

Missouri State University - MO

HLC ID 1449

OPEN PATHWAY: Mid-Cycle Review

Review Date: 7/13/2020

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Context and Nature of Review

Review Date

7/13/2020

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

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

Missouri State University is a large, comprehensive public university with a distinctive public affairs mission on the Open Pathway. The previous team identified no major challenges to the institution's ability to continue to meet the the Assumed Practices and Criteria for Accreditation from its Comprehensive Evaluation visit in 2015.

This virtual Assurance Argument review was conducted in the midst of the COVID-19 pandemic. The Assurance Argument reflected the institution's response to date in appropriate parts of the argument.

Interactions with Constituencies

There are no interactions.

Additional Documents

Presidential_Daily_Communication_Social_Media

Presidential_Weekly_Communication_Blog_Post

2019_Board_of_Governors_Retreat_Agenda

2020_Increased_Faculty_Lines_and_Rationale

2020_MSU_Accreditation_Letters

Presidential_Monthly_Radio_Spot

Presidential_Bi-monthly_Communication_with_Board

Presidential_Bi-Annual_Communication_with_the_Board

Academic_Integrity_Council_Minutes_Agendas_and_Annual_Reports

FY_2019_Audit_Report_and_Financial_Statements

Investments_in_Teaching_Technologies

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

Rationale

Missouri State decided in 1994 to change its mission to one focused on public affairs. Although they still have a comprehensive curriculum, there is an emphasis on the academic content and ethical values of global citizens dedicated to helping others in public institutions and venues. An extensive process was employed to analyze how this mission should be formulated and implemented. It was included in a Missouri State Senate Bill and signed by the Governor in 1995. There is a comprehensive orientation for new members of the university's Board of Governors to ensure that they understand the mission and are positioned to promote it. Over the past 26 years the Board of Governors has continued to engage the campus community and other stakeholders in refining and developing this mission.

The public affairs mission is clearly represented in recruitment materials and other components of the admissions process. The institution is purposeful in attracting students who connect with the mission. The mission is prominent in orientation programs for new students. The success of the public affairs mission is continually monitored by the Enrollment Management Committee.

Many aspects of the curriculum are designed to fit the public affairs mission. A sample of these include their first-year experience programs, the second-year experience, living-learning communities, and capstone courses in every academic major. The General Education curriculum is explicit in representing what the institution refers to as the three pillars of public affairs: ethical leadership, cultural competence, and community engagement. Student learning outcomes are directly formulated in relation to the public affairs mission.

There is a structured process of budget development. It begins with input from departments,

colleges, vice presidential units, and the Administrative Council. There are two budget **committees**; one for academic affairs and one for the administrative budget. From there, recommendations are presented to faculty representatives on the Executive Budget Committee, which also includes representatives from students, staff, and administrators. The proposed budget from the Executive Budget Committee goes to the Board of Governors for approval.

The institution's **Long** Range Plan has specific objectives connected to "allocating resources, including debt, strategically to achieve MSU's mission and vision." Thus planning preceding budget development is explicitly aligned with and supportive to the institution's 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

Rationale

The institution's mission statement is publicly available in a number of documents. It is prominent on their website. It is also available in the University Fact Book, the Faculty Handbook, the Staff Handbook, and the Long Range Plan. In addition, there are a number of awards given on a yearly basis that feature the public affairs aspect of their mission. These include the Citizen Scholars awards and the Board of Governors' Public Affairs Awards. A yearly Public Affairs Conference which has significant visibility. There is a statue of a Citizen Scholar prominent on campus. It is a statue of a scholar in academic regalia holding up the Earth, thus symbolizing the public affairs mission of education.

The mission and vision statements are reviewed every year. There is an annual action plan that has been renewed yearly since 2015. This involves a process in which the President and Administrative **Council** drafts the plan and submits it to the Board of Governors for approval. At the end of the **year**, a review of progress for the action plan is presented again to the Board. The first long range plan containing the mission was produced in 1995, and it has been renewed at five year intervals since then with the most recent plan extending from 2016 to 2021. Every time the long range plan was renewed, a central focus was to evaluate and examine the plans and objectives related to the public affairs mission.

As explained above, there are a variety of different documents explaining the mission. Some are more specific than others, yet the scope and detail seem appropriate given the differing purposes of each document. All are clear in that the overall purpose of a public affairs mission is to stimulate the development of principled and purposeful citizens dedicated to public and community service.

