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February 12, 2010

TO: Chancellor Leo Morton,
                 University of Missouri-Kansas City

FROM: Mary B. Breslin, B.V.M., Vice President for Accreditation Relations

SUBJECT: Final Team Report

Enclosed is the institution's copy of the final Team Report of a visit to University of Missouri-Kansas City. The Commission encourages you to make additional copies of the Team Report to circulate to your constituencies. In addition, I have attached draft copies of the Statement of Affiliation Status (SAS) and the Organizational Profile (OP). These two documents, the SAS and the OP, will be posted on the Commission website after the Board of Trustees validates the accreditation decision of the Institutional Actions Council or the Review Committee. They are enclosed now for your information and for your review. You will receive an official action letter, an SAS and an OP following validation of the action by the Board of Trustees.

You are asked to acknowledge receipt of the Team Report and the SAS and OP worksheets; and to file on behalf of your institution, a formal written response to the evaluation team's report and recommendation. Your response becomes a part of the official record of the evaluation visit. Your response also serves as an integral part of the evaluation process, and it will be included in the materials sent to the next team that visits your institution. Please send your institutional response to me **two weeks** after you receive this report, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *Handbook of Accreditation, Third Edition,* Chapter 2.2-2)

In your response, you are also asked to let me know which review option you prefer: the Readers Panel or the Review Committee. A description of these processes appears in the *Handbook,* Chapter 2.2-2 and 2.2-3. Please review these options and advise me as soon as possible, whether you agree essentially with the team's report and recommendation and therefore choose the Readers Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is May 3, 2010, in Chicago.

If you have any questions concerning the evaluation team's report, the SAS, the OP or the review options, please let me know.

Enclosures

cc: Dr. R. Craig Schnell, Team Chairperson
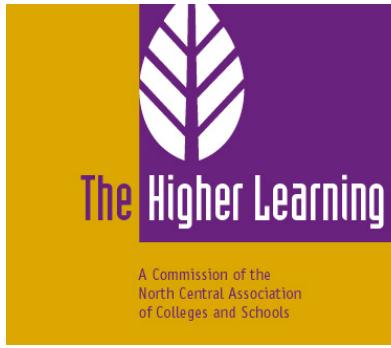
To: R. Craig Schnell, Team Chairperson
            Evaluation Team Members

From: Mary B. Breslin, B.V.M., Vice President for Accreditation Relations

Subject: Report of the evaluation team visit to University of Missouri-Kansas City

Date: February 12, 2010

A copy of the report which you prepared on the evaluation of University of Missouri-Kansas City is enclosed. As you know, the report and recommendation are to be treated as confidential. The Commission has sent to Chancellor Morton a copy of the report and has requested a formal written response to it. When a response is made, you will receive a copy directly from the institution.

Two review options are available: the Readers' Panel and the Review Committee. These review processes are described in Chapter 2.2-2 *Handbook of Accreditation, Third Edition.*

Let me take this opportunity to thank you again for your contribution to the work of the Commission.

Enclosure

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO
University of Missouri - Kansas City
Kansas City, MO 64110

12-14 October 2009

FOR
The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Contents

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit
This visit was conducted 12-14 October 2009, to complete a comprehensive review of the University of Missouri-Kansas City (UMKC) for continued accreditation.

B. Organizational Context
The University of Missouri-Kansas City is a doctoral granting, state supported university offering baccalaureate, masters, specialist, and doctoral (graduate and professional) programs. It is one of the universities governed by the University of Missouri System Board of Curators (9 members and a non-voting student member) who are appointed by the Governor with advice and consent of the State's Senate. The Chancellor of UMKC reports to the President of the University of Missouri System who, in turn, reports to the Board of Curators.

UMKC began in 1929 as the University of Kansas City, a private, independent institution which admitted its first class in 1933. Its first accreditation by the North Central Association occurred in 1938. The institution acquired several independent professional institutions (School of Law, 1938; Dental College, 1941; College of Pharmacy, 1943; the Conservatory of Music, 1959). UNKC also started several schools (School of Business and Public Administration, 1953; School of Education, 1954; School of Medicine, 1968; School of Nursing, 1980; and School of Basic Life Sciences, 1985). UNKC joined the University of Missouri System, in 1963). The first doctoral program, Education, began in 1954.

History of Accreditation.

The University of Kansas City was first accredited by the North Central Association in 1938. The first continued accreditation visit after joining the University of Missouri System occurred in 1970. Additional comprehensive visits occurred in 1978, 1988, and 1998. During these visits, issues involved graduate programs at the doctoral level, funding, and library support services.

C. Unique Aspects of Visit
None

D. Sites or Branch Campuses Visited
UMKC has two campus sites in Kansas City: the Hospital Hill campus containing the Schools of Dentistry, Medicine, Nursing, and Pharmacy, and the Volker campus, containing the Schools of Law, Education, Biological Sciences, School of Education, Conservatory of Music and Dance, Computing and Engineering, Graduate School, and Arts and Sciences. The Team toured both campuses.

E. Distance Education Reviewed

Not Applicable

F. Interactions with Constituencies

President (System)	Deans – Medicine
Chancellor (UMKC)	Dentistry
Provost	Nursing (Assistant Dean)
Curator Member (1)	Pharmacy
Board of Trustees (3)	Law
Vice Chancellor – Administrative Services	Business and Public Administration
Vice Chancellor – Student Affairs +3	Computing and Engineering
Faculty Senate (10)	Education + (9)
Staff Council (8)	Arts and Sciences
Student Senate - President	Biological Sciences
Graduate Council (8)	Conservatory of Music and Dance
Community Representatives (11)	Graduate and Interdisciplinary
Faculty (12)	Library + 2
Staff (25)	Resident Life (1)
Alumni Staff (6)	Student Affairs/Student Services (4)
Foundation President +1	Women's Center (1)
Admissions/Registrar (7)	Coordinator MSRC: Special Projects
Registrar (3)	Enrollment Services - Coordinator
Career Services	Advising Coordinator ISAO
Multicultural Student Affairs Director	Research Office (7)
Center Academic Development-Assoc Director	Self-Study Committee (15)
International Student Affairs-Coordinator & Director	Student Life (21)
Athletics	
Assessment (2)	
Diversity – (2)	
Strategic Planning (15)	
Information Technology – CIO + (8)	
Financial Aid (1)	

G. Principal Documents, Materials, and Web Pages Reviewed

Self Study Report
Site Team Report 1999
Strategic Plans
UMKC Foundation – Fundraising Policies

Websites visited (plus underlying pages):
http://www.umkc.edu/accreditation/docs/selfstudy09/04C1.pdf

http://www.umkc.edu/accreditation/docs/selfstudy09/05C2.pdf

http://www.umkc.edu/accreditation/docs/selfstudy09/06C3.pdf

http://www.umkc.edu/accreditation/docs/selfstudy09/07C4.pdf

http://www.umkc.edu/accreditation/docs/selfstudy09/08C5.pdf

http://www.umkc.edu/accreditation/docs/selfstudy09/08C5.pdf

http://www.umkc.edu/accreditation/docs/report99/NCA1999_SOE.pdf

http://www.umkc.edu/accreditation/docs/report99/NCA1999_LIB.pdf

http://education.umkc.edu/Webpages/Home

http://web2.umkc.edu/provost/committees/ac/Outcomes%20Assessment%20Guidelines%20&%20Resources.htm

http://www.umkc.edu/accreditation/docs/criterion5/Education_Urban_Pre_K-12_Blue_Ribbon_Task_Force_Report_20060824.pdf

http://web2.umkc.edu/ccas/abt.asp

http://web2.umkc.edu/chancellor/ode/

http://library.umkc.edu/

http://web2.umkc.edu/provost/office/org.asp

http://www.umkc.edu/accreditation/docs/criterion3/Prog_Accred_Education_NCATE_2006.pdf

http://www.umkc.edu/accreditation/docs/criterion2/Strategic_Plan_Education_2008.pdf

http://www.umkc.edu/accreditation/docs/criterion2/Strategic_Plan_Libraries_20080418.pdf

http://www.umkc.edu/

http://www.institutionalreviewblog.com/2009/04/umkcs-respectul-oral-history-policy.html

http://www.umsystem.edu/ums/departments/aa/pali/

http://web2.umkc.edu/research/ORS/Support/IRB/At%20UMKC.html

http://www.umsystem.edu/ums/departments/gc/rules/programs/200/010.shtml

See attachment for listing of documents in web format.

