

UMKC
measures up

APPENDICES

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Appendix 1

UMKC Outreach Efforts to the Minority Community—A Summary

Office of Admissions

The University of Missouri–Kansas City Office of Admissions engages in many activities throughout the year that are to inform the community about what UMKC offers. Many of these efforts are within and for the minority communities. The following is a summary of those initiatives:

2006-2007 academic year (August – July):

- Approximately 110 high school and community college visits to schools that serve a predominantly minority population. For example, we visited schools in the following school districts:
 - Kansas City, Mo., School District
 - Kansas City Kan., School District
 - Center School District
 - Grandview School District
 - Turner School District
- Charter Schools:
 - Alta Vista High School
 - University Academy
 - Hogan Preparatory Academy
- Community Colleges:
 - Penn Valley CC
 - Donnelly CC
 - Kansas City Kansas CC
- Twenty-six college fair programs at schools or events that serve a predominantly minority population. Here are some of the fairs attended:
 - Center High College Fair
 - Infinite Scholars Fairs by the Urban League of Greater Kansas City
 - Calvary Temple Baptist Church
 - Cristo Rey College Fair
 - Northeast HS College and Career Fair
 - Kauffman Scholars, Inc. Conference College Fair
 - Class 2 Parent Only Summer Activity
 - Predominately African-American churches throughout Kansas City

- More than 40 community events and presentations that serve a predominantly minority population:
 - College Planning presentations made to area high schools, community groups, and on-campus visitors
 - Southeast HS Senior Night
 - Van Horn HS Senior Night
 - College For a Day with KCMO and KCK School District School
 - UMKC Application Days in the following schools:
 - Northeast High School
 - Central High School
 - Lincoln Prep
 - Kauffman Scholars, Inc. Conference
 - Kauffman Scholars Summer Camp
- Nineteen on-campus events and presentations primarily serving minorities
 - UMKC annually hosts the two African-American Youth Day and one Hispanic Youth Day programs for sophomore students from around the metro area. Each program hosts 300-400 students.
 - College For A Day targeting Kansas City, Mo., and Kansas City, Kan., schools
 - UMKC's AALO Conference
 - Enter the Blue, Go For The Gold Welcoming Reception
- Thirty student groups hosted through the Welcome Center

2007-2008 academic year (August – July):

In Fall 2007, the Office of Admissions underwent a transition in staffing. We created a position for a Coordinator of Multicultural Recruitment whose primary responsibility was to recruit and provide outreach to students in the Kansas City, Mo., and Kansas City, Kan., school districts. Also, a full-time regional recruiter was hired to provide outreach in St. Louis, Mo. and Chicago. Both of these individuals have assisted in targeting students of color and forging new relationships with community partners.

The following is a highlight of initiatives for the 2007-08 academic year:

- Approximately 65 schools and community college visits to schools that serve a predominantly minority population. For example we visited schools in the following school districts:
 - Kansas City, Mo., School District
 - Kansas City, Kan., School District
 - Center School District
 - Hickman Mills School District
 - Grandview School District
 - Turner School District
 - St. Louis Public Schools
- Charter Schools:
 - Alta Vista High School

- University Academy
- Cristo Rey
- Hogan Preparatory Academy
- Community Colleges:
 - Penn Valley CC
 - Donnelly CC
 - Kansas City, Kansas CC
- Twenty-five college fair programs at schools or events that serve a predominantly minority population. Here are some of the fairs attended:
 - Imagine Renaissance Academy College Fair
 - Center High College Fair
 - Infinite Scholars Fairs by the Urban League of Greater Kansas City
 - Calvary Temple Baptist Church
 - Cristo Rey College Fair
 - Northeast HS College and Career Fair
 - Kauffman Scholars, Inc. Conference College Fair
 - Class 2 Parent Only Summer Activity
 - St. Louis Public Schools College Fair Week
 - 100 Black Men of Chicago
- Twenty community events and presentations that serve a predominantly minority population:
 - College Planning presentations made to area high schools, community groups, and on campus visitors
 - Northeast HS Senior Night
 - Southeast HS Senior Night
 - Van Horn HS Senior Night
 - Alta Vista Parent Night
 - Cristo Rey College Prep Presentation
 - College For a Day with KCK Schools District Schools
 - St. Louis Public School District's College Summit college prep classes
 - Terry Riley's Back To School Rally
 - College For a Day with KCK School District School
 - UMKC Application Days in the following schools:
 - Northeast High School
 - Central High School
 - Lincoln Prep
 - EXPLORE Program with Mattie Rhodes
 - Kauffman Scholars, Inc. Conference
 - Kansas City Summer Transportation Institute Program Summer Program
 - Kauffman Scholars Summer Camp
 - SWECC Summer Scholars
 - Awesome Ambitions Girls Conference with Links Chapter of Greater Kansas City