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

Rationale

Every institution needs to address its role in a multicultural society. That is even more the case for an institution with a focus on public affairs. In 2011, the institution began to become much more deliberate in advancing this aspect of its mission. The President began a number of diversity initiatives that have formed sections in the annual action plans (mentioned in 1.B. above) and a Division of Diversity and Inclusion was created in 2011. A campus climate survey was conducted in 2015. In 2016, the position of Chief Diversity Officer was created and this individual reports directly to the President. Examination of the long range plan makes it clear that addressing diversity is vital as it forms one of the "Key Areas" of the plan.

Diversity is identified as a component in the General Education Program, upper-level major courses, and co-curricular activities. The co-curricular programs include volunteer programs, service learning, study away, the English Language Institute, and the Inclusive Excellence Scholarship Program. The university qualifies as a partner with the Minority Business Enterprises and the Women Business Enterprises in the procurement of goods and services.

The strategic plan also includes a commitment to a more diverse workplace. In pursuit of this goal, there is a faculty mentoring program, a staff mentoring program, heritage month activities, participation in the Statewide Collaborative Diversity Conference, and what the institution refers to as "warming activities."

As mentioned above, much of the direction in relation to diversity activities has been guided by the 2015 climate survey. The HLC review in 2015 encouraged them to "aggressively follow through on responding to the challenges identified in the climate survey." Indeed, they have done so. Most importantly, they followed up with the HEDS Diversity and Equity Survey in the 2019--and the results were favorable. A number of initiatives and actions have resulted in this regard since 2015. The Argument included for item 1.C.2. includes 22 examples. Representative examples from this list include:

- A strategic hiring policy for gender diversity.
- The Office of Admissions has developed a plan for targeted recruitment.
- Diversity content in general education is reviewed yearly.
- A President's Council on Diversity has been created.

- An accessibility Institute was created.
- A Director for the multicultural Resource Center has been appointed.
- Student Affairs has created a diversity fund for student organizations.
- A faculty program of Diversity Fellows was created and has included book studies, inclusive assessment workshops, and faculty mentoring programs.

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

Rationale

Public obligation is embedded in the mission of the institution. The central focus of the mission is advancing public affairs, stimulating public service, and pursuing the welfare of all components of society. To the extent that the institution works to address the mission, as detailed in other parts of this review, then it is a truism that working toward the common good is working toward the common good.

Missouri State is an engaged institution. Many campus events involve the community, the public, and the region. The institution seeks partnerships with NGOs and government agencies. They are clearly recognized by the State of Missouri in this regard.

The Carnegie Foundations elective classification for Community Engagement is not easy to achieve. MSU did so in 2010 and 2020. Only a select group of institutions achieve this honor.

Missouri State is a state institution, serving the people of the State of Missouri by developing informed, principled, and thoughtful graduates. The institution states that 69% of the budget is spent on academic affairs. There is no reason or information to infer that it might be inappropriately contributing to a parent organization or supporting external interests.

As an institution devoted to public welfare, the university is a model for community engagement. The Center for Community Engagement houses both the Citizenship and Service Learning Office (CASL), and the Community-Engaged Learning Office. Being involved with the national CASL program is a clear indicator of the institution's contributions to the community, state, and region. Since 2013, for example, one project has performed vision screening of nearly 50,000 people.

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.

Rationale

Most institutions have a broad, often amorphous, mission. This institution is different in that, although it provides a broad curriculum, it is deliberate in the focus of its mission. Missouri State appears to live and breathe a passion for public service, public affairs, and inspiring principled graduates motivated to improve societies around the world. Indeed, it is somewhat unusual to encounter an institution with such a directed focus. They know where they are going. They know how to get there. They are on their way.

Furthermore, they have connected all of the dots. They continue to deliberate not only on their mission, but on the mechanics of fulfilling that mission. They are public about their direction and purpose. They continually engage stakeholders for input and direction. They know that service involves all segments of society. They are process-oriented in connecting the mission to their strategic plan, to their objectives, to their budget, and to their outcomes assessment.

They have a statue on campus of a citizen scholar that reflects directly on their mission. That says a lot.

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

Rationale

Missouri State University ascribes to a vigorous process to achieve these recommendations. In the 2015 review, there were no comments or recommendations. Nonetheless, Missouri State University has continued to make improvements to their processes. Of particular note, the Board of Governors' 2016 creation of the Audit and Risk Management Committee is a fine move to improve communication with the University's Auditor. Additional improvements include an update to the Faculty Handbook in 2018 and the expanded Title IX Office.

Missouri State University provides evidence of their commitment to acting ethically and with integrity. Evidence provided included a Declaration of University Community Principles, online policy library, policies on hiring, conflict of interest, and prohibition of discrimination and harassment. There is an established Ethics Hotline to allow individuals to report perceived unethical practices, an Academic Integrity Council to deal with ethical issues, and appropriate grievance and appeal procedures. The University has also received an "unqualified opinion" for 25 straight years through their annual independent external audit.

