

Academic Performance Measurement System (APS) at Missouri State University

**Prepared by
Office of Assessment and Accreditation**

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Section 1: Institutional Measures

Missouri State University (MSU) is a comprehensive university with six colleges located in Springfield, Missouri, a metropolitan area, with a two-year campus in West Plains, Missouri. Starting in 1995, Missouri State University has a statewide mission in public affairs through Senate Bill 340. This mission is focused on three pillars—community engagement, cultural competence, and ethical leadership. Missouri State University has ~25,000 students across campuses. Missouri State University is a **Carnegie-designated** Professions-focused Undergraduate/Graduate-Doctorate large institution offering 99 undergraduate majors, 59 master programs, eight professional doctorates, and three specialist degrees. Missouri State University also holds the elective **Carnegie Classification for Community Engagement**.

The Academic Performance System at Missouri State (**APS**) is a written guide that illustrates the structure and use of measures and indicators (i.e., assessment processes) by Missouri State University units, colleges, departments, programs, and co-curricular programming. The APS illustrates an aligned system focused on the use of data for the purpose of **continuous improvement**.

The APS assists faculty, staff, accreditors, and other stakeholders to understand the concepts behind the assessment of **curricular/co-curricular** units and grasp the scale of support efforts by all of us at Missouri State University. Missouri State University has received outstanding feedback from the **Higher Learning Commission** (HLC) 10-year Reaccreditation, Mid-Cycle Review, and Quality Initiative Project Reports. Our assessment process came into full effect in 2005 after feedback from HLC and has since undergone continuous improvement from the assessment processes in place.

The APS aims to clarify who reviews the performance measures, how that information is communicated to stakeholders, and how the data we collect is used to improve student learning.

Institutional Outcomes	Program Outcomes	Course Outcomes
Public Affairs Outcomes <ul style="list-style-type: none">• Cultural Competence• Community Engagement• Ethical Leadership General Education course learning outcomes are aligned to the general education program goals and institutional learning outcomes.	Program-level outcomes are aligned to institutional learning outcomes and disciplinary outcomes are derived from external sources (e.g., accrediting bodies, professional advisory councils, industry literature, etc.).	Faculty and departments develop and select learning outcomes and assess those learning outcomes through assignments in coursework.

Figure 1: Missouri State University Learning Outcomes

Where Data are Stored

University data are stored in several enterprise-wide systems: Banner, Brightspace, Watermark (formerly Evaluation Kit), EMS, CRM Advance, etc.

Offices that Provide Data

Office of Institutional Effectiveness

The Office of Institutional Effectiveness (OIE) was established in 2024 under the direction of the Associate Provost for Institutional Effectiveness.

The Office of Institutional Effectiveness assists academic departments and service units with identification and measurement of key performance metrics and designs. It also administers mission-related surveys, develops data collection and reporting processes, maintains a dashboard/information management system, and provides data analysis to support the research and strategic decisions made at various levels of the institution.

The office also is responsible for constructing and providing data collections requested by research organizations as well as those required by local, state, federal education bodies, and accreditation entities.

Overview of functions:

- Strategic data
- Accreditation
- Compliance reporting
- Assessment
- Data analytics
- Dashboards & reports
- Data warehousing
- Research
- External and ranking surveys
- Internal surveys

Two offices within OIE provide data—The Office of Assessment and Accreditation and the Office of Institutional Research.

Office of Assessment and Accreditation

The Office of Assessment and Accreditation administers and supports utilization of university-wide assessments within a regular timeline. **Fig. 2** shows a list of university-wide assessments and auxiliary surveys overseen by the Office in collaboration with the Assessment Council. **Fig. 3** also provides a timeline for student survey data collection.

Survey Name	What is it?	When is it?	How are students notified?
Freshman Year			
BCSSE	National inventory National survey	SOAR	During orientation

NSSE	National survey	Spring term	Email, Brightspace
Senior Year			
NSSE	National survey	Three-Year cycle (2018, 2022, 2025)	Email, Brightspace
ETS Praxis Exam	Teacher education certification Major-specific exams	Required for teacher certification	School will notify
MEES	Teacher education certification Major-specific	Required for teacher certification	School will notify
Major Field Test (MFT, ACAT, etc.)	National exit exams as required by specific departments or majors	9 departments	Syllabus and/or instructor
Undergraduate Exit Survey and Public Affairs Essays	satisfaction, retention survey, public affairs essays	Open to students with 102+ credit hours	LMS/ Graduation Checklist
Graduate Outcomes Survey	First destination of bachelor's degree earners; career preparation experience while in school	Open to students who have applied to graduate, one month before commencement (and six months after)	Handshake , Graduation Checklist, email, social media, tabling