- Community organizations that we partner with:
 - Urban League
 - COHO
 - Mattie Rhodes
 - UMKC Upward Bound
 - Kauffman Scholars
 - Bloch Scholars
- Seven on-campus events and presentations primarily serving minorities
 - UMKC annually hosts the two African American Youth Day and one Hispanic Youth Day programs for sophomore students from around the metro area. Due to demand, a second day for Hispanic Youth Day was added.
 - College For A Day targeting Kansas City, Mo., and Kansas City, Kan., schools
 - UMKC's AALO Conference
 - Enter the Blue, Go For The Gold Welcoming Reception
 - Various student groups hosted through the Welcome Center

2008-09 academic year (August – July):

In Fall 2008, we placed an emphasis on providing a comprehensive and positive campus visit experience because research has proven that the campus visit is the most important factor in the college decision-making process. While we continued visiting students in their schools and communities, you will also notice an increase in group visits to campus.

- Made approximately 85 high school and community college visits to schools that serve a predominantly minority population. For example we visited schools in the following school districts:
 - Kansas City, Mo., School District
 - Kansas City, Kan., School District
 - Center School District
 - Hickman Mills School District
 - Grandview School District
 - Turner School District
 - St. Louis Public Schools
- Charter Schools:
 - Alta Vista High School
 - University Academy
 - Cristo Rey
 - Hogan Preparatory Academy
- Community Colleges:
 - Penn Valley CC
 - Donnelly CC
 - Kansas City Kansas CC
- Forty college fair programs at schools or events that serve a predominantly minority population. Here are some of the fairs attended:

- NSS College Fair in Kansas City and St. Louis
 - NAACP College Fair in Marshall, Mo.
 - Kansas City, Mo., School District College Fair
 - St. Stephens Baptist Church College/Job Fair
 - Kansas City, Kan., School District College Night
 - Infinite Scholars College Fairs in Kansas City and St. Louis
 - Northeast High School College Fair and Career Fair
 - King Solomon Missionary Baptist Church College Fair
 - Central High School College Fair
 - Westport High School College Fair
 - East High School College Fair
 - Paseo High School College Fair
 - Washington High School College Rally
 - Cristo Rey College Fair
 - Kauffman 20/20 Olympics
 - Penn Valley College Fair
 - Donnelly College Fair
 - King Solomon Missionary Baptist Church College Fair
 - Kauffman Scholars, Inc. Conference College Fair
- Eighteen College Planning presentations made to area high schools, community groups, and on campus visitors:
 - AALO Conference
 - KCMO School District Counselors Fall Training/Retreat
 - Kauffman Scholars/College For a Day
 - Westport High School/Senior Night
 - Washington High School – ACT Prep Presentation
 - Northeast High School/Senior Night
 - UMKC Applications Days in the following schools:
 - Northeast High School
 - University Academy
 - Central High School
 - Lincoln Prep
 - Paseo High School
 - CEC Symposium
 - Kansas City Summer Transportation Institute Program Summer Program
 - SWECC Summer Scholars
 - Awesome Ambitions Girls Conference with Links Chapter of Greater Kansas City
- Community organizations that we partner with:
 - Urban League
 - COHO
 - Mattie Rhodes
 - UMKC Upward Bound
 - Kauffman Scholars

- Bloch Scholars
- YWCA
- YMCA Young Achievers

- Twelve on-campus events and presentations primarily serving minorities
 - Two African-American Youth Day and two Hispanic Youth Day programs for sophomore students from around the metro area
 - College For A Day targeting Kansas City, Kansas school district
 - UMKC's AALO Conference
 - UMKC Black Women's Leadership Conference
 - Enter the Blue, Go For The Gold Welcoming Reception

- Forty-three minority student groups hosted through the Welcome Center

Enrollment* and Graduation Rates

Race/Ethnicity	Fall 2007 Enrolled	Fall 2008 Enrolled	Fall 2009 Enrolled
American Indian/Alaska Native	12	16	Available Sept 2009
Asian/Pacific Islander	132	111	Available Sept 2009
Black/Non-Hispanic	352	343	Available Sept 2009
Hispanic	67	12	Available Sept 2009

**From Comprehensive Enrollment Reports produced by UMKC Institutional Research, Assessment, and Planning*

Other Outreach and Support Efforts Across Campus

UMKC offers support programs to increase the retention and success of minority college students:

- Financial Aid and Scholarships Office: Facilitates community outreach programs for all prospective families, with a special emphasis on educating and assisting minority students and families. This office has hosted workshops on financial aid and scholarships for community members, including one at Brush Creek Community Center in February 2006 as part of African-American History Month. Also, this office conducts an annual event called ScholarsFest designed to prepare students for academic and financial success throughout their college career. This year at ScholarsFest, the office will host Minority Super Sessions, focusing on opportunities, special interests and concerns of Hispanic and African-American community members. Additionally, this office assists minority students in finding and applying for minority student scholarships, including the UNCF Kansas City Initiative Scholarships and the Herman Johnson Scholarship.
- Office of Multicultural Student Affairs: The mission of this office is to improve the quality of the college experience for students of color. This office hosts a Black/Latino Welcome Week, Black History Month activities, Hispanic Heritage Month activities, Cesar Chavez Celebration, College Survival Workshops, Kwanzaa Celebration,