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

Rationale

Missouri State University maintains a robust website with information about its programs, admission requirements, and catalogs. Accreditation information is available on their University website, along with special accreditations, tuition and fees, and a net price calculator. After receiving feedback in the 2015 review, the University repackaged the tuition and fees page for improved readability. Additionally, they moved to college fees instead of course fees. Agendas, minutes, budgets, external audit reports, and policies are also available online to provide transparency.

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

Rationale

The Governing Board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. The Board of Governors is involved in setting the agenda, and works to enhance long-range plans and annual reports. The Board approves 8-10 annual goals proposed by the administration. The University reports annually on progress on these goals. Board of Governors information about membership is available on the website. The three Board committees of Finance and Facilities, Programs and Planning, and Risk Management and Audit Committee provide structure to the review of issues and to inform in-depth discussions when the entire Board of Governors meets.

The Board of Governors is aware and approves of meaningful University partnerships. Missouri State University has over 50 agreements in 17 countries for academic and research partnerships. All new agreements are brought to the Board of Governors.

The Board of Governors meets regularly to support the University. The Board is populated through gubernatorial appointments and reviews of by-laws, Sunshine Law, Conflict of Interest, policies, and other procedures are reviewed during onboarding.

The University has a rich history of honoring the principle of shared governance with the faculty and academic freedom. The roles of the President and Provost are respected to conduct the work of the university amidst shared governance. Documentation of meeting minutes, Board of Governance agendas, and planning documents were provided that furthered the argument.

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

Rationale

As demonstrated in their Faculty Handbook, Code of Student Rights and Responsibilities, Expressive Activity Policy, Prohibition of Discrimination and Harassment Policy, and Academic Integrity, the University is committed to these values through its Declaration of University Community Principles.

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

Rationale

Through the Faculty Handbook, research and scholarly practices are reinforced to conform with important guidelines for animal care and use, intellectual property, and conflict of interest. The Office of Research Administration provides guidance in these areas and partners with Institutional Research in publishing web resources for undergraduate students to conduct research.

In addition to a course focused on the ethical use of information (GEP 101), there are a myriad of presentations annually to reinforce the mission to educate and inspire through academic integrity. Standards of integrity are published on course syllabuses. Tutoring centers and the library provide additional support for students to make sure they complete assignments and research within the bounds of expected academic honesty.

The Academic Integrity Council adjudicates any academic integrity issues as noted in the Academic Integrity Policies and Procedures. Last revised in 2014, case management of these policies and procedures are managed through Maxient, a commercial software tool that provides confidential tracking of academic integrity issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

For Criterion 2, the argument that the institution acts with integrity and its conduct is ethical and responsible is supported. Missouri State University's focus on a public affairs mission provides a strong foundation for the ethical approach that is noted throughout the institution. With its respect of its faculty and academic freedoms, its commitment to ethical research practices, clear expectations of student academic standards, and a practiced appreciation for shared governance, the University honors its public mission to service. The independent Board of Governors is onboarded appropriately, meets regularly, holds the institution accountable for its goals, and provides feedback on long-range planning. There are clear standards of conduct for all members of the campus community.

Beyond the above-mentioned strengths, Missouri State University has identified strategic opportunities that are timely and will contribute to the future success of the institution. Included in these opportunities are a focus on affordability and value, supporting responsible conduct of research across all disciplines, and adapting policies and procedures to the changing technological environment. All of these appear to be sound moves rooted in past improvement practices to act with integrity and ethical conduct. The extensive artifacts and webpages indicate an institution that is seriously invested in an academic enterprise that models responsible behaviors for constituents inside and outside of the campus.

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

Rationale

The evidence shows that Missouri State's programs go through a cycle of program review based on an established calendar that involves a self-study, external review, and action plan. Many programs are accredited by specialized agencies. Each department and college also evaluates their progress towards meeting the strategic goals in a report submitted to the provost annually. In the 2018 edition of the Carnegie Classification of Institutions of Higher Education, Missouri State moved up from the "master's colleges and universities" classification to the "doctoral/professional universities" classification that was newly added. This puts the school in the same category as other major doctorate-granting universities. The Council on General Education and Intercollegiate Programs periodically review the general education programs and courses and recommends changes.

Missouri State University differentiates the learning outcomes of programs at various levels. The Assessment of Student Learning web site clearly states these learning outcomes organized by college/school, division, and co-curricular unit. Missouri State also provides assessment grants that allows the comparison of online vs seated delivery. The syllabi for combined courses show that the expectations and outcomes for the undergraduate and graduate students in these courses are different from each other.