II. COMMITMENT TO PEER REVIEW

    A. Comprehensiveness of the Self-Study Process

The Self Study process involved more than 100 of UMKCs' constituents – faculty from all programs, staff, students from all segments of the campus and including community members as well. The Steering Committee was organized with a faculty member as chair and five Criterion Committees, each with a chair and co-chair. The Team judged the process as thorough and involving all aspects of the institution.

B. Integrity of the Self-Study Report
The Self Study Report is quite comprehensive, descriptive, and evaluative.

Within each Criterion, challenges were identified. The Team found that the Report adequately reflected the evidence verified during the visit.

C. Adequacy of Progress in Addressing Previously Identified Challenges
The Team finds the response of the Institution to challenges identified in the 1999 visit such as strategic planning, community relations, outreach, and collaborative partnerships; establishment of an engineering program, structural reorganization, and interdisciplinary in doctoral education to be adequately addressed. Concerns about the Libraries and assessment need additional attention.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment
Requirements were fulfilled. There were no third party comments received.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

See special section regarding components of Federal Compliance (pp. 24-26).

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

- The University of Missouri, Kansas City (UMKC) is included under the mission statement of the Board of Curators at the University of Missouri System. In addition, UMKC developed its own supplementary mission statement that focuses on the health sciences, visual and performing arts, the development of professional workforce to collaborate on urban issues and education, and the creation of a vibrant learning and campus life experience. The Board of Trustees, administration, faculty, students, and staff can identify and articulate the two mission statements and understand their implications for the university. Both mission statements are disseminated widely throughout the institution; they are readily accessible to constituents and the public; and they are presently linked to the strategic plan as major components of its six major goals.

- The mission statements of the University of Missouri System and UMKC have been reviewed periodically but remain unchanged since the last comprehensive site visit.   Given the extraordinary number of personnel changes at UMKC at the levels of chancellor and

provost over the past decade, the stability of the mission statements has served as a consistent beacon in guiding the activities of the administration, faculty, staff, and students at UMKC during this period of uncertain leadership.

- As a land-grant institution, the mission documents of both the University of Missouri and UMKC take into account obligations to its state citizens, and the intellectual, cultural, social, and economic interests of its constituents. Specific mention is made of the diversity of the individuals it serves. As a campus with a diverse student population, UMKC has several documents that describe its relationship and responsibilities to its varied campus constituents. Representative documentation includes the Memorandum of Understanding (MOU) with the Hispanic Advisory Board and the proposal for the LGBT Housing Liaison that were signed by the Chancellor and reflect the university's strong commitment to a diversity of learners.

- The two mission statements are widely publicized among its constituents, readily recognized by the communities UMKC serves. Comments were made by several individuals that greater effort is needed to publicize the mission and identity of the university more effectively to the general public.

- The most recent UMKC strategic plan is mission-centered and coordinated with financial and programmatic planning efforts promoted by the university. The process by which this plan was developed included a full review at numerous, well-attended, open, public forums both on campus and in the community. This process, inclusive of campus-related units and individuals, is indicative of the awareness of the campus mission and engagement in making that mission operational.

- The structure for effective leadership is in place although, for a time, the university has been hampered by a history of frequent turnovers at the levels of chancellor and provost that created temporary vacuums in leadership. During these times, the leadership void was filled by deans, the Faculty Senate, and department chairs who continued to work and make progress in fulfilling the university's mission. An oft repeated comment was related to the belief that the current Chancellor and Provost would remain in their positions for an extended period to stabilize the leadership of UMKC.

- To implement the two mission statements, UMKC has organized itself in ways that rationally apportion administrative and educational functions making it possible for administrators, faculty, and staff to fulfill their role in the implementation of the mission statements and strategic plan. It is a shared responsibility of the diverse constituents within the university.

- The relationships among the Faculty Senate, the Chancellor, and the Provost are both strong and respectful, wherein the Senate has acted as the initiating body for what has became several important campus policies, including a revised Tenure and Promotion process and a revised budget process. These are reflective of a campus administrative structure that welcomes collaboration and provides venues to develop campus leadership and a unity of purpose.

- UMKC has genuine support from its external and local constituents as noted in the activities of the Board of Trustees (a non-governing body) and community volunteers who are partners in planning initiatives undertaken by the university. The Board, consisting of over sixty members, both participates and works towards fulfillment of UMKC's mission and the number and commitment of community volunteers is impressive. The current chancellor is a former president of the Board of Trustees.

- Based on discussions with administrators and faculty and a review of institutional policies, UMKC has implemented clear and fair policies regarding governance, human resources, compensation, promotions, and support services for the conduct of university operations.

- In response to the recent lawsuit alleging the inappropriate behavior by two UMKC faculty members, the university implemented an Unlawful Discrimination and Sexual Harassment Non-Supervisory Seminar. The seminar, required of all UMKC employees, is designed to help employees: (1) identify key elements of unlawful discrimination and harassment; (2) identify what constitutes sexual harassment; (3) know and be able to explain why this information is important; and (4) gain a working knowledge of what to do if discrimination, harassment, or sexual harassment is or appears to be happening. In responding to such an issue in a rapid and meaningful way, the institution has demonstrated its intent and ability to protect its integrity.

- UMKC, an urban-focused institution, has a long and uneven history of interaction with the community surrounding the campus. The current Master Plan and its recent revisions clearly recognize the reciprocal importance of the campus and the surrounding neighborhoods to each other. This mutuality of purpose has led to better relations that enhance opportunities for students and faculty to positively interact with their community partners. Such efforts have produced mutual benefits and resulted in accomplishments to both realize and protect the integrity of the campus.

2. Evidence that one or more specified Core Components need organizational attention

- The most recent UMKC Strategic Plan includes Embracing Diversity as Goal 5 which serves as a clear indication of the campus commitment to diversity as a main component of the strategic plan. UMKC has established administrative structures that recognize the issue of diversity and has demonstrated a commitment to create a highly diverse faculty, staff, and student population. Despite creation of an appropriate structure, outcomes data point to slow progress in achieving a greater balance in diversity at the faculty and student levels. One data point from the 2007 NSSE survey indicates that first year students reported statistically higher amounts of time than all other peer institution types engaging in serious conversation with students of a different race or ethnicity (as well as those of different religious beliefs, political opinions, and personal values). However, findings included in the recent Racial Survey (November 2006) indicate a deep and clear issue with respect to the racial climate at UMKC. In response to the report, the campus has established the position of Deputy Chancellor of Diversity, Access, and Equity. While the new Strategic Plan calls for "Embracing Diversity," minutes of Campus Climate Subcommittee meetings reflect a lack of focus on substance. The university continues to post poor retention and graduation rates for under-represented minority students and witnesses high rates of turnover among its under-represented faculty. In addressing these issues, UMKC needs to prioritize expenditures and focus strongly on efforts to improve the campus climate. Such efforts may include the training of staff, faculty, and students, moving forward with a community-oriented Master Plan, and providing funding and leadership to fully coordinate campus-wide initiatives under the direction of Academic Affairs and Student Affairs.

3. Evidence that one or more specified Core Components require Commission follow-up.

   N/A

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

    N/A

Recommendation of the Team:
Criterion one has been met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1.   Evidence that Core Components are met

- The introduction to UMKC's Strategic Plan 2010-2015 *A Design for the Future of Kansas City's University* emphasizes that the plan's six areas of focus all flow from the university's mission and are designed to carry out that mission. Goal 1 of the strategic plan, to place student success at the center, relates to this part of the mission statement: "to create a vibrant learning and campus life experience." Goal 2, "to lead in life and health sciences," is a direct restatement of a phrase in the mission statement. Goal 4, "to excel in the visual and performing arts, "reflects the "deepen and expand strength in the visual and performing arts" part of the mission statement. And the focus in the mission statement on developing a professional workforce and collaborating in urban issues is enforced through goals 3 and 6 of the strategic plan. Each goal of the strategic plan has objectives designed to aid in implementation; according to materials provided in the Resource Room, these objectives were vetted spring 2009 with a variety of groups internal and external to the university and will begin to be implemented this fall. As noted in several of the comments, there is a need to prioritize the objectives and to align them with the new budget model. At this point in the process, however, it is clear that care was taken to align strategic planning with UMKC's mission.