- Minority Graduate Reception, Minority Leadership Institute.
- Louis Stokes Missouri Alliance for Minority Participation (LSAMP), College of Arts and Sciences. This program’s objectives are to increase the number of minority students in science, technology, engineering and mathematics and to increase the number going to graduate school.
- Diversity in Outreach Initiatives, School of Computing and Engineering: The objective of this office is to increase the enrollment and retention of under-represented minorities and women. To create a supportive learning atmosphere and provide leadership within an environment that is conducive to student’s success.
- Office of Cultural Enhancement and Diversity, School of Medicine: This office hosts the Saturday Academy, and the Summer Scholars program. This office coordinates and administers activities concerning under-represented students and issues relative to diversity.
- Minority and Special Programs, School of Dentistry: This office hosts the Dental Admissions Test/ DAT prep program. The program’s objective is to help minority students improve their performance on the Dental Admissions Test. Since 1990 more than 165 under-represented minority students have participated in the DAT program and 70 percent of DAT prep students have been admitted to dental school.
- Comprehensive Support for Disadvantaged Students, School of Nursing: The School of Nursing has received a grant from the Health Resources and Services Administration. This project is designed to promote diversity in the nursing profession by providing stipends, employment readiness training, career-related job placement, parent/family support group, and annual diversity symposia.
- Diversity in Action Advisory Board: the goal of this campus-wide board is to ensure the continuation, stabilization and prominence of the on-going programming efforts related to the issues of diversity for the UMKC community. It is believed that such programming will lead to a campus climate, which further enhances learning, encourages meaningful social exchange, and promotes an atmosphere that affirms individual diversity. Objectives: 1) To increase the visibility and availability of programming related to issues of diversity to faculty, staff and students; 2) to coordinate campus goals and needs related to diversity among the major groups that produce programming for the campus; and 3) to encourage and facilitate joint programming among faculty, staff, and student constituencies on issues of diversity.

There are also several student organizations and clubs on campus that support minorities, including:

- Alpha Phi Alpha Fraternity
- Alpha Kappa Alpha Sorority
- African Student Cultural Organization [ASCO]
- American Association of Women Dentists
- American Medical Women’s Association
- Association of Latin American Students [ALAS]
- Asian Pacific American Medical Student Association
- Association of Women Law Students
- Black Law Students Association [BLSA]

- CaROObean Student Organization
- Delta Sigma Theta Sorority
- Filipino American Student Association
- Hispanic Law Students Association
- Hispanic Dental Association
- Kappa Alpha Psi Fraternity
- Lambda Theta Phi Latino Fraternity (first one in MO)
- Muslim Student Association
- The National Pan Hellenic Council Organizations [NPHCO]
- National Association for the Advancement of Colored People [NAACP]
- National Society of Black Engineers [NSBE]
- Phi Beta Sigma Fraternity
- Queers and Allies
- Sigma Gamma Rho Sorority Inc.
- Spirit of Praise Gospel Ministries
- Society of Hispanic Professional Engineers
- Society of Women Engineers
- Student National Dental Association
- Student National Medical Association
- Student National Pharmaceutical Association
- The African American Student Union [TAASU]
- United Students of Asia [USA]

Financial Support

For the Fall 2004 semester, UMKC put more resources into need-based aid, much of which goes to minority students. Additionally, there are a number of scholarships that assist minority students:

- Chancellor's Historically Under-represented Minority Scholarship
- Inroads Scholarship
- Joel C. Brown Book Scholarship
- Leo Long Hispanic Scholarship – newly endowed scholarship formed by the University and the Hispanic Chamber of Commerce
- Mendoza Scholarship – endowed scholarship for Hispanic students, named for the longtime UMKC Director of Affirmative Action
- Milton Mbembe Smith Scholarship
- UMKC Herman Johnson African-American Scholarship
- UMKC Hispanic Matching Scholarship
- UNCF/UMKC Initiative Matching Scholarship – any minority student eligible to receive

Conclusion

UMKC is involved in many outreach initiatives in the minority communities. This summary is not exhaustive of all that is being done but is meant to provide the reader with an idea of the various initiatives that UMKC is involved in to assist current and future minority students.