As evidenced in course syllabi, courses in different locations and courses delivered using different methods have the same learning outcomes. The Provost's Office provides templates for online and seated courses to faculty. The Faculty Center for Teaching and Learning supports faculty and academic staff through various programming such as online course development boot camps, summer faculty writing retreats, and showcases on teaching and learning. The academic outreach

activities such as dual credit, icedit, evening programs, and adult student programs are coordinated through the Missouri State Outreach unit. Consistency in dual credit courses is accomplished through established policies, effective communication with partner schools, and orientation sessions. Missouri State Outreach also administers student surveys to gauge student satisfaction with programs and testing.

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

Rationale

The mission of the general education program approved by the Faculty Senate includes ethical leadership, cultural competence, and community engagement, contributing to the public affairs mission of the University. The program was revised in 2014 and includes courses with service learning and public affairs components. The institution ensures that the program is appropriate for educational offerings and degree levels through periodic reviews based on the Council on General Education and Intercollegiate Programs Planning Calendar. Since 2015, Missouri State is following a holistic review of the general education program rather than a review of individual courses. The university also offers assessment workshops for faculty and faculty submit assessment reports annually.

As evidenced in the information on the general education web site, Missouri State clearly articulates the aim and goals of this program. The worksheet provided on this web site allows the students to keep track of the general education coursework. The Council on General Education and Intercollegiate Programs reviews and makes the necessary changes to the general education program. This Council includes two faculty representatives of each undergraduate college and the chair-elect of the Faculty Senate. The assessment processes of this program was established through collaborations among faculty representatives and relevant academic offices.

Missouri State's programs incorporate courses that allow students to collect, analyze, and communicate information. Graduate programs also require that the students take a research course.

The University also offers opportunities to culminate the skills developed in these courses through service-learning, study away, theses, forums, conferences, as well as providing research and travel funding.

Each program has a public affairs capstone course that includes cultural diversity. This course includes citizenship and service-learning components and internships. The general education curriculum also has a human and cultural diversity component. In addition, as evidenced in the undergraduate college catalog, students can minor in disability studies, diversity studies, and gender studies minors. The Division for Diversity and Inclusion, International Services, and Disability Resource Center also provide programming that contributes to the education Missouri State provides.

The evidence indicates that faculty and students contribute to scholarship, creative work, and the discovery of knowledge extensively. The Faculty Funding and Support Handbook summarizes the various ways Missouri State supports faculty contributions through research grants, fellowships, travel grants, awards, and training. The University also celebrates faculty's intellectual contributions through faculty recognition events.

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

Rationale

As per the University Factbook, there are 3,500 faculty and staff members at Missouri State University. Over the last three years, the number of faculty increased slightly to 759. 79% of faculty are traditionally ranked with 232 of them being full professors. The curriculum improvement process starts with faculty and involves colleagues, administrators, and faculty councils. Faculty participate in summer assessment workshops and assessment grants are available. Faculty developed the rubrics for general education goals and wrote program student learning outcomes.

Over 90% of full-time faculty hold terminal degrees. Faculty CVs show consistent qualifications across sections and dual credit courses. The Faculty Handbook specifies the initial faculty appointment requirements that includes academic degrees and other accomplishments that meet departmental, college, and university guidelines. Missouri State requires external reviews for faculty promotions.

As described in the Faculty Handbook, direct supervisors evaluate faculty annually. These evaluations are based on the university mission and follow the processes for each faculty category as described in the Handbook. The evaluation of tenure-track faculty is based on performance in the areas of teaching, research, and service.

The Faculty Center for Teaching and Learning web site and the annual reports outline the faculty development opportunities the Center provides. These opportunities include summer workshops,

peer-to-peer research support, diversity programs, online teaching training, and a Showcase on Teaching and Learning. Faculty Funding and Support Handbook summarizes faculty support opportunities such as funding for domestic and international travel, course release grants, and online course development stipends.

The National Survey of Student Engagement data show that both freshmen and senior students rate Missouri State higher than peer institutions on faculty interactions. As stated in the Faculty Handbook, all instructors are required to hold a specified number of office hours. Faculty also utilize technology to interact with students virtually.

Ensuring that staff members are qualified begins with the hiring process. New staff hires must meet the minimum qualifications specified in the job descriptions of the specific positions. Newly hired staff members are required to attend an orientation session and online training offered by the Office for Institutional Equity and Compliance and Office of Human Resources. The Appraisal and Development Plan described in the Human Resources web site specifies the formal evaluation process. Staff members receive fee waivers when they continue their education at Missouri State. The University also supports staff members through the Staff Diversity Composition Initiative.

