

Assurance Argument
Missouri State University - MO

8/20/2015

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Missouri State University student, faculty, staff, and administrators believe in the University's mission. The mission is meaningful, distinctive, and can be communicated succinctly.

Missouri State's full mission statement found in the [long-range plan](#) is as follows:

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

The academic experience is grounded in a general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for mastery of disciplinary and professional studies. It also provides essential forums in which students develop the capacity to make well-informed, independent critical judgments about the cultures, values and institutions in society.

The Missouri State University campuses are structured to address the special needs of the urban and rural populations they serve. Missouri State University-Springfield is a selective admissions, graduate level teaching and research institution. Missouri State University-West Plains is a separately accredited open admissions campus primarily serving seven counties in south central Missouri. Missouri State University-Mountain Grove serves Missouri's fruit industry through operation of the State Fruit Experiment Station. Missouri State Outreach provides anytime, anyplace learning opportunities through telecourses, Internet-based instruction, iTunes U and its interactive video network. The University also operates various other special facilities, such as the Darr Agricultural Center in southwest Springfield, the Journagan Ranch in Douglas County, the Jordan Valley Innovation Center in downtown Springfield, the Bull Shoals Field Station near Forsyth, Baker's Acres and Observatory near Marshfield, the Missouri State University Graduate Center in Joplin, and a branch campus at Liaoning Normal University (LNU) in Dalian, China.

The full mission statement is comprehensive and broadly defined to encompass both academic and

co-curricular activities as they impact the educational process and contribute to engaging the broader community. While the entire statement provides meaningful guidance for the University, key elements of the mission are regularly emphasized.

The first two-sentence paragraph is that which is most often printed and quoted by faculty, staff and administrators. The first sentence has remained essentially the same since 1994, while the second sentence has changed over time to reflect the mission's maturation and/or the emphasis of individual presidents.

The words in the first sentence, while few in number, are rich in meaning:

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons.

The orientation for new Board of Governors members includes an in-depth explanation and discussion of the deeper meaning of the words in that first sentence.

- **“Public”** – Self-explanatory, but speaks to the responsibility the University has to the citizenry, the laws and policies by which it operates, and how the institution is funded
- **“Comprehensive”** – Describes the range of academic programs offered, from undergraduate through selected doctorates
- **“Metropolitan”** – References the University's long-time membership in the Coalition of Urban and Metropolitan Universities (CUMU), which has taken on added meaning since 2012 when performance funding was instituted in Missouri and Missouri State's comparison “peer institutions” consist of CUMU members
- **“System”** – Missouri State refers to itself as a system, with a graduate-level campus in Springfield, a separately-accredited two-year open admission campus in West Plains, a research campus in Mountain Grove, and a China campus in Dalian. (*Missouri State understands that HLC would officially reference West Plains separately and identify all other sites as “locations,” but Missouri State employees will refer to all as “campuses.”*) Missouri State also is home to the state's only K-12 laboratory school, Greenwood Laboratory School, which is located on campus, has about 400 students, is fully accredited, and is self-funded through tuition and fees, as well as private gifts
- **“Statewide mission in public affairs”** – Missouri State is distinguished by its statewide mission in public affairs, which was approved by the Missouri General Assembly and signed into law by the Governor in 1995, and has been evolving ever since
- **“Purpose is to develop educated persons”** – Operating within the public affairs mission, Missouri State's over-riding purpose is to develop educated persons

As expected, the mission is included on the [website](#), in catalogs ([undergraduate](#) and [graduate](#)), and elsewhere. Missouri State is proud of its mission and how it is expressed, and, therefore, uses it often. For example:

- Since 1994, the mission statement has been on the [cover of the University's budget proposal book](#) for the Missouri General Assembly and been recited as part of the Missouri State President's budget presentation to legislators
- The mission statement is on inserts in the acrylic frames that can be found on desks and in offices around campus
- The mission and purpose are included on permanent markers in [Keiser Plaza](#) just east of Strong Hall
- The [Citizen Scholar statue in Keiser Plaza](#) is a symbol of the public affairs mission as described

on the plaque. A silhouette of the statue is the graphic for the annual [Public Affairs Conference](#) and statuette versions are presented to those inducted into the [Missouri Public Affairs Hall of Fame](#)

This second sentence speaks to the three pillars of the public affairs mission, which was included in the [2011-16 long-range plan](#):

The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

As part of its continuous effort to strengthen the public affairs mission, the University commissioned an 18-month [marketing research project](#) (fall 2012-spring 2014) that focused, in part, on the public affairs mission. One purpose was to determine how prospective students and current students view the public affairs mission, and how the mission might be better communicated, not only to students, but also the general public. Based on the results of the survey, University officials began to communicate with the elements of the mission, rather than the mission itself: “Missouri State’s mission emphasizes ethical leadership, community engagement, and cultural competence, which together comprise the public affairs mission.” The expectation is that this approach will [resonate](#) with students.

The marketing project also researched students’ satisfaction with their experience at Missouri State; the level of school spirit and how it might be improved; and how they would rank the University and compare it to other institutions in a number of areas, from academics to athletics. The research [results](#) were reported both in total and by type of participant – prospective students (undergraduate and nontraditional), current students (undergraduate, graduate and nontraditional), and alumni – as well as demographic region (Springfield and area, Kansas City, St. Louis, etc.).

The public affairs mission remains dynamic, in large part because it is a “live question,” fostering constant examination, debate, discussion, and, therefore, further development. That is expected to continue in the future.

1.A.1.

In the late summer of 1994, the administration recommended to Missouri State’s governing board that the University request a [statewide mission in public affairs](#). That mission, included in [Senate Bill 340](#), was approved during the 1995 session of the Missouri General Assembly, signed by the Governor in June 1995, and has been in state statute since.

Over the past two decades, the campus community has explored how this mission serves the educational mission of the University. As a result, the mission has matured and been woven into the fabric of campus life, from inclusion in General Education, to [Citizenship and Service Learning](#) (CASL) courses, to the opportunity for students to graduate “with distinction in public affairs,” to sponsoring major community events, to participation in volunteer service, to a [common reader](#) for entering freshmen, [to updates](#) and [guest essays](#) in the alumni magazine, and more. The goal is to always relate the mission to the region, the state of Missouri, the nation and the world.

In 2014, the University’s three-fold understanding of public affairs entailed a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

- **Ethical Leadership** is demonstrated as students apply what is learned in the classroom to solve

problems and bring about positive changes. Faculty and staff take seriously their responsibility to act as role models for ethical leadership.

- **Cultural Competence** is encouraged through interactions with international students on campus and through Study Away programs, as well as opportunities to study foreign languages, histories, and religions, all of which facilitate the acquisition of cultural knowledge and prepare students to be competitive and successful citizens in the world. There also are dozens of special events during the year that highlight various cultures from around the world, all with significant student involvement.
- **Community Engagement** encourages the development of leadership skills and the broadening of perspectives through projects, research, and critical thinking. Service learning and volunteerism also support this pillar of the mission.

To further enhance the public affairs mission, beginning in 2013-14 Missouri State identified annual “signature events” for the public affairs mission. These events have developed over time as the mission has continued to mature. The seven [public affairs signature events](#) include:

- New Student Convocation (initiated in the mid-1990s)
- Public Affairs Week (initiated in late 1990s)
- [Community Engagement Project](#) (initiated in 2012)
- Public Affairs Convocation (initiated in early 2000s)
- [Statewide Collaborative Diversity Conference](#) (initiated in 2013)
- [Public Affairs Conference](#) (initiated in 2005)
- Missouri Public Affairs Hall of Fame Induction (initiated in 2014)

A number of awards for outstanding efforts in public affairs have been established over the years to recognize deserving [faculty](#), [staff](#) and [students](#). The awards range from scholarships for students to privately-funded cash awards for faculty and staff who demonstrate extraordinary community service.

Since it was founded in 2000, the [Missouri Campus Compact](#) has been hosted by Missouri State University. It is yet another example of the University taking a statewide leadership role for public affairs-related activities among about three dozen higher education institutions in Missouri.

The expectation is that the University’s understanding of the mission will continue to evolve and grow through its integration into the [First-Year Experience course](#), [revised General Education curriculum](#), and the [capstone experiences in every academic program](#). The Faculty Senate adopted learning goals for each of the three pillars of the public affairs mission that have guided recent changes.

1.A.2.

The public affairs mission is introduced to prospective students in admissions materials and recruitment-related websites. The mission resonates with students. They are attracted to the concept of “the greater good;” of not only being accomplished in a field of study, but also involved in the community and world – a Citizen-Chemist, Citizen-Teacher, Citizen-Accountant, etc. For that reason, it is not unusual to find students who say it was the public affairs mission that attracted them to the University. The institution has been intentional in trying to keep an enrollment profile that aligns with the mission. Missouri State has always included a percentage of international students and goals are to now recruit from an increasing number of countries. Increases in the percentages of black or African American, Hispanic or Latino, and more than one race are seen in the [Key Performance Indicators](#). The University continues to strive to recruit a diverse student population while meeting the needs of students in southwest Missouri as noted in the [agendas](#) and [reports](#) of the executive

enrollment management committee.

The mission forms a significant part of the educational process, beginning with a student's first contact with the University at the [Student Orientation, Advisement and Registration \(SOAR\)](#) program, then continuing with the First Year experience course and multiple uses of a [common reader](#) to coincide with both academic and co-curricular activities.

Coming out of a Faculty Senate review that began in 2012, the [General Education](#) program was revised for implementation beginning in the fall of 2014. The new General Education curriculum particularly addresses the three pillars present in the public affairs mission – ethical leadership, cultural competence and community engagement – through the stated areas of Foundations and Breadth of Knowledge, which includes the Natural World, Human Cultures and Public Affairs.

To further emphasize the importance of the mission, and to strengthen and define how the mission is integrated into the curriculum in general education, in the major and in co-curricular activities, the [Faculty Senate took two actions](#). First, it adopted student learning outcomes for the public affairs mission. Second, it mandated that every undergraduate program tailor for its majors a graduation requirement that focuses on public affairs.

In 2011, through the Quality Initiative Project (QIP), faculty and staff developed a public affairs rubric to assess student work related to the public affairs mission. In this project, student work is collected from across all disciplines in order to evaluate the level of students' understanding and integration of the three themes of the mission, as well as the University's diversity goals.

Providing appropriate support is paramount for those of the campus community to succeed and develop as leaders. Missouri State's Office of Student Development and Public Affairs and the Student Affairs Division have oversight responsibility for providing student support services. The Office of Human Resources has responsibility for employee orientation and training. These offices coordinate a number of programs.

- [GEP 101](#) – GEP 101 is a first-year seminar for incoming students with fewer than 20 hours. In addition to providing support and easing the transition to university life for incoming students, GEP 101 utilizes peer leaders to provide authentic leadership development opportunities.
- [Bear CLAW](#) – Students may take advantage of the Bear CLAW (Center for Learning and Writing), a dedicated space on the first floor of Meyer Library where students receive tutoring, renew scholarships, attend student success seminars, and find information on employment or volunteer opportunities.
- [Living-Learning Communities](#) – An additional support for incoming students is found within the seven Living-Learning Communities present on campus: Bears Business Community, Fit and Well, Future Health Care Professionals, Physical Science, Math and Engineering, Deciding Students, First Year Experience, and Sophomore Year Experience. These communities offer living environments that build a sense of community among students with similar interests.
- [SOAR](#) – To further empower students to succeed at Missouri State the Division of Student Affairs hosts 16-20 Student Orientation, Advisement and Registration (SOAR) sessions each summer. This program offers first-time freshmen and their family members the opportunity to interact with student leaders, peers, and academic advisors in a fun and informative manner while being introduced to the university's mission. (There are fewer but similar orientation sessions specifically for transfer students, nontraditional students, and graduate students.)
- [New Employee Orientation](#) – Information on the public affairs mission is also shared with new staff and faculty during new employee orientation sessions.

The University's [long-range plan](#) has a section on enrollment management within the chapter on student success. Of particular importance to the University's mission is the commitment to inclusive excellence in recognition that an educational institution's success is dependent upon how well it values, engages and includes the rich diversity of faculty, staff and students, with all the valuable dimensions that brings. A comprehensive commitment to inclusive excellence is reflected by policy, [planning](#) and actions throughout the institution.

1.A.3.

Over the past 25 years, Missouri State's budgeting process has become increasingly collegial and [transparent](#), aided, in part, by the advent of the Internet, websites, and other electronic communication. Today, the process includes significant input at the college level and from college-elected faculty representatives at all levels. Our budgeting and planning process more clearly aligns with our mission through the transparency, community decision-making and leadership.

The process begins well in advance of the approval by the Board of Governors and submission to the Governor and state legislature. Guiding principles and goals are set in the long range plan and articulated by the executive budget committee each year.

Departments, colleges, vice president units, and members of Administrative Council develop proposals to be presented either to the Academic Affairs Budget Committee or the Administrative Budget Committee. The Academic Affairs Budget Committee is chaired by the Provost and the Administrative Budget Committee is chaired by the Vice President for Administrative and Information Services. From there, the recommendations are elevated to the Executive Budget Committee, which has a faculty majority; includes representation from students, staff, administrators and the West Plains campus; and is chaired by a senior faculty member. Some of the faculty members on the Executive Budget Committee also are members of the Faculty Senate's Budget and Priorities Committee.

[Minutes from all committee meetings](#) are posted on the Financial Outlook portion of the University's website. These steps usually occur between January and early April.

The Executive Budget Committee deliberates in April and makes its recommendations by May 1. The Board of Governors is briefed at its May meeting and formally approves the operating budget in June.

Once approved by the Board of Governors, the [fee schedule](#), [operating budget](#), and [related documents](#) are posted to the Financial Services website. Any updates resulting from actions by the Missouri General Assembly and/or the Governor are made on the website as well. Annual budgets are archived and, beginning with 2011, may be viewed at this web page. In addition, the President's regular electronic newsletter, [Clif's Notes](#), which is distributed in a weekly campus-wide email communication called *Inside Missouri State*, keeps the campus community informed about the budget process from start to finish.

The University's [long-range plan](#) includes eight specific objectives supporting [responsible stewardship](#) and a commitment to "allocate resources, including debt, strategically to achieve MSU's mission and vision." The plan also includes a set of key tactics to achieve these objectives and to maintain the fiscal health of the University. The University recognizes that to achieve Missouri State's mission and vision it is essential to both maintain a sufficient fund balance and spend current dollars wisely on priorities. One [Key Performance Indicator](#) tracks [fiscal success](#), as well as demonstrate efforts to keep higher education affordable in Missouri.

Sources

- 2013Univ_Financial_Report_2013
- Audit Univ_Financial_Report_2013
- Bear Claw (Provost) 1A, 2E, 4C
- Bond Ratings 5A
- Budget Committees 5A
- Budget Proposal Book for Fiscal Year 2015 Budget Request - mission 1A
- Budget Proposal Book for Fiscal Year 2015 Budget Request - mission 1A (page number 2)
- Budget Request Fiscal Year 2015 1A, 5A
- Citizen Scholar Award Recipients 1A, 1B
- Citizenship and Service Learning (CASL) 1A, 1D
- Clif's Notes 1A
- Common Reader 1A
- Community Involvement and Service - Action Days 1A and 1D
- Declaration of University Community Principles 1A, 2A
- Enrollment Management Committee Agendas and Notes 4C
- Executive Enrollment Management Committee agendas and reports
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- Financial Outlook, Resources, Documents and Reports
- First Year Programs (does not include UHC 110) 1A 4C
- FY14_Detailed_Budget_Book
- General Education 1A, 3B
- Graduate College 2014-2015 1B, 2B, 3A
- Keiser Plaza - Mission on Campus
- Key Performance Indicators 1A
- Key Performance Indicators 1A (page number 47)
- Key Performance Indicators 1A (page number 51)
- Living Learning Communities 1A, 4C
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 2)
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 15)
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 62)
- Marketing Research BOG approved and outcomes 1A
- Marketing Research BOG approved and outcomes 1A (page number 38)
- Mission Statement online 1A
- Missouri Campus Compact 1A
- Missouri State Magazine Fall 2011 1A
- Missouri State Magazine Winter 2011 1A
- New Employee Orientations 1A
- Public Affairs - Evolution of the Mission 1B, 2C
- Public Affairs - Evolution of the Mission 1B, 2C (page number 23)
- Public Affairs #1 reason to attend MSU 1A
- Public Affairs Awards 1A
- Public Affairs Conferences 1D
- Public Affairs Signature Events 2014-2015 1A
- Senate Bill 340 Chapter 174 State Colleges and Universities 1A
- Senate Bill 340 Chapter 174 State Colleges and Universities 1A (page number 14)
- Senate Bill 340 Chapter 174 State Colleges and Universities 1A (page number 22)
- SOAR Student Orientation 1A

- Statewide Collaborative Diversity Conference 1D
- Undergraduate catalog 2014-2015 1B, 2B, 3A

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1.B.1

Missouri State clearly articulates its mission in all of its public documents and [website](#), as well as in other public locations. Those include the University Catalogs, the [University Fact Book](#), the [Faculty Handbook](#), and the [Employee Handbook](#).

1.B.2.

The mission documents have been instrumental to the University's long-range planning process and were reviewed during each new plan. Prior to 1993, Missouri State University treated long-range plans casually. Since producing [Welcoming the 21st Century: A Long-Range Vision and Five-year Plan \(1995-2000\)](#), Missouri State has taken planning seriously and used the long-range plans ([2000-2006](#) and [2006-2011](#)) to chart the course for the University for the coming five or six years. In each case, about 85-90 percent of the goals outlined in the plan were accomplished during the period of the plan.

That first plan, and each of the three successive plans, have had increasingly broader campus participation; been developed over 12-15 months with open planning meetings and multiple campus forums; and had official approval by the governing board. Each long-range planning cycle has included a review of the previous plan's goals, as well as a discussion and refreshing of the public affairs mission. In between plans, appropriate updates are made on websites and in annual documents.

The current long range plan, *Fulfilling Our Promise: 2011-16 Long-Range Plan*, provides a set of well-defined tactics to accomplish University goals. The intent is to develop public affairs competencies and to provide real-world experiences through Study Away, Service Learning, internships, and recognize those who have gained distinction as Citizen Scholars.

1.B.3.

In every document that displays, defines or declares the mission in public affairs for Missouri State, it is made clear that the University's purpose is to "develop educated persons." As noted above, this is expressed in the mission statement and is prominently displayed on its websites, publications, through its [seven signature public affairs activities/events](#), and through structures such as the [Citizen Scholar](#)

[statue and Keiser Plaza.](#)

Because Missouri State University serves both urban and rural populations with its campuses in Springfield, West Plains, and Mountain Grove, as well as a wider public through its Outreach Office, its list of constituents has expanded over time. *(In HLC terms, West Plains would be a separately-accredited campus and the other sites would be identified as “locations,” not campuses.)* However, the University continues to recognize how integral its work is to the economy, technological advancement, social and health care needs of Missouri.

As a public entity with a mission in public affairs, Missouri State University continues to direct its efforts to develop “citizens of enhanced character, more sensitive to the needs of the community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech, and action.”

Sources

- 1995-2000 Welcoming-the-21st-Century
- 2000-2006 Countdown-to-the-SMSU-Centennial
- 2006-2011 Imagining and Making Missouri's Future
- Employee Handbook Feb 2014 1B
- Fact_Book_FINAL_DRAFT_2012-2013 for 1B
- Fact_Book_FINAL_DRAFT_2012-2013 for 1B (page number 13)
- FacultyHandbook_2014-06-20 1B, 2D, 2E, 3C
- FacultyHandbook_2014-06-20 1B, 2D, 2E, 3C (page number 18)
- Keiser Plaza - Mission on Campus
- Mission Statement online 1A
- Public Affairs Signature Events 2014-2015 1A

1.C - Core Component 1.C

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

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

Argument

The commitment to diversity is inherent in the public affairs mission, and it is explicitly included in the pillar of "cultural competence." That commitment is clearly stated in the [long-range plan](#) as one of the four goals: "create a more diverse student body and workforce." While the University has made remarkable progress in achieving diversity in the student body, achieving a diverse faculty and staff has been a slower process. To address this challenge, Missouri State has been proactive with a variety of initiatives, not only on campus, but also as a key partner with other entities in and around Springfield and southwest Missouri.

1.C.1

The University's goal is to instill intentionally in students a high degree of appreciation for, and understanding of, peoples of the world. [General Goals of the revised General Education program](#) state that students are to be provided with the opportunity to better "understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present." The University Libraries emphasizes the three pillars of public affairs in its new library acquisitions and emphasizes exhibits that reflect diversity in general and the three pillars in particular.

To emphasize its commitment to diversity, Missouri State created the [Division of Diversity and Inclusion](#) in the summer of 2011 and hired the first Vice President for Diversity and Inclusion in October of 2011. This office provides a focal point for the diversity effort and also provides leadership to the campus for programs and services.

The division also has helped explore and develop partnerships to advance the University's diversity agenda, including a [three-year agreement with the University of Arkansas-Pine Bluff](#), a Historically Black Colleges and Universities (HBCU) institution. The joint activities include co-teaching of an advanced level diversity class and a timeline for faculty exchange.

Incorporating diversity in the curriculum is represented in the Educator Preparation Provider (EPP), which achieved full accreditation without any qualifications from the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and also met or exceeded all [standards](#) as part of the Missouri Standards for Teacher Education Programs (MoSTEP). The College of Education has a commitment to ensuring [diverse placements](#) of student teachers.

In addition, the University meets all of the [requirements](#) to partner with Minority Business Enterprises (MBE) and Women Business Enterprises (WBE) when it comes to procurement of goods and services.

A comprehensive list of initiatives of the Division of Diversity and Inclusion may be found in that unit's [inaugural](#) and [annual](#) reports. That list includes initiating a diversity education series, creating student research programs, developing student transitional programs, creating a diversity library, establishing a faculty mentoring program, and evaluating the "climate" both on campus and in the community to identify positive changes that can be made. The [results of the climate study](#) were received in the spring of 2015. There are several groups working on an action plan to address the climate study.

Initiatives such as the Faculty Mentoring Program, Staff Mentoring Program, various heritage month activities, the [Statewide Collaborative Diversity Conference](#), campus-wide sensitivity to scheduling events on major religious holidays, and a variety of "warming activities" have had a positive impact on campus and on enrollment of a more diverse student body. The University's long-range plan includes a specific continuing commitment to inclusive excellence, including the creation of a more diverse workplace. Missouri State's commitment to outreach and education about multiculturalism is a fundamental aspect of its diversity and inclusion initiatives.

Co-curricular initiatives, such as the robust and growing [Study Away](#) program, the expanding [Multicultural Leadership Scholarship program](#), and the popular [English Language Institute](#) add value to the diversity efforts by giving students contact with other cultures.

1.C.2.

The University has been proactive in enhancing its policies and practices that impact human diversity. In January of 2012, for example, a diversity component was added to the [Appraisal and Development Plan \(ADP\)](#) for all non-academic employees. Although not yet at 100% compliance the attached [ADP's](#) give examples of how diversity goals are included. Training modules were added to emphasize that diversity in the workforce should be sought and then monitored for compliance with laws, policies, and expectations of equity. A strategic hiring policy was implemented to assist the campus-wide effort to achieve greater diversity among faculty and staff.

Achieving greater diversity among the [student body](#), faculty and staff is one of the University's Key Performance Indicators (KPSs). Based on the data, the Key Performance Indicator on diversity indicates that the University's efforts are "trending toward sustained excellence."

Below is just a sampling of [committees](#) that have diversity issues in their charge.

- African American Heritage Month Committee
- Asian American/Pacific Islander Heritage Month Committee
- Diversity and Inclusion Advisory Council
- Diversity Modes
- Equal Opportunity Advisory Committee
- Hispanic Heritage Month Committee
- Lesbian, Gay, Bi-Sexual, Transgender (LBGT) History Month Committee
- Native American Heritage Month Committee
- African American Studies Committee
- Gender Studies Committee
- Global Studies/Area Studies Committee
- Native American Studies Committee
- EPP Diversity Committee
- College of Natural and Applied Sciences Diversity Committee

In recognition of its program, in September 2014 Missouri State was awarded the [2014 Higher Education Excellence in Diversity \(HEED\) Award by *INSIGHT into Diversity* magazine](#), the oldest and largest diversity-focused publication in higher education. The annual HEED Award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. Missouri State, along with 82 other recipients, was featured in the November 2014 issue of the magazine. Missouri State was selected based on its “exemplary diversity and inclusion initiatives, and its ability to embrace a broad definition of diversity on campus, including gender, race, ethnicity, veterans, people with disabilities, members of the LGBT community and other diverse groups.”