- Through the many interviews, it was clear to the Team that the recently developed Strategic Plan 2010-2015 involved significant investment from many people across the organization that will help shape the future. For example, based on proactive efforts by the Faculty Senate, the university changed how it has allocated resources to departments to ensure equitable distribution of resources based on income generation. The Master Plan for facilities shows significant capital investment planned over the next 5 years that benefits most programs and constituencies across the system. While there have been a number of changes that have resulted in different directions with strategic planning, the presence of a steering committee should help to ensure stability in the event other changes occur. The Science and Technology committee of the strategic planning group indicated, and this appears to echo in many other areas, the need for the UMKC and KC to work more closely together. The university has a membership in Coalition of Urban Serving Universities (USU), but it is not clear how this membership, for example, has helped the cause of furthering partnerships. The specific strategies for this are unclear as well as a means of assessment. However, UMKC is preparing for a future shaped by various local and national (and international) trends.

- As stated in UMKC's 2008 Urban Mission Statement of the Urban Mission/Community Engagement Subcommittee, UMKC is the urban campus of the University of Missouri System with a correlating commitment to developing solutions to 21st century problems.

Through various documents and activities, UMKC is demonstrating its commitment to addressing a future shaped by societal and economic trends far different from those of the university's earlier history. For example, UMKC's Strategic Plan 2010-2015 has as an objective to "build programs to develop the workforce to address current and future community needs," including helping the industry in and around Kansas City to assess its future workforce needs. Supporting this effort are UMKC's interdisciplinary PhDs, which have as a goal to train leaders of the workplace of the future. This Strategic plan also speaks of strengthening the city's educational pipeline and integrating the University's resources within the Kansas City community. Subsequently, the city of Kansas City will serve as a laboratory for research into solutions to urban problems. UMKC has also begun to bring its long-standing focus on the arts (Conservatory of Music and Dance) through its recent activities researching and promoting the arts as an economic catalyst.

- Within UMKC itself are developments that show the University's understanding that it, too, must adapt to a different student body from the one that formed its beginning in 1933. Examples include the PACE program for nontraditional adult learners, the 2007 creation of the Office of Diversity, and the ongoing support of the Hispanic Advisory Board and the Black Community Partners. Based on these and other examples, UMKC is showing that it is aware of the need to plan for a different future both for itself and in support of the community of Kansas City.

- UMKC like many other universities nationwide, is experiencing financial challenges as a result of the recession. Despite this economic downturn, UMKC is working on several fronts to maintain its resource base that supports educational programs now and into the future. For example, UMKC began in 2002 a facilities planning process that includes five-year building maintenance and replacement plans. This campus master plan envisions a Cultural Arts District near the Volker campus and, in 2008, built a new Health Sciences Building to serve the schools of nursing and pharmacy. The immediate concern, however, is how UMKC will deal with an almost guaranteed shortfall from the state for FY 2011, especially in the face of two factors: 1) raising tuition will decrease access when the University if trying to increase undergraduate enrollment, and 2) the Development Foundation's goal is to take UMKC "to the next level," not fill in gaps created by the state. The Chancellor and Provost are well aware of these budget challenges and have begun developing new strategies to mitigate the effects of funding losses.

- To focus more of the scarce funds directly on the academic areas, UMKC adopted a new budget model in 2009 to be phased in over 3-4 years. This new model, which provides funds "directly" to the academic areas, weights student credit hours based on discipline-specific costs of instruction. To augment income received from state support and student tuition, UMKC recently formed the UMKC Development Foundation to lead in future fund-raising efforts.

- UMKC also engages in enrollment planning and has produced a Strategic Enrollment Plan, 2007-2011. The major enrollment goal that UMKC has developed is to balance better its undergraduate with its graduate enrollment. In addition, the university has programs like the Program for Adult Education (PACE) formed in Fall 1981, to increase the enrollment of nontraditional learners and has developed a "metro rate" to encourage students from outside the central Kansas City and four neighboring Kansas counties area to attend UMKC. With a projected 7.6% drop in Missouri high school graduates, it is prudent to target potential students other than high school seniors. For example, over 25% of the students in the 2008 exit survey indicated that there were conflicts between school and jobs. Data seem to potentially support that there is another student audience the university can be attracting – those who don't have time for traditional daytime education – that could, for example, be candidates for online or other forms of distance education.

- Through the formation of the Assessment Committee, UMKC has sought to integrate assessment with planning and budgeting, according to its charge. Led by a 16-member

team representing all academic units, the Assessment Committee works with the Program Evaluation Committee to combine assessment with program review. In addition, the committee is charged to coordinate a reporting system that includes the results of measures like NSSE and MAPP as well as summaries of college- and school-based assessments. The Office of Institutional Research, Assessment, and Planning (IRAP) was established in 2007 to aid in these efforts with its three-pronged approach to the use of collected data: data warehousing, institutional research, and academic assessment. During the spring 2009 semester at the Chancellor's request, IRAP set up a data room which houses four touch screen monitors, allowing a viewer to see four different sets of data from the warehouse at one time, making it easier to analyze how particular factors in combination lead to particular results. These examples all illustrate that UMKC is using different means to establish a climate of continuous improvement. However, except in a few areas on campus, making changes based on the collection and assessment of data is not yet happening.

2.   Evidence that one or more specified Core Components need organizational attention

N/A

3.   Evidence that one or more specified Core Components require Commission follow-up.

N/A

4.   Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

N/A

Recommendation of the Team

Criterion 2 has been met; no Commission follow-up is recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1.   Evidence that Core Components are met

- The University of Missouri System Board requires that all academic programs and centers have evaluations every five years. At UMKC, the Program Evaluation Committee is charged with this responsibility by the Provost. Each academic unit and academic program is required to participate in the program review process, with timeframes and requirement adjusted for externally accredited program review cycles as stated in formal guidelines. Assessment of student learning is linked with program evaluation; however, academic units have not adhered to this aspect of the review process. The process varies across the university. As noted below, the Team recommends that the Institution review, analyze, and revise the process and require program assessment.

- The self-study has documented a number of ways that the organization creates effective learning environments. Most notable are the ways that these environments intersect with the surrounding communities, thus providing "real world" experiences for students at the undergraduate, graduate, and professional levels. The university supports learning environments in a number of non-classroom settings (for example, the Living – Learning

Communities that bring students with similar interests together in a variety of settings. Many opportunities to explore diversity connections are abundant on campus (for example, the Social Justice Lecture and Book Program and the Rosa Parks Lecture on Social Justice and Activism) which helps UMKC to realize its mission. Learning outside of campus includes many examples, such as the outreach that the School of Medicine performs to serve homeless in the community as well as the Institute for Urban Education. These examples demonstrate that UMKC is providing a rich array of important opportunities for development and learning that occur outside of the traditional classroom.

- UMKC has a history of effective off-campus learning programs, both for credit and non-for-credit.   These are particularly evident among the health sciences professional schools, and the School of Education. The PREP-KC Master's program for teacher leaders provide effective distance learning environments for working teachers. The Masters of Science program in Dental Hygiene Education and MS program in Nursing are examples of a long-term commitment to synchronous distance education based upon well designed blended, on-line and in-place, programs. Both discussions and in data available for this review, these programs are effectively incorporate end-user and student feedback to update curricula. UMKC's information technology platform and use of Blackboard for student learning provide on-line learning environments that are competitive with other public and private sector vendors.

- UMKC has established several teaching awards. Recognition occurs primarily in colleges and professional schools. One university award, Curators' Teaching Professorship, has been recently added. The Curators' Professorships recognize the merit of "outstanding scholars with established reputations." The Curators' awards are founded on a nomination process beginning at UMKC and concluding with the University of Missouri System Curators' endorsement. For new faculty, there exists a "New Faculty Teaching Scholars" program initiated at the System office.

- Teaching evaluation is a college/school based activity. There is no university-wide approach or evaluation template for determining teaching excellence or issues requiring faculty development resources. Results of teaching evaluations remain in the academic units and may be shared with the Provost's office. FaCET does have "conversations" concerning teaching activities; however, they are informal chats without any follow-up activities. This is viewed as a desired process by faculty participating in FaCET activities that emphasize technology concerns. Additional seminars on online instruction and technology have been given. Specific software applications have been scheduled by ITS for UMKC faculty. Since distance learning is nested in professional schools, their faculty provides leadership for innovative teaching techniques.

- The self-study provides numerous examples of the way UMKC supports effective teaching. For example, there are awards at the department, university, and UM system levels to recognize superior performance. There is a tenure system in place that also includes focus on good teaching. The FaCET appears to be an exemplary center for professional development for faculty who want to be an exemplary center for professional development for faculty who want to become better teachers. The program review process has sections that emphasize teaching and scholarship and outcomes assessment. What is not clear is how specifically teaching is assessed (is it completely from student evaluations and promotion reviews?) and how this information is provided back to the faculty member to improve teaching.