Figure 2: Student Survey Data Collection Timelines

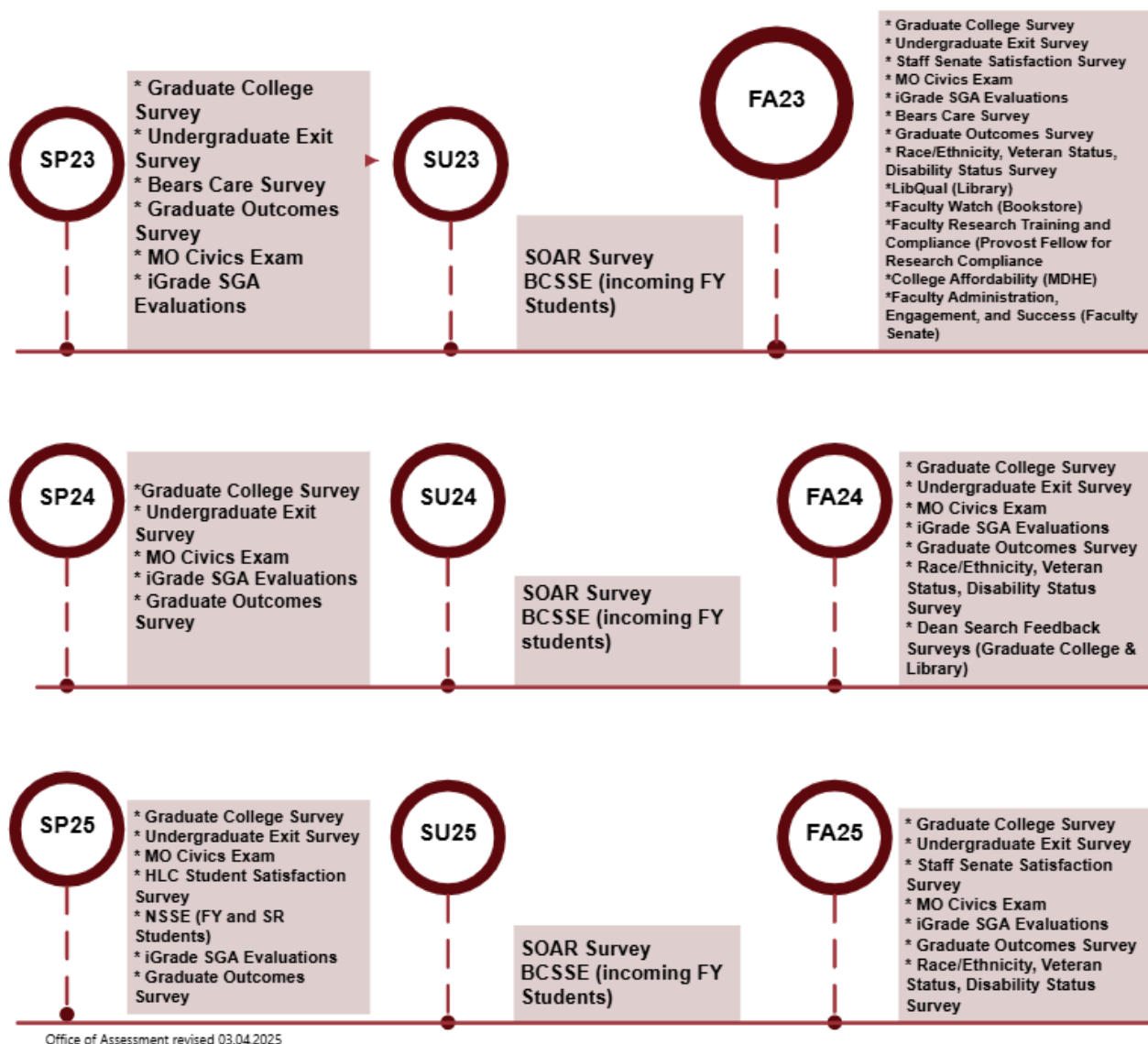


Figure 3: Student-based Tests and Surveys Yielding Measures and Indicator

The National Survey of Student Engagement (NSSE) is used to assess the quality of student life, student learning, and satisfaction. NSSE assesses freshman and senior students and is administered on a three-year cycle. Survey results point to areas where Missouri State is performing well and aspects of the undergraduate experience that could be improved. The Beginning College Survey of Student Engagement (BCSSE) collects information on incoming students' high school experiences and their expectations for their first year of college. BCSSE is administered through Student Orientation, Advisement and Registration (SOAR). BCSSE is paired with NSSE administration at the end of the first college year.

Assessment resources and consultations are made available to all departments. In addition, specific assessment workshops have been offered since 2013. From 2013-2019, these workshops focused on the public affairs mission, while workshops from 2021-present have been focused on graduate program assessment. Assessment of student learning at the university, college, department, and program level is supported by the Office of Assessment and Accreditation in the following ways:

- Gather, interpret, and summarize what practitioners at MSU are learning about student learning.

- Collect assessment information from all areas of the university including colleges, units, departments, and programs.
- Share relevant university-level data with colleges, units, departments, and programs to assist their assessment and accreditation efforts.
- Identify and lead the analyses of useful institution-level surveys to assess institutional teaching practices and conditions at MSU.
- Emphasize consultative, face-to-face interactions with individuals, departments, programs, and colleges throughout the university, rather than using reports or web content as the primary means of communicating with and supporting the MSU community.
- Consult with and support faculty in their innovative practices in the assessment of student learning through assessment grants.
- Provide a place for honest conversations about things that are working—as well as things that are not working—in courses, programs, and departments.
- Act as a resource for individuals and units on campus that seek to improve their educational impact.
- Assess and advance student learning on the university's statewide public affairs mission through the Comprehensive Public Affairs Assessment Plan (formerly: Quality Initiative Project).
 - Collect examples of student learning related to public affairs in various ways and from both curricular and co-curricular experiences.
 - Assess the statewide public affairs mission of the university and develop actions in response to data from these assessments.