Sources

- ADP Examples 1C
- ADP Training Human Resources (Appraisal and Development Plan Training - text and sample form) 1C
- Campus and Community Climate Study 3A
- Committees Handbook 2014-2015 - Students on Committees 2B
- Diverse Field Experience Placements 1C
- Diversity - AR Pine Bluff Collaboration 1C, 2C
- Diversity - Provost Diversity initiatives and activities
- Diversity - Standard 4 Focused Visit combined 1C
- Diversity - Vision and Mission for the office 1C, 3B
- Diversity and Inclusion Annual Report 2013-2014 1C
- Diversity Inaugural Report 2013 1C
- Diversity Landmarks 1C
- Diversity Program Guidelines for DBE MBE WBE 1C
- General Education 1A, 3B
- General Education 1A, 3B (page number 15)
- General Education 1A, 3B (page number 23)
- Higher Education Excellence in Diversity Award 1C
- Intl Programs Missouri State University Partnership Information 1C, 2C
- Intl Programs Missouri State University Partnership Information 1C, 2C (page number 27)
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- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 15)
- Multicultural Programs 1C, 3B
- Statewide Collaborative Diversity Conference 1D
- Study Away 1C

1.D - Core Component 1.D

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

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

Argument

1.D.1.

Missouri State serves as a catalyst for positive change and to promote the public good in the local, regional, statewide, and international community. It is an essential responsibility of the public affairs mission.

Focus areas promote the quality of life and the environment and enhancement of economic vitality. The [Ozarks Environmental and Water Resources Institute](#) (OEWRI), for example, supports efforts to protect and restore water quality and supply in the Ozarks Region of southern Missouri and northern Arkansas. The [Center for Resource Planning and Management](#) (CRPM) plans projects for area communities and is the organization behind the Southwest Missouri Council of Governments.

Another major initiative included in the long-range plan is the "Partners for Progress" that links Missouri State with the Springfield metropolitan area. Among the successes for this initiative has been the [IDEA Commons](#) – Innovation, Design, Entrepreneurship and the Arts – an urban innovation park that has helped revitalize Springfield's center city area and stimulated economic development in the region.

The Foreign Languages Institute was established at Missouri State in 2013. It is a collaboration with four other area institutions: Drury, Evangel and Southwest Baptist universities and Ozarks Technical College. Through the Institute, students have the ability to study a wide range of languages that no single institution could afford to offer.

[Service Learning](#) has become an integral part of course work and student engagement at Missouri State. Organized through the University's Community Engagement Center, Service Learning brings problem-based learning and addressing social justice issues to the forefront of discussions in courses and then expands the classroom into the community with students engaging in making a difference through hard work. Experiences range from education to audiology to food safety to historical geography.

Service Learning, particularly, helps students experience, in life-changing ways, the intersection of their academic pursuits and community services, just as one fashion design student did when she worked at a Springfield senior center. While working there, she observed that meals were messy, resulting in distress and chaos. To address the issue, she used her academic training to design smocks

that the seniors use at meal time. The wrap-around smocks were colorful and fastened with Velcro. They protected the seniors' regular clothes while maintaining the residents' dignity.

One of the newest initiatives, launched in the fall of 2014, is the [Center for Community Engagement](#). The Center's mission is to support and advance Missouri State's public affairs mission by increasing the University's involvement in local, regional, and statewide efforts of community engagement. The CCE will work to increase the visibility and effectiveness of the University's community engagement efforts with a variety of programs.

Equally important to students' involvement in courses is the addition of a public affairs component individualized to each degree program. The community engagement pillar of the public affairs mission calls for each program to identify and implement a designated component to fulfill the challenge to become engaged in the greater community. Programs have creatively embraced the challenge to provide experiences and real-world connections to their learning.

Missouri State is proud to be a long-time member of the [American Democracy Project](#), a multi-campus initiative sponsored by the American Association of State Colleges and Universities (AASCU) to prepare the next generation to be informed, engaged citizens. The project involves both campus and national activities with the explicit intention of promoting civic engagement among undergraduates. Issues dealing with critical national hot topics call for students to examine and resolve conflicts or dilemmas.

Additionally, Missouri State students and faculty observe and participate in special action days with other campuses, including, but not limited, to Martin Luther King, Jr. Day of Service, Meals-A-Million, Into the Streets, Voter Registration Drives, and Stomp Out Hunger All-Collegiate Shoe Drive.

Beginning in 1998, the University has consistently received annual [national recognition](#) for its public affairs-related activities. The recognition has included being listed in the [John Templeton Foundation's](#) "Templeton Guide: Colleges that Encourage Character Development"; being named to the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities; and being listed in the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

1.D.2.

One of the three pillars of the public affairs mission is "ethical leadership." Acting ethically is at the heart of the Declaration of University Community Principles, which was formally adopted by the Faculty Senate, Staff Senate, and Student Government Association, and is included in the long-range plan.

There is particular attention to handling financial issues in an open and ethical manner. For example, Missouri State has had a [Director of Internal Audit](#) since the 1970s and has always received an "unqualified opinion" on the external audits. Of course, as a state-supported institution, the University is required to have regular audits. In recent years when additional funding has been available, the vast majority has been allocated to pay increases for faculty and staff, and to add faculty lines to colleges that are increasing enrollment. Plus, colleges have been allowed to carry forward their reserves from one fiscal year to the next.

The emphases on ethical behavior and ethical leadership exists throughout the curriculum as a core

principle and faculty help develop active citizens of enhanced character, who are sensitive to others' needs and social justice for all. Leadership programs offer opportunities to strengthen skills and competencies in working with others, including retreats, challenges, leadership distinction awards, and community projects.

In addition faculty commitment, there are staff programs as well. For example, many staff have benefitted from the University's year-long [University Staff Ambassadors \(USA\)](#) program. The University regularly has faculty and staff in the Leadership Springfield, Leadership Missouri, and the [Greater Ozarks Leadership Development \(GOLD\)](#) program. A high percentage of faculty and staff also take advantage of the University's fee waiver program to take courses and/or complete degree programs.

Volunteer opportunities are widely available to students and faculty, often working side by side. "Finding your place" at Missouri State includes becoming actively involved, which usually is achieved through volunteerism. Students may be involved with Bear Service Days, designed to work on service projects in Springfield. Immersion programs involve a short-term commitment to a project in a new community typically during spring break or intersessions. Students may select a project in a homeless shelter in Springfield or Chicago or work in a local business. Alternatively, students can be matched with a local Springfield club, business or agency and help create social change in our community.

1.D.3.

Missouri State takes seriously its responsibility to the community and citizenry. Over the years, the University has earned a reputation as a strong, dependable partner in a number of ventures, both academic and co-curricular. [International partnerships](#) are documented with signed [agreements](#).

The University has partnerships with the City of Springfield, Greene County, Springfield R-12 Public Schools, the Springfield Area Chamber of Commerce, Urban Districts Alliance, and many other organizations. Included are regular meetings and multiple special events and joint projects.

[IDEA Commons](#) – Innovation, Design, Entrepreneurship and the Arts – is the University's vision of an urban innovation park: a blend of residential, retail, commercial and entertainment facilities all supporting multidisciplinary programs. Since 2007 the University has been involved in the revitalization of the downtown area which include the Roy Blunt Jordan Valley Innovation Center (JVIC), the centerpiece of IDEA Commons, along with Brick City, and the Robert W. Plaster Center for Free Enterprise and Business Development.

JVIC provides an interdisciplinary experience for Missouri State students by research with industrial, government, and academic partners while fulfilling its mission to create an educated workforce that is necessary to attract and retain science companies in Missouri.

Brick City is located in a four-building renovated warehouse complex that houses the Art and Design department and in the fall of 2014 also became the location of the cooperative Doctor of Pharmacy degree program offered by the University of Missouri-Kansas City (UMKC) at Missouri State.

The Plaster Center for Free Enterprise and Business Development serves small businesses with a variety of programs and services, including The eFactory business incubator which provides resources, guidance, and assistance to small businesses to bring their new technologies to the marketplace.

Missouri State hosts a number of statewide, regional and national conferences, highlighted by the [Statewide Collaborative Diversity Conference](#) and the [Public Affairs Conference](#).

The new Center for Community Engagement, created in the fall of 2014, will support and advance the public affairs mission in a number of ways.

Missouri State partners with other institutions in the state, including: cooperative Doctor of Education Leadership with the University of Missouri-Columbia (established in the mid-1990s); cooperative Engineering program with the Missouri University of Science and Technology (since 2009); and cooperative Doctor of Pharmacy degree with the University of Missouri-Kansas City (since 2014).

The University also hosts summer experiences for highly motivated high school students. [Missouri Fine Arts Academy](#) provides a three-week summer program to challenge, motivate, and grow high school juniors and seniors to become future leaders. The Missouri Public Affairs Academy is a week-long experience for high school juniors and seniors who want leadership training within a public affairs framework.

Sources

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- Budget Committees
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- Citizenship and Service Learning (CASL) 1A, 1D
- Constitution Day 1D
- CRPM 1D
- GOLD 1D
- IDEA Commons 1D, 2C, 3D
- International Agreements 2C
- Intl Programs Missouri State University Partnership Information 1C, 2C
- John Templeton Foundation Honor Roll for Character Building Colleges 1D
- Missouri Fine Arts Academy 1D
- MSU and the American Democracy Project 1D
- OEWRI 1D
- Public Affairs Conferences 1D
- SOAR Student Orientation 1A
- Statewide Collaborative Diversity Conference 1D
- University Awards and Honors 1D
- University Staff Ambassadors 1D

1.S - Criterion 1 - Summary

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

Summary

For 20 years, Missouri State has benefitted from a strong and consistent mission statement. The public affairs mission is distinctive, meaningful and memorable. The concept of educating students for their role as "global citizens" sets a high standard and is attractive to today's youth. It was compelling enough to be approved by the Missouri General Assembly and the Governor, and has been included in state statute since 1995.

One of the strengths of the mission is its potential for ongoing development. Since it was established, the mission has been continuously incorporated into all aspects of campus life, from on-campus living units to academic programs. The University's Board of Governors, faculty, staff and administrators have successfully found the intersections of the mission with curricular and co-curricular activities. This enables each generation of employees and students to explore and build on the mission.

With its three pillars of ethical leadership, cultural competence and community engagement, the public affairs mission provides the foundation for diversity and inclusion. Likewise, it provides the philosophy for the University's commitment to partnerships — and it also provides the foundation for the open and transparent style of management at all levels of the University, including the budget.

The mission has served the University well and will continue to do so in coming years.

Strengths

1. The purpose of developing educated persons and the public affairs mission are strong, clear and have staying power.
2. The University's budget process is a model of campus-wide participation and transparency.
3. The mission has provided a strong foundation for the University's progress in diversity and inclusion.
4. Missouri State remains an honest broker and strong partner with many institutions, organizations and other entities.

Strategic Opportunities

1. Although the public affairs mission is deeply incorporated into General Education, the University will continue to find fresh ways in which to incorporate the mission into the curriculum and campus life.
2. While progress has been made on diversity goals, the University continues to strive for excellence. A recently completed climate study that involved the campus and external community will lead to new specific goals in the next strategic plan.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Acting ethically and responsibly is a deep and full-time commitment. The promise of transparency must be a core value, not implemented sporadically. Acting appropriately in all situations must be part of the culture that begins at the top and permeates the entire organization. It includes not only the occasional sensational situations – which are obvious and, therefore, require relatively clear responses – but also the multitude of individual decisions that occur daily and tend to be more subtle and, thus, more difficult. There are ethical considerations in everything from determining fair use for copyright, to the relatively new issues of guaranteeing honesty and integrity in online courses, and everything in-between.

Missouri State University understands the goal and complexity of acting ethically and with integrity. That is why the University has worked to create a culture where ethical and responsible behavior are expected and celebrated. These goals are central to the University's [Declaration of University Community Principles](#), fundamental to the public affairs mission, and highlighted in the long-range plan. Simply stated, acting ethically and responsibly is expected of all who are associated with Missouri State.

Institutional policies provide a basis for ensuring that the institution operates with integrity. Missouri State has effective procedures for the approval and promulgation of both governing and operating policies through a [comprehensive online policy library](#). Governing policies must be submitted to and approved by the Board of Governors; operating policies must be approved by the President in consultation with Administrative Council. Faculty Senate and Staff Senate organization and actions also are included in the library. The Office of the General Counsel is responsible for maintaining the policy library and the Office of Web and New Media is responsible for maintaining the policies on the web in a format that can be easily accessed by the University community and the public.

The policy library includes the [Board of Governors By-Laws](#), [Faculty Handbook](#), and [Employee Handbook](#) and [The Student Code of Rights and Responsibilities](#). The library includes details about [academic responsibility](#). Other policies, including the [fiscal responsibility policy](#), specifically address financial integrity. Missouri's Open Meetings, Open Records Law ([Sunshine Law](#)) ensures transparency for the public in the decision-making process.

A review of the policy library reveals there are many other policies designed to ensure the institution operates with integrity, and follows fair and ethical practices. These include policies on [conflict of interest](#), hiring, [equal opportunity and affirmative action](#), prohibition of discrimination and

harassment, faculty workload, research, and [computer usage](#). The policies are inclusive and apply to the Board of Governors, administrators, faculty, staff and students.

Unlike many institutions and organizations, Missouri State has had and benefited from an [Internal Auditor](#) for more than 40 years. The policy library makes it clear that the Director of Internal Audit and Compliance and the Office of Internal Audit and Compliance operate with appropriate autonomy: “To achieve the highest degree of independence, the Internal Auditing Department reports to the Board of Governors. In carrying out its duties and responsibilities, the Internal Auditing Department shall have unrestricted and timely access to all organizational activities, records, property, and personnel. All internal auditing endeavors are to be conducted in compliance with University policies as well as the Code of Ethics and the Standards for the Professional Practice of Internal Auditing which are promulgated by the Institute of Internal Auditors, Inc.” Besides the President, the Director of Internal Audit and Compliance is the only other employee who reports directly to the Board of Governors.

Another way in which the University ensures ethical behavior is through complying with all federal and state reporting requirements. There are many reports that cover a range of topics, from research compliance to the recently revised [Title IX policy](#), including training for Campus Security Authorities (CSAs) and the Haven online program that introduces incoming freshmen and transfer students to sexual assault prevention and allows students to share their knowledge on sexual assault and bystander intervention. The significant attention to and changes in Title IX, have focused national attention on a variety of issues, including how claims of sexual assault are handled on higher education campuses.

The Director of Internal Audit and Compliance leads a campus-wide group to ensure that all [federally mandated reports](#) are completed and submitted by the deadline. The Office of Internal Audit and Compliance also provides support as needed for the completion of the reports.

The [Ethics Hotline \(“Whistleblower”\) Policy](#) provides an avenue for individuals to report perceived unethical practices, including violations of University policy, issues of integrity. Reports to the Ethics Hotline are monitored by the Internal Audit Office, which ensures they are confidential and appropriately addressed in a timely manner. Since 2007, there have been 76 separate reports to the hotline. Each report has been analyzed and distributed to the proper administrator for review. The individual who made the claim also received a report.

The University’s active [Academic Integrity Council](#) deals with ethical issues. The faculty and students on the Council work to raise awareness about potential ethical issues, highlighted by a week each year focused on ethical academic behavior.

Yet another policy outlines the [grievance procedure](#) to address complaints and disputes between employees and the University regarding working relationships, working conditions, employment practices, or differences in interpretation of policies.

As a test of the integrity of its financial proceedings, the University is [audited](#) annually by an independent external accounting firm. For more than 25 years, Missouri State has received an “unqualified opinion” on that external audit. Another example of the institution’s culture of integrity is that Missouri State has not had any NCAA violations that have resulted in sanctions.

Each auxiliary enterprise system has established its own procedures to ensure integrity in its operations. For example, Taylor Health and Wellness Center’s [accreditation](#) with the Accreditation Association for Ambulatory Health Care demonstrates the quality of the Center’s operation with

respect to the rights of patients, governance, administration, and the quality of care provided.

The University also has an [information security policy](#) within the policy library. Per the policy, the Information Security Unit of the Computer Services Department provides guidance and oversight of all information-security related activities. A full-time Information Security Officer chairs the Information Security Executive Committee with campus-wide representation.

The high-profile Missouri State Bookstore theft was initially uncovered and investigated by the University's Office of Internal Audit beginning in early August 2012. The incident was handled professionally, first internally in fairness to the employee, before promptly being made public. The University then cooperated with law enforcement officials, which filed federal charges and ultimately gained a guilty plea agreement on March 26, 2013, in what local and federal authorities described as "record time." As a result, on August 29, 2013, the former employee was sentenced to five years in jail and ordered to pay restitution to the University. Since the occurrence, new procedures have been established and a cash collection audit has been completed.

A key ingredient in ethical and responsible behavior is clear, complete, and timely information. Missouri State benefits from its robust website that includes appropriate documents: financial documents (including salaries of all employees), internal audit reports, comprehensive policy library, agendas and minutes of most meetings, and more. In addition, both the [President](#) and [Provost](#) have regular email communications within *Inside Missouri State* that provide updates as well as links to additional documents on the topics.

Sources

- Academic Integrity at MSU 2E
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- Employee Handbook Feb 2014 1B
- FacultyHandbook_2014-06-20 1B, 2D, 2E
- Federally Mandated Reporting Calendar for Missouri State
- MissouriStateUniversity_PolicyLibrary SJ
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- MissouriStateUniversity_PolicyLibrary SJ (page number 1017)
- MissouriStateUniversity_PolicyLibrary SJ (page number 1047)
- Provost Communique 2
- Sunshine Law 2A
- Taylor Health and Wellness Center Certificate of Accreditation 2A

2.B - Core Component 2.B

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

Argument

The University's robust website contains clear and complete information about Missouri State programs and requirements for the public, faculty, staff, and students. Two examples are the [graduate](#) and [undergraduate](#) catalogs. The current [long-range plan](#) is the result of an 18-month campus-wide process that included a large steering committee, expanded working subcommittees, postings of multiple drafts on the website, open forums, and individual comments and recommendations. As is the University's practice, students, as well as faculty, staff and administrators, were included on all of the long-range plan committees and work groups. An executive summary of the long-range plan was included in the printed document, while the entire long-range plan, complete with objectives, tactics and timelines, is on the University's website.

Likewise, the documents leading to the Higher Learning Commission accreditation, and other more [specialized accreditations](#), are also included on the website. All working documents, meeting minutes, and then the final documents are posted to the website and publicized for maximum input.

Missouri State presents clearly its purpose of "developing educated persons." The University, from the Board of Governors to the faculty and staff, is focused on students' learning outcomes and their commitment to lifelong learning. The University strives to keep the best interests of students at the forefront of all decisions. Toward that end, Missouri State prides itself on providing information openly and transparently, especially on the University's website. The [policy library](#), Board of Governors agendas and minutes ([February](#), [March](#), [May](#), [June](#), [July](#), [October](#) and [December](#) of 2014), [external audit reports](#), [budgets](#), and comprehensive [calendars of events](#) are posted on the website for all to see. Information is provided in a straightforward, uncomplicated form, all easily located with a well-structured and comprehensive search engine.

Missouri State was an early adopter of the Voluntary System of Accountability (VSA), a national program designed to add transparency to higher education for students and families.

In the "Net Price Calculator," students have a nationally-normed tool to calculate the cost of their education. Even though Missouri State has taken steps over the years to simplify the calculation of fees, it can, admittedly, be complicated. Partially in response to reduced state funding and partially in response to the market, several academic colleges at Missouri State have instituted program [fees](#) in recent years. In addition, online courses typically incur a slightly higher fee. However, with the ever-increasing costs of traveling to and from campus, most students do not complain about this additional charge.

Finally, Missouri State takes seriously its responsibility to expend designated student fees for their approved purposes. Toward that end, the University has worked diligently to document and publicize how individual student fees have been, and are being, used. One example is the [Student Computer Usage Fee](#) (SCUF), which is monitored by a campus committee consisting of faculty, staff and students. Over the past decade, students on the committee have played a stronger role in ensuring that SCUF funds are used for the highest priorities within their designated purpose.

Because programs and requirements for graduation change, Missouri State treats these as “living documents” by regularly reviewing, evaluating, and revising as appropriate. It is all part of the goal of providing clear and accurate information to students, faculty, staff, and the public.

Sources

- Accreditations - list with certifying body 3A, 4A5
- Audit - external financial audit 2014 2A, 5A
- Calendar of Events 2B
- December 2014 Agenda and Minutes
- February 2014 Agendas and Minutes
- FY14_Detailed_Budget_Book
- Graduate Catalog 2013-2014 1B, 2B, 3A
- Information Technology Council 2B
- Information Technology Council 2B (page number 35)
- July 2014 Agenda and Minutes
- June 2014 Agendas and Minutes
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C
- March 2014 Agendas and Minutes
- May 2014 Agendas and Minutes
- MissouriStateUniversity_PolicyLibrary SJ
- October 2014 Agenda and Minutes
- Tuition, Costs and Fees 1A, 2B
- Undergraduate catalog 2014-2015 1B, 2B, 3A

2.C - Core Component 2.C

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

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

Argument

2.C.1.

Missouri State's Board of Governors is actively involved in setting the agenda for the University, especially through the long-range plan. For the [current plan covering 2011-16](#), the Board reviewed various key elements and then two full drafts of the plan, provided input, and [ultimately unanimously approved it](#). The Board's priorities and involvement in establishing the agenda are not only articulated in the long-range plan, but also the President's highlights and the Board of Governor's official minutes. The priorities are organized in six sections in the plan: [Access to Success](#), [Public Affairs Integration](#), [Engaged Inquiry](#), [Partners for Progress](#), [Valuing and Supporting People](#) and [Responsible Stewardship](#).

"Access to Success" expands access to educational opportunities and prepares students for successful citizenship and careers in a globally competitive world. [One initiative](#) includes increasing enrollment in targeted fields of study such as science, technology, engineering, and math (STEM), as well as health fields. Several programs support this initiative: a new master's degree program in Occupational Therapy, a new Associate of Applied Science in Allied Health-Certified Nursing Assistant program on the West Plains campus, and the Doctor of Nursing Practice degree. Several new facilities also reinforce Access to Success: Bill R. Foster and Family Recreation Center, McQueary Family Health Sciences Hall, the O'Reilly Clinical Health Science Center, the four-building Brick City complex, the facilities in IDEA Commons, the Science Scholars' Laboratory at Greenwood Lab School, and multiple facilities to support the School of Agriculture: Bond Learning Center at the Darr Agricultural Center, the Journagan Ranch, the Shealy Farm, and the Woodlands.

[Increasing diversity is an emphasis of Access to Success](#). In 2011, the first Vice President for Diversity and Inclusion was hired. The Division of Diversity and Inclusion exists to promote, achieve, advance, and sustain Missouri State's commitment to diversity, equity, and inclusion by enhancing employee capabilities and competencies through diversity research, professional development, collaboration, and integrative activities and practices. The annual Statewide Collaborative Diversity Conference, initiated in 2013, has been a resounding success and further put the University at the forefront of the diversity conversation. In recognition of its progress with diversity, in September 2014 Missouri State was awarded the 2014 Higher Education Excellence in Diversity (HEED) Award by *INSIGHT into Diversity* magazine, the oldest and largest diversity-focused publication in higher

education. Missouri State, along with 82 other recipients, were featured in the November 2014 issue of the magazine.

[Integrating the Public Affairs Mission](#) more deeply into the academic experience of the students, from the curriculum to research, equips and inspires graduates to engage in global policy issues and creatively apply their educations to identify solutions to pressing worldwide challenges. The 2013 Public Affairs Conference, with its theme of “Inclusive Excellence,” attracted more than 3,000 participants. The conference explored the relationship between public affairs and diversity and inclusion.

Engaged Inquiry – the pursuit of research and scholarly activities – enriches the learning experience of students and is responsive to the needs of the region and state. [These initiatives continue to develop](#). For example, researchers at the Center for Grapevine Biotechnology in the William H. Darr School of Agriculture announced two major breakthroughs that will impact grape and wine industries in Missouri and the Midwest. The College of Humanities and Public Affairs (CHPA) was awarded a five-year, \$2.5 million contract from the U. S. Department of Defense (DOD). And a new publication, *Mind’s Eye*, and its companion website highlight research, service, and scholarly activities by faculty members.

[Partners for Progress](#) expresses Missouri State’s commitment to serve as a catalyst for positive change in improving the quality of life for Missourians and enhancing the economic vitality of the region and state.

Based on the foundation established by the long-range plan, the Board approves 8-10 annual goals proposed by the administration. The Board then uses its five regular meetings and two retreats to focus on specific aspects of the six areas identified by the long-range plan and the annual goals for the year.

The Board has two committees, Finance and Facilities, and Programs and Planning, which meet in conjunction with the full Board meetings. Each committee meets for 75-90 minutes during which time they work through an agenda that is published in advance. The Programs and Planning Committee always includes an in-depth discussion of a topic, which has ranged from the Study Away Program to individual academic colleges and schools.