- UMKC has evidenced in the self-study a number of resources that support learning in the institution. Commendable is the Supplemental Instruction program that has been demonstrated to improve course grades significantly over those of students who do not participate in the program.

2.   Evidence that one or more specified Core Components need organizational attention

- The libraries at UMKC have dedicated staff members who work very hard to provide quality library resources and services to the campus community. The 1999 HLC report recommended that adding more volumes of books and journals should continue in order to provide adequate resources for the faculty and students. A special allocation from the Provost's Office has been made the last three years that supplemented the regular budget. That allocation will not continue after this year. The Libraries' budget is seriously limited, which jeopardizes the numbers and quality of resources that can be acquired. The Library's staffing levels and resource holdings are well below those of peer institutions. Special effort must be put forward to increase the libraries' budget if they are to provide the breadth and depth of resources and instructional services that a research university demands. The fulfillment of the Libraries' and the University's strategic plans relies on increased revenue. The libraries that serve the Schools of Medicine and Dentistry also need some focused attention to improve the quality of their collections.

- Faculty members praised the librarians of Miller-Nichols Library as dedicated professionals who provide exceptional instructional and other library services. The Marr Sound Archives is internationally acclaimed and is using a $502,000 Andrew Mellon Foundation grant to digitize historic radio recordings in the collection. The Archives houses many interesting and irreplaceable collections and the staff should be lauded for their work. When completed, the retrieval system (The Robot) that is currently under construction and the resulting renovation of the Miller-Nichols Library will enhance not only the physical library facilities, but will introduce much-needed student social and collaborative learning spaces. An expansion of the current building will occur in Phase 2 of the construction. The expansion will include classrooms that will alleviate problems caused by too few classrooms on campus. Additional educational synergies can be realized by students and faculty by being in such close proximity to library resources and professional librarians.

- There have been attempts previously (documented in the self-study) to review and revise the general education curriculum; meetings with the College of Arts and Sciences indicated that the plan was to infuse the curriculum with content that is global and culturally diverse in nature. The Arts and Sciences Student Council has proposed a plan for the general education program that will be reviewed by the Arts and Sciences Curriculum Committee in Fall 2009. It may be that the recommendations need to be examined and acted upon in ways that do not decrease the number of credits but improve innovation and relevance of the general education program content that is supported by clear learning outcomes. Therefore, it is advisable for the university to actively engage in discussion and revision of the general education curriculum to ensure its relevance to skills needed to function in contemporary society.

3.   Evidence that one or more specified Core Components require Commission follow-up.

- The 1999 site team visit report noted that the university is fulfilling its mission in terms of student learning and teaching. One of the focus areas of the 1999 visit was assessment, which received a detailed review at that time. The team noted strengths, such as core faculty dedicated to assessment practice, the existence of several years of data for longitudinal analysis, and the excellence of assessment programs in the

professional schools. There were a number of areas noted for emphasis, including the development of institutional policy statements on assessment and the expectations for assessment, and the integration of assessment with program review. To meet the recommendation of developing a unified system that would assist in integrating databases, UMKC has developed an assessment website that provides this information. Included on the website is a philosophy statement that describes the UMKC approach to assessment (Assessment for Learning). In 2005, UMCKC instituted an assessment task force that addressed several of the 1999 visit concerns around assessment definitions. A review of the self-study indicates that many of the task force recommendations are being carried out in multiple phases. A review of the degree programs in the catalog (specifically, Bachelor of Science in Biology; Dental Hygiene; Juris Doctorate) yielded inconsistent information around outcomes. For the Bachelor of Science in Biology, there are many outcomes that appear to be problematic in terms of measuring. However, most degree programs have required outcomes. What is questionable is how they are being assessed and how this information is cycled back into academic program reviews. A review of the UMKC 2006 Assessment plan suggests that UMKC is taking a comprehensive approach to evaluation; however, the table shows surveys that students take, which suggests a focus on data collection that was noted in the 1999 NCA visit. In Criterion 2, information was put forward regarding several surveys that have been conducted with students related to diversity. What is not clear is how these data are being analyzed longitudinally and also how results are being used to change and improve current practice/learning.

Therefore, the Team has determined that a university-wide system of assessment must be designed and implemented. A wide variety of assessment mechanisms must be used to review the curriculum and student learning outcomes critically and to document that it meets the educational purposes of the University. Work must begin immediately to write assessment plans in all campus units as well as a formal institution-wide plan for the assessment of student learning.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

      N/A

Recommendation of the Team
Criterion 3 has been met; However, Commission follow-up is recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. **Evidence that Core Components are met**

- UMKC has created, over the past 30 years, a rich variety of resources for faculty, and administrators that support professional development and learning. Review of the FaCET website shows a variety of development opportunities for faculty, including APA style information and techniques for teaching in hybrid environments; additionally, there is an annual symposium on the scholarship of teaching and learning that appears to be a forum for disseminating best practices.

- The importance of learning for UMKC staff is highlighted in the self-study. There are a variety of opportunities for staff to engage in academic learning through tuition reductions for UMKC courses. Individual departments also offer a variety of professional development opportunities, such as staff in the Center for Academic Development being encouraged to attend conferences. Notable are the development opportunities, evidenced in the self study, for staff to receive professional development through Kansas City community agencies. However, meetings with staff suggested that budget cuts have caused a reduction in on-site training opportunities around technology and that off-campus continuing education training has been more limited. It is suggested that executive leadership examine the impact of budget cuts on valuable professional development opportunities.

- UMKC has a long history of learning outside of the classroom that supports learning inside of the classroom. Students in many programs are required to engage in service learning; in many ways, the service learning component of education in a large number of programs is exemplary. For example, the services provided to the community by the Schools of Dentistry, Medicine, and Education (through the Institute for Urban Education) demonstrate that students make the connection between learning, practicing, and demonstrating a commitment to social responsibility. The Living Learning Communities provide creative and collaborative learning environments that blend residence experiences and classroom learning. The self-study provides numerous examples of co-curricular activities that demonstrate a commitment to social responsibility (including the Big Sister program through the Women's Center and the Upward Bound program, both of which connect UMKC to the larger KC community). While laudatory, these programs would benefit from a formal program of assessment such that impact can be assessed and the extent to which needs of Kansas City are being met through these programs (and needs that are not being met that would be opportunities for future service learning projects). The University has desired (and made a part of the 1999 accreditation visit by the Higher Learning Commission) to improve university-community relations and connections. Such assessments provide new opportunities for growth in this area.

- UMKC and its governing bodies demonstrate a commitment to intellectual diversity. The Board of Curators' statement provides a clear direction for intellectual pluralism, and the Faculty Senate statement on academic freedom confirms consistency between the faculty position and that of the curators. The faculty response to Bill 213 also demonstrates that the legislature is dedicated to protecting intellectual diversity in its campuses and that the faculty is active in engaging its unique voice into the discussion. Academic freedom is also upheld clearly in the bylaws of the UMS board, and faculty have clearly linked intellectual diversity with scrutiny and review within the professional disciplines. This is evidenced by a policy change at UMKC that creates a separate IRB approval for oral history that is portrayed as innovative. From the evidence presented, UMKC and its governing bodies, through policy and action, ensure a culture of intellectual diversity.

- Over the past 6 years, total research activity (measured in dollars) increased to FY2005 with a sharp decrease in FY2006. Research dollars across the various schools and programs is healthy. Meetings with Research Office personnel indicated that Psychology and Medicine both lost key faculty who had large grants which resulted in the decreases and that it is not a symptom of any larger issues related to research productivity. As part of fostering research and faculty development, a portion of the indirect funds that are returned to the department are used to support the Research Incentive Fund program which provides faculty members opportunities to engage in smaller projects.

- The appointment of a Vice Chancellor for Research highlights the university's focus on promoting more research through the establishment of a new center, with the help of a large grant from the UM system, that will help new researchers with seed money to

apply for larger grants with interdisciplinary focus. Finally, the interdisciplinary PhD programs foster intellectual collaboration between faculty and students that produce knowledge and skills needed for 21st century scholarship. Interviews with the Dean of the Graduate School are consistent with a reported need in the self-study for more money and / or programs that foster research and grant application opportunities for faculty. Therefore, faculty and students create knowledge and support scholarship.