Missouri State reports the results of assessments and surveys to the Missouri Department of Higher Education and Workforce Development (MDHEWD), the Department of Elementary and Secondary Education (DESE), US Department of Education, and accrediting agencies for over 30 programs and the university as a whole. Missouri State faculty and staff use results to evaluate and improve the quality of core proficiencies, major field, and co-curricular programs.

Efforts are underway to centralize the process for university-level data collection to improve data quality and sharing, and to eliminate redundancies in survey administration.

Institutional Learning Outcomes (ILOs) are assessed through the Undergraduate Exit Survey at the institutional level. Information obtained from the ILOs are aggregated and disaggregated for review by departments and colleges each semester. Departments' use of the Undergraduate Exit Survey data varies. Part of the Undergraduate Exit Survey includes public affairs essays, which can be utilized to determine how Public Affairs Learning Outcomes (**Fig. 4**) are being met by students.

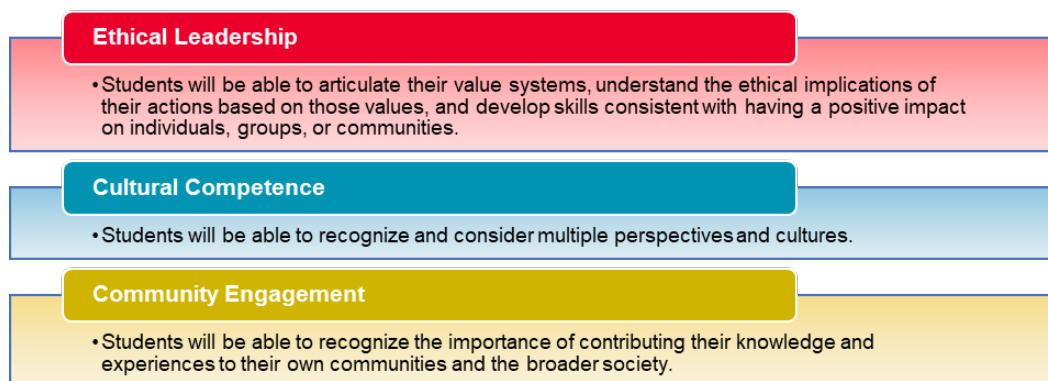


Figure 4: Public Affairs Learning Outcomes

Institutional Research

The Office of Institutional Research supports all strategic planning processes as directed by the Board of Governors and the University President, including, but not limited to, supplying data for decision making, conducting research, and building data collections.

The Office of Institutional Research coordinates the scheduling and administration of federal surveys (IPEDS), statewide surveys (MDHEWD, DESE), and updates the universities Key Performance Indicators. The Office of Institutional Research maintains an in-house data warehouse that was originally created to support compliance reporting.

The Office of Institutional Research in combination with Information Systems operates various data warehouses. The Operational Data Store (ODS) data warehouse is populated four times a semester and below is an overview of each cycle related to student data:

- Fall / Spring / Summer
 - Beginning of Semester Freeze
 - The first day of classes
 - 20th Day of Class Freeze
 - The 20th day of class of the full term
 - Census Freeze
 - The 25th day of class of the full term
 - End of Semester Freeze
 - After grades are posted and processed at the end of the full term

Additional freezes occur for human resource data, occurring annually:

- January 1 (beginning of calendar year)
- March 1 (spring internal compliance census)
- July 1 (beginning of fiscal year)
- October 1 (HR internal census)
- November 1 (fall IPEDS compliance census)

The Enterprise Data Warehouse (EDW) has the ability to take weekly snapshots of aggregated data, and these are used for various trend analysis related to enrollment management.

The Office of Institutional Research completes various external and ranking surveys throughout the year. New surveys are evaluated in collaboration with the University Marketing and Communication department.

The Office of Institutional Research is responsible for compliance reporting, which can be placed into three different categories, federal compliance, state compliance, and voluntary compliance.

Federal Compliance

The Associate Provost for Institutional Effectiveness is the IPEDS keyholder for the organization and is responsible to coordinate all federal compliance reporting related to IPEDS across the organization. The Director of Institutional Research serves as the backup keyholder. This includes annual collaboration between Finance, Human Resources, Financial Assistance, Admissions, and the Library. All communication and deadlines are monitored by the keyholder who signs off on each of the compliance reports and submits them to the federal government.

State Compliance

The Associate Provost for Institutional Effectiveness is the state compliance keyholder of the organization and coordinates with the various offices on meeting compliance deadlines related to state reporting. The Director of Institutional Research is the backup keyholder. The state refers to most of the compliance requirements as the Enhanced Missouri Student Achievement Study (EMSAS).

Voluntary Compliance

Items in this category can be broad and change from year to year based on national initiatives Missouri State participates in. A few annual data collections are consistent, such as the National Science Foundation GSS survey (due each February). In the past Missouri State has also participated in voluntary studies such as Complete College America, and IHEP Degrees When Due. Currently the university is part of the AACSB student success equity intensive.

MIS

Management information systems (**MIS**) applies their resources to the projects that have the potential for the biggest impact to the university in support of Missouri State's overall goals. MIS provides stewardship of the data to prevent unauthorized access to sensitive information and reviews access to applications and data to ensure only those who are eligible for access are granted it. MIS facilitates communication through key performance indicators, automated email notifications and numerous web pages.