Beginning in December 2012, the Board of Governors reinvented its agenda to make the Board’s time more substantive. The major addition was scheduling an in-depth discussion as part of its regular meetings. Board members have found this addition a more meaningful use of their time, and the administration has benefited from the Board’s input and the open dialogue. Some of the topics have included: Diversity in the Student Body, First Generation Students, HLC Accreditation (for both the West Plains and Springfield campuses), and Partnership Opportunities Among Missouri State’s Campuses.

In preparation for the next two long-range plans for 2016-21 and 2021-26, the Board of Governors asked the administration to complete a “visioning” process during 2014-15. The resulting [vision report](#) was adopted after significant review in July 2015. The detailed strategic plan will then be developed during the 2015-16 year and be implemented beginning July 1, 2016.

2.C.2.

For more than two decades, the University has sought meaningful partnerships to better serve its students, broaden its services, and expand research opportunities. These partnerships have come at the

local, state, regional, national and international levels. The Board of Governors approves many of the agreements and is informed of all of them in accordance with University policy. A few examples include:

- **Local** – Missouri State has positive and productive relationships with the City of Springfield, City Utilities, Greene County, Ozarks Technical Community College (OTC), Drury University, Evangel University, Southwest Baptist University, the Community Foundation of the Ozarks, the Springfield Area Chamber of Commerce, Urban Districts Alliance, and other local agencies and organizations. These have helped pave the way for several collaborative projects, the major one of which is [IDEA Commons](#) and its component parts: the Roy Blunt Jordan Valley Innovation Center, Brick City, and the Robert W. Plaster Center for Free Enterprise and Business Development, which includes The eFactory. Other non-university entities located in IDEA Commons include the Missouri Crime Lab, the Jordan Valley Community Health Center, the Taylor-Martin Companies, the Marlin Company, and several residential structures. Another example of collaboration is the new campus entrance on National Avenue, the renaming of Monroe Street to “Bear Boulevard,” and the improvement of the intersection at National Avenue and Bear Boulevard. Missouri State has enjoyed a strong partnership with OTC since it opened in 1991. The two institutions have a number of articulation agreements and cooperate in a number of ways. Missouri State offers accelerated master’s degree programs with the other four-year institutions in the area, and all of the higher education institutions partner in the Foreign Language Institute hosted by Missouri State. The Board approved all of these initiatives as they were developed.
- **State** – Missouri State has developed partnerships with many higher education institutions across Missouri. The University has co-located in the OTC Education Center in Lebanon, has a presence at Crowder Community College in Neosho, and offers graduate programs in Joplin, home of Missouri Southern State University. [Missouri State has joint degree programs](#) with three of the four University of Missouri campuses: an Ed.D. in Educational Leadership with the University of Missouri-Columbia, a cooperative Engineering degree with the Missouri University of Science and Technology, and the cooperative Doctor of Pharmacy degree with the University of Missouri-Kansas City. Missouri State has an extensive and growing Dual Credit program with high schools located in southwest Missouri and around the state. Several University-sponsored programs involve other Missouri institutions, both two-year and four-year. In addition, many Missouri State researchers collaborate with colleagues at other Missouri institutions. The Board of Governors has encouraged these partnerships, is aware of all, and has approved many.
- **Regional** – One of the most recent regional [partnerships](#) is with the University of Arkansas-Pine Bluff, a Historically Black Colleges and Universities (HBCU) member. The partnership is designed to increase diversity experiences for students on both campuses. The Board of Governors approved this agreement.
- **National** – Missouri State’s Defense and Strategic Studies (DDS) Program is located in the Washington, D.C., area for greater accessibility to professionals who seek a graduate degree in this area. The DSS program is recognized as one of the premier programs of its kind in the country. The Board of Governors decided to locate the program there and approves such things as leases and tuition. The University also has partnerships with the National Park Service and U.S. Army Corps of Engineers.
- **International** – Over the past 20 years, Missouri State has developed academic and research partnerships internationally. [Missouri State has 52 agreements](#) with 17 countries: Australia, Belgium, Brazil, Bulgaria, Chile, China, Colombia, Czech Republic, England, France, India, Japan, Mexico, Mongolia, Slovenia, South Korea, and Turkey. The greatest concentration are in China with 15 agreements in nine cities/provinces. The Board is made aware of all agreements

and approves most since there is a financial commitment involved.

2.C.3.

The Board of Governors' regular meetings, meetings of the two committees (Finance/Facilities and Programs/Planning), and the monthly Executive Committee meetings (conducted by conference call) are open to the public. Agendas for all meetings are posted to the web in advance, as are minutes and major actions of the meetings. Audio recordings of the regular meetings are made and maintained. The minutes of all open meetings are public record and available under the Missouri Open Meetings, Open Records Law ([Sunshine Law](#)). Some portions of the minutes from closed sessions of the Board are protected for certain periods of time or permanently under the Sunshine Law.

Missouri State University is governed by a [nine-member statewide Board of Governors](#), with at least one, but no more than two, from each of Missouri's eight congressional districts. All members are appointed by the Governor of the State, with the advice and consent of the State Senate, to serve six-year terms. Once appointed by the Governor and approved by the Senate, Board members are sworn to act in the best interests of the University. The Board also includes a non-voting student member, who is appointed by the Governor from three nominations submitted by the Student Government Association, and then confirmed by the Missouri Senate.

The Board meets five times per year with regular meetings, with the standing committees meeting each time in advance of the full meeting. In addition, the Board has two retreats – in the late July/early August where the goals for the year are finalized and in early March where progression the goals are discussed. Agenda/minutes for [February](#), [March](#), [May](#), [June](#), [July](#), [October](#) and [December](#) of 2014.

The Board of Governors By-Laws, first enacted in 1936, have gone through numerous amendments. The latest major revision was completed in 2009, although amendments have been since then and are still made periodically. The By-Laws cover, among other policies, selection and removal of members, conflict of interests, board organization and committees, board authority, and functioning.

A review of the By-Laws, Sunshine Law, the policy library, and other University and procedural information is included in a day-long orientation conducted for all new Board members after they have been appointed and before they attend their first meeting.

These policies, practices and orientation all help promote and safeguard the Board of Governors' ability to be an independent decision-making body that serves in the best interest of the University and is immune from inappropriate influences.

2.C.4.

The [Board of Governors By-Laws](#) are an important part of Missouri State's administrative policies. The By-Laws state in Article II, Section 3.a, "Governors shall avoid involvements in the administration of the University except in an emergency or when exceptional circumstances occur," and in Article X, Section 2, "the President of the University is delegated the general authority to act for and on behalf of the Board of Governors of the University, as its agent, to administer the University's affairs pursuant to policies established by the Board."

The Board of Governors had a special challenge in the summer of 2011 to which it responded appropriately, effectively, and in a timely manner. Within a two-month period, both the Provost and 11-month President resigned and returned to the faculty. The Board named an Interim President who identified the Interim Provost within hours. The changes were accomplished quickly and seamlessly,

and then made public in a timely manner, thus avoiding the chaos that is possible in such situations.

The Board of Governors has a strong record of valuing the principle of shared governance with the faculty and fostering the faculty's right to academic freedom. As a result, the University has benefitted from active and enthusiastic faculty participation and involvement in academic matters, and the University, therefore, has a comprehensive and time-tested body of academic policies. The Provost is the chief academic officer of the University, the Faculty Senate oversees undergraduate curricular matters, and the Graduate Council oversees graduate programs. The President and Provost both emphasize and support the concept of shared governance and the faculty's responsibility for curriculum during the orientation for new Board members.

As is the case in many situations, communication and collaboration are key. This was never more apparent than at the [June 2014 Board of Governors meeting](#) where revisions to the Faculty Handbook were proposed by the Faculty Senate. Thanks to the leadership of Faculty Senate and the Provost, and the communication among all parties, the Faculty Senate recommendations were supported by the Provost and President and unanimously approved by the Board without any amendments.

Sources

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- BOG minutes June 2014 approving revisions to faculty handbook 2C
- December 2014 Agenda and Minutes
- Diversity - AR Pine Bluff Collaboration 1C, 2C
- February 2014 Agendas and Minutes
- Graduate Catalog 2013-2014 1B, 2B, 3A
- IDEA Commons 1D, 2C, 3D
- International Agreements 2C
- Joint Degree Programs 1D, 2C
- July 2014 Agenda and Minutes
- June 2014 Agendas and Minutes
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 7)
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C (page number 8)
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- Space and Energy Efficiency 5A
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- Undergraduate catalog 2014-2015 1B, 2B, 3A
- Vision Report 2015

2.D - Core Component 2.D

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

Argument

Missouri State University values [freedom of expression](#) and the pursuit of truth in teaching and learning. Over the years, the University has embraced these values as part of its mission. This commitment is specifically expressed in the [Declaration of University Community Principles](#), which was adopted in the late 1990s by the Faculty Senate, Staff Senate, and the Student Government Association. The Declaration expresses the belief that educated persons will accept responsibility to act in accordance with the following principles: 1) Being open-minded to embrace the benefits and richness that diversity and inclusiveness bring to the community of scholars and to recognize them as catalysts for educational excellence; 2) Practicing personal and academic integrity. Being a full participant in the educational process, and respecting the right of all to contribute to the "Marketplace of Ideas"; and 3) Treating all persons with civility, while understanding that tolerating an idea is not the same as supporting it. Being a steward of the shared resources of the community of scholars.

Choosing to accept these principles suggests that each participant of the community refrains from and discourages behavior that threatens the freedom and respect each member deserves.

Indeed, the University is committed not only to developing educated persons, but also to embracing ethical conduct in teaching and learning on a daily basis. Examples of such emphases include:

- [Code of Student Rights and Responsibilities](#)
- [Expressive Activity Policy](#) *This policy was revised in August of 2015 due to changes in state statutes. Since it is a governing policy it must be approved by the Board at their next meeting.
- [Prohibition of Discrimination and Harassment Policy](#)
- [Grade Appeal and Academic Grievances Policy](#)

Additionally, several programs have their own set of academic policies that govern freedom of expression and pursuit of truth.

Sources

- Declaration of University Community Principles 1A, 2A
- FacultyHandbook_2014-06-20 1B, 2D, 2E, 3C
- MissouriStateUniversity_PolicyLibrary SJ
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- MissouriStateUniversity_PolicyLibrary SJ (page number 502)

2.E - Core Component 2.E

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

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

Argument

2.E.1

Missouri State ensures – through appropriate support, training, and policies – that faculty, staff, and students acquire, discover, and apply knowledge responsibly. The [Faculty Handbook](#) provides guidance for faculty regarding scholarship, research, and creative activity; responsibilities and ethics; academic freedom; regulatory guidelines for research; and conflict of interest.

Responsible scholarship is specifically supported through the [University's Office of Research Administration](#) (ORA). The ORA provides coordination, oversight, and [education](#) in the areas of animal care and use, biosafety, conflict of interest, export control, human subject research, intellectual property, radiation safety, responsible conduct of research, and technology transfer. Appropriate policies and procedures exist related to academic freedom, intellectual property that emerge from scholarship, sponsored research (grants), misconduct in science, and whistleblower protections. ORA also supports faculty and staff in the acquisition, performance and administration of projects and programs funded from sources outside the University.

The Graduate College provides grants and other resources to help faculty and graduate students acquire, discover, and apply knowledge responsibly. The annual [Interdisciplinary Forum](#) provides an outlet for student scholarship, practical experience in preparation for professional research outlets, and an opportunity to honor excellence through research awards.

Furthermore, faculty gain clear, updated guidance regarding scholarship expectations per the Provost's triennial review of department reappointment, tenure, and promotion plans.

2.E.2

Missouri State University provides students with timely, effective guidance regarding the ethical use of information resources. The first pillar of the University's public affairs mission is "Ethical Leadership" – a shared commitment that permeates the University's learning community. The annual Public Affairs Conference features campus events that educate and inspire. The [Code of Student Rights and Responsibilities](#) and the [Student Academic Integrity Policies and Procedures](#) establish clear expectations and provide guidance for students. Even so, the University proactively seeks to deliver the guidance in a variety of settings.

- Through orientation, new students encounter information regarding their rights and responsibilities.

- In every course, standards of academic integrity are expected to be on the [syllabus](#).
- The first required course for first-time, first-year students is GEP101, and one of the first subjects is tied to information literacy, academic integrity, and ethical behavior.
- Ethical behavior and responsibility are topics included in the orientation sessions specifically targeted to entering freshmen, transfer students, non-traditional students, international students, and graduate students.
- The University avails faculty of plagiarism-detection/integrity-promoting software – Safeassign.
- The Bear CLAW (Center for Learning and Writing) provides individualized assistance for students at all stages of information use and project development.
- The Academic Integrity Tutorial is available online to enrich students' understanding and guide their choices.

With the opportunities technology creates come special challenges, and Missouri State University arms the entire learning community with firm principles and recommendations for responsible, ethical and safe computer usage. Students at Missouri State are active partners in promoting ethical use of information resources. Students serve on and are active members of the [Information Technology \(IT\) Council](#). Students organized the campus Society of Academic Integrity Leaders (SAIL) which has now evolved into a campus Academic Integrity Matters Student Organization (AIMSO). Each year, [Academic Integrity Days](#) features presentations and workshops for students, student organizations, and faculty.

Another tool the University provides [Searchpath](#), an online tutorial available through the library website. Searchpath promises to help students “learn to find and critically evaluate information sources.”

Like other colleges and universities, Missouri State continues to identify best approaches to promoting academic integrity in online courses. Missouri State is now developing new standards which should be ready to implement no later than fall 2015. The [Center for Faculty Teaching and Learning](#) has provided guidance for faculty through the University's innovative training program and [Digital Professor Academy](#). Missouri State remains vigilant in seeking opportunities to ensure academic integrity in distance education.

2.E.3

Missouri State University firmly and fairly enforces policies on academic honesty and integrity, guided by the Student Academic Integrity Policies and Procedures. Those policies and procedures were revised in 2014, partly to enhance readability (i.e., maximize student access to this guidance).

By administering an [Academic Integrity Survey](#) to faculty and students, the Academic Integrity Council maintains awareness of the scope and nature of challenges to integrity. As noted in describing compliance with 2.E.2, standards of academic integrity are expected to be included in the syllabus of every course at Missouri State.

The [University's Test Proctoring Center](#) is being constructed in Meyer Library is scheduled for completion as of August 2015.

Expectations, policies, and resources are made salient for members of the learning community, and the Academic Integrity Council (AIC) – which includes student members and faculty members in equal measure – adjudicates concerns in a manner consistent with those expectations and policies.

Sources

- Academic Integrity at MSU 2E
- Academic Integrity Survey 2E
- Code of Student Rights and Responsibilities 2E
- Faculty Center for Teaching and Learning 3C, 3D
- Faculty Center for Teaching and Learning 3C, 3D (page number 43)
- Faculty Research Grants 3B
- FacultyHandbook_2014-06-20 1B, 2D, 2E, 3C
- Information Technology Council 2B
- Interdisciplinary Forum - Graduate College 2E, 3B
- MissouriStateUniversity_PolicyLibrary SJ
- MissouriStateUniversity_PolicyLibrary SJ (page number 224)
- Office of Research Administration 2E, 3B
- Office of Research Administration Faculty Training 2E, 3B
- Research Funding Summaries from ORA 3B
- Searchpath - Library tutorial 2E
- Syllabi Policy Statements 2E
- Test Proctoring 2E

2.S - Criterion 2 - Summary

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

Summary

With its public affairs mission, Declaration of University Community Principles, online policy library, and Office of Internal Audit and Compliance, Missouri State possesses the ingredients to meet the criterion on ethical and responsible conduct. Expectations for behavior are clearly outlined for all members of the campus community: Board of Governors, faculty, staff, administrators, and students.

The University has demonstrated its commitment to these ideals, most notably in the Missouri State Bookstore theft in August 2012 that received national attention and for which the University continues to receive accolades from media and others. The University dealt with that incident promptly, openly, and effectively. Even so, Missouri State is well aware that it must be ever diligent in maintaining the high standard it has set.

The University has a strong commitment to shared governance and includes all constituents, including students, in developing the long-range plan and other important documents and in reaching strategic decisions.

Missouri State also serves its constituents by its continuing commitment to partnerships. The University has a long history of focusing on the needs of the citizenry rather than sole ownership and credit. What that means has evolved as the mission of the University has changed but it has always worked to the benefit of all.

Strengths

1. The institution operates with integrity as evidenced by its commitment to an up-to-date online policy library and annual external audits. In addition, Missouri State has an active Office of Internal Audit and Compliance and a full-time information security officer in support of this commitment.
2. The public affairs mission provides a strong philosophical foundation for ethical and responsible behavior, including the celebration of freedom of thought and speech, and diversity and inclusion.
3. Codes of conduct are clear for all members of the campus community, from the Board of Governors to faculty and staff, to administrators, and to students.

Strategic Opportunities

1. Given the importance of cost to its students, Missouri State strives to find the clearest ways in which to list the price and value of the education it offers.
2. The University remains diligent in its goal of responsible conduct in research as it continues to support scholarly activity across all disciplines.

3. In this rapidly changing technological environment, Missouri State continues to build on current policies and practices to address new challenges.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

3.A.

Missouri State University was founded in 1905 as a “normal school” to help meet the need for trained teachers in the southwest region of the state. Almost since the day it was founded, the University has been developing and adapting to meet the changing needs of Springfield, the region, the State of Missouri, and the nation. Over time, that has meant adding programs to meet demonstrated need and eliminating programs that have lost their relevance; eliminating associate degrees and becoming a graduate university; focusing on the needs of the citizenry and establishing partnerships of all kinds to succeed; and changing the name of the institution along the way to accurately reflect the University's progress.

Many of the changes have been responses to demographics and the changing economy. Southwest Missouri has been, and continues to be, the fastest-growing region of the state. Many describe the area as the “driver of Missouri's economic engine,” which is made possible with the region's diverse array of business, agriculture, health care, higher education, and recreation, as well as the quality of life. Long ago, the institution expanded its programs beyond teacher education. The University has committed resources toward advancing health programs and other strategic initiatives, many of which are offered at the master's or doctoral level, and others that lend themselves to cooperative programs with partner institutions.

In other cases, the responses have reflected changes in the higher education in the region and statewide. Two notable events that influenced Missouri State's development were: 1) Coordinating Board for Higher Education (CBHE) designating Missouri State as the region's graduate education provider university in the mid-1990s in its “[Critical Choices](#)” [strategic plan](#), which led to a doubling of the graduate programs and students within a decade, aided by about \$9 million in additional state funds earmarked for “mission enhancement”; and 2) the opening of Ozarks Technical College (OTC) in 1991, which allowed Missouri State to eliminate its two-year programs and raise its admission standards.

Finally, the University has served as a catalyst for change that has influenced academic programs. For example, the University has worked closely with the Springfield community on becoming more diverse and welcoming, as well as developing destination careers locally for Missouri State graduates. Historically, Missouri State has been the source of teachers for Springfield and the area. With the development of the Roy Blunt Jordan Valley Innovation Center ([JVIC](#)) and the Robert W. Plaster Center for Free Enterprise and Business Development with The eFactory, new 21st century jobs and entrepreneur opportunities have been created.

The University has been continuously accredited by the Higher Learning Commission since 1915. Today, Missouri State is authorized to offer certificate, bachelor's, master's, specialist and selected doctoral degrees. Accreditation at the doctor's level is limited to the Doctor of Audiology, the Doctor of Physical Therapy, the Doctor of Nursing Practice, and the Doctor of Nurse Anesthesethia Practice. International degree offerings are limited to the Bachelor of Science in General Business in Dalian, China. The M.S. in [Defense and Strategic Studies](#) is limited to delivery in Fairfax, Virginia (Washington, D.C., area).

Missouri State University offers 88 [undergraduate](#) degree programs with 194 options leading to 10 degrees; 117 undergraduate minors; 12 undergraduate certificates; 55 [graduate](#) degree programs with 86 options leading to 21 degrees (16 masters, 4 doctoral, and 1 specialist); and more than 30 graduate certificates. The University also offers [cooperative degrees](#) with the University of Missouri (Doctor of Educational Leadership) and Missouri University of Science and Technology (Bachelor of Science with majors in Civil Engineering and Electrical Engineering). The University of Missouri-Kansas City (Doctor of Pharmacy) offers their program on the Missouri State campus.

Each undergraduate student must complete a 45-49 hours General Education curriculum in addition to the specific courses relevant to the student's academic major. The new General Education Program, effective in fall 2014, includes specific [student learning outcomes \(SLOs\)](#) for each goal. Each academic major has outlined specific objectives for each discipline identified in the catalog and program-specific websites. [Learning outcomes](#) for baccalaureate programs may be found on departmental websites as well as on the Office of Assessment. Graduate programs balance course requirements with thesis research, clinical experience, practicum and/or independent study, depending upon the program.

3.A.1.

It is the practice of the University to attain [accreditation](#) for all programs where accreditation is offered. Currently, 31 separate agencies have accredited or certified Missouri State programs. These agencies perform external reviews of accredited programs on regular cycles that vary from 2 to 10 years. The accreditation of specific programs provides evidence that programs are committed to continuous improvement of their educational experience; incorporate best practices in pedagogy and course content; are responsive to developments in their disciplines; and are receptive to input from students, employers and other stakeholders in their pursuit of continuous quality improvement.

All programs are subject to periodic review through accreditation and/or the university's periodic [program review](#). The strategic plan allows the program/unit to develop a long range view ([5-7 years](#)) of its mission, priorities, and objectives. The plan represents a realistic view of the program/unit's aspirations, as well as a specific plan for how it intends to achieve those aspirations. The annual reviews allow the program/unit to note its accomplishments and, in the process, assess its progress toward accomplishing its goals and objectives.

The periodic external review asks the program/unit to engage in an in-depth self-analysis which is reviewed by an external consultant(s). As a result of this periodic review, the program/unit determines how its strategic plan should be revised to ensure that it responds to the resulting recommendations and, thus, ensures that quality improvements continue.

As with many institutions of higher learning, Missouri State University, struggled to establish a meaningful process of program review. For several years the state Coordinating Board for Higher Education (CBHE) mandated college by college review of programs on a five-year cycle for each of the state's institutions of higher education. The reviews were completed by academic colleges and were helpful to the individual programs and academic colleges, but there was inadequate feedback provided for the campus. A more rigorous and systematic process of periodic program review, including external evaluation, began during the 2006-07 academic year. A primary goal of the 2006 initiative, according to the Provost, was to provide departments a process to evaluate and improve academic programs, thus allowing, "...program faculty and all levels of administration to regularly gauge the effectiveness and efficiency of its academic programs." A summary of the program review process including purpose, components, and continuing nature of program review, 2006-11, was prepared in September 2010 by the Provost. It should be noted that one of the "improvement suggestions" from the 2005 HLC site visit was to improve the University's process of program review.

As outlined in the [2010 summary](#), three integrated components comprise the program review process. These are: (1) strategic planning, (2) annual review, and (3) periodic extensive self-study and external review. The initial policy documents used in the process were developed in 2005 with a revision in late 2007. The policy statement includes a timeline, expected products, suggestions for selecting the external reviewer or reviewers, instructions for the reviewer, and resulting actions by administrators and the academic department. The strategic plan for each program includes a mission statement, a SWOT analysis, an assessment plan, current priorities and objectives, and an action plan. The annual reviews address each component of the program's strategic plan. The periodic extensive self-study reviews annual reports and other available data. Critical to the self-study is the involvement of all faculty in the program. The external reviewer receives specific instructions from the dean and provost and meets with students, faculty, alumni, and administrators while on campus. An exit interview is held with the dean, department head, faculty and a representative from the Office of the Provost to ensure 360-degree communication. The final report from the external reviewer is submitted to the dean and the dean sends the report to department and Provost's office. The department then has a period of time to respond and to write an action plan based on the recommendations by the external reviewer. Examples for [business](#); [child and family development](#); [communication](#); [geography, geology and planning](#); and [psychology](#) are attached as evidence. Others are available upon request and all are posted on a password protected website. This process was reviewed in fall of 2011 with a [recommendation](#) for minor changes.

Implicit in program review is that it is a continuous process with the periodic self-studies and external reviews on a five- to seven-year cycle. Exceptions to this cycle may be made for accredited programs which often maintain a different periodicity.

3.A.2.

General Education, General Baccalaureate Degree Requirements, and Scholastic Honors requirements for undergraduates are clearly articulated in the [catalog](#) and are in effect upon first enrollment as a degree-seeking student. [Student learning outcomes](#) for Missouri State's undergraduate and graduate students are clearly articulated within degree programs.

