](#)) where they receive academic advising and learn about support services available on campus. Online students have access to an [online version of the orientation](#). UMKC offers both required (e.g., [math](#), [music](#)) and recommended (e.g., [foreign language](#)) placement exams to assist with the placement of students in appropriate level courses. Academic advising within each academic unit helps students in the development of plans of study, while the use of [UMKC Connect \(Starfish\)](#) provides a communications pathway for faculty, advisors, student services, and students to share information and resources to promote student success. Individual academic units also provide a range of tutoring and advising functions ([SBC](#) and [the Bloch School](#)). In addition [UMKC Tutoring](#) and [Writing Studio](#), UMKC includes access to an online tutoring service, [NetTutor](#), that provides extended hour services. UMKC is a leader in the use of [Supplemental Instruction](#) (SI) and also provides training to other institutions on best practices associated with SI. [The Honors College](#) and [University College](#) offer a variety of courses and alternative learning opportunities and advising for high performing and undeclared students, respectively.

[The Applied Language Institute](#) (ALI) gives international students English language support. International students are required to attend English courses through ALI if they score below a minimum standard on the TOEFL exam. The ALI also administers an [English language proficiency exam](#).

3.D.3

UMKC has implemented several processes, tools, and training initiatives to ensure that students receive a highly personalized advising experience and that advisors are well equipped to serve students informed by the [Advising Task Force report](#).

- UMKC adopted the [UM System Academic Advisor Competencies](#) and committed to providing ongoing advisor professional

development. Advisors across campus participate in Advising Forums and [National Academic Advising Association webinars](#) and collaborate with peers at other UM System campuses as part of [Advising Summits](#). Targeted development opportunities for mid-career advisors ([Advisor Development Program](#)) and newly hired advisors ([Onboarding Modules](#)) are part of professional development. UMKC and UM System support these programs due to [strong participation](#).

- UMKC improved the [degree audit system/programming](#) and added an integrated semester-by-semester, [degree completion planner](#).
- UMKC improved [advisor engagement with students](#) (student accessibility, communications, tracking, and right-time nudging) through [technology](#) ([RooMobile app](#), [ClearScholar \(Civitas\)](#)), and UMKC Connect ([Starfish](#)).
- In fall 2012, UMKC established [University College](#) to provide specialized, intrusive advising and relevant support services for exploratory or undeclared students and students with academic readiness concerns to combat significant persistence barriers ([summary](#)).

Each academic unit at UMKC has implemented advising models that vary significantly across campus. To improve the student experience, UMKC is considering moving to a centralized advising structure, as highlighted in the RooSTRONG [student success model](#), to provide a more consistent advising experience.

UMKC evaluates student satisfaction with academic advising through several survey processes at individual unit and campus-wide levels ([UMKC Graduation Survey](#); and [RNL Student Satisfaction Inventory-SSI](#)). The 2018 SSI indicated [advising was a strength](#) of the university.

3.D.4

UMKC provides students and instructors with the infrastructure and resources necessary to support effective teaching and learning. UMKC supports a diverse range of academic programs with unique infrastructure and resource needs. It is one of only a few institutions with programs in medicine, pharmacy, nursing, dentistry, conservatory, traditional liberal arts, law, and engineering. Where appropriate, each academic unit maintains a [specialized accreditation](#) (e.g., AACSB for Business, CCNE for Nursing) meeting the space and resource standards associated with each accrediting body.

UMKC has a [Facilities Master Plan](#) for management, maintenance, and facilities development that was developed in 2014 ([Volker, Health Sciences District location](#)). UMKC conducts an annual space inventory. In 2016, UMKC led a comprehensive [Space Needs and Utilization Analysis](#) to adjust space allocations and renovate spaces as needed. In the 2017-2018 academic year, UMKC opened its \$21 million [remodeled biology/chemistry laboratory](#) space and a [new \\$32 million Engineering Center](#). UMKC has a comprehensive [Space Management Policies and Procedures Manual](#) that guides decisions about space, and the UMKC Facilities Advisory Committee ([charge and roster](#), [consolidated agendas and action items](#)) regularly evaluates any specific space requests submitted by campus units ([space request form](#), [space approval notice](#)). UMKC will develop a new master plan in 2020.

Technical Infrastructure

In 2017, UMKC re-structured the UMKC Online Group to become [Instructional Design and Technology \(IDT\)](#) to promote and support innovative digital pedagogies that effectively incorporate eLearning technologies and anytime, anywhere learning. Student services include:

- End-user [support for Canvas](#)—UMKC's learning management system—and other instructional technology tools by [telephone, email and chat support](#).
- [Online tutoring](#) in biology, chemistry, calculus, physics, statistics, writing, Spanish, and nursing; free to all students via the NetTutor service.
- [Online student orientation](#) that introduces students to available resources, online programs available, and a readiness self-assessment to help them decide if online learning is a good fit with their learning style, schedule, and technology skills.

Faculty can also benefit from many services that IDT offers, including:

- Design and development support for new courses.
- Online teaching certification: Best practices for incorporating instructional technology in online courses (see [certification course syllabus](#) and [assignment checklist](#))
- [Online course certification](#): Quality assurance review of online courses using Quality Matters-based standards outlined in the [course certification checklist](#).
- [Instructional technology workshops](#) offered continuously throughout the year to assist faculty in their purposeful use of technology to support learning.
- [Tools and teaching resources](#): Additional resources for teaching across all delivery modes.

[Information Services \(IS\)](#) operates six general-purpose student [computer labs](#) and maintains a website where [students can view real-time workstation availability](#). These labs include a range of standard software applications and specialized tools such as

Adobe Creative Suite, MathLab, Tableau, and Visual Studio. Information Services also helps maintain [19 department-specific computer labs](#). In addition to the computer labs, UMKC provides an innovative virtual lab solution called [Remote Labs](#), which is a collection of lab computers that students, faculty, and staff can access from a remote broadband-connected computer. Remote lab computers have a configuration similar to on-campus lab computers and are available 24/7. IS maintains [kiosks and lab locations](#) within residence halls.

Approximately 85% of UMKC classrooms (over 200) are [equipped with ILE](#) (Interactive Learning Environment) technology that empowers teaching and learning across a variety of teaching modalities that range from traditional lecture-style courses to online multi-format delivery courses. ILE classrooms include hardware supports such as projection screens, document cameras, touch-screen panels, and microphones as well as software packages such as lecture capture solutions like Panopto. [IS Classroom Technology Services](#) are available to provide [hands-on training](#) and [support to faculty](#) for ILE technology.

To be adaptive in meeting changing teaching and learning needs, every six months, the IS team creates a [report](#) documenting the services they have provided in the previous half-year that guides priorities and investments for the period ahead.

Scientific Laboratories

Faculty are actively engaged in a wide range of [research and creative activities](#), many of which involve [specialized research equipment and space](#). These include seven core research facilities: the [Laboratory Animal Research Center](#), [Proteomics and Mass Spectrometry](#), the [Confocal Imaging Center](#), the [Musculoskeletal Structure/Property Characterization Core](#), the [Electron Microscopy Laboratory](#), a [High Field NMR facility](#), and an [x-ray Crystallography facility](#). Individual faculty research and teaching laboratories are also located within the Schools of [Biological and Chemical Sciences](#), [Dentistry](#), [Computing and Engineering](#), [Medicine](#), and [Nursing](#), as well as in the College of Arts and Sciences within the [Geoscience](#), [Physics and Astronomy](#), and [Psychology](#) departments. The Henry W. Bloch School of Management houses a unique research and training space known as the [Behavioral Lab](#) that provides equipment and facilities necessary for a range of human subjects research.

Libraries

Multiple library facilities are available to UMKC students and instructors. The [University Libraries](#) provide research facilities, resources, and services in support of academic programs. In addition to [study spaces](#) found throughout the library buildings, web-based resources allow users to bring the library with them, wherever they are working. [Expert librarians and professional staff](#) provide [research assistance and library services](#) in person, over the phone, or via the web. This includes individual consultations, with UMKC Librarians providing an average of 243 consultations per year over the past 5 years, and 361 in FY2019. UMKC Libraries supports research through the provision of research guides ([index](#) and [exemplar](#)), a [library use FAQ](#), [information on publishing](#), and links to grant-related information. UMKC Libraries provides information about its holdings and usage annually in a report to the Association of College & Research Libraries. In [2018-2019](#), the [library's physical holdings](#) included 1,176,513 book volumes, 853,771 book titles, 12,744 serials, and 1,638,489 media titles, along with 1,619,945 books, 103,230 serials, and 305 databases available electronically, with a print circulation of 24,582 and a digital circulation of 547,521. The [report also provides information](#) about the library's participation in teaching and learning activities, for 2018-2019 reporting 14,777 reference transactions and 320 presentations, with a reported attendance of 10,548.

The [Miller Nichols Library](#) has undergone significant renovations since 2010, including the addition of an [automated storage and retrieval system](#) (ASRS) that stores and makes available 80% of the physical collections within minutes at the click of a button. This technology has transformed the library from a place for storage and study to a [space for collaboration and contemplative study](#) using technologies and flexible furnishings to accommodate the needs of individuals and groups. Students can reserve [study and presentation practice rooms](#); use [library PCs and computer lab](#); [check out tools such as iPads](#); attend [library-sponsored programs, art, and exhibits](#) throughout the building, and use secure lockers with built-in charging capabilities. A café provides an added amenity of food and beverages with additional meeting and study spaces for faculty, students, and the community.

The [Health Sciences Library](#) offers interactive study and collaboration rooms and public library PCs for students to work on and [print](#) assignments. The [Clinical Medical Librarian](#) program features librarians who work with the UMKC School of Medicine docent (internal medicine) teams to facilitate [information and resource literacy](#) at the point of care. The [Health Sciences Library](#) has a variety of [databases](#) in medicine, nursing, dentistry, pharmacy, biology, psychology, education, and business as well as those offered by the National Library of Medicine. The library offers a variety of [classes](#) on subjects such as searching MEDLINE for health sciences resources and using mobile apps in healthcare and provides point-of-need reference assistance.

The [Leon E. Bloch Law Library](#) supports the pedagogical needs of the School of Law, providing access to resources, research assistance, and in-class research instruction. The law library's physical collection consists of approximately 71,743 print titles, 76,466 microform titles, and online services and databases that contain relevant legal, government, statistical, and business information.

UMKC Libraries house a variety of [archival collections](#), including [LaBudde Special Collections](#), [Marr Sound Archives](#), and the

[Gay and Lesbian Archive of Mid-America](#). Libraries also offer unique research collections such as the Edgar Snow Papers and the State Historical Society of Missouri.

[Diastole Scholars' Center](#) combines a library with over 4,000 volumes; a variety of special collections including the Rubaiyat Collection, with over 3,000 versions of *The Rubaiyat*; three guest apartments for visiting faculty and doctors; and an event space featuring a variety of conference, meeting, and dining spaces, including a Kiva Room.

Performance Spaces

Specialized facilities used by the Dance, Music, and Theatre programs within the UMKC Conservatory are documented in the accreditation self-study documents submitted to the [NASD](#), [NASM](#), and [NAST](#). These spaces include two on-campus performance spaces, White Recital Hall and Grant Recital Hall/Theatre, each with appropriate performance spaces and equipment, in addition to a [state-of-the-art recording studio](#). The Theatre Department also enjoys a formal partnership with the [Kansas City Repertory Theater](#), which holds performances in the Spencer Theatre, located in the James C. Olson Performing Arts Center on UMKC's Volker campus as well as on the Copaken Stage, located in downtown Kansas City across from the Power & Light Entertainment District. The [UMKC Theatre program](#) also holds informal collaborative partnerships with numerous theaters that allow students to build their professional career while earning their degree.

Studio Spaces

The Communication Studies Department has [media classrooms and production spaces](#) including a video production studio with multi-camera and green-screen capabilities, a sound recording facility, and post-production media labs. Students may also check out production equipment such as HD video cameras and professional sound gear. Additionally, Communication Studies maintains a production facility for K-Roo UMKC Student Radio. The Conservatory of Music and Dance maintains a recording studio and has the capabilities to professionally record concerts and recitals.

The Department of Art and Art History has facilities to support studio art, art history, and a variety of digital arts such as interactive design, motion graphics, and photography. The Department of Art and Art History has partnerships with the Nelson-Atkins Museum and other galleries in Kansas City's arts community for internships, visiting artists, and enrichment programs. The [UMKC Gallery of Art](#) is the public exhibition space for the College of Arts and Sciences Department of Art and Art History. The gallery brings thought-provoking art to campus and exposes students to diverse voices while challenging their preconceptions of art and culture. Gallery exhibitions have national, international, and regional appeal and are often interdisciplinary and collaborative ([2019 exhibitions](#), [past exhibitions](#)).

Clinical Practice Sites and Specialized Classroom Spaces

The School of Dentistry [clinic](#) serves more than 65,000 patient visits per year in a dedicated clinical facility with [265 dental treatment operatories](#) used by pre-doctoral dental and dental hygiene education programs for the patient care education portions of the curriculum. UMKC collaborated with Center for Research & Education in Technology to construct and equip a state-of-the-art facility where dental students treat patients in a private-practice-like "[learning laboratory](#)" equipped with the latest and most sophisticated dental equipment and technologies on the market.

Schools of Nursing, Pharmacy, and Medicine have a large number of [specialized teaching and training facilities](#) shared across the health sciences schools. The School of Nursing and Health Sciences houses multiple specialized teaching facilities to provide hands-on skills training, including a Basic Skills Lab, a [High-Fidelity Simulation Lab](#), and a Health Assessment Lab. The School of Medicine houses additional specialized facilities, including healthcare simulation labs and the Standardized Patient pool.

The [Richard L. Sutton, Jr. Geosciences Museum](#), housed within the Miller Nichols Library, offers a collection of cephalopods (squid-like ocean dwellers), fluid inclusions (rocks containing liquids), a crinoid collection, and many other specimens.

Bloch Executive Hall within the Henry W. Bloch School of Management houses multiple [specialized teaching spaces](#): the Finance Lab, the Hatchery, and five Active Learning Classrooms, each detailed on their Specialized Spaces for Teaching and Learning summary.

3.D.5

UMKC provides guidance to students about effective use of research and information resources.

All students engaged in research that involves protected health information are required to complete HIPAA training through the Office of Research Services ([HIPAA Training Requirements](#)). Information is available to answer student questions with an [overview](#) and a [FAQ page](#). All students, regardless of level, who are involved in human subjects or animal research are [required to complete the relevant modules](#) of the [CITI online research ethics course](#). [Data from 2009-2016](#) show nearly 400 students completed the Animal Research course (66 undergraduate; 336 graduate) and over 7,400 students completed the Human Subjects

course (2,615 undergraduate; 4,837 graduate).

Undergraduate Students

UMKC guides undergraduate students in the use of research and informational services. Information literacy and the use of research and information resources are themes infused within its general education curriculum. UMKC designed its General Education Core to build students' capacity for intellectual inquiry and discovery, critical reasoning, and effective communication. [Three of the eight Student Learning Outcomes](#) targeted through the General Education Core are specifically relevant to the use of research and informational services: Technology and Information Literacy, Scientific Reasoning and Quantitative Analysis, and Interdisciplinary and Innovative Thinking.

Undergraduates also receive training in these areas through the [UMKC Honors College](#), which provides undergraduate researchers the opportunity to complete an [Honors Thesis](#) and to publish their research in the journal *Lucerna*, a peer-reviewed interdisciplinary journal, now in its twelfth year, publishes UMKC undergraduate research.