Appendix 2

Selective Examples of Mission Goals in the Strategic Plans of Our Academic Units

[PART 1]

	Date	Examples of strategic initiatives	UMKC Vision/mission/goal areas emphasized
College of Arts and Sciences	2007-2012	<ul style="list-style-type: none"> • Growth of undergraduate programs • Collaboration with urban, health and life sciences, visual and performing arts • Improve diversity of faculty and student body. 	<ul style="list-style-type: none"> • Develop a professional workforce. • Support mission emphasis areas. • Improve diversity and racial climate.
Conservatory of Music and Dance	2006 (under revision)	<ul style="list-style-type: none"> • Expand community programming. • Continue to develop quality of faculty and student work. 	<ul style="list-style-type: none"> • Collaborate on urban issues. • Deepen and expand strength in the visual and performing arts.
University Libraries	2008-2013	<ul style="list-style-type: none"> • Focus on and build library collections, both physical and electronic, that support the University's programs and priorities. 	<ul style="list-style-type: none"> • Support mission focus areas.
School of Biological Sciences	2005-2010	<ul style="list-style-type: none"> • Leadership in life sciences through structural and molecular biology research and education • Growth in undergraduate program and development of workforce through new programs such as emphasis in biotechnology 	<ul style="list-style-type: none"> • Lead in life and health sciences. • Develop a professional workforce.
School of Dentistry	2007-2012	<ul style="list-style-type: none"> • Sustain outstanding research efforts in dental biomaterials and bone biology. • Continue and develop leadership in providing services to the state in dental health outreach and clinical programs. 	<ul style="list-style-type: none"> • Lead in life and health sciences. • Collaborate in urban issues.

[PART 2]

	Date	Examples of strategic initiatives	UMKC Vision/mission/ goal areas emphasized
School of Education	2008-2011	<ul style="list-style-type: none"> • Continue to be a primary resource to Kansas City's metropolitan school districts in addressing the expanding diversity of the region. • Address the mental health needs of children, adults, and families in the surrounding community. • Expand urban-focused scholarship. 	<ul style="list-style-type: none"> • Collaborate in urban issues. • Improve diversity and racial climate.
School of Graduate Studies	2008 (on annual cycle)	<ul style="list-style-type: none"> • Strengthen core academic mission. • Develop signature graduate and professional programs • Improve diversity and racial climate. 	<ul style="list-style-type: none"> • Continue to support and develop interdisciplinary Ph.D. program • Assist units in recruitment and retention of diverse graduate students.
School of Law	2005-2009 (currently under revision)	<ul style="list-style-type: none"> • Develop concentrations in urban affairs, litigation, family & child law, and business & entrepreneurial law • Improve key quality indicators (e.g., ranking and bar passage statistics). 	<ul style="list-style-type: none"> • Collaborate in urban issues. • Develop signature graduate and professional programs
School of Medicine	2003-2008	<ul style="list-style-type: none"> • Develop a nationally recognized model for academic counseling and support, as well as a comprehensive career-counseling center. • Build a strong translational research program. 	<ul style="list-style-type: none"> • Improve diversity and racial climate. • Lead in life and health sciences.
School of Nursing	2008 (on annual cycle)	<ul style="list-style-type: none"> • Expand outstanding distance education components. • Collaborate with other health sciences schools and community partners in key research such as UMKC's Center for Translational Research. 	<ul style="list-style-type: none"> • Lead in life and health sciences.

[PART 3]

	Date	Examples of strategic initiatives	UMKC Vision/mission/goal areas emphasized
School of Pharmacy	2009-2011	<ul style="list-style-type: none"> • Initiate new interprofessional experiences with other schools, with the goal of increasing perceptions of pharmacists as equal partners in health care 	<ul style="list-style-type: none"> • Lead in life and health sciences
School of Computing and Engineering	2008 Interim Plan (Pending process by newly appointed dean)	<ul style="list-style-type: none"> • Expand into the biotechnology fields of computational biology, bioinformatics, bioelectronics, bioengineering and biomaterials/nanomaterials via cooperative programs with the School of Biological Sciences, School of Dentistry, and the Department of Physics. • Identify and develop strong relationships and partnerships with local high schools that currently have high school math and science requirements and whose graduates could enter our programs as freshmen/sophomores and with community college transfer students in pre-engineering programs of study or demonstrating math/science interests in their enrollment pattern. 	<ul style="list-style-type: none"> • Lead in life and health sciences • Improve diversity and racial climate • Develop a professional workforce

Appendix 3

Description of UMKC's six profile classifications.

