

Missouri State University - MO

HLC ID 1449

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/5/2015

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Context and Nature of Review

Visit Date

10/5/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

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

MSU is transitioning from a regional institution to an institution serving a broader statewide constituency. MSU has an increasing international engagement through enrollment of international students and an operating location in China. The MSU system also includes the MSU-West Plains campus, which is a separately accredited, open admissions, two-year institution. There is a mutually beneficial, close working relationship between the Springfield and West Plains campuses.

MSU has several challenges that it is attempting to address, including increasing enrollments without corresponding increases in state support, expanding graduate programs, and increasing diversity in the context of a demographically homogeneous campus location. A required report on recruitment and qualifications of new faculty in the new (approved by HLC in September, 2014) Doctor of Nurse Anesthesia Practice (DNAP) is embedded in this 2015-16 comprehensive evaluation.

Interactions with Constituencies

LEADERSHIP

President

Chair, Board of Governors

Vice Chair, Board of Governors

Member, Board of Governors (2)

Student Representative, Board of Governors

Provost of Springfield Campus and Chancellor of Mountain Grove Campus

Interim Vice President for Administrative and Information Services

Vice President for Diversity and Inclusion

Vice President for Marketing and Communications

Vice President for Research and Economic Development and International Programs

Vice President for Student Affairs

Vice President for University Advancement

Associate Provost for Access and Outreach

Associate Provost and Dean of the Graduate College

Associate Provost for Faculty and Academic Affairs

Associate Provost for Student Development and Public Affairs

Associate Vice President for Enrollment Management

Associate Vice President for Student Life and Dean of Students

Assistant Vice President for Enrollment Management/Registrar

Assistant Vice President for Multicultural Services

Chancellor, West Plains

Chief Financial Officer

Chief Information Officer

STAFF

Accounting Manager

Chief of Staff and Assistant to the President for Governmental Relations

Controller

Director of Accounting and Budgeting – Grants

Director, Assessment

Director, Budget & Accounting

Director, Campus Recreation

Director, Career Center

Director, Citizenship and Service Learning

Director, Community Involvement and Service

Director, Counseling Center

Director of Dual Credit

Director of Environmental Management

Director of Facilities Management

Director of Financial Aid

Director, Grants and Foundation Accounting

Director, Human Resources

Director, Institutional Research

Director of Interactive Video and Off-Campus Programs

Director Internal Audit and Compliance

Director of Online Education Development and Policy

Director, Procurement Services

Director, Public Affairs Support

Director, Research Administration

Director of Safety and Transportation

Director of Scholarships

Director of Student Conduct

Equal Opportunity Officer and Director of Institutional Equity and Compliance

General Counsel

IT specialist

Legal Counsel

Secretary to the Board of Governors

University Architect and Director of Planning, Design and Construction

University Engineer

University Facilities Analyst

Academic Advisor

Academic Advisor, College of Business (3)

Analyst, Business Process & Reporting, Office of the Registrar

Analyst, Information Security

Assessment and Learning Outcomes Consultant (2)

Assessment Coordinator, English

Assistant Director, Campus Recreation

Assistant Director of Dual Credit

Assistant Director, Education and Development

Assistant Director, Faculty Center for Teaching and Learning

Assistant Director of Multicultural Programs

Assistant Director, Residence Life Housing and Dining Service – Education and Development

Assistant Director, Safety and Transportation
Assistant Director, University Communications
Assistant Registrar
Assistant to the Registrar
Associate Director, Recreational Sports
Associate Registrar
Coordinator, Diversity & Inclusion, School of Agriculture
Coordinator, Health Careers
Coordinator, Management Information Systems
Coordinator, Office of the Registrar
Coordinator, Public Affairs Support
Coordinator, Recruitment
Coordinator, Residence Life
Coordinator, Special Projects, Citizenship and Service Learning
Coordinator, Student Success Initiatives
Coordinator, Title IX
Graduate Assistant, Student Conduct
Graduate Assistant, Student Engagement
Instructional Designer, Faculty Center for Teaching and Learning
Instructor and Dual Credit Coordinator in Mathematics
Laboratory Supervisor, College of Natural and Applied Sciences
Manager, Accounts Payable & Budgeting
Manager, Budget & Financial, Office of the Provost
Manager, Financial Systems
Manager, Grants and Capital Projects Accounting
Senior Systems Analyst

Staff, Computer Services

Student Services, College of Education

Technical Training and Documentation Administrator, Computer Services

Videographer, Faculty Center for Teaching and Learning

ACADEMIC LEADERSHIP

Dean, College of Arts and Letters

Dean, College of Business

Dean, College of Education

Dean, College of Health and Human Services

Dean, College of Humanities and Public Affairs

Dean, College of Natural and Applied Sciences

Dean, Library

Director, William H. Darr School of Agriculture

Associate Dean of the College of Business, MBA Director

Associate Dean, College of Education

Associate Dean, Graduate College

Associate Dean, College of Natural and Applied Sciences

Associate Dean, UMKC School of Pharmacy at MSU

Department Head, Biology

Department Head, Biomedical Sciences

Department Head, Chemistry

Department Head, Communication

Department Head, Communication Sciences and Disorders

Interim Department Head, Computer Information Systems

Department Head, Counseling, Leadership and Special Education

Department Head, Criminology and Criminal Justice

Department Head, Economics

Department Head, English

Department Head, Finance and General Business

Department Head, History

Department Head, Hospitality and Restaurant Administration

Interim Department Head, Management

Department Head, Marketing

Program Director, Master of Public Health Program

Department Head, Mathematics

Department Head, Modern & Classical Languages

Interim Department Head, Media, Journalism and Film

Department Head, Merchandising and Fashion Design & Marketing

Department Head, Music

Department Head, Nursing

Department Head, Physician Assistant Studies

Department Head, Physical Therapy

Department Head, Physics, Astronomy and Materials Science

Interim Department Head, Psychology

Department Head, Reading, Foundations and Technology

Department Head, Religious Studies

Department Head, Social Work

Department Head, Sports Medicine and Athletic Training

Department Head, Technology and Construction Management

Department Head, Theatre and Dance

Program Director, School of Anesthesia

Assistant Program Director, School of Anesthesia

Assistant Department Head of English and Coordinator of Professional Writing

Clinical Site Coordinator, School of Anesthesia

Co-Chair of the Distance Education Committee and Senior Instructor in Mathematics

Coordinator of Access Programs

Open-Course Coordinator for iCourses

Dual Credit Coordinator in English

Graduate Program Director, Reading, Foundations and Technology

Program Director, Nurse Anesthesia

Assistant Program Director, Nurse Anesthesia

Program Director, Doctorate of Nursing Practice

Program Director, Occupational Therapy

Secretary, Faculty Senate

Co-Chair, Academic Integrity Council (2)

FACULTY

Emeritus Professor

Professor, Communications (2)

Professor, Dance

Professor and Head of Collection Development and Acquisitions, Meyer Library

Professor, Economics

Professor, English

Professor of History (2)

Professor in Marketing

Professor, Music

Associate Professor, Biomedical Sciences

Associate Professor, College of Health and Human Services

Associate Professor, English (2)

Associate Professor in Finance and General Business

Associate Professor, Geography, Geology and Planning

Associate Professor in the Library (2)

Associate Professor, Philosophy

Associate Professor in Reading Foundations and Technology

Associate Professor in Sociology and Anthropology

Assistant Professor, Agriculture (2)

Assistant Professor, Biology (2)

Assistant Professor, Communications

Assistant Professor, English (2)

Assistant Professor, Merchandising and Fashion Design

Assistant Professor and Dual Credit Coordinator in Modern and Classical Languages

Assistant Professor, Sociology and Anthropology

Clinical Associate Professor, Communication Sciences and Disorders

Clinical Assistant Professor, Masters of Health Administration

Clinical Faculty, Nurse Anesthesia (2)

Science Faculty, Nurse Anesthesia (2)

Senior Instructor, Accounting

Senior Instructor, Biology

Senior Instructor, Computer Information Systems

Senior Instructor, English (2)

Instructor, Agriculture

Visiting Scholar

UNDETERMINED REPRESENTATION from following departments/offices:

Animal Science

Art and Design (2)

Assessment

Biology

Biomedical Sciences

Business Advancement Center

Center for Community Engagement

Faculty Center for Teaching and Learning

Chemistry

College of Business (2)

College of Health and Human Services

College of Humanities and Public Affairs

Counseling, Leadership and Special Education

Educational Advisement

Enrollment Services

Faculty Center for Teaching & Learning (4)

Finance & General Business

Financial Aid (2)

Financial Services (3)

First Year Programs

History Department

Honors College

Kinesiology

Library

Marketing Department (2)

Mathematics (2)

Modern and Classical Languages

Music (2)

Nursing

Psychology

Residence Life

School of Accountancy

Sociology

Student Affairs Office

Theatre & Dance

University Communications

STUDENTS

Students were in attendance at Open Forum discussions of the Criteria, drop-in sessions, and special sessions addressing Diversity and Federal Compliance: Student Complaints Policy. Student numbers are estimated based on audience appearance, due to the large number of attendees who reported only a department or office rather than providing title or student status.