[Graduate education](#) is designed to produce students who are motivated and educated to be independent leaders in their professions and communities. A major aim of graduate education is to develop the resourcefulness and responsibility of individuals by enhancing their ability to handle effectively the materials and affairs of life and to judge critically the value and limitations of information. The graduate programs strive to develop student progress toward a maturity of thought and discipline-related capabilities. Learning objectives for graduate study are established by the graduate faculty, who are committed to teaching, research, and service at the graduate level, as well as mentoring graduate students in the practice of their disciplines.

Certificate programs at the undergraduate and graduate levels are designed to provide students with specific, focused knowledge and skills that will allow entrance to or advancement in a career.

3.A.3.

Missouri State University ensures consistent quality and learning goals wherever and however its academic programs are delivered, whether that be on-campus, [off-campus](#), dual credit, or online across the country. [Missouri State Outreach](#) oversees adult student services, dual credit, evening programs, iCourses, noncredit programs, off-campus/ITV programs, Missouri State Online, and Missouri Campus Compact. This division of the Office of the Provost works collaboratively with the academic departments to ensure that the quality and the learning outcomes are consistent at all locations and across all modalities.

All students and instructors, whether on-campus or at a distance, are held to the same academic policies and standards established for the main campus. Students meet the same admission requirements and complete the same processes as main campus students, and they must make the same academic progress in order to complete the program. Toward that end, program assessments and evaluation techniques are established and implemented consistently for all students among all locations as noted in syllabi and program assessment reports. Representative course syllabi from all academic units are attached: [Agriculture](#), [COAL](#), [CHHS](#), [CHPA](#), [COE](#), [COB](#) and [CNAS](#). The modality or location, including dual credit, is noted for each course in the table of contents.

Whether courses are offered via ITV, online or as an iCourse from the main campus, each course is monitored by the home academic department. When faculty are hired for an off-campus location or part-time teaching on campus they are approved by the respective academic departments on the main campus and are then recommended for employment by the department head (CV's of part-time faculty in [two files](#)). The academic departments provide faculty development for part-time faculty to ensure they understand department expectations, course outcomes, and assessments. These faculty members have equivalent course materials available as faculty on the main campus, including textbooks, supplemental materials, and technology. Another department that aids in ensuring the quality of instruction across all locations and modalities is the [Faculty Center for Teaching and Learning](#) (FCTL). The FCTL provides a wide ranges of resources and services to faculty members, including best practices for teaching and learning, course design, classroom technology training, instructional design and consultation. The academic departments use equivalent assessments across programs at all locations and compare results on an annual basis. This is particularly true for education programs where the state requires common assessments and the School of Social Work - two programs offered at multiple locations.

Outreach employs on-site coordinators at three locations – Neosho, Lebanon and West Plains – who meet regularly with the off-campus students and faculty. Their needs and concerns are communicated to the academic departments and to the Associate Provost of Access and Outreach. Occasionally, Missouri State Outreach utilizes student surveys to assess needs, delivery preferences, develop

academic plans, and determine overall satisfaction. The results are analyzed and used as a basis for continuous improvement. Outreach holds monthly meetings to discuss areas for improvement utilizing brainstorming sessions and round table discussions based on data sets. Information is shared among coordinators about what their best practices are, what their students' needs are, what initiatives are working. That information is acted upon using a team approach.

Institutionally, a Dual Credit coordinator is in communication with all partner schools. The Dual Credit Office has an orientation meeting each fall at which instructors are invited to meet with a department representative and learn from guest speakers. The Dual Credit staff visit classrooms and explains to the students what is expected, the guidelines, and requirements for Missouri State University. To ensure academic rigor and consistency, department heads and faculty approve [instructors](#) and syllabi for Dual Credit classes. The instructors meet the same guidelines for an adjunct instructor on campus (a master's degree or higher or approved with 18 graduate hours in the discipline or [working toward a master's degree](#)). Dual Credit programs follow [MDHE guidelines](#). If permission is required as a course prerequisite, that permission must be granted by the department before the class can be added. Outreach conducted a [survey](#) in 2012-2013 to determine if all departments were acting in a similar manner. Some programs with high enrollments of Dual Credit students have hired full-time staff to visit dual credit instructors on-site. One example is the English Department where the Director of Composition reviews syllabi, supports instructors by answering questions, observes classes, and provides professional development and materials. [Dual Credit liaisons](#), typically a faculty member, within departments provide resources and support by phone or email and sometimes by site visits. Several departments use common finals to assess academic rigor.

Sources

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- CHHS Syllabi
- Child and Family Development Program Review 3A, 4A1
- CHPA Syllabi
- CNAS Syllabi
- COAL Syllabi
- COB Syllabi
- COE Syllabi
- College of Business Program Review 3A, 4A1
- Communication Program Review 3A, 4A1
- Darr School of Agriculture Syllabi
- Dept of Defense and Strategic Studies 2C
- Digital Collections at the MSU Library 3D
- Dual Credit Instructors Curriculum Vitae COAL, COB, CHPA, CNAS
- Dual Credit Survey 3A, 4A
- Faculty Center for Teaching and Learning 3C, 3D
- Geography, Geology and Planning Program Review 3A, 4A1
- Graduate Catalog 2013-2014 1B, 2B, 3A
- IDEA Commons 1D, 2C, 3D
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- Missouri State Outreach 1B, 3A
- MSU Dual Credit Liaisons
- Multi-Site Reports Submitted September 9, 2011
- Operations Request MSU to State of MO 1999 3A
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- Per Course Instructors Curriculum Vitae AG, COAL, COB, COE
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- Praxis Results 2004-2014 3A
- Program Review Evaluation January 17, 2012
- Program Review Guidelines evidence 4A1
- Program Review Schedule 2007-2020 evidence 4A1
- Program Review Summary and History evidence 4A1
- Provost Incentive Plan for Dual Credit Instructors
- Psychology Program Review 3A, 4A1
- SLO - by college 3A, 4B
- SLO General Education 4B
- Undergraduate catalog 2014-2015 1B, 2B, 3A

3.B - Core Component 3.B

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

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

Argument

3.B.

Missouri State University believes that the best teachers are active in scholarly activity and that scholarly activity is central to teaching students critical thinking skills. Toward that end, Missouri State encourages undergraduate students to pursue scholarly activities along side faculty and graduate students.

The University consistently competes for and secures an average of more than \$20 million annually in [external funding](#) for sponsored programs. The funding sources range from the National Science Foundation to the Missouri Department of Elementary and Secondary Education. In addition, the University provides a number of programs to fund research and other scholarly activity for faculty and students. The Provost's Office supports scholarly activity through [faculty research grants](#), [summer research fellowships](#), and [grant proposal assistance](#). On campus, the Provost's Office and the academic colleges provide a number of grants and other [support for research](#) totaling more than \$200,000 annually.

Even though the University just set a record in 2013-14 with nearly \$22 million in sponsored programs, the University recognizes that it must remain diligent to meet its goals in all areas of scholarship. While specific metrics will naturally ebb and flow annually, continuous long-term improvement remains the goal. Expansion of the professional staff in the Office of Research Administration should be a positive step, and the publication of [Mind's Eye](#) raises the profile of research and applauds creative efforts. Missouri State's publication of [The eJournal of Public Affairs](#) is further evidence of the institution's robust efforts to support and promote research

Further, the University regularly recognizes faculty publicly for outstanding research and other scholarly activities. Faculty and graduate students are [required](#) to complete the [research compliance](#)

training pertinent to their research programs. These training programs are housed in the Office of Research Administration and include training in animal care and use, human subjects (IRB), and responsible conduct of research.

3.B.1.

Missouri State's revised [General Education Program](#) was implemented in fall 2014. The General Education Program now requires 45-49 credit hours: 14-16 credit hours in the foundations courses and 31-33 credit hours in the breadth of knowledge courses which is described in the [undergraduate catalog](#).

A major change is that the overall goals and list of courses for General Education requirements now more appropriately align with Missouri State's statewide mission in public affairs. The General Education Program has [learning goals](#) approved by the Faculty Senate that are appropriate to the mission, educational offerings, and degrees of Missouri State University.

Specifically, the General Education program is sub-divided into four areas.

1. **Foundations (14–16 hours)** – Courses prepare students for academic work at the university.
2. **Breadth of Knowledge – Natural World (7–9 hours)** – Courses require students to gain an experience in both the Life and Physical Sciences and in one of the categories the student must take a lab.
3. **Breadth of Knowledge – Human Culture (12 hours)** – Courses require students to gain an experience in the Humanities, Arts, and Social/Behavioral Sciences.
4. **Breadth of Knowledge – Public Affairs (12 hours)** – Courses require students to gain an experience in Public Affairs through courses emphasizing cultural competence, ethical leadership, and community engagement.

3.B.2.

In 2010, the Missouri State [General Education Task Force](#) was charged with updating this significant component of the curriculum for all students. The task force was guided by current literature, input from faculty and students, information from Association of American Colleges and Universities (AAC&U) workshops, and studying the structure of other general education programs. In addition the task force wanted clearer linkages to the university mission in public affairs which is articulated in the [fourth learning goal](#).

In addition, specific learning outcomes were identified for each area. First time new to college students were introduced to the General Education component at the summer 2014 Student Orientation, Advisement and Registration program (SOAR) sessions since the program went into effect in fall 2014. Courses accepted into the program are subject to review and evaluation by the [Committee on General Education and Interdisciplinary Programs](#) (CGEIP) which has representation from all academic colleges and the Offices of Assessment and the Provost. The new [periodic review of general education courses](#) was adopted by Faculty Senate in March of 2015.

3.B.3.

Without exception, every academic department at Missouri State engages students in [collecting, analyzing and communicating](#) as articulated in their assessment plans. Many departments have specific research courses ([undergraduate](#) and [graduate](#)) while all others incorporate these skills through advanced coursework, research and internships. Evidence of student accomplishments are

seen in [senior shows](#) (art and interior design), [undergraduate research days](#), senior portfolios, [graduate interdisciplinary forum](#) and other activities. All graduate programs have a research requirement along with course requirements. In addition, all graduate students must pass a comprehensive exam and all doctoral students are required to present their research results.

Engaged inquiry is part of Missouri State's long-range plan. There are four primary goals of academic research/scholarly activity at Missouri State University:

- To develop the human potential of students
- To contribute to and extend the storehouse of knowledge
- To contribute to the public good and the progress of society
- To advance the development of faculty in all their roles

As an example, faculty members are encouraged to engage students in the research process; undergraduate research is considered a high impact practice and is monitored as one of Missouri State's [Key Performance Indicators](#). In 2012, 10.82 percent of Missouri students were engaged in student-faculty research/creative activity. Another 3.47 percent participated in focused field experiences. While this one example cannot meet the needs of 22,000 students in any given year, in combination with all other activities noted above, we are confident that Missouri State students are developing skills adaptable to changing environments.

3.B.4.

One of the three pillars of Missouri State University's mission in public affairs is "cultural competence" which recognizes the human and cultural diversity of the world in which students live and work. The faculty has developed learning goals related to each of the three pillars, including cultural competence, within the general education program and within every academic program. In addition there are many co-curricular activities that support everyone's understanding of cultural competence.

Cultural competence also is embedded in the Human Culture theme of General Education in [courses](#) such as:

- World Cultures
- International Culture and Study Abroad
- Global Perspectives, Language, and Culture in Society
- Multicultural Views of History and Mathematics
- Introduction to Religion
- Paths to World Religion
- Human Diversity
- Literature, Culture, and Conflict

In addition to General Education courses, other curricular opportunities exist, including the public affairs capstone experience which every student must complete as a graduation requirement beginning in fall 2014. These capstones vary by program and include such experiences as [study away](#), [service-learning](#), internships, and student-teaching. Additional curricular opportunities include the [disabilities, diversity and gender studies minors](#).

The curriculum is supplemented by the [Division for Diversity and Inclusion's](#) initiatives to enhance diversity on the Missouri State campus and build a more inclusive community in Springfield and southwest Missouri. The goal is to prepare Missouri State graduates to compete and succeed in a

global workplace. The division demonstrates the value of diversity in four key areas:

- Institutional leadership and commitment through the clarity of expectations, investment of resources, and accountability by all levels of campus leadership
- Transformation by incorporating principles of multiculturalism, inclusion, equity, and diversity into classroom curriculum and co-curricular activities
- Campus climate by making campus a welcoming and inclusive environment for all through events, messages, symbols, and values
- Representational/compositional diversity by attracting, retaining and developing students, faculty and staff of color, corresponding with the campus mission and service area

Within the Division of Diversity and Inclusion and the Division of Student Affairs are a number of support programs including [TRiO](#), the [Office of Multicultural Programs](#), and the [Multicultural Leadership Scholarship](#).

At Missouri State, the goal of TRiO is to assist qualified students in attending and eventually graduating from college. TRiO helps students overcome significant barriers to their education and provides a supportive environment with services such as tutoring, intensive academic advising, and study skills assistance.

The Office of Multicultural Programs, a unit within the Division of Student Affairs, helps multicultural students acclimate to the University and the Springfield community by providing resources for educational and occupational partnerships. The Office of Multicultural Programs coordinates a number of student programs established to promote the development of educated persons by enhancing their academic performance, ethical leadership, community engagement, cultural competence, and social awareness. This office is instrumental in achieving the University's goal of creating a more diverse campus.

In conjunction with the Community Principles and overall mission of Missouri State University, the [Disability Resource Center](#) provides equal access and opportunity to all campus programs and services for persons with disabilities. Through collaboration and support of the entire campus community, the Disability Resource Center promotes disability pride, self-determination of the student, and universally accessible design principles.

Each year, 50 students are selected for the [Multicultural Leadership Scholarship](#) program. In addition to receiving the scholarship, recipients participate in the Missouri State Inclusive Excellence program. To receive the scholarship, students must rank in the upper one-half of their classes (or achieve a 3.00 grade point average on a 4.00 scale) at the end of the sixth semester and have demonstrated leadership in multicultural school or community activities or organizations.

[International Services](#) oversees student status and helps students to know and use on-campus resources. With students from around the world on campus the University strives for integration. The English Language Institute (ELI) offers extensive programming to assist students hoping to matriculate into an academic institution in the United States. A campus-wide Thanksgiving dinner offers students from around the opportunity to share in a feast and conversation. Students participate in many events to highlight the variety of cultures present on campus.

The Student Affairs Division provides additional activities that support cultural competence. The Office of Student Engagement provides Safe Zone Training for students, faculty, and staff. Safe Zone is a program developed to educate, support, and create a safe campus community that accepts gender and sexual diversity. The training provides the tools, resources, and information required to establish

a safe and welcoming campus community for lesbian, gay, bisexual, and transgender populations.

Student Affairs also provides the [Distinction in Public Affairs Program](#), which targets sophomores and juniors at Missouri State who want to enhance their co-curricular experiences to the public affairs mission. Participants are placed into small teams of 8-10 students led by one faculty and one staff member to meet periodically throughout the semester to learn and engage together in the three pillars of the public affairs mission. The spring semester includes implementing a hands-on project and sharing what the participants have learned at the Public Affairs Conference.

3.B.5.

Missouri State University's faculty and students participate in engaged inquiry by contributing to the development of scholarship, creative work, and knowledge discovery in a variety of ways. Engaged inquiry is supported through the long-range plan and is a [Key Performance Indicator](#) for the University. Faculty are recognized for their [accomplishments](#) each spring. Some of the specific ways in which engaged inquiry by faculty is supported and encouraged include:

- [Summer Faculty Fellowships](#) – awarded to provide income for faculty engaged in special projects during the summer months
- [Faculty Research Grants](#) – provided as seed money to fund costs associated with conducting studies that ultimately may lead to external funding
- [Sabbatical](#) – semester or year-long leaves provided for faculty to focus on research activities
- [Course Release for Proposal Development](#) – provided faculty release from a course in order to devote time to preparation of a proposal for external funding
- [Travel to Funding Agencies](#) – funded faculty who wish to meet with program officers in agencies such as National Institutes of Health or Department of Defense to discuss funding opportunities and/or proposal development
- [Citizenship and Service Learning \(CASL\) Research Stipends](#) – funded community-based research projects involving students. Annual pool for awards is \$8,000
- [Travel](#) – funded from departments and colleges, which is used to present at professional conferences
- [International Travel](#) – provided to “advance the University mission, in a manner related to the research of the faculty member,” with an emphasis of sharing of research
- [College Financial Incentives](#) – provided by the deans for submission of grants and manuscripts for publication, with the typical range from \$200 to \$750, which also may be used to support research projects or travel
- [University Foundation Award for Research](#) – provided an honorarium to selected recipients each year
- [Major Equipment Requests](#) – provided to departments each year to support faculty research
- [Grant Preparation](#) – provided training and support in proposal development through the Office of Research Administration, including identification of potential funding agencies, budget, etc.
- [Provost Series for Faculty Development](#) – organized by the Provost Fellow for Faculty Affairs and includes presentations on topics such as establishing a focused research agenda and directing student research
- [Writing Retreats](#) – day-long sessions offered to support faculty scholarship
- [Compliance Training and monitoring](#) – IACUC, IRB and more provided training and support for faculty engaged in research

Students have the opportunity to participate in research and other scholarly activities. Some of the specific support for student intellectual discovery includes:

- **Student Engagement in High Impact Educational Experiences, including Research** – identified as one of the university’s [Key Performance Indicators](#) and tracked yearly
- **Graduate Student Research** – provided by the Graduate College to support the implementation of their thesis research
- **Graduate Student Travel** – provided by the Graduate College to travel to conferences to present their findings
- **Undergraduate Student Research** – regularly provided in many academic field
- Many of the colleges including the [Graduate College](#) host research presentations days near the end of the academic year in order for students to present their research to the academic community.
- [LOGOS: A Journal of Undergraduate Research](#) is dedicated to the publication of outstanding work by all undergraduates in every academic discipline: original research studies, essays, creative writing, and artwork. Two other publications are supported by Missouri State University. The [eJournal of Public Affairs](#) is a peer-reviewed, multidisciplinary, open-access journal, and [OzarksWatch](#) Magazine has been covering the Ozarks since 1987.

Sources

- All-Faculty Recognition Reception 3B
- Brick City and the Student Exhibition Center 3D
- CASL Research Stipends 3B
- CGEIP Agendas and Minutes from meetings 4A
- Citizenship and Service Learning (CASL) 1A, 1D
- CNAS Undergraduate Research Day 4C3
- Disability Resource Center 3B
- Distinction in Public Affairs 1A
- Diversity - Vision and Mission for the office 1C, 3B
- eJournal of Public Affairs 1D, 3B
- Faculty International Travel 3B
- Faculty Research Grants 3B
- Faculty Senate Agenda, Attachments, and Minutes March 2015
- Faculty Senate Agenda, Attachments, and Minutes March 2015 (page number 12)
- Faculty Writing Retreat Assessment Data 3B
- Foundation Award for Teaching, Research and Service 3B
- General Education 1A, 3B
- General Education 1A, 3B (page number 6)
- General Education 1A, 3B (page number 27)
- General Education 1A, 3B (page number 30)
- General Education 1A, 3B (page number 43)
- Graduate College 2014-2015 1B, 2B, 3A
- Graduate Thesis List 3B
- Grant Proposal Support 3B
- Grants and Other Support for Research 2004-2014 3B
- Interdisciplinary Forum - Graduate College 2E, 3B
- International Agreements 2C
- Intl Programs Missouri State University Partnership Information 1C, 2C
- Key Performance Indicators 1A
- Key Performance Indicators 1A (page number 33)
- Key Performance Indicators 1A (page number 44)

- LOGOS Journal of Undergrad Research 3B
- Mind's Eye Publications 2C
- Multicultural Programs 1C, 3B
- Multicultural Programs 1C, 3B (page number 4)
- Office of Assessment including results of assessments 4B
- Office of Research Administration Compliance Committees 2E, 3B
- Office of Research Administration Faculty Training 2E, 3B
- Office of Research Administration Faculty Training 2E, 3B (page number 13)
- Ozarks Watch Magazine 3B
- Provost Commitment to Research, Teaching Equipment, Instrumentation 2E, 3(faculty and students)
- Provost Commitment to Research, Teaching Equipment, Instrumentation 2E, 3(faculty and students) (page number 17)
- Provost Commitment to Research, Teaching Equipment, Instrumentation 2E, 3(faculty and students) (page number 84)
- Research Funding Summaries from ORA 3B
- Study Away 1C
- Summer Faculty Fellowships 1984-2014 3B
- Support of Research 3B
- TRiO Student Support Services 3B, 4C
- Undergraduate catalog 2014-2015 1B, 2B, 3A
- Undergraduate catalog 2014-2015 1B, 2B, 3A (page number 81)
- Undergraduate catalog 2014-2015 1B, 2B, 3A (page number 659)

3.C - Core Component 3.C

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

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

Argument

3.C.

Missouri State University's faculty and staff strive to support the goals of the University by providing effective and high quality programs. [Missouri State University](#) employs more than 3,000 faculty and staff members. The University had 2,014 full-time employees and another 1,328 employees working part-time in fall 2014. Of the full-time ranked faculty, more than 90 percent hold the terminal degree in their field. Many non-instructional employees also hold advanced degrees. As of fall 2014, 41 percent of the full-time professional staff held at least a master's degree if not higher.

Missouri State has added a number of health care programs since 2005. The documentation of the outcomes of the change requests indicates that these programs were approved and all have been successfully implemented. The latest request was to add a doctorate of nurse anesthesia practice (DNAP). A [monitoring report](#) was required to report on the recruitment and qualifications of faculty.

3.C.1.

Over the past five years, the University-wide student faculty ratio has consistently been at 20:1 to 21:1. This is monitored by departments, colleges, and the Provost's Office annually, and the Faculty Senate [Budget and Priorities Committee](#) also reviews these data on a regular basis. Faculty workload data is compared to Delaware Data and reported in [AIM Dashboard](#).

In the 2012-13 academic year the Springfield campus has 695 full-time instructional faculty members. Of the ranked faculty 61 percent were tenured: 258 of 695 (37 percent) at the rank of distinguished or full professor; 165 of 695 (24 percent) at the rank of associate professor; 116 of 695 (17 percent) at the rank of assistant professor. The remaining 155 (22 percent) are at the rank of instructor. A portion of all faculty - instructor through professor - are clinical faculty. The duties of all are clearly

articulated in the [Faculty Handbook](#). Faculty are nominated to graduate faculty status by their peers. Only faculty with graduate faculty status may teach graduate level courses. The requirements for graduate faculty status is determined by the department.

Faculty hold primary responsibility for curriculum and assessment in their academic units as described in the [Constitution and Bylaws of the Faculty](#). They have written and adopted program specific student learning outcomes. Annually the academic departments collect assessment data, analyze outcomes, and make curricular decisions based on the outcomes. This is reflected in departmental annual reports and curricular actions by College Councils. Faculty representatives from all seven colleges and schools are actively involved with the Assessment Council, which supports the Director of Assessment in administering a comprehensive program assessing student learning outcomes and evaluating academic programs, collaborating with units to integrate assessment and evaluative efforts, and integrating assessment activities and results with accreditation purposes. The Committee on General Education and Interdisciplinary Programs, along with the Director of Assessment, are responsible for the assessment of General Education.

3.C.2.

Of the 539 full-time ranked faculty members employed at Missouri State in 2012-13, more than 90 percent held terminal degrees. Of the 155 full-time instructors and more than 350 per course faculty, 90 percent held a master's degree or higher, with approximately one-fourth having a terminal degree. The University outlines qualification requirements for instructional employees in the Faculty Handbook and also has an [All But Dissertation \(ABD\) hiring policy](#). The CV's for all [ranked faculty](#), per course faculty ([two files](#)) and [dual credit faculty](#) are attached.

The criteria for [initial faculty appointment](#) consists of training evidenced by academic degrees, experience, and achievement. For tenure and promotion, faculty members must meet the requirements for teaching, research, and service established by their department, college, and the University. Select departmental reappointment, promotion and tenure policies are attached: [communication](#), [music](#), [school of accountancy](#), [marketing](#), [kinesiology](#), [physical therapy](#), [philosophy](#), [political science](#), [chemistry](#), [hospitality and restaurant administration](#) and [counseling, leadership and special education](#). Others are available upon request. External reviews are required for faculty promotions, just as they are for program reviews. Advancement to each higher rank carries with it the expectation of a greater contribution to the University's mission in teaching, research, and service. Advancement also carries with it the expectation that the individual will accept leadership roles.

- **Instructor** – Normally appointed to teach full-time and to provide appropriate service, plus may participate in research. An Instructor may be appointed to an annual or to a multi-year term of up to five years.
- **Senior Instructor** – An Instructor who has demonstrated excellence in teaching and service at Missouri State for at least five years (not necessarily consecutively) may be appointed a Senior Instructor. A Senior Instructor shall be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs and continued funding.
- **Assistant Professor** – An academic rank of one who has demonstrated achievement or potential in the areas of teaching, research, and service appropriate to the discipline. A terminal degree or equivalent is required as determined by appropriate department faculty with the approval of the Provost.
- **Associate Professor** – An academic rank of one who has demonstrated a sustained record of achievement and effectiveness in teaching, research, and service appropriate to the discipline. Individuals may achieve the rank of Associate Professor in with one of two appointments: 1)

promotion from the rank of Assistant Professor at Missouri State, or 2) new faculty member hired with terminal degree and a minimum of four years of experience equivalent to academic service to Missouri State in the rank of Assistant Professor.

