

Criterion Three: Teaching and Learning; Quality, Resources, and Support

Charge: Use what we already have done as a starting point – collected websites, links to the long range plan, and assumed practices to write a 2-3 page narrative of how we meet Criteria 3 and all core components within criteria 3.

Provide three lists: 1) a comprehensive list of evidence, 2) a recommended list of outstanding accomplishments that should be highlighted in the report, and 3) a list of 1-3 concerns and how we are addressing (or not addressing) them.

Report deadline: January 13, 2014

Presentation to Steering Committee: TBD in January 2014

Chair: Rachelle Darabi, Associate Provost for Student Development and Public Affairs

Members: Crystal Gale, Associate Professor, Library
Robert Hornberger, Registrar
Dianne Slattery, Professor, Technology and Construction Management
Colette Witkowski, Department Head, Biomedical Sciences

Criterion Three

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

The University was formed by legislative action in 1905 and given statutory authority to grant degrees. Missouri State University has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1915. Missouri State University-West Plains has been a separately accredited campus with continuous accreditation since 1994. HLC accreditation is for the entire University, not specific academic programs, but it provides reasonable assurance about the quality of opportunities available to the students who attend the institution. The Office of Assessment provides documentation of programs and learning outcomes (<http://www.missouristate.edu/assessment/131536.htm>).

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

It is the policy of the University to attain accreditation for all programs where accreditation is offered. Currently, 31 separate accrediting/certifying agencies have accredited MSU programs (<http://www.missouristate.edu/provost/ProgramReview/accreditations.htm>). These agencies perform external reviews of accredited programs on regular cycles that vary from 2 to 10 years. The continued accreditation of specific programs provides evidence that the programs are committed to continuous improvement of their educational experience, incorporation of best practices in pedagogy and course content, responding to developments in their disciplines, and responding to input from students, employers, and other stakeholders in their pursuit of continuous quality improvement.

Programs not accredited by a separate accrediting/certifying agency are subject to periodic program review. The program review process is comprised of 3 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 (5-7 years) of its mission, priorities, and objectives. It should represent 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 in 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 will determine how its strategic plan should be revised to ensure that it responds to the resulting recommendations and thus, ensures that quality improvements continue (<http://www.missouristate.edu/provost/ProgramReview/process.htm>).

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Learning goals for undergraduate students are given in the General Education, General Baccalaureate Degree Requirements, and Scholastic Honors requirements in effect upon first enrollment as a degree seeking student at Missouri State. The aim of General Education at Missouri State University is to develop people capable of making thoughtful choices that lead to creative and productive lives and to responsible participation in society. To assess achievement of this learning, all students admitted into a baccalaureate degree program after the fall 1993 semester must complete a nationally normed test designed to assess basic academic knowledge and skills. Students must take this University Exit Exam prior to graduation and upon the completion of 90 or more credit hours (<http://www.missouristate.edu/oir/UniversityExitExam.htm>).

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 limitation of information. The various graduate programs strive to develop student progress toward a maturity of thought and discipline-related capabilities. Learning objectives for graduate study are largely controlled by the graduate faculty, who are committed to research, teaching, and service at the graduate level, the values of teaching and mentoring graduate students in the practice of their disciplines.

Certificate programs at the undergraduate (<http://www.missouristate.edu/registrar/catalog/Univcertificate.htm>) and graduate levels (example: <http://graduate.missouristate.edu/catalog/CommStudies.htm>) are designed to provide students with specific, focused knowledge and skills that will allow entrance to or advancement in a career. Learning objectives may be linked to standards set by professions or external agencies.

3.A.3. The institution's program quality and learning goals are consistent across all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial agreements, or any other modality).

Evidence of consistent program quality across all modalities is provided through the accreditation process for externally accredited programs, and through the MSU program review process for all others. Courses taken for credit at other accredited institutions of higher learning may be transferred to MSU in accordance with established transfer equivalency policies (<https://www.secure.missouristate.edu/appadm/transequiv/transequiv.asp>).

Multi-location report may be found at http://www.missouristate.edu/assets/hlc/MSU_Multi-LocationReport.pdf

Dual Credit instructors are held to the same standards as those who teach on campus. Dual Credit instructors are required to have Master's Degrees with 18 hours in the field unless provisionally approved. Departments review transcripts, resume, and syllabi when deciding whether an applicant qualifies to be a dual credit instructor. Departments provide learning resources to instructors such as books, online labs, structured syllabi typically the same as what is used on campus, onsite visits, meetings with department heads and representatives, and the use of Missouri State University resources such as computer labs, library, and tutoring services. Missouri State Dual Credit offers an annual banquet and meeting to connect instructors with department heads to review and discuss topics related to teaching dual credit classes.

3.B Criterion Three: Teaching and Learning; Quality, Resources, and Support

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.

MSU students have the option of [85+ undergraduate majors](#) with a variety of minors. Students have available 185+ academic options or [45+ graduate degree programs](#). Each undergraduate major has as a core component of 45 to 49 hours from the general education curriculum in addition to the specific courses relevant to the student's academic major of choice including upper division electives. The new general education program has recently been updated to detail student learning outcomes (SLOs) for each course approved in the general education program. Each academic major has outlined the specific program objectives for each discipline identified in the catalog and program specific websites ([catalog](#)). Learning objectives for Baccalaureate Programs may be found on departmental website as well as on the Office of Assessment website by college (<http://www.missouristate.edu/assessment/152206.htm>). Graduate programs balance didactic program requirements with Thesis research, clinical experience, practicum, or independent study depending on the program. 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 Compliance and include training in animal care and use, human subjects (IRB), and responsible conduct of research. Available to all faculty and students is the

Rstats institute that provides research and statistical training assistance with data analysis and technical support.

3. B. 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The general education component recently underwent a thorough review and was revised. The resulting list of courses that represent the General Education requirements more appropriately align with the Public Affairs (PA) mission of MSU. The focus of MSU's mission is exemplified in the overall goals of the General Education course choice along with the requirement of a capstone experience in all undergraduate majors. The overall choices for students within the general education options represent courses proposed by the departments consistent with their programs and faculty expertise. In addition, as a degree requirement in all programs, students have a Public Affairs Capstone (PAC) experience of 3 credit hours as determined appropriate by program and department faculty.