Undergraduate Students (~15-30)

Graduate Student (~5-10)

President, Student Government Association

Vice President, SGA

Chief Sustainability Commissioner, SGA

Director of Academic Affairs, SGA

Director of Diversity and Inclusion, SGA

Director of Public Affairs, Student Government Association

Director of Student Affairs, Programming and Services, SGA

Director of University Advancement, SGA

Senator/Representative, SGA (4)

Student Representative, Board of Governors

President, University Ambassadors (student organization)

Additional Documents

Missouri Campus Compact website

Missouri Statutes related to Board of Governors (172.060, 174.450, 174.455, 174.457)

Missouri State University Exit Exam contents

Local news articles:

<http://www.springfieldreport.com/archives/4681>

http://www.springfieldpublicschools.org/pages/SPSMO/News/SPS_students_to_benefit_from_C

<http://sbj.net/Content/TOP-STORIES/TOP-STORIES/Article/Weeklong-IDEA-Commons-charrette-begins/18/23/87712>

<http://universityeda.org/value-to-members/best-practice-sharing/awards-of-excellence/awards-of-excellence-2013-finalists/the-eactory-growing-the-local-economy-from-idea-to-job-creation/>

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

Missouri State has a well defined, statewide public affairs mission established by the state legislature (Senate Bill 340, 174.450.2), coupled with a purpose to develop educated persons. Interviews with administrators, faculty, staff and students demonstrated that the mission and purpose are ingrained in the culture of the institution. The university hosts a Public Affairs Conference annually, is listed in the Templeton Foundation Honor Roll for Character-Building Colleges, and references to public affairs aspects are integrated throughout the university's 2011-2016 Long Range Plan.

Missouri State engages all of its constituents in careful consideration of its mission and the development of related strategic plans which are approved by the Board of Governors. Through the process of developing the 2011-2016 strategic plan, the University refined its understanding of the public affairs mission to include a commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement. Students, faculty and Board members provided numerous comments about their ability to translate these "three pillars" of the mission into identifiable elements of the campus experience.

The Springfield, Missouri region is economically depressed, and includes significant numbers of first generation, and potential first generation, college students. Missouri State administrators and faculty repeatedly mentioned their responsibility to live out their public affairs mission in part by ensuring that this demographic is well served. The institution recently implemented special sections of GEP 101, Missouri State's first year course, in an attempt to better serve these students. The efficacy of this new approach will need to be evaluated through future assessment processes, and results analyzed to ensure that different demographic groups of first generation students are benefitting equally.

As described further in 5.C.1, Missouri State's planning and budgeting priorities align with the

mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

Missouri State satisfies the requirement to articulate its Public Affairs mission publicly via prominent display of the mission statement on its website under the "About" tab. The University provides an additional tab with a detailed explanation of the meaning of its Public Affairs mission, including examples of seven signature events (Public Affairs Week, Community Engagement Project, Statewide Collaborative Diversity Conference, etc) that have the stated purpose to inspire Missouri State to lead ethically, learn culturally and engage communally.

The mission statement and related explanations of purpose were updated in 2014, following an extensive marketing survey of students that revealed a need for further clarity of the meaning of "public affairs." The lengthier version of the mission statement, coupled with the three-fold purpose description, clearly communicates the intended focus of the Missouri State educational experience. Administrators, faculty, staff and students interviewed demonstrated an unusually high level of understanding of the institution's mission, and its application to their activities, in comparison to constituents at many other institutions. The concept of "Citizen Scholar" embedded in the mission has resonated with the entire Missouri State community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

Missouri State's leadership team, faculty and Board of Governors recognize the importance of increasing the diversity and multiculturalism of the campus. However, the University continues to face challenges in this area. The 2005 Comprehensive Visit team reported that the organization's response to the 1995 concerns regarding the diversity of faculty, students and the curriculum was inadequate. The current team had some concern that, despite the significance of the 2005 team's statements, the University did not take adequate substantive action to address these issues until 2011. The current President, who started in 2011, has initiated major steps, including the establishment of the Division of Diversity and Inclusion, development of preliminary plans to include diversity as a focus of upcoming strategic initiatives, tracking of a diversity Key Performance Indicator, and implementation of appropriate diversity-related expectations in non-faculty appraisal and development plans. As a result of the initial programming developed by the Vice President for Diversity and Inclusion and others, the campus was recognized as one of 83 recipients of the 2014 Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine. The current team therefore concludes that the University has begun to take appropriate actions, and strongly encourages continuing emphasis on these initiatives.

Missouri State's location in the homogeneous city of Springfield, MO coupled with the 2014 racial incidents in Ferguson, MO create a difficult context for the institution's leadership team. Student representatives were highly complimentary of the campus response following incidents of abusive language being directed at peaceful "Black Lives Matter" demonstrators during homecoming events, and the supportive campus environment following Springfield's ballot initiative to remove legislation that protected the civil rights of the LGBT community. The University established the Climate Study Task Force, composed of administrators, faculty, and community members to develop and conduct an extensive climate survey of undergraduate and graduate students in 2015 which indicated substantial disparities in experiences by different demographic groups. The University is developing an action plan in response to the findings via the Ad Hoc Committee on Climate Study Follow-Up on Diversity and Inclusion which has representation from each college. Some additional cultural awareness training for faculty and staff has already been implemented. The Student Government Association has also established a team to develop recommendations. While the team was disturbed by some of the climate study findings, we believe that the institution has taken the appropriate actions by commissioning the climate study and planning for a substantive response. The team very strongly encourages the institution to aggressively follow through on responding to the challenges identified in

the climate survey, and to conduct a follow-up survey within the next five years to measure results. Failure to do so would jeopardize the institution's integrity if it knowingly recruits minority students into an unwelcoming environment without full disclosure of the circumstances. The institution should also consider developing more extensive partnerships with other universities that have relevant expertise.

Missouri State has successfully expanded its international enrollment on the Springfield campus, and implemented programming at a branch campus at Liaoning Normal University (LNU) in Dalian, China. These activities, coupled with a variety of workshops and events such as the Statewide Collaborative Diversity Conference have substantially improved the multicultural environment at Missouri State. The revised General Education program states that students are to be provided with the opportunity to better "understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present." These positive developments at Missouri State provide a sound basis for further improvement of the campus environment. The continuing transformation of the campus from a regional to a statewide institution requires ongoing attention to the further development of a fully inclusive, multicultural environment for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

Missouri State demonstrates its commitment to the public good through a variety of initiatives that benefit local, regional, and international populations. The University has invested in the IDEA Commons, an 88-acre region in downtown Springfield that is a collaborative community effort to rejuvenate downtown. The University's contributions of the Jordan Valley Innovation Center, the Center for Applied Science and Engineering, and the Center for Biomedical and Life Sciences and other activities provide educational opportunities for students, employment opportunities for local residents, and long term growth potential for the region. The University has recently initiated the Center for Community Engagement to further advance its public affairs mission. The University's ongoing commitment to assisting the two-year campus at West Plains is notable, and includes faculty and staff development support as needed. The University's portfolio of substantive outreach efforts is well matched to its location and public affairs mission.

Missouri State has received external recognition of their contributions to the community. For example, the institution was named to the Corporation for National and Community Service's President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities. MSU was a Finalist for the 2013 Awards of Excellence from the University Economic Development Association in the award category "Community Connected Campus" for the Robert W. Plaster Center for Free Enterprise and Business Development. With MSU project leadership, the City of Springfield was recently awarded a Lumina Foundation grant to support partnerships between local employers and educational institutions. These awards have yielded favorable news coverage in the Springfield region.

Missouri State takes its obligations as a state institution of higher education seriously. Recent financial pressures on the institution have resulted in very deliberate considerations by administrators, faculty and staff of institutional priorities. Resulting decisions regarding building renovation designs, investments in information technology infrastructure, and plans for improved student health services were regularly articulated by campus leaders in terms of the benefits to the student educational experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Missouri State University's Public Affairs mission is clearly communicated to internal and external constituents, and guides the institution's operations.