The [Research Essentials program](#) is an undergraduate information literacy instruction program provided by the UMKC Libraries that serves General Education students and reaches approximately 2,500 undergraduates each year ([2015](#), [2016](#), [2017](#), [2018](#)). The curriculum covers information literacy skills and concepts such as identifying source types; evaluating information needs; and finding, using, and integrating sources, which are applied directly to the course research assignment (sample lesson plans for [Discourse 200](#), [Discourse 300](#); sample handouts [Discourse 200](#), [Discourse 300_1](#) & [2](#)).

[Library presentation and attendance data](#) reported in the Association of College & Research Libraries (ACRL) annual reports for the past four academic years ([2015](#), [2016](#), [2017](#), [2018](#)) documents the library's significant participation in research literacy education on campus.

Students learn how to conduct research and learn about information literacy through discipline-specific research-focused courses required for various bachelor's degree programs. For example, [EUREka Courses](#) are designed to embed undergraduate research within a class, as shown in the [EUREka application](#) and EUREka syllabi for [urban design](#), [English](#), [math](#), and [political science](#) courses.

Graduate Students

Research training is a fundamental aspect of graduate education at UMKC. A majority of graduate programs have [student learning outcomes](#) that require students to demonstrate research skills, research knowledge, and an understanding of research ethics. Discipline-specific research courses provide research education. Research courses compose an integral part of the required curriculum for the majority of academic graduate degree programs. Another form of research training is faculty mentorship, especially for theses or dissertation projects.

In most graduate programs, a faculty mentor guides student research, typically beginning with the initial year of enrollment ([Academic Regulations for Masters students](#), [Academic Regulations for Doctoral students](#)) and culminating in a research-based thesis or dissertation. [UMKC graduate students completed 680 Master's theses and 736 Doctoral dissertations from 2009 to 2019.](#)

Graduate students receive training through appointment as paid [Research Assistants](#) and faculty-mentored research activities, often resulting in student-authored or student+faculty co-authored publications and conference presentations. In 2009, UMKC established a [campus award for mentoring](#) to recognize faculty who demonstrate excellence in graduate student mentoring.

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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

[\[acronyms and abbreviations\]](#)

3.E.1

As an engaged urban university with a commitment to the arts and life sciences, UMKC offers co-curricular programs that enhance students' educational experiences. These programs are assessed annually using the student learning outcomes that parallel UMKC's General Education curriculum. Among these co-curricular opportunities are:

- The UMKC [Office of Student Involvement](#) (OSI) sponsors academic, professional, and cultural student organizations, with [330 currently recognized organizations and a combined membership of 17,957](#) (some students are members of multiple organizations). In 2018-2019, these organizations held more than [2,600 separate events](#), including [111 events drawing 5,122 students](#) that were sponsored by the [Union Programming Board](#) (UPB), a student-run organization advised by the OSI and dedicated to providing diverse programming. During 2018-2019, [6,735 students were members of or held a leadership position in a UMKC student organization](#). With OSI's [Events & Entertainment site](#), students have access to information about a range of engagement opportunities.
- Student Affairs has a comprehensive set of [student learning outcomes](#) that guide the activities of the OSI and are aligned with OSI's overall mission, "to engage students in a vibrant campus community through holistic, co-curricular experiences". The SLOs include the ability to express, identify, and participate in defining the culture and spirit of the university, the ability to identify and utilize university resources, and increased knowledge, awareness and engagement with the Kansas City community. OSI submits an annual assessment of [student learning outcomes](#) and receives [feedback on each assessment from the University Assessment Committee](#).
- Consistent with the OSI focus on service, UMKC's student organizations clocked over [26,000 approved general service hours](#) and over [8,000 hours specifically to community service projects](#) in 2018-2019. An example of an OSI-sponsored campus-focused service activity is the [Kangaroo Pantry](#), which distributed [6,790 pounds of food to 388 students](#) in 2018-2019.
- OSI works with several [Honor Societies](#), including Alpha Lambda Delta and Phi Kappa Phi, and [14 Greek Life Organizations](#) with [over 400 members](#). These organizations include the Collegiate Panhellenic Council, the National Pan-Hellenic Council, and Sigma Lambda Gamma. Activities of these organizations are summarized in the [Spring 2019 Review](#). All UMKC fraternities and sororities must meet an official set of [minimum expectations](#), developed to create transparency in documenting their experiences (both challenging and uplifting), following inter/national policies and procedures, operating in an effective manner that aligns with the university, and living organizational values. Chapters must complete the requirements in every category (see [minimum expectation checklist](#)) to meet the Minimum Expectations. OSI reviews chapters regularly and informs them of where they stand within the minimum expectations at the midpoint and end of each semester.
- The [UMKC Student Government Association](#) (SGA) [represents all UMKC students and serves](#) as a "liaison between the student body and the University of Missouri-Kansas City administration, faculty, and staff." SGA's goal is to "act on the will of the majority while protecting the interest of the minority."
- [U-News](#) is an independent student newspaper published weekly with a print circulation of 4,000.

UMKC Athletics supports co-curricular programs including the [Student-Athlete Leadership Cabinet \(bylaws\)](#), competitive athletic programs, and athletic academic support services. Competitive sports include men's and women's basketball, soccer, and tennis programs.

[Swinney Recreation Center](#) hosts recreational, fitness, and wellness programs for the campus community, such as intramural sports for students. Last year, [Campus Recreation](#) served over 5,400 students and 351 faculty and staff for a total of over 180,000 visits. Campus Recreation consistently serves over 40% of the student population.

3.E.2

UMKC's campus offers a home for many of Kansas City's cherished public arts and news organizations. [Kansas City Repertory Theatre](#) is a professional (Actors' Equity Association) theatre in residence at UMKC, founded in 1964 by UMKC professor Dr. Patricia McIlrath. Since its first broadcast in 1957, UMKC has hosted [KCUR 89.3](#), Kansas City's public radio station and a charter member of NPR.

UMKC provides its students with a [broad array of opportunities](#) to give back to the community through service learning, internships, and community service. [Service-learning](#) is a curriculum-based educational experience in which students participate in an organized activity that meets identified [community needs](#) with the goals of enhancing civic responsibility, deepening mastery of learning outcomes, and engaging students in [critical, reflective thinking](#). Service-learning may include but is not limited to [clinical experiences, cooperative education, fieldwork, internships, practica, and student teaching](#), with an emphasis on engaging students in self-assessment or reflection on service activity and including feedback from the served community (as defined by the [2014 Service-Learning Task Force](#)). UMKC engages the urban community by providing service-learning opportunities for our students ([data overview](#)).

UMKC has integrated community engagement into its undergraduate writing assessment through the [RooWriter program](#), where students write about local issues [such as segregation](#). UMKC also supports undergraduate academic research and creative scholarship to address issues in the urban community.

UMKC is well known for its community engagement. In 2017 alone, [UMKC contributed over 230,000 hours of volunteer service to the community](#). In 2015, UMKC received the Community Engagement Classification by the Carnegie Foundation ([application, letter](#)) based on its legacy of service. One example of significant community engagement is the Center for Neighborhoods, sponsored by the UMKC Department of Architecture, Urban Planning + Design. In partnership with the State of Missouri and community partners, the [Center for Neighborhoods](#) addresses community change through capacity building, community development, and neighborhood stabilization.

Experiential learning is an important aspect of UMKC's educational programs, and each department sets standards to best serve its students. Each unit identifies [internship coordinators](#) to serve as a resource to faculty, staff, and students.

Programs such as Dentistry, Nursing, Pharmacy, and Medicine have required clinical, practicum, or internship experiences. Within the College of Arts & Sciences, departments such as [communication studies](#) require an internship for credit. Units such as the [Bloch School of Management](#) work with area employers to incorporate real-world case/consulting work into the classroom, in addition to strongly encouraging students to participate in non-credit bearing internship experiences outside of the classroom.

Additionally, some scholarship programs such as the [Bloch Launchpad Program](#), new in fall 2019, require a least one experiential learning experience as well as participation in professional development programming to maintain eligibility in the program.

The university surveys all graduating undergraduates each year; from the [2018 report](#), student participation rates were as follows, with students rating these activities as High Impact and as an enhancement to their college experience:

- Participation in volunteer activities: 56%
- Held job related to degree: 45.2%
- Participation in undergraduate research: 44.9%
- Participation in internship/practicum: 44%

UMKC Career Services hosts [Handshake](#), a job and internship posting system for internship, volunteer, service learning, and professional positions. Handshake is available to all students. Between July 1, 2018, and June 30, 2019, the following number of experiential opportunities were posted for UMKC students:

- Professional jobs: 15,080
- Internships: 3,872
- Cooperative Learning: 126
- Experiential Learning: 84
- Volunteer Positions: 66

Additionally, Career Services provides [Employer Relations professionals](#) who actively work with a variety of for-profit and non-profit organizations in the region to identify and develop experiential learning opportunities for students. The office created an [Internship Toolkit](#) to assist employers in creating meaningful internship experiences.

Career Services also hosts a [variety of internship and career fairs and networking events](#) to better connect students with opportunities and hosts on-campus interviewing to make it easier for students to interview for experiential learning opportunities.

Career Services staff are active with the [Kansas City Area Development Council](#) and the [Mid-America Regional Council](#) to understand the economic development goals and needs for the community and the staffing needs to meet those goals.

Between July 1, 2018, and June 30, 2019, Career Services staff coordinated the following number of employer engagement activities:

- Internship/career fairs: 10
- In-person employer meetings: 154+
- Employers at career fairs: 305
- Employers on-campus interviews: 18
- Employers involved in other*: 147+ (e.g., mock interviews, panels, resume reviews)

*This represents only those activities coordinated by career services and does not reflect activities coordinated by faculty, departments, or student organizations.

UMKC's commitment to economic development is evident in the work of the [UMKC Innovation Center](#), an economic development engine for Kansas City and beyond. Each year, the center works with 3,000+ aspiring and existing entrepreneurs to provide counseling, training, and other technical assistance to help them grow their companies. In 2017, the UMKC Innovation Center supported businesses in garnering over \$50 million in additional revenue and over \$50 million in investment and assisted in starting 95 new companies creating 800+ new jobs.

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3.S - Criterion 3 - Summary

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

Summary

[\[acronyms and abbreviations\]](#)

In carrying out its educational mission, UMKC provides high-quality education, wherever and however its offerings are delivered. UMKC assures the currency of [programs](#) and [courses](#) through an [approval and review process](#) that engages stakeholders at multiple layers of governance that includes a review of appropriateness for higher education, program differentiation across levels, consistency of delivery, relevance of learning goals, expected outcomes, and plans for assessment of those outcomes. This process ensures an ongoing cycle of continuous improvement.

UMKC's mission provides the foundation for its undergraduate General Education Core curriculum, which provides knowledge and skills for all students to build their capacity for intellectual inquiry and discovery, critical reasoning, and effective communication.

The mission also fuels the work of its faculty and staff. UMKC has a sufficient number of faculty and staff, appropriately credentialed, current in their field of study, and accessible to students. Faculty oversee the curriculum and are actively involved in the assessment of student learning. The university provides a range of opportunities and resources to support faculty excellence in their teaching and research endeavors. Faculty connect with undergraduate and graduate students to provide highly engaging educational experiences and research training, while also making stellar and sustained contributions to the university's mission of research and creativity. Faculty are accomplished scholars, scientists, performers, and artists, conducting and publishing original research, making scholarly presentations, and showcasing creative works in exhibitions and performances worldwide.

Students receive effective and personalized academic advising that facilitates their progress toward their goals and graduation. UMKC offers a wide variety of student support services, including a Student Counseling, Health, and Testing Center; a Student Success Center with Writing Studio; and a nationally recognized Supplemental Instruction program, in addition to other programs and organizations that support students both in curricular and co-curricular offerings. Appropriately qualified professional staff lead these programs. The infrastructure at UMKC provides the space, technology, research laboratories, clinical practice sites, community partnerships, libraries, and virtual access to carry out our mission.

With the ever-changing landscape of higher education, UMKC is focusing on the future with a new 10-year strategic plan that emphasizes academic excellence through a lens of continuous improvement. The first two pillars of UMKC's new 10-year strategic plan are to provide exceptional student learning, success, and experience and to become a thriving discovery enterprise. Together, these goals align and underscore UMKC's current work and plans for the future. UMKC has introduced a bold new student success model, RooSTRONG, that provides an integrated and cohesive framework that will guide educational offerings and student support. UMKC is beginning work on developing a faculty success model that will provide a framework for faculty support, resources, and development opportunities. Implementation of these programs includes expanding and institutionalizing processes for assessment, refinement, and continuous improvement, including the development of new academic policies and process workflow. This work will consist of implementing a new process and database for instructor credentialing, full implementation and continued refinement of our faculty accomplishment system, continuing to strengthen student advising processes, and ongoing refinement of our strategic enrollment management operations. UMKC is experiencing a dynamic period on its path to making the bold vision of its strategic plan a reality.

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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

[\[acronyms and abbreviations\]](#)

4.A.1

UMKC is committed to exceptional academic programs and assures program quality through academic program review.

UMKC's traditional Academic Program Review (APR) process provides a comprehensive evaluation of the current status of an academic program (degree, minor, certificate) based on its activities and achievements and invites faculty to think strategically regarding curricular offerings, research/creative activities, service contributions, and future directions. APR is governed by [policy](#) and guided by corresponding processes.

System Level

APR is a UM System requirement, codified in [CRR 20.035A](#) as “program assessment,” that establishes its purpose as “improving the quality of the educational opportunities provided by the academic unit.” CRR 20.035A assigns faculty the responsibility to assess the processes and efforts to “improve student learning, to enhance the impact of its research and scholarship on the discipline, and to link its service activities with the needs of the campus, discipline, and the community [and] determine if the planning at the academic unit is aligned with the campus strategic plan.” Further, the regulation allows each university to determine the procedures and format of the program review.

University Level

From [2009 to 2013](#), approximately 20 programs each year completed UMKC’s program review, engaging in a [complex process](#) that included both internal review committees and external reviewers, referred to as [Program Evaluation Committee](#) (PEC). After reviewing the results of four years of program reviews, the Provost concluded that the process was neither efficient nor effective, that faculty were not sufficiently engaged in the process, that there was no evidence that the process resulted in quality improvement, and that there were no ties to planning and budgeting. The Provost decided to [pause program review](#) until UMKC developed a new process and notified the UM System. The UM System Vice President for Academic Affairs approved the request.

The university planned to review the process and implement a new approach that would address the challenges encountered with the PEC process. From 2013 to 2015, the Provost considered proposed revisions to the APR process. However, no decisions were made to implement those revised approaches. Moreover, due to leadership changes—the Provost left in February 2015, the Deputy

Provost stepped up to serve as Interim Provost, and responsibility for program review shifted to the Vice Provost/CIO, who retired in fall 2016—the pause in program review extended longer than anticipated.

Resuming APR without making organizational changes that support the process would continue the difficulties with the prior process. After a new Provost started in 2015, UMKC built a robust data warehouse and institutional research office and recruited for a new position, Vice Provost for Institutional Effectiveness (VPIE). One of the tasks with which the Provost charged the VPIE was to regain the trust and integrity of institutional research and the data warehouse so that constituents would use the data provided centrally for data-driven decisions.

Within three years, the VPIE restructured the offices and instituted an extensive process called Academic Portfolio Review (rpkAPR). These actions have resulted in a culture that ensures data accuracy and integrity and empowers the staff to use and grow their skills. The [Office of Planning, Analysis and Decision Support](#) (OPADS) recognizes the importance of data used for predictive analytics, enrollment management initiatives, and more importantly, review of degree programs.