- A&S+Prof/HGC: Arts and sciences plus professions, high graduate coexistence. Sixty to 79 percent of bachelor's degree majors were in the arts and sciences, and graduate degrees were observed in at least half of the fields corresponding to undergraduate majors.
- Doc/Prof: Doctoral, professions dominant. According to the degree data, these institutions award doctoral degrees in a range of fields, with the plurality in the professions other than engineering (such as education, health professions, public policy, or social work). They may also offer professional education in law or medicine.
- MU: Majority undergraduate. Fall enrollment data show both undergraduate and graduate/professional students, with the latter group accounting for 25 to 49 percent of FTE enrollment.
- MFT4/S/HTI: Medium full-time, four-year, selective, higher transfer-in. Fall enrollment data show 60 to 79 percent of undergraduates enrolled full-time at these bachelor's degree granting institutions. Score data for first-year students indicate that these institutions are selective in admissions. (Our analysis of first-year students' test scores places most of these institutions in roughly the middle two-fifths of baccalaureate institutions.) At least 20 percent of entering undergraduates are transfer students.
- L4/NR: Large four-year, primarily nonresidential. Fall enrollment data show FTE enrollment of at least 10,000 degree-seeking students at these bachelor's degree granting institutions. Fewer than 25 percent of degree-seeking undergraduates live on campus. (This includes exclusively distance education institutions.)
- RU/H: Doctorate-granting research universities (high research activity). Includes institutions that award at least 20 doctoral degrees per year, excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the J.D., M.D., Pharm.D., D.P.T., etc. It also excludes Special Focus Institutions and Tribal Colleges.

Appendix 4

Historical background of UMKC assessment

Campus Level Goals for Student Learning and Assessment

Before describing assessment of student learning at the course and program level, it is important to discuss what UMKC has done at the campus level. During the last few years, we have focused on articulating the University-wide purposes of doing assessment at UMKC and on developing an overarching rationale and framework. Our goal is to establish expectations for assessment of student learning at all levels, from University-wide to individual courses, that can be understood and can elicit and guide more meaningful assessment and the adoption of campus level goals for student learning, particularly for undergraduate education.

Philosophy and purposes of assessment of student learning at UMKC

The Higher Learning Commission's Handbook for Accreditation (2003) elaborates on Criterion 3, Core Component 3a by invoking as the purpose "to create a culture of assessment" (p. 3.2-9). UMKC affirms that it "needs to be accountable to itself and its constituencies, to be clear about what it intends students to know and to do, and to find ways of learning whether, as a result of the education provided, students actually know and can do" (Ibid).

During the past few years, however, our University has rejected "creating a culture of assessment" as effective sense-making and action-inducing rhetoric. More consistent with the "logic in use" of UMKC faculty is the assumption that intentional learning and assessment for the purpose of improving student learning is already an integral part of the culture. Faculty more readily engage in collective dialogue and action when they believe the process of assessment to improve student learning can achieve its primary aim, as well as address accountability concerns. Assessment in this framework is expressed as "assessment for learning." This rhetoric and approach are entirely in keeping with the HLC's latest Statement on Assessment of Student Learning (2005), which declares that "Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning."

Why do we do assessment?

Frequently, changing circumstances require the recalculation of long-term plans. In this instance, changing circumstances have significantly strengthened, rather than weakened, the need to follow the plan. These circumstances are described below.

Starting in the 1989-90 academic year, the ETS Academic Profile was selected as the commercially available test that best matched the goals of the general education program. ETS replaced the Academic Profile with the Measure of Academic Proficiency and Progress

[MAPP] in 2006. This is a summative assessment of general education learning outcomes and is required of all undergraduates prior to graduation.

Evidence does not exist that this general education assessment resulted in program improvement at UMKC. This assessment was implemented in response to external demands for accountability at UM System, state and national levels. In the late 1980s, these demands on higher education were sweeping the country, not just our state of Missouri.

Assessment is done first and foremost to improve student learning. Beyond that, a key issue that ATF wrestled with was the potentially conflicting purposes of academic assessment: assessment for accountability versus assessment for program improvement. ATF concluded, “If assessment’s purpose as a tool for program improvement is not sufficiently established and rigorous, it may be compromised by pressures to report good results for accountability or resource allocation purposes.” Consequently, ATF concluded that assessment’s use as a program improvement tool should be firmly established before it is used for other purposes.

The need to articulate the purposes for doing assessment at the institutional level was a recommendation by the accreditation review in 1999. Specifically, HLC recommended that UMKC “articulate an institutional policy statement on assessment, including definitions of assessment and student outcomes assessment, an overall philosophy of assessment, and expectations of departments, schools, colleges, and the University.”

ATF’s proposed overall philosophy of assessment was that “the primary purpose of assessment is to create an environment that promotes educational excellence through evidence-based dialogue about academic programs and services. Secondly, assessment also enables the institution to communicate the effectiveness of its efforts to a variety of stakeholders and to use resources more wisely in carrying out the mission and goals of the university. We recognize that there is some tension between the primary and secondary purposes. Through our assessment design and practices, we work to make room for genuine assessment, not merely advocacy or advertisement.”

While not formally proposing its adoption as part of the UMKC Assessment Plan, ATF specifically referenced, and thus implicitly endorsed, the Guiding Principles of Assessment developed by the Missouri Assessment Consortium as part of its statement of the purposes and philosophy of assessment at UMKC. ATF also declared its concurrence with the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluation (accredited by the National Standards Institute); the Nine Principles of Good Practice for Assessing Student Learning, developed under the auspices of the AAHE Assessment Forum in 1992; and the Statement of Principles on Student Outcomes Assessment of the National Association of State University and Land Grant Colleges [NASULGC].