- **Professor** – Recognized leaders who have a cumulative record of teaching, research, and service appropriate to the discipline. Individuals may achieve the rank of Professor in one of two ways: 1) promotion from the Associate Professor rank at Missouri State, or 2) new faculty member hired with a terminal degree and a minimum of five years of experience equivalent to academic service to Missouri State in the rank of Associate Professor. Professors normally are hired with tenure.
- **Distinguished Professor** – A rank beyond Professor which recognizes extraordinary accomplishment in research. The year of appointment to the rank of Distinguished Professor includes an addition to base salary greater than the amount given for promotion to Professor. To be eligible for Distinguished Professor rank, an individual must have held Professor rank for a minimum of five years, with at least three years in the rank at Missouri State; have a record of extraordinary performance in research with a national or international reputation; and have a sustained record of excellence in both teaching and service.

3.C.3.

All faculty are evaluated annually by their direct supervisor - typically the department head or program director. The University's Faculty Performance Evaluation Process is outlined in [Section 4 of the Faculty Handbook](#). Tenure-track faculty members are expected to be actively engaged in teaching, research and service throughout their careers, but the University recognizes that, at different times, faculty members may shift emphasis from one category to another. It is generally expected that during the probationary period the emphasis should be on teaching and research. At any time during their careers at Missouri State, faculty members must negotiate their individual workload with the Department Head (within broad University parameters approved by the Provost), with the conditions of employment laid out clearly at the time of employment, and adjusted thereafter through negotiation with the Department Head and Dean as approved by the Provost. The faculty are expected to adhere to standards of ethical conduct in all areas of performance. Expectations for Instructors are similar to those for tenure-track faculty except that there is an increased emphasis on teaching and normally no expectation for research.

Performance reviews are mission-related and consistent with reappointment, tenure and/or promotion decisions adopted by the faculty and posted on the Provost's website. The criteria used for evaluation in each category are based on specific elements in the University's mission. Faculty must utilize multiple means (e.g., self-reflection, peer and/or supervisor review, assessment of student learning outcomes) to evaluate their teaching, research and service. External reviews also are required for promotion. Student evaluations are an important source of feedback; however, they should account for no more than 50 percent of the total evaluation of teaching effectiveness.

3.C.4.

The annual faculty review process ensures that all instructors are adept in their teaching roles. The University supports professional development to all faculty at the departmental, college and university levels. The University utilizes a software package, "Activity Insight" from Digital Measures, to allow information related to their instructional and professional roles at the University to be easily maintained and updated. The information stored in the system includes current research, publications, presentations, credentials, teaching loads, and other details generally reflected in faculty vitae. The system enables faculty leaders, program coordinators, those in charge of accreditation within departments, and key administrators to produce a variety of different reports. Faculty typically submit

annual reports to their personnel committees and/or departments heads documenting all aspects of faculty life: teaching, research, and service. The University also provides numerous opportunities for professional development in teaching, service and research, which are outlined on the [Faculty Development](#) and [Faculty Center for Teaching and Learning](#) web pages. Each fall, the Faculty Center for Teaching and Learning provides a “Showcase on Teaching and Learning” that gives faculty a chance to share best practices and learn from national speakers. In addition there is travel money available to all faculty to attend professional conferences from either their departments or colleges. A new University international travel fund was established to help faculty present their research results at an international conference.

3.C.5.

According to the [Missouri State University Faculty Handbook](#), every instructional employee (tenured and non-tenured) is required to be available to students by holding a specified number of office hours. For example, each full-time faculty member is expected to hold office hours for five hours per week with the times noted on course syllabi. Evidence of student perceptions of instructor availability can be found in the 2012 [National Survey of Student Engagement](#) (NSSE) data collected at Missouri State. We rated more than 10% higher than all comparison groups among first-year students reporting they "talked about career plans with a faculty member or advisor" in 2012. Seniors indicated interaction with faculty inside and outside the classroom at levels comparable to similar institutions. First-year students reported interacting at levels equal to or well above freshman at comparable institutions.

Many faculty members utilize technology to connect to students. Missouri State has adopted Blackboard Collaborate, which provides the real-time connection that faculty desire for blended and online teaching modalities. Advisors are utilizing tools like Skype to connect with students before they arrive on campus. There is professional development for those who want to use those technologies to stay in touch with students off campus.

3.C.6.

All staff openings posted at Missouri State University include full job descriptions with required qualifications all candidates must meet in order to be considered. All [job descriptions](#) starting with the letter A are attached and the others are available upon request. For example, the [Academic Advisement Center](#) requires that all academic advisors have at least a master’s degree and at least two years of advising experience. Most of the director positions in Student Affairs and Student Development and Public Affairs also require a master’s degree. Beyond these minimums, many staff employees seek to advance their qualifications through a variety of educational and professional development opportunities provided by the University. Since the late 1990s, for instance, Missouri State has collaborated in a cooperative program with the University of Missouri-Columbia leading to an Ed.D. in Educational Leadership. This is an advanced study for administrators, program leaders, teachers, and researchers desiring a variety of leadership positions in education, government and industry. Many of the professional staff at Missouri State continue their educations through this program or choose to pursue one of the numerous master’s degrees offered at Missouri State. One such master’s program is the [Student Affairs in Higher Education Program](#). This program serves as a resource for staff in the Division of Student Affairs.

[To support staff in these educational endeavors](#), the University annually provides 15 hours of undergraduate or graduate credit free of charge for all full-time staff. The hours may be used by the employee, the employee’s spouse, or the employee’s children. In the 2012-13 academic year, 41 percent of the full-time professional staff held a master’s degree or higher.

In addition to qualifications for initial hire, all new employees are required to attend an orientation session provided by Human Resources and complete the Appraisal and Development Plan (ADP), the University's formal evaluation process for all full time staff employees, with their supervisors. New employees also complete online training provided by the Office for Institutional Equity and Compliance. Details about staff orientation, compliance, and professional development may be found online. There also are several opportunities for ongoing professional development provided through the University's web-based learning management system, My Learning Connection. That includes fee waivers for both credit and noncredit offerings that address professional development needs. Faculty and staff who have advising roles have additional development opportunities through advising workshops and the Master Advisor Program provided through the Academic Advisement Center. Plus, funding is provided for staff to join professional organizations, attend conferences, and participate in other professional development offerings.

Sources

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- Agriculture
- Budget and Priority Committee Annual Reports 3C
- Chemistry
- Communication
- Counseling, Leadership and Special Education
- Data - AIM and Bear Intelligence 5A
- Dual Credit Instructors Curriculum Vitae COAL, COB, CHPA, CNAS
- Fact_Book_FINAL_DRAFT_2012-2013 for 1B
- Faculty Center for Teaching and Learning 3C, 3D
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- Faculty Development 3C
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- Graduate College 2014-2015 1B, 2B, 3A
- Hospitality and Restaurant Administration
- Job Descriptions A
- Kinesiology (formerly Health, Physical Education and Recreation)
- Library
- Marketing
- MissouriStateUniversity_PolicyLibrary SJ
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- Music
- NSSE and BCSSE Reports 4B
- Per Course Instructors Curriculum Vitae AG, COAL, COB, COE
- Per Course Instructors Curriculum Vitae CHHS, CHPA, CNAS
- Philosophy
- Physical Therapy
- Political Science

- Recruitment and Qualifications of DNAP Faculty
- RTP Periodic Review 2E
- School of Accountancy

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.

The University provides support for student learning through faculty office hours, Bear CLAW, Disability Resource Center and the Counseling Center, to name a few. The University's [Faculty Center for Teaching and Learning](#) (FCTL), located in Duane G. Meyer Library, along with departmental and college activities provide regular professional development activities for faculty to foster teaching and learning excellence.

3.D.1.

Missouri State's commitment to student success is illustrated by its wealth of student support services. These services continue to evolve and expand as new needs are identified among the student population. Examples include Veteran Student Services, Counseling Center, Residence Life and the Mary Jo Wynn Academic Success Center for student athletes.

With transfer enrollment continually on the rise, Missouri State has multiple [support services](#) to aid these students. The University provides both online and on campus orientation options for transfer students. A Transfer Task Force is assessing the impact of current transfer orientation strategies and developing more alternatives with a revised program prepared for late 2015/early 2016. Departments have written transfer guides for institutions transferring the greatest numbers of students: [MSU-WP](#), [OTC](#), [St. Charles CC](#), and [Crowder](#). The University has an online Transfer Center with resources for both students and advisors. Returning adults also are encouraged to visit the Office of Adult Student Services and Evening College for more assistance.

ITV and off-campus students are provided a variety of support services equivalent to students on campus. They are allowed computer lab and internet access at the University's satellite locations. They also have access to the [Meyer Library's](#) licensed databases, electronic journals, electronic books and other digital documents. Students can also use the SWAN Library Catalog to request copies of magazine or journal articles. On-site coordinators are located at Neosho, Lebanon and West Plains.

All students, including off-campus students receive BearPass photo ID cards. Advisors from multiple colleges often travel to many of the satellite campuses to meet face-to-face several times each year with Outreach students. Adult Student Services provides advising, registration, and financial aid guidance for many off-campus students.

The University provides an array of services, including:

- [Academic Advisement Center](#)
- [Bear CLAW](#) (Center for Learning and Writing)
- [Career Center](#)
- [Citizenship and Service-Learning](#)
- [Center for Community Engagement](#)
- [Disability Resource Center](#)
- [First year programs](#)

3.D.2.

The [Student Orientation, Advisement and Registration](#) (SOAR) program assists first-time freshmen in the transition to Missouri State. Every college provides academic advising for SOAR. Every student meets with an academic advisor at SOAR.

[First-Year Programs](#) (FYP) is committed to assist new students in achieving a successful transition to Missouri State University's community of scholars beginning with GEP 101: First Year Seminar. The First Year Seminar is designed to further prepare students for academic success and integrate them into University life. Programs like [TRiO](#) provide additional support to low-income and traditionally underrepresented populations in post-secondary education through federal funding.

Missouri State has a process for directing entering students to courses and programs for which the students are adequately prepared. The process includes early advising, placement into mathematics and English courses using ACT scores, and/or a placement exam.

[The Academic Advisement Center](#) houses [Jump START](#) (Jump into Summer Transition and Academic Readiness) for conditionally admitted students. This program allows at-risk students to begin college in the summer in a supportive and challenging, environment. In addition to working with conditionally admitted students, the Center works with undecided students to select majors that will help them achieve academic goals.

3.D.3.

Missouri State University's [nationally-recognized Academic Advisement Center](#) supports and help students make informed decisions about their educational futures. To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides services, programs (Master Advisor Program), regular professional development opportunities and publications to assist academic departments in providing quality advising to all Missouri State students.

Missouri State has a mixed model of advising with some professional staff advisors and some faculty advisors, all of whom are guided by the Academic Advisement Council. All advisors are encouraged to complete the Master Advisor Program. In addition to the Academic Advising Center, there are other professional advisement centers on campus – [College of Business](#) and College of Education. All undergraduate students are required to meet with an advisor each semester until they complete 75 hours. In addition to face-to-face advising the university has an online degree audit system where

advisors, department heads and deans can interact with students any time there is an issue (pending probation/suspension) or question (course substitution). The University is implementing a new degree audit system (Degree Works) that will significantly improve the quality of information available to students and advisors. This system is scheduled for implementation during the fall 2015 semester.

Advising of graduate students occurs in the academic departments by ranked faculty.

3.D.4.

The University provides adequate [resources and infrastructure](#) to support student success and long-range goals of the university.

- **Technological infrastructure** –emphasizes support of academic programs and the learning community through the application of established and emerging technologies
- **Scientific Laboratories** – recent improvements include the 5,000-square-foot Vivarium addition to Temple Hall. The University also has a field station, observatory, cattle ranch and other facilities for student use.
- **University libraries** –provides access to more than 700,000 [print books](#), over 150,00 digital books, 970,000 government documents, 37,000 electronic journals, over 200 online databases, 200,000 maps, 20,000 media items and an extensive digital collection archive
- **Performance spaces** –range from the 2,264 seat state-of-the-art theatre in Juanita K. Hammons Hall for the Performing Arts, to the long-running outdoor summer Tent Theatre
- **Clinical practice sites** –sites provided by departments include Nursing, Physical Therapy, [Audiology](#), Sports Medicine, and the College of Education
- **The Ozarks Regional Herbarium** – an active resource of Missouri State for the community, region, state, and federal agencies, it contains more than 100,000 specimens catalogued, including more than 48,000 moss collections from the world and more than 66,000 vascular plant representatives from throughout the United States, with the oldest collections dating from 1936
- **Student Exhibition Center** – provides space for student exhibits of interest to their respective departments and organizations, creating a “place of interest” to both the Missouri State campus and the Springfield community
- **Brick City Gallery** – features exhibitions that change monthly during the academic year, with individual and group shows by distinguished artists and designers known regionally, nationally, and internationally, as well hosting BFA exhibitions of Missouri State Art and Design graduating seniors, and biennial shows featuring work from members of the faculty

The University Facilities Analyst has a database of every room, lab, and facility on campus. To ensure appropriate infrastructure and resources, these facilities are monitored by various campus constituents.

As for technology classrooms, there are currently 389 total classrooms on the Springfield campus. Of those:

- 314 have standard classroom technology (ceiling mounted projector, PC or Mac, amplified audio and video systems). Additionally, some of these have advanced AV and control systems (Crestron)
- 41 have no technology/technology infrastructure
- 34 have technology infrastructure to support portable solutions provided by Classroom Instructional Technologies (CIT)

A \$225,000 yearly allocation from the [Student Computer Usage Fee \(SCUF\)](#) was approved by the

Student Government Association (SGA) for use for classroom instructor technology to further enrich the learning experience in classrooms on the Springfield campus. These funds have been used to install instructional technology in classrooms which had none, to upgrade rooms with antiquated technology, and to maintain the systems which have been installed under these funds previously. Currently, the funds are being allocated based on the following:

- \$50,000 – repair, maintenance, unscheduled replacement
- \$75,000 – annual carry forward (five-year cycle, to pay to replace all classroom instructor computers at end-of-life)
- \$100,000 – new installations or to fund campus initiatives (for the current and previous two fiscal years this initiative has been to upgrade classrooms to be compliant with the analog sunset)

3.D.5.

The Missouri State University [library](#) provides student support through faculty-librarian customized information literacy instructional services and online support services. Services include classroom instruction, online tutorials, discipline and course specific subject guides, direct consultation services, and distance education support. In addition, the spaces at Meyer Library are designed to fit a variety of student user needs or preferences, from large or small group study to individual concentrated study and browsing areas.

Sources

- Academic Advisement Center 3D
- Academic Advisement Center Awards 3D3
- Academic Facilities 3D
- Bear Claw (Provost) 1A, 2E, 4C
- Brick City and the Student Exhibition Center 3D
- Career Center at Missouri State
- Center for Community Engagement 1D
- Citizenship and Service Learning (CASL) 1A, 1D
- College of Business Advisement Center 3D
- Digital Collections at the MSU Library 3D
- Disability Resource Center 3B
- Division of Student Affairs 3D
- Facilities - Theatre and Dance 3D
- Faculty Center for Teaching and Learning 3C, 3D
- First Year Programs (does not include UHC 110) 1A 4C
- Herbarium 3D
- Jump START 3D, 4C
- Libraries at MSU 4A
- MSU-Crowder College Transfer Degree Guides 4A3
- MSU-OTC Transfer Degree Guides 4A3
- MSU-St Charles CC Transfer Degree Guides 4A3
- MSU-West Plains Transfer Degree Guides 4A3
- SCUF Allocation Guidelines 3D
- SOAR Student Orientation 1A
- Speech, Language and Hearing Clinic 3D

- Transferring Credit to MSU 4A2
- Travel to funding agencies and course reassignment fund from ORA 3B
- TRiO Student Support Services 3B, 4C
- University Libraries - Strategic Plans 3C
- University Libraries info OIR 2011-2012 3D

3.E - Core Component 3.E

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

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

Argument

3.E.

Missouri State University fulfills its co-curricular part of its mission to “develop educated persons” by creating a rich environment that initiates and sustains lifetime learning. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

3.E.1.

[Co-curricular programs](#) play a significant role in this culture and are highlighted via the University's online co-curricular transcript which showcases a student's out of classroom experiences. Student Development and Public Affairs oversees, in consultation with a faculty Public Affairs Committee, and student groups, seven [Public Affairs Signature Events](#) annually. Each year the Public Affairs Conference attracts more than 3,000 students who engage with national speakers on panels related to that year's theme.

Public Affairs Week each fall includes events such as the Hunger Banquet, national speaker events and voter registration. The Office of Student Engagement connects students to more than 300 student organizations. Student Activities Council (SAC) is the student programming board on campus responsible for planning social, multicultural and diverse events open to the entire student body. Activities are funded through the student involvement fee.

The Foster Recreation Center provides space for the entire campus community to exercise, play and learn about healthy living. [Taylor Health and Wellness Center](#) offers wellness programs for students, faculty and staff. The Athletics Department fulfills the University's mission through its many athletic programs, which provide an enriching environment for students and alumni. The 17 sports include football, baseball, men's and women's basketball, men's and women's golf, men's and women's soccer, women's tennis, women's volleyball, softball, field hockey, men's and women's swimming and diving, women's track and field (indoor and outdoor), and women's cross country. The Office of Residence Life, Housing and Dining Services provides programming and support for its students that make the residence halls much more than a place to live.

3.E.2.

Missouri State's [Citizenship and Service-Learning](#) program provides opportunities for students to engage in the local, national, and global community by bridging material covered inside with

experiences outside of the classroom. This program has experienced continued growth, including an 18 percent increase in 2013.

[IDEA Commons](#) is the University's urban innovation park that focuses on innovation, design, entrepreneurship and the arts (IDEA) in partnership with the private sector and other governmental units. Additional attributes of the University that help to uphold this claim are the [Foreign Language Institute](#), a collaborative effort to offer a greater array of courses to students at several local/area colleges/universities, as well as the community at-large; and the [Study Away Programs](#), which facilitate high quality academic programs to increase the cultural competence of Missouri State students.

The University also contributes to its students' experiences in economic development. The Office of Research and Economic Development manages programs that directly serve this cause, including the Roy Blunt Jordan Valley Innovation Center, a research and development facility located in IDEA Commons that provides hands-on experiences for students and support for corporate partners; and the Community and Social Issues Institute, which conducts meaningful research to serve the community

Performances are an important part of community engagement. The College of Arts and Letters contributes to this through Music, Performance, Theatre and Dance.

The University's Department of [Music](#) provides a wide array of programs designed to enhance a student's educational experience through an interdisciplinary approach which allows students to study the art of music from every aspect. The various instrumental groups have achieved national and international acclaim through their many performances. Over the past several years, for example, the Jazz Band appeared at the prestigious Midwest International Band Clinic in Chicago; the Wind Ensemble performed for the College Band Director's National Association in Waco, Texas; and the Pride Marching Band marched in the London New Year's Day Parade. The Orchestra performed with the nationally renowned rock band Kansas in the fall of 2013, and the Jazz Studies group returned from a tour in New York. The vocal music department also continues its pursuit of excellence with an International Tour to London in the spring of 2014, the Chamber Singers completed their annual performance of Elizabethan Dinner Theater, and the Missouri State Opera carries on its acclaimed performances of major works.

The University's Department of [Theatre and Dance](#) is the only program in the region to be accredited by the National Association of Schools of Theater and houses an Equity Membership Candidate program. This national accreditation, which recognizes excellence in performance and instruction, is one of less than 200 awarded nationwide. Faculty are working professionals and have connections in the industry, which provide students with additional networking and audition opportunities. From six main stage productions to community and regional theatre, the University and surrounding Springfield community are rich in opportunities for students to perform and practice skills as well as enjoy productions.

The [Juanita K. Hammons Hall for the Performing Arts](#) continues to provide the best in a diverse selection of entertainment. This year, the Hall will hold 21 in-house productions, including a Broadway series with comedies and musicals; three concerts in the Emerging Artist Series; and the Springfield Symphony performances. The Hall also presents nearly 50 University-sponsored events, including performances by many sections of the Music Department and hosts various community events such as the Multi-Cultural Opportunity Festival. The Hall also rents space for promoter events such as Disney Live.

Sources

- Citizenship and Service Learning (CASL) 1A, 1D
- Foreign Language Institute 3E
- Grants and Other Support for Research 2004-2014 3B
- Hammons Hall 3E
- IDEA Commons 1D, 2C, 3D
- Multicultural Programs 1C, 3B
- Music 3E
- Professional Development - Faculty and Staff 2013-2014 3C6
- Public Affairs Signature Events 2014-2015 1A
- Student Engagement
- Student Success Plan 3 19 14 4B
- Study Away 1C
- Taylor Health and Wellness Center Certificate of Accreditation 2A
- Theatre and Dance 3E

3.S - Criterion 3 - Summary

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

Summary

Missouri State University's reputation – also referred to as “brand” – is largely based on its academic programs, its faculty, and its ability to prepare students to succeed. These are the reasons the University has focused on adding relevant programs, eliminating outdated programs; attracting and retaining outstanding faculty, both full-time and part-time; and providing a wide range of services and support to help students succeed.

Over the years, the University has focused its academic program growth at the graduate level with particular focus on health-related programs. In all cases, decisions on academic programs are based on demonstrated need and sufficient funding support. Quality is assured through Missouri State's philosophy of accrediting as many programs as possible and regularly reviewing all programs. In addition, the University has taken many steps to ensure the quality of the programs is consistent across all platforms and delivery methods.

Missouri State recruits faculty from across the country and internationally. Policies regarding faculty promotion, compensation, and recognition are clearly identified in the Faculty Handbook and other documents. The Office of the Provost ensures faculty have the resources and support they need to succeed in teaching, research, and service.

In order to help students succeed, there is a comprehensive set of programs and services that begin with new student orientation and continue through placement in first careers. Along the way, the University ensures students have access to strong advising, academic assistance, and other resources that help lead to success. That success is measured based on student learning outcomes and results of exit examinations of graduates.

Strengths

1. Faculty are highly qualified as evidenced by more than 90 percent of the full-time ranked faculty holding the terminal degree in their fields.
2. Missouri State has a nationally recognized Academic Advisement Center and Master Advisor Program, which ensures quality advising for all students.
3. The general education program recently underwent a thorough review resulting in changes. The program has clearly identified goals and is more closely aligned with the University's mission in public affairs.

Strategic opportunities

1. The University is working to clearly differentiate between graduate and undergraduate learning outcomes for programs and specific dual listed courses as expansion of the number of doctoral programs and interest in accelerated master's programs occurs.
2. The Faculty Senate Chair has charged the Academic Relations Committee with producing a report on how the University can better support the teaching efforts of per course faculty in order to improve student success and retention.

3. The University continues to work on a variety of alternate pathways to degree completion — online, blended, off-campus, ITV and more. There are many challenges and opportunities as we continue to make progress on this University goal.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4.A.

It is between the faculty members and students that true education occurs – in the classroom, in the laboratories, and in personal interaction. The faculty member inspires, prepares students for their careers, and solidifies the commitment to lifelong learning. The rest – student services, residence halls, athletics, co-curricular activities, etc. – all add value to the educational process. At alumni events across the country and around the world, therefore, it is not surprising that alumni ask about the individual professors who changed their lives at Missouri State.

Missouri State University values its academic programs and its faculty and demonstrates responsibility for the quality of its educational programs through a variety of structures at the department, college, and institutional level.

4.A.1

Missouri State has a long history of program review mandated by the state of Missouri. After the Higher Learning Commission site visit in 2005, the program review process was redesigned and strengthened during the HLC's Academy for the Assessment of Student Learning. The first cycle of program review was completed after seven years and then the process was [assessed](#). A few minor changes were made and the University is now in the second cycle of the new process. The purpose of program/unit review at Missouri State is to allow the members of a department – its faculty and administrators – to continuously gauge the effectiveness and efficiency of their academic programs. By systematically reviewing mission, goals, priorities, activities, and outcomes, the desired result is continuous improvements in the quality of teaching, learning, research, and public service.