In Spring 2017, the Provost delegated leadership for APR to the VPIE, who, with the Director of Assessment, revised the [APR process and reintroduced it in fall 2017](#), beginning with [19 undergraduate and graduate degree programs in the College of Arts and Sciences](#). The [process](#) requires the engagement of faculty and the Dean of the academic unit for each program under review. Through this process, the program identifies strengths, challenges, and areas in need of improvement in its curriculum and instruction; evaluates the quality of its entering students; assesses achievement of the identified student learning outcomes; provides an account of faculty contributions in teaching, research/creative activities, and service; evaluates resource availability and needs; and summarizes special features or services offered by the unit. The APR, which culminates in an action plan developed in conjunction with the Provost, allows the programs and the Academic Units to plan to build on existing strengths, maximize opportunities for growth, address current challenges and areas in need of improvement, and link program review with assessment and budgeting.

The APR guidelines require UMKC to review all non-accredited degree, minor, and certificate programs within a [five-year cycle](#) and accredited programs according to their reaccreditation cycles. Since the introduction of the revised protocol, 37 programs participated in the 2018 cycle, and 34 are completing the 2019 cycle. Sample program review reports are available from the [B.A. in Communication Studies](#), the [B.A. in Languages and Literatures](#), and the [M.A. in Political Science](#). Action plans submitted for the 2018 cycle include, [Criminal Justice and Criminology](#), [Communication Studies](#), [Political Science](#), and [Psychology](#). The Provost meets with faculty in programs undergoing review to discuss the self-study report and proposed action plans. As required, summary reports are submitted annually to the UMS Office of Academic Affairs (see examples [CJC UM System Program Assessment Form](#) and [Communication Studies UM System Program Assessment Form](#)).

In February 2019, the Provost, VPIE, and Director of Assessment reviewed the APR process based on the experiences and results of the programs in the 2018 cycle. They decided to modify the [timeline](#), the [self-study report outline and checklist](#), and the [self-study report form](#) to support a data-informed, developmental process that builds on student, faculty, financial, and student learning assessment information to inform planning and budgeting. [University leadership](#) reviewed the 2019 revisions to ensure the process elicits actionable information and supports linkages among program review, assessment, planning, and budgeting. The Provost Office implemented the revised APR process beginning fall 2019.

State Level

UMKC also regularly reviews programs to ensure compliance with state statutes, specifically, Sections [173.005\(1\)](#), [173.005\(8\)](#), [173.030\(1\)](#), and [173.030\(2\)](#) of the Revised Statutes of Missouri. The Missouri Department of Higher Education (MDHE) periodically conducts a statewide review of all academic programs lacking provisional approval. The [focus of the 2017 review](#) was to identify programs that fell below completion thresholds: for baccalaureate programs, fewer than an average of ten graduates over three years; for master's, educational specialist, and certificate programs, fewer than an average of five graduates over three years; and for doctoral programs, fewer than an average of three graduates over three years. MDHE's review resulted in a list of low-producing programs and allowed UMKC to support the retention of those programs. In spring 2017, deans of units with low performing programs provided [justifications for continuation or intended actions](#) regarding the programs. In January 2018, [UMKC received an Institutional Report](#). While MDHE did not identify any programs for discontinuation, it did indicate that [eleven programs](#) with low numbers of program completers would undergo a follow-up review in three years (2020-2021). MDHE also recommended that UMKC annually monitor the viability of [four additional programs](#). In spring 2019, the deans of the two academic units in which the four programs reside indicated the decision to [continue the programs in 2019-2020](#) while continuing to monitor and consider future actions.

4.A.2

Academic units and departments evaluate courses from other institutions for transfer of credit to UMKC. Applicants and students send a transcript. If that transcript is from a school from which UMKC routinely admits transfer students, the Registrar's Office handles transfer credit evaluation based on prior decisions. If the transcript is for a new course or institution, the Registrar's Office

sends a course description and syllabus to the relevant academic unit and department for evaluation by the curriculum coordinator. The curriculum coordinator may forward the course to another faculty member with expertise in that subject. [The academic unit then determines if the transfer course is equivalent](#) to a UMKC course.

[Transfer credit evaluation](#) processes may find coursework that fits into several different categories: exact UMKC equivalency, non-exact equivalent, or not acceptable. Exact equivalents apply to any program at UMKC (the sending institution determines the level of the course). Non-exact equivalent courses are not assigned a specific course number but do count as credit for the department. Courses designated as non-exact equivalent may still serve to satisfy degree requirements at the discretion of the student's major department. Courses that are determined to be "not acceptable" do not apply to a degree at UMKC, nor are they included in GPA calculations.

The Office of Registration and Records maintains a transfer equivalency database of all evaluated courses. This database is available to both current and prospective students within [Pathway](#) (UMKC's course enrollment system) and [Transferology](#) (UMKC's course transfer database).

[Students can earn up to 30 hours of credit by examination](#) (e.g., CLEP, AP). The credit received is determined by the respective department. The Office of Registration and Records maintains a list of the various credit by examination tests and the corresponding UMKC credit. All information on transfer equivalency and test credit are available to the public on the [Registrar's website](#) and in the [UMKC Catalog](#).

The International Student Affairs Office (ISAO) and academic departments work together to evaluate [transfer credit from institutions from other countries](#). The ISAO makes an initial determination of the credit earned on international transcripts (e.g., academic level and possible UMKC equivalency), which is then forwarded to the respective academic department for comment or approval in the same manner as a domestic course.

4.A.3

The [Transfer Credit Policy](#) governs credit for transfer coursework and guides the processes described above. UMKC accepts credit in transfer from regionally accredited institutions of recognized standing, both public and private, as described in the [Transfer and External Sources of Credit](#) section of the catalog. Students who have completed 24 or more semester hours of college-level work are eligible for admission if they have attained an overall grade-point average (GPA) of at least 2.0 (on a 4.0 scale) in all college-level courses attempted at previous institutions. These criteria are detailed in the [Transfer Admission](#) section of the catalog.

4.A.4

The department or school that offers a course identifies any prerequisites. These are then approved by the Undergraduate Curriculum Committee or Graduate Officers and published in each course description in the University Catalog (e.g., [mathematics course listing](#) and [French course listing](#)). UMKC's enrollment system does not permit students to enroll who do not have appropriate prerequisite courses.

In summer 2018, UMKC approved a policy change that required UMKC's enrollment system to apply [prerequisite requirements](#), beginning 2019-2020. This delay allowed academic units to review prerequisite courses to limit enrollment roadblocks, particularly for transfer students, who represent a significant portion of the UMKC student body. Academic units collected prerequisite data in fall 2018 and updated prerequisites for 100- and 200-level coursework in Pathway in preparation for summer and fall 2019 enrollment. Academic units completed 300- and 400-level coursework prerequisite reviews for spring 2020 enrollment.

As detailed in Section 4.B, UMKC requires measurable student learning outcomes (SLOs) for each course, and measurable outcomes, a curriculum map, and an assessment plan for each degree or certificate program. Faculty work with the Director of Assessment to develop these SLOs, which are then approved by the department or school curriculum committee and finally by the Undergraduate Curriculum Committee or Graduate Council following the [program approval process](#). As faculty make curricular changes, the SLOs, curriculum maps, and assessment plans are [reviewed and updated](#) as necessary. Degree and certificate programs assess the achievement of the SLOs annually. The [University Assessment Committee](#) reviews annual assessment reports (see examples [Dance BFA 2016-17](#) and [Psych BA 2017-18](#)).

As detailed in 3.C.2, the [academic hiring process](#) is a coordinated effort between each academic unit and Human Resources that requires verification of qualifications and academic credentials. At the time of hire, the academic unit obtains and reviews the candidate's transcript and credentials and completes a [credentialing form](#) indicating whether the instructor is qualified based on their degree or tested experience. This credentialing process ensures that the instructor holds an academic degree or documented professional experience appropriate to the teaching assignment.

UMKC's [High School College Partnerships](#) (HSCP) program, also known as Dual Credit, is fully accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP). To become accredited, each concurrent/dual credit provider must

provide evidence that the program adheres to each of the 16 NACEP standards. The UMKC HSCP program, [first accredited in 2007](#), was [reaccredited in 2015](#). The HSCP program partners with department coordinators within the College of Arts and Sciences, the School of Biological and Chemical Sciences, Bloch School of Management, School of Computing and Engineering, and School of Education. To ensure the student learning outcomes and expected levels of achievement in the dual credit courses are equivalent to those offered by the university, campus coordinators review and approve course syllabi, objectives, textbooks, and assessments for every course they oversee. Coordinators share the [campus syllabus components](#) with the approved high school instructor, who then creates a [high school course syllabus](#), which is collected and stored by the HSCP office (see examples [Chem211L HS](#), [CHEM211 Campus](#); [Math120_Campus](#), [Math120 HS](#); [Psych210_Campus](#), [Psych210_HS](#)). Department coordinators are also responsible for providing professional development opportunities each year for their instructors and for [evaluating instructors](#) during their initial year and every three years after.

In accordance with MDHE requirements, [instructors are required to have earned a master's degree with at least 18 graduate hours in the field of instruction](#) (see HSCP transcript examples [Sample 1](#), [Sample 2](#), [Sample 3](#)). UMKC coordinators provide high school faculty with syllabi of UMKC courses and other instructional supports (e.g., past exams to be used as a guide). UMKC faculty also observe at least one meeting of each dual credit course on a three-year rotational basis. All HSCP students are asked to complete an online [end-of-course evaluation](#), which contains the same essential questions as the on-campus course evaluation. The results of these surveys are reviewed and shared with the department coordinators. If the results are less than satisfactory, the HSCP instructor, HSCP director, and high school administrator who oversees instruction at the partnering high school take action to improve the learning experience (see [sample HSCP Student Course Evaluation Report](#) and [email to coordinator](#)).

UMKC records dual credit course grades and credits earned on each student's transcript record and calculates grades in students' cumulative GPA. For students enrolling in UMKC after high school graduation, UMKC applies dual credit courses to a baccalaureate degree or certificate. Dual credit students may request and pay for transcripts showing credit earned as outlined in the University Undergraduate Academic Catalog. [The acceptance of transfer credit and inclusion in the GPA lie within the domain of the receiving institution.](#)

4.A.5

Several UMKC degree and certificate programs have earned [specialized accreditation](#). All accredited programs at UMKC are [fully compliant](#) with their accreditation requirements at this time, as seen in the following examples: [School of Pharmacy Accreditation](#), [School of Education Accreditation](#), [Clinical Psychology Accreditation](#), and [Conservatory Accreditation](#).

4.A.6

The Office of Institutional Research (IR) surveys graduates of bachelor's programs each academic year. In addition to obtaining information about students' experience at UMKC, the Graduation Survey gathers information on their employment plans after graduation. IR also searches LinkedIn, National Student Clearinghouse, and Alumni Services for additional employment information. The employment portion of the survey collects data on whether the employment is full-time or part-time, if the job is related to their field of study, and if the position is commensurate with their education. If unemployed, students are asked if they are in graduate or professional school, serving in the armed forces, or serving in another organization (e.g., AmeriCorps). IR posts the annual Graduation Survey Report ([2017](#), [2018](#)) on its website. IR provides [outcomes data](#) to departments for analysis in its five-year program review self-studies and for informing action plans.

Academic programs also collect information on the success of [graduate students](#) and professional schools. For example:

- Two School of Medicine graduate degree programs have accreditation-related self-assessment processes that require the collection of information about graduate success and employment. The School of Medicine assesses certification exam scores and pass rates, graduate satisfaction, employer satisfaction, and job placement for the M.S. Anesthesia program. It reports certification exam scores, pass rates, and national comparison data to the program from the certifying body. The program tracks employment placement rates and preparedness via a survey instrument sent to graduates and their employers approximately one-year post-graduation. School of Medicine collects placement employer, city, and state upon graduation. For the M.M.S. Physician Assistant program, School of Medicine reports certification exam scores and pass rates, as well as national comparison data to the program from the certifying body. Students provide employment placement and practice location information upon graduation. Curriculum committees and advisory councils review these data and the School of Medicine includes them in the annual program assessment. The following minutes demonstrate committee deliberation:
 - [MSA_Advisory_Committee_Meeting_Minutes_September_2018](#);
 - [MSA_Curriculum_Committee_Minutes_October_2018](#);
 - [MSA_Curriculum_Committee_Minutes_July_2017](#);
 - [MMSPA_Advisory_Committee_Meeting_Minutes_November_2016](#);
 - [MMSPA_Program_Evaluation_Committee_Minutes_May_2017](#).
- The School of Pharmacy uses both the American Association of Colleges of Pharmacy Graduating Student Survey (AACP

GSS) and a [Senior Exit Survey](#) to track job placement in graduates. Data from the exit survey highlighted [student concerns](#) about how well prepared they feel about job interviewing and searches, [which led to a change in the co-curriculum program](#). The Office of Student Affairs review the survey results and then provide them to the person/committee whose scope of work is affected by the results, including the Committee on Diversity and Inclusion, Director of Co-curriculum, Director of Assessment, and Curriculum Committee, as well as to [Dean's Advisory Council](#), and, when benchmarks are not met, to the Executive Committee.

- The School of Law is required to track and report the overall post-graduate status of each class of graduates to the [American Bar Association \(ABA\) for accreditation and regulatory purposes](#). ABA requirements include publicizing the past three years of employment data on the website. The data are reviewed by the School of Law to identify if students are not securing employment that requires a bar license or for which a law degree is an advantage.

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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

[\[acronyms and abbreviations\]](#)

4.B.1

The Office of Assessment, located in the Office the Provost and headed by the Director of Assessment, coordinates the assessment of student learning at UMKC. The FaCET Faculty Fellow for Assessment supports this work by mentoring individuals and programs to develop and strengthen assessment efforts. The University Assessment Committee (UAC) ([description](#), [roster](#)), chaired by the Director of Assessment, encourages the growth of effective assessment practices for student learning outcomes. UAC membership includes one faculty member from each school and the University Libraries; the College of Arts and Sciences has three representatives, one from each of the three major divisions of Humanities, Natural Sciences, and Social Sciences. Additional faculty members are the FaCET Faculty Fellow for Assessment and the General Education Coordinator. co-curricular programs each have one representative. Ex-officio members include the director of institutional research, discourse coordinator, FaCET director, AVP for Academic Innovation, RooWriter Coordinator, and Graduate Research Assistant for Assessment. Resources such as the [Handbook for Student Learning Outcomes Assessment](#), the [Course Proposal Review Tip Sheet](#), and the [Differentiating Student Learning Outcomes by Degree Level](#), developed by the UAC and available on the assessment website, guide development of effective practices.

The General Education Oversight Committee developed eight learning outcomes for the General Education Core (introduced in 2013) that map directly to [state-level goals](#) required by MDHE. The General Education Task Force employed [reverse engineering](#) to develop the General Education 2.0 (GE2.0) program by starting with the [program's student learning outcomes](#) and assessment plan, as evidenced by the [implementation team report](#).

The UAC is responsible for coordinating the [assessment of general education learning outcomes](#) in conjunction with General Education leadership. Faculty conduct course-embedded assessment over a three-year cycle. Faculty teaching courses included in each assessment cycle are required to submit assignment guidelines and artifacts representing a stratified random sampling of student work. Faculty review panels evaluate the artifacts using shared rubrics. In addition to course-embedded assessment, UAC uses aggregate results from the annually administered ETS Proficiency Profile ([2014-15](#), [2015-16](#), [2016-17](#), [2017-18](#)) and RooWriter exams ([2016-17](#), [2017-18](#)) to inform strategies for improving achievement in the General Education curriculum.