- Many of the professional schools, such as Medicine, Dentistry, Nursing, and Pharmacy, and others such as the School of Education, have large grants and have well established research agendas. Research and other types of scholarly activity are acknowledged in the community. Examples include the College of Arts and Sciences website that recognizes faculty and student accomplishments and through publications such as UMatters. One suggestion is to use the FaCET site to recognize faculty accomplishments, particularly those related to teaching and learning development to potentially foster research interests groups and potential mentoring opportunities. Additionally, it would be good to track student scholarly contributions including publications; this would help not only to assess the extent to which UMKC students are contributing to the professions, but it would also be a very powerful graduate (and potentially undergraduate) recruiting tool.

- The President's Academic Leadership Institute is also noteworthy for its demonstration of efforts on the part of the UM system to provide development for its top administrators. Therefore, UMKC and the broader UM System demonstrates a commitment to faculty professional development and student learning. (http://www.umsystem.edu/ums/departments/aa/pali/).

- The UMKC self-study provides a number of examples of how it ensures that faculty, staff and students acquire and apply knowledge in responsible ways. The IRB website (http://web2.umkc.edu/research/ORS/Support/IRB/At%20UMKC.html) provides detailed information to the UMKC about responsible research and acts as a training tool for current and prospective researchers. The Office of Research Services manages pre and post-award grants and helps ensure that ethical research is being conducted. The Responsible Conduct of Research initiative appears to provide ethical research training to students (but on a voluntary basis). Faculty and students conducting research are required to complete formal IRB training (confirmed by interviews with the Office of Research Services team). Many of the programs at UMKC are governed by professional accrediting bodies and, as such, must demonstrate integrity in acquisition and application of knowledge. The Office of Intellectual Property Management provides standards that facilitate the development of patents and supports entrepreneurship in the academic environment. Academic integrity policies are published by the UM system curators (http://www.umsystem.edu/ums/departments/gc/rules/programs/200/010.shtml) and on the UMKC website (http://web2.umkc.edu/provost/policies/Academic%20Integrity.asp). It would be useful to evaluate the value that turnitin.com and its integration into Blackboard is having on numbers of incidents of academic dishonesty due to plagiarism. In summary, UMKC has a very strong set of policies, procedures and practices that ensure responsible acquisition and application of knowledge.

- Academic program review is the predominant method of assessment of curricula at UMKC. Multicultural and diversity aspects of curricula and programs are evident in many school and college reviews. Curricula are often revised with input from alumni, employers, and community representatives. For example, the School of Nursing confers with a group of interested community leaders to assess the curriculum. The Schools of Dentistry, Medicine, Pharmacy, and Nursing formed the Hospital Hill Diversity Council that works to ensure informed and competent interactions with diverse populations. The development of programs that prepare students to work in a global society is exemplified by the College of Law's Summer Study Abroad programs to Ireland and China. These

programs afford students the opportunity to experience another culture while living and learning abroad. Similar programs appear to be lacking at the undergraduate level. Steps should be taken to develop measurable curricular opportunities in all undergraduate schools and in student organizations.

2.   **Evidence that one or more specified Core Components need organizational attention**
    N/A

3.   **Evidence that one or more specified Core Components require Commission follow-up.**
    N/A

4.   **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
    N/A

Recommendation of the Team
Criterion 4 has been met; no Commission follow-up is requested.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1.   **Evidence that Core Components are met**

- As an urban serving university, UMKC has a long history embedded in the social and economic changes of the greater Kansas City metropolitan area. UMKC's professional schools, particularly in the health sciences and education, have well developed constituency feedback structures, primarily in the form of community advisory groups. It is evident from constituency feedback during the visit that the services of the professional schools are highly valued, and these constituencies said they were engaged.

- The UMKC Board of Trustees provides a formal community-based platform for feedback to the Chancellor and senior administrators. Both the Trustees and community representatives were very pleased with the University's engagement in the areas with which they were familiar. Approximately a decade ago the university had a highly visible conflict with an adjacent neighborhood that led to a critical evaluation of the University's engagement with the city and the greater metropolitan area. Part of this reflective – learning – evaluation is evident in the institutional accreditation study on gaps in 'what is says' and on 'what it does' and the subsequent measures to change its plans and enhance its community outreach.

- The professional health and education schools have numerous community-based service programs that may not be offered by other organizations. Each is a direct response to constituent needs identified by key community stakeholders. The School of Education's *Community Involvement Course* and the *Sojourner Clinic* are examples of programs designed to meet critical education and health needs in Kansas City. For the

former, students become integrated into community activities, voluntary organizations, and internships. Students both learn about and contribute to the community's civil society. The Sojourner Clinic is free and provides outpatient care to the homeless and underserved populations in association with the *Grand Avenue United Methodist Church.*

- Professional workforce development in the health sciences is a historic demand for UMKC. Distance education is a preferred mode of education for both employers and employees, given both workplace and family obligations. Providing high quality professional development (non-credit) and degree programs is essential for both employers and students. As examples, the Nursing and Dentistry programs are highly valued by both employers and students. Moreover, these programs have received national recognition for the quality of the curriculum and the quality of their on-line and in-place clinical delivery.

- The self-study describes a number of examples of how service learning is an integral part of learning at UMKC. Examples include students who work on actual cases in the School of Law; medical students who provide services to the homeless population in Kansas City; dental students who provide reduced fee dental work; and the Community Involvement course, originating in the Institute for Urban Education, provides opportunities for education students to complete internships in community settings. These examples demonstrate the richness of the learning experience and how this learning is given back to the communities in which UMKC resides. The total hours of service learning demonstrates the significance of the time invested. It would be useful to have an ongoing program of assessment to demonstrate the impact these hours are having on the community and on students.

2.   **Evidence that one or more specified Core Components need organizational attention**

- The general self characterization of UMKC as a highly decentralized institution is evident in its organizational capacity to engage its identified constituencies and communities. The extent and effectiveness of engagement tends to be unit specific, with those that have the longest and most embedded community engagement, such as the professional schools, also having the greatest capacity for effective and nimble engagement. Consistent with interviews, UMKC needs to develop a systematic centralized capacity to coordinate and evaluate the University's engagement with its broad spectrum of constituencies.

3.   **Evidence that one or more specified Core Components require Commission follow-up.**
                N/A

4.   **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

                N/A

Recommendation of the Team
Criterion 5 has been met; no Commission follow-up is requested.

V. STATEMENT OF AFFILIATION STATUS

[Refer to instructions for standardized language and team options to insert here.]

A. Affiliation Status

NONE

B. Nature of Organization

1.   Legal status
No change

2.   Degrees awarded
No change

C. Conditions of Affiliation

1.   Stipulation on affiliation status

No change

2.   Approval of degree sites

No change

3.   Approval of distance education degree

No change

4.   Reports required
None

5.   Other visits scheduled

Focus Visit on Assessment during Spring 2013.

A Focused visit is required following the development and implementation of an effective assessment plan which will provide useful data to guide and evaluate learning outcomes. The Team recommends that the visit occur in May-June of 2013 and will ensure that an effective assessment process is in place and used.

Rationale and Expectations

During the last comprehensive re-accreditation (1999), assessment of student learning procedures were found rudimentary and ineffective in informing classroom and curricular improvements. Ten years later these problems persist. Examining the programs reveals an absence of learning outcomes for many majors. Outcomes listed are not easily measured. This absent initial step does inhibit the construction of program assessment plans.

This university-wide lack of department/program assessment plans reflects UMKC's academic history. Multiple factors in the past ten years account for this situation. The administrative and academic leadership (e.g., six chancellors, seven provosts in eight years) changes have not signaled the importance of assessment to tenured faculty, formed the structural elements for assessment leadership, or provided the resources for assessment activities outside the professional schools.

Additionally, the "confederation" organizational dynamic has weakened the efforts of "core" academic personnel. Assessment in the professional schools *is well developed* with a strong commitment to the requirements of their specialized accreditation agencies. Assessment in the School of Biological Sciences and the College of Arts and Sciences, however, is not well developed or conducted routinely.

Promising events have occurred in the past two years. A basic infrastructure has been constituted by the appointment of a Director of Academic Assessment (2007), Director of Institutional Research, Assessment, and Planning, and a Vice-Provost of Academic Affairs (2008). Professional Schools continue to rely on external accreditation agencies for definitions of assessment activities. This has led to wide spread use of standardized tests having little application to student learning in classrooms or programs. Other programs, especially Arts & Sciences and College of Biological Sciences, have not crafted assessment plans or explored student learning activities. It is interesting to note that History did become engaged in assessment, but this was judged a "failed attempt" by other faculty. Another example was learned during meetings with leaders in Student Affairs in that they have begun to create learning outcomes for a number of activities related to this department (with a goal to have outcomes for all major student affairs/student life programming within 5 years). For example, learning outcomes were used to design first-year student orientation; parents and students completed surveys based on the outcomes, and that data has been used to adjust the program as needed to be maximally effective. An absence of resources for assessment activities has sent a message to faculty stalling the implementation of assessment for classes, programs and institution. Reducing the funding for FaCET affirms the low priorities of assessment knowledge and skills for faculty roles.