3. B. 2. The institution articulates the purposes, content, and intended learning outcomes of undergraduate general education requirements. The program of general education is grounded in 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. (overlaps somewhat with 1.A.2)

An MSU General Education task force was charged with updating this significant component of all majors on campus. The task force was guided by current literature, input from faculty and students, information from AAC&U workshops, and studying the structure of other general education programs to help shape the new MSU general education formula. The new goals include; Intellectual and Practical Skills, Knowledge of Human Cultures, Knowledge of the Natural World, Public Affairs, and Integrative and Applied Learning. In addition identified for each learning goal were specific learning outcomes (http://www.missouristate.edu/assets/gened/General_Education_at_MSU_Report.pdf). Students are introduced to the General Education component at Student Orientation, Advisement & Registration program (SOAR) sessions (referenced in 3.D.2.)

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

Missouri State University employs over 3,000 faculty and staff members. The university had 2,014 full-time employees and another 1,328 employees working part-time in 2012-2013. Of the full-time ranked faculty, 90% hold the most advanced degree in their field. Many non-instructional employees also hold advanced degrees. In 2012-2013, 41% of the full-time professional staff held a master's or specialist degree or higher (see [MSU 2012-2013 Fact Book](#), page 37).

3.C.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.

The Springfield campus had 697 full-time instructional faculty members in fall 2012 for a 1:30 faculty-to-student ratio. Of the faculty, 63% were tenured (refer to [MSU 2012-2013 Fact Book](#) pages 32, 34, and 36). Both tenured and non-tenured faculty from each academic department serve as voting members of the Missouri State University [Faculty Senate](#), which oversees curricular issues and provides the administration and Board of Governors with faculty perspectives and recommendations on matters of concern to faculty. Regarding the assessment of student learning, 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. Several faculty volunteers also participate in assessing student work through the university's [Quality Initiative Project](#).

3.C.2. All [instructors](#) are appropriately credentialed, including those in [dual credit](#), contractual, and consortial programs.

Of the 697 full-time instructional faculty members employed at MSU in fall 2012, 73% held a doctoral or professional degree. Of the 361 per course faculty, 21.6% held a doctoral or professional degree, and 57.6% held a master's or specialist degree (see [MSU 2012-2013 Fact Book](#) page 37). The university outlines qualification requirements for instructional employees in the [Faculty Handbook](#) (see pages 26-34) and also has an [All But Dissertation \(ABD\) hiring policy](#).

3.C.3. [Instructors](#) are evaluated regularly in accordance with established institutional policies and procedures.

The university's Faculty Performance Evaluation Process is outlined on pages 51-55 of the [Faculty Handbook](#).

3.C.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.

The Missouri State University [Faculty Handbook](#) includes a section on documenting teaching effectiveness (see pages 42-43). To help instructional employees do this more easily, the university utilizes software called "Activity Insight" from [Digital Measures](#) to allow faculty members to update and maintain information related to their instructional and professional roles at the university. The information stored in the system includes current research, publications, presentations, credentials, and other details generally reflected in faculty vitae. The system enables faculty leaders, program coordinators, and those in charge of accreditation within

departments and key administrators to produce a number of different reports. The university also provides numerous opportunities for professional development in teaching, service, and research, and these opportunities are outlined on the [Faculty Development](#) and [Faculty Center for Teaching and Learning](#) web pages.

3.C.5. [Instructors](#) are accessible for student inquiry.

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 (see page 50). Evidence of student perceptions of instructor availability can be found in the 2012 National Survey of Student Engagement (NSSE) data collected at MSU (see [2012 NSSE Means and Frequencies](#) for items 1.n-q and 1.s)

3.C.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.

All openings posted at Missouri State University include minimum acceptable qualifications. To ensure that everyone hired by the university is appropriately qualified, applicants who do not meet the minimum qualifications are removed from consideration. Beyond these minimums, many staff employees at the university seek to advance their qualifications and their education through a variety of educational and professional development opportunities provided by the university. For instance, Missouri State University collaborates in a [cooperative program with the University of Missouri-Columbia](#) leading to an [EdD in Educational Leadership](#). This is an advanced study in educational leadership for administrators, program leaders, teachers and researchers desiring a variety of leadership positions in education, government and industry. Many of the professional staff at MSU continue their education through this program or choose to pursue one of the numerous master's or bachelor's degrees offered at Missouri State university. The university helps support staff in these educational endeavors by providing 15 credit hours of courses in the annual benefits for all full-time staff. In the 2012-2013 academic year, 41% of the full-time professional staff held a master's or specialist degree or higher (see [MSU 2012-2013 Fact Book](#), page 37).

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 supervisor. New employees also complete online training provided by the Office for Institutional Equity and Compliance. Details about [Staff Orientation, Compliance, and Professional Development](#) can be found online. There are also several opportunities for ongoing professional development provided through the university's web-based learning management system, [My Learning Connection](#). Faculty and staff who are in an advising role have additional development opportunities through [Advising Workshops](#) and the [Master Advisor](#) program provided through the Academic Advisement Center.

3.D. The institution provides support for student learning and effective teaching.

The University supports the Faculty Center for Teaching and Learning which fosters teaching and learning excellence at Missouri State University. Initiatives such as the Digital Professor Academy exemplify services developed for the instructional community in order to provide support across different teaching modalities. <http://www.missouristate.edu/fctl%20>

3.D.1. The institution provides student support services suited to the needs of its student populations.

MSU'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 of this include programs such as Veteran Student Services <http://www.missouristate.edu/veterans/>, the Division for Diversity and Inclusion <http://diversity.missouristate.edu/>, and the Bear CLAW (Center for Learning and Writing) <http://bearclaw.missouristate.edu/>.

With transfer enrollment continually on the rise, MSU has multiple support services to aid these students. From the beginning, MSU provides 2 options for new transfer students to get a better understanding of the resources and opportunities the campus has to offer. Transfer students must complete the Online Student Transfer Orientation that is about 15 minutes, and they are also invited to attend TRANSFERmation, an on-campus program to introduce students to campus services.

Returning adults are also encouraged to visit the Office of Adult Student Services and Evening College for more assistance.

3.D.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 course and programs for which the students are adequately prepared. (See Criterion One-section 2)

The SOAR program assists first-time freshmen in the transition to Missouri State. First-Year Programs <http://www.missouristate.edu/FirstYearPrograms/default.htm> continues the University's initiative for student success through the GEP 101 first-year seminar designed to further prepare students for academic success and integrate them into university life. Further examples include programs such as TRiO which provides additional support to low-income and other traditionally underrepresented populations in post-secondary education. TRIO: <http://trio.missouristate.edu/>.

In addition, the Academic Advisement Center houses the Jump START (Summer Transition and Academic Readiness) Program for conditionally admitted students. This program allows at-risk students to begin college in the summer in a supportive yet challenging environment <http://www.missouristate.edu/advising/jumpstart.htm>.

3.D.3. The institution provides academic advising suited to its programs and needs of its students.

The nationally-recognized Academic Advisement Center at MSU supports students as they control their own educational choices and make well-informed decisions. To contribute to the overall success of academic advising on campus, the Academic Advisement Center provides services, programs (Master Advisor Program) and publications to assist academic departments in providing quality advising to all Missouri State University students <http://www.missouristate.edu/advising> .

MSU has a mixed model of advising with some professional staff advisors and some faculty advisors. All advisors are encouraged to complete the Master Advisor program. In addition to the Academic Advising Center, there are other professional advisor centers on campus including the Business Advising Center <http://www.missouristate.edu/busadv/>.

3.D.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).

The University provides adequate resources and infrastructure to support student success and long-range goals of the university. Examples of this include:

MSU's technological infrastructure, which emphasizes support of academic programs and the learning community through the application of established and emerging technologies.

[http://www.missouristate.edu/assets/ITCouncil/IT_Council - ITAC_Report.pdf](http://www.missouristate.edu/assets/ITCouncil/IT_Council_-_ITAC_Report.pdf).

Recent improvement to scientific laboratories, include the 5,000 square foot Vivarium addition to Temple Hall.

<http://design.missouristate.edu/Projects/UnderConstruction/TempleVivarium.htm>.

Performance spaces range from the 2, 264 seat state-of-the-art theatre, Juanita K. Hammons Hall for the Performing Arts to the popular and long-running summer Tent Theatre

<http://theatreanddance.missouristate.edu/Facilities.htm>.

Clinical practice sites provided by departments include Nursing, Physical Therapy, Audiology, Sports Medicine, and the College of Education <http://www.missouristate.edu/csd/clinic/>.

University Libraries provide access to over 610,000 books, 958,000 Government documents, over 30,000 full-text online journals, and an extensive digital collection archive.

<http://digitalcollections.missouristate.edu/>

http://www.missouristate.edu/assets/oir/2011-12_Fact_Book.pdf

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:

- 41 have no technology/technology infrastructure
- 34 have technology infrastructure to support portable solutions provided by Classroom Instructional Technologies (CIT)
- 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)

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, upgrade rooms with antiquated technology and to maintain the systems which have been installed under these funds previously. Currently, this is being spent based on the following:

- \$50,000--Repair, maintenance, un-scheduled replacement
- \$75,000--Annual carry forward (5-year cycle, to pay to replace all classroom instructor computers at end-of-life)
- \$100,000--New installations or to fund campus initiatives (current FY and past 2 FY this initiative has been to upgrade classrooms to be compliant with the analog sunset)

SCUF guidelines may be found at: <http://www.missouristate.edu/itcouncil/scuf/162092.htm>

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

The Missouri State University library provides student support through faculty-librarian customized information literacy instructional services and online support services. Services range from classroom instruction, online tutorials, discipline and course specific subject guides, and distance education support.

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

Criterion 3E: The institution fulfills the claims it makes for an enriched educational environment.

Missouri State University fulfills its mission to develop educated persons by creating a rich environment that initiates and sustains lifetime learning. This 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 are suited to the institution's mission and contribute to the educational experience of its students.

Co-curricular programs play a significant role in this culture and are highlighted via the University's co-curricular transcript (<http://organizations.missouristate.edu/guide/85495.htm>), which showcases a student's "out of classroom" experiences.

3.E.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.

The University also fulfills this claim through the Citizenship and Service Learning program (<http://www.missouristate.edu/casl>), which 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% increase in 2013. Additional information about this program is listed in the CASL annual report at <http://v.calameo.com/?bkcode=001875846b98d6986cc79>.

The IDEA Commons (<http://www.missouristate.edu/ideacommons>) is an urban research park that provides opportunities for the University and its partners to initiate innovation, design, entrepreneurship and the arts. Additional attributes of the University that help to uphold this claim are its hosting of an annual sustainability conference for the community; Foreign Language Institute (<http://fli.missouristate.edu>), which is a collaborative effort between several regional colleges/universities to offer a larger array of foreign language courses to their respective students and the community; and the Study Away Programs (<http://international.missouristate.edu/studyaway>), which facilitate high quality academic programs to increase the cultural competence of MSU students.

Additionally, MSU contributes to its students' religious or spiritual purpose through both vibrant student organizations and a reputable Religious Studies Department. Approximately 30 religious-based student organizations exist with a strong campus ministers association. Missouri State possesses the oldest and largest religious studies program in a state university in Missouri. Professors in the program have an impressive range and depth of knowledge in fields including biblical studies, history of Judaism and Christianity, Asian religions, North American religions, and modern religious thought.

The University also fulfills these claims by contributing 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 (<http://jvic.missouristate.edu>), which is a research and development center that provides hands-on experiences for students and support for corporate partners; the Community and Social Issues Institute (<http://csii.missouristate.edu/>

The Public Affairs Conference (<http://publicaffairs.missouristate.edu/conference/>) will take place from April 8 – 11, 2014. The theme for this year's event is "Global Perspective: Why it Matters," and will teach attendees to work collaboratively across nations and cultures toward a more just and sustainable future. General Colin Powell will be the keynote speaker for the Spring Convocation held March 20, 2014 at 8pm in JQH Arena. Both events are free and open to the public.

3.E.3. The institution fulfills the claims it makes for an enriched educational environment through its vibrant Arts community.

The University's Department of Music (<http://www.missouristate.edu/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 Pride Bands have achieved national and international acclaim through their many performances. Most recently, 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 won the hearts of the British people in the London New Year's Day Parade. The Orchestra performed with the nationally renowned band "Kansas" last fall, and the Jazz Studies group just returned from a tour in New York.

The Vocal Department also continues their pursuit of excellence with an International Tour to London this spring, 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 Theater and Dance (<http://theatreanddance.missouristate.edu/>) is the only program in the region to be accredited by the National Association of Schools of Theater and houses and Equity Membership Candidate program. This National accreditation is equal to excellence in performance and instruction. This certification is one of less than 200 nationwide.

The Theater troupe's season continues with spring performances of "Proof," and "Five Women Wearing the Same Dress," and the Tent Theater (<http://tenttheatre.missouristate.edu/>) opens its 52nd season with "Forever Plaid," "You Can't Take it With You," and Fiddler on the Roof." Missouri State graduates continue to be a part of the professional Film and Theater industry.

The Juanita K. Hammons Hall for the Performing Arts (<http://www.hammonshall.com/>) continues to provide the best in a diverse selection of entertainment. This year Juanita K. will hold 21 in-house productions, which include Broadway Plays, Comedy, and Musicals, there will be three concerts from the Emerging Artist Series featuring International Artists, and the Springfield Symphony holds a monthly performance in the Hall.

Hammons Hall also presents nearly 50 University sponsored events including performances by many sections of the Music Department. Community efforts are also on their calendar such as the Multi-Cultural Opportunity Festival which takes place on January 31, and is sponsored by Unite Magazine and a Community Foundation event featuring speaker Ruby Payne. The Performing Arts Center is also open for private events like the Disney Live Production later this year.

3.E.4. The institution fulfills the claims it makes for an enriched educational environment through its Athletics Department.

The Athletic Department <http://www.missouristatebears.com/index-main.html> fulfills the University's mission through its many athletic programs, which provide an enriching environment to its students and alumni.

The many athletic programs offered at the university include a diverse set of opportunities for both men and women. The obvious teams are football, baseball, and men's and women's basketball. However, there are other departments which excel in their respective sports such as golf, soccer, tennis, volleyball, softball, field hockey, and the swimming and diving teams, as well as track and field, and cross country. All of the athletic squads at Missouri State host a multitude of awards in their respective areas and promote the high standards of the university to the public.

The university maintains some of the most up-to-date facilities in the region, and has recently opened the Jim D. Morris facility for the basketball team at JQH Arena. Last year, the student population voted to increase fees to improve athletic facilities which indicates the importance and dedication of the student body to athletics.

	Evidence	Accomplishments	Concerns
<p>3.A. The institution's degree programs are appropriate to higher education.</p>	<ul style="list-style-type: none"> ➤ External reviews of many programs ➤ Outside accreditations (http://www.missouristate.edu/provost/programreview/accreditations.htm) ➤ Internal Program Review Process (http://www.missouristate.edu/provost/programreview/process.htm) ➤ Exit Exam (Description & http://www.missouristate.edu/oir/UniversityExitExam.htm) ➤ Certificate Programs (http://www.missouristate.edu/registrar/catalog/Univcertificate.htm) and (example: http://graduate.missouristate.edu/catalog/ComStudies.htm) ➤ Transfer Equivalency Programs (https://www.secure.missouristate.edu/appadm/transequiv/transequiv.asp) ➤ Programs and Learning Outcomes (http://www.missouristate.edu/assessment/131536.htm) ➤ Multi-Location Report (http://www.missouristate.edu/assets/hlc/MSU_Multi-LocationReport.pdf) 	<ul style="list-style-type: none"> ➤ Development of an Established Internal Program Review Process (Website) 	<ul style="list-style-type: none"> ➤ How well do policies and syllabi differentiate between graduate and undergraduate student learning outcomes in dual listed courses? This concern has been presented to Graduate Council. Provost and Steering Committee Chair will follow up with this group in the fall of 2014. ➤ Per Tom Tomasi -- I have mentioned this at the Graduate Council and will do so again. This is also something that needs to be addressed by individual programs and professors. At the central level, we have recommended to Tammy that the curricular forms for new or modified graduate classes have a question about how this graduate class is differentiated from any undergraduate parallel class (if applicable). In addition, The Graduate College is looking into the best place in the Graduate Catalog to insert a statement about differentiating graduate from undergraduate classes. I hope this will be accomplished this semester. ➤ We must clearly articulate that learning outcomes are consistent across all locations (main campus, additional locations, online, dual credit). Outreach and student access office (Joye Norris) has been monitoring this. Deans and department heads need to be aware. Posted syllabi for the various modalities need to be consistent!
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad</p>	<ul style="list-style-type: none"> ➤ Undergrad and Grad Majors ➤ Office of Assessment, Undergrad Learning Outcomes by college: http://www.missouristate.edu/assessment/152206.htm 	<ul style="list-style-type: none"> ➤ Honors College Program requirements: http://www.missouristate.edu/honors/164421.htm ➤ Update and major revision of General 	<ul style="list-style-type: none"> ➤ PA not readily evident in Graduate Programs; conversation was started (subcommittee of LRP work group) but not recognized or communicated well on MSU website-program specific listing? ➤ QIP just starting will have some

	Evidence	Accomplishments	Concerns
<p>learning and skills are integral to its educational programs.</p>	<ul style="list-style-type: none"> ➤ Assessment of the General Education program. ➤ Revised General Education Program (http://www.missouristate.edu/GeneralEducation/genedrevised.htm) ➤ Undergraduate Research <ul style="list-style-type: none"> ○ CHHS Research Symposium (http://www.missouristate.edu/chhs/150930.htm) ○ CNAS Undergraduate Research Day (http://www.cnas.missouristate.edu/103732.htm) ➤ Exit Exam: 2007-2011 data: http://www.missouristate.edu/assessment/128476.htm ➤ Honors College (http://www.missouristate.edu/honors/) ➤ Service-Learning (http://www.missouristate.edu/casl/) ➤ Study Away (http://international.missouristate.edu/studyaway/) ➤ Faculty Scholarly Contributions <ul style="list-style-type: none"> ○ Mind’s Eye Publication (http://blogs.missouristate.edu/mindseye/) ○ Key Performance Indicators (https://mis.missouristate.edu/KeyPerformanceIndicators/) <p>The Interconnectivity of Public Affairs, Graduate Education, and Research -- All institutions of higher learning aim to create educated persons through teaching, research, and service initiatives. However, two broad aspects distinguish Missouri State University from other institutions of higher education in the state and region:</p> <ul style="list-style-type: none"> ➤ Its statewide mission in public affairs, and ➤ Its graduate education and emphasis on research, creativity, and innovation. <p>Public affairs, graduate education, and research are interconnected in many ways. The reputation, status,</p>	<ul style="list-style-type: none"> Education requirements for all undergraduate students with SLOs focused on PA mission. http://www.missouristate.edu/GeneralEducation/ and http://www.missouristate.edu/GeneralEducation/Faculty_Senate_Approved_GenEd.htm ➤ Undergraduate Research Committee, initial product: coding all research and creative course in the departments and programs. ➤ Student presentation venues (symposiums, galleries, performances, etc.) ➤ Study Away programs have expanded and improved student access providing a variety of options; short term and long term: http://international.missouristate.edu/studyaway/ ➤ Initiation of QIP ➤ Honors College Program requirements integrating research/inquiry component: http://www.missouristate.edu/honors/164421.htm ➤ Undergraduate Research Committee helped identify courses across campus that engage 	<ul style="list-style-type: none"> assessment data for HLC report ➤ Need to stress faculty and student productivity in the areas of research, scholarship, creative work, and knowledge discovery in 3.B.5. ➤ 3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicate information; and mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. <ul style="list-style-type: none"> ○ All MSU undergraduate degree programs have in addition to the General Education requirements a 3 credit hour Public Affairs Capstone (PAC) course. These courses have been identified and are currently going through the curricular process and will be part of the requirements for all degree programs (Catalog). The Public Affairs Capstone experiences broaden the campus experience with assignments outside the classroom; study away, cooperative learning, service learning, undergraduate research, independent study/creative piece, etc., (as newly listed in the degree requirements-UG catalog listings). ➤ 3. B. 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. <ul style="list-style-type: none"> ○ The MSU Public Affairs mission brings in the elements of human and cultural diversity providing students in all disciplines opportunities to

	Evidence	Accomplishments	Concerns
	<p>and visibility of a University in the affairs of the public, comprised of potential students, alumni, policy makers, leaders, and other community members, is largely a function of the success of its graduate and research programs. A community's expertise is highly influenced by the development of quality leaders, administrators, professionals in specific disciplines and the research, creativity, and innovation that both support and in turn is fostered by graduate education. While not mutually exclusive or exhaustive, Missouri State's Public Affairs mission has been defined in relation to three broad themes— ethical leadership, cultural competence, and community engagement— and four specific goals, each supported by graduate education and research initiatives.</p> <p>Supporting websites:</p> <ul style="list-style-type: none"> • http://www.missouristate.edu/registrar/catalog/academic_programs.htm • http://www.missouristate.edu/academics/ • http://www.missouristate.edu/registrar/major_codes.htm • http://www.missouristate.edu/registrar/catalog/ • http://graduate.missouristate.edu/catalog • http://orc.missouristate.edu/ • http://www.missouristate.edu/rstats/ <p>➤ 3.B.1 Supporting websites:</p> <ul style="list-style-type: none"> • http://www.missouristate.edu/generaleducation/ • http://www.missouristate.edu/GeneralEducation/3Areas.htm <p>➤ 3.B.2 Supporting websites:</p> <ul style="list-style-type: none"> • http://www.missouristate.edu/GeneralEducation/ • http://www.missouristate.edu/GeneralEducation/Faculty_Senate_Approved_GenEd.htm 	<p>undergraduate students in scholarly activities (course coding?)</p> <p>➤ Undergraduate and graduate forums showcasing scholarly work; CHHS and CNAS listed above, need other college examples.</p> <p>➤</p>	<p>broaden their world (incorporate all evidence from HLC core components list). Study Away has increased options nationally and internationally for students taking into consideration student time and monetary funds. [Graduate programs: see below]</p> <p>➤ How is the public affairs mission and especially diversity addressed in our graduate programs? Office of Diversity and Inclusive Excellence has been inclusive in their action plans. They include both undergraduate and graduate students. The action plans also include faculty, staff and administrators. Has each graduate program identified a public affairs learning outcome for their program and/or is it necessary? I don't know that we have answered this question but I (Tammy) have asked Graduate Council. To address diversity at the graduate level, I have:</p> <p>➤ Targeted McNair Scholars in our Graduate College recruiting efforts (attending McNair Conferences, recruiting at more McNair Career Fairs, sending letters to McNair students and advisors across the country, etc.)</p> <p>➤ Started this semester a graduate assistantship that is given to a graduate student who was a McNair Scholar as an undergraduate. One of these is on campus now.</p> <p>➤ Started this semester a scholarship to recruit diversity students (about a dozen are on campus now)</p> <p>In relation to public affairs in general, I did announce to the Graduate Council members that they were going to be asked to explain</p>

	Evidence	Accomplishments	Concerns
	<ul style="list-style-type: none"> • http://www.missouristate.edu/GeneralEducation/The_Courses.htm <p>Supporting websites:</p> <ul style="list-style-type: none"> • http://www.missouristate.edu/chhs/150930.htm • http://cnas.missouristate.edu/103732.htm • http://graduate.missouristate.edu/currentstudent/IDF.htm • http://international.missouristate.edu/studyaway/ <p>Supporting websites for 3.B.5:</p> <ul style="list-style-type: none"> • http://www.missouristate.edu/longrangeplan/engagedinquiry.htm • http://mis.missouristate.edu/KeyPerformanceIndicators/kpi/index/10 • http://www.missouristate.edu/chhs/150930.htm • http://cnas.missouristate.edu/103732.htm • http://graduate.missouristate.edu/currentstudents/IDF.htm <p>A. Ethical Leadership Goal: Students will articulate their value systems, act ethically within a context of a democratic society, and demonstrate engaged and principled leadership.</p> <ul style="list-style-type: none"> ➤ Graduate education (by rigorous curriculum, scholarly work, and practical experience) prepares students to be experts in their discipline and leaders in society. ➤ Ethical leadership principles (academic/research integrity) are intentionally (formally & informally) integrated into all graduate programs/courses; however, specific ethics courses are provided by individual programs, in addition to research ethics workshops/training developed by the Graduate College. <ul style="list-style-type: none"> ○ Types of courses: Foundations/Ethics, 		<p>how their programs fit with the Public Affairs mission. I will mention this again, but I don't see this as something to be addressed at the central level. Programs will have to make the case that the mission is incorporated into their programs. Perhaps some key statements on their respective websites. ANY RECOMMENDATIONS OR COMMENTS?</p>

	Evidence	Accomplishments	Concerns
	<p>Research Methods, Professional Issues, Contemporary Issues, or Special Topics</p> <ul style="list-style-type: none"> ○ Grad college/Research Compliance training: Responsible Conduct of Research, Human Subjects, Animal Care and Use <ul style="list-style-type: none"> ➤ Graduate students have an initial opportunity to apply or demonstrate ethical leadership in research projects that adhere to regulations and methodologies, teaching in the University, and other activities. ➤ Graduate education provides internships, practica, and other “real-world” opportunities that provide students a mechanism to develop discipline of framing questions and systematically seeking answers. ➤ Graduate students become socialized to the peer review process through theses, presentations, and publications. ➤ Graduate faculty themselves contribute to the ethical leadership theme by consulting, providing technical input on local problems, and/or giving input to policy makers. ➤ Graduate education and research initiatives provide Innovation Centers (e.g., JVIC, Institute for School Improvement, Physical Therapy Clinic, Child Development Center, City Center Counseling Clinic, etc.) to foster advances in a discipline, serve the public, and seek democratic solutions to common problems. <p>B. Cultural Competence</p> <p>Goal: Students will recognize and respect multiple perspectives and cultures.</p> <ul style="list-style-type: none"> ➤ Graduate education/research is necessarily influenced by multiple perspectives <ul style="list-style-type: none"> ○ Graduate education involves socialization in-depth to multiple theories ○ Thesis or research presentations are submitted for review by multiple perspectives (committees) 		

	Evidence	Accomplishments	Concerns
	<ul style="list-style-type: none"> ➤ Interdisciplinary collaborations across campus, community, region, globe provide for an infusion of new perspectives <ul style="list-style-type: none"> ○ MSU Plant Science’s collaboration with China Agricultural University ○ Collaboration between faculty in the Colleges of Education and Health and Human Services to establish research and tutoring partnerships with the Family Literacy Centers of Springfield. ○ Faculty in the Nursing, Theater, Media/Journalism/Film and the Center for Dispute Resolution have collaborated to develop a multi-level computer-based conflict intervention program for at-risk adolescents. ○ Faculty in the Colleges of Arts and Letters and Business Administration are jointly exploring artificial intelligence in artistic expression. ➤ The graduate student body has a larger international percentage (currently 12%), which contributes to cross-cultural interactions and scope. ➤ Graduate education allows greater immersion (research, internships, etc.) for multicultural awareness than found at the undergraduate level <p style="text-align: center;">C. Community Engagement</p> <p>Goal: Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.</p> <p>Goal: Students will recognize the importance of scientific principles in the generation of sound public policy.</p> <ul style="list-style-type: none"> ➤ A key feature of Missouri State’s focus on public affairs is the concept of engaged scholarship, which is defined by the Kellogg Commission on Community-Engaged Scholarship in the Health Professions, 2005 as 		

	Evidence	Accomplishments	Concerns
	<p>the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. Such research clearly contributing to the common good and positions Missouri State as a significant resource in the community and the state. For example,</p> <ul style="list-style-type: none"> ○ The Department of Biomedical Sciences has partnered with Springfield’s Discovery Center to encourage community members, including school children, to be more engaged in research and knowledgeable. ○ Visual and performing arts, especially involving faculty and graduate students, continuously engage the community, increasing creativity expression and quality of life ○ The Institute for School Improvement (ISI) develops, manages, and evaluates projects—which also provide selected graduate assistants with mentored research experiences—exemplified by the Ozarks Educational Research Initiative (OERI), a membership-fee consortium of twelve school districts whose combined enrollment exceeds 60,000 students, engaged in collaborative research for continuous improvement of student learning. <ul style="list-style-type: none"> ➤ Research entails a process of inquiry that poses answerable questions that are then addressed systematically, according to accepted ethical, scientific practices, and then public dissemination of the results for peer review and evaluation. Making information publicly available extends the reach of the university. ➤ Societal problems, whether local, regional, national or global, are investigated systematically and suggested solutions are based on evidence gathered through accepted practices of ethical research. There is an integral 		

	Evidence	Accomplishments	Concerns
	<p>connection between the issues of contemporary life and the conduct of inquiry as practiced in graduate courses and by faculty researchers. For example,</p> <ul style="list-style-type: none"> ○ A Communication graduate course helped the Community Foundation of the Ozarks redesign its Request for Funding Proposal for grants supporting issues related to older adults by conducting a needs assessment. The information identified pressing needs of older adults. The first grant made under this new designation was to a consortium of organizations that compiled a resource directory and one-stop shop for information. ➤ Faculty and departmental partnerships with various community organizations (nonprofit, governmental, and for-profit) have made MSU expertise available to the community and have provided community-based laboratories for applied faculty research and provided internships and practica. ➤ The University’s economic benefit to the community, through service learning and community service is estimated at 100,000 hours or the equivalent of more than \$1.5 million a year, involving more than 600 community partners. ➤ External grants, contracts (\$23 million) and federal research and development expenses (\$7 million) secured by University faculty have provided additional economic benefit to the community, particularly in relation to research and graduate education. For example, ➤ Enhancing Children’s Healthy Opportunities (ECHO) is a five-year \$1 million research and development project involving Springfield Public Schools, Burrell Behavioral Health, Community Partnership of the Ozarks, and Missouri State. 		

	Evidence	Accomplishments	Concerns
	<p>➤ Graduate level opportunities/evidence</p> <p>3.B.5. The faculty and students contribute scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs in the institution's mission.</p> <p>Discipline specific scholarly activity supports the MSU mission. Faculty are productive in this area generating products of scholarship, research and creative works representing the expertise present on campus. External funding and scholarly contribution is evident</p> <p>(https://mis.missouristate.edu/KeyPerformanceIndicators/kpi/index/10). MSU faculty involve undergraduate students in their scholarly endeavors as evidenced by course offerings, publications, and presentations (Undergraduate Research Committee, student work showcased with forums and symposiums, displays, performances; CHHS UG research symposium</p> <p>http://www.missouristate.edu/chhs/150930.htm, CNAS UG research day</p> <p>http://cnas.missouristate.edu/103732.htm; need other college examples). Graduate programs require as part of degree requirements contribution to the body of knowledge/works within the appropriate disciplines. Graduate student forums feature student work at this level</p> <p>(http://graduate.missouristate.edu/currentstudents/IDF.htm).</p>		
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p>	<p>➤ Emphasize student-faculty ratios and the relatively low use of adjunct professors.</p> <p>➤ Key Performance Indicators</p> <ul style="list-style-type: none"> ➤ Undergrad Majors (http://www.missouristate.edu/academics/) and Graduate Majors (http://graduate.missouristate.edu/) <p>➤ MSU 2012-2013 Fact Book</p>	<p>➤ 2,014 full-time employees and 1, 328 part-time employees in 2012-2013</p> <p>➤ 90% of full-time ranked faculty hold the most advanced degree in</p>	<p>➤ Do our policies require annual review of per course faculty? All per course faculty are required to do student evaluations and these are reviewed by the supervisor (typically department head or program director). Per course faculty are not rehired if performance is not acceptable. Faculty Handbook revision committee is looking at this. Deans and Provosts</p>

	Evidence	Accomplishments	Concerns
	<ul style="list-style-type: none"> ➤ Faculty Senate ➤ Assessment Council ➤ Quality Initiative Project. ➤ Faculty Handbook. ➤ Digital Measures ➤ Faculty Development ➤ Faculty Center for Teaching and Learning ➤ 2012 NSSE Means and Frequencies ➤ Cooperative program with the University of Missouri-Columbia ➤ Staff Orientation, Compliance, and Professional Development ➤ My Learning Connection ➤ Master Advisor 	<p>their field</p> <ul style="list-style-type: none"> ➤ 41% of the full-time professional staff held a master’s or specialist degree or higher ➤ The Springfield campus had 697 full-time instructional faculty members in fall 2012 for a 1:30 faculty-to-student ratio. ➤ Several faculty volunteers also participate in assessing student work through the university’s Quality Initiative Project. ➤ Of the 697 full-time instructional faculty members employed at MSU in fall 2012, 73% held a doctoral or professional degree. ➤ Of the 361 per course faculty, 21.6% held a doctoral or professional degree, and 57.6% held a master’s or specialist degree ➤ In the 2012-2013 academic year, 41% of the full-time 	<p>continue to have conversation about this.</p> <ul style="list-style-type: none"> ○ Op3.35 Per Course Faculty --A per course faculty member is appointed on a semester basis to teach no more than six credit hours per semester. Employment terminates automatically at the end of the semester or academic year appointment. Per course faculty should possess a master's degree or the equivalent professional experience in a field determined acceptable by the Dean. Per course faculty members receive no retirement or insurance benefits. However, they may be allowed the use of Hammons Student Center, the Meyer Libraries, resources provided by Computer Services, and Taylor Health and Wellness Center. Per course faculty have only the duties directly associated with teaching and are not required to perform committee work nor assume other responsibilities required of tenure-track faculty. A notice and search process is not required to fill these positions, but reasonable effort should be made to meet the affirmative action policy. These positions require the recommendation of the Department Head and of the Dean, and approval by the Provost. <ul style="list-style-type: none"> ➤ Do we have enough processes and resources for ensuring that instructors are current in their disciplines and adept in their teaching roles? <i>SB389 requires that we list all instructors (even per course) in a database with their highest degree and qualifications for teaching the course.</i>

	Evidence	Accomplishments	Concerns
		<p>professional staff held a master’s or specialist degree or higher.</p>	<p><i>This review and justifications by department heads should provide evidence that we have met this criteria.</i></p> <ul style="list-style-type: none"> ○ Digital Measures software allows faculty to update and maintain information related to their instructional and professional roles at the university. The information stored in the system includes current research, publications, presentations, credentials, and other details generally reflected in faculty vitae. The system enables faculty leaders, program coordinators, and those in charge of accreditation within departments and key administrators to produce a number of different reports. ➤ Need a better way to communicate UG and Grad student involvement/contribution—working on course coding to gather these data at UG level-information currently embedded in department annual reviews.
<p>3.D. The institution provides support for student learning and effective teaching.</p>	<ul style="list-style-type: none"> ➤ Extensive student/faculty support services including: Bear CLAW: http://bearclaw.missouristate.edu/ ➤ Libraries: http://library.missouristate.edu/ ➤ IT infrastructure: http://www.missouristate.edu/policy/Op12_07_6_NetworkandComputerInfrastructure.htm ➤ Faculty Center for Teaching and Learning: http://www.missouristate.edu/fctl/ ➤ Faculty Development website: http://www.missouristate.edu/provost/FacultyDe 	<p>Center for Learning & Writing (Bear Claw) /</p> <p>The nationally recognized Academic Advisement Center.</p>	<ul style="list-style-type: none"> ● A lack of resources exists for online teaching, in particular, for test proctoring. The center that exists is too small to accommodate all online classes.

	Evidence	Accomplishments	Concerns
	<p>velopment/</p> <ul style="list-style-type: none"> ➤ Veterans Student Services: http://www.missouristate.edu/veterans/ ➤ Transfer Student Services: http://www.missouristate.edu/admissions/transfer.asp ➤ Adult Student Services: http://adultstudents.missouristate.edu/ ➤ Academic Advisement Center: http://www.missouristate.edu/advising/ ➤ Business Advisement Center: http://www.missouristate.edu/busadv/ ➤ Office of Student Engagement http://www.missouristate.edu/studentengagement/ ➤ TRiO (http://trio.missouristate.edu/) ➤ Student Orientation, Advisement & Registration (SOAR): http://www.missouristate.edu/soar/ ➤ First-Year Programs: http://www.missouristate.edu/firstyearprograms/ ➤ The University provides adequate resources and infrastructure. http://www.missouristate.edu/assets/ITCouncil/IT_Council - ITAC_Report.pdf. ➤ Recent improvement to scientific laboratories include the 5,000 square foot Vivarium addition to Temple Hall. http://design.missouristate.edu/Projects/UnderConstruction/TempleVivarium.htm. ➤ Performance spaces range from the 2, 264 seat state-of-the-art theatre, Juanita K. Hammons Hall for the Performing Arts to the popular and long-running summer Tent Theatre. http://theatreanddance.missouristate.edu/Facilities.htm ➤ Clinical practice sites provided by departments include Nursing, Physical Therapy, Audiology, Sports Medicine, and the College of Education. http://www.missouristate.edu/csd/clinic/ ➤ University Libraries provide access to over 	<p>IT Council’s Instructional Technology Advisory Committee (ITAC) worked with faculty, staff, and students to improve classroom instructional technology services by defining and providing base-level equipment and software and by establishing a single point of contact for tech troubles in the classroom.</p> <p>5,000 square foot Vivarium addition to Temple Hall augmenting the capacity of the campus to carry out research on mammalian species while providing a new</p>	

	Evidence	Accomplishments	Concerns
	<p>610,000 books, 958,000 Government documents, over 30,000 full-text online journals, and an extensive digital collection archive.</p> <ul style="list-style-type: none"> ➤ http://digitalcollections.missouristate.edu/ ➤ http://www.missouristate.edu/assets/oir/2011-12_Fact_Book.pdf ➤ Student computer Usage Fee (SCUF) funding to enhance technology for teaching: http://www.missouristate.edu/itcouncil/scuf/162092.htm 	<p>aquatics facility to house research with fish and mussels.</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p>	<ul style="list-style-type: none"> ➤ Emphasize the service learning opportunities across the curriculum http://www.missouristate.edu/casl/ and CASL Annual Report http://v.calameo.com/?bkcode=001875846b98d6986cc79) ➤ Foreign Languages Institute: http://fli.missouristate.edu/ ➤ Study Away: http://international.missouristate.edu/studyaway/ ➤ Co-Curricular Transcript: http://organizations.missouristate.edu/guide/85495.htm. ➤ Jordan Valley Innovation Center: http://jvic.missouristate.edu ➤ IDEA Commons: http://www.missouristate.edu/ideacommons ➤ Foreign Language Institute: http://fli.missouristate.edu ➤ Study Away Program: http://international.missouristate.edu/studyaway ➤ Music Department: http://www.missouristate.edu/music/ ➤ Theater and Dance: http://theatreanddance.missouristate.edu/ ➤ Tent Theater: http://tenttheatre.missouristate.edu/ 	<ul style="list-style-type: none"> ➤ Continued growth of CASL – 18% in 2013 ➤ Yearly Sustainability Conference ➤ Emphasize the service learning opportunities across the curriculum http://www.missouristate.edu/casl/ and CASL Annual Report http://v.calameo.com/?bkcode=001875846b98d6986cc79) ➤ Foreign Languages Institute: http://fli.missouristate.edu/ ➤ Co-Curricular Transcript: http://organizations.missouristate.edu/guide/85495.htm. ➤ Jordan Valley Innovation Center: http://jvic.missouristate.edu ➤ IDEA Commons: http://www.missouristate.edu/ideacommons ➤ Foreign Language 	<ul style="list-style-type: none"> ➤ CASL only impacts 2900 students on Springfield campus ➤ Study Away, likewise, does not impact very many students on campus ➤ High Impact practices in general affect a low number of students overall—8,390 students in total participated in High Impact Experiences in 2012 according to the Key Performance Indicators on Institutional Research’s website: https://mis.missouristate.edu/KeyPerformanceIndicators/kpi/index/8

	Evidence	Accomplishments	Concerns
	<ul style="list-style-type: none"> ➤ Juanita K. Hammons Hall: http://www.hammonshall.com/ ➤ Public Affairs Conference: http://publicaffairs.missouristate.edu/conference/ ➤ Athletics Department: http://www.missouristatebears.com/index-main.html 	Institute: http://fli.missouristate.edu	

HLC Criterion 3

Top 3 Accomplishments

1. 90% of full-time ranked faculty hold the most advanced degree in their field (MSU Factbook 2012-13)
2. MSU has a nationally recognized Academic Advisement Center which provides faculty and staff advisors with the Master Advisor Program to help ensure quality advising.
3. The General Education Program recently underwent a thorough review, resulting with courses more appropriately aligned with MSU's mission in Public Affairs

Top 3 Concerns

1. How well do policies and syllabi differentiate between graduate and undergraduate learning outcomes?
2. Do our policies and practices adequately review and provide resources for per course faculty?
3. How do we make higher impact practices like service-learning, study away, and internships more readily available to the students who could most benefit from them? (in 2012, 8390 students participated in High Impact Experiences)