The [program review process](#) is comprised of three integrated components: 1) strategic planning, 2) annual reviews, and 3) periodic extensive self study and (external) reviews. The strategic plan allows the program/unit to develop a long-range view (five to seven years) of its mission, priorities and objectives. It represents a realistic view of the program/unit's aspirations as well as a specific plan for how it intends to achieve those aspirations. The annual reviews allow the programs/units to note their accomplishments and, in the process, assess their progress in achieving their goals and objectives. The [periodic](#) (external) review asks the programs/units to conduct in-depth self analyses which are then reviewed by external consultants. Programs/units respond to the resulting recommendations with appropriate revisions to ensure quality improvements continue. All reports are available on a password protected website. A sample of program review documents includes: [communication](#), [college of business](#), [psychology](#), [political science](#), [child and family development](#) and [geography, geology and planning](#).

4.A.2.

Missouri State awards regular [transfer credit](#) in compliance with existing transfer credit policies ([undergraduate](#) and [graduate](#)). The University also has an official credit by assessment/examination policy that stipulates which credit is awarded. That policy notes that the University accepts credit for Advanced Placement, College Level Examination Program, International Baccalaureate, and Dantes/DSST. Additionally, the University has a published policy regarding the awarding of credit for military education or experience that is based on American Council on Education (ACE) recommendations. Thus, in all cases, the awarding of credit is policy-driven and based on institutional review and/or established standards.

4.A.3.

The University has a comprehensive policy regarding [transfer of undergraduate credit](#) that is consistent with the “Joint Statement on Transfer and Award of Credit” developed by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council for Higher Education Accreditation. Academic department heads and Deans have ultimate authority over the awarding of credit. The University also has a separate policy regarding [transfer of graduate credit](#).

4.A.4.

Each of the six academic colleges and the School of Agriculture (sample agendas and minutes - [COB](#), [CNAS](#), [CHHS](#), [CHPA](#), [COAL](#)) has a council whose primary purpose is to act upon undergraduate curricular matters that are referred to it by departments within the colleges/school as articulated in the [Constitution and Bylaws of the Faculty](#). Each council is empowered to approve, reject, or amend the [proposals](#).

Course prerequisites, rigor of courses, and expectations for student learning are set by departments. Curriculum committees in departments review proposals and, based on a faculty vote, proposals are then moved forward to the College Council, then the Faculty Senate.

The [Educator Preparation Provider](#) (EPP), formerly known as the Professional Education Committee or PEC, is the representative body to the Faculty Senate that governs the professional education curriculum. Professional education programs are offered in each of the six academic colleges and the school of agriculture. The EPP was established to encompass all professional education certification programs across colleges.

Departments with graduate programs initiate curricular changes. The Graduate Council Curriculum Screening Committee is responsible for screening and reviewing all graduate level (600 and above) curricular proposals and making a recommendation regarding their disposition to the Graduate Council. The Graduate Curriculum Screening Committee requires that all programs affected by a particular graduate level curricular action be appropriately consulted. In addition to the appointed members of the [Graduate Council](#), the Graduate Curriculum Screening Committee includes ex officio members who represent Meyer Library and Records and Registration.

All General Education curricular changes are monitored by a central group called the Committee for General Education and Interdisciplinary Programs ([CGEIP](#)). From 2011-12, the General Education Review Task Force met to develop and propose a new General Education Program and student learning outcomes. In March 2012, a curriculum structure was proposed to Faculty Senate and approved in October 2012. The new General Education Program was implemented in fall 2014.

Faculty, no matter where they teach, meet required qualifications.

Dual Credit – Institutionally, a Dual Credit coordinator is in communication with all partner schools. The Dual Credit Office has an orientation meeting each fall at which instructors are invited to meet with a department representative and learn from guest speakers. The Dual Credit staff visit classrooms and explains to the students what is expected, the guidelines, and requirements for Missouri State University. To ensure academic rigor and consistency, department heads and faculty approve instructors and syllabi for Dual Credit classes. The instructors meet the same guidelines for an adjunct instructor on campus (a master's degree or higher or approved with 18 graduate hours in the discipline or working toward a master's degree). Dual Credit programs follow [MDHE guidelines](#). If permission is required as a course prerequisite, that permission must be granted by the department before the class can be added. Some programs with high enrollments of Dual Credit students have hired full-time staff to visit dual credit instructors on-site. One example is the English Department where the Director of Composition reviews syllabi, supports instructors by answering questions, observes classes, and provides professional development and materials. Dual Credit liaisons, typically a faculty member, within departments provide resources and support by phone or email and sometimes by site visits. Several departments use common finals to assess academic rigor.

Learning Resources for Faculty and Students – All Missouri State faculty have access to a number of resources to assist in their professional development.

- [Technology Training Centers](#) – Computer Services maintains two state-of-the-art Technology Training Centers which are available to faculty, staff, and students. The Technology Training Centers are used to provide various computer related training to groups across the University. A number of open computer labs are available to students who come to campus.
- [Faculty Center for Teaching and Learning](#) (FCTL) – This Center offers a number of professional development opportunities for faculty, including the “Showcase on Teaching and

Learning,” faculty mentoring, and the Digital Professor Academy to support faculty who are developing online courses. The FCTL assists faculty to enhance online collaboration and improve student engagement, as well as developing assessment plans for online courses.

- [Libraries](#) – In addition to books, journals, databases, and other research materials, the Missouri State Libraries have the following facilities for students: group study rooms – 11 small study rooms, 10 large study rooms, and eight graduate and faculty study rooms; a variety of tables and carrels for group activity and individual study; computers for research and writing; media viewing and listening stations; scanning services; and building-wide wireless network access. All students (online, dual credit, on-campus or at other locations) have access to library resources through an online portal.
- [Access Technology Center](#) – The Access Technology Center at Missouri State is committed to serve as a resource for faculty, staff and students with disabilities, in addition to those working with individuals with disabilities. The Center strives to provide equal access and opportunity to those with disabilities throughout all the academic programs and social activities Missouri State offers. Through training and assessment of individual needs, conversion of textbooks and academic materials into accessible formats, and providing specialized equipment and software, the Access Technology Center is able to contribute to the mission of universal design.
- [Bear CLAW](#) (Center for Learning and Writing) – This interactive space in Meyer Library unites the resources and expertise of the faculty, library personnel, computer and information technology, the Writing Center, and subject-area tutoring in an environment that fosters informal, collaborative work and social interaction. Business course tutors, mathematics tutors, and science tutors are available to students.
- [Disability Resource Center](#) - The disability resource center provides the campus community with resources necessary to meet the needs of all. The [Learning Diagnostic Clinic](#) provides services and support to students who have one or more learning disabilities or otherwise are in need of assistance.

4.A.5.

Thirty-one of Missouri State’s academic programs have achieved [specialized accreditation](#). Academic programs having an accreditation review process with similar goals as the Missouri State program review are given the opportunity to utilize the accreditation process as its periodic review. Programs may use the accreditation cycle with approval from the Provost and respective Deans. In addition to the college, department and specific program, information concerning the accrediting or certifying body, year of first accreditation, dates of past and future site visits, and links to evaluation reports may all be found on the University’s website.

4.A.6.

Many departments at Missouri State have been tracking graduates for a variety of purposes including accreditation and grant writing. We attempted to develop an institutional level program using the Graduate Tracking System, which was developed by the University’s [Career Center](#). Although this system allowed the institution to collect information it was not robust enough to report information required by the state's new performance funding measure. The Board of Governors and senior administrators have indicated that graduate tracking is a priority for the University. Additionally, state law now requires all four-year universities in Missouri to report on graduate outcomes as part of the state's performance funding model. The President's Task Force on Graduate Tracking and Outcomes, formed in March of 2015, was charged with creating protocols for graduate outcomes information collected by colleges, departments and other University units to be reported centrally. This new system must generate appropriate reports for the state as well as for colleges and departments.

The task force has learned about pockets of information that are available. Questions on the university exit exam (required of all graduates) have been modified to capture needed information. Data was collected at spring and summer commencements in an attempt to collect more information. A comprehensive plan and series of recommendations are being prepared for the president.

The University tracks student involvement in high impact educational experiences since these often have a significant impact on student success. Missouri State defines high impact educational experiences to include student/faculty research, service learning, internships, practica, student teaching, focused field experience, and Study Away trips. Data are collected annually to determine total student participation in these activities. In 2011 and 2012, nearly 50 percent of all undergraduates participated in at least one of these activities, as reported in [Key Performance Indicator #8](#).

Sources

- Access Technology Center 4A
- Accreditations - list with certifying body 3A, 4A5
- Bear Claw (Provost) 1A, 2E, 4C
- Career Center at Missouri State
- CGEIP Agendas and Minutes from meetings 4A
- CHHS College Council Agenda and Minutes 4A
- Child and Family Development Program Review 3A, 4A1
- CHPA College Council Agenda and Minutes 4A
- CNAS College Council Agendas and Minutes 4A
- COAL College Council Agendas and Minutes 4A
- COB College Council Agendas and Minutes Nov 2014 - April 2015
- College of Business Program Review 3A, 4A1
- Communication Program Review 3A, 4A1
- Constitution_and_Bylaws_Revised_-_April_2014 4A4
- Curricular Proposal Information 4A4
- Disability Resource Center 3B
- Disability Resource Center 3B (page number 17)
- Dual Credit Enrollment 4A
- Dual Credit Instructors 4A
- Educator Preparation Provider Council Meeting Minutes 4A
- Faculty Center for Teaching and Learning 3C, 3D
- Geography, Geology and Planning Program Review 3A, 4A1
- Graduate Council Agendas and Minutes 4A
- Key Performance Indicators 1A
- Key Performance Indicators 1A (page number 33)
- Learning Diagnostic Clinic
- Libraries at MSU 4A
- MDHE Dual Credit Policy and Report 4A
- MDHE guidelines for transfer and articulation 4A
- MissouriStateUniversity_PolicyLibrary SJ
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- Political Science Program Review 3A, 4A1

- Program Review Evaluation January 17, 2012
- Program Review Guidelines evidence 4A1
- Program Review Schedule 2007-2020 evidence 4A1
- Psychology Program Review 3A, 4A1
- Technology Training Centers 4A
- Transferring Credit to MSU 4A2

4.B - Core Component 4.B

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

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

Argument

4.B.

One element of Missouri State's 2011-16 long-range plan is "enduring commitments to student learning, inclusive excellence, and institutional impact." The purpose is "to develop educated persons." Characteristics of educated persons, as defined by Missouri State, include cultivating aesthetic tastes, developing critical thinking skills, fostering serious readers who are broadly literate, and preparing inquisitive and contributing citizens in a global society.

The HLC policy statement on Student Learning and Assessment Accreditation states, "The Commission realizes that assessment of student learning is an ongoing, dynamic process that requires substantial time; that is often marked by fits and starts; and that takes long-term commitment and leadership." The position statement goes on to explain the importance of sustained commitment to assessment and improvement. The following describes Missouri State's long-term commitment.

Progress from 2005-10

Missouri State University assessment efforts have evolved over time. In 1986, an Assessment and Reform Steering Committee developed an assessment plan. The Faculty Senate approved the first mission statement with specific objectives for the Center for Assessment and Instructional Support (CAIS) in 1993. The Assessment Council revised the CAIS mission statement in 2004 and reorganized to an 11-member group including a faculty member from each college, a representative from Academic Affairs, two student representatives, the CAIS director, and a representative from the University Planning and Advisory Council.

On July 1, 2005, the University moved to a Provost model. With this new model, the Vice President of Academic Affairs position was replaced, and the CAIS moved under the oversight of the Provost. When the CAIS director retired in the spring of 2010, the Provost moved the functions of the CAIS from the Office of Institutional Research to the Faculty Center for Teaching and Learning (FCTL). Due to this transition, the CAIS was renamed the [FCTL Assessment Division](#). In late 2010, an Assessment Research Coordinator was hired to help the Director of the FCTL establish, manage, and coordinate comprehensive data gathering and sharing systems to improve the quality of instruction and student learning outcomes at Missouri State. In 2012, due to an increased focus on assessment, additional staff were hired and assessment began reporting directly to the Office of the Provost.

Missouri State participated in two HLC Assessment Academy action projects beginning in 2006. One helped the University develop the current program review process and one explored living learning communities (LLCs). As noted in 4A the program review process underwent a total revision. The process was reviewed after the first round and changed based on feedback. The [living learning communities](#) on campus have learning outcomes and assessment plans. This framework has helped as we undergo a significant expansion of LLCs starting in fall of 2015.

4.B.1.

All [student learning outcomes](#) for programs are available for each program - most on the program website and all on the assessment website. From 2010-12, student learning outcomes and assessment plans were reviewed and revised for both [General Education](#) courses and each program at Missouri State. The goal was that by 2011 programs would submit a revised assessment template that had addressed the following:

1. Disciplinary learning outcomes with at least 3 that were monitored each year
2. Public Affairs learning outcomes (≈ 3) addressing community engagement, cultural competence, and ethical leadership with at least one that was monitored each year
3. A curriculum map
4. Appropriate assessment tools for each learning outcome including at least one direct measure for each

By 2011, each program in academic colleges outlined disciplinary learning outcomes and outcomes aligned with the public affairs mission and developed a curriculum map to align with the outcomes. While the timeline was ambitious, programs did complete this template. The strict guidelines for template led to some discomfort across campus and later that year the academic deans were given primary responsibility for assessment in their colleges along with the flexibility to move away from the strict template as long as units had the appropriate pieces and were using their assessment plans for quality improvement.

By 2012, Assessment and Faculty Center for Teaching and Learning were separated and a search began for a Director of Assessment. By January 2013, an English faculty member became the Director with a new set of goals focused on institutional assessment. The focus for this position and office was to assess the University's public affairs mission, act as a consultant on General Education assessment, and be a campus resource to practitioners on campus.

Using the National Institute for Learning Outcomes Assessment Transparency Framework, Missouri State's Assessment website was updated and the Provost committed to a focus on transparency. Student learning outcomes for the mission, each [college, program, General Education](#), and unit are available on the Office of Assessment website and on departmental websites. Each program has an assessment plan and examples are provided in the evidence. [College summaries](#) of assessment plans and selected results were collected by the Office of Assessment. While learning outcomes had been developed and used for years, the University made a concerted effort to use the webpage to highlight and allow the public to easily access this information.

At the program level faculty have been directly involved in defining learning outcomes for their undergraduate and graduate programs, developing curricular maps and designating appropriate assessment tools for the various learning outcomes. Over the years these plans have been reviewed by the [Assessment Council](#), Department Heads and Academic Deans. In addition sharing of plans inside colleges, through the Assessment Council and through programs led by the Director of Assessment,

has allowed for everyone to continue to learn from one another. The Director of Assessment has developed an outstanding website for programs to showcase assessments that have been effective and how they have used assessment information to improve their program.

[General Education](#) student learning outcomes were developed as a result of the work of the Task Force on General Education Revision that began in 2011. A new General Education curricular structure was approved in spring 2013 for implementation beginning in the fall of 2014. The task force developed a draft of proposed general learning goals, rationale, and specific learning outcomes for Missouri State students by drawing from the Association of American Colleges and University's (AAC&U) recommended learning goals, as well as those of other institutions in Missouri and across the country. Students and faculty were surveyed and participated in focus groups regarding perceptions of general education learning outcomes. This information was used by members of the committee to write the latest general education student learning outcomes.

The General Education assessment process is embedded in a cycle of course review. Through the General Education proposal process that began in 2012, each course submitted a proposed assessment plan, tools, and learning outcomes. In the new proposed course review process, General Education course assessment coordinators will submit short annual reports on assessment.

University units such [Student Affairs](#) and [Student Development and Public Affairs](#) have structures for assessment that review learning outcomes, assessment plans, and assessments as they work to improve their units.

4.B.2.

Assessing General Education

General Education courses are assessed by those that teach the course and these assessments plans and tools are reviewed by [CGEIP](#), a sub-committee of Faculty Senate. In spring 2015, CGEIP submitted to Faculty Senate a proposal for the [periodic review of general education courses](#).

The university exit exam (UEE) has included the ETS Proficiency Profile which is an assessment of general skills and knowledge for at least 10 years. As of 2015, fifty percent of all graduates take the ETS Proficiency Profile. The results of this profile are updated annually in the [Key Performance Indicators](#).

Missouri State has long administered institutional surveys. The [National Survey of Student Engagement \(NSSE\)](#) was given at Missouri State University in 2007, 2008, 2009, 2012, and was administered in 2015. In collaboration with new student orientation, the Beginning College Survey of Student Engagement (BCSSE) was administered to students on-campus in paper form during summer 2014 with a nearly 80 percent response rate. These are indirect measures of student expectations of general education and their overall experiences of campus and academic life.

Now there is a renewed effort underway to ensure that relevant and useful information reaches the hands of decision makers. The data from all of these surveys are collected by the Office of Assessment and reviewed by the [Assessment Council, Committee for General Education and Interdisciplinary Programs](#) (CGEIP), academic programs, and co-curricular programs. The results are posted on the website of the Office of Assessment for review. A goal of the office is to parse out information by theme that can be useful at the faculty, department, and college level. BCSSE data from 2014 has been shared with Advisory Council, Assessment Council, Student Success Committee, colleges, department-head meetings, and "[Coffee Breaks](#)" which are open to faculty, staff, and

students at appointed times throughout the year.

Assessing Institutional Learning

Missouri State's [Quality Initiative Program](#) (QIP) focused on assessing student learning related to the institution's statewide public affairs mission. A public affairs rubric was developed to assess student learning, a first draft of which was developed by a committee of faculty and staff. Subsequent drafts were developed and used with student work and revised using AAC&U LEAP Rubrics for Civic Knowledge and Engagement, Ethical Reasoning, and Intercultural Knowledge and Competence. To illustrate alignment of the public affairs rubric with other University goals, maps were created to crosswalk goals from General Education, public affairs, student affairs, student development and public affairs, and professional education with the rubric attributes.

From fall 2012 through summer 2014, 4,011 samples of student work were collected from curricular and co-curricular classes, projects, and experiences. Of that total, 2,240 samples (56 percent) of the student work collected from 72 faculty and staff were reviewed by approximately 54 faculty, staff, and students in three workshops – summer 2013, fall 2013 and summer 2014. The QIP Review Workshop was a positive professional development experience that helped faculty and staff from across disciplines to further their understanding of teaching and learning in public affairs. Based on the evidence, faculty, staff, and students developed a table of contents for a Public Affairs Toolkit as a resource for those who teach public affairs projects, upper level public affairs graduation requirements, and GEP 101.

Two major changes have been informed, if not inspired, by the Quality Initiative Project. The University Exit Exam (UEE) has a survey component that has been administered for many years. In 2013, the UEE was administered online, with 100 percent of students taking the ETS Proficiency Profile, 10 survey questions, and the public affairs scale. In 2014, after a review and recommendation from the Assessment Council, 50 percent of students take the ETS Proficiency Profile and the [exit survey](#), while the other 50 percent take the public affairs scale, public affairs open-ended response, and the exit survey. Through the process of updating Key Performance Indicators, it was discovered that Missouri State was administering the ETS to nearly 12,000 students, compared to 4,000 or fewer students at other Missouri universities. This revelation has provided an opportunity to review evidence collected and become more strategic in collecting information at an institutional level. This will help the University better understand student learning related to the mission.

Program-Specific Assessment

Faculty in programs develop assessment plans and Deans oversee progress. From 2005-11, programs submitted [assessment plans](#) and reports to the [Assessment Council](#) which reviewed and provided feedback. From 2011 to present, college Deans have held the primary responsibility to ensure ongoing assessment of student learning in programs and departments within each college. Colleges have an assessment plan and report on assessment in the yearly annual report submitted to the Provost in July of each year. Departments develop the plans and report results to Deans who summarize and include in the annual report.

In addition to [college annual reports](#), in 2012, each college submitted a [report](#) that included updated student learning outcomes by program, an assessment plan, and a timeline. In 2013, Deans submitted a survey that gleaned information regarding assessment meetings, types of evidence collected, and focused on one department or program that had excelled in terms of looking at evidence, reviewing as a group, and making changes to teaching or processes based on this assessment of student learning. Examples of programs and departments closing the feedback loop are included on the [assessment](#)

[website](#).

College plans for gathering evidence of student learning might include institution-wide or program-specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation. For example, the College of Health and Human Services (CHHS) uses a variety of [national exams](#) as the direct measure of how well students have acquired learning outcomes. Indirect assessment measures used are exit interviews and alumni surveys. Some departments use Major Field Tests and Area Concentration Achievement Test (ACAT) to assess student learning. In Political Science, all students majoring in Political Science are required to pass the Major Field Test. The department uses results of the exam for program assessment and development rather than individual student evaluation. A summary of the results is included in program review and in annual reports to the Dean. The mathematics department examined the reliability of the Major Field Test by comparing it with major GPA. Mathematics administers the Major Field Test in the required capstone course (MTH497). Locally developed exams, like the common final that Mathematics uses in entry-level courses, including dual credit, is an example of course transformation through the assessment of student learning.

Colleges provide annual reports to the Provost, analyze data, and discuss assessment to improve student learning. Departmental annual reports submitted to the Deans have action plans related to the improvement of student learning. In 2013, colleges and units reported on and updated current assessment cycles, highlighted specific departments that modeled assessment to improve student learning, and indicated one area of improvement with which each college was addressing.

Co-Curricular Initiatives

The Division of Student Affairs established a [Planning and Assessment Team](#) that meets monthly to initiate, review and discuss assessment activities occurring within the division. The team is composed of representatives from several Division of Student Affairs units and also includes a graduate student member from the Master's in Student Affairs in Higher Education program. The team has identified seven common student learning domains for units involved in promoting student development and student learning: 1) educated persons, 2) communication, 3) leadership development, 4) cultural competence and diversity, 5) social responsibility and citizenship, 6) collaboration and negotiation, and 7) self-awareness and wellness. Additionally, in 2012-14 the Planning and Assessment Team led the Division through a collaborative strategic planning process resulting in a revised Division mission, vision, and values, and identified five strategic directions to guide divisional efforts in championing student success. One strategic direction is "Furthering Co-Curricular Student Learning" and includes the major objective of "increasing departmental utilization of Student Affairs Learning Domains in assessment activities."

Role of Assessment Council from 2005-Present

The [Assessment Council](#) has had an important role on campus. From 2005-10, the Center for Assessment and Instructional Support collected program matrices and oversaw a review schedule for program assessment reports. Assessment Council completed and oversaw the following tasks during this time:

- Established report criteria
- Developed a feedback form
- Published the feedback form
- Reviewed sample program reports
- Entered information on feedback forms

- Provided feedback from programs

In 2012, Assessment Council membership changed slightly to include two members from each college. Since colleges were primarily responsible for assessment, the Assessment Council has reviewed policies, developed assessment leaders in colleges, and closed the feedback loop for college annual reports that include assessment plans, results, and actions based on those results. For example, in 2014, the Assessment Council reviewed college annual reports and submitted letters of feedback to Deans and the Provost. The goal was to encourage the reports to be read more widely and to offer assistance to the Provost in reviewing and providing feedback from a variety of constituencies on campus. Many Assessment Council members, faculty participating in General Education reform, and General Education faculty have attended AAC&U conferences and assessment academies.

4.B.3

Assessment of student learning and the use of student learning occurs at the institution-level, college-level, and program-level – all described below.

From 2005-11, Assessment Council reviewed program assessment plans and results from the plans. These were internal documents – helpful to departments yet nearly invisible to most who were not actively involved in the process. From 2013 to present, the University has focused on increasing transparency of assessment efforts and highlighting to a broader audience how faculty and staff use assessment of student learning to make changes to programs.

Using Institutional Assessment of Student Learning

In 2013, the Director of Assessment invited consultants from the Center for Inquiry at Wabash College to visit Missouri State as external consultants. Over a three-day period, the assessment consultants visited with the President, Provost, Associate Provosts, Deans, department heads, General Education coordinators, and students. The visit resulted in a memo to the Provost. The visit and feedback resulted in the following updates/changes and attempts to close any communications gaps:

- Revision of the assessment website using the National Institute of Learning Outcomes Assessment
- The showcase of departmental assessment of student learning in the “[Assessment in Action](#)” short journalistic pieces on the website
- A focus on the sub-scale of the NSSE called “Deep Approaches to Learning” students were not measuring up to the benchmark institutions as expected
- Information disseminated through “[NSSE Coffee Breaks](#),” hosted by the Office of Assessment, at departmental meetings, with Deans, with Enrollment Management, with the Faculty Center for Teaching and Learning (FCTL), and with others
- Based on this information, the FCTL used “Deep Approaches to Learning” as a theme for the 2014 fall “Showcase on Teaching and Learning”
- A re-visioning of the role of the Office of Assessment to focus on assessment of public affairs, institutional assessments, serving as a campus resource, and most recently implementing a comprehensive public affairs assessment plan, one of the University's [goals for 2014-15](#)
- Focus on a supporting role with a goal of making the work of assessment easier for faculty, staff, departments, and colleges which led to a re-organization of Assessment and the development of new roles – instead of Assessment Research Coordinators, the office now has Assessment and Learning Outcomes Consultants

Using Program/College Assessment of Student Learning

Specific examples of how programs use evidence of student learning are collected on the assessment blog and highlighted in the Office of Assessment's "In the Loop." The "[Assessment in Action](#)" examples describe programs' efforts at reviewing evidence of student learning and working toward continuous improvement and are reported in department reports, college reports, program review, and assessment surveys completed by colleges. The Assessment in Action examples provide models and examples for other programs and departments.