Faculty develop program-level student learning outcomes (SLOs), which are [published yearly in the catalog](#). A [curriculum map](#) accompanies each set of program SLOs and details the courses in which each program-level SLO is (1) introduced, (2) developed and reinforced, and (3) mastered. The curriculum map also identifies courses in which assessment evidence is collected for each SLO. As of fall 2018, more than 98% of programs had submitted curriculum maps. The university is on target to reach 100% compliance by the time faculty submit annual assessment reports in October 2019.

Each program identifies a director and assessment coordinators who guide assessment as a strategy to promote faculty involvement. Assessment coordinators within each program work with their colleagues to develop methods appropriate to the program and to prepare and submit [annual assessment reports](#). Assessment coordinators are required to maintain assessment plans, which undergo review and revision as needed on an annual basis. Assessment coordinators also report on faculty engagement in the process, such as analyzing data, discussing findings, or developing action plans.

Faculty proposing new curricula incorporate assessment practices into course and program proposals such as student learning outcomes appropriate to the course or program level, curriculum maps, and assessment plans (for example, [CourseLeaf Proposal Workflow](#), [MKT 348 Course Proposal](#), [International Studies Program Proposal](#), and [Program Approval Process](#)). Course-level SLOs appear in individual course syllabi, based on a [common syllabus template](#). Each college/school has a curriculum committee

responsible for approving curricular changes before their submission to campus-level committees and for disseminating curriculum- and assessment-related information to faculty (for example, [College of Arts and Sciences Curriculum Committee minutes 2017-2018](#) and [Conservatory Curriculum Committee minutes November 2018](#)). The Director of Assessment reviews the student learning outcomes, curriculum maps, and assessment plans before evaluation of the proposals by the [Undergraduate Curriculum Committee](#) or the Graduate Council ([Academic Course Approval Policy](#); [Academic Program Approval Policy](#)).

The [FaCET Faculty Fellow for Assessment](#) is a peer mentor for departments and individual instructors as they develop, implement, and revise assessment plans. The Fellow provides support and guidance in best practices to those instructors and programs that might be struggling to implement assessment strategies or want to make improvements. The FaCET Faculty Fellow is a member of the UAC and takes leadership in assessment activities such as chairing the Assessment Awards committee, working with colleagues on revising the [Assessment Handbook](#), and reviewing assessment plans.

UMKC recently began implementing a [pathways approach for students who are struggling academically with mathematics](#) and at risk of not completing their degree due to mathematics requirements. UMKC now has an intentional pathway for mathematics, following the Dana Center's New Mathways Project. As demonstrated by the [implementation guide](#), UMKC has made an institutional commitment, established a leadership team, gathered data, and created processes and structures for student enrollment in the math pathway. Over time, the leadership team will monitor progress and make adjustments to enhance math pathways for students.

UMKC has more than [65 professionally accredited degree and certificate programs](#). Each uses an established process and infrastructure for evaluating achievement of program goals and outcomes in accordance with accreditation criteria and university expectations for assessment.

The co-curricular programs appoint assessment coordinators to facilitate assessment in their areas (for example, [Residential Life](#), [Women's Center](#)). These individuals work with colleagues to identify SLOs that parallel the general education program outcomes, as well as outcomes specific to each unit's purpose and services provided. The Director of Assessment provides informal mentoring and professional development workshops to these programs in areas such as [assessment basics](#), developing [mission statements](#), and creating [measurable SLOs](#).

4.B.2

UMKC assessment efforts extend from student services programs to degree and certificate programs to the general education program. Assessment of achievement of learning outcomes for academic and student support programs occurs on an annual basis. Each year, programs submit reports of assessment activities, results, and improvement plans to the Office of Assessment. The UAC reviews academic program reports; the Director of Assessment and a Graduate Research Assistant review reports from the co-curricular areas. The Office of Assessment submits [feedback and summary reports](#) annually to stakeholders.

Assessment of Academic Programs

In academic programs, assessment of student learning achievement is faculty-driven, from the identification of program-level SLOs to feedback on annual assessment reports provided by the UAC.

As detailed in 4.B.3, each program submits an [annual assessment report](#) describing assessment strategies and action plans to improve teaching and learning and providing an update on the status of action plans from previous cycles. UAC members norm the [assessment report feedback rubric](#) and work in two-person teams to evaluate reports and provide feedback to programs. This peer-review process keeps faculty at the heart of assessment and provides consistent feedback and support for meaningful assessment. Faculty access the completed feedback rubric from the program Assessment Archives in UMKC Box to enhance assessment practices.

The UAC creates and distributes a summary report to stakeholders on annual assessment findings, including level of compliance and committee feedback. Deans and the Provost receive detailed reports on the assessment activities of each program and department in their areas and on the overall status of assessment at the university (for example, [School of Nursing and Health Sciences](#), [School of Computing and Engineering](#), [Bloch School of Business](#)). For both 2015-16 and 2016-17 assessment cycles, 72% of degree, standalone minor, and certificate programs submitted reports that included evidence of collecting and analyzing assessment data. [The Assessment Report Summary](#) shows report submission rate by unit, which for 2017-18 ranged from 68% to 100%. There was a slight increase in the submission rate compared with the previous two years. At the February 2019 UAC meeting, members set a goal of achieving a 90% or higher rate for reports due in October 2019. In spring 2019, an associate dean in the College of Arts and Sciences provided [targeted professional development](#) for programs that were not engaged in assessment. For 2017-18, 8% of the submitted reports indicated assessment had not occurred during the cycle (a substantial decrease from the previous cycle). A number of those were for minor and certificate programs with no students enrolled, for new programs for which assessment data were not yet available, or for programs that had experienced substantial changes in personnel. Several low-enrollment programs are in process of deactivation (e.g., [family studies](#), [healing and humanities](#), [political](#)

[science master's degree](#)).

Assessment of the General Education Program

UMKC aligned its SLOs for the [General Education Core](#) and [UMKC Essentials](#) with the Essential Learning Outcomes identified by the AAC&U. The university adapted its [assessment of 2016 outcomes](#) from the approach developed by SHEEO and AAC&U for the Multi-State Collaborative to Advance Quality Student Learning. This approach centers on the evaluation of random samples of student artifacts by trained faculty review panels using rubrics adapted from AAC&U VALUE Rubrics. This method will continue when UMKC introduces UMKC Essentials in fall 2020.

Senior students take the ETS Proficiency Profile (EPP) to measure success in writing, reading, critical thinking, and quantitative literacy. Results are shared with the University Assessment Committee, the General Education leadership, and faculty. In fall 2019, UMKC will change from the EPP to the ETS HEIghten exam, which, in addition to critical thinking, quantitative analysis, and written communication, contains modules to assess achievement of both the Intercultural Competency & Diversity and the Civic Competency & Engagement outcomes of the general education program.

Assessment for Co-Curricular Programs

Co-curricular programs engage in the same assessment process as academic departments and programs. Co-curricular offices and programs identify SLOs and assessment measures and submit annual reports, similar in format to academic units, that detail assessment activities. Distinctive traits of co-curricular program assessment are the adoption of [general education SLOs](#) and the identification of learning outcomes specific to each program or office ([Residential Life](#), [Counseling Center](#), [Admissions](#)).

Assessment data are collected and analyzed for undergraduate research programs [SEARCH](#) and [SUROP](#) to inform improvements to these high impact experiences. Both programs use an [assessment rubric](#) that features the four key characteristics that differentiate undergraduate research from other educational experiences. Faculty mentors are provided the rubric when they begin working with a SEARCH or SUROP student. At the end of the summer or academic term, mentors assess each mentee using the rubric. Students have the opportunity to reflect on the program and their research achievements.

4.B.3

UMKC uses information gained from student assessment to improve student learning.

Academic Programs

Annual program assessment reports submitted to the Office of Assessment and reviewed by UAC require programs to indicate how they have used assessment results to improve teaching and learning. Examples from these reports include:

- 2015-16 Cycle:
 - [Political Science BA](#) used results from the previous assessment cycle to improve student learning through a Capstone Course redesign. This redesign included streamlining materials (i.e., syllabus, rubrics) and making the course adaptable for other faculty scheduled to teach the course.
 - [School Counseling MA](#) revised the Portfolio Rubric to match that used in the Missouri School Counseling Performance Assessment, a tool designed to facilitate self-reflection, thus increasing student facility with self-assessment.
- 2016-17 Cycle:
 - After comparing the [UMKC pass rate \(93%\)](#) against that of the national pass rate (96%) on the United States Medical Licensing Exam Clinical Skills Exam, the Doctor of Medicine (MD) program modified assessments. As a result, students receive [formative and summative feedback](#) at multiple points in their training. Previously, students took a formative (no consequences) exam, unconnected to any particular course/clerkship, that consisted of four cases, where students took a history and physical exam with a standardized patient and wrote patient notes and developed possible diagnoses. To improve clinical skills, the MD program embedded the four cases into the summative assessment for two clerkships: two in the Family Medicine clerkship, and two in the Year 4 Docent Rotation clerkship.
 - [Dance BEA](#) identified a weakness in the areas of Dance History and Movement Analysis. To achieve a higher level of competency in these areas, faculty were encouraged to further relay principles of Dance History and Movement Analysis in all courses with historical context and physical movement components. As a result, student learning has become more consistent and these areas of study are embedded in the overarching principles of Dance.
- 2017-18 Cycle:
 - [Psychology BA](#) found that students were not achieving the outcome “Engage in integrative, science-based reasoning

to interpret behavior and solve problems” at the targeted level. In 2018-19, they piloted the use of a standardized book called *They Say/I Say* to support students’ ability to see multiple sides of any argument and to write effectively about those sides. The program will reassess this SLO in future semesters.

- [Dental Hygiene RDH to BSDH Degree Completion](#) found that students were not demonstrating sufficient written communication skills. Effective fall 2018, students are required to submit a draft to both Turnitin and the UMKC Writing Studio to gather feedback before submitting the final version of the assignment.
- While the [MFA Program in Creative Writing and Media Arts](#) found that students were achieving at desired levels on the MFA thesis project, faculty identified changes needed to the thesis-grading rubric to ensure that its language aligned with revised SLOs and to better guide faculty members evaluating each thesis. This revision should help both students and faculty understand the specific qualities being assessed in thesis portfolios.

Programs that have received an Excellence in Assessment award (established in 2017; [standards](#) and [nomination form](#)) also demonstrate use of assessment information to improve student learning. Examples are:

- [BA in Criminal Justice and Criminology](#) initiated significant curricular changes to improve student progress and completion.
- The School of Pharmacy [developed a course review process](#) to ensure course content, educational activities, and assessment are appropriate and that the reviews result in recommendations for course enhancements that are enacted by course coordinators.
- [Clinical Health Psychology Ph.D.](#) in the Department of Psychology [included graduate students](#) in the development of the clinical competencies assessment measure and refinement of the instrument based on practicum supervisor feedback and the results of the pilot test of the assessment.

General Education Program

Recommendations presented in the [General Education 2016-17 Program Assessment Report](#) on the direct assessment of the General Education Core were used to inform the [General Education 2.0 Implementation Team Recommendations](#) presented to the Provost in fulfillment of the General Education 2.0 Task Force Charge. These recommendations included:

- Clearly defined, measurable student learning outcomes and targets for student achievement;
- Professional development opportunities for faculty teaching in the program in areas such as assignment design, teaching for the achievement of general education outcomes, and using high-impact practices; and
- Development of clearly defined policies and processes for accepting courses into the program and for reviewing the effectiveness of those courses, and for an annual assessment of general education outcomes.

Results of the annual assessment of the General Education Core, together with those from the [Experiences with Writing module from the National Survey of Student Engagement](#) and the writing and critical thinking subscores from the ETS Proficiency Profile, are shared with the Discourse Coordinator, faculty teaching Discourse, the UAC, the General Education Committee, the [University Writing and Reading Board](#) (UWRB) and academic administrators. For example, the [2016-17 assessment results](#) suggested that achievement of the written communication learning outcomes were lower for students in Discourse 300 than for students in Discourse 200. Further analysis revealed that a large portion of students in Discourse 300 had not previously taken a college-level writing course, having met the prerequisite requirements through other means such as ACT scores or AP credit. The discourse coordinator worked with Discourse 300 instructors to implement strategies, such as evaluating informal written assignments, to gauge students’ academic preparedness and to bridge the skills gap to ensure students are capable of the rigorous academic work expected of them in Discourse 300.

RooWriter is an online assessment designed to provide undergraduates with individualized feedback on their ability to read and write critically. Students write a documented, critical essay in response to a specific prompt. Students take the RooWriter at least once after completing Discourse 200 (or its equivalent) to [satisfy the UMKC requirement](#) and before enrolling in a Writing Intensive course. UMKC uses [aggregate RooWriter results](#) to guide programmatic initiatives aimed at establishing best practices for writing education. The results, together with results of an assessment of the General Education Core, are shared with Discourse faculty to inform improvements in student learning.

The UWRB has collaborated with FaCET to hold professional development opportunities for teachers of writing to share best practices in supporting writing in general and specifically in the disciplines. The first [UWRB Convening](#) took place in January 2018. Based on its success and the need for further professional development identified at that session, two additional sessions were held in [April 2018](#) and [March 2019](#).

Co-Curricular Programs

Co-curricular programs use assessment results to enhance the achievement of student learning outcomes. For example, in 2016-17 the Counseling Center assessed several SLOs related to the effectiveness of group counseling (e.g., improvements in behavior, empathy). Individuals using group counseling options reported significant improvements in these SLOs, so the center decided to [increase the number of group counseling sessions offered](#) to bolster the availability of a successful intervention program. The Counseling Center also plans to implement a workshop called “Recognition, Insight, Openness” to further address coping skills and behaviors among its clientele. The Residential Life program used assessment findings [to inform changes to its programming](#). For example, the program determined that few students could articulate their role in a conflict with a roommate, so one of the goals of Residence Life is for students to practice effective communication. Residence Life has become more consistent in implementing the residence advisor-led community standards to enhance student communication and understanding of Residence Life values. The office of Multicultural Student Affairs found that the Show Me Success Check-In Program provided insights into the challenges students face on campus and in their daily lives. The office [implemented a new series of Show Me Success Workshops](#) to address these needs.

4.B.4

UMKC’s expectations, framework, and processes for assessment have as their foundation models of good practices in assessment. Assessment of academic programs and the General Education Core, while coordinated through the Office of Assessment, are faculty driven. The UAC crafted the [shared framework for assessment](#); program faculty created course- and program-level student learning outcomes and program assessment plans provided above. Faculty are responsible for collecting and analyzing programmatic assessment data and using the results to create action plans to enhance student learning achievement.

Significantly, faculty incorporate assessment practices into curriculum development. The Office of Assessment, the unit curriculum or faculty committee, and the undergraduate or graduate curriculum committee review all course and program proposals for assessment. For approval, course and program proposals must include student learning outcomes, and programs must have current curriculum maps and assessment plans in place.

The initial development of, and ongoing refinements to, the framework for assessment plans and annual report format have been based on the work accomplished during the HLC Assessment Academy and lessons learned from various models of good practices in assessment, including:

- Professional accreditors (e.g., ABET, ARC-PA, LCME);
- Institutional leaders in assessment (e.g., [Kansas State University](#), Iowa State University);
- Examples provided by higher education associations (e.g., AAC&U, AALHE); and
- Models shared at professional development opportunities at the HLC Annual Conference and other association meetings (e.g., AAC&U’s General Education and Assessment Conference, the Assessment Institute, and the AALHE Annual Conference).