The conceptual approach articulated by the Director of Assessment is based on proven assessment practices. It does require a coordinated effort from other campus unit. FaCET (faculty development) needs to be directly connected with faculty assessment knowledge and skill development. An annual assessment report form was created and needs to be implemented. Assessment Conversations was initiated and learning Assessment Inventory was crafted and is awaiting completion.

Resources currently available for the assessment director are not sufficient to stimulate the faculty involvement in classroom and program levels. Director of Assessment and IRAP office will need additional staff to engage faculty in progressive stages of assessment use and respond to assessment activities. Additionally, core administrators need to include assessment as an important initiative along with attention given to recruitment/retention of students.

Institutional demonstrations of assessment of student learning activities should be undertaken to generate discussions and adoption of assessment as an integral component of teaching activities. Assessment should be found in the classroom, laboratory, and service learning activities. Moving to best assessment practices, faculty

should collaborate in analysis of current assessment approaches to find the "best fit" for student learning across UMKC.

Assessment Plan Implementation Phase has occurred (2007). The tree phase approach has yielded completion of phase one (2007-2008), but failure to re-conceptualize general education in phase two (2008-2009) has stopped further progress. Approval of the plan has not occurred and movement toward successfully achieving this goal is in doubt.

Steps must be taken to assure the assessment of student learning outcomes in all academic and co-curricular programs throughout the Institution. A wide variety of assessment mechanisms must be used to review the curriculum and programs and student learning outcomes critically and to document that it meets the educational purposes of the University. Work must begin immediately to write assessment plans in all campus units as well as a formal institution-wide plan for the assessment of student learning.

Focus visit team members visit should reveal 1.) a university wide assessment plan linked to the completion of the three phases found in the UMKC Assessment Plan including a timeline for implementation; 2.) General Education learning outcomes clearly stated and documented at the University and academic-unit levels; 3.) Documentation of student learning activities and their application to classroom, program, graduate studies, and professional fields should be available for examination; 4.) Integration of Student Assessment with Program evaluation activities with illustrations of application to improve learning; 5.) Collaboration between academic units to ascertain student learning linked to student matriculation in program stages. This should include the connections between IR, Assessment, and Academic Affairs review; 6.) centralization of assessment activities through the Institutional Assessment office.

   6.   Organization change request
         None

D. Commission Sanction or Adverse Action
           None

E. Summary of Commission Review

The Team recommends continued accreditation for the University of Missouri-Kansas City. The next comprehensive visit: 2019-2020

 Rationale for recommendation:
UMKC meets all of the criteria for continued accreditation. The Institution has an appropriate mission, operates with integrity, an appropriately operating governance structure, an effective strategic plan for the future, an adequate resource base with a strategy for declines, values land supports effective teaching, offers excellent learning environments, supports research and academic freedom, and engages and serves its communities in mutually beneficial ways. Its system/process of assessing student learning, however, is inconsistent and needs institutional attention.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS
None

WORKSHEET ON
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:
(list)

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The Team has reviewed this component of federal compliance and UMKC is compliant with normal standards. UMKC uses standard measures of (1) credit hours (50 minutes for class; 110 minutes for laboratory), (2) academic program lengths (30 weeks divided into two semesters), (3) minimum credits for baccalaureate degree (120 credits), and (4) variable minimum credit for graduate and professional degrees. Tuition is set by the University of Missouri Board of Curators and varies by student level (undergraduate, graduate, and professional). This information is provided in catalogs, web sites, and the APLU Voluntary System of Accountability (VSA).

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The Team has reviewed this component of federal compliance.
Comments:
UMKC is compliant with federal law. UMKC maintains a web-based form for complaints and maintains a UMKC Helpline to assist in answering questions, resolving student complaints, and referring callers to appropriate academic or support services. A detailed, computer-based record is kept.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance and UMKC meets the standards of compliance. UMKC has an extensive policy accepting credits in transfer from regionally accredited institutions. There are established guidelines in determining transfer course equivalencies.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance and found that UMKC meets current standards. UMKC utilizes Blackboard for course management. This requires a sign-on and password. Assignments can also be submitted via Turnitin.com which requires an email address and password.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- *General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies: The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- *Contractual Relationships: The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance and recommends the ongoing approval of such contracts.
Comments: UMKC meets all of the above – listed compliance responsibilities. Information on each area is available in on-line web sites. Composite financial ratios were provided and each was within a normal range.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.
Comments: Examination of such materials, advertisements, program descriptions, etc. showed UMKC compliant with this standard.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.*

The team has reviewed this component of federal compliance.
Comments: Because of its unique group of schools, UMKC has a plethora of accredited programs (e.g., medicine, dentistry, nursing, pharmacy, law, business, education, etc.) Each is accredited and hosts accreditation visits on a regular basis set by the specific accrediting agency.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

The team has reviewed this component of federal compliance.
Comments: UMKC made the appropriate notification. No Third Party Comments were received.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO
University of Missouri - Kansas City
Kansas City, MO 64110

12-14 October 2009

FOR
The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

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Contents

I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

The University of Missouri-Kansas City has a proud history, depicting how the amalgamation of existing professional institutions with the Liberal Arts school and the development of specifically design units can combine into a symbiotic institution whose whole is greater than the sum of the units. During the last decade, the Institution, because of the strengths within the units, continued to make significant progress despite instability in central leadership. Finding stable centered leadership in the last two years coupled with a desire on the parts of faculty and staff to move to new levels of activity has positioned the institution to move into a new institutional structure with unity of purpose and arenas and relationships with its community constituents to achieve the goals set forth in its Strategic Plan 2010-2015.

II. CONSULTATIONS OF THE TEAM

Institutional Structure:

UMKC faces important questions regarding its university structure. Decisions made in the past created an organizational configuration that is described by many on the UMKC campus as a confederacy of units. Overlapping academic and administrative functions were and are carried out by different colleges. This arrangement proved to be an institutional strength during the past decade when the university was devoid of stable leadership at the levels of Provost and Chancellor. The institution was still able to move forward and report benchmarks of progress mostly through the singular efforts of deans at the individual colleges. This experience of the last ten years created set patterns of organization and governance that reflect a diffusion of authority.

Most recently, UMKC created an ambitious six-point strategic plan with objectives that necessitate a global examination on best methods to achieve these goals in the most efficient, effective, and timely way.   An important preparatory step for this assessment is to look at how the university is organized, its reporting relationships, how to best reduce the reduction of duplicative functions, and how best to create an institutional identity reflective of the sum of its diverse components.
Decisions need to be made whether UMKC is satisfied that the current university structure is the best model for the attainment of articulated goals and objectives or if alternative models need to be implemented before the launch of the UMKC Strategic Plan. Several paths can be taken to arrive at the same destination. Some routes are more direct, less expensive, and pose fewer hazards. UMKC, in charting and fulfilling its future, should first analyze university organization to determine if it is the most effective way to improve chances for its success even before implementation of the strategic plan.

Branding:

In the 1999 Self-Study report resulting from the Higher Learning Commission reaccreditation visit, the team noted that, "despite the large array of community projects identified in the unit self-studies, there is insufficient coordination, guidance, and focus at the university level regarding the strategic initiative. The University's community outreach programs represent a

broad diversity of interests, approaches, and projects. *Yet the University's contributions to the community are not readily identifiable or recognized by the community or other external publics"*. In another section, the review team wrote, "There must be regular two-way communication with the community....One of the consequences of open University – community interactions can be the creation of strong and knowledgeable external constituencies that support the University and its mission."

By all evidentiary accounts, the decentralized organizational structure and culture at UMKC spills out into the community, creating a branding disconnect between the high regard for particular Schools and programs and the perceptions toward the university as a whole institution. This is evident in the 1999 HCL report ". . . *the University's contributions to the community are not readily identifiable or recognized by the community or other external publics*."