The mission is articulated in terms of the three pillars of ethical leadership, cultural competence, and community engagement. Detailed information about the mission and its meaning is readily available on the University's public website. The mission guides the University's strategic planning, general education curriculum, and outreach activities.

The University lives its mission by establishing the Center for Community Engagement to facilitate campus outreach efforts, collaborating with the Springfield community to rejuvenate downtown through projects such as the IDEA Commons, and assisting the Missouri State - West Plains campus with faculty and staff development activities.

The University recognizes the importance of addressing diversity and campus climate issues as a component of the mission, has recently initiated improvement efforts under the leadership of the President, and is expected to develop additional relevant action items in response to a 2015 climate survey. The continuing transformation of the campus from a regional to a statewide institution requires ongoing attention to the further development of a fully inclusive, multicultural environment for students.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

Missouri State operates with integrity in its financial, academic, personnel, and auxiliary functions and has policies and practices for fair and ethical behavior. One of the three pillars of the public affairs mission is ethical leadership. Ethical leadership is practiced by the Board of Governors, the administration of the institution, the faculty and staff and the students. Clear policies are outlined in the faculty handbook, employee handbook, and student code of rights and responsibilities. Furthermore, Missouri State operates in a fiscally responsible manner in its interactions and responsibilities to the faculty for research/scholarship opportunities, teaching and assessment assistance, and other development opportunities. The university recently revised the Title IX policy and developed an online training program (HAVEN) for freshmen and transfer students to help them appreciate sexual assault prevention and bystander intervention. In addition, policies such as grievance procedures and information security are in-place and published in the policy library for all to review. Missouri State also acted with integrity and openness when the Bookstore thief was discovered in 2011. Policies and oversight practices were revised and strengthened following this incident.

Missouri State created a Declaration of University Community Principles that is fundamental to the public affairs mission. This document states that educated persons will accept responsibility for diversity and inclusiveness, personal and academic integrity, and treating others with civility and tolerating ideas of others.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

Missouri State provides information about academic program requirements, policies and procedures, accredited programs, handbooks for faculty and staff, and a catalog for students. In addition to the availability of standard information, MSU's extensive public website includes detailed pages explaining its new general education curriculum and implications for students, a table of accreditation relationships and effective dates, detailed student demographic data, student retention reports, campus and community climate study results, diversity resources, student organization handbook, Board minutes, audit reports, Key Performance Indicators, and many others. The level of detail provided typically meets or exceeds the norms of similar institutions.

One area that is more difficult to navigate than others is the information available to students and parents on fees of all types. MSU's fee structure is very complicated, and the presentation should be revised to provide better clarity on what students would pay for certain programs due to the significant variability. Since there are many different program fees, students should be able to see tuition, mandatory fees, student computer fee, and program fees on the website listed by program to help students understand the total costs. Separate listings exist for residence halls and meal plans, and these separate listings are appropriate. While most information that the institution provides is clear, collectively, the information about student costs is confusing and should be reorganized and clarified.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

The Board of Governors provides sufficient, autonomous oversight of the institution. Individual members of the Board of Governors are appointed by the Governor for six-year terms. With the resignation of the past president, the Governor realized that the Board needed to have broader experience and greater separation from the president of the university, and he has already started to make these changes. The nine members of the Board come from across the state and have a diversity of backgrounds. Currently there is one vacancy and two members are continuing until the Governor can either reappoint them or appoint their replacements.

The Board supports the institution through its deliberations and has the collective expertise to provide sufficient oversight. The Board embraces the public affairs mission of the institution and gives the President and his administrative team independence to run the day-to-day management of the institution. The Board has regular retreats and works with the President and other administrative leaders to help decide future goals of the institution.

Review of planning documents, meeting minutes and interviews with Board and university personnel confirm that the Board, administration, and faculty each operate within the appropriate sphere of duties. For example, the Board has provided broad direction to the strategic planning process, which is being executed by the administration with heavy involvement of the faculty via a Steering Committee and six task forces.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Missouri State is committed to freedom of expression and the pursuit of truth in teaching and learning. The adoption of a public affairs mission for the institution and the various programs and events to support this mission also lend support for freedom of expression on campus. In addition, the institution has an explicit policy on Expressive Activity that was revised in 2015 to reflect changes in state statutes. This policy states "students, faculty, and staff, are encouraged to exercise the right of assembly, free speech and expression throughout the campus, when doing so does not disrupt the academic mission or daily University function". When a conflict arose during the Black Lives Matter demonstration at homecoming, the university response allowed students to protest and the President engaged with the alumni and community leaders to support the right of the students to protest. This lends support that legal freedom of expression will continue at the institution in spite of the potential for an overly restrictive interpretation of the statement "... does not disrupt the academic mission and daily University function" in the Expressive Activity policy. The President, the other administrators, faculty and staff uphold the strong institutional mission of public affairs and community engagement support freedom of expression on campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

Missouri State has appropriate policies and practices to support responsible integrity in research, scholarship, teaching and learning for the faculty, staff, and students. Federal grants, as well as internal grants and other grants and contracts, require appropriate approval from the Institutional Review Board and Institution Animal Care and Use Committee, as appropriate, to assure compliance in these areas. Faculty who receive external grant funding are required to submit a conflict of interest form and, if appropriate, a Financial Conflict of Interest Assurance & Disclosure Form Responsible Conduct of Research (RCR).

In addition, as indicated in the document provided by the University Office of Research Administration, Missouri State "requires graduate and undergraduate students, postdoctoral fellows, associates, and trainees supported by specific federal research funds to be trained in the Responsible Conduct of Research (RCR) within 90 days of the start of support by the federal awarding agency." This can be accomplished by completing University-approved training that covers all the requirements of the Department of Health and Human Services. The institution also provides oversight of export control, radiation safety, intellectual property, and biosafety.

The Code of Student Rights and Responsibilities and the Student Academic Integrity Policies and Procedures assure proper institutional oversight in ethical use of information resources. Students attended many of the open sessions during the visit of the HLC Site Visit and indicated they receive education and support on the appropriate use of referenced material in written documents. In addition, several students from the University Hearing Board attended one of the open sessions and indicated that the institution has appropriate policies and procedures to provide oversight of academic integrity. The syllabus policy also requires faculty to include a statement on the academic integrity policy in their course syllabus. Furthermore, a test proctoring center is available in Strong Hall that enables faculty to schedule proctored testing on campus. Students in online courses may also take proctored tests at nine other regional testing centers. Arrangements for testing in these facilities require prior reservations by the faculty and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Missouri State operates with integrity, lives its public affairs mission of ethical leadership, and acts in an ethical and responsible manner.

Ethical leadership is practiced by the Board of Governors, the administration of the institution, the faculty, staff, and the students. Clear policies for university operations are outlined in the faculty handbook, employee handbook, and student code of rights and responsibilities. Furthermore, Missouri State operates in a fiscally responsible manner in its interactions and responsibilities to the faculty for research/scholarship opportunities, teaching and assessment assistance, and other development opportunities. The Board supports the institution through its deliberations and has the collective expertise to provide sufficient oversight of the integrity of institutional operations.

MSU represents itself with clarity in its published and online information. One area for potential improvement, however, is the website for tuition and fees for students. Although the information provided is complete, the presentation should be revised to simplify determination of the total costs.

Missouri State has appropriate policies and practices to assure integrity and ethical conduct in research, teaching, and learning. The university requires training in the ethical conduct in research for all graduate students, postdoctoral fellows, staff scientist, and mentors. It also oversees human subjects research and the use of animal in research and provides oversight of export control, radiation safety, intellectual property, and biosafety.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

In 2005 Missouri State University (MSU) created a policy calling for periodic reviews of all degree programs. That policy underwent review in 2007, and currently provides guidance for program reviews utilizing three strategies: 1) Strategic Planning; 2) Annual review by faculty and deans; and 3) Periodic extensive self-study and review by external content experts. These reviews allow MSU to keep courses and programs current and presented at levels of performance appropriate to the degree or certificate awarded. MSU also has a tradition of attaining specialty accreditation for all programs for which such accreditation is offered. These efforts afford major oversight for a total of 31 programs, thus assuring more than adequate levels of performance by program students.

Every program at MSU has published programmatic learning goals and those goals articulated for graduate programs have been worded to reflect the higher order outcomes expected of graduates with master's or doctoral degrees. Where possible, undergraduate and graduate level goals have been guided by academic standards set within individual disciplines.