Student learning outcomes for the [2013 General Education Core](#) and the [Gen Ed 2.0 outcomes](#) were founded on the Essential Learning Outcomes identified by the AAC&U. The approach to the assessment of these outcomes introduced at UMKC in 2016 was adapted from the approach developed by SHEEO and AAC&U for the Multi-State Collaborative to Advance Quality Student Learning. [This approach centers on](#) the evaluation of random samples of students’ artifacts by trained faculty review panels using the AAC&U’s VALUE Rubrics.

UMKC continues to support the development of good practices in assessment through ongoing professional development opportunities. Recent examples of FaCET symposia keynote speakers and workshop presenters include [David Chase](#) in fall 2016; [Carol Geary Schneider](#) (president emerita of AAC&U) in spring 2017; and [Cathy Buyarski](#) (executive director for student success at IUPUI) on using ePortfolios for assessment, in fall 2017.

UMKC’s [Online Course and Instructor Certification Policy](#) mandates that online courses must be certified through Quality Matters review, which includes a substantial assessment component including measurable SLOs and alignment of course objectives, unit objectives, and course activities.

To promote faculty involvement in assessment, each program identifies assessment coordinators, in addition to the program director, who serve to guide assessment. Additionally, the [annual assessment report](#) asks programs to identify those involved in collecting and analyzing assessment data and in discussions of the findings and development of action plans.

Criterion 4—Follow-up to the 2009-2010 Team Report

The final report by UMKC’s 2009-10 reaccreditation site visit team stipulated a focus visit in spring 2013 to ensure that UMKC had implemented an effective assessment process. UMKC had joined the HLC Academy for Assessment of Student Learning in 2007, and in 2011 extended participation for two additional years, at which time the HLC proposed that successful completion of the Academy would substitute for the scheduled focus visit. HLC accepted [UMKC’s Impact Report](#) for the HLC Academy in

spring 2013.

The 2009-10 Final Team Report identified six areas UMKC needed to address. The preceding narrative provides evidence of the institution's considerable progress in addressing these six areas and its ongoing achievements in developing effective practices in the assessment of student learning in academic and co-curricular programs. UMKC's accomplishments related to each of the six identified areas are:

1. *UAC developed [An Assessment Plan and Timeline for 2012-15](#)*. The plan outlined goals to assess all academic areas, provide professional development, and provide incentives and recognition for engagement in assessment. The UAC reviewed progress toward implementation of the plan in fall 2015 and again in spring 2018. The [Assessment Plan and Timeline: 2019-2024](#), issued in spring 2019, makes evident the linkage between assessment and several pillars of the UMKC Strategic plan. UMKC developed several documents to support the realization of the institutional assessment plan: an [Assessment Plan Template](#) supports developing and submitting programmatic assessment plans; [the Annual Assessment Report form](#); and the [Report Evaluation Rubric](#).
2. *General Education learning outcomes are clearly stated and documented*: The General Education Oversight Committee designed student learning outcomes for the [General Education Core](#) before the introduction of the program in 2013. The learning outcomes were adapted from AAC&U's Essential Learning Outcomes. The assessment director coordinates assessment, in conjunction with the UAC and the General Education leadership, and bases it on the review of authentic student work by trained faculty panels. The design of the UMKC Essentials program centered on the identification of the program's [student learning outcomes](#), again based on work from AAC&U, as well as early development of the assessment plan.
3. *Documentation of student learning activities and their application*: Faculty and staff developed assessment plans for all degree programs, standalone minors, and certificate programs, as well as for co-curricular programs. The assessment director maintains these plans and the [annual assessment reports](#) in the Assessment Archives in the UMKC Box platform. UAC members review the annual assessment reports and provide [formative feedback](#). The course and curriculum approval process requires that proposals for new and revised courses include a curriculum map and that proposals for programs include an assessment plan. The process also mandates that course proposals include syllabi that communicate the student learning outcomes for the course, educational activities, and levels of performance appropriate to the degree level.
4. *Integration of student assessment with program evaluation activities, with illustrations of application to learning improvement*: As discussed in 4.A.1, integration of assessment with program review was a required element of the Program Evaluation Committee (PEC) process that existed from 2008 to 2013. The current Academic Program Review process, introduced in 2017 and [further refined in 2019](#), requires programs to place the student experience at the center, to address how they use assessment results for program improvement, and to illustrate the linkages between assessment, program review, planning, and budgeting, as detailed in the program review [Self-Study Report Outline and Checklist](#).
5. *Collaboration between units to ascertain student learning linked to student matriculation in program stages*: The work of the University Assessment Committee promotes collaboration between units through feedback provided during cross-unit reviews of annual assessment reports. The FaCET Faculty Fellow for Assessment works across units to provide mentoring and support for best practices. [Course and program approval processes](#) include a review of SLOs, curriculum maps, and assessment plans. Collaboration among units has extended to the co-curricular programs, which, beginning in 2012-13, adopted and adapted the [General Education Core outcomes](#). Since the last accreditation site visit, UMKC has devoted significant attention to student success and retention, including participation in the HLC Student Persistence and Completion Academy as detailed in the [Impact Report](#) and in 4.C.
6. *Centralization of assessment activities through the Institutional Assessment Office*: Assessment activities have been coordinated through the Office of Assessment, housed in the Office of the Provost since 2007, under the direction of the Director of Assessment (position established in 2006, filled in 2007) and the University Assessment Committee (formed in 2006). The FaCET Faculty Fellow for Assessment (established in 2011) collaborates with the Director of Assessment to enhance assessment efforts across the university.

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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

[\[acronyms and abbreviations\]](#)

4.C.1

UMKC expresses its commitment to educational improvement through Goal 1.1 of the *Strategic Plan 2018-2028*, which focuses on increasing persistence (semester-to-semester), retention (year-to-year), progression (completion of degree requirements), and degree completion. UMKC recently defined targets for student success in the *Strategic Plan 2018-2028*, in concert with the [UM System's Compacts for Achieving Excellence. Strategic Plan Pillar 1](#) details the targets for fall-to-fall retention and six-year graduation rates as follows:

- Increase first-year retention for full-time, first-time college students from the current three-year average of 75% to 77% by 2021, 80% by 2023, and 85% by 2028;
- Increase first-year retention for full-time transfer students from the current three-year average of 71% to 75% by 2021, 78% by 2023, and 85% by 2028;
- Increase the six-year graduation rate for full-time, first-time college students from the current three-year average of 49% to 52% by 2021, 60% by 2023, and 68% by 2028; and
- Increase the six-year graduation rate for full-time transfer students from the current three-year average of 60% to 64% by 2021, 66% by 2023, and 75% by 2028.

In addition to UM System criteria, [peer institution data](#) influenced the goals, including operational, regional, aspirational, and focus peers with noted success in lifting retention and graduation rates. The university monitors the retention and graduation rates of peer institutions through venues such as the Integrated Postsecondary Education System (IPEDS) and *US News & World Report's Best Colleges Rankings* and uses this information to set retention and graduation goals.

The *2018-2028 Strategic Plan* serves as the foundation for [RooSTRONG: UMKC's Plan for Personalizing Student Success](#). The plan includes [funding strategies and priorities](#) to support the achievement of retention and graduation goals identified in the strategic plan, as well as an array of programs designed to enhance the student experience.

Academic units were asked to create unit-specific goals and plans for student success. The university held [retention retreats](#) from 2009 through 2013 and [in 2015, to highlight best practices](#), share university data, and guide the development of program-level plans. Academic units based their goals on the university's strategic plan, discipline-specific accreditation standards, and program trends. For example, the [College of Arts and Sciences](#) developed a plan to mirror the goals set forth by the university, while building in goals for specific targets related to each strategy. Similarly, the [School of Biological and Chemical Sciences](#) outlined goals for both retention and completion rates and target metrics for interventions and practices related to positive student success outcomes.

Additional retention plans:

- [Retention Plan_Law_2017-2021](#)
- [Retention Plan_SCE_2019 update](#)
- [Retention Plan_SOD_2018](#)
- [Retention Plan_SOE_2019](#)

- [Retention Plan_SoNHS_2019](#)
- [RetentionPlan_SOP_2018](#)

4.C.2

Institutional Research staff collect and verify traditional retention, persistence, and graduation data and make those data available for review in a variety of formats:

- The [rooPlan Dashboard](#) is available to faculty and administrators to access current and historical unit and departmental retention and completion data for first-time college students, transfer students, and graduate and professional students. Staff may analyze data by numerous variables, including academic load, academic unit, department, degree, gender, ethnicity, Pell eligibility, and academic performance. This system provides the opportunity to determine the retention and graduation rate history for a particular group of individuals.
- Through census day each semester, IR provides to academic administrators and each academic unit detailed reports of retention and [persistence](#) data (examples from [College of Arts and Sciences](#) for spring 2019 and [School of Medicine](#) for spring 2019).
- UMKC follows first-time college and transfer students not retained from year one to year two using [National Student Clearinghouse \(NSC\) data](#) to determine subsequent institution enrollment patterns by demographics and areas of study. UMKC analyzes NSC data for those leaving the institution to identify its competitors, glean insight about possible areas of continuous improvement based on students leaving for study at a two-year institution, and determine trends based on populations and programs at other institutions.
- UMKC administers the [Graduation Survey](#) each term for baccalaureate degree candidates. Annual findings from this survey inform the relationship between the university experience and graduates and provide feedback for academic units and student services.
- UMKC compares its performance to that of external peers. For example, UMKC distributes internally detailed data from [U.S. News College Rankings](#). An internal dashboard containing peer data comparisons, including retention and graduation statistics from IPEDS and the U.S. News College Rankings Academic Insights database, is also available for campus partners to consider retention and completion output and rankings.
- Participation in the [Voluntary System of Accountability](#) (VSA) provides opportunity for a greater depth of data and flexibility to compare to any external peers of interest for analysis. Access to the system to build customized reports is available to campus partners via the Office of Institutional Effectiveness.

IR provides programs with [data illustrating](#) unique retention, persistence, and completion profiles. Action plans developed in response to the program self-study (such as [Criminal Justice and Criminology](#) and [Psychology](#)) detail plans to improve achievements in persistence and completion rates.

Academic units reflect on how their programs address diversity and inclusion. Using the UM System's [Inclusive Excellence at UMKC reporting template](#), diversity and inclusion plans [address retention and enrollment data](#) by ethnicity, gender, and financial resource levels to discuss retention and persistence strategies to ensure equality of student success in their programs.

Regional and National Initiatives

Access to Success: In 2009, UMKC joined the [Access to Success](#) (A2S) initiative, a partnership of 24 university systems in cooperation with the National Association of System Heads and the Educational Trust. This initiative focused on increasing access and graduation rates for low income students and underrepresented minorities by halving the gap between the target populations and undergraduate student populations as a whole. Upon joining the A2S initiative, UMKC reviewed data and developed a plan to close the gaps in access and success among White students and those who are Black, Hispanic, or Native American, as well as low-income students. Participation in the A2S initiative facilitated the use of data to make decisions that would address persistence issues and support completion. UMKC shared [data](#) and [findings](#) from the initiative with the campus. The identification of “leading indicators” led to discovery of the impact of completing [15 credit hours in a semester and 30 credit hours in a year](#), [completing 80% of enrolled credit hours](#), completing [college-level math](#), and completing [college-level English](#). This work resulted in strong support for advising students to enroll full-time, complete at least 30 hours each year, and complete college-level math during the first year, as well as in academic policy modification to support student success. Because the university was engaged in developing the *Strategic Plan 2010-2020* at the time, the A2S plan was tied to the strategic plan, enabling the university to capitalize on resources and to build coalitions and collaborative partnerships across campus.

APLU Powered by Publics: As evidence of UMKC's continued commitment to supporting student success, the institution was

recently selected to participate in the Association of Land Grant Universities' [Powered by Publics: Scaling Student Success initiative](#). This collaborative of 130 universities, formed in 2018, is designed to share data among member universities and promulgate proven practices across the public higher education sector with the goals of substantially increasing the number of degrees awarded by 2025 and eliminating achievement gaps while expanding access. Although the work is in its early stages, participating institutions will work within “clusters” that concurrently implement innovative and effective practices to advance student success on their campuses. In the initial stage, UMKC identified intrusive and proactive advising and integrated student services as two areas of focused work. Participating institutions will share [aggregate data](#) demonstrating their [progress to support student success](#) across the higher education sector.

HLC Academy for Persistence and Completion: UMKC recognized that continued progress with student success required greater understanding of specific leading indicators for specific subgroups of the student population. The need to determine these challenges and the desire to build stronger data systems to help develop effective intervention strategies for students inspired UMKC's work in the [HLC Academy for Persistence and Completion](#) as UMKC's HLC Quality Improvement Project.

4.C.3

As previously noted, UMKC proposes to meet goals established in the strategic plan by implementing interventions in the spirit of its mission and vision. The university engages in ongoing data analysis regarding retention, persistence, and graduation rates to identify gaps and develop strategies to enhance student success.

Data Initiatives for Student Success

Admissions Index: In response to concerns from Student Affairs and Enrollment Management, UMKC examined admissions requirements for first-time college students to determine how to make systematic and effective admissions decisions to ensure students are prepared to persist and graduate. Using test scores, high school GPA, and core high school course completion, two matrices were developed to guide admissions based on [full](#) or [incomplete](#) math course preparation, a predictor of early academic success for UMKC first-time college students. Admission officers use these matrices to determine admission status and academic support program assignments for incoming [first-time college students using a decision guide](#) mapped by mathcore completion status.

HLC Academy on Persistence and Completion: As described in Criterion 4.C.2, UMKC participated in the HLC Academy on Persistence and Completion. The [improvement project](#) focused on using predictive data analytics to support and improve student success. UMKC contracted with Civitas Learning and implemented Civitas Illume, Civitas Courses, Civitas Impact, and ClearScholar. A Student Success Data Analytics Team of faculty and staff met throughout AY2018-19 to [review data and make recommendations](#).

Examples of [policy or procedure changes due to work with Civitas](#) include data analysis in Civitas Illume, which informed changes to policies and practices such as:

- Establishing new [freshman](#) and [transfer](#) cut-off dates for admission to UMKC;
- Identifying admissions criteria for Roo Momentum, a new dual admissions program with a community college partner ([business plan](#), [high school GPA](#), goal to increase persistence by having a longer-term relationship with FTC transfer students);
- Developing a [University College Enrollment Policy](#) requiring probationary students to complete enrollment before the beginning of classes;
- Identifying the [impact of LMS engagement](#); and
- Implementing an annual “[nudge campaign](#)” for students in specific predictive quintiles.

The Provost Office provided Civitas Courses data to academic units to review and adjust critical courses within major maps along with necessary modifications to academic achievement designations to ensure successful retention and completion by degree program. Programs also identified yellow flag courses where they could target additional academic support services to increase student persistence and completion.

Co-curricular programs such as [Undergraduate Research](#), [Supplemental Instruction](#), and Writing Studio have used Civitas Impact to analyze how programs and services are supporting student retention. Based on these data, co-curricular programs developed requests for additional resources to expand services to students and allocate funding increases for FY2020. Undergraduate Research and Supplemental Instruction received additional funding to their base budgets in FY20 to scale up services to support more students. Undergraduate Research will also receive [20 work-study positions](#) (AY2019-20) to expand student research opportunities. UMKC implemented RooMobile (ClearScholar mobile application based on “personas” and predictive analytics integration) beginning August 2018, focused on personalizing communications and increasing student engagement for incoming freshmen. Staff use RooMobile to send regular communications based on “personas” to increase student engagement in campus

activities.