Career Center

[The Missouri State University Career Center](#) is responsible for collecting and reporting first-destination (graduation) outcomes annually. Originating from a state-wide performance-based-funding mandate in 2016-2017, the Graduate Outcomes Survey attempts to find post-graduation plans for all students graduating with a bachelor's degree. Students are surveyed prior to commencement and up to six months following commencement. and up to six months following commencement.

The information is used by university faculty and staff, students, and employers for many reasons, including marketing and accreditation reporting. What is not learned directly from students through a survey is discovered through communication with faculty/departments, reports from the National Student Clearinghouse (Student Tracker) and MSU's student information system Banner, and finally a tailored LinkedIn search.

The Career Center abides by the data collection and reporting guidelines provided by the National Association of Colleges and Employers (NACE), the "[Standards and Protocols for the Collection and Dissemination of Graduation Student Initial Career Outcomes Information for Undergraduates.](#)"

Outcomes rates for the categories of employed, continuing education, volunteering, joining the military, and still seeking or not seeking employment/education are calculated and presented in the annual summaries that are disseminated to deans and department heads and the Office of Institutional Research.

Accreditation: Higher Learning Commission

The university's accreditor is the Higher Learning Commission. Missouri State has been continuously accredited since 1915. Accreditation occurs on a 10-year cycle with five parts. The **Open Pathway**

requires an institution to designate one major improvement effort it has undertaken during its 10-year accreditation cycle as its **Quality Initiative**. The current Quality Initiative Project assesses outcomes within graduate programs. A Quality Initiative project may be designed to begin and be completed during this time, or an institution may continue a project that is already in progress or achieve a key milestone in the work of a longer initiative. The Quality Initiative is intended to allow institutions to take risks, aim high and learn from only partial success or even failure.

The next reaffirmation of accreditation review by HLC will take place in 2026. HLC also requires an assurance argument review in year four of the accreditation cycle and the quality initiative project between years five and nine of the accreditation cycle.

- Year 1: Assurance Argument and campus visit
 - Completed in 2016
- Year 4: Assurance Argument Review
 - Completed in 2020
- Year 5 through 9: Quality Initiative
 - Current project to be completed between 2022 and 2025

The Office of Assessment and Accreditation, in collaboration with Finance, submits an annual Institutional Update to the Higher Learning Commission. The Institutional Update is due each year in March/April.

Key Performance Indicators (KPI)

KPI results are found on the [Key Performance Indicators website](#). University KPIs measure the following indicators:

- Degrees and certificates awarded
- Total enrollment
- Enrollment diversity
- Undergraduate first to second year retention rate
- Undergraduate six-year graduation rate
- Faculty and staff diversity
- Student financial obligation
- Student Success after graduation
- Economic and workforce development through IDEA Commons
- Terminal degree (professional doctoral and MFA) programs
- Global partnerships
- Tuition and fees
- External funding received

General Education

The Council on General Education and Intercollegiate Programs (CGEIP) and the Office of Assessment and Accreditation collaborated on a revision of general education assessment. A CGEIP chair authorized a committee ([minutes](#)) and a process was piloted ([FS minutes](#)). The goal of the revision was to decrease the amount of time the process took and to close the loop within an academic year and provide meaningful feedback to the general education coordinators.

A [General Education Course Coordinators' Handbook](#) establishes a process for the assessment of general education. In 2015, HLC recommended that Missouri State University reduce the number of learning outcomes. CGEIP responded to the feedback and reduced from ~91 learning outcomes to 15 general education goals:

[General Goal 1/2:](#) Students will develop the disposition and skills to gather, organize, refine, analyze, and critically evaluate information and ideas in pursuit of new ideas, solutions, approaches, or products.

[General Goal 3:](#) Students will be able to express themselves clearly and appropriately in writing for a range of social, academic, and professional contexts and use appropriate writing technologies.

[General Goal 4:](#) Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

[General Goal 5:](#) Students will be able to reason and solve quantitative problems from a wide array of contexts and everyday life situations; understand and create logical arguments supported by quantitative evidence; and clearly communicate those arguments in a variety of formats (e.g., equations, functions, graphs, diagrams, tables, or words).

[General Goal 6:](#) Students will be able to identify and evaluate appropriate information and effectively and responsibly use that information for a particular problem as necessary.

[General Goal 7:](#) Students will be able to summarize the collaborative process and how working collaboratively with others affects problem solving and informed decision making

[General Goal 8:](#) Students will be able identify and distinguish various institutions (e.g., cultural, political, economic, religious, and educational) and their historical backgrounds, as well as principles of human behavior and social interaction.

[General Goal 9:](#) Students will develop intellectual, imaginative, and/or creative thinking, as they explain how relevant contexts (e.g., social, cultural, linguistic, artistic, religious, philosophical, and/or historical) have shaped the thoughts and actions of people worldwide.

[General Goal 10:](#) Students will understand basic concepts of living things, the nature of scientific knowledge, and relevance of biological knowledge to human affairs.

[General Goal 11:](#) Students will understand and actively explore fundamental principles in physical sciences and methods of developing and testing hypotheses used in the analysis of the physical universe.

[General Goal 12:](#) Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

[General Goal 13:](#) Students will be able to recognize and consider multiple perspectives and cultures.

[General Goal 14:](#) Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.

[General Goal 15:](#) Students will be able to synthesize information and integrate material from a variety of courses, as they apply their knowledge, abilities, and skills to specific situations.