MSU is significantly invested in the presentation of distance education and dual credit courses. The Dual Credit Office establishes and monitors dual credit courses utilizing processes meeting Missouri Department of Higher Education Guidelines. Once a school is accepted to provide a dual credit course, objectives are made consistent with similar courses taught at MSU, faculty are provided orientation and development, and ongoing support is given by faculty and staff from MSU.

MSU currently presents 42 programs in distance education formats. These programs cross many academic disciplines and are supported by the Faculty Center for Teaching and Learning, and the Director of Online Education Development and Policy. Education is provided to faculty who are

teaching online for the first time if that faculty member has been provided a stipend for such education. The content of distance education courses is under the authority of the discipline faculty and dean. A modification of the 'Quality Matters' standards is used by the office of the Director of Online Education to assure the quality of distance education.

Discussions with faculty and administration; reviews of faculty credentials; comparison of syllabi from courses taught in seated, distance and dual credit formats; and reviews of assessment data revealed a high level of investment in the creation and maintenance of quality educational processes. A review of faculty vitae demonstrated that the quality of faculty teaching courses were similar regardless of teaching modality. The review of syllabi revealed that the objectives of courses taught online, for dual credit, and seated are the same. The Dual Credit Office has found outcomes of courses taught for dual credit are similar to those of courses taught on the University's campus. In discussing the comparison of courses taught in both distance and seated formats, however, it was found that practices for assessing the similarity of learning outcomes differed across academic disciplines. Some disciplines collected outcome data from both online and seated courses, but did not compare outcomes across course presentation methods. Other departments have compared the pass and retention rates of courses taught online and seated and found them to be similar. While MSU has been found to meet this component, assurance of the comparability of quality of educational processes would be strengthened if more attention were given to assuring periodic comparison of outcomes achieved with differing course delivery methods.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

In 2010 a General Education Task Force was formed to initiate the process of revising MSU's general education program to better align with its public affairs mission. Significant study of literature, national standards, and feedback from faculty and students led to the development of a set of fifteen general education outcomes. After a four-year development process, MSU implemented its revised general education program in 2014. The revised program is comprehensive and well suited to MSU's mission, educational offerings and degree levels.

The Committee on General Education and Interdisciplinary Programs (CGEIP) oversees the implementation and assessment of MSU's general education program. Given the recent implementation of the new program outcomes and requirements, the assessment process for program outcomes is not yet fully developed. An initial assessment plan has been formulated, but is based upon general education course offerings within different disciplines, and does not yet encompass program-wide outcomes assessment, in which the holistic effectiveness of the general education program can be determined via student outcomes. The recently completed, successful Quality Initiative process for assessing the Public Affairs aspect of the general education program offers a viable model for assessment of the general education program as a whole; however, the number and complexity of general education outcomes will likely make programmatic assessment unwieldy. CGEIP may want to consider consolidating and simplifying the stated general education outcomes in order to facilitate effective assessment on the program-wide level.

One of three pillars of the MSU public affairs mission is "cultural competence." This emphasis is reflected in the university's new general education outcomes, and in several general education courses. Multiple curricular and co-curricular activities allow faculty and students to learn about and experience a culturally diverse world.

The university emphasizes "high-impact experiences," experiential and applied learning such as student research and study away. This emphasis reflects the university's stated desire to develop "educated persons" with competence in "integrative and applied learning." MSU places particular emphasis on student participation in all levels of research. Faculty are mandated to include students in their scholarship activities, the University recognizes student accomplishments, and multiple forums are provided for discussion and sharing of research projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

Faculty at MSU hold appropriate educational qualifications for their assigned teaching roles, including those in dual credit programs, those with per course teaching contracts, and those providing online instruction. The Director of Online Learning and the Dual Credit Office assure the equivalence of faculty credentials and course quality across different types of course formats.

While MSU employs sufficient numbers of faculty members for its current operations, a review of the workload policy and conversations with tenure-track faculty indicated that teaching, advising, committee work, and assessment activities leave little time for scholarship. Discussions with students, faculty, and administrators also indicated that MSU is student-centered, requiring teaching to be the priority of faculty members. As the University reorganizes to meet increased enrollments and continues to expand its graduate program offerings, administration and faculty may want to explore alternate, more efficient, methods for accomplishing instruction, advising, and assessment to enable stable or increased scholarly productivity.

MSU has received national recognition for its Academic Advisement Center and Master Advisor Program. Document reviews and conversations with administration, faculty and students indicate that while this recognition is deserved, MSU still has the challenge of meeting every student's advisory needs within an advising program combining professional and faculty academic advising administered at the department level.

Support for faculty development is a strength for MSU. Internal grants for advancement of scholarship; and paid travel to conferences, workshops or funding agencies are available to all faculty every year. The Faculty Center for Teaching and Learning is available to provide faculty support with teaching, research or service projects and is highly appreciated by faculty members.

A review of job descriptions, discussions with staff providing student support services, and testimonies provided by students who are the recipients of those services demonstrated that staff providing support services are well prepared for their positions. Staff members are provided support for professional development through several mechanisms. On hire they are provided an Appraisal and Development Plan that may include enrollment in up to 15 hours of credit or non-credit bearing courses at MSU. Development is also offered through the University's web-based learning management system, My Learning Connection.

In September of 2014 the Institutional Actions Committee of the Higher Learning Commission approved the new DNAP program for MSU contingent on the successful recruitment and hiring of faculty with appropriate terminal degrees and experience to support students in the program. The newly-approved DNAP program provided a report on the recruitment and qualifications of faculty, which was reviewed in detail. A plan was outlined for the hiring of 3 additional full-time faculty members. A regional and national search resulted in the successful hiring of two individuals with appropriate terminal degrees and skills to support the education, clinical practice, and scholarship of program students. The third required position is still listed and recruitment activities will continue until the right candidate is found. The team concludes that the DNAP program has adequate numbers of qualified faculty to appropriately serve its students, and has taken the necessary steps to satisfy the requirements of a growing program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

MSU provides multiple support systems for students through faculty office hours, the Bear CLAW student support center, the Disability Resource Center, and a Counseling Center. Students provided testimonials attesting to the excellence of this system and the willingness and ability of support staff to provide personalized assistance helping students to reach their educational goals. MSU has received national recognition for its Academic Advisement Center and Master Advisor Program.

Academic advising is provided by either professional academic advisers in the Academic Advisement Center or by faculty with the choice at the discretion of individual departments. Advisement starts on admission to the University when students are assisted in the completion of a plan of study. Comments received from students on the HLC pre-visit survey indicated that while navigating their courses of study, some students had encountered multiple complexities including limited availability of required courses, changing degree requirements, and difficulty completing course pre-requisites. Conversations with faculty and students in open forums demonstrated that courses required for multiple programs fill quickly, but provisions are made by departments for those students who must have a course in order to progress or graduate. Similarly, when an undergraduate student has a long term goal including graduate school, advisors make efforts to keep the student apprised of admissions requirements. Conversations with faculty, deans and students in open sessions demonstrated a high commitment to assisting every student along their path to graduation, but it was acknowledged that there are a small number of instances of faculty performing this function poorly. While MSU certainly meets all the requirements of this component, it would be advisable for departments to consider standardizing parts of the advising process to assure the provision of quality services to all students. As the diversity of the student population increases, MSU should also consider providing advisors with training in cultural relations.

MSU has a substantial transfer student population, and has documented transfer guides for institutions available through an online Transfer Center to address student needs. Specialized orientation programs are provided for transfer students. A Transfer Task Force is assessing the impact of current transfer student orientation strategies with the goal of implementing an improved program by early 2016.

The infrastructure of MSU is extensive, providing plentiful resources to support effective teaching and learning. Conversations with faculty from varied specialties including the sciences, humanities and the arts made it evident that MSU administrators were willing to work closely with faculty in all specialties to assure that appropriate space and equipment was provided to support quality educational offerings.

Support for students in the conduct of research and the use of information services is particularly strong at MSU. All tenure-track faculty are expected to participate in scholarship and part of that participation is the expectation that students will be involved in every project undertaken by a faculty member. Students and faculty are supported in these efforts with departmentally generated grants.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

The co-curricular programs at MSU are well suited to the University's public affairs mission and its emphasis on student participation in scholarship.

"Public Affairs Signature Events," including Public Affairs Week, provide high visibility to some of the institution's key co-curricular offerings. Consistent with the campus mission, students were provided additional avenues for expression of cultural sensitivity within a time of nationally televised racially charged events in Ferguson, Missouri during the 2014-2015 academic year.