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

Rationale

Missouri State's Center for Academic Success and Transitions coordinates the academic support services the University provides. The Center organizes first year programs, a second-year experience program, first generation student programs, and transition programs such as the Academic Core Team for students who return back to the University after they were suspended. Students and advisors have access to the degree audit and student educational planner Degreeworks which provides standardized information on students' progress towards their degrees and allows the creation of academic plans. Services for specific student populations are organized through different units such as the Disability Resource Center, Veteran Student Services, TRiO, and the Transfer Council.

Missouri State students who earned less than 24 credit hours after graduating from high school attend the Student Orientation, Advisement, and Registration program. As part of the first-year program, students take a first-year seminar course that prepares them for their academic careers. The summer transition and academic readiness training program Jump Start supports students who do not meet the admission criteria. The University directs students to appropriate courses and programs through placement tests, advising, and co-requisite programming.

Missouri State ensures continuous improvement in academic advising through the Provost's Academic Advising Council that guides both professional and faculty advisors. The Council evaluates advising services and recommends improvements. The Academic Advising Center provides advising to exploratory majors, provides programming for these majors and conditionally accepted students, and organizes professional development workshops for advisors. Colleges also provide additional advising support.

The Space Allocation Advisory Committee reviews and makes recommendations about academic and

administrative spaces. The Space Manager oversees facilities. Information on the University web site indicates that the Student Computer Usage Fee supports the classroom technology through funding provided for full-time positions, student-workers, graduate assistants, and software. Missouri State's facilities include performance spaces, clinical practice sites, exhibition centers, galleries, libraries, and labs.

As evidenced on the Missouri State Libraries web site, the libraries provide individual research consultation services in face-to-face and virtual formats to students, faculty, and staff. The libraries also provide information literacy sessions as requested by instructors in face-to-face and online formats. Libraries also make chat and text support available through the Ask a Librarian feature. The Innovation Lab expose students to augmented and virtual reality computing platforms.

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

Rationale

The Office of Student Engagement provides resources and programs that connect students with co-curricular communities. Student Affairs developed learning outcomes and assessment measures and reviewed its programs. As evidenced in the Student Affairs programming calendar, the Student Activities Council organizes numerous social events for students. Study Abroad programs are overseen by the Study Abroad Advisory Committee,

Consistent with the university's public affairs mission, Citizenship and Service-Learning program addresses the needs identified by the community, enhancing student's civic engagement. During the 2018-19 academic year, the service learning course sections grew by 186% compared to three years earlier. Students are also surveyed and the learning outcomes are measured on skills they develop in service-learning courses. Other student engagement opportunities include the urban innovation park IDEA Commons and the Division of Research and Economic Development which creates an environment valuing scholarship and community outreach.

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.

Rationale

Missouri State University's degree programs are appropriate to higher education. The University demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Missouri State University has the faculty and staff needed for effective, high-quality programs and student services. The University provides support for student learning and effective teaching. Missouri State University fulfills the claims it makes for an enriched educational environment. Missouri State University provides comprehensive academic programs and ensures the quality of these programs through rigorous program reviews. The University provides the necessary support services that enable students to succeed.

Some opportunities for further development identified by Missouri State include the following:

- As a result of the switch to online offerings due to the pandemic, faculty training for online needs to continue. Student experiences such as field, clinical, and service-learning opportunities should also be reviewed in light of the changing learning environment.
- New professional doctorate offerings will be developed based on student need.
- Students will be supported in degree completion in a variety of delivery methods and locations.

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

Rationale

Missouri State University maintains a strong practice of academic program review as detailed in the assurance argument and associated evidence. The policy provides for a regular schedule of periodic in-depth reviews published on the provost's website. Programs maintain a strategic plan which forms the basis for the self-study, which also requires all programs to respond to a standard set of prompts. Departments preparing for the self-study participate in an orientation to ensure departments understand the purposes and uses of the academic program review, are aware of the data and resources available to support them, and understand each step of the process. The self-study is reviewed and commented upon by a single external reviewer. The department then develops an action plan for the coming years. The entire record is reviewed and responded to by the dean and

provost. Reports provided demonstrated a high degree of fidelity to the process and a substantive commitment on the part of the academic units. Follow-up is provided by annual reports to the dean, who includes them in an annual report on the college to the provost.

Missouri State has policies and practices that insure the integrity of credit it awards and accepts in transfer. In addition to internships and practica offered as formal course work, Missouri State transcripts and accepts credit for several exams (AP, CLEP, IB), provides placement credit for students entering with language skills and has procedures for an academic department to propose Credit for Prior Learning which was formerly known at Missouri State as Credit by Assessment. Credit for military service is based on American Council of Education recommendations. The policies and standards are available to students on the website. Missouri State offers dual credit for high school students both on-campus and through agreements with high schools in which instruction is provided by teachers who meet the HLC's qualification expectations. The offering academic department is responsible for reviewing the content of the coursework and the credentials of the instructors..

Each of the institution's colleges operates a faculty curriculum committee that reviews undergraduate course and other curricular proposals from academic departments, which are empowered with primary responsibility for curriculum under the Faculty Constitution and By-Laws, within the college. Graduate proposals from departments go to the Graduate Council for review and approval. An Education Preparation Provider Council, a committee of the Faculty Senate, oversees teacher education curricula wherever it arises. General education and interdisciplinary programs are likewise under the jurisdiction of a Faculty Senate committee.

Missouri State offers 28 programs with specialized accreditation. Letters from the accrediting agencies showed that all programs were in good standing.

The institution has been collecting first destination outcomes for its graduates since 2017 using National Association of Colleges and Employers (NACE) Standards and Protocols. Reports (example provided) are submitted to the Assessment Committee and to the Missouri Department of Higher Education and Workforce Development, as well as to NACE.

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

Rationale

Missouri State University has been increasing its focus on assessment since 2013. In that time, it has hosted external experts on assessment, held multiple workshops to help faculty learn best practices in assessment and to develop consistency in applying assessment rubrics, created oversight and support bodies to increase consistency of practice and effort, and made assessment the focus of its Quality Improvement Project. These efforts have produced considerable progress. A review of student learning goals from various programs showed admirable consistency in quality along with very appropriate variation in the goals themselves, suggesting both a widely accepted common training and very specific work within the discipline. Likewise, assessment plans reviewed were well-designed and showed evidence of faculty work within the program. Across its program assessment and general education assessment the institution has developed or adopted a wide variety of measures of student learning, including rubrics (at both the campus and program levels), focus groups, an undergraduate senior exit survey that includes essays on MSU's public mission, major field tests, the National Survey of Student Engagement and other national surveys. These extensive efforts resulted in the receipt of the Excellence in Assessment designation, sponsored by a number of national organizations, in 2019. This designation emphasized the degree to which its assessment processes reflect good practice and substantial commitment and participation of faculty in making assessment successful.

The evidence was less clear with regard to the execution of those plans and resulting changes. Some examples demonstrated that units had diligently collected and analyzed evidence of student learning to determine specific curricular and other changes to improve that learning. In other cases, no data was reported or analysis was not conducted in a way that led to useful conclusions for improvement. As on many campuses, there seems to remain work to do in the consistency with which programs collect, analyze and use data on student learning. Given the robust processes in place, however, progress is very likely to continue.

Missouri State's assessment efforts have not been confined to its academic programs. Over the last

five years, the Division of Student Affairs has created a Planning and Assessment team to support the development of assessment of student learning outcomes in co-curricular programs. The results are reported annually (one goal per year) as part of the division's five-year departmental review cycle.

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

Rationale

Missouri State University has had retention (80%) and completion (60%) goals for many years. Its actual first-year retention over the past five years has been above 77%. Missouri State has identified several groups that have had lower rates during this period: African-Americans (65-74.5%), Latinx (66.4-78.2%) and first-generation (69.3-72.7%). Overall six-year completion rates have been above 52% for the past five years. Rates for African-American students have been substantially lower (29.8-46.7%). Rates for Latinx (47.8-55.6%) and first-generation (44.1-49%) have been somewhat closer to the campus average. Strategic Enrollment Management goals for 2026 include increasing retention by 5% overall and by 5% for underserved populations (African-American, Latinx, and first generation students). No similar specific goals were reported for completion.

Missouri State has made an Academic Insights Dashboard available to academic departments, which includes retention of program majors. MSU provided a list of departments, by college, that had taken steps to address retention based, at least in part, on this data. At the campus level, in addition to long-standing programs (including some directed to under-prepared, low-income and first-generation students), the institution has undertaken a series of new initiatives or program changes to support retention. Examples include revisions of its First-Year Foundations course to tailor sections to student needs and interests, the adoption of proactive advising, Bears LEAD (a 1st and 2nd year program for students of color and first generation students), shifting transfer orientation to those students' preferred medium of online, and efforts to bring former students without a degree back to finish.

Missouri State uses IPEDS definitions for its retention and completion data.

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.

Rationale

Missouri State provided clear evidence of its very strong academic program review process. It is also apparent from the evidence that the credit it awards is done on the basis of sound practices, that the faculty have robust processes for developing and overseeing the curriculum, and that the institution ensures the qualifications of its faculty. MSU maintains a plethora of specialized accreditations in good standing. The institution has developed a robust system for the assessment of student learning (award-winning), both curricular and co-curricular, and is moving toward the widespread use of that results to improve student learning. Missouri State has long-standing retention and completion goals and has gathered data, based on IPEDS definitions, and appropriately sub-divided by student characteristics and program, to assess its meeting of those goals. In response, it has adopted more specific short-term retention goals for the campus as a whole and for student groups who generally have had lower retention levels. Evidence was presented of actions taken to meet those goals at the campus and program levels.

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

Rationale

Missouri State University has the resources to support its operations. MSU has experienced a 17 percent enrollment growth on the Springfield campus since 2011 at the same time enrollment has declined by 11.3 percent in Missouri as a whole. MSU's competitive tuition rates may be a factor in this growth. As shown in the enrollment data, MSU's enrollment has increased or remained virtually steady in each of the last five years resulting in steady tuition revenues. Even in light of state funding reductions and limited tuition increases, MSU has a history of strong CFI scores, ranging between 3.0 and 4.0 in recent years indicating very strong financial health.

As shown in the State Performance Measures evidence document, MSU has historically exceeded the minimum required threshold for core academic expenditures as a percentage of total expenditures, being at 68.2% in the most recent report. This documents the institution's resources are allocated to educational purposes rather than subordinate entities. Additionally, MSU uses a cost center model for allocating resources, which requires a high level of accountability. Cost center budget officers across the campus operate under the umbrella of the CFO to ensure proper budget tracking.

MSU has been very successful in meeting the State of Missouri's performance measures, as well as the president's long-range plan goals, indicating the goals incorporated in the mission are realistic considering their resources. An example from the evidence is the strong licensure exam pass rate, which in some cases exceeded the 90% goal by achieving 100% placement in the ten healthcare programs.

The university has a well-defined budget process as evidenced in the strong committee structure. The budget setting process includes members from a diverse and broad array of constituents including college budget committees, academic leadership, and the Executive Budget Committee, and involves representation from faculty, staff, administration and the Board of Governors. As shown in the evidence, the Executive Budget Committee's (EBC) purpose is to "receive input from the academic and administrative budget committees..." showing an inclusive and transparent process. The EBC makes recommendations to the president, who then makes recommendations to the Board of Governors. Minutes from the EBC show they include discussion of current and projected revenues, tuition increases, and current and projected budget facts and assumptions.

MSU's staff are reviewed regularly. The Board tries to focus on appropriate and competitive salary levels as compared to their peers to ensure a qualified workforce. The KPI's include a measurement of the percentage of faculty at each rank and those with terminal degrees to ensure a qualified faculty.

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

Rationale

As defined in State of Missouri statutes 174.450, 174.453.2, 174.455, and 174.055, Missouri State University is governed by a ten-member Board of Governors, only nine of which are voting members, who are appointed by the Governor and confirmed by the Senate. The non-voting member is a student. The Board has the legislative authority in Chapter 172 to exercise the powers of control and management of MSU. According to the Board of Governors' by-laws, the Board's roles and responsibilities include: appointing the president and monitor his/her performance, determine and review the purpose and mission of the university, to approve new educational programs, to revise current academic programs, to develop long-range plans for the institution, to approve the annual budget, issue bonds, and maintain its financial solvency. Board members go through an orientation session to ensure their knowledge of the university. As evidenced in the orientation program, Board members learn about the mission of the university, its history, enrollment, diversity of academic programs, funding sources and levels, and tuition and fee rates. University administration provide regular updates to the committees of the Board on a regular basis as shown in the committee minutes.

MSU has a comprehensive set of policies as evidenced in the Policy Library, including both governing policies approved by the Board of Governors and operating policies approved by the university president. The policies are easily accessible and clearly organized with distinct instructions on how to get a policy adopted or changed. The foundation for a strong shared governance model exists at MSU with defined representative groups including Faculty Senate, Staff Senate, College Councils, Administrative Council, Academic Leadership Council, Student Affairs Council, and the Student Government Association (SGA). Minutes from the SGA, show students participate in a day at the capitol, meet with university administrators including financial aid and dining services, and pass resolutions on such items as campus garden sustainability. A student also serves on the Board of Governors, albeit as a non-voting member.

The Faculty Handbook indicates faculty members serve on committees in an advisory capacity to the

Administrative council dealing with issues such as parking, disability services and personnel policies. It also identifies that a member of the Faculty Senate serves on the Academic Leadership Council and that Academic Administrators are reviewed annually, which include surveys of faculty.

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

Rationale

Missouri State University allocates its resources with its mission and priorities by following its long-range plan, by identifying a new action plan each year, and by taking steps to address their annual action plans by devoting time and funding to those plans. One example in the annual action plan report is “directing resources to support growth in high demand areas and skills contributing to workforce development.” MSU is working to expand its production of nurses through a multi-step process that will result in 8 additional nurses each year until the program doubles in size.

As shown in the evidence, the institution plays an active role in integrated planning by rolling together the priorities of the Missouri Department of Higher Education and the university's strategic plan KPIs. This process includes both internal and external constituents including policymakers.

MSU's institutional plan acknowledges a major fluctuation in sources of revenue. The MSU long-range plan shows the decrease in state funding from 75% of the overall budget thirty years ago to 25% today, meaning students have a significantly higher burden. MSU is trying to address the affordability concern in its strategic plan. The State of Missouri has relaxed the CPI limit on tuition increases beginning in FY21 if state budget cuts occur and if the university wants to pursue that option.

MSU's long range plans incorporate emerging factors such as demographic shifts with decreases in high school graduates and an increasingly diverse population in southwest Missouri. The number of degrees and certificates awarded have increased, reflecting a focus on the importance of completion even in the midst of a significant demographic shift. MSU clearly defines its commitment to sustainability on its website, including a student sustainability fund, a campus garden managed by students, a sustainability minor, and a sustainability blog.

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

Rationale

Missouri State University has a very robust system to document evidence of their operational performance. The Missouri Department of Higher Education provides Key Performance Indicators (KPIs) for six performance funding measures that ultimately allocate 1/5 of their annual resources. In addition, MSU identified six areas of focus as part of their 2016-2021 long-range plan, the second long-range plan to do so. These are measured by seven comprehensive KPIs including enrollment, student success, quality of student learning, graduate outcomes, faculty and staff, sustainability and financial efficiency, and funding. The performance data is readily available to the public on the MSU website and is very accessible for the university and the board to use as a management tool. These KPIs serve as a learning tool which lead to improved processes and outcomes each year. As evidenced, MSU met or exceeded all six goals from the State Department of Higher Education in October 2019 including 33.9% completions per student FTE and a 100% student passing rate on licensure exams. When one goal is met, the target may increase, documenting continuous improvement if future goals are also met. As evidenced, when the goal for the number of degree completions was exceeded early, exceeding the target of 4,900 by 35 students, the new target was raised to 5,200.

MSU has a history of learning from its experience to improve operational effectiveness. As evidenced in the “Promises Fulfilled” report, MSU responded to market demands to provide greater access to place-bound students by increasing the number of online courses, graduate degrees, undergraduate majors and certificates. Additionally, the institution ensured that faculty had the resources they needed to transition into digital instruction by adding the Digital Professor Academy in 2011. More recently, in response to a KPI to increase retention, MSU created the Center for Student Success and Transition in 2018 and located it in a prominent location in the library in the following year. Additionally, additional professional advisors have been added in three colleges and data analytics are being designed and used to monitor retention and student success.

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.

Rationale

Based on the information and evidence provided in the Assurance Argument Missouri State University meets the requirements of criterion five. The institution's structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. They have a clear pattern of planning for the future and implement these plans in their operations with a culture of continuous improvement, reacting to their operational experiences through a very robust analytical data system.

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	
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	
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	
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	
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	

Review Summary

Conclusion

Missouri State University is distinguished by its public affairs mission focus, not only reflected in its public statements, but amply evidenced in its processes and action. Missouri State University's focus on a public affairs mission provides a strong foundation for the ethical approach that is noted throughout the institution. The university's degree programs, faculty, staff and academic support programs are appropriate, more than sufficient and well-matched to its mission. Academic program review and other processes to ensure rigor are strong at Missouri State. The campus' award-winning assessment programs (at the program and general education levels) are exemplary and the campus continues to progress in collecting, analyzing and acting upon the data those programs produce. Missouri State has well-defined goals to improve its already strong retention rates, as well as its completion rates, with a special focus on improvement among student populations that are retained at lower rates than the campus as a whole. Shared governance, from the board through the faculty, staff and students, is well-ordered and effective. The University has consistently engaged in long-term planning, coupled with budgeting and accountability processes that have allowed success in achieving goals. As a result, Missouri State has been successful in choosing wisely what parts of the institution to invest in to maintain its enrollment and sufficient resources in the face of declining state support, as well as to continue to vigorously pursue its mission.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.