General education goals and courses are aligned into [groups](#). Students receive a [General Education Worksheet](#) to make sure they are meeting requirements. Each general education course has a [course](#)

[coordinator](#). The Office of Assessment and Accreditation has worked with the Chairs of CGEIP to update these processes.

Missouri State University's General Education program prepares lifelong learners who will be informed and engaged citizens in a diverse, complex, and dynamic world. The program is built on a foundation of contemporary and enduring knowledge as well as opportunities to apply that knowledge. Drawing from many disciplines, it cultivates critical reasoning, problem solving, creative thinking, and effective communication skills. The program contributes to the university's public affairs mission by fostering cultural competence, ethical leadership, and community engagement. (Faculty Senate Approved November 10, 2011)

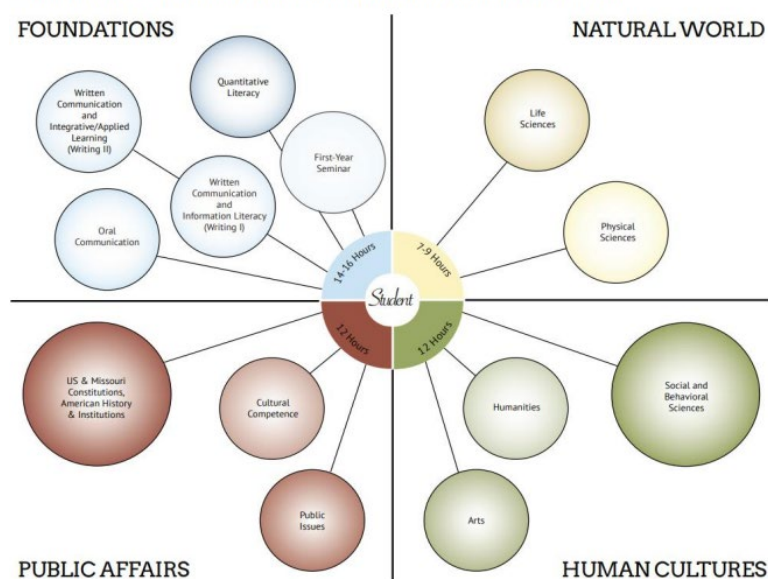


Figure 5: Missouri State University General Education

Biennial Reviews of General Education Goals

Information included in the report

One of the changes to the assessment process was to move from an annual *and* a periodic review to a biennial review of all general education courses. Principles for leading assessment in general education were created which encouraged a collaborative departmental approach. In the past, single faculty might be assigned to assess. Through general education assessment workshops led by CGEIP, the approach is for small teams to discuss student learning and collaboratively write the report. The report asks for the following information:

- Identification of faculty who participated in the course review.
- A list of the General Goals in the course's focus area (checklist provided in the report form).
- A description of the connections between the course's learning goals and the selected General Goals (from the list of general education goals corresponding to the courses' focus).
- An explanation of how students' success at meeting those goals was evaluated, e.g., evaluation of common exam questions, assignments, projects, etc., that tie into the goals).
 - The focus is now on the General Goal(s), not on the Student Learning Outcomes (SLOs) in the Senate-approved guidelines for assessments.
 - This is intended to give course coordinators and faculty more flexibility to decide how to evaluate their courses and to select assessment points to best fit the course's discipline.
- An assessment of student learning, i.e., a description of students' performance relative to the general education learning goals. **Documentation of student learning with respect to the course's General Goal(s) is the key point of the report.**
- A reflection on the course's success at meeting the General Goal(s). Where was the course most successful? Were there any areas of weakness?

- What are the plans for the course going forward? What should remain the same? What might be adjusted to improve student learning?
- A representative syllabus from the course.
- **Optional responses:**
 - If applicable, a description of the ways that diversity content is included in the course (assignments, projects, etc., that tie into the goals).
 - A description of any assessment methods (e.g., rubrics) that might be applicable to other courses and that you would be willing to share.
 - Information about general education content in dual credit courses.

CGEIP developed, and Faculty Senate approved the following biennial schedule (**Fig. 6**) for courses to submit review reports.

Group 1: December in even-numbered years (2020, 2022, 2024 etc.)	
Foundations Area Courses	First-year seminar, Written Communications & Information Literacy, Oral Communication
	Quantitative Literacy and Written Communication & Integrative and Applied Learning
Human Cultures	Social and Behavioral Sciences
	Humanities
	Arts
Group 2: December in odd-numbered years (2021, 2023, 2025 etc.)	
Natural World	Life Sciences
	Physical Sciences
Public Affairs	US & MO Constitutions/American History & Institutions
	Cultural Competence
	Public Issues

Figure 6: Biennial General Education Review Report Schedule

Faculty who serve on CGEIP review the submitted materials and discuss it in the month(s) following the due date of the periodic review. The CGEIP chair provides the comments from the committee to the Course Coordinator and Department Head.

Report examples

[CHM 107](#)

[COM 260](#)

[CIS 200](#)

Co-Curricular

The Division of Student Affairs at Missouri State University is [committed to a comprehensive program review and evaluation process](#) as part of a larger emphasis on division-wide planning and assessment. Program review gives an opportunity for departments to thoroughly assess programs and services in the context of nationally accepted guidelines, standards, and benchmarks.