MSU's Citizenship and Service Learning program is expanding to provide valuable outside experiences to supplement classroom learning. MSU is also intentionally expanding its Study Away program, by incentivizing faculty to develop new opportunities for students. These efforts complement MSU's recent revision of its general education curriculum to provide a more intentional focus on the public affairs aspect of its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Missouri State has appropriately qualified faculty and staff, who work together diligently to provide high quality educational experiences to students across all course formats.

MSU's mission to 'develop educated persons,' is demonstrated in the overall acknowledgement of the primacy of the educational role. Faculty, students and administration at MSU agree that the University is student-centered, requiring teaching to be the priority of faculty members. MSU ensures that faculty members are well qualified for their positions and are supported in providing high quality education for students. This is true whether courses are taught on campus, online or in state high schools for dual credit. The Director of Online Learning and the Dual Credit Office assure the equivalence of faculty credentials and course quality across different types of course formats.

Support for faculty development is a strength for MSU. Internal grants for advancement of scholarship; and paid travel to conferences, workshops or funding agencies are available to all faculty every year. The Faculty Center for Teaching and Learning is available to provide faculty support with teaching, research or service activities and is highly appreciated by faculty members.

While teaching is the priority, there are substantial expectations for tenure-track faculty scholarship and service. While institutional support is definitely provided for these activities, the primacy of the teaching role is actualized in teaching workloads that leave little time for scholarship, service, advising and assessment activities. As the university reorganizes to meet increased enrollments and continues to expand its graduate program offerings, administration and faculty may want to explore alternate, more efficient, methods for accomplishing instruction, advising, and assessment to enable stable or increased scholarly productivity.

MSU has received national recognition for its Academic Advisement Center and Master Advisor Program. Document reviews and conversations with administration, faculty and students indicate that this recognition is well deserved. However, continued institutional attention will be needed to enable MSU to meet the challenge of providing for every student's advisory needs given increasing enrollments and expanding student diversity.

A new general education program, implemented in 2014, places a strong emphasis on MSU's Public Affairs mission. The Committee on General Education and Interdisciplinary Programs (CGEIP) is charged with assuring the success of the new program, and will be further developing and implementing the assessment plan in the near future.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

The institution effectively manages educational quality, in many cases aided by requirements instituted by the state of Missouri and specialized accrediting agencies. The state of Missouri mandates program review, and MSU underwent significant revision of its program review process in the wake of their last HLC accreditation visit. Academic programs at MSU participate in a three-stage review process, including strategic planning, annual review, and periodic external review, according to a well-defined and established system and schedule. Recent program review documents demonstrate that academic programs at MSU undergo frequent and thorough program review that leads to meaningful recommendations for further program development.

Clear guidelines are in place for the award of credit for experiential learning, including internships, student teaching, and clinical experience. In addition to a designated appropriate number of experience hours, courses that award such credit clearly define the learning outcomes and evaluation procedures, as evidenced by the provided syllabi. Online courses seem to be overall equivalent to face to face courses, but syllabi could more clearly articulate the equivalency of workload for the different modalities. This equivalency should also be more clearly articulated in courses taught in less-than-semester-long formats; in the case of at least one spring interim course (PLS 497), the syllabus did not provide sufficient information to establish equivalency. The registrar should assume responsibility for identifying potential issues with the credit awarded for shorter-term classes, and alert the provost of the need for further inquiry.

MSU has clear and well-publicized policies in place regarding transfer credit for both undergraduate and graduate courses, with reference to national and international standards. In addition, each department at the university has a faculty member in charge of reviewing and awarding transfer credit, to monitor how transfer credit is counted within the MSU curriculum. These processes ensure that transfer credit is awarded appropriately.

As of the fall of 2013, MSU provided 560 dual-credit courses at 121 high schools throughout the state, and these efforts continue to expand. A dedicated coordinator on the Springfield campus oversees the administration of dual-credit courses. The mechanisms in place to ensure the rigor of dual-credit courses are particularly impressive. Each potential dual-credit course and instructor goes through an application process and is reviewed by the appropriate department; syllabi are reviewed, professional development is provided for instructors, MSU faculty perform site-visits, and in several cases dual-credit courses administer identical final exams to MSU on-campus courses.

MSU offers 88 undergraduate majors and 50 graduate. 31 of these programs maintain specialty accreditation, as is appropriate to its mission. The processes for maintaining specialty accreditation are integrated into the MSU institutional program review process.

Efforts to track graduates are ongoing. In the past, attempts have been made by individual departments, but were not centralized. More recently, the Career Center developed the Graduate Tracking System; however, this system was insufficient to meet the requirements of the state of Missouri's performance funding model. In March of 2015, the President's Task Force on Graduate Tracking and Outcomes was formed, which is charged with creating systems to track graduates to meet the requirements of the state, and that data will also be used at the department and college level within the university. While this system is not yet in place, the ongoing effort and necessity of implementation should lead to an effective system soon.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

Missouri State has clearly stated goals for assessment of student learning for its academic programs. The university provided an overall plan as an addendum to the assurance argument; this assessment plan outlines the role of the Office of Assessment in supporting program-level student learning outcomes assessment, assessment of the public affairs mission at graduation, and other assessment support as needed by the campus. For now, the personnel in the Office of Assessment provide primarily a support function, since responsibility for oversight of program assessment rests with the college Deans. The university should consider additional oversight from the Office of the Provost to encourage uniform prioritization of assessment activities, or to enable corrective action if units fail to comply with the institutional assessment plan.

Program-level assessment plans, activities, and changes made in response to findings are accomplished by faculty in each of the programs and this system seems to work well for the institution. Each academic program produces a thorough annual assessment report; the team was provided copies of these reports for 2014. It is clear that all academic departments engage in meaningful assessment, although, as is to be expected, the effectiveness of assessment processes varies. While some departments have clearly stated processes for collecting, analyzing, and using results of assessment for improvements, not all departments have clearly identified assessment plans that are linked to program objectives. The units submit an annual report to the dean that outlines the annual assessment activities. Since these assessment activities are directly tied to the curriculum and program of the unit, faculty are able to develop assessment plans to advance the learning goals of the program and/or that mesh with the requirements of an accrediting organization (if appropriate for the program). Program-level assessment is often a large responsibility and represents considerable work for the faculty member in the unit that has this task. While program-level assessment appears to be effective at the moment, the long-term sustainability of the assessment program would be strengthened if the department head, dean, and provost acknowledge this work by offering greater recognition of this service load and perhaps give a course release to the faculty member doing most of the work.

The new general education program, implemented in Fall 2014, has a set of learning outcomes that were developed by the Committee on General Education and Intercollegiate Programs (CGEIP) and reviewed by the Assessment Council and approved by the Faculty Senate. The university has a solid start on assessing its new General Education program. However, we expect that, as assessment processes continue to develop, the university will find it necessary to consolidate the current large number of learning outcomes in order to facilitate program-level assessment for the general education program. Missouri State uses several other university-wide assessment tools to determine student learning through indirect and direct mechanisms including the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), the ETS Proficiency Profile (exit exam), and the new Quality Initiative Program (QIP) essay item in the exit exam developed by the institution to assess the public affairs mission. To improve general education assessment, it may be useful to redesign QIP assessment activities to include the major general education learning outcomes.

The assessment goals of co-curricular programs by Student Affairs is consistent with the institutional mission and is referenced in "Learning Domains of the Division of Student Affairs" with seven learning domains (educated persons, communication, leadership development, cultural competence and diversity, social responsibility and citizenship, collaboration and negotiation, and self awareness and wellness) and three to five subdomains under each domain. It seems that the domains are learning outcomes and the subdomains are more specific learning outcomes. No plan was presented to indicate how these "domains" would be assessed nor what programs in Student Affairs would assess any given domain on this list. Overall, there seem to be too many learning outcomes to provide meaningful assessment. In addition, the "Student Development and Public Affairs Outcomes Alignment Report", developed by the Associate Provost of Student Development and Public Affairs, was attached to the assurance argument. This document does map a series of learning outcomes to specific programs or activities on campus. The list is very long (40+ pages), and it includes the learning outcomes as well as action plans and responsible personnel to address the activity. Many of the items are not assessments of student learning outcomes, but rather a combination of program evaluations and student outcomes. Student Affairs should develop a plan that includes activities and a statement of how findings will be used to address changes to improve student learning in non-curricular programs. Presumably, Student Affairs also makes use of the BCSSE and NSSE indirect measures, which would provide them with useful assessment data, but this was not clear. Assessment of student learning outcomes in co-curricular programs is an area that is often neglected at institutions. From the information we received, assessment of the co-curricular programs has recently started at the institution. Student Affairs should continue to develop assessment activities to provide meaningful information to improve student learning outcomes.