Using the Civitas Platform, UMKC discovered that students who had accumulated an average debt of \$12,500 were likely to drop out of UMKC and not persist. To that end, the university in partnership with the UM System and external supporters developed matching scholarships funds to help support low-income students. These scholarships include KC Scholars (UM only) and the Bloch Scholars Foundation, which has provided Henry W Bloch Scholarships and Marion Bloch Scholarships. In addition to these new initiatives, the data have also indicated a need for the university to provide financial literacy counseling. In fall 2018, the Office of Financial Aid and Scholarships began providing [workshops and seminars](#) geared toward understanding financial aid.

Academic Advising: The Provost Office shares student success data with academic advisors, who use them to inform decisions about advising practices and uses of technology to support retention and completion. For example, [UMKC Connect](#), an early alert system, directs students to resources and services that promote academic success and personal growth and development. UMKC Connect supports direct contact with advisors, appointments for academic support services, and meetings with faculty for coursework. Additionally, the collection of data allows for analysis of these interactions to determine how individual behaviors and opportunities promote student success. The Academic Advising Leadership Team uses data generated by [Civitas analytics](#) to develop [nudge campaigns](#) to support and encourage positive behaviors among at-risk students. UMKC participates in the UM System's advisor development program, which includes intercampus summits each fall and spring. These professional development opportunities focus on identifying issues, reviewing best practices, and developing competencies for advising ([fall 2015](#); [spring 2016](#); [fall 2016](#); [fall 2018](#); [spring 2018](#)).

Academic Unit Retention Plans: Unit and program initiatives support and enhance university-wide efforts to increase retention, persistence, and completion. For example, UMKC established University College in 2012 to focus on the success of undeclared majors after convening a committee to research and [develop recommendations](#) for a program based on best practices. This focused effort resulted in a [first-year retention rate](#) increase of 15% between the last [undeclared first-time college cohort](#) in 2011 and the 2016 University College cohort. Some academic units have focused on addressing specific causes of attrition:

- The Bloch School of Management provided emergency [scholarships](#) to help their students overcome financial barriers to re-enrollment;
- The College of Arts and Sciences developed a career development course sequence for pre-professional students, resulting in a [first-year retention rate increase for pre-health students](#) from 53.5% in FY12 to 66.01% in FY17; and
- The School of Computing and Engineering (SCE) began a pre-engineering program in fall 2018 as a pathway for students who are underprepared to enter SCE as freshmen in the first year, with the [goal of a 70% year 1 to year 2 retention rate](#) for pre-engineering students.

RooSTRONG Student Success Model: This model, based on the Loss/Momentum Framework, asserts a vision for student success that is personalized, engaging, and data-informed from access through transition. It strives to address the whole person and identify ways to integrate academic initiatives that encourage progress and persistence with co-curricular initiatives designed to provide tailored supports for each student. The university has made targeted investments in FY2020 to support the implementation of the first phases of these strategies.

The Provost and the Chancellor support this work, as evidenced by two retention summits hosted in 2018-2019, [one focused in part on increasing overall retention rates](#) and [one focused on retention of transfer students](#).

4.C.4

UMKC uses the IPEDS definitions of retention rate (year 1 to year 2) and graduation rate (6-year). UMKC defines these rates and provides them in some annual reports, such as the [Common Data Set](#). UMKC uses other definitions to increase understanding of student retention, persistence, and completion patterns beyond the IPEDS definitions. For example, the [Student Achievement Measure](#) applies outcomes across institutions, and Civitas applies the traditional fall-to-fall persistence measure to real-time data for intervention. The application of clearly defined outcomes for measuring these rates and the ability to benchmark internally and externally reflects good practice.

UMKC is a member of the Association for Institutional Research and adheres to expectations of good IR practices as aligned to this organization. UMKC also benchmarks against practices at nine other AIR-member institutions.

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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

[\[acronyms and abbreviations\]](#)

UMKC demonstrates a continuing commitment to and responsibility for the quality of its educational programs. Evidence supporting this commitment exists throughout its recently reevaluated academic program review processes, its commitment to student success through the assessment of student learning, and its ongoing evaluation of practices to improve retention, persistence, and completion rates.

In addition to fostering a culture of data-informed, continuous improvement through academic program review, UMKC ensures high-quality educational experiences, as evidenced by the many practices that contribute to a successful program and unit: evaluating all transcribed credits, including transfer-student credits and dual-credit programs; auditing course pre- and co-requisites; maintaining specialized external accreditation; and confirming faculty qualifications for all its programs.

The 2009-2010 Comprehensive Final Team Report identified six areas of concern. Since that time, UMKC has systematically addressed each concern. Notably, all academic units are engaged in an assessment process to enhance teaching and learning, including the identification of measurable student learning outcomes, the use of assessment findings to inform programmatic alterations, and the integration of assessment planning with the course and curriculum review processes. Co-curricular programs identify and annually assess the achievement of learning outcomes.

The institution's commitment to educational improvement is evident in its comprehensive and systematic review of retention, persistence, and graduation rates. UMKC's use of Civitas data analytics, together with participation in the Access to Success initiative and the HLC Persistence and Completion Academy, has enhanced the university's ability to collect and analyze accurate, timely, comprehensive data. Increased data-informed processes allow UMKC to develop effective intervention strategies for underserved populations, as well as for any student or program experiencing difficulty with persistence, retention, and completion. UMKC regularly reviews data as it sets and implements challenging but attainable goals for student success.

Sources

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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

[\[acronyms and abbreviations\]](#)

5.A.1

UMKC's fiscal and human resources, as well as its physical and technological infrastructure, are sufficient to support its operations. Since the [Great Recession](#), UMKC has experienced [significant pressures to transform operations](#) stemming from a combination of [diminishing state appropriations](#), legislatively mandated [caps on tuition increases](#), heightened focus on [workforce development](#), and [aggressive competition](#) from online programs.

UM System, including UMKC, has faced [increased scrutiny from Missouri](#) officials and [greater accountability to the Board of Curators](#) because of events at the University of Missouri-Columbia. Since fall 2015, the UM System has seen a [turnover in a majority of Curators](#), [a new President](#), and [new Chancellors](#) at each university, [including UMKC](#). UMKC approached this period of rapid change and transformation as an opportunity to re-envision its purpose and operations. For example, UMKC has:

- Developed a student success model, [RooSTRONG](#) that engineers each phase of the student experience to improve retention and completion.
- Addressed personnel matters, right-sized human resources and operations, and participated in UM System efficiency initiatives (e.g. [voluntary separation package](#), [shared services](#)).
- Restructured its institutional research enterprise ([current](#); [2013](#)) to ensure validity, reliability, and replicability of data and reporting;
- Produced a [strategic plan](#) and revised the [vision and mission](#).
- Established a [new budget model](#) that emphasizes return on investment, incentivizes growth, and encourages fiscal accountability through [budget rules, roles and responsibilities](#);
- Utilized [Academic Portfolio Review](#) to determine market, margin, and viability of academic programs;
- Restructured [academic administration](#) and governance councils to better support university operations (e.g., [staff merger update email](#) and launch of [new CEO UMKC Foundation announcement](#));
- Reorganized [academic units](#) to align with disciplinary priorities and to serve students.

Fiscal Resources

UMKC has financial resources to support its strategic priorities.

Each year, an independent accounting firm audits UM System financial statements, [which include UMKC](#). UM System earns an [Aa1 bond rating from Moody's Investors Service](#), which means UM System has "very strong" capacity to meet its financial commitments and support its strategic priorities.

[In FY2019](#), UMKC had a budget of [\\$345,387,713](#) to support its primary mission. This budget—inclusive of unrestricted gifts,

restricted gifts, and externally funded grants — supported [16,000 students](#) in [11 academic units](#), [20 support units and auxiliaries](#), and faculty/staff/administrators at Volker, Health Sciences District, and Pharmacy's satellite locations.

UMKC has a [Composite Financial Index \(CFI\) for FY2018](#) of 1.31, [FY2017](#) of 1.42, and a three-year average of 1.27. For public institutions, HLC considers this "above the zone for further review." Preliminary calculations as of September indicate that [UMKC's 2019 CFI is 2.18](#).

In addition to revenue from tuition and fees, [UMKC receives annual appropriations](#) from the State of Missouri, via UM System. The Board of Curators bases allocations on historical percentages. UMKC periodically receives [additional funds from the State](#), to support earmarked projects. Examples of line-item allocations in recent years include the [Center for Neighborhoods](#) and the [Pharmacy Satellite program](#).

UMKC generates revenue annually through [grants and contracts](#). From FY2014 to FY2018, [annual amounts generated by UMKC](#) ranged from a low of \$32,108,830 to a high of \$42,881,019 in FY2018.

Established in 2009, the [UMKC Foundation](#) raises funds for the university and exercises fiduciary responsibility over its endowments and other philanthropic investments. In 2016, the Foundation completed [The Campaign for UMKC](#), a seven-year effort with a goal of raising \$250 million in capital funding. The campaign raised \$302,530,000. In 2018, the [UMKC Foundation](#) raised approximately [\\$38 million](#).

Recently, UM System engaged KaufmanHall, consultants who help organizations realize sustained success amid changing market conditions. [KaufmanHall](#) is assisting in developing a [financial plan](#) that will:

1. Provide a standard framework to assess financial conditions and prospects,
2. Position UMKC for annual proactive resource management and selective investment, and
3. Establish an annual process for resource management.

KaufmanHall developed [baseline financial projections](#) using information from past financial performance and projected performance measured against aspirational and operational peers. UM System set targets for UMKC that incorporated income statement metrics and balance sheet metrics. UM System charged UMKC to identify strategies and initiatives that would improve performance toward five-year target goals.

The Board of Curators approved the [first five-year plan in June 2019](#). An early example of implementation of the nascent model is funding [RooSTRONG](#) (student success plan).

Physical Infrastructure

Campus Facilities Management updates the [Five-Year Capital Plan](#) annually for [approval by the Board of Curators](#). This rolling five-year plan takes into account the previously mentioned strategic plan and [campus master plan](#), as well as criteria addressing facility renewal, functional sustainability, availability of funding, and plans for ongoing operational support. A campus-wide [Space Utilization Study](#) informs the UMKC plan. Priorities for the current Five-Year Capital Plan include, but are not limited to, a new facility for the UMKC [Conservatory](#), a new facility for a [Health Sciences Interprofessional Education and Research Building](#), and the second phase of renovations for the [Spencer Hall and the Biological Sciences Building](#).

The [Five-Year Maintenance and Repair Plan](#) is updated annually by Campus Facilities Management (CFM). CFM bases the rolling five-year plan on annual facility conditions reported by technical staff and on [external assessments](#). CFM sets priorities by evaluating the available budget for new projects and assessments of projects to be deferred. UMKC uses the external consultant assessments to establish a building-specific and a campus-wide Facilities Condition Needs Index (FCNI). [UM System Executive Order 28 \(EO28\)](#) requires UMKC to maintain an FCNI that does not fall below 0.30. CFM reports the campus FCNI annually to Board of Curators as a part of the [EO28 Report](#). The FY2018 report shows an [FCNI of 0.31](#). UMKC leaders are aware of this and continue to address maintenance to ensure its FCNI remains above 0.30.

Human Resources

The Human Resources department and the Office Faculty Affairs support UMKC's human resources through well-established processes (for example [recruitment](#) and [training](#)) In FY2019, UMKC's [3,662 employees](#) included 1,252 faculty (tenure track and nontenure track); 1,922 administration, service, and support staff; 486 graduate assistants; and [1,061 work-study students](#).

UMKC's [accredited](#) Police Department protects human safety and the physical assets of the university through a professional, 41-member force composed of 28 sworn officers, 6 dispatchers, and 7 security officers. UMKC Police provide regular patrol, security for campus events, [active shooter training](#), and [personal safety training](#). UMKC Police also compile and disseminate annual safety reports in compliance with the Clery Act of 1998 ([2011](#), [2012](#), [2013](#), [2014](#), [2015](#), [2016](#), [2017](#), [2018](#), [2019](#)). [Safety alerts](#) from 2011 through 2018 show that UMKC communicates on a regular and as-needed basis with campus communities.

UMKC has an [Emergency Operations Plan](#) and a [comprehensive alert system](#) using phone and text messages and follows a [call plan](#) for severe weather, [campus closings, and delays](#). UMKC offers [active shooter resources](#) for faculty and staff and [posts emergency response guides](#) around campus. A mental health/wellness task force charged by the Chancellor in fall 2018 [recommended that UMKC adopt emergency operations](#) plans to include additional guidance for dealing with emergency mental health concerns. Implementation of these recommendations is in process.

Information Services

[Information Services](#) (IS) provides a range of computing, multimedia, telecommunications, and networking facilities. To support the university's goal to provide quality instruction, IS provides tools to enable learning, discovery, research, service, and innovation (e.g., five general-use [computer labs](#); 36 departmental [student computer labs](#), and multiple remote computer labs.) IS receives feedback from the IS Advisory Council, composed of academic and support units as well as a student representative ([example presentation](#), [example minutes](#)). The IS website publishes a summary of unit operations and policies.

5.A.2

UMKC'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. UM System and Board of Curators disburse UMKC's state appropriations and work with UMKC to oversee the budget.

In 2013, the UBC created a Budget Model Review Subcommittee. The charge of this subcommittee was to review the effectiveness of the existing 2009 [budget model](#) and to offer recommendations to ensure alignment with the [2010-2020 Strategic Plan](#). The subcommittee delivered its [report](#) in early 2015. The [2015](#), [2016](#) and [2017](#) minutes of the University Budget Committee document substantial discussion and use of the report's findings to guide budgetary decision making. The UBC decided to suspend the 2009 budget model until the university could complete a comprehensive review of rpkAPR and Administrative Services.

The Provost and Vice Chancellor of Finance and Administration charged a committee, working with retired UM System CFO, to redesign UMKC's resource allocation process. The committee created a [Resource Investment Model](#) (RIM) with [budget rules, roles, and responsibilities \(BRRRs\)](#) in 2018, and UMKC implemented RIM for the first time in FY2019. RIM and the BRRRs support the strategic vision of the institution, are built on well-articulated principles, promote a financially sustainable business model, are transparent, and demonstrate a commitment to shared governance. Both the [UBC](#) and [ESBC](#) are committed to supporting RIM.

[RIM allocates all revenue generated by student enrollment to the educational mission delivered by the academic units](#). In many cases, this revenue is insufficient to meet operational needs of the units, and the RIM model provides units with subsidies from the remaining sources of general revenue, which include state appropriations, recovery of facilities and administration from external grants, and tuition revenue generated by other units that exceed those units' operational needs. This method protects academic units, as much as possible, from across-the-board cuts that might arise from reductions in state appropriations and other general revenues.

To prepare the campus, the RIM Task Force held workshops in summer and fall 2018 and [solicited feedback](#) from academic and administrative leaders. As part of the workshops, participants identified actions to balance their budgets and known risks.

In fall 2017, paralleling the charge to create a new budget model, UMKC began an [Administrative Services Review](#) to identify potential savings. UM System subsequently engaged in administrative services review, and UMKC joined the overarching system initiative. The university has strengthened and [initiated shared services](#) in critical functional areas (such as [human resources](#)) to eliminate redundancy and improve efficiency.

5.A.3

UMKC's [mission statement](#) and strategic plan are realistic in light of its organization, resources, and opportunities. UMKC fulfills its responsibility as a public research university by working to meet the region's diverse needs, offering a wide array of degrees and professional programs, delivering a scholarship portfolio inclusive of applied research, and encouraging faculty to engage in public service.