The Student Affairs [departmental program review process](#) consists of several distinct and important steps. Those steps include the departmental self-assessment, the internal review, the external review, and preparation of an action plan based on the results of the review. Departments complete the review process as follows: the departmental self-assessment process in summer semester, the internal review in the fall semester, the external review in the spring semester, and development and submission of the Final Action Plan in the following summer.

Every Student Affairs department completes a program review once during a five-year cycle. Training is provided annually to the departments assigned to a program review in that year. All final departmental action plans and external review reports are submitted to the Vice President Executive Staff (VP Staff). To access the completed reviews log into [The Complete Student Affairs CAS Reviews](#) (this link is locked down to only members of SAC).

The Division of Student Affairs Planning and Assessment Team consults with departments to plan assessment, share data, and maintain a comprehensive, ongoing assessment plan. The committee develops Student Affairs Learning Goals (**Fig. 7**), which are assessed on a rotational basis.

Learning Goals	Student Learning Outcomes
1. Educated Persons	<ul style="list-style-type: none"> a. Develop transferable skills across curricular and co-curricular settings b. Strengthen information literacy and critical thinking through assessing and comparing information, ideas, and arguments c. Demonstrate problem solving skills d. Acquire and maintain knowledge of resources and materials for academics and campus involvement
2. Communication	<ul style="list-style-type: none"> a. Strengthen interpersonal communication through effective writing, speaking, and listening b. Prepare and deliver informational presentations in various settings c. Engage with and influence others through active listening and persuasive communication
3. Leadership Development	<ul style="list-style-type: none"> a. Acquire and model practical leadership skills in campus or community organizations b. Develop and utilize professional and personal networks c. Demonstrate ethical integrity
4. Cultural Competence	<ul style="list-style-type: none"> a. Recognize how identity and culture shape one's perspective and learning processes b. Analyze the advantages and challenges of a diverse society c. Demonstrate effort to understand the ideas, values, and beliefs of others d. Support inclusivity by creating welcoming environments for students from all backgrounds e. Seek involvement in broad-based interests and inclusive interactions across campus and community settings
5. Social Responsibility, Citizenship	<ul style="list-style-type: none"> a. Demonstrate an awareness of current events and issues b. Demonstrate an awareness of the impact of one's actions on others c. Develop an understanding of, and commitment to developing positive change d. Become an advocate for social justice
6. Collaboration and Negotiation	<ul style="list-style-type: none"> a. Work cooperatively with others while recognizing and adapting to individual and group dynamics b. Contribute to achievement of group goals or shared vision c. Employ conflict resolution, negotiation, and mediation strategies
7. Self-Awareness, Personal Wellbeing	<ul style="list-style-type: none"> a. Learn and engage with activities for assessing personal strengths and growth opportunities b. Determine and clarify personal mental health and wellness practices c. Explore and apply dimensions of wellbeing across various environments (e.g. spiritual, mental, physical, work/life balance, etc.).

Figure 7: Missouri State University Student Affairs Learning Goals (Approved by Student Affairs Leadership Team, October 2023)

Missouri State University participates in AASHE (Association for the Advancement of Sustainability in Higher Education) STARS (Sustainability Tracking Assessment & Rating System) which together are a self-reporting framework for institutions to measure their sustainability performance. Data are reported from **units** across the university. Missouri State held a silver rating from 2015 and 2022 and has applied for a rating in 2025.

Section 2: College Measures

College-Level and Program Academic Performance

Program Review

The Office of Institutional Effectiveness and the Office of Assessment and Accreditation are working towards developing a new program review process. New Criteria and evaluation questions were developed for program review (**Fig. 9**). Please see the timeline below for the updated program review process.

- Late October 2024: development of draft process.
- November 2024: review by Deans' Team and Assessment Council.
- December 2024: selection of pilot programs, one for each of the academic colleges.
- Spring 2025: the selected pilot programs will go through the cycle and create reports for review by the college dean, which will subsequently be submitted to the Office of Assessment and Accreditation who will create an executive summary of all programs reviewed during the cycle. This executive summary and the individual program reviews will be made available to the Deans' Team for review.
- Fall 2025: each academic college will take 10% of its programs through the program review process.
- Spring 2026: each academic college will take 10% of its programs through the program review process.
- Summer 2026: incorporate feedback from the first two cycles. Produce executive summary for review by the Deans' Team.
- Fall 2026 and Spring 2027: each academic college will take 20% of its programs through the review process.
- Summer 2027: Produce executive summary for review by the Deans' Team.
- Fall 2027 and Spring 2028: each academic college will take 20% of its programs through the review process.

This cycle will continue to be repeated annually resulting in all programs within an academic college to be reviewed every five years. Programs that have external accreditations may use those processes to serve as their program review. These programs will report on student learning outcomes on a schedule.

The Office of Institutional Research will collaborate with the pilot programs to develop a self-service dashboard for all common data needs related to the program review process. This dashboard will launch in Fall of 2025 to be used during the first cycle. The Office of Assessment and Accreditation, in collaboration with the pilot programs, will develop training materials and course materials on the program review process.