Although many aspects of the Missouri State assessment plan and processes are only a few years old, the faculty and administrators take responsibility for assessment of student learning outcomes at the level of the program/department, college, and institution. Some of the assessment plans and processes are too recent to have made a difference in student learning outcomes. In addition, while the institution appears to be working to improve their assessment plans and processes, specific improvements (e.g. a more focused list of student learning outcomes and/or revision of QIP assessment activities to include general education outcomes) should be considered for general education assessment and co-curricular assessment of student learning outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

MSU has made a priority of tracking and improving student retention, persistence, and completion rates as one of its Key Performance Indicators. The university has set a goal of 80% of retention, and has been gradually approaching this goal with 75% in 2013 and 78% in 2014. The graduation goal is 60%, and the actual 6-year graduation rate has been holding steady at approximately 55% for several years.

This data is collected on a university-wide level by the Office of Institutional Research and clearly and publicly reported on the university's Key Performance Indicators website. The university uses IPEDS definitions in all of its data collection on retention, persistence, and graduation. Several units and committees across campus use the data to improve performance, including the Enrollment Management Committee and the Student Success Committee.

Several initiatives across campus demonstrate the university's commitment to increasing retention and graduation and reflect nationally-recognized best practices, including a first-year seminar, a learning center (established five years ago), and living-learning communities. These efforts are coordinated by the Office of First Year Programs, the Associate Provost of Student Development and Public Affairs, and the Office of Student Affairs and Residence Life, respectively. A 2014 review resulted in the expansion of the living-learning community program. In addition, a faculty Provost Fellow was assigned to focus specifically on retention, which resulted in the establishment of a dedicated section of the first-year seminar specifically for these students. The Student Success Committee also initiated sections of the first-year foundation course with students grouped according to the college in which they are majoring. These ongoing efforts, in conjunction with the steadily rising retention rate,

demonstrate the university's commitment to these areas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

MSU has a demonstrated commitment to assessing its educational and co-curricular programs. It has a well-developed system of academic program review, in which findings are used for continued development and improvement. Institutional research regarding retention, persistence, and completion rates reveals established success in these areas, paired with dedication to continued improvement. In 2014, the university launched a new general education program; given how recent this is, general education assessment is still in the nascent stages, but the templates and structures exist to develop general education assessment effectively. Similarly, the assessment of co-curricular activities has begun, but the system will likely be refined further as assessment of these areas continues.

The university offers courses across multiple modalities, including traditional face-to-face, online, blended, dual-credit, and short-term intensive courses. Academic programs generally assess all of these modalities appropriately, and evidence collected to date indicates equivalency. Further comparison of instructional effectiveness across modalities may indicate further ways to ensure equivalency. The university's systems for the administration of dual-credit courses is to be particularly commended, as clear structures and support ensure that the rigor of these courses is clearly comparable to those offered on the MSU campus. In addition, the university has clear structures in place for the awarding of transfer credits, in alignment with both nationally-recognized standards and university departmental course offerings.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

Missouri State University has a strong resource base to operate its educational programs and continuously improve quality into the future. Thoughtful planning and sound fiduciary responsibility has allowed MSU to grow reserves to \$60,000,000 over the last dozen years. More recently, enrollment has grown 4% from Fall 2011 to Fall 2014 resulting in an 18% increase of tuition and fee revenue. The allocation of the extra resource yield has been appropriately disseminated to areas that need the infrastructure enhancement to support a growing student body. It is critical for MSU to maintain the practice of providing new available resources to academic and support units that are expanding so that educational quality and student success outcomes are not diminished. Space management efficiency including centralized classroom scheduling is critical to accommodate current and anticipated demands.

The financial stability of the institution has been confirmed through multiple independent sources including bond rating agencies and external audits. Financial documents indicate favorable student demand and prudent management practices as contributing to healthy operating margins of 5.4% and cash margins of 15.2% with strong liquidity due to over 200 days of cash on hand. Multiple years of budget surpluses in excess of \$8,000,000 annually demonstrate a strong planning culture with positive outcomes. In addition, the Composite Financial Index or CFI has averaged 4.3 during three recent

years representing a financially healthy condition. Missouri State has been able to accommodate diminished state appropriations through increased tuition revenue. Concerns originate from a very limited opportunity to further grow revenue from tuition increases due to legislative limitations and institutional commitment to maintain affordability. The challenge coinciding with this is a limited opportunity to grow enrollment due to reliance on the regional population which constitutes 86% of the student body.

The institution generally establishes realistic goals with appropriate resources to support its educational mission. Four major committees convene as part of the budget planning process. These groups are comprehensive and represent broad constituents. It is evident from extensive conversations with academic and support personnel that Missouri State has prioritized appropriate activities central to its core mission including faculty and staff compensation increases of approximately 2% in a recent year as well as funding facilities and infrastructure to support the increases in enrollment.

The Diversity initiative is prominently mentioned in multiple artifacts as an institutional priority including university goals set by the Board of Governors, Vision Steering Committee proceedings, the Long Range Plan and as an MSU Key Performance Indicator. Diversity has a broad definition when applied to educational institutions. MSU has identified "developing a diverse student body and employing a diverse workforce" as the institutional measure in the Key Performance Indicator document. There is evidence of improvement of overall student numbers in the underrepresented categories but the KPI results indicate a relatively unchanged percentage of the student body from Fall 2010 to Fall 2014 with the percentage of African American students going from 2.95% to 3.74% and the number of Hispanic students increasing from 2.38% to 3.16%. Faculty have increased from 1.5% to 2.66% in African American and 1.35% to 1.68% in Hispanic from 2009 to 2013. Staff have a change pattern similar to faculty from 2009 to 2013. The reality is that the numbers of diverse students on campus have grown, but they have not closed much of the representation gap with the majority.

Many efforts are underway emphasizing Missouri State's value of diversity including the establishment of a chief diversity officer and developing action from an informative campus climate study. However, it is evident from the university's own indicators that a review of the strategy to recruit and support minority students with emphasis on the resources required to successfully achieve this commitment is warranted.

Institutional controls for financial transactions and cash management have been strengthened to allow for appropriate monitoring and procedures that limit university risk.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

MSU has a statutory mandated nine-member Board of Governors appointed by the state chief executive and confirmed by the Senate. There are clear roles and responsibilities identified in the Bylaws of the Board of Governors that specify details of the Board's involvement in university affairs. The Governors currently have developed nine goals for 2015-16, the Long Range Plan 2011-16, as well as vision, assumption and other planning guides. The appointees receive extensive orientation and are knowledgeable of the institution.

The university's governing board is engaged in understanding institutional strengths and challenges. They are aware of statutory responsibilities and respectful of boundaries surrounding the operational sphere of Missouri State University. Review of planning documents, meeting minutes and interviews with Board and university personnel confirm a productive balance of collaboration among the members and institutional leadership.

Representation from Faculty Senate, Staff Senate, College Councils, Administrative Council, Academic Council, Student Affairs Council, and the Student Government Association are components of a collaborative structure to communicate and participate in governance activities. These entities provide broad participation from campus constituents and ensure comprehensive involvement in academic requirements, policy and processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

Missouri State University engages a broad campus community and all levels of leadership in short and long range planning that is integrated with its mission and vision. Annual goals are developed and approved that align with the institutional mission and longer term outcomes. Program reviews are conducted at the department and college level embracing continuous improvement through assessment of student learning and other programmatic objectives. The results of these assessment activities are utilized to improve the teaching and learning processes. Resources are allocated according to the priorities established under this planning procedure.

Institutional planning has resulted in a visioning position that has five assumptions and six guiding principles that consider environmental factors such as demographic changes, competition and funding. This is an example of inclusive planning that involved multiple task forces and divergent constituent participation. Guiding principles such as continuous improvement, institutional agility and the importance of partnerships emerge from this exercise. An additional component of this long-term planning is the Vision Report which extends discussion to 2026 and includes extensive participation of dozens of campus and external community members through task forces focused on academic profile, student experience, diversity, globalization, infrastructure and funding.

The planning process involves multiple constituencies and organizational levels that effectively support guidance, participation and integration. The state-mandated performance goals, Board of Governors/institutional annual goals and extended vision are integrated with current action planning and the work of functional committees or offices such as enrollment management, budget planning, Diversity and Inclusion and many others where planning becomes implementation.