Through its research and economic development enterprises, UMKC contributes millions of dollars to Kansas City's regional economy. In FY2018, UMKC faculty applied for and received \$42,881,019 in [research and related projects](#), generating \$523 million in [economic impact](#) for the State.

In spring 2016, UM System President and Board of Curators asked the four universities to develop new strategic plans that align with the Missouri Compacts. UMKC developed its plan during AY2017-2018. The [2018-2028 UMKC Strategic Plan](#) includes new vision and mission statements, as well as five pillars and a foundational commitment to people. More than 50 faculty, staff, and administrators developed the plan. In 2018, principal constituents reviewed and gave feedback on the plan: Student

Government Association, Faculty Senate, Staff Council, Alumni Governing Board, UMKC Trustees, and the UMKC Foundation Board. At the September 2018 meeting, the [Board of Curators approved the new plan](#).

While the [2018-2028 UMKC Strategic Plan](#) builds on the previous plan and its success, the new plan outlines UMKC's commitment to strengthen its focus as a human capital development enterprise, with metrics established for each of the five pillars:

- [Pillar 1](#): Provide exceptional student learning, success, and experience
- [Pillar 2](#): Become a thriving discovery enterprise
- [Pillar 3](#): Transform our community and region with impactful engagement
- [Pillar 4](#): Foster an environment of invigorating multiculturalism, globalism, diversity, and inclusion
- [Pillar 5](#): Develop strong and resilient people, process, and physical infrastructure

In parallel with the development of UMKC's *2018-2028 Strategic Plan*, university leaders worked with AACRAO (American Association of Collegiate Registrars and Admissions Officers) to develop a [Strategic Enrollment Management Plan](#) (SEM), with detailed projections and goals. This SEM plan informs the budget process by providing goals and data to prioritize the opportunities in each unit for growth and the need for investments to ensure the appropriate level of support for students as growth occurs.

5.A.4

Staff in all areas are appropriately qualified and trained. UMKC engages in rigorous and comprehensive [hiring processes](#) to ensure faculty and staff have the credentials required for their responsibilities. Staff recruitment consists of a [hiring and recruitment plan](#), which involves [certification for the diversity of candidate pool](#), [criteria for vetting applicants](#), [reference validation](#), and [background checks](#). HR is committed to [hiring for inclusion](#). UM System handles negotiations with unions for the union employees hired by UMKC. HR holds [new staff orientations](#) each month. All staff participate in formative [performance reviews](#), annual reviews, and performance support, and have access to [professional development](#). While there are [challenges and opportunities](#) for supporting personnel and professional development, HR provides workshops and offers multiple types of support, such as [competency-based behavioral interviewing](#), [Supervisory Development series](#), MyLearn ([description](#), [webpage](#)), [required training](#) ([Make IT Safe](#), [FERPA](#)), and [tuition assistance](#).

UMKC engages in a similarly rigorous and comprehensive hiring process for faculty. (See Criterion 3C).

5.A.5

UM System and UMKC have a well-developed process in place for budgeting and for monitoring expenses.

UM System handles bank covenants, lines of credit, endowment drawdown, and treasury functions. UMKC operates within a [budget calendar](#) consisting of deadlines and deliverables from UM System, the Board of Curators, and internal to UMKC.

Unit leaders have fiscal stewardship responsibilities and manage the allocated resources. In March 2018, UMKC leadership, the RIM Committee, FSBC, and UBC developed [Budget Rules, Roles and Responsibilities \(BRRRs\)](#), which outline procedures and authority for allocating, spending, and monitoring campus budget resources. The BRRRs describe the fiduciary responsibility of the central campus leadership, as well as constituent campus groups such as the [FSBC](#), [UBC](#), Administrative Council, and budget committees within the units. This document clearly articulates the fiscal and fiduciary responsibilities expected of deans, in addition to their academic leadership responsibilities. The BRRRs require unit leaders to acknowledge accountability for achieving approved budgets; unit leaders [sign statements attesting to such](#). Should regular review mechanisms reveal budget shortfalls, the Provost and VCFA might agree to amend budget statements to acknowledge the change in financial performance.

The UMKC Central Budget Office generates internal monthly reports ([November-2018](#); [September-2017](#)) on the financial performance of the operating fund and shares these reports (i.e., [UBC minutes](#)) regularly with campus leadership and UM System leadership. This resource prompts leaders to discuss financial performance, potential risks, and opportunities. Additionally, Central Budget Office [circulates](#) year-to-date performance and the financial strategic plan with UBC, Faculty Senate, Fiscal Officers, and the Administrative Council.

Campus unit fiscal officers are required to submit [quarterly reports](#) that explain variances to budget and to the prior year. Units provide forecasts three times a year: financial predictions with actual data through October, and projecting the remaining eight months (4+8); using actuals through December, and projecting the remaining six months (6+6); and actuals through March and projecting the final three months of the fiscal year (9+3). The Central Budget Office reviews these reports, along with [UBC](#) and [FSBC](#), and helps inform campus leadership about any potential budget shortfalls. These reports, developed within the last five years, have been invaluable to campus leadership to project financial performance through year-end. These reports and meetings encourage units to monitor financial performance, which helps units prepare accurate future budgets.

The VCFA conducts annual financial sub-certification with each unit leader and the fiscal officer for that unit. This [sub-certification process](#) requires each unit to document processes, answer [critical questions](#), and [certify the unit followed](#) proper university financial processes and policies.

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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

[\[acronyms and abbreviations\]](#)

5.B.1

The Board of Curators is [knowledgeable about the UM System and UMKC](#); it provides [oversight](#) of financial policies and processes, and [academic policies and practices](#), and it meets legal and fiduciary responsibilities. [UMKC's Board of Trustees](#) is a formal support organization for the university but does not share governance responsibilities.

The State of Missouri established a state university, the University of Missouri, and determined the university would be governed by a Board of Curators ([CRR 10.010](#)). UMKC is one of four universities in the University of Missouri System (joined March 9, 1963, [CRR 20.120](#)). The Curators have ultimate fiduciary responsibility for the UM System budget. The UM System President is designated as chief executive and academic officer and is delegated the general authority to act on behalf of the Curators ([CRR 20.020](#)). As established by the Curators ([CRR10.030 article 4](#)), each university has a Chancellor, Provost, and other officers appointed on the recommendation of the President. The UM System [organizational chart](#) illustrates governance structures at the system level, and the [UMKC organizational chart](#) illustrates governance structures at the university level.

5.B.2

UMKC has and employs policies and procedures to engage its internal constituencies in governance.

UMKC is committed to shared governance and assures engagement of all internal constituents through several mechanisms ([CRR 300.020](#)): [Faculty Senate](#), [Staff Council](#), and [SGA](#).

[SGA Bylaws](#) describe the governance structure of the organization. For example, [SGA](#) prepares and [votes on legislation](#) that affects the student body (e.g., [library fee vote](#)); approves or revokes student organization charters; and works with UMKC administration, faculty, and staff on matters pertinent to student interest or concern. In this way, SGA provides substantial input into the development and execution of policies ([minutes](#)).

Similarly, [Staff Council](#) provides input into the development and execution of policies and activities related to teaching, research, and service. For example, in [February 2018](#), Staff Council met about the Climate Survey; and in [March 2018](#), about legislative updates. In prior years' meetings, the Council considered a possible university name change ([2012](#)), gave input on a revision to the university's strategic plan ([2013](#); [September-2017](#); [November-2017](#)), and provided feedback on the Title IX office ([2015](#)). In this way, the Staff Council provides substantial input into the development and execution of policies (minutes [2012](#), [2013](#), [2014](#), [2015](#), [2018-f](#), [2018-m](#)). The UM System [Intercampus Staff Advisory Council](#) advises the [president on employee matters](#).

UMKC faculty participate in the shared governance of the university ([CRR 300.020](#)). The formal structure is Faculty Senate ([CRR 300.020](#)), which makes recommendations to the Chancellor. [Faculty Senate](#) meets [twice each month](#) and follows [Standard Operating Procedures](#). [Standing committees of elected or appointed faculty](#) meet regularly to provide feedback to the Senate. The UM System Intercampus Faculty Council ([CRR 20.100](#)) [meets monthly](#) and brings faculty concerns to the President and his staff. Within each of the units at UMKC, a Dean oversees operations; at the department level, an appointed chair oversees operations; at the program level, a director oversees functions. Deans have at least monthly meetings of the chairs and directors; the Provost has regular meetings of the [chairs and directors](#); The Provost and Chancellor [report regularly](#) to the Faculty Senate.

The [FSBC](#) meets monthly to discuss budget issues and provide feedback to the Senate. FSBC Chair serves as Secretary of the [UBC](#). FSBC meeting agendas (e.g., [May 2018](#)) and minutes (e.g., [April 2018](#)) are posted [online](#). UBC meeting agendas (e.g., [May 2018](#)) and minutes (e.g., [Jan 2017](#), [Oct 2017](#), [Dec 2017](#), [Feb 2018](#), [May 2018](#)) are [posted online](#).

The administrative organization of UMKC allows for effective and coordinated management. Central to UMKC's commitment to shared governance is an emphasis on effective communication among internal constituents. UMKC convenes numerous councils for the purposes of comprehensive communication and effective organizational functioning.

Chancellor	Provost	Vice Chancellors	Elected and committees
Chancellor's Executive Council	Academic Council	Alumni Governing Board	Faculty Senate
UMKC Trustees	General Education Implementation Committee/General Education 2.0 Task Force	Facility Advisory Council	Undergraduate Curriculum Committee
Chancellor's Diversity Council	Strategic Enrollment Management Council	HR Advisory Council	General Education Curriculum Committee
UMKC Foundation Board	Data Governance Council		Staff Council
African American Leaders Council	Graduate Council		Student Government Association
Hispanic Advisory Board	Academic Policy Task Force		Faculty Senate Budget Committee
LGBT Council	University Assessment Committee		
Research Advisory Council	General Education Oversight Committee		
University Budget Committee	Academic Innovation Council		
	Chairs and Directors		

In addition to the CRRs, which are policies that govern the entire UM System and each of its constituent universities, UMKC maintains websites to communicate [academic policies](#) (includes [faculty affairs](#), [program review](#), [curriculum management](#)), [human resource policies](#), [information technology policies](#), and [registration and records office policies](#).

To ensure that faculty and staff are familiar with campus issues and events, UMKC relies on [UMatters](#), [UMKC Today](#), [Friday Five](#), and [eRoos](#), and emails from campus leadership as needed.

5.B.3

UMKC administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through the structures described above.

UMKC's [General Education program](#) is one example of how students, staff, faculty, and administration are involved in the academic experience. UMKC implemented the [General Education Core](#) program, which was initiated in 2009 and began in 2013, and subsequently evaluated and refined it. In 2016, a [task force](#) began [planning](#) a new general education program, [UMKC Essentials](#), ([committee roster](#)) that would meet requirements of HLC and of [State of Missouri House Bill 2651](#), the Higher

Education Core Curriculum Transfer Act. The [GenEd Advisory Task Force](#) presented [UMKC Essentials](#) at meetings across campus (e.g., [department chairs presentation](#) and [agenda](#)), and [Faculty Senate approved](#) it. An [implementation team](#) established the process of designing the classes. UMKC Essentials is currently being [vetted](#) across the campus and will be implemented beginning fall 2020.

Two other initiatives that demonstrate UMKC's structures for collaborative effort are [rpkAPR](#) and [Administrative Services Review \(ASR\)](#). Recently, these reviews identified several [opportunities for improved efficiencies](#), economies of scale, and areas for enhancements in the student learning experience at UMKC. Units across campus use the [rpkAPR](#) data to improve how they [schedule course offerings](#) and to condense sections, which increases efficiency and cost savings (Council of Chairs meeting minutes [1-November-2017](#); [15-November-2017](#)). [As a result](#), faculty from the Theatre Department in the College of Arts and Sciences and the Conservatory of Music and Dance [recommended a merger](#) to the Chancellor, who approved a new, combined academic unit—UMKC Conservatory. Faculty [recommended](#) and the Chancellor approved, a similar merger of the Department of Chemistry into the School of Biological Sciences, forming the School of Biological and Chemical Sciences. These moves foster better alignment of academic programs and overall delivery of educational content for students, faculty, and staff.

The Provost chartered a [Data Governance Committee](#) in January 2019, with the purpose of being an efficient, effective data authority. In becoming a data-informed institution, the Data Governance Council will develop policy, accessibility rules, and a data definition library, and will determine roles and responsibilities of stewards and users. In addition, the Council will annually monitor the results of the Academic Portfolio Review to improve integrity, trust, and access. In spring 2019, the [FSBC](#) requested feedback from units via the faculty representatives serving on unit committees. This information will be passed along to the Data Governance Council (through the Faculty Senate Budget Committee Chair who serves on the Data Governance Council) and to administration (e.g., Chancellor, Provost, Vice Chancellor for Finance) to guide any changes in the academic organization and to improve data integrity.

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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

UMKC is on a new trajectory establishing itself as a human-centric, community-engaged, research-intensive institution. Several planning processes used at UMKC are crucial to ensuring that the institution allocates its resources to promote excellence, efficiency, and effectiveness in light of tight budgets, accountability pressures, and reorganized senior leadership.

UMKC instituted the [rpkAPR](#) process when it sought to shift its focus from cutting costs to [maximizing return on investment](#). RpkAPR improves access to education and persistence in a time of constrained resources; provides [valuable data](#) to examine demand/yield, fill rates, and instructional activity; and uncovers opportunities for increased efficiency and return on investment.

In spring 2017, when UMKC completed its first rpkAPR, each academic unit prepared an action plan outlining activities and initiatives that recommended programs as follows: investment, reorganization, restructure, discontinuation, and new opportunities. For example, the rpkAPR recommendations for the [School of Computer Science and Engineering](#) (SCE) included revamping programs that overlap to create a unique program and offering professional and research emphases for master's programs—both recommendations would better meet workforce needs. RpkAPR [strategies](#) have the potential to grow enrollment and increase revenue while enhancing student learning and serving Kansas City's economic and civic needs.

With buy-in and engagement by the FSBC, another outcome of rpkAPR was reliable baseline data. Prior to rebuilding institutional research, many departments kept shadow data systems, and therefore UMKC lacked an accurate picture of the university. Now that UMKC has reliable data, academic units can connect ([rpkAPR feedback](#), [CAS APR Data Use](#)) data from assessment of student learning, operations, planning, and budgeting for planning and decision-making.

UM System and UMKC conducted an [Administrative Services Review](#) to find opportunities that enhance services, drive performance, and generate cost savings. Over 80% of UMKC staff participated in an associated activity analysis project. The project engaged a 20-member leadership and administrative review team who interviewed 87 stakeholders with the goal of recouping five to seven million dollars in cost savings. This process identified [44 initiatives in seven categories](#): spans and layers, organizational structure, shared services, leveraging technology, cost savings, third-party partnerships, and net revenue enhancement. One example is a plan for cost savings in [custodial services](#). Deans, Directors, and Department Chair [used data from the administrative review](#) to make decisions and plan changes.

5.C.2

UMKC uses an evidence-driven approach to institutionalize planning and budgeting, taking into account both assessment of student learning and evaluation of operations.

For the (former) [2010-2020 UMKC Strategic Plan](#), extensive evaluation of operations guided the planning process and implementation. UMKC framed its planning by incorporating system-wide objectives sanctioned by UM System Board of Curators with several internal and external self-studies and evaluation reports. Among these were [Life Sciences Task Force \(Danforth Report\)](#), UMKC Trustees' Initiative, Blue Ribbon Task Force ("[Time to Get It Right](#)" and "[Time to Get Things Done](#),") reports, and the Provost's Academic Commissions.