Criterion	Evaluation Question/Answer
Accreditation and Licensure	<ul style="list-style-type: none"> • Is external accreditation available for this program? • Is it currently accredited? If so, by which organization? • Does the program lead to licensure?
Advisory	<ul style="list-style-type: none"> • Does the program under review have an advisory board that is either directly or indirectly related to it? • Have any programmatic changes been made based on feedback and reviews from the advisory board? • Does the advisory board follow membership standards that promote inclusion?
Continuous Improvement	<ul style="list-style-type: none"> • What major changes have been implemented in the last 3-5 years? • How would you evaluate the changes? • How has it informed your view of the program? • What is working well in your program?
Policy Review	<ul style="list-style-type: none"> • What specific policies (such as GPA requirements, pre-admit status, test scores, internships, etc.) from the department, school, or program impact student admission, progression, retention, and completion? • When were these policies last revised? • Are they still applicable?
Comparison and Marketing	<ul style="list-style-type: none"> • How does the quality of the degree program (including curriculum, modality, rigor, faculty, facilities, location, equipment,) compare to that of other universities vying for the same student population? • Is the degree program effectively marketed to prospective students and aligned with its curriculum in terms of course numbers, titles, descriptions, prerequisites, program documentation, catalog information, website, and promotional materials?
Facilities and Resources	Are campus facilities (such as classroom space, equipment, laboratories, and materials) suitable for achieving the program's student learning goals?
Institutional Learning Outcomes	How does the program engage students in the three pillars of the public affairs mission—cultural competence, ethical leadership, and community engagement? Briefly provide evidence for each as appropriate. https://www.missouristate.edu/Assessment/public-affairs-outcomes.htm
Program Learning Outcomes	<ul style="list-style-type: none"> • Are the program learning outcomes visible/transparent and available to students? • When was the last time program learning outcomes were reviewed? • How are the assessment processes relevant to achieving program learning outcomes through time? • How have assessment data been used to inform/revise/update learning outcomes? • What is the internship participation rate, if applicable (3-year average and trend)?
Student Demand/Enrollment Patterns	<ul style="list-style-type: none"> • Do current enrollment patterns in this degree program indicate sustainability or growth? • How does student interest in the program look in your area? How do prospective students engage with your program? • What is the current number of majors (duplicated count is acceptable)?

	<ul style="list-style-type: none"> • What are the retention and completion rates (averaged over four years and their trend)? • What is the 6-year completion rate (last three years trend)
Faculty	<ul style="list-style-type: none"> • Is the faculty sufficient in number to adequately cover the instructional needs of the program? What is the ratio of full-time to part-time instructors (calculated using FTE)? • Do faculty reflect diversity as appropriate within its mission and for the constituencies it serves? • Are faculty involved in professional development? • Are all faculty, including adjunct instruction, meeting the standards for Faculty Qualifications as outlined by the Higher Learning Commission and Missouri State's policies on faculty credentialing? • Are discipline faculty involved in the selection and/or retention of adjunct faculty? <p>https://download.hlcommission.org/FacultyGuidelines_OPB.pdf https://www.missouristate.edu/Provost/FacultyHandbook/default.htm</p>
Graduate Placement	<ul style="list-style-type: none"> • Does this degree program enable new graduates to secure employment with competitive salaries? • What is the placement rate (averaged over three years and its trend)? • What is the median salary (also averaged over three years and its trend)? • Are the job titles of graduates aligned with the program? • Do the data indicate that any graduates are underemployed or working part-time? • If applicable, are graduates being accepted into advanced degree programs at an appropriate rate? • According to alumni and employers, do graduates of the degree program possess the knowledge and skills necessary to immediately contribute value to organizations and communities?
Faculty Program Assessment	Using the scale below, what ranking do faculty assign to the degree program based on the criteria in the Program Review? Please collect feedback from the faculty using the form "Program Review: Faculty Program Assessment."

Figure 9: Program Review Criteria and Questions

Another part of the program review cycle will be the completion of a short annual report by all programs. This report will be submitted by school directors or department heads for review. Deans will then forward the reports to the Office of Assessment and Accreditation. The questions (**Fig. 10**) may be disaggregated and saved for future HLC processes.

Criterion	Evaluation Question/Answer
Academic Accomplishments in the Last Year/Since Last Review.	Describe your progress on your annual goals. What actions did your program complete towards the goal of continuous improvement? What are some program (individual and team) accomplishments.
Metrics	Headcount, retention, other indicators of performance. What trends do you see in the data that are most relevant to your program? Include analysis, celebrations, areas that need improvement. Are you making program changes as a result of the data?

Challenges and Opportunities	What challenges and opportunities did your program experience this year?
Areas of focus in the year ahead.	What do you anticipate focusing on in the upcoming year? What continuous improvement actions are you planning?

Figure 10: Annual Report Questions

Deans are responsible for overseeing and collecting assessments of student learning and accreditation in their colleges with support from the Office of Assessment and Accreditation. Deans create timelines for departments to develop assessment plans which are reviewed and updated on a cycle designated by the dean.

- Assessment plans include student learning outcomes along with direct and indirect methods to measure the outcomes.
- Departments submit assessment results and analysis to deans on an annual basis.
- Deans summarize assessment results and report to the Office of Assessment and Accreditation annually.
- Assessment Council and the Office of Assessment and Accreditation provide professional development and consultation based on the needs of the college.

Available college and departmental [Assessment plans](#) are listed on the Assessment and Accreditation webpage. Assessment grants and the stories collected from the grants have allowed us to fill in the blanks to document changes made in departments and programs to improve student learning.

Student Learning Outcomes

[Each undergraduate and graduate program has specific student learning outcomes](#) to measure, track and analyze student performance. Syllabi in the major are reviewed and collected by the department. A public affairs capstone course was identified by each department and disciplinary outcomes are aligned with institutional public affairs outcomes. All institutional, program, and course outcomes are mapped directly to course activities.