Missouri State has demonstrated the capacity to assess changing environmental factors and incorporate implications into the planning process as evidenced by the acknowledgement of several

future assumptions including accelerated change will be the norm; demographics will evolve; affordability will remain relevant; state funding will be unpredictable; and competition will increase.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

MSU has practices in place to systematically evaluate and improve its performance. The most prominent evidence are robust Key Performance Indicators that include 15 metrics with historical performance and aggressive goals. These indicators include return to 2nd fall semester, graduation rate, academic awards, alternate paths to degree, enrollment, exit exams, competency exams, involvement in the Public Affairs mission, supportive learning environment, faculty scholarship, diversity, educational and general expenditures, salaries, grant activity and private contributions. This accountability measure is connected to state endorsed performance outcomes as well as institutional goals, mission and vision.

Specific examples of the institution evaluating performance, adjusting strategies and investing resources to improve outcomes include overall and first-year enrollments where targeted goals were met with specific tactics; diversity efforts that attracted more students; and a commitment to improving faculty and staff salaries.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

MSU has utilized its resources, structures and processes in an effective manner to enable it to fulfill its mission and continuously improve its educational enterprise. The institution incorporates short term planning through a combination of Key Performance Indicators, a reasonable number of annual priority goals, state mandated performance measures and enrollment productivity to guide resource allocations. This alignment of resources and priorities allows MSU to maintain or improve outcomes that are critical to its mission.

Longer range planning is an appropriately shared effort among the Board of Governors, multiple campus committees, university leadership and the broader campus community. This process is reviewed and revised in a timely manner with considerations of emerging variables and implications. The information is manifested in visioning and long term planning artifacts.

The university's governing board is knowledgeable and engaged with institutional strengths and challenges. They are aware of statutory responsibilities and respectful of boundaries surrounding the operational sphere of Missouri State University. Review of planning documents, meeting minutes and interviews with Board and university personnel confirm a productive balance of collaboration among the members and institutional leadership.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

Missouri State University is a well-managed institution that is transitioning from a regional, monocultural institution to an institution serving a broader statewide constituency. MSU has a unique public affairs mission that is expressed through valuable community engagement and service learning opportunities for students, that should be a significant advantage as the institution seeks to diversify and develop a more multicultural environment. Through focused strategic planning processes involving many campus constituents, MSU has successfully implemented numerous appropriate initiatives aligned with institutional goals. MSU has effectively adapted to the challenges of declining state support coupled with increasing enrollments, utilizing an extensive fee structure to ensure adequate instructional resources and new bond initiatives to maintain state-of-the-art facilities.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: Missouri State University

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

The student complaint process (approved in August of 2015) allows for students to use a single form or a web portal for bringing forth concerns not resolved informally. It is designed to allow for the review of complaints and then their re-direction to the appropriate individual or office. Express concerns will be directed to the Office for Equity and Diversity, the Financial Aid Office, Residence Life, etc.

Policies related to academic and personal student complaints are available to students and stakeholders through published documents and on the college's website, i.e. the Policy Library. Resources include undergraduate and graduate catalogs, and policies specific to student rights, disability accommodations, student employment, and student grievances, grade appeals and complaint procedures. Process steps are defined but no timelines for expected resolution could be found.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

The Office for Equity and Diversity provided annual reports for FY 2013 and FY 2014. Filed complaints were described in terms of actions taken—resolved, referred, open, or withdrawn. Additionally, a matrix outlining complaint dates, specific issues, the resolution, and individuals a part of the resolution process were provided.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

Documentation provided supports the university's past responses to student complaints and their resolutions.

4. Advise the institution of any improvements that might be appropriate.

The recently deployed student complaint process should facilitate the analyzing, aggregating, and resolution of student complaints. To further support transparency, timelines for expected responses could be implemented and published.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

The university departments review complaints to determine if any trends should be investigated more completely.

6. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Missouri State University is meeting the Higher Learning Commission expectations in its monitoring, addressing and reporting student complaints.

Additional monitoring, if any: None.

Publication of Transfer Policies

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

1. Review the institution's transfer policies.

Published transfer policies are available for review by potential students and other stakeholders. They may be found in both undergraduate and graduate catalogs and on the website in The Transfer Center tab. General information on admission and matriculation is provided, as well as documentation of requirements for specific programs with individual colleges and universities.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

Missouri State maintains multiple articulation agreements with Metropolitan Community College, Ozarks Technical Community College, and St. Charles Community College covering a variety of degree completion programs and delivery formats.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Transfer policies are available to students through The Transfer Center on line. They are clearly written and understandable. If students need additional support, a full-time transfer recruiter and a full-time staff advisor is available. Additionally, departmental advisors are trained to facilitate transfer of credits for students.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The university maintains practices that meet the intent of this Higher Learning Commission requirement.

Additional monitoring, if any: None.

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.

Student usernames and passwords are used to verify student identity and protecting individual privacy in distance courses.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

No additional fees are required of students taking distance courses.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Missouri State University utilizes username/password identity verification for access to distance education course work, testing, and evaluation. While this is acceptable practice, more stringent verification methods should be investigated.

Additional monitoring, if any: None.

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

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

Independent audits were prepared by BKD, CPAs & Advisors and presented for review. For years ending June 30, 2012, 2013 (November 14, 2013), and June 30, 2014 (December 9, 2014), conducted in accordance with Government Auditing Standards, BKD believes the financial statements represent fairly the financial position of Missouri State University and the university's compliance with laws, regulations, contracts and grant agreements. The Summary of Auditor's Results expressed no significant or material weaknesses for the year ending June, 2013. In the year ending June, 2014 one material weakness related to "draws in excess of Direct Loans posted to students' accounts" was noted and corrective action was taken. A Title IV comprehensive Program Review was also conducted in recent years with minor issues and annual audits reveal no other findings or weaknesses

of Title IV programs. Additionally, there have been no limitations, suspensions, or termination actions taken against the university.

- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

Overall, revenues and expenses have been stable over the past several years. The university's CFI strong and revenues and expenditures are stable, giving rise to no specific concerns.

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

Default rates are lower than average for the State of Missouri (12.6%) and for 4+-year institutions through the United States (8.9%). MSU experienced rates of 6.9% in 2009, 8.5% in 2010, and 7.9% in 2011. The university continues to work with students in an effort to reduce the current default numbers.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

Missouri State University provided the Annual Fire and Safety Report for 2013 for review. Data on crime reporting and statistics, alcohol and drug abuse policies, registered sex offenders, domestic/dating violence and sexual assault, and fire safety were addressed.

In accordance with the Clery Act, the university maintains a crime log and publishes on its web site a daily crime log for years 2010 through 2015. Alleged crimes are reported and investigated by the MSU, the Springfield Police Department and the MSU Dean of Students. Sanctions for some crime categories are defined within the Annual Fire and Safety Report. On campus, residential, non-campus and public property crimes were listed for years 2011 through 2013.

- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

The Title IV, Student's Right to Know, information is prepared by the Office of the Vice President of Student Affairs. The September, 2014 document addresses the Alcohol and Other Drug Abuse Prevention Program of 2014-2015, policies related to alcohol and drug use, and general consumer information. Included are descriptions of and links to information about athletic program information, campus safety, discrimination and harassment, disability services, FERPA, Financial Aid, graduation rates, health information/requirements, accreditation information, placement and refund policies, retention rates and student rights and responsibilities. In all instances materials seem appropriately presented with website links that are easily accessible.

- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

Satisfactory academic progress and attendance expectations are in the catalog, page 33, and on the Financial Aid website under the tab, *Satisfactory Academic Progress*.

- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

Missouri State University has no contractual relationships.

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

The consortial relationship between MSU and St. John School of Nurse Anesthesia has been brought under the control of Missouri State and is being transitioned from a dual enrollment offering to one solely sponsored by the university. It will be removed from the next annual report. The new program proposal was approved by the HLC in September of 2014.

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The University has provided documentation verifying its compliance with Title IV expectations.

Additional monitoring, if any: None.

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

The university catalog, student handbook, and numerous aspects of the website disclose information related to the institutional calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies. Information is also available through the Office of the Registrar.

2. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The University meets this expectation.

Additional monitoring, if any: None.

Advertising and Recruitment Materials and Other Public Information

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

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between

specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The Mark of Affiliation is apparent on Missouri State's website, as well as information regarding specialized accreditations.

Additional monitoring, if any: None.

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The University provided appropriate evidence of the use of student outcome data.

Additional monitoring, if any: None.

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The University provided documentation of required approvals.

Additional monitoring, if any: None.

Public Notification of Opportunity to Comment

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

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team’s conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

- ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The University provided evidence that public comment was sought in a variety of venues, although no comments were received.