During the 2009 HLC visit the Team heard the echos of 1999 in terms of "UMKC is a best kept secret" and "the Schools are better known locally than the great things going on at the university." The 2009 self study indicates that the university is still struggling with these issues, although there has been restructuring to coordinate better communication needs of UMKC. The university should begin an internal cultural campaign that encourages students and faculty to include praiseworthy comments about UMKC when advancing their own programs.

The University has been working on better communications, public relations, and athletics, all of which will enhance the broader perception of UMKC. The university is at a juncture where creating a branding strategy is essential. There appears to be confidence in the executive leadership team (the Chancellor and the Provost). The chancellor has worked to develop better relationships internal and external to the university. In a meeting with the community representatives, the Site Visit Team asked them to suggest ways that UMKC can establish itself as an integral part of the community. Several suggestions were made, including: 1) identify and establish relationships with key people in the community who represent the various constituencies (it was made clear that the Chancellor and the Provost need to be key relationship builders for the university, not just the deans of individual schools that tend to speak on behalf of their schools); 2) continue to expand collaborations with community partners; 3) create a central communications and outreach strategy that gets UMKC (as a brand) into the community; and 4) continue to attract Deans who view partnerships with the community as essential aspects of their positions.

What is clearly needed is a UMKC brand and evidence of a community and university that are integral to each other's success; we advise developing a core advisory group to the Chancellor consisting of internal constituents (including the PR department) and external community representatives (preferably including people from the community who can bring additional marketing expertise to the team) who can work with the Chancellor and the Provost, ask tough questions and develop a core UMKC strategy around this concept.

Diversity:

As a campus with a diverse student body UMKC has several documents describing its relationship and responsibilities to various communities on campus. The language included in

the MOU with the Hispanic Advisory Board and the language included in the proposal for the LSBT Housing Liaison, both of which are signed by the current Chancellor, indicates UMKC's strong commitment to a diversity of learners.

The newly developed and recently released UMKC Strategic Plan 2010-2015, which has been fully vetted by the campus at numerous large, open, public forums, both on campus and in the community, includes as Goal 5 (of a total of 6 goals) "Embracing Diversity." This clear indication of the campus' commitment to diversity as part of the main actions described in its strategic plan reflects the strong commitment to diversity embedded in the UMKC mission.

The findings in the recent Racial Survey report completed in November 2006 in collaboration with Saun Harper from the University of Pennsylvania indicate a deep and clear issue with respect to racial climate at UMKC. In response to the 2006 report the campus has established the position of and hired a DAE. The strategic plan indicates "Embracing Diversity" as Goal 5 of 6 goals. A final report produced details numerous, specific steps needed to be implemented in order to improve diversity and the racial climate of the campus.

Given that the campus continues to post poor retention and graduation rates for underrepresented minority students and that the campus continues to see high rates of turnover among underrepresented faculty, it would seem prudent to prioritize expenditures and focus strongly on those efforts designed to improve campus climate. Such efforts would include the training of staff, faculty, and students, moving forward with a community oriented Master Plan and providing the funding and leadership to fully coordinate campus wide efforts between Student Affairs and Academic Affairs in this area.

Graduate School:

Exemplary graduate programs at UMKC are facilitated through individual colleges on UMKC campus. The deans' offices and department chairs provide leadership in shaping cutting edge curricula and designing future programs to prepare Missouri's professional talent for the future. The School of Graduate Studies (SGS) has a strategic plan with five goals aimed at increasing student access to quality teaching, research, community engagement, valuing people, and improving processes. As an advocate for graduate education, the SGS needs to assume a compelling leadership role in reflecting individual college priorities in graduate education. However, the School also needs to go beyond this function to facilitate inter-university relationships aimed at adding value to graduate students, faculty, and programs across all colleges.

The role of the Graduate Council could be strengthened to include a proactive role in conducting campus wide assessments of student need, student-life, and an equitable distribution of graduate student resources across all colleges. In the Self-Study, the institution has identified a need for programs that promote more focused faculty growth and development for Life and Health Science faculty. The current Graduate Council includes campus-wide representation of

faculty who could be utilized to shape the strategic plan for campus needs in this area of life and health sciences. In general, the role of Graduate Council should go beyond being a minimalist body attending to the immediate needs for curricular attention arising from individual disciplines to one that also champions strategic graduate education across all UMKC colleges.

Effectively managing the Interdisciplinary Ph.D. program has been a SGS priority in recent years. The SGS has targeted student enrollment, retention, and graduation increases for this program. The successful effort of the institution in this regard was reflected positively in the enthusiasm of faculty who interacted with the HLC team. An interdisciplinary program such as this depends heavily on the contributions of faculty across UMKC colleges.   While the institution has planned on-going support in terms of resources and some expanded services, it is recommended that faculty have access to release time to plan interdisciplinary teaching and research. Successful interdisciplinary research involves exploration that addresses the scope and sequence of the integrated disciplines. This requires significant up-front time commitments on the part of faculty for generating ideas or connections between related topics. Providing faculty with release time in addition to workshops, lectures, and award programs would enhance the quality and excellence of the Interdisciplinary Ph.D. program.

First Year Experience Expansion to Promote Campus Life:

Improving the first-year experience of UMKC students goes hand-in-hand with implementing general education reform. There are several national models for building a robust first-year experience that have been promoted by the National Resource Center for the First-Year Experience for Students in Transition. At present, several resources necessary for building a first-year experience program exist at UMKC. These existing resources need to be connected under the umbrella of a first-year experience for maximum impact on the undergraduate student body.

Some of these resources include the world renowned UMKC Supplemental Instruction (SI) program and a few freshmen seminar courses. The SI program uses a peer-assisted study model for students in targeted courses. In addition, the campus offers an Arts and Sciences 100, three credit course called the First-Year Experience or College Success course. The School of Education also offers its own freshmen seminar course. Further, the Writing Center, Advanced Preparation Program and Foreign Language Laboratory all provide student support services.

Once implementation of general education reform is underway the first-year orientation courses and other student support programs should be reconsidered and connected into a meaningful first-year experience program. This will promote coherent integration of knowledge, skills, and values embodied in the new UMKC general education curriculum.   Consolidating first-year experience programs will open up opportunities to design common intellectual experiences like a common freshman reading program and learning communities that promote student retention in small group cohorts. Goals for diversity, service learning and undergraduate research should also be incorporated in designing future first-year experience on campus.

One suggestion is to offer, one book-one community program which can introduce new students to university intellectual conversations and connect the university further with the greater

Kansas City area. One-book, one-community programs as offered nationwide on college campuses feature a book read in common by all new students augmented by campus and community conversations and performances, lectures, and exhibits related to the theme of the book.

UMKC is also in a good position to connect new students, freshman, and transfer, with professors conducting research in all areas. As a model, the University of North Carolina offers new students a First Year Seminar program through which UNC's research professors introduce new students to the research component of a university environment. Students sign up for seminar-size three-credit-hour courses in which well-known research professors introduce students to the research in which they are currently engaged. Because of the excellent professional programs at UMKC, this approach to connecting undergraduates to the research and professional programs seems a viable way to connect new students to the university and to bring all areas of the university together.

Academic Advising:

The Team received conflicting messages on academic advising. Students report serious problems with academic advising and assistance needed for financial aid. This is frequently mentioned by students who commute to UMKC and have jobs. Several students who were ready to graduate found they were missing lower level classes and were required to fill the requirement in order to graduate. Seniors reported the occurrence of many advisors over their academic career at UMKC. These statements were corroborated with results of the Noel-Levitz report showing academic advising needs some observation and Institutional attention.

Enrollment Management:

The university has in the past few years been more diligently conducting studies to understand various populations on the campus and to use the results for improvement. The University has conducted several studies, including the Noel Levitz survey, the NSSE, and the Exit survey. The surveys provide valuable information on the students and their likes and dislikes of university life at UMKC. Several findings seem to point to a need to examine the question, "who is the student"? In the Noel Levitz survey, it was shown that students were least satisfied with commitment to commuters. Commitment to evening and part-time students was also lower than perceived commitment to other groups. Responses to questions such as, would you enroll again? and "The university met expectations" were both low and lower than national and Midwest standards. Over 25% of the students in the 2008 exit survey indicated that there were conflicts between school and jobs. The university is actively using these findings to recommend and make changes to address these concerns. The Division of Student Affairs and Enrollment Management has created processes to engage community organizations and has partnered with the various academic units to implement and enhance the Institution's Strategic Enrollment Management Plan. This plan includes recruitment and retention strategies to reach enrollment goals projected by the academic units based on their capacity for growth and retention. The Division has also instituted an Early Alert Program to assist students who have withdrawn and

needing extra assistance in transitioning to UMKC. The Student Life Office has made a commitment to support commuter students by providing special events. UMKC is also expanding its on-line classes to expand learning opportunities and degree programs.