What needs to be assessed?

Prior to ATF’s development of the 2006 Assessment Plan, the answer to this question was simple: Intended student learning outcomes in undergraduate programs, professional programs and graduate programs need to be assessed. In the case of undergraduate programs,

what needs to be assessed was further divided into general education student learning outcomes and student learning outcomes in major fields of study. ATF's new Assessment Plan did not get much further than this, but did affirm that student learning outcomes at the institutional and course levels need to be assessed, as well as outcomes at the program level. While this was not major progress in matters of detail, the new plan was important in establishing the intent to develop Campus Learning Objectives, an initiative launched in the 2006-07 academic year and one that continues.

How should we carry out assessment organizationally?

The first and most significant conclusion of ATF was that “faculty must be involved with assessment — in defining expected student learning outcomes and creating strategies to determine whether those outcomes are achieved.” People familiar with the text of Criterion 3, Core Component 3a, in the HLC Handbook of Accreditation will recognize this statement from the list of “Examples of Evidence,” where it is stated descriptively, not prescriptively. A close reading of ATF's 2006 Assessment Plan reveals that more than once, this tactic was used: taking a descriptive example of “good practice” or a criterion description and turning it into a prescription or planning principle. There is nothing wrong with this. It is a natural part of enculturation. But it remains just a principle and not a procedure. It does not answer the question of “how” faculty is to assume individual and collective responsibility for assessment organizationally.

In addition to addressing these three major questions, ATF adopted working definitions of some key terms. “Assessment” was defined as “an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance” (Angelo, 1995).

Appendix 5

Phase I and II

Phase I focused on strengthening the use of assessment and evaluation for program improvement by identifying, building upon and sharing effective assessment tools currently used at the class, course and program levels at UMKC. The following key actions were recommended:

- Discuss the new Assessment Plan with the Provost and seek approval for the plan.
- Form a University Assessment Committee to oversee the development and integration of assessment into a university-wide assessment and evaluation system.
- Work with the Program Evaluation Committee to integrate assessment in the program review process and specifically to:
 - Develop University-wide guidelines for assessment and assist departments with the development of their student learning outcomes statements and assessment strategies to be reported in their program review self-studies.
 - Review departments' assessment plans to ensure they meet University guidelines [UAC].
- Develop an annual assessment report for UMKC that summarizes the results of key assessment measures collected centrally (NSSE, MAPP, ETS Major Field Tests); includes summaries from the College and Schools of their assessment results; and highlights their uses of assessment for program purposes.
- Create a University Assessment Committee Web site displaying the Assessment Plan and highlighting UMKC's philosophy, purposes and principles, glossary of key terms, and related information and providing additional information resources in support of assessment.
- Provide data sets and reports to support departmental self study and assessment processes (Institutional Research, Assessment, and Planning Office [IRAP] in consultation with the University Assessment Committee, and the Data Integrity and Reporting Group [DIRG]).
- Develop strategies to increase awareness of useful assessment techniques and models by:
 - Working with the Faculty Center for Excellence in Teaching [FaCET] to organize workshops; and
 - Integrating assessment training with existing professional development opportunities such as faculty orientation.
- Develop strategies to support faculty engagement in assessment scholarship by:
 - Providing incentives to faculty;
 - Providing incentives to departments; and
 - Providing travel grants for faculty to attend assessment conferences.

In Phase II, collective assessment efforts at the University and academic-unit levels are retooled. These key actions were recommended:

- Examine the effectiveness of current practice of assessing student learning outcomes of general education using ETS' Measure of Academic Proficiency and Progress [MAPP], and recommend and implement any needed processes for improving general education assessment.
- Examine academic unit-level structures for assessing and improving student learning outcomes, and recommend and implement improvements, possibly aggregating department level measures to provide an overview of academic-unit performance.
- Examine University-level assessment processes, and recommend and implement improvements, possibly aggregating academic-unit level measures to provide an overview of university performance.

Appendix 6

Phase I results

UMKC Assessment Plan Implementation: Phase I Results (2007-08)

The Assessment Plan created by ATF in 2005-06, although it has yet to be approved and adopted formally, has led to significant progress toward meaningful assessment of student learning at UMKC. Unfortunately, the lack of consistent and stable leadership at our University during the past several years has caused a “tabling” of formal approval and adoption of the new Assessment Plan.

Despite instability in senior leadership, several key actions recommended by ATF were accomplished for Phase I, as recommended or in slightly modified form.

The University Assessment Committee [UAC] was formed and a Web site was created. The committee proposal form can be found on the UAC web site. Several members of ATF became charter members of the University Assessment Committee.