Additional monitoring, if any: None.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

University public website –

Assessment pages

Departmental assessment plans and results

Key indicators pages

Outreach program pages

BSN page

Occupational therapy page

Clinical laboratory sciences page

Physician assistant studies page

Dietetics page

DNAP page

Career Center Annual Report 2011-12

Tuition, Costs and Fees page

Transfer Policies and *Transfer Center*

Student Complaint Policies/Logs

Grievance-related Policies

Action letters from specialized accrediting agencies

Letter on Consortial Relationship with St. John School of Nurse Anesthesia

Independent Auditor's Reports

Annual Security Report

Undergraduate catalog

Graduate catalog

.pdf files of public notifications of opportunity to comment

Explanation of courses that are six credit hours or more

Federal compliance filing

Differential fees policy

Credit hour policy

All course syllabi for psychology (undergrad and grad), communications (undergrad and grad), astronomy, general agriculture, and criminology (undergrad and grad). Special attention given to courses that include online, blended, and abbreviated term sections including: COM 209, COM 326, COM 512, PSY 121, PSY 200, PSY 622, PSY 710, AST 114, AGR 100, and AGR 200. AGR 399, CRM 260. CRM 270, CRM 305, CRM 320, CRM 330, CRM 340, CRM 375, CRM 397, CRM 410, CRM 597/746, CRM 601

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Missouri State University

Part 1: Program Length and Tuition

Instructions

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

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such

policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

- Associate's degrees = 60 hours
- Bachelor's degrees = 120 hours
- Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
- Note that one quarter hour = .67 semester hour
- Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
- Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
- Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

All course syllabi for psychology (undergrad and grad), communications (undergrad and grad), astronomy, general agriculture, and criminology (undergrad and grad). Special attention given to courses that include online, blended, and abbreviated term sections including: COM 209, COM 326, COM 512, PSY 121, PSY 200, PSY 622, PSY 710, AST 114, AGR 100, and AGR 200. AGR 399, CRM 260. CRM 270, CRM 305, CRM 320, CRM 330, CRM 340, CRM 375, CRM 397, CRM 410, CRM 597/746, CRM 601

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments: The policy for awarding credit is sufficiently established at the state level. The Registrar should be given clear authority in policy to enforce the credit hour award requirements.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments: The policy for awarding credit is sufficiently established at the state level. To ensure dissemination of the standards, it would be helpful to include this policy information in Missouri State’s internal documents along with additional clarification of the applicability to all delivery formats. Each syllabus could also be required to include the expectations, to ensure student understanding of the expectations.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale: N/A

Identify the type of Commission monitoring required and the due date: N/A

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Missouri State University MO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Report on recruitment and qualifications of new faculty in Doctor of Nurse Anesthesia Practice (DNAP) in 2015-16 comprehensive evaluation.

DATES OF REVIEW: 10/05/2015 - 10/06/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: nc

DEGREES AWARDED: Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: nc

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Accreditation at the Doctor's level is limited to the Doctor of Audiology, the Doctor of Physical Therapy, the Doctor of Nursing Practice, and the Doctor of Nurse Anesthesia Practice. International offerings are limited to the Bachelor of Science in General Business in Dalian, China. The M.S. in Defense and Strategic Studies is limited to delivery in northern Virginia (Washington, D.C. area).

RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

RECOMMENDATION: nc

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: nc

ACCREDITATION ACTIVITIES:

RECOMMENDATION: nc

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-26



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1449 Missouri State University MO

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Report on recruitment and qualifications of new faculty in Doctor of Nurse Anesthesia Practice (DNAP) in 2015-16 comprehensive evaluation.

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	119
 Programs leading to Graduate	
Doctors	5
Masters	50
Specialist	2
 Certificate programs	
Certificate	46

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations:

- Cassville Instructional Center (Crowder College) - Cassville, MO
- Joplin Extension Center - Joplin, MO
- Joplin Graduate Center at Missouri Southern State University - Joplin, MO
- OTC Lebanon Center - Lebanon, MO
- Missouri State University - Mountain Grove - Mountain Grove, MO
- Missouri State University - Mountain Grove - Mountain Grove, MO
- Crowder College Campus - Neosho, MO
- Nevada Instructional Center - Nevada, MO
- Kraft Administrative Center - Springfield, MO

ORGANIZATIONAL PROFILE WORKSHEET

Waynesville Central Office - Waynesville, MO
Missouri State University - West Plains - West Plains, MO

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations:
Defense and Strategic Studies Department - Fairfax, VA

Recommended Change:

Out of USA - Present Activity
Campuses: None.

Additional Locations:
Liaoning Normal University - Dalian, CHINA

Recommended Change:

Distance Education Programs:

Present Offerings:

Bachelor 09.0101 Speech Communication and Rhetoric B.A. or B.S. in Communication Studies
Internet

Bachelor 52.1201 Management Information Systems, General B.S. in Introduction to Technology
Services Management Internet

Master 15.1501 Engineering/Industrial Management MS in Project Management Internet

Bachelor 15.0699 Industrial Production Technologies/Technicians, Other B.S. in Technology
Management Internet

Certificate 13.0501 Educational/Instructional Technology GRCT Educational Technology Specialist
Internet

Bachelor 09.0101 Speech Communication and Rhetoric B.S. in Socio-Political Communication
Internet

Certificate 52.0205 Operations Management and Supervision Certificate in Manufacturing Mgmt
(Undergraduate) Internet

Certificate 30.0501 Peace Studies and Conflict Resolution GRCT Homeland Security & Defense

ORGANIZATIONAL PROFILE WORKSHEET

Internet

Certificate 09.0101 Speech Communication and Rhetoric GRCT Conflict & Dispute Resolution
Internet

Specialist 13.0401 Educational Leadership and Administration, General Ed.S. in Educational
Administration/Superintendent Internet

Master 13.0401 Educational Leadership and Administration, General MSED in Educational
Administration; Elementary and Secondary Internet

Certificate 51.3817 Nursing Education Nurse Educator (post masters) Internet

Certificate 15.1501 Engineering/Industrial Management GRCT Project Management Internet

Certificate 13.1009 Education/Teaching of Individuals with Vision Impairments Including Blindness
GRCT Orientation & Mobility Internet

Master 45.0401 Criminology M.S. in Criminology Internet

Master 51.3802 Nursing Administration M.S. in Nursing (Nurse Educator) Internet

Master 13.1001 Special Education and Teaching, General MSED in Special Education/Blindness
#U0026# Low Vision Internet

Master 13.1202 Elementary Education and Teaching MSED in Elementary Education Internet

Master 54.0101 History, General M.A. in History Internet

Doctor 51.3802 Nursing Administration Doctor of Nurse Practice Internet

Certificate 31.0504 Sport and Fitness Administration/Management GRCT in Sports Management
Internet

Master 44.9999 Public Administration and Social Service Professions, Other MS in Administrative
Studies Internet

Master 52.1201 Management Information Systems, General MS in Computer Information Systems
Internet

Bachelor 15.0699 Industrial Production Technologies/Technicians, Other B.A.S. in Technology
Management Internet

Bachelor 19.0701 Human Development and Family Studies, General MS in Childhood and Family
Development Internet

Bachelor 45.0401 Criminology BS in Criminology and Criminal Justice Internet

Certificate 09.0701 Radio and Television GRCT in Screenwriting for Television & Film Internet

Certificate 13.1205 Secondary Education and Teaching GRCT in History for Teachers Internet

ORGANIZATIONAL PROFILE WORKSHEET

Master 50.0501 Drama and Dramatics/Theatre Arts, General M.A. in Theatre Internet

Master 13.1315 Reading Teacher Education MS in Education Literacy Internet

Bachelor 51.3802 Nursing Administration BS in Nursing completion program Internet

Master 52.0201 Business Administration and Management, General Master in Business Administration Internet

Master 09.0101 Speech Communication and Rhetoric MA in Communication Internet

Bachelor 52.0901 Hospitality Administration/Management, General BAS in Hospitality and Restaurant Management Internet

Certificate 52.0201 Business Administration and Management, General Graduate Certificate in Management Internet

Certificate 52.0201 Business Administration and Management, General Graduate Certificate in Leadership Internet

Certificate 52.0201 Business Administration and Management, General Graduate Certificate in International Business Internet

Certificate 52.0201 Business Administration and Management, General Graduate Certificate in Computer Information Systems Internet

Certificate 52.0201 Business Administration and Management, General Graduate Certificate in Cybersecurity Internet

Certificate 09.0701 Radio and Television Undergraduate Certificate in Writing for Television and Film Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

ORGANIZATIONAL PROFILE WORKSHEET

Present Offerings:

Master 13.1206 Teacher Education, Multiple Levels Master - 13.1206 Teacher Education, Multiple Levels (Master of Arts in Teaching)

Recommended Change:
