

HLC Criteria 4 Subcommittee

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

Missouri State University demonstrates responsibility for the quality of its educational programs through a variety of structures at the department, college, and institutional level, including program review, licensure exams, major field tests, and exit exams.

Program review is a requirement for all departments. In addition to program review, 31 programs at Missouri State University go through an [accreditation](#) process. It is the policy of the University to attain accreditation for all programs where accreditation is offered. Academic programs having an accreditation review process with similar goals as the MSU [program review](#) are given the opportunity to utilize the accreditation process as its periodic review. Reports from the accreditation evaluators are used in a manner similar to reports from an external evaluator for further deliberation by the department/program which then prepares a response. While program review is on a seven-year cycle, accreditation varies from 5–10 years. Programs may use the accreditation cycle with approval from the provost and respective deans.

The University's regional accreditation is through the Higher Learning Commission of the North Central Association of Colleges and Schools. On a 10-year review cycle, Missouri State University has been continuously accredited by the North Central Association since 1915. HLC accreditation is for the entire University not specific academic programs. Missouri State University-West Plains has been a separately accredited campus with continuous accreditation since 1994.

4.A.1 The institution maintains a practice of regular program review.

The program review process was developed during the Academy for the Assessment of Student Learning. The purpose of program/unit review at Missouri State University is to allow the members of a department and administration to continuously gauge the effectiveness and efficiency of its academic programs. By systematically reviewing mission, goals, priorities, activities, and outcomes, the desired result is continuous improvements in the quality of teaching and learning, research, and public service. 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.

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for

experiential learning or other forms of prior learning.

Missouri State recognizes several credit by examination programs and grants credit for certain military experiences, dual credit programs and college courses taken at other colleges. The university provides [course equivalency guides](#) to see how classes compare between Missouri State and selected institutions. Our [transfer credit policy](#) outlines accreditation standards, procedures for determining course equivalencies and information about transfer of grades and dual credit courses. College credit earned through credit by exam programs may count toward degree requirements and allow students to take advanced courses earlier. The University recognizes the following programs:

- [Advanced Placement Exams](#)
- [College Level Exam Program](#)
- [International Baccalaureate](#)
- [Military Education and Experience](#)
- [Departmental Exams](#)

Military credit and credit by examination courses do not carry a letter grade and do not impact GPA. Missouri State does not transfer credit from another college or university for a credit by exam course. Original score reports must be requested from credit by exams be sent directly to the office of admissions at Missouri State. MSU also recognizes credit earned through [high school dual credit programs](#). The credit and grades earned through the pre-college dual credit program will become a part of permanent academic records.

As a selective admission institution, Missouri State University seeks to admit students with demonstrated potential for academic success. We recognize that some students have potential for success not clearly evident through standard measures of class rank, grade point average, and test scores. The following admission alternatives are available to students who do not meet the required high school core curriculum and selection index requirements (combination of grade point average or class rank and ACT or SAT) as described in the application for admission and the [freshman admission requirements page](#).

If students do not meet our selection index requirement they are invited to provide additional information about accomplishments using the [supplemental application form](#). Students must provide the supplemental application form by April 1 to be considered for the summer and fall semesters and by December 1 for the spring semester. Information will be reviewed by our Admissions Committee (a committee made up of University faculty and staff) as it makes a decision regarding admission. Students who do not meet the selection index requirement and are not approved through the individual review option may be given further consideration by a secondary review committee upon the recommendation of a member of the University faculty or staff.

Summer session admission

If students meet the core curriculum requirement but do not meet the selection index requirement,

students can be admitted for the summer session beginning in early June. Students do not need to provide the supplemental application form for review by the Admissions Committee. To be admitted under this alternative, students must submit applications by June 1. If students choose admission under this option, they will participate in a program administered by the Academic Advisement Center that will enhance their foundation for academic success. Students will be expected to fulfill specific requirements of that program during the summer session to be eligible to enroll for the following fall semester.

Core curriculum exceptions

If students meet the selection index requirement but circumstances beyond their control made it impossible for students to complete the core curriculum requirement, students may write a letter requesting an exception to this requirement for review by our Admissions Committee. Letters must be accompanied by a letter from the counselor or another school official explaining the circumstances which prevented them from completing the core curriculum requirement.

Transfer admission

If students choose to begin at another college or university and earn 24 or more hours of transferable credit (completed after high school graduation) with at least a 2.00 grade point average, students will qualify for transfer admission.

Co-Curricular Transcripts

Students can show on their transcript their “out of the classroom” college experiences. On this “co-curricular transcript,” each experience will be linked to specific learning outcomes to illustrate the transferable skills the student learned through that involvement. Each student's co-curricular transcript is generated from his or her involvement history on Campus LINK. Therefore, students must be affiliated with all of their organizations on Campus LINK in order for those organizations to appear on the transcript. Common experiences that may be included on the Co-Curricular Transcript include:

- Organization memberships
- Leadership positions
- Community service
- Study abroad
- Internships

4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.

The colleges and universities for which equivalencies are provided are those from which most Missouri State University students receive transfer credit. Missouri State has a [transfer credit policy](#) that describes how the institution awards transfer credit for courses taken at accredited colleges and

universities. These equivalency lists may include courses that are no longer offered at the institution.

4.A.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.

Each college has a College Council whose primary purpose is to act upon curricular matters that are referred to it by departments within the college. Each college council is empowered to approve a departmental proposal, reject and return a proposal to the originating department, or amend and approve the proposal.

In addition, the Professional Education Committee (PEC) is the representative body to the Faculty Senate that governs the professional education curriculum and defines policies and procedures that ensure quality professional education programs at this institution. The primary purpose of the PEC is to review courses and programs and to define those policies and procedures that ensure professional education programs at Missouri State University meet state and national guidelines for preparing qualified school personnel. The PEC represents the Professional Education Unit (PEU) as a governing body. Missouri State University is organized such that professional education programs are offered in each of the six academic colleges. The PEU was established to encompass all professional education certification programs across the various colleges.

The Graduate Council Curriculum Screening Committee is responsible for screening and reviewing all graduate level (500 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, Records and Registration, and the Professional Education Committee. Additionally, there are department curriculum screening committees. The Faculty Senate web page outlines the curricular process.

To ensure consistency for dual credit programs, the department head has to approve the instructor for dual credit classes. The instructors meet the same guidelines for adjunct instructor on campus (a master's degree or higher, or approved with 18 hours in the discipline by the state, working toward a master's or working toward an MAT). Course syllabi are approved by the department to ensure that the same materials are equivalent to what is being taught on our campus. The Dual Credit Office has a conference each fall and the instructors are invited to meet with a department representative and listen to guest speakers. The instructors then have a departmental meeting with faculty in the disciplines. The Dual Credit Office visits as many classrooms as possible in the state and explains to the students what is expected, the guidelines, and requirements for Missouri State University. If permission is required as a course prerequisite, that permission must be granted by the department before the class can be added.

4.A.5. The institution maintains specialized accreditation for its programs and appropriate to its

educational process.

The University's regional accreditation is through the Higher Learning Commission of the North Central Association of Colleges and Schools. On a 10-year review cycle, Missouri State University has been continuously accredited by the North Central association since 1915. HLC accreditation is for the entire University not specific academic programs.

It is the policy of the University to attain accreditation for all programs where accreditation is offered. Academic programs having an accreditation review process with similar goals as the MSU [program review](#) are given the opportunity to utilize the accreditation process as its periodic review. Reports from the accreditation evaluators are used in a manner similar to reports from an external evaluator for further deliberation by the department/program which then prepares a response. While program review is on a seven-year cycle, accreditation varies from 5–10 years. 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 first accredited, dates of past and future site visits, and links to evaluation reports may be found.

4.A.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).

All Missouri State University seniors are required to take GEN 499 – University Exit Exam prior to graduation. The assessment tool used for this requirement is the Educational Testing Service, ETS® Proficiency Profile.

The Career Center created the Graduate Tracking System, a secure, streamlined Web-based application into which students, faculty, and staff are able to enter outcomes of recent Missouri State University graduates with any undergraduate or graduate degree. From this data customizable reports then may be generated and imported into Microsoft Excel spreadsheets.

Because the Graduate Tracking System provides a streamlined and centralized method for gathering first-destination data on graduates, various stakeholder groups—such as academic and student affairs administrators—have more ready access to this data for research and assessment purposes. This graduate tracking data is necessary for internal evaluation and for external accountability. Many departments and colleges track employment of alumni as well.

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

[The National Survey of Student Engagement](#) was first given at Missouri State University in 2007. This survey is now given every three years to a cross-section of first-year and senior students at Missouri

State University to provide a better understanding of student changes in academic and non-academic engagement over time.

The university has a council that reviews general education courses and assessment plans and an Assessment Council that oversee university and provides feedback regarding institutional assessment. Departments utilize Major Field Tests (MFAT) and discipline-specific tests (ACAT, Praxis) and internally developed tests to assess student learning. Pass rates on licensure exams and exit exams administered to students are part of the University's Key Performance Indicators (KPI). This information is used by departments to review curriculum and student learning. Departments have student learning outcomes that are assessed and reported annually.

Missouri State's Quality Initiative Project assessed student learning related to the public affairs mission by collecting over 3,000 samples of student work submitted by faculty and staff. The student work was reviewed to assess student learning related to the university mission.

4.B.1 The institution has clear goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The Task Force on General Education Revision developed a draft of proposed general learning goals, rationale, and specific learning outcomes for Missouri State students by drawing from the American Association of Colleges and University's recommended learning goals as well as those of other institutions in Missouri and across the country. The outcomes were approved Through the General Education review process, General Education Student Learning Outcomes were developed, and a new general education curricular structure was approved in spring 2013.

Student learning outcomes by programs and departments are a part of college assessment plans and available publicly online.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Courses applied to become a part of the new general education curriculum structure. A syllabi and an assessment plan were required for the application, and a general education assessment coordinator was designated for each course.

The Quality Initiative Program (QIP) assesses student learning related to public affairs in both curricular and co-curricular areas. Academic programs and co-curricular programs have learning outcomes and assess those outcomes. Student Development and Public Affairs, Division for Diversity and Inclusion, and Student Affairs all have assessment committees, learning outcomes, and cycles for unit review of assessment.

4.B.3 The institution uses the information gained from assessment to improve student learning.

The program review process includes an action plan and action plan progress reports. Departments review the external report and develop an action plan to address the findings of that report. This action plan will address the most salient points made by the external evaluator. The department may agree with the findings and propose appropriate adjustments. In some cases the department may disagree with certain aspects of the report. Relevant to the low-completion concept, these external reports have been the stimulus in some cases for closing or consolidating programs, but in other instances they have resulted in program expansion or even the creation of a new department. Action plans take a variety of directions, according to the specific need for adjustments or the reinforcement given to current operations. Action plans are approved by the dean and then by the provost.

In the year following the development of an action plan in the program review cycle, a progress report is made relative to each goal of the action plan. This progress report has the deans input and approval and is then provided to the provost. MSU now has a two year history of the unit dean presenting these action-plan progress reports to the Academic Affairs Subcommittee of the Board of Governors. These reports also are posted on the provost's website for open review.

Changes in the program and new goals for program outcomes result from the sequence of steps from the self-study through the action plans. The action plan-progress report identifies program changes that have been made and those that are still to be implemented. These changes go hand in hand with revising the strategic plan for the educational unit and setting new or revised program goals and intended program outcomes.

Colleges provide annual reports to the Provost that analyze data and discuss assessment to improve student learning. Departmental annual reviews turned into 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 were modeling assessment to improve student learning, and indicated one area of improvement that each college was working on. The new Office of Assessment webpage highlights departments, both curricular and co-curricular, that model "Assessment in Action."

4.B.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.

Assessment plans are created and monitored by assessment committees in departments, colleges, units, and divisions made up of faculty and staff. The Quality Initiative Project, a university-wide assessment project, collected student work from curricular and co-curricular courses and programs. Student work was scored by faculty, staff, and students, and the information was reported to both curricular and co-curricular groups on campus. The general education task force that reviewed and proposed a new general education curriculum consisted of faculty and staff from around campus. The general education committee, a committee of Faculty Senate, reviews general education proposals and assessment plans. Assessment Council reviews and provides feedback on institutional assessment such as the Quality Initiative Project, university exit exams, general education assessment, and college assessment.

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

The University chose retention as one of the Key Performance Indicators for state funding. The University is evaluated on this and track retention and persistence closely. Retention and persistence are also found in the university's strategic plan and student success is listed as part of the Board of Governor's eight goals for 2013-2014. The University also has specific programs that are considered best practices--first year seminar, a learning center (BEAR CLAW--writing center, supplemental instruction, and discipline-specific tutoring), a TRIO program, engaged in high impact experiences--some curricular learning communities and living and learning communities and undergraduate research. Plus, we have a Student Success committee that is working on a plan for improvement.

4.C.1 The institution had defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Every five years, Missouri State University reevaluates and establishes a set of goals for the entire university. The goals in this Long-Range Plan document are based on research from benchmark and aspirational institutions as well as historical records from Missouri State University. The goals that are proposed in the plan are widely discussed on campus and finally agreed upon by large groups of faculty, staff, and administrators. The 2011-2016 Long-Range Plan is posted on the university website and includes goals for student retention, persistence, and program completion that are both ambitious and attainable.

4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Through the use of Banner, the Office of Institutional Research at Missouri State University collects information on and student retention, persistence, and program completion. This information is reported to the campus and the public through the Key Performance Indicators 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 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 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

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 programming that will help new incoming students develop necessary skills and learn about campus resources that will aid in their success at the university. To address students' academic needs, the university created a tutoring and writing center five years ago called the Bear

C.L.A.W. (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 has also 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, a Student Success Committee has been reviewing campus data and peer-reviewed literature on retention, persistence, and program completion for the past two years. This committee is now making recommendations regarding new software, campus programs, and other resources that are widely known to help students succeed.

4.C.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 their validity of their measures).

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

Criterion 4

Accomplishments

1. Enhanced a program review cycle and calendar and developed a clear web page. External review is new since the last HLC visit.
2. Completed a general education review and a new curricular structure with learning outcomes and assessment plans looking specifically at our statewide mission of public affairs)
3. Enhanced programs for student success (first-year programs, student support)
4. Reinvented the Office of Assessment to focus on institutional assessment such as Missouri State's Quality Initiative Project--an assessment of the public affairs mission.
5. Brought in external consultants from the Center of Inquiry at Wabash College to review the institution's current assessment processes and suggest ways to enhance assessment for improvement efforts.
6. Using the National Institute for Learning Outcomes Assessment Transparency Framework, the institutional assessment website is being updated.
7. Institutional data is being shared through monthly meetings in the Office of Assessment in which faculty, staff, and students are invited to review and analyze institutional data. Office of Assessment is actively working with program and departments to consult face-to-face about assessment needs, development of assessment plans, and creation or revision of student learning outcomes.
8. Development of Grad Track to collect information about graduates and alumni of Missouri State.

Opportunities

1. Develop a map and a calendar of college, unit, division, and institutional assessment for accountability AND improvement of student learning. This will help us to connect assessment occurring at various levels. We want to connect the small scale feedback and the large scale feedback and use it to make changes to improve student learning.
2. Continue to have conversations around post-graduate success. Bring together institutional data from the Office of Institutional Research, Grad Track data from Career Services, and Admissions data to understand and evaluate post-graduate success.
3. Our customized approach to assessment allow departments and programs to develop ways of gathering and making sense of data about student learning that fall in line with their disciplines. The flexibility and focus on disciplinary learning is, in fact, a strength. The concern and the opportunity is that we need to find a way to communicate and connect program-level, departmental, college, unit, and institutional information about student learning in a way that it can be used at each of these levels if the faculty and staff so choose. We need to create more opportunity for departments and program to learn from one another about the results of assessment efforts.
find ways to communicate with senior academic leaders to understand and have knowledge of what departments. programs, and the university are learning from assessment efforts.

HCL Criterion 4 Subcommittee Evidence Document

	Criterion	Evidence	Comments / Questions
KF	<p>4.A The institution demonstrates responsibility for the quality of its educational programs.</p>	<ul style="list-style-type: none"> ● Program Review ● Accreditation <p>Committee on General Education and INtercollegiate Programs- General Education Learning Goals and Outcomes General Education Structure General Education Program and Requirements</p>	
TD	<p>4.A.1 The institution maintains a practice of regular program review.</p>	<p>Program Review main page: http://www.missouristate.edu/provost/program-review/ PEC: http://www.missouristate.edu/peu/29383.htm HLC 2005 rpt: http://www.missouristate.edu/hlc/charges/report.asp?id=7</p>	
AK	<p>4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior</p>	<ul style="list-style-type: none"> ● Policy in place - policy manual and website ● MOOCs and alternative credit ● http://search.missouristate.edu/search/?q=alternative+credit&client=Springfield&site=Springfield 	

	learning.		
KV	<p>4.A.3 The institution has policies that assure the quality of the credit it accepts in transfer.</p>	<ul style="list-style-type: none"> ● Articulation Agreements with OTC for online degree ● Articulation Agreements with community colleges for teacher ed programs ● 42 Hour Block ● Transferring Credit to Missouri State ● Sliding Scale ● Copy of Dual Credit Enrollment ● State Assessment 2013 Dual Credit ● http://www.missouristate.edu/registrar/catalog/transferecreditpolicy.html 	
RW	<p>4.A.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</p>	<ul style="list-style-type: none"> ● Registrar, Departments ● Process/Procedures/Policies ● Graduate Council Curriculum Screening Committee ● Professional Education Committee ● CGEIP ● College Councils ● Departmental Curriculum Committees ● http://www.missouristate.edu/FacultySenate/160753.htm ● Debbie Penn-Dual Credit ● Procedures for Adding or Dropping a Class/ Prerequisite 	

	education curriculum.		
DY	<p>4.A.5. The institution maintains specialized accreditation for its programs and appropriate to its educational process.</p>	<ul style="list-style-type: none"> ● Accreditation ● www.missouristate.edu/provost/ProgramReview/accreditations.htm ● HLC accreditation data 	
KF	<p>4.A.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,</p>	<ul style="list-style-type: none"> ● Exit Exam ● Licensure Exams ● Grad Tracking. Career Center 	

	and special programs (e.g., Peace Corps and Americorps).		
TD	4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.	<ul style="list-style-type: none"> ● General Education Assessment ● MFAT and other nationally normed assessments ● Pass rates on Licensure exams ● Student Success Committee ● Exit Exam ● Program Review ● National Survey of Student Engagement (NSSE) ● Quality Initiative Project (QIP) ● Assessment Council 	<ul style="list-style-type: none"> ● Different forms of assessment are taking place in different departments.
KF	4.B.1 The institution has clear goals for student learning and effective processes for assessment of student learning and achievement of learning goals.	<ul style="list-style-type: none"> ● Student learning outcomes for each college and department are listed on the Assessment web page. ● Quality Initiative Project (QIP) ● Library -Center for Social Researcher- major faculty survey. ● Center for Inquiry Visit ● College Assessment Plan 	<ul style="list-style-type: none"> ● any University-wide student learning outcomes. <ul style="list-style-type: none"> -What level should this be at? College? Department? ● Graduation Rates? ● Long Range Plan/ Public Affairs Mission? ● First Year Programs ● Construction Management ● What's under the radar? <ul style="list-style-type: none"> ○ 45 Departments ○ Start with email to Department Heads-route through AAA

KV	4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.	CASL Annual Report http://v.calameo.com/?bkcode=001875846b98d6986cc79 Student Affairs Learning Domains http://studentaffairs.missouristate.edu/137974.htm	<ul style="list-style-type: none"> ● Study Away? ● CASL? ● QIP? ● Need to add Student Success Committee report
RW	4.B.3 The institution uses the information gained from assessment to improve student learning.	<ul style="list-style-type: none"> ● General Education Assessment ● General Education Survey ● Focus Groups ● Program Review ● Survey of students and faculty for general education: http://www.missouristate.edu/provost/GenEdReview/FacultySurveyResults.htm 	<ul style="list-style-type: none"> ● QIP ● Program review- Action Report ● A few examples on concrete changes needed? We will have these on the Assessment in Action portion of the Office of Assessment web page.
DY	4.B.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.	<ul style="list-style-type: none"> ● OIP ● Online Digital Professor-Gary Radar ● Set of criteria for teaching online ● Level of use of blackboard ● Technology Survey 	

<p>KF</p>	<p>4.C The institution demonstrates a commitment to education improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p>	<p>http://www.missouristate.edu/retention/ http://www.missouristate.edu/data/105220.htm http://blogs.missouristate.edu/blackboard/2013/07/26/blackboard-feature-spotlight-the-retention-center/</p> <p>Workshop: http://blogs.missouristate.edu/inside/2013/01/20/retention-student-learning/</p> <p>One of our Key Performance Indicators: https://mis.missouristate.edu/KeyPerformanceIndicators/kpi/index/1</p> <p>Student Success Committee (add report here)</p> <p>Student Success BOG meeting: http://www.missouristate.edu/assets/provost/student_success_bog_june2013.pdf</p>	<p>The “retention” web page takes you to information about housing.</p> <p>Living Learning Communities? Jump Start? Trio? Veterans? Advising Workshops</p> <p>Tom Kane’s research on retention</p>
<p>TD</p>	<p>4.C.1 The institution had defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p>	<p>Student Retention Services: http://www.missouristate.edu/retention/ Retention data: http://www.missouristate.edu/data/105220.htm http://absentprof.missouristate.edu/assets/writingcenter/best_retention_and_student_learning.pdf</p>	<p>Is this the key performance indicator for retention? Is that a defined goal?</p> <p>-KPI</p>

AK	4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.	http://www.missouristate.edu/data/gradrates.htm	Enrollment Management? Committee Executive Enrollment Management? Committee Grad Rates Fact Book
KV	4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.	<ul style="list-style-type: none"> ● http://www.missouristate.edu/data/105220.htm ● 1 Retention new (Dynamic Report) ● 2 Persistence Profile (1-6; All Students, by College & department; by college, department & major; by original and returning department; by returning and original department; by learning communities) 	Don Simpson and Joye Norris to give examples COAL...examples? COBA- New Programs? Ag increased by around 75 students
RW	4.C.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	<ul style="list-style-type: none"> ● Retention User Guides (can be found at same link as above) ● Academic Insights Management (AIM) Dashboard http://www.missouristate.edu/oir/AIMDashboard.asp ● Perhaps the fact that we have an Institutional research Open Lab http://www.missouristate.edu/oir/d 	VSA....voluntary IPEDS Conform to VSA- good practice in collecting data

	<p>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).</p>	<p>efault.htm</p>	