<http://www.umkc.edu/provost/committees/ac/>

A document called Outcomes Assessment Guidelines and Resources for Departments and Schools was created. Program Review Guidelines that integrate assessment into the review process were adopted by the Program Evaluation Committee in 2005. The extent to which departments undergoing program review use the Outcomes Assessment Guidelines document or seek other kinds of assistance in addressing assessment of student learning has, however, been uneven. Although this needs improvement, we can now offer helpful resources to departments, even though help-seeking behavior by departments cannot be required, except in extreme cases.

A subcommittee of the Program Evaluation Committee is working to develop guidelines and a rubric for evaluation of departmental self-studies submitted to the Program Evaluation Committee. These guidelines and rubric include evaluation of the department’s assessment plan and report as a component of the self study. Although ATF recommended that the University Assessment Committee review these departmental assessment plans, action has not yet been taken.

An annual assessment report form was created, but as of this writing, it has not been implemented and is being re-evaluated by the Assessment Committee. The Office of Institutional Research is providing department data sets and reports to support departmental self-study and assessment processes.

The final two action items recommended by ATF for Phase I – developing strategies to increase faculty awareness of useful assessment techniques and models and to support faculty engagement in assessment scholarship – have been partially implemented in two ways: In Spring 2007, our University joined the HLC Academy for Assessment of Student Learning, and in Fall 2007, we hired a full-time Director of Academic Assessment.

In keeping with the first principle of ATF's recommendations to involve faculty with assessment, UMKC's participation in the HLC Assessment Academy was led by a team of faculty from the College of Arts and Sciences. In Summer 2007, the team participated in the opening Roundtable and proposed an Action Portfolio, including three initial projects to lead UMKC toward improving the assessment and improvement of student learning. These three projects, begun in Fall 2007, were:

1. Learning Assessment Conversation Series through the Faculty Center for Excellence in Teaching;
2. Departments Mentoring Departments; and
3. College of Arts and Science Learning Assessment Inventory

In terms of ATF's recommendations about what should be assessed, the Academy team initially focused on assessment of undergraduate student learning outcomes in major fields of study in the College of Arts and Sciences. Beyond the fact that team members were College faculty, this was a pragmatic choice in two respects. The previous HLC accreditation visiting team had generally lauded UMKC's professional schools for their assessment plans and practices, most of which, through years of meeting the requirements of respective professional accrediting agencies, were more developed than those of the College of Arts and Sciences and its departments and programs. The College has been answerable only to regional university accreditation requirements, the UM System and local campus review processes. The team reviewed major field assessment rather than general education assessment in undergraduate programs, also for pragmatic reasons. The College recently initiated two unsuccessful attempts at general education reform, and team members believed the climate for change and improvement was better in the majors, at least in the short term. In their first year of activity, the first two projects, Learning Assessment Conversations and Departments Mentoring Departments, were reasonably successful. The third project, the Learning Assessment Inventory, is only now, at the time of this writing, beginning to be fully implemented.

In the first year, faculty from a majority of the departments and programs of the College participated voluntarily in the Learning Assessment Conversations. The advantage of voluntary participation was that those who participated were faculty with a sincere interest in student learning and assessment, and personal curiosity about what others were doing. The disadvantage was that only those faculty who had a sincere interest and personal curiosity participated. We don't believe that this is a real disadvantage. Genuine improvements in student learning outcomes assessment only happen when those committed to such improvements have the opportunity to make change. Or to put it another way, conversation among persons who have opportunity but no commitment does not lead to sustainable improvement.

The purpose of the Learning Assessment Conversations was directly aligned with the ATF's overall philosophy of assessment: "the primary purpose of assessment is to create an environment that promotes educational excellence through evidence-based dialogue about academic programs and services." Creating such an environment begins with providing a non-judgmental and non-evaluative atmosphere in which faculty can be open and honest about their interests and concerns, what their departments are doing and not doing, and what they are trying to change or would like to see change. Many interests and concerns expressed in these Conversations were idiosyncratic to the individuals or to the major fields of study for which their departments are responsible. Skeptics doubt the test's alignment with their departments' major student learning outcomes and the tests' reliability to improve student learning and academic programs. The five fundamental questions for conversations for student learning continue to be discussed in our Learning Assessment Conversations. These faculty conversations are grounded in distinct unit, department and program missions and contexts. As of this writing, we do not know if these conversations have led to change or improvement in major field assessment plans in the participating departments, but a study to determine this is being planned.