Some examples of program-level changes made by assessment of student learning are listed below:

- **Media, Journalism, and Film** – A committee of MJF faculty reviewed curriculum and current trends in media and crafted learning outcomes and rubrics to equip them for work in their field.
- **Criminology** – Faculty in this department wanted to see improved student writing in a senior-level capstone course. Through reviews of student work, committees, and a curriculum map, the department developed a scope and sequence for the teaching of writing in the discipline across the program. Additionally, the department developed an online writing module to assist students with areas in need of improvement.
- **Religious Studies** – The department head received an external grant to bring faculty from similar graduate programs across the country. This assessment symposium led to Missouri State's Religious Studies graduate program to review the completion and develop a portfolio option, and revise the time when students take the comprehensive exams.
- **Agriculture** – This department used evidence of student learning collected during internships to make changes to courses and curriculum.
- **Biology** – Through faculty conversations about student learning in department meetings, an analysis of job advertisements in the field, and student feedback, faculty discovered a pattern – students in Wildlife Biology needed more exposure to Geographic Information Systems (GIS). The program decided to solve the problem by collaborating with the Department of Geography, Geology, and Planning to take an existing GGP course focus on rural GIS.
- **Psychology** – Faculty members in the Psychology Department collected assessment evidence to implement a redesign of PSY 121, Introductory Psychology. The redesign occurred when the department was part of a statewide project in course redesign that started in the fall of 2010 working in conjunction with the National Center for Academic Transformation (NCAT).
- **Communication** – The assessment of student learning outcomes requires all graduating seniors to submit four samples of work meeting four unique student learning outcomes (SLOs). There are three departmental SLOs and each major has its own SLOs. The committee reviews a sample of these artifacts each summer. Using a rubric for each SLO, the reviewers score the reflection students provide on how they met each learning outcome. These results are analyzed and recommendations for improvements are forwarded to the faculty for consideration.
- **College of Business (COB)** – The Undergraduate Core Course Assessment Initiative in COB began a decade ago as a comprehensive process of assessment and evaluation of the undergraduate curriculum within the college. This initiative was in response to the lack of remedial direction perceived in MFAT, as a guide to curriculum development, and to meet demands for accountability from accreditation bodies and other University constituents. After considerable refinement, the final set of assessment objectives and outcomes were developed.

The Quality Initiative Project, a University-wide assessment project, collected student work from curricular and co-curricular courses and programs. In May 2013, October 2013, and May 2014, 49 faculty and staff participated in review sessions, and 72 faculty and staff submitted work. Follow-up meetings occurred with faculty and staff to discuss next steps.

The Quality Initiative Project led to the [following](#):

- Changes to courses (in Communication, English, Communication Science Disorders, Accounting, Agriculture, to name a few)
- Changes to departments that participated and systematically integrated the mission within department processes and curriculum (Athletic Training, Occupational Therapy)
- A renewed interest in teaching and learning related to public affairs
- A Public Affairs Toolkit of teaching ideas
- A community of practice developed through the review workshops and public affairs mini-grants to support the development of teaching and learning in public affairs

A first-step toward reviewing direct evidence of student learning in an inter-disciplinary manner with a focus on the mission instead of disciplinary goals.

- Changes were made to the University Exit Exam in order to collect information from students regarding public affairs experiences in addition to collecting student work from courses across campus.
- A public affairs rubric was developed by committee and through use with student work that aligned institutional outcomes including General Education student learning outcomes, student development and public affairs outcomes, student affairs outcomes, and professional education outcomes. This rubric has been distributed widely and used by faculty in Physics, Communication, and Athletic Training to develop assignments and use for assessment of student learning at the program and course-level.
- Based on evidence of student learning and reviewer feedback, faculty, staff, and students drafted a table of contents for a Public Affairs Toolkit. The initial aim of this toolkit would be to develop a resource for those who teach public affairs oriented courses such as GEP 101, public affairs courses in General Education, and upper-level public affairs graduation requirements.
- The assessment process developed could be used to assess student learning outcomes in General Education, upper-level graduation requirements, or for college or department level assessment.
- Sharing ideas across disciplines helps us to identify effective teaching practices and the impact Missouri State has on student learning related to public affairs. The goal is to see students continue to show evidence of higher order thinking and clear articulation of learning related to public affairs.
- A QIP committee will be formed to review the results of two years of the QIP collection and review process and to make recommendations regarding next steps. As many institutions have found, assessing student learning is the easy part – acting on the results can be more challenging.

The QIP Review workshop was a positive professional development experience that helped participants gain an understanding of public affairs within their own courses, understand the history of public affairs as an institution and Missouri State's reaccreditation process, and brainstorm new ways to integrate and deepen student learning.

Comprehensive Public Affairs Assessment Plan

One of the 2014-15 eight University goals was to develop a comprehensive public affairs assessment plan for Missouri State University. The centerpiece of the public affairs assessment plan is the annual comprehensive public affairs review workshop held since 2013. Sixty-six faculty, staff, and students participated in the review and analysis of student work. It was developed by a faculty and staff sub-committee in 2012 as part of the [Quality Initiative Project](#) (QIP). Through this project, a process was developed to collect student essays on public affairs experiences through the University Exit Exam (GEN 499). This process began in January 2015, and at the summer 2015 Annual Comprehensive

Public Affairs Assessment Review Workshop, nearly 1,800 senior-level student essays were reviewed using the institution's [public affairs rubric](#).

- Cultural competence, community engagement, and ethical leadership institutional outcomes are assessed [each year](#). Each outcome is assessed during the May annual summer review workshop consisting of faculty, staff, and students.
- Samples of student work will be collected through the University Exit Exam (GEN 499), a graduate requirement, and administered via Blackboard. Students choose to write about two prompts aligned with the public affairs rubric. Additionally, students will complete the 40-question [Public Affairs Scale](#), which gauges students' self-perceptions of their experiences with public affairs.
- As of January 2015, the Assessment team began overseeing the University Exit Exam, and in consultation with Assessment Council, the Registrar, Computer Services, and Blackboard developed a process of collecting student responses to public affairs-related prompts by administering the Exit Exam through Blackboard.
- Student work is collected by the Office of Assessment and prepared for review by colleges, departments, programs, faculty, staff, and students. The Office of Assessment summarizes results from the analysis of these groups and disseminates the information across campus.

4.B.4.

Missouri State has based its assessment program, especially academic program assessment, on best practices. All faculty and staff play an important role in the assessment of student learning. At the program level assessment is the responsibility of each academic dean with significant support from the Office of Assessment. The comprehensive public affairs assessment plan and all institutional assessment is directed by the Office of Assessment with significant faculty involvement. Transparency and information sharing is woven into all assessment at all levels so that we can learn from one another.

Sources

- Assessment Council 4B
- Assessment in Action 4B
- Assessment Plans 4B1
- Center for Inquiry at Wabash College report 4B
- CGEIP Agendas and Minutes from meetings 4A
- College Annual Reports 4B
- Description of the Assessment Process and Cycle 4B
- Educator Preparation Provider Council Meeting Minutes 4A
- ETS scores and reports 4B2
- Faculty Center for Teaching and Learning 3C, 3D
- Faculty Senate Agenda, Attachments, and Minutes March 2015
- General Education 1A, 3B
- General Education 1A, 3B (page number 28)
- Key Performance Indicators 1A
- Key Performance Indicators 1A (page number 26)
- Licensure Exams Data 4B
- Living Learning Communities 1A, 4C
- MSU-St Charles CC Transfer Degree Guides 4A3

- NSSE - 2014 Coffee Break Attendees 4B
- NSSE and BCSSE Reports 4B
- Office of Assessment including results of assessments 4B
- Public Affairs Scale 4B2
- QIP Report Missouri State University MO
- QIP Report Missouri State University MO (page number 8)
- QIP Report Missouri State University MO (page number 10)
- QIP Rubrics
- Senior Exit Survey 4B2
- SLO - by college 3A, 4B
- SLO - SDPA 4B
- SLO - Student Affairs 4B1
- SLO General Education 4B
- Student Affairs Assessment
- Student Success Plan 3 19 14 4B
- University Goals 2C
- University Goals 2C (page number 31)

4.C - Core Component 4.C

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

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

Argument

4.C.

Missouri State University chose "retention" as one of the [Key Performance Indicators](#) (KPI #1) to monitor; it is also a goal in the long-range plan. Further, the University tracks its success at increasing the number of graduates in STEM (Science, Technology, Engineering, and Math) and other critical fields (KPI #3). Various University constituents monitor retention and persistence closely as part of the long-range plan, including the Board of Governors, Administrative Council, Academic Leadership Council and Faculty Senate.

The University has specific programs that are considered best practices, including first-year seminar, a learning center ([Bear CLAW](#) – Center for Learning and Writing), supplemental instruction, discipline-specific tutoring, [a TRiO program](#), curricular learning communities, [living and learning communities](#), and undergraduate research. A Student Success Committee met for two years to develop a plan for improvement that resulted in a faculty Provost Fellow to focus on retention and a pilot program to focus on first-generation students in GEP 101, Missouri State's first-year course. The goal is to increase retention by engaging students in high impact experiences.

4.C.1.

Missouri State has defined goals for student retention (80%), persistence and completion (60%). These goals as well as the measurements are part of the [key performance indicator](#) website. The university is striving to reach these goals.

Two measured indicators for retention of first-time, full-time students are: 1) [Completion of 24 credit hours in the first year](#), and 2) retention from fall to fall. Missouri State has attained 75% on each indicator for the past two years. This is just short of the goal, but well above the 66% mark that the state recognizes as a level of sustained excellence for first-year students completing 24 credit hours in the first year.

As an indicator for persistence and completion is six-year graduation rate. Missouri State has reached a 55% rate in this area for the past few years which is just short of the goal. The university continues to strive toward the goals set and monitors progress through the key performance indicator website.

4.C.2.

Through the use of Banner enterprise resource planning (ERP) system, the Missouri State Office of Institutional Research collects information on student retention, persistence, and program completion. This information is reported to the campus and the public through the [Key Performance Indicators \(KPIs\)](#) page on the University website and through the University's College Portrait, which is part of the Voluntary System of Accountability (VSA). The Office of the Provost, Office of Academic Affairs, Deans/Directors and their colleges/school, Office of Assessment, Office of Student Development and Public Affairs, [Enrollment Management Committee](#), and Student Success Committee are some of the areas that closely monitor and analyze data on these student success factors.

4.C.3.

Missouri State University has used both data and literature on student retention, persistence, and program completion to inform many decisions surrounding student success. The [First Year Programs \(FYP\)](#) Office is dedicated to helping new incoming students with a number of initiatives, including the introduction to college course, GEP 101: Foundations. The Division of Student Affairs also has programming for new students, most notably the Student Orientation, Advisement and Registration (SOAR) program, a comprehensive two-day orientation program for new first-year students and their families. All of these are intended to help new college students make a successful transition from high school to life at Missouri State University.

The orientation for transfer students is adapted to address a different set of needs. A special "Transformation" program is offered as is on-line orientation. The University's Transfer Task Force is continuing to identify ways in which this transition for transfers can be made more meaningful.

To address students' academic needs, the University created a tutoring and writing center five years ago: the Bear CLAW (Center for Learning and Writing). Due to the success of this center, additional academic support is now being provided through a supplemental instruction program called PASS (Peer Assisted Study Session). The University also has increased the number of living-learning communities in residence halls to help students living on campus make connections between their learning experiences in and out of the classroom and strengthen their commitment to the University. Finally, the University-wide Student Success Committee reviewed campus data and peer-reviewed literature on retention, persistence, and program completion for two years before issuing its report. The report contained recommendations and action steps, including establishing the Provost Fellow for Student Success.

The [Student Success Committee](#), composed of faculty, staff and administrators, reviews best practices and makes recommendations related to retention. One focus in fall 2014 was to offer pilot sections of the first-year course, GEP 101: Foundations, with students majoring in the same college. The Provost Fellow for Student Success, hired in 2013, leads this group's inquiry into the experience of first generation students in a first-year course organized by major and college.

Retention and persistence are important areas of focus. Based on retention data and University goals, a variety of programs have been revised or initiated based on this information. For example:

- Regular reviews of [data from GEP 101](#) courses are used to improve the course curriculum. Beginning in 2012, instructors began maintaining contact with their students into the next semester with the goal of establishing relationships and become better mentors. As mentioned, in 2014, special sections of GEP 101 were developed in which students were enrolled by college major and by first generation status.
- First generation students were invited to join the Real LIFE (Literacy in Financing your Education) program, a grant-funded default prevention program.
- [Living-learning communities](#) were started within the past 10 years. A review of these communities was completed in 2014 and the opportunities were expanded in 2015.
- Data is available to departments so advisors can follow up with currently enrolled students who have not enrolled at the end of the registration cycle. The Registrar has been more aggressive through an initiative called “Proactive Registration.” The goal is to push information to department heads to provide information to currently-enrolled students and provide similar lists to Academic Outreach, Veterans’ Services, Diversity and Inclusion, and International Student Services.
- [Partners in Education](#) (PIE) is for entering freshman and their parents. They may sign up so parents can receive their students’ mid-term grades during the first year.
- [Jump START](#) (Summer Transition and Academic Readiness Training) is a program for students who do not meet the admission criteria but are admitted during the summer as part of a special program.
- Over time, more effective orientations have been implemented for transfer students. Since transfer students prefer not to attend orientation sessions, an online orientation was developed. The College of Arts and Letters offered an orientation program for new transfers in the college. Other colleges have sent email communications to new transfer students. The School of Agriculture has a picnic each fall semester for new students.
- Advisors are encouraged to contact students at mid-term.

4.C.4.

All data on retention, persistence, and program completion is collected at Missouri State University and reported by the Office of Institutional Research following IPEDS definitions which include built-in reliability and validity checks.

Sources

- Bear Claw (Provost) 4C3
- Enrollment Management Committee Agendas and Notes 4C
- First Year Council agendas and minutes 4C (formerly Student Success Committee)
- First Year Programs (does not include UHC 110) 1A 4C
- GEP 101 evaluations 4C
- Jump START 3D2, 4C
- Key Performance Indicators 1A
- Living Learning Communities 1A, 4C
- Partners in Education 4C
- Performance Funding Results 5A
- Student Success Plan 3 19 14 4B
- TRiO Student Support Services 3B, 4C

4.S - Criterion 4 - Summary

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

Summary

Missouri State University has a strong tradition of planning, implementing best practices and assessing outcomes. That philosophy is evident in the four long-range plans since 1995 and the increasing emphasis on assessment and the 31 individual accreditations. Missouri State continues to make progress in the areas of assessing student learning and documenting student success after graduation.

The progress on assessment has been accelerated by the Board of Governors' desire to have expanded data on graduates and the Performance Funding model instituted in 2012 for allocating state appropriations. While more can and will be done to assess student learning and student success after graduation, Missouri State has made much progress in recent years.

The key to the ultimate success is student support. Again, Missouri State has made a commitment of resources to provide the support necessary for students to succeed. The University is constantly adapting its services to the changing nature of the student body and, therefore, changing requirements for students to achieve their goals.

In all areas of planning, assessment and accreditations, the University effectively uses data collected. Departmental members with support from the Office of Institutional Research and Office of Assessment analyze collected data and make changes in curricular and co-curricular programs with the goal of increasing student success.

Strengths

1. All program level student learning outcomes are available to students, faculty, staff and external constituents. As part of the University's comprehensive assessment plan college deans are responsible for overseeing program assessment as it aligns with program review. Co-curricular learning outcomes have been established and reviewed by unit heads and the VP of student affairs.
2. The Office of Assessment was reinvented to focus on institutional assessment such as National Survey of Student Engagement and the Quality Initiative Project (QIP) that assesses the public affairs mission.
3. Missouri State developed an enhanced program review system with external evaluations, a clearer calendar and a website to store all reports.

Strategic opportunities

1. Missouri State continues to refine its customized approach to assessment as the University community shares and learns from one another.

2. A new state-wide performance measure requires more comprehensive data on all graduates than the University was collecting. In March of 2015, the President's Task Force on Graduate Tracking and Outcomes was appointed and charged with creating protocols for collection and reporting of data.
3. As the University strives to increase retention rates, there is a focus on increasing the number of students who participate in high impact experiences such as service-learning, study away, undergraduate research, practicums and internships.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Missouri State ensures that its resource base supports its educational programs through regularly analyzing its records of expenditures and anticipated income as it plans for the future. Numerous offices and [committees](#) throughout the [University organizational structure](#) are involved in this financial review and planning, from departmental leaders, to Deans and college committees, to the offices of Financial Services and Institutional Research, to the Executive Budget Committee, to the President, to the Board of Governors. Analysis and planning occurs throughout the year with preparation of the [annual budget](#), as well as more long range planning over three- and five-year cycles.

Since its founding in 1905 with a donation of land and \$25,000 contributed by the community, the University has prided itself on being a good steward of its finances, whether from state appropriations, grants, or donors. A last-minute withholding of \$15 million in 2002 only sharpened that emphasis; the smaller \$2+ million withholding late in 2014 was a more current, gentler reminder.

From 2002 through today, Missouri State has diligently grown its reserves, which now stand at more than \$60 million university-wide. This has given the University the ability to begin investing a portion of those reserves back into strategic initiatives to enhance academic programs, update facilities, and address other priorities.

Over the past 20 years Missouri State has expanded its graduate programs, increased enrollment, and raised its profile without a significant influx of funding from the State of Missouri. The University has succeeded through wise investments, a conservative philosophy, efficiencies, and a general "can-do" attitude from faculty and staff. Further, the University has funded its program without extraordinary

increases in student tuition and fees. Continuing in that long tradition, one of the six strategic directions of the current long-range plan is that of “[Responsible Stewardship](#).”

Since the last Higher Learning Commission (HLC) reaffirmation in 2005, the University has used the expanded web and other electronic communication to make data more readily accessible to the campus community. The websites include [AIM Dashboard and Bear Intelligence](#), enabling better coordination of financial and educational planning based on concrete evidence of performance.

Another change since 2005 relates to implementation of [differential fees](#) for particular programs clearly designated for students in those programs. These [program fees](#) exist in three colleges - business, health and human services and arts and letters. The fees are approved for five years with a thorough review process to follow before re-approval.

Today, revenue from student tuition and fees accounts for 60.7 percent of the University’s Education and General (E&G) operating budget, with the state providing 37.6 percent. Another 1.7% is funded from other resources. This is a dramatic shift from 30 years ago – in the late 1970s, state appropriations accounted for more than 75 percent of the total. It is a reality that has affected many aspects of the University, from affordability for students, to budget planning and development.

5.A.1.

In [Fiscal Year 2013](#), Missouri State University spent 68.32% (2014 - 68.62%) of its budget on the educational mission of the University. Given the fiscal resources available, the institution has the human resources and physical and technological infrastructure sufficient to support its [operations](#). The University employs 2,014 full-time and 1,328 part-time faculty/staff. The long-range planning process keeps the University focused on important priorities and emerging trends. Examples of additional staff since 2005 include an associate provost for access and outreach and VP for diversity and inclusion while each unit could also give an example of reallocations of faculty/staff based on priorities and emerging trends.

The Board of Governors, along with the administration, have identified employee compensation as a high priority. Toward that end, there are regular reviews and periodic analysis regarding financial planning and support for staff and faculty. For example, in 2007-08 an [in-depth analysis](#) of staff job families and pay scales was performed, resulting in job descriptions and emphasis on need for salary increases. Since that time, annual reviews of salary comparisons for faculty and staff have been made and adjustments implemented to maintain the integrity of the compensation system. The process also has provided data for comparisons with peer institutions to ensure the University remains competitive with compensation.

The University tracks the [Key Performance Indicators](#) that measure percentage of faculty at each rank, full time and part time, those with terminal degrees, etc. and provides an annual update to Faculty Senate. Comparisons to other institutions by Delaware data are available through Resources and Productivity on the AIM Dashboard. Further, yearly comparisons are made by HR completing and reviewing annual CUPA data on salaries for faculty and staff. A review of the data shows that noticeable progress has been made in salaries over the past three years compared to peer institutions, especially at the Professor rank. In addition Faculty Senate's [Budget and Priority Committee](#) reports on these issues annually.

The University’s financial history, available on campus to all employees through records of annual audits and reports located on the website and in Meyer Library, reflects the institution’s financial stability and its ability to meet growing needs, especially as a statewide institution with a mission in

Public Affairs. The University's financial status is sound, as evidenced by credit and bond [ratings](#), such as Standard & Poor's and Moody's, which have designated the University A+/Stable and Aa3, respectively.

The University's infrastructure includes 6,350,000 gross square feet of space on three campuses (Springfield - 6,070,000, Mountain Grove - 55,000, West Plains - 225,000). Of that total 4,935,000 is net usable square feet, 3,311,000 net assignable square feet, and 1,624,000 net unassignable square feet. *(The University is aware that HLC categorizes West Plains as a separate campus and identifies Mountain Grove as a "location.")*

Of the total, the Springfield campus has 6,070,000 gross square feet of space, 3,140,000 of net assignable square feet, and 1,572,000 net unassignable square feet. The Springfield campus's net assignable space by category includes:

- classroom space – 207,000 square feet
- computer classroom space – 27,000 square feet
- distance learning classroom space – 4,800 square feet
- class labs – 184,000 square feet
- computer class labs – 18,500 square feet
- open labs – 17,500 square feet
- open computer labs – 23,600 square feet
- research labs – 91,500 square feet
- academic support, general use, student services, institutional support – 2,566,100 square feet

Space is always in demand but there is a process for allocation and renovation request through the [Space Committee](#). The renovations provide 21st century experiences for students, but also meet accreditation standards for many programs. Examples of space upgrades include renovation/construction of Pummill Hall and the Professional Building, as well as the new O'Reilly Family Health Sciences Center. All serve to demonstrate the University's commitment to the academic programs.

The University's additional in-state locations include the West Plains Campus, the Mountain Grove Campus, the Cassville Instructional Center (with Crowder College), the Joplin Extension Center, the Joplin Graduate Center at Missouri Southern State University, the OTC Lebanon Center, the Crowder College Campus, the Nevada Instructional Center, the Kraft Administration Center (Springfield Public Schools administration building), and Waynesville Central Office.

As [technology](#) has evolved and changed over the past 10 years, Missouri State has built infrastructure. Bandwidth has increased, availability of WiFi has increased, and software infrastructure has significantly changed. The University purchased and implemented a new enterprise resource planning (ERP) since the previous visit. This implementation has allowed for a greater transparency regarding financial issues and allowed for a fully online hiring process. The University has invested in regular upgrades to Blackboard, the online learning system used by faculty. These upgrades have given faculty access to tools in order for them to offer a number of different learning opportunities for students. During the past decade, the University has consistently provided technical support to all users through an excellent and well-staffed system, with user support specialists distributed across campus. All technology upgrades are available to online students and to all locations. A challenge in rural areas is access to the appropriate bandwidth as software will run much more slowly in some areas.

5.A.2.

The University adheres to systematic allocation processes which ensure financial resources, space utilization, technology, faculty and staff are allocated fairly and consistent with the University's educational mission. These processes involve representatives from throughout the University, as well as the Board of Governors. The processes are made as transparent as possible through committee involvement and [public communication of results](#), available to external, as well as internal constituents primarily on the University's comprehensive website. This information is even more critical since one of the [state performance funding measures](#) is the percentage of budget spent on education. The University has achieved this measure since it was implemented.

[Several committees](#) are involved with the allocation of financial resources: an Executive Budget Committee, committees consisting of academic representatives at two levels, and an Administrative Budget Committee. These committees review and make recommendations on allocation of resources, which are ultimately sent to the President for consideration before being presented to the Board of Governors.