A physical manifestation of the *2010-2020 UMKC Strategic Plan* was the [Atterbury Student Success Center](#) (ASSC), which centralized all student success services in one building. Before extensive remodeling, the building was a multifunctional space including auditorium/hall, campus dining, meeting rooms, student organization events, and student support offices. [Planning for ASSC](#) engaged students, staff, administration, and faculty in a design process focused on supporting student success. In 2012, UMKC celebrated its grand opening. [ASSC continues to house UMKC's student success supports](#) in one dynamic space.

UMKC began implementing the Resource Investment Model (RIM) in FY2019. RIM distributes UMKC's financial and human resources to secure its mission, as established by the strategic plan. With RIM operational, a strengthened data enterprise, and Provost Office reorganization, UMKC revitalized its Academic Program Review process.

RpkAPR and Academic Program Review combines data from assessment, planning, and budgeting. This comprehensive approach allows programs to build on existing strengths, maximize growth opportunities, and address areas needing improvement. Data-powered planning and reflection became possible only after UMKC restructured and reorganized its administration.

5.C.3

In all planning processes, UMKC strives for participation from a representative range of internal and external constituent groups. Several examples are the *2018-2028 Strategic Plan*, the Resource Investment Model, Academic Portfolio Review and Administrative Services Review, the Master Planning Process, and Strategic Enrollment Management Planning.

The committee charged with the development of UMKC's *2018-2028 Strategic Plan* had [three co-chairs](#) representing faculty, academic leadership, and administrative leadership, and [included almost 50 faculty and staff members from across all academic and administrative units](#), as well as members of the Alumni Association and UMKC Foundation. The entire campus had many opportunities to [review and provide feedback](#) to modify and [improve the strategic plan](#).

One of the most prestigious groups for engaging external constituents is the [UMKC Board of Trustees](#). [Civic and community leaders](#) established this nonprofit organization initially to build the university, and it continues to support and collaborate with the university today. [Trustees have been instrumental](#) in several ongoing programs that benefit UMKC:

- [Trustee Faculty Fellow/Scholar Awards](#)—annual award/recognition stipends
- [Trustee's Scholars Program](#)—full-ride student scholarships (tuition, housing, book allowance)
- [Advocacy to state, local and federal sources](#)

Another significant external group engaged with UMKC planning is the [UMKC Alumni Association](#), which "provide[s] a lifetime link to UMKC for alumni and friends to support the mission and goals of the university and to help it achieve its potential." Each year the Alumni Association organizes [Founders Week](#), champions the successes of UMKC and its alumni, and administers support programs. In addition to [awards](#) and volunteering, UMKC alumni donate to a professional clothes closet and provide advice to students.

Similar to its 2002, 2005, and 2008 Master Plan processes, the university continued extensive internal and external public input ([Southtown-Council](#); [Volker-Neighborhood-Council-2013](#) and [2014](#); [Brush-Creek-Community-Partners](#)) as it updated the [Master Plan for 2014](#). The [Facilities Advisory Committee](#) advises the Chancellor and Executive Council, as appropriate, on campus-level facility issues.

To remain competitive in an intense market and with declining revenue, UMKC made transformational change as outlined in its strategic plan and in its [five-year capital plan](#). Historically, UMKC has been a "[commuter campus](#)," a situation that presents challenges for significantly [increasing undergraduate enrollment](#). While high school graduation rates are declining nationally, UMKC's data-informed planning shows that becoming a residential campus will yield positive results, such as increased retention and completion rates and a stronger alumni base. Not only will UMKC gain more alumni support, but Kansas City will gain additional professionals in the workforce. UMKC opened a [residence hall](#) on its Health Sciences District location amidst a failed redevelopment effort. Within two years of UMKC's investment in the area, [more apartments and houses](#) followed, which expanded choice for UMKC's professional students. Farther south on Troost, business leaders and a church remodeled a former elementary school into [student housing for UMKC and Rockhurst University](#). A couple of blocks farther south, another group of business leaders built a [micro-apartment building](#) designed to appeal to graduate students and young professionals.

The [2012-2015 Strategic Enrollment Management Plan](#) called for significant investments in student scholarships and financial aid, enhanced campus life amenities, individual efforts to help at-risk students, and aggressive marketing. UMKC contracted with [AACRAO](#) (American Association of Collegiate Registrars and Admissions Officers) to conduct an assessment of current activities and provide long-term assistance to develop a comprehensive [Strategic Enrollment Management Plan](#). AACRAO's [recommendations](#) included building an [institutional culture of partnership](#); [expanding enrollment infrastructure to support growth targets](#), and [increasing diversity](#).

5.C.4 and 5.C.5

UMKC grounds its planning in a sound understanding of its current capacity. UMKC's new trajectory as a human-centric, community-engaged, research-intensive institution boosted opportunities, despite a decline in state appropriations.

To accommodate [working adults](#) who want to earn a degree, UMKC expanded its online courses and programs. Between 2013 and 2017, [online enrollment](#) increased 17% at the undergraduate level and 14% at the graduate level.

UMKC also formed [Academic Experience Initiatives](#) (AXIs) to explore campus-wide processes from the perspective of students. For this purpose, diverse, cross-functional staff and faculty formed two subcommittees: Recruitment and Workforce. AXIs charged the subcommittees with finding solutions that refocused priorities, reconsidered current strategies, reorganized operations, and re-engineered processes to be more client-oriented and fiscally sustainable. These two committees recommended both [high-impact changes](#) (strategic alignment of financial aid and scholarship, clear goals for enrollment, restructuring professional career services operations) and [quick-fixes](#) (coordination of a recruitment calendar) that led to revamped admissions and recruitment goals and solutions. The AXIs Workforce Readiness Taskforce's [recommendation](#) was to develop workforce readiness programs in which all UMKC students can participate.

Supporting the *2018-2028 Strategic Plan's* focus on enrollment and retention of first-time-college and transfer students, the Chancellor and Provost sponsored three data-driven retreats ([2018 recruitment](#), [transfer student retention](#), [2019 recruitment](#)) between September 2018 and January 2019. After participants in the retreats reviewed current processes, trend analyses, and historical persistence data, they determined areas for improvement and enhancement in the recruitment and enrollment process.

To expand recruitment efforts and to focus on recruiting underserved minorities, the [Board of Curators approved UMKC's new Kansas and Heartland undergraduate tuition rates](#) in February 2018. The Kansas undergraduate tuition rate expands the current undergraduate metro rate available to bordering counties to all of Kansas. [Kansas is an underdeveloped market](#) area for UMKC and one that has the potential to stabilize enrollment with little financial risk.

The [Heartland undergraduate rate](#) provides Arkansas, Iowa, Kentucky, Oklahoma, South Dakota, Tennessee, and Texas undergraduate students a rate comparable to Midwest Student Exchange Program (MSEP) rates. The unofficial heartland states recruitment strategy ad hoc group reviewed and analyzed the student data from these 15 states for both first-time college and transfer students. The [group is identifying cities](#), districts, and schools for recruitment planning based on past student data and K-12 student pipeline data.

To provide a basis for daily interaction, UMKC recently moved [Enrollment Management Services](#) (EMS) to the Office of Planning and Decision Support. EMS now has access to accurate data and [internal reports](#) for planning in admission, recruitment, and yields. [Admission teams have weekly reports](#) to monitor current year applications and annual goal progress. EMS also uses a [custom predictive model](#) to focus additional resources on admitted students likely to matriculate.

Data-informed organizational collaboration is improving statewide. UM System asks its universities to share [weekly and monthly reports](#) on their admissions and recruitment processes. UM System Finance and Budget office provides [state of the state and landscape updates](#) with inputs from Missouri Department of Higher Education (MDHE) and Council on Public Higher Education in Missouri (COPHE). These updates from UM System and consultants on the state fiscal landscape help shape planning regarding state appropriations.

UMKC invested in [predictive analytics](#) and [student early alert systems](#) that analyze academic data to unlock insights about [patterns of student success](#). Not only have the data led to enhanced enrollment strategies, but the insights also have allowed advisors to engage in data-informed conversations with students, proven to achieve higher levels of student success. Predictive analytics and [early alert systems](#) equip academic units to [review courses](#) that affect student persistence and completion. For example, the College of Arts and Sciences has been studying the courses that [jeopardize each department's retention](#) and graduation. Based on discovering that first-time college students and transfer students have different needs, departments now implement differentiated supports.

The number of [applications and enrollment from international students](#) has declined in the past two years due to federal regulatory changes. From fall 2014 to fall 2017, UMKC had 1,198 fewer [International applications](#) and 528 fewer admitted international students; from [fall 2015 to fall 2017](#), UMKC had 396 fewer enrolled international students. Based on [NAFSA's 2016-2017 analyses](#), Missouri enrolled 23,261 international students, with UMKC ranking fifth in terms of financial contribution and job creation in [Missouri due to international students enrollment](#). To ensure that UMKC remains competitive in the international arena, the university increased investment in services and academic programs for international students and hired a new Director of International Affairs. Upcoming plans include participating in the [American Council on Education's workshop for Internationalization and Globalization](#) to develop a comprehensive strategic plan for international affairs that aligns operations to best practice.

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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

[\[acronyms and abbreviations\]](#)

5.D.1

UMKC is committed to evidence-based decision-making to systematically improve institutional effectiveness, capabilities, and sustainability. At the university level, data are compiled and analyzed to inform strategic planning and development.

The [Office of Planning, Analysis, and Decision Support](#) (OPADS) is charged with developing, implementing, and managing data resources and providing planning, assessment, and reporting for all units, functions, and levels of the university. The Office of Institutional Research (IR) and Data and Software Application Services (DSAS), both divisions of OPADS, provide resources to assist the university in data-informed decision-making. For example, OPADS completes regular graduation survey reports, comprehensive enrollment reports, and admissions summaries.

Data analysis allows the university to [assess and monitor](#) the institution's effectiveness in achieving its mission, goals, and priorities. OPADS obtains data from a variety of sources, such as the [National Survey of Student Engagement](#) and [ETS Major Field Test](#) proficiencies.

Two web-based data systems provided by OPADS, [RooPlan and RooManage](#), allow UMKC faculty and staff to view and adapt data to support unit operations. [RooPlan](#) is a collection of charts and graphs showing historical progress of academic, enrollment, financial, and alumni-related activities and is used to forecast future trends. Examples include [Bloch School of Management fall to fall enrollment](#) and an [overview of online learners](#). [RooManage](#) is a series of charts and widgets updated daily to assist managers and departments in activities such as enrollment or retention management. For example, the [Enrollment Management Summary](#) for fall 2017 shows first-time college enrollment up 2.39% over prior year. In 2017, the IR office revised the list of [operational and aspirational peers](#). Using a cluster analysis with IPEDS, Carnegie, and U.S. News Academic Insight data sets, [UMKC identified ten peer institutions](#).

As discussed in Criterion Four, the [University Assessment Committee](#) (UAC) coordinates and facilitates the evaluation of student learning. Additionally, the UAC coordinates the [assessment of the General Education Core](#) by supporting [faculty-developed shared rubrics](#) and the [administration of exit exams](#).

UMKC provides evidence of its operational performance to the Board of Curators (examples: [UMKC Marketing and Communication Updates](#); [Advancement Report](#)).

5.D.2

UMKC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability.

UMKC's *2018-2028 Strategic Plan* includes a [strengths, weaknesses, opportunities, and threats analysis](#), demonstrating that UMKC learns from its operational experience and uses it as a foundation for [building a model public urban research university](#).

Data yielded from the [ASR](#) provided the basis of the university's reconfiguration of services within institutional administrative functions, as well as within academic administration. The ASR Team, along with an external consultant, gathered information from individual interviews; a review of budget reports, projections, and university and unit operating budgets; procurement data and policies; and strategic, marketing, and technology plans. Following the ASR, the university formulated a plan to maintain current levels of service at a lower cost, enhance services as appropriate, and address service issues within the institution.

As an example of performance improvement in administrative offices, UMKC's Office of Human Resources generates an [annual report](#) that summarizes data for employee support and professional development metrics. The Vice Chancellor for Human Resources presents the report to the Chancellor's Executive Council, as well as to other groups, to engage in discussion and

receive feedback.

In addition to rpkAPR, ASR, and HR, UMKC has undertaken numerous evidence-based performance improvement initiatives. UMKC completed a review of intercollegiate athletics by the Faculty Senate Committee on Institutional Efficiency and a Campus Climate Survey.

Beginning fall 2015, the Faculty Senate Committee on [Institutional Efficiency Task Force on Intercollegiate Athletics](#) engaged in a comprehensive study to address the future of UMKC athletics programs. The Task Force examined data on operating expenses such as staffing, travel costs, venue use fees, equipment expenditures, and scholarships and tuition discounts; sources of revenue including ticket sales and other sales revenue, corporate sponsorships, private donations, and student fees; and various external reports and research (e.g., National Collegiate Athletic Association audit figures on institutional athletic budgets and literature on the costs and benefits of competing in NCAA Divisions I, II, and III.) The Task Force shared information it gathered with the leaders of a donor-funded external review; the external team also considered community perspectives on the importance of intercollegiate athletics. The Task Force and leaders of the external study shared conclusions and made recommendations to UMKC stakeholders. In consideration of the findings, the university changed its intercollegiate athletics programs ([cut programs; changed conference](#)) to better align with the institution's core missions and strategic objectives.

UMKC undertook the [Campus Climate Survey](#) in spring 2016 to gain insights from current students, faculty, and staff to facilitate institutional change and cultural shift. The survey provided the university with an opportunity to build on its strengths and to develop a deeper awareness of the challenges present in actualizing its commitment to promote an inclusive learning, living, and working environment. One outcome of the survey was that UMKC expanded its Affirmative Action and Title IX Office ([2018 Title IX Report](#) and [2018 Affirmative Action Report](#)), which increased UMKC's capacity to respond to the needs of the campus community.

The [Chancellor's Diversity Council](#) (CDC) reviewed the results of the Campus Climate Survey and [presented them to the campus community](#). The CDC sought additional input from focus groups composed of university stakeholders. The CDC invited representatives from constituency groups to submit proposals addressing pertinent issues raised in the survey findings. Data compiled from all sources informed the university-level [Inclusive Excellence Plan](#) and enhanced diversity planning within units and schools at UMKC.

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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

[\[acronyms and abbreviations\]](#)

Criterion Five addresses UMKC's resource base and its adequacy for supporting educational programs. [Governance](#) at all levels promotes effective leadership and collaborative processes. [Systematic planning efforts](#) based on a sound understanding of quality practice, capacity, and mission have the potential to lead to performance improvements.

Over the past accreditation cycle, UMKC reenvisioned, restructured, and improved the ways in which the Provost Office supports educational programs. By enhancing operational effectiveness and increasing efficiencies, UMKC expands its capacity to meet its mission; improve student persistence, completion rates, and enrollment, and outperform its past and its competitors. Many of the changes are too recent to have student outcomes. However, UMKC does have operational outcomes. For example, its data enterprise provides the [level of support](#) needed for a [twenty-first-century university](#). Perhaps more importantly, the data are available, credible, and its collection is transparent. Faculty have available [big-picture information](#) about the university for grants and [granular feedback](#) on student engagement for teaching.

UMKC's resources and processes to support operations are now more accessible and up-to-date. The university's financial position [emerged stronger](#). The FY2018 budget plan articulated an operational strategy with critical success factors and guiding principles. This process will continue to inform UMKC's efforts to strategically address fiscal challenges now and for the foreseeable future.

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