The Academy team's pilot project, Departments Mentoring Departments [DMD], offered participants the use of electronic portfolios for assessment of student learning outcomes in the major field. An Academy team member, who also oversaw such an effort in the History Department, led the project. As a result of DMD, faculty from several other College departments and other UMKC academic units have begun to explore electronic portfolio assessment at the course and program levels. A detailed report of the Department of History's switch from a commercial major field examination to electronic portfolio assessment in the capstone course is an example. The mentoring project is expanding this academic year (2008-09) to include mentoring in the use of academic service learning, undergraduate research and tutoring, as contexts for learning and assessment of major field learning outcomes.

http://www.umkc.edu/accreditation/docs/criterion3/History_Dept_ePortfolio_Assessment_2008.pdf

In considering strategies to support faculty engagement in assessment scholarship, ATF suggested providing incentives to faculty and departments, and offering travel grants for faculty to attend assessment conferences. ATF did not specify what qualifies as an incentive to faculty and departments, although monetary incentives, release time or additional staff support were included. UMKC's Provost's Office and the UM System Office of Academic Affairs have provided some incentives and staff support for some faculty-led assessment projects, including the electronic portfolio project of the Department of History, and have agreed to do more as budgets permit.

The one question that always arises is whether there should even be incentives, and if so, what kind? Arguably, if our assessment philosophy is an integral part of teaching and learning, then assessment should not need to be incentivized. On the other hand, if assessment and teaching/learning are integrally linked then assessment should be supported as a natural cost of teaching and learning, and should be rewarded as our University's

necessary responsibility and contribution of faculty. The debate about these opposing viewpoints continues.

The College Learning Assessment Inventory project is also just getting started. The work of ATF in 2005-06 included preparing a Summary of UMKC Assessment Practices. Undertaking new assessment planning initiatives commonly encourages a call for an inventory of assessment practices. This impulse is partly triggered by a desire to discover and acknowledge what is already being done and to avoid duplication. At UMKC, the undertaking revealed that people have a wide range of opinions about what constitutes assessment. Often the number of surveys measuring expectations, opinions, satisfaction and learning far exceed the number of performance assessments or direct measures of student learning. In addition, surveys providing indirect measures of student learning, such as self-reports of learning or learning behavior surveys, are not differentiated from expectation, satisfaction or opinion surveys. ATF's Summary distinguished direct from indirect measures, but did not differentiate indirect measures from other surveys done to assess student interests, expectations and satisfaction, or from multipurpose surveys of staff and faculty, and opinion surveys of alumni and employers.

<http://www.umkc.edu/provost/committees/ac/Assessment%20Task%20Force%20Assessment%20Plan.htm>

The ATF Summary of Assessment Practices listed no formative student learning assessment practices. This is not unique to UMKC, but it reveals what is and isn't commonly considered as assessment of student learning today, especially in higher education. All but one of the listed performance assessments of learning are summative assessments, meaning assessment taken near or at the end of a learning process or after the learning process is completed. Of course, these types of assessments cannot improve the learning of the students being assessed, and their usefulness for program improvement, especially if not tailored to specific program level learning outcomes are unreliable.

In summary, we have delayed starting our College Learning Assessment Inventory in order to change the conversation about what we mean by student learning outcomes assessment, and specifically to change our focus from summative to formative assessment, or as we call it, assessment for learning.

Appendix 7

University of Missouri–Kansas City

Summary of Supplemental Course and Major Related Student Activity Fees and Charges FY2009

Graduate Cluster Fees

Level II Engineering.....\$54.50 per credit hour on designated for credit degree program courses

Level II Computer Science\$54.50 per credit hour on designated for credit degree program courses

Level I Accountancy.....\$32.30 per credit hour on designated for credit degree program courses

Clinical Nursing Fee.....\$162.00 per credit hour on designated for credit degree clinical

Arts and Sciences Fees

Science Lab Fee\$10.80 per credit hour on designated for credit program courses

Geoscience Lab Fees\$10.40 flat rate per semester for credit program courses

Studio Arts Fee.....\$24.50 per credit hour on designated for credit program courses

Media Studies Lab Fee\$27.10 per credit hour on designated for credit program courses

Applied Music Fee.....\$201.50 per semester for all private lessons taught

School of Education

Physical Education Fee.....\$50 per semester Katie Trail fee
 \$200 per semester beginning equestrian

School of Education

Course Fee\$10 per credit hour for courses taught School of Education

Other Student Fees

Information Technology

Fee\$12.20 per credit hour on all on-campus courses

School of Nursing

Distance Ed Fee\$50 per credit hour for online nursing courses

Student Health Fee\$3.86 per credit hour on all courses (capped)

Student READ Fee\$1.36 per semester for all students

Student Program Use Fee

University Center\$6.22 per credit hour on all courses (capped)

Athletics\$4.42 per credit hour on all courses (capped)

Student Activity\$4.39 per credit hour on all courses (capped)

Physical Facility\$0.69 per credit hour on all courses (capped)

ASUM Fee \$.15 per credit hour on all courses (capped)

Recreation Facility Fee\$30 per semester for all students

Other Significant Student Fee Charges

Penalty Registration\$35.00 per student

Enrollment Application

Fees\$50.00 for medical school students; \$35.00 all other students

Orientation Fees\$40 per student

Late Payment Fee\$10 per billing statement for no payment by due date

Student Finance Charge1% of unpaid balance on student bill per billing period