- **College committees** – Chaired by the Deans, these committees consist of one elected representative from each department each serving a three year term and the Dean may appoint additional faculty, staff, heads to fill out the committee and then assign one, two or three year terms. The committee annually determines members to send to executive and academic affairs committees. This committee makes recommendations to the Dean and can forward recommendations to the Academic Affairs Budget Committee.
- **Academic Affairs Budget Committee** – Chaired by the Provost, this committee consists of all academic Deans, the Dean of the library, two faculty members from each collegiate budget committee and the library, the Faculty Senate chair, the Faculty Senate budget committee chair or another member of the Faculty Senate selected by the Senate and two faculty representatives from the West Plains Campus. This committee evaluates recommendations from the college-level budget committees, in light of possible financial scenarios.
- **Administrative Budget Committee** – The Vice President for Administrative and Information Services chairs this committee, which consists of representatives from each area represented on the Administrative Council, along with representatives from Staff Senate, Faculty Senate, and Student Government Association (SGA). The committee examines administrative areas on campus and recommends budget actions to the Executive Budget Committee.
- **Executive Budget Committee** – Chaired by a senior faculty member, this committee consists of a representative from every collegiate budget committee, the Faculty Senate chair, Staff Senate chair, the president of the Student Government Association, the chair of the Academic Affairs Budget Committee, the chair of the Administrative Budget Committee, the Chief Financial Officer, the Provost, a representative of the academic Deans, the Chancellor of the West Plains campus, the general counsel, and the vice president of student affairs. This group reviews recommendations from other committees and makes recommendations to the President, who then makes recommendations to the Board of Governors.

These groups are involved in an annual cycle, beginning in the fall semester, especially to review and make [recommendations](#) concerning the Fee Schedule Resolution approved by the Board each March. Committees meet as necessary throughout the year as fiscal conditions change and additional funds become available or funding assumptions change.

Once Missouri's Governor has presented his/her budget in late January, University committees meet to make recommendations on the best approaches to uses of any one-time funds, ongoing increases, or potential budget reductions in University funding. The Academic and Administrative Budget Committees then make recommendations to the Executive Budget Committee.

Based on the recommendations from the Executive Budget Committee, the President presents preliminary budgets to the Board of Governors in May for discussion and input. The [final budget](#) is presented to the Board for approval in June. Throughout the process, the University tracks the budget through the legislative process. The new fiscal year begins July 1. For the past three years the results of this process were the additional faculty lines added in the colleges based on enrollment increases.

University space is managed by the [University Space Allocation Committee](#), which is chaired by the Vice President for Administrative and Information Services (AIS) and includes the Provost, the Associate Vice President for AIS, representative Dean of one college (annually appointed), representative academic department head, Faculty Senate chair, University Facilities Analyst, Director of Facilities Management, Director of Planning, Design and Construction, and Student Government Association representative. The committee operates within policies and procedures that consider requests for facility additions, modifications and utilization changes. Requesters submit online Facilities Request Forms, which are considered at the monthly meetings of the committee. The committee analyzes the requests, then approves, disapproves, or tables each request (for example, pending additional information regarding the request). Each requestor is contacted with the committee's response, given the opportunity to answer additional questions, or provide supplementary information and kept abreast of the issue until resolution.

One example of how the University works to ensure fiscal responsibility while sustaining academic programs fairly is its recent program designed to reduce energy costs. The University carefully schedules evening and weekend classes, concentrating them within specific buildings or onto specific floors or areas. The HVAC units of other areas are set to an unoccupied mode, resulting in energy cost savings.

5.A.3.

Long term, Missouri State is guided by its mission and long-range plans. Each year, however, the University identified and focuses on a few specific goals from the plan that move the University forward toward its ultimate vision. Collaborating with the Administrative Council and academic leaders, the President develops a set of 8-10 precise goals for the year with specific measures. The [goals](#) are then recommended to, discussed by, and ultimately approved by the Board of Governors. The goals are presented annually through leadership retreats, public events such as the annual "State-of-the-University" address, and on the President's website. Updates on [performance](#) are provided to the Board and the public through the same means. This transparent process ensures the goals are in line with the institution's resource capacity, consistent with the long-range plan, and successfully fulfilled. Outcomes from annual goals help inform development of the next long-range plan.

Continuing this strong tradition of strong planning, in fall of 2014 the President formed a [Visioning Steering Committee](#). This group identified six significant topics and formed task forces to investigate and recommend the University's vision for the next 10-12 years. The six topics included: Academic Profile, Funding, Infrastructure, Diversity, Globalization, and Student Experience. The resulting visioning report forms the foundation for the University's next two long-range plans (2016-21 and 2021-26). The completed report was presented to the Board of Governors at its annual summer retreat on July 30, 2015.

5.A.4.

The University's Office of Human Resources oversees the areas of benefits, compensation, and classification; employee development and performance; and employment and employee relations.

These areas use current technology, including an Applicant Tracking System (ATS), [Benefits Enrollment Platform](#) (BEP), and Learning Management System (LMS), to ensure required and preferred qualifications are met in the hiring process and to train employees and maintain skills throughout the duration of employment.

The University's online hiring process, facilitated by the ATS, is used to track and manage the hiring of virtually all employees, including student employees and full and part-time faculty and staff. All full-time positions have documented [job descriptions](#) (all job titles that begin with A are attached and the remainder are available upon request) that specify minimum qualifications used for screening applicants and selecting the most qualified applicants to interview. [Resumes](#) for a select group of staff are also attached and others are available upon request. As described in 5.A.1., these positions were analyzed fully and updated in 2008 and they are reviewed whenever a vacancy occurs. Likewise, all new positions are reviewed using the same analytical standards for proper placement and compensation. The ATS assists in identifying the candidates best suited to the advertised job postings and allows for accurate reporting of the process, both for the individual search and annually. Further, the University's ATS uses screening questions and is tied to the appropriate job description to ensure candidates selected for interview have the required credentials and experience.

The University's BEP allows new and continuing employees to select among a group of university-paid benefits programs and programs paid voluntarily by employees. The system assists the Human Resources Office by allowing employees to access their benefits and explanations at their convenience.

The LMS supports more than 4,000 full-time and part-time faculty, staff, and student employees for orientation, professional development, employee wellness, and compliance training. The LMS serves as a central library for all professional and personal development opportunities available to employees and provides them with an individual training record to track their accomplishments while it also provides the University as a whole a means of [documenting](#) and storing training information.

More than 35 University units, including Human Resources, use the LMS system to support instructor led classes, web-based training, and blended learning sessions for employee development and compliance. Program categories include: faculty development in teaching and learning, staff development in job skills, professional development, diversity, compliance, orientation, software applications and computer skills, workplace safety, and employee wellness.

University-wide there were 239 individual separate courses with a total of 982 classes provided for employees and managed/tracked through the LMS. The following numbers of employees were served through the LMS in 2013-14.

- 359 employees participated in 1,773 training hours to encourage growth and retention of staff
- 665 employees participated in 2,456 supervisory/leadership training hours
- 8,416 instances where employees engaged in 31,604 training hours

The ATS, BEP and LMS programs help the Human Resources Office achieve its goal of having a fully integrated orientation program for new employees – faculty, staff, and administrators – to boost employee engagement and retention.

In addition to programs offered through the Human Resources Office, staff have access to noncredit professional development courses, are able to attend professional development conferences and workshops, and may apply for the year-long University Staff Ambassadors (USA) Program.

5.A.5.

As described in 5.A.2., the budget process involves constituents from all levels throughout the University.

In addition, during the [Board of Governor's Finance and Facilities Committee](#) meetings, year-to-date [financial reports](#) are presented. These include comparisons to the prior year actual and current year budgeted. University divisions, including academic colleges and departments, as well as student affairs and administrative services, are able to track expenditures alongside of budgeted allocations.

The tracking and monitoring is aided by Banner, the Enterprise Resource Planning system, which has becoming more fully utilized since being implemented several years ago. The process also is enhanced by the various budget officers serving the cost center heads across campus under the umbrella coordination of the Chief Financial Officer.

The integrity of the budget is ensured by a comprehensive set of [financial controls](#) established by the Office of Financial Services and implemented across campus.

Sources

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- Budget and Priority Committee Annual Reports 3C
- Budget Committees 5A
- Budget Process 1A (NCAD presentation 2013)
- Committees Handbook 2014-2015 - Students on Committees 2B
- Computer Services Staffing and Duties Summary 5A
- Data - AIM and Bear Intelligence 5A
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- Fact_Book_FINAL_DRAFT_2012-2013 for 1B
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- Job Descriptions A
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- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 4C
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- MissouriStateUniversity_PolicyLibrary SJ
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- Performance Funding Results 5A

- Professional Development - Faculty and Staff 2013-2014 3C6
- Program-Specific Enrollment Fees 5A
- Staff Analysis Report 2008 5A
- Staff Resumes
- University Goals 2C
- University Organizational Chart 5B
- Vision Steering Committee 5A
- Visioning Guide for Springfield Campus 2013-2014 5A

5.B - Core Component 5.B

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

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

Argument

By statute, Missouri State University is governed by a nine-member Board of Governors appointed by the Governor and confirmed by the Senate. The Board also includes a non-voting student member. The Board provides oversight to the University.

To be consistent with its commitment to shared governance, transparency, open communication and collaboration, the University has a number of active committees and councils with representation from the Faculty Senate, Staff Senate, College Councils, Administrative Council, Academic Council, Student Affairs Council, and the Student Government Association. These groups meet regularly in order to discuss issues, make recommendations, and foster communication throughout the University. The groups work to make decisions for the University community and the general public.

5.B.1.

The University's governing board is knowledgeable about the institution. All current [board members](#) have been through an [orientation](#). The University's [policy library](#) serves as the official repository of all University-wide Governing and Operating Policies. The goal of this library is to provide up-to-date policy information to the University community; however, all policies found herein are subject to change from time to time. Governing policies are established by the Board of Governors. This type of policy describes the composition, powers and duties of the Board; contains procedures for the functioning of the Board; contains policies for the governance of its members, officers and agents; and includes the Code of Students Rights and Responsibilities. Operating policies are approved by the President of the University. This type of policy interprets and implements governing policies. The President has the authority to delegate the approval of operating policies to a member of Administrative Council.

The University's online policy library provides easy access to the policies that guide the University. The policy library is well-organized, intuitive, and easily searchable. The policy library includes important documents such as the faculty and employee handbooks, both of which were developed, reviewed, and revised according to their specific by-laws and policies. Also included in the policy library are those policies dealing with grievances any member of the campus community might have and wish to pursue. The goal of this library is to provide up-to-date policy information to the University community; however, all policies found herein are subject to change from time to time.

A summary of how the board meets its fiduciary responsibilities can be found in 5A.

5.B.2.

The University's policy library is reviewed regularly by many constituencies - from the Board of Governors to Administrative Council to Academic Leadership Council to Student Affairs to Administrative and Information Services. All constituencies have defined roles in the governance processes.

All agendas and minutes, for the full board and committees, are available on the University's website. Agendas and minutes for 2014 meetings are attached - [February](#), [March](#), [May](#), [June](#), [July](#), [October](#) and [December](#).

Administrative Council meets weekly with agendas posted on the website. Academic Leadership Council meetings twice each month. Faculty Senate ([2013 Fall](#) and [2014 Spring](#)), [Graduate Council](#) and [Staff Senate](#) meet monthly during the academic year. College Councils ([COAL](#), [COB](#), [CHHS](#), [CHPA](#), COE, [CNAS](#)) meet monthly and departmental faculty meet on a regular basis during the academic year.

The University's [Committee Handbook](#) is online. Many committees have representation from multiple constituencies.

5.B.3.

As described in 5.B.1., the University involves Faculty Senate, Graduate Council, Staff Senate, Student Government Association, Graduate Student Council and other constituent groups in major decisions, including academic requirements.

Some recent examples include the revised General Education program; the recently implemented public affairs capstone experience; the discussion of plus/minus grading; [academic integrity](#) initiatives; and efforts toward greater [sustainability](#). One example of this collaboration was in the recently implemented public affairs learning outcomes within each academic program and the University's [OIP project](#) to assess public affairs learning outcomes. In all cases, there was broad involvement by the campus and students served on the committees and task forces that led to the ultimate decisions.

Sources

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- Board of Governors Biographies
- Board Orientation Powerpoint 1A, 2C
- BOG minutes June 2014 approving revisions to faculty handbook 2C
- CHHS College Council Agenda and Minutes 4A
- CHPA College Council Agenda and Minutes 4A
- CNAS College Council Agendas and Minutes 4A
- COAL College Council Agendas and Minutes 4A
- COB College Council Agendas and Minutes Nov 2014 - April 2015
- Committees Handbook 2014-2015 - Students on Committees 2B
- December 2014 Agenda and Minutes

- Faculty Senate Agendas, Attachments, and Minutes Jan2014-May 2014
- Faculty Senate Agendas, Attachments, and Minutes Sept 2013-December 2013
- February 2014 Agendas and Minutes
- Graduate Council Agendas and Minutes 4A
- July 2014 Agenda and Minutes
- June 2014 Agendas and Minutes
- March 2014 Agendas and Minutes
- May 2014 Agendas and Minutes
- MissouriStateUniversity_PolicyLibrary SJ
- October 2014 Agenda and Minutes
- QIP Report Missouri State University MO
- Staff Senate agendas and minutes
- Sustainability 5

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Approximately every five years since 1995, Missouri State University has conducted a process to evaluate, revise, and publish a new long-range plan. The plan, which includes specific goals for the time period, is published in print form, as well as posted on the University's website so it is available to the public. Then, each year, the Board of Governors approves a specific set of 8-10 goals recommended by the President after consultation with Administrative Council and academic leadership. The annual goals are consistent with the mission of the University and the long-range plan. Individual academic and administrative units also are involved in planning and mapping progress toward goals on an annual basis.

5.C.1.

Each year, the President recommends to the Board of Governors a set of 8-10 [goals](#) for the coming fiscal year. The goals are developed based on discussions with Administrative Council and academic leaders. The goals are specific and consistent with both the mission of the University and the long-range plan, and they are intended to drive time and other resources for the year. Progress updates toward the annual goals are provided to the Board and to the University community.

For example, enhancing diversity was a goal in 2011-12 and was achieved by creating the Division of [Diversity and Inclusion](#) and hiring its first Vice President. A second example was to address the 20-year-old goal to increase graduate education in the growing areas of health care. This goal started by putting resources into new programs such as Physician Assistant and Physical Therapy. The most recent addition was Occupational Therapy resulting requirement for more space to house the program. The new O'Reilly Family Health Sciences Center is being built for the College of Health and Human Services to meet the needs of these growing programs.

Yet another example of a close examination of allocation of resources in light of the institution's mission and priorities is space in Meyer Library. The Library leadership and staff are working on a comprehensive [long-range plan](#) that includes a fresh look at every aspect of the Library, from staffing and service hours to space and occupants, with the goal of better serving student needs in the 21st century. The Library's long-range space plan, developed and approved in 2013-14, calls for relocation of some existing functions, repurposing of other space, the addition of a University Testing Center in

the lower level, and moving TRiO into the main level. The TRiO program helps address the University's priority to improve access and diversity.

This philosophy has led to increased faculty lines based on increases in enrollment, establishing signature events to highlight the public affairs mission, and completing a comprehensive marketing study.

5.C.2.

Through its program review process, programs, departments, and colleges engage in a regular continuous improvement process which includes assessment of all aspects of the offerings. Further, programs, departments, and colleges are required to maintain assessment plans that include specific action items and address how they intend to respond to assessment data. Departments include this information in annual reports and undergo periodic external reviews that help determine how to allocate resources.

For example, two of Missouri State's [Key Performance Indicators](#), results of Licensure and Exit Exams (KPIs 6 and 7), demonstrate how student learning in these areas is linked to the allocation of state appropriations based on performance funding. In addition, as leaders of "cost centers," Deans determine, in collaboration with department heads, how funds from open lines are handled when a faculty member resigns or retires. Two possible options include hiring a replacement in the same line or reallocating the line to a different area of concentration or need, or even a different department. In 2013, all six academic Deans submitted an assessment report on the processes used by each program. Results of these processes will assist Deans in making future decisions about funding.

Finally, [Performance Funding](#) at the state level also includes enrollment and retention, both of which are included in the KPIs and both of which are connected to student learning and assessment of it. Missouri State's five performance funding measures for state appropriations are:

1. **Student Success and Progress** – first-time, full-time freshmen successfully complete 24 hours in first academic year
2. **Increased Degree Attainment** – six-year (150 percent time) cohort graduation rates
3. **Quality of Student Learning** – improvements on professional/occupational licensure tests
4. **Financial Responsibility and Efficiency** – percent of total E&G expenditures expended on the core mission
5. **Institution-Specific Measure** – increased number of graduates in STEM, health care and other critical disciplines of need in the future workforce

Although these examples demonstrate where assessment of student learning results are clearly linked to budgetary decisions, the University strives to more clearly demonstrate the linkage.

5.C.3.

The [visioning project](#) in 2014-15 includes faculty, staff, students, alumni and community members so that all constituent groups have a voice in the process. With the [Steering Committee](#) and six task forces, more than 100 individuals are actively involved.

The University's budgetary committees, as described above, review and make recommendations to the President on allocation of University financial resources. The President provides regular communications initially through [Clif's Notes](#) and now through [Inside Missouri State](#) to the campus community addressing key budgetary items (such as the Missouri Governor's budget priorities and

recommendations, and potential tuition increases), as well as other financial concerns and accomplishments of the University.

Advisory committees, which include informed external constituents, provide individual academic and administrative units with insights and advice during the planning process.

Often, recommendations from faculty and staff lead to policy changes. For example, in recent years the credit hour tuition waiver benefits were increased and the tuition waiver benefits were allowed to apply toward Greenwood Laboratory School tuition credits for faculty and staff with children enrolled there.

In another case, to achieve compliance with Title IX, the University's female athletic teams were expanded. Although the University always had a Title IX coordinator, a full-time coordinator was just hired to meet compliance needs.

Additional examples include the construction of JVIC, IDEA Commons, and JQH Arena, all of which were completed in collaboration with Springfield city planners.

Growth and development of programs in several areas, especially STEM and health care – Physical Therapy, Nurse Anesthesia, Pharmacy, Occupational Therapy, and Engineering, for example – have been direct responses to needs expressed by local business and civic leaders.

5.C.4.

Missouri State's President and administrative team develop and recommend to the Board of Governors a set of [specific goals](#) consistent with the long range plan for each annual session of the Missouri General Assembly, which runs from early January through mid-May. University officials then meet regularly during the session and throughout the year with legislators, the Governor and other statewide elected officials to discuss these priorities. The Executive Budget Committee, along with the President and Administrative Council, consider and anticipate both short-term and long-term events, such as the State budget and changing demographics, which can impact the University's ability to fulfill its mission. Missouri State officials then develop strategies and the President keeps the Board advised to developments and key decisions that must be made.

The University's [Executive Enrollment Management Committee](#) develops and periodically revises enrollment objectives for the University that are consistent with the institutional mission, resources, facilities, demographics, legislative mandates, and other factors that influence optimum enrollment levels. Objectives are segmented by category (e.g., college and department of major, student type, level, campus of dominant enrollment) and incorporate diversity objectives consistent with the long-range plan. The committee also coordinates campus-wide efforts to achieve enrollment objectives, with emphasis on recruitment, retention, marketing, program and service offerings and resource allocation.

5.C.5.

Missouri State University's long-range planning anticipates certain demographic shifts, such as the decrease in high school graduates, the increasing numbers attending Missouri's two-year institutions, and an increasing ethnically diverse population in southwest Missouri. The planning also anticipates the resources the University will require to meet the needs of this changing population. The University continues to expand its international student population and [study away programs](#), both of which help all students, faculty, and staff to improve their understanding of issues associated with

globalization.

In 2007, a [Sustainability](#) Advisory Committee began exploring ways in which the campus community might be more engaged with the ongoing need for attention to the environment. Since then, the committee's work has increased exponentially to include recycling, purchasing practices, enhanced energy conservation, the hiring of a sustainability coordinator, and designing LEED-worthy facilities. Reports on the sustainability initiatives are provided regularly to the Board of Governors.

One example is the emphasis on constructing and renovating sustainable buildings. That initiative calls for sustainability to be incorporated into all University projects being designed (considering materials used, site development, and energy efficiency of all systems). In addition, the following LEED structures have been built:

- Christopher S. Bond Learning Center – LEED Silver
- Greenwood Laboratory School (Science Scholars Addition) – LEED Silver
- Monroe Apartments – LEED Certified
- Bill R. Foster and Family Recreation Center – LEED Silver

The University also works closely with the Chamber of Commerce, the City of Springfield, Greene County and other major employers in the Springfield Metropolitan Area to anticipate and encourage employment opportunities and create a welcoming environment.

Sources

- Budget Proposal Book for Fiscal Year 2015 Budget Request - mission 1A
- Clif's Notes 1A
- Diversity and Inclusion 2C
- Enrollment Management Committee Agendas and Notes 4C
- Inside Missouri State Newsletters 1A
- Key Performance Indicators 1A, 5A
- Long Range Plan 2011-2016 1A, 1B, 1C, 1D, 2A, 2C, 5C- updated
- Performance Funding Results 5A
- Study Away 1C
- Sustainability 5
- University Goals 2C
- University Libraries - Strategic Plans 3C
- Vision Report 2015
- Vision Steering Committee 5A

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

As described throughout this section, the University has a well-developed system for improving its performance. Each year the President, Administrative Council, and the Board of Governors establish 8-10 goals consistent with the mission of the university and updates on progress toward these goals. The goals include greater diversity in the student body and workforce, improved retention and graduation rates, greater student learning, increased faculty scholarship, and strengthening the financial position of the University. Committees and units across campus prepare annual reports and goals for improvement. On an individual level, faculty undergo regular evaluations and every staff member and administrator is evaluated based upon a personalized Appraisal and Development Plan (ADP).

5.D.1.

The centralized means for developing and documenting evidence of performance are the established [Key Performance Indicators](#) (KPIs). The KPIs, developed as part of the Fulfilling Our Promise long-range plan for 2011-16, measure performance in 15 areas:

1. Fall to Fall Retention (Full-Time New in College Cohort)
2. Six-Year Graduation Rate
3. Undergraduate and Graduate Academic Awards (Degrees and Certificates)
4. Degree Program Alternate Pathways
5. Total Enrollment
6. Student Performance on University Exit Exam
7. Student Performance on Discipline-Specific Competency Exams
8. Student and Faculty Involvement in Missouri State University's Public Affairs Mission
9. Engendering a Supportive Learning Environment
10. Faculty Scholarship
11. Diversity
12. Educational & General Expenditures
13. Faculty and Staff Salaries
14. External Grant and Contract Activity
15. Private Contributions to Missouri State University Foundation

The institution and the public may drill down into data or evidence for these areas through the Bear Intelligence online system.

5.D.2.

The University employs a variety of means to establish goals and measure the performance in order to

improve effectiveness. These include, but are not limited to, financial records, regular communications and summary reports from the President to the public and the Board of Governors, departmental and college-level planning and assessment of student learning, reports to Missouri's Department of Education, and reports to accrediting bodies at the state and national levels.

Academic units practice continuous improvement through assessment plans and annual reports along with regular program review or accreditation cycles. Library holdings are reviewed and analyzed regularly.

Specific examples include:

- Implementing procurement card (P-card) system.
- Searches for open positions are now conducted online.
- The University's website has been expanded to include a multitude of functions and information, all of which is easily accessible to faculty, staff and students.
- As a result of the Bookstore theft, [internal controls](#) were examined and tightened for handling cash across campus.

Sources

- Key Performance Indicators 1A, 5A
- MissouriStateUniversity_PolicyLibrary SJ
- MissouriStateUniversity_PolicyLibrary SJ (page number 786)

5.S - Criterion 5 - Summary

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

Summary

For more than 20 years, Missouri State has developed a reputation for strong planning, setting specific annual goals, and measuring progress on all initiatives. That developed reputation is reflected in the long-range plans, annual goals, and regular reporting to the Board of Governors, the campus community, and the public at-large.

Missouri State's conservative approach to finances has served the University well since the day it was founded, most notably providing a strong base from which to operate. Over the years, Missouri State also has implemented a more inclusive and transparent budgeting process which has succeeded in making a good system even better. Faculty, especially, have become more engaged at all levels, resulting in strong recommendations and a greater understanding of the University's finances.

The University has made excellent use of the Web and other electronic communication to advance its initiatives. Of note is the online policy library which provides easy access to all policies and procedures guiding Missouri State.

Strengths

1. Since 2005 the budget process has become increasingly transparent and participatory, aided by the creation of "cost centers," multi-leveled budget committees, and public records.
2. The 5 to 7 year cycle of strategic planning is now part of the institutional fabric. It is maintained through annual updates to institutional goals and monitored with key performance indicators and performance measures.
3. The changes in the governing board since 2005 - from statewide membership to the current committee structure - have been positive changes for the University as it allows the Board of Governors to engage more effectively in the visioning and strategic planning process.
4. Conscientious attention, aided by improved technology, has improved communication and greater transparency throughout campus.

Strategic Opportunities

1. With limited state funding for facilities, the University continues to find unique ways to fund improvements in buildings, laboratories, classrooms and other facilities. Recently renovation funds from the state have been made available to complete some significant renovations in the next few years.
2. With decreasing overall support coming from the state, the University is challenged with increasing numbers of students and larger class sizes.

Sources

There are no sources.