Assessment of Student Learning and Effective Teaching:

UMKC faces the challenge stated in Criterion three: "The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission." Faculty affirmation indicates achievement is a component of a belief that "UMKC is the best kept secret." Absent is the missing key providing documentation of "evidence" and "teaching effectiveness" associated with student learning. This needs to be demonstrated at undergraduate, graduate, and professional teaching levels. Unfortunately, this situation was found by the previous HLC team who noted that considerable "data" without relevance was present. Progress over the past decade was inhibited by the loss of "core administration [six chancellors and seven provosts over eight years] leadership" signaling low priority of academic assessment to faculty.

Since the last HLC site visit to the University of Missouri Kansas City, there have been modest academic improvements in the curriculum. Several planning steps have been undertaken; however the follow-up has been disappointing. A critical movement to develop general education program involving the entire University has stalled. While the administrative turnover has been significant, faculty has been not been willing to provide leadership in enacting assessment of student learning in classrooms, programs, or general education. The 1999 HLC team reported this absence.

Recently, there has been a glimmer of hope. Administrative leadership supporting assessment priorities has been constituted. The new Provost/Executive Vice-Chancellor for Academic Affairs, Vice-Provost for Academic Affairs, Director of Institutional Research and Director of Academic Assessment establish a collaborative team with potential to make significant progress in assessing student learning. Together, these individuals can influence and enhanced outcomes for UMKC majors. UMKC faculty and administration participate and work as part of the HLC Academy for the Assessment of Student Learning which includes the *Student Learning Portfolio* work of the History Department, focused on the use of e-portfolio methods to assess program level learning outcomes, and the continuous multiple sessions focused on student learning outcome assessment sponsored by FaCET (Faculty Center for Excellence in Teaching). The University of Missouri-Kansas City is committed to excellent academic programs and to providing learning experiences that support students as they strive to master targeted student learning outcomes. The University has demonstrated its commitment through participation in the Higher Learning Commission Academy for the Assessment of Student Learning for AY2007-2008 through AY2010-2011.

Assessment of student learning and actual application in classroom/program student learning was attempted in the past two years. History department's attempt to use portfolios was typed a "failure" with no post analysis seeking solutions to perceived problems. Other invitations, supported by the Director of Academic Assessment, have not been adopted by departments. In many programs, reliance has been on accreditation organizations and graduate school reviews. In the face of these events, the Director's leadership has been noteworthy in the past two years. This experienced individual, who has participated in exemplary national assessment programs,

has fashioned a workable approach to gain faculty acceptance of assessment. It is logical and founded in the assessment literature. It was developed as a response to resistance arising from faculty resistance found in institutions with high percentage of tenured faculty. Similarity UMKC faculty do not appear willing to adopt individual or departmental steps. Instructional development seminars on assessment topics, sponsored by Center, reflect issues found in early assessment materials. The rejection of a "culture of assessment" as a valuable environment reflects faculty belief on assessment.

 HLC's examples of evidence found in criterion 3a and 3c are essential elements of the challenges facing UMKC in assessing student learning and effective teaching. Key questions are: How are your stated student learning outcomes appropriate to your mission, programs, and degrees? What evidence do you have that students achieve your stated learning outcomes?; In what ways to you analyze and use evidence of student learning?; How do you ensure shared responsibility for assessment of student learning?; How do you evaluate and improve the effectiveness of your assessment of student learning efforts?.

The dilemma facing UMKC in the implementation of assessment of student learning and application across programs could be paraphrased in the following statement:

"We seem unable to institutionalize what we value. The good intentions, commitment, and investment of the universities academic leadership often fail to trickle down to the program level. Some programs encourage a culture that values effective teaching; others don't." In fact, there is a rejection of a culture of assessment for teaching and learning.

It is noted that UMKC has involved personnel in a substantial efforts to address Criterion three. The UMKC Assessment Task Force and University Assessment Committee have initiated discussions resulting in plans. There have been attempts to link assessment of student learning with program evaluation. These efforts are valuable, but assessment currently is not "an ongoing process aimed at understanding and improving student learning." Assessment plan implementation continues to be a problem. An important resource, Faculty Center for Excellence in Teaching [FaCET], has not provided the leadership in instructional development in assessing student learning. Personnel turnover and lack of financial resources have significantly muted its voice for assessment activities. While UMKC has excellent connections with the community that appear to support student learning, there is no feedback loop providing assessment evidence for students and programs. Relying on indirect evidence from standardized surveys may suggest sufficient insights, but not relevant evidence addressing the questions.

In addition, UMKC has developed plans to address the assessment problem with the following initiatives:

1. The development of assessment plans for each academic program, to be reviewed and approved by the University Assessment Committee;
2. Review of the program evaluation process to strengthen the connection between student learning assessment and the review and revision of academic programs;
3. Revision of the assessment web site to focus information to assist faculty in the development of academic program assessment plans;
4. Revision of the University Assessment Committee charge to include systematic review

and approval of academic program assessment plans;

5. Completion of the existing university assessment plan and development of a "new" next phase university assessment plan;

6. Review and revision of the university general education program requirements and the development of an associated assessment plan;

7. A review of current curriculum/course approval processes to include the identification of student learning outcomes;

8. Review of faculty development activities to support the planned assessment initiatives.

UMKC assessment efforts must have the resources to make it a valuable activity to the faculty. The administrative core should receive the recognition in campus wide activities and it needs the financial resources to implement instructional development assessment programs. Assessment of student learning and effective teaching should have a high priority on the academic agenda. It needs to be a daily topic of conversation across the campus.

III.   RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

The Team commends UMKC for the progress it has made since the last Comprehensive visit. Despite turmoil at the Chancellor and Provost positions, the Institution advanced. In addition, effective teaching is valued and promoted, Academic integrity, scholarship, and creative activity, and a lifetime of learning are clearly supported. The Institution offers a large array of community service and engagement activities, listens to its external constituents and learns from them. The Team strongly believes that with new, committed leadership, and dedication of the faculty and staff, UMKC has a bright future, a great deal of opportunity, and respectable challenges which can be met with appropriate teamwork. The Institution needs to heed lessons learned from the past, but has a greater need to focus on the future.

INSTITUTION and STATE: : University of Missouri-Kansas City, MO

TYPE OF REVIEW *(from ESS)***:** Continued Accreditation

DESCRIPTION OF REVIEW *(from ESS)***:** Includes visits to selected off campus degree sites.

DATES OF REVIEW: 10/12/09 - 10/14/09

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: B, M, S, D, 1st Prof

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: The Commission's Streamlined Review Process is only available for programs in the United States. The University must notify the Commission before opening any new programs sites outside the United States.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission Approval Required

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: None

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: Spring, 2013: Focused Visit on Assessment

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1998 - 1999

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

TEAM RECOMMENDATION: 2019-2020

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Missouri-Kansas City, MO

TYPE OF REVIEW *(from ESS)*: **):** Continued Accreditation

_X__ No change to Organization Profile

Educational Programs

		Program Distribution	**Recommended Change (+ or -)**
Programs leading to Undergraduate			
	Associate	0	
	Bachelors	58	
Programs leading to Graduate			
	Masters	48	
	Specialist	4	
	First Professional	4	
	Doctoral	9	

Off-Campus Activities

In-State:		Present Activity:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Sites:	Columbia (University of Missouri-Kansas City - UMKC School of Pharmacy) ; Joplin (University of Missouri-Kansas City - MSSU) ; Kansas City (UMKC Northland) ; St. Joseph (UMKC Nursing)	
	Course Locations:	70	

Out-of-State:		Present Wording:	**Recommended Change: (+ or -)**
	Campuses:	None	
	Sites:	None	
	Course Locations:	Kansas City, KS (Kansas City KS School District) ; Overland Park, KS (Black & Veatch) ; Overland Park, KS (Bnai Jehudah Educational Center) ; Overland Park, KS (Hyman Brand Hebrew Academy) ; Overland Park, KS (Kansas City Young Audiences) ; Prairie Village, KS (The	

AlzheimerÌs Association€Heartland Chapter)

Out-of-USA:	Present Wording:	**Recommended Change: (+ or -)**
Campuses:	None	
Sites:	None	
Course Locations:	Dublin, Ireland; London, United Kingdom (Missouri / London Program)	

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change:
    (+ or -)