Satisfaction

Through the Undergraduate Exit Survey and the Graduate College Exit Survey, students are asked to report satisfaction with their experience at Missouri State. Responses can be disaggregated by graduating students in university degree programs.

Evidence of Student Learning

Licensure

The Missouri Department of Higher Education (MDHE) requires the university to report licensure rates as one of our State Performance Funding Measures. Additionally, some Missouri State students take certification or licensure exams and may be required to pass these exams prior to graduation. Examples are included below.

- [Athletic Training](#)
- [Doctor of Physical Therapy](#)
- [Doctor of Nurse Anesthesia Practice](#)
- [National Counselor Exam \(NCE\)](#)

- Physician Assistant National Certifying Examination (PANCE)
- Registered Dietitian (RD)
- Required DESE exams

Discipline-specific exams

In many programs at Missouri State University, students are required to take discipline-specific standardized exams to demonstrate their mastery within those disciplines. The primary assessment tools used for this purpose are the ETS® Major Field Tests, the Area of Concentration Achievement Tests (ACAT), locally developed exams, and the Praxis Series™.

- MFT/ACAT
 - Test results, including analytic tools, are given to members of the departments and programs that use the tests for internal use.
 - Assessment has purchased tests for the following fields in recent years: Biology (Biology & Biomedical Sciences), Business (undergraduate and MBA), Chemistry, Computer Science, Mathematics, Music*, Physics, Political Science, Psychology (undergraduate)*, Social Work (graduate)*
 - *Indicates a department that is revisiting or phasing out use of these tests

Section 3: Department/School Measures

Annual Health Check

In fall 2022, deans and department heads began a conversation to discuss departmental measures. Department heads and deans provided feedback. As of April 2023, the following metrics were identified as critical for an academic dashboard (**Fig. 10**). These have since been refined further using the Continuous Agility Process (CAP) item related to Data Analytics. Development of the actual dashboard started in Fall 2024, with an upcoming review with academic unit leaders, deans, and the provost in summer 2025.

Value Driver	Metric	Data Element Type	Frequency
Cost	1) Instructional Capacity Gap	Absolute	Annually
Cost	2) SCH/FTE	Absolute	Annually
Cost	3) SCH per faculty FTE	Absolute	5-year trend
Cost	4) Instructional cost per SCH	Absolute	5-year trend
Student Demand for Program	5) Number of students in majors	Absolute	5-year trend
Student Demand for Program	6) Number of students in majors	Percent change	5-year trend
Student Outcomes	7) DFW Rates	Percent Change (year to year or rolling avg)	Annually
Student Outcomes	8) Retention rate	Percent change	5-year trend
Student Outcomes	9) Junior Graduation Rate	Absolute	Annually
Student Outcomes	10) Graduation rate	Absolute	5-year trend

Figure 10: Department/School Dashboard Metrics

Section 4: Glossary of Terms and Abbreviations

Action Plan: Part of program review, consisting of responses and actions that will be taken after the university receives the recommendations developed in self-study and external review.

Carnegie Designation: All-inclusive classification for colleges and universities.

Carnegie Classification for Community Engagement: Elective and voluntary classification that involves data collection and documentation of important aspects of institutional mission, identity and commitments.

Co-curricular: Areas within the University that provide experiences for students outside of the classroom and which do not include formal credit.

Continuous Improvement: Ongoing and cyclical efforts to improve programs and learning outcomes within the university. It includes the identification of areas for improvement, internal and external review, analysis, and implementation of successful processes.

Curricular: Areas within the University that include formal coursework and course credit. Academics.

Extensive Self Study: The first step in program review for university units. It includes a description and review of performance and progress in accomplishing previous goals and objectives, an analysis of current priorities and objectives within the context of the university's current Long-Range Plan, and a SWOT.

External Review: Part of the program review process. An outside consultant reviews departmental documentation, visits the campus, and prepares a report with recommendations.

Higher Learning Commission: Missouri State University's accreditor.

Institutional Learning Outcome: Learning outcomes for the institution, including public affairs outcomes and general education program goals.

Institutional Research: The Office of Institutional Research serves as the centralized resource to campus decision-makers and planners. This office coordinates, collects, analyzes, and interprets reliable information for university stakeholders.

Open Pathway: An option in the HLC accreditation process that includes the Quality Initiative, a pathway for institutions to pursue improvement projects that meet their specific goals.

Options: Specific tracts within a degree program or major.

Program Review: Missouri State program reviews allow the program faculty and all levels of administration to regularly gauge the effectiveness and efficiency of university academic programs.

Quality Initiative: A major improvement effort the University undertakes as part of the accreditation cycle.

Unit: Any division within the University. This includes academic and non-academic divisions and/or departments.

Acronyms

AAC&U: American Association of Colleges and Universities

AASCU: American Association of State Colleges and Universities

AASHE STARS: Association for the Advancement of Sustainability in Higher Education, Sustainability Tracking Assessment & Rating System

ACAT: Area of Concentration Achievement Tests

APS: Academic Performance System

BCSSE: Beginning College Survey of Student Engagement

BOG: Board of Governors

CAEP: Council for the Accreditation of Educator Preparation

CGEIP: A faculty senate council focused on Council on General Education and Intercollegiate Programs

DESE: Department of Elementary and Secondary Education

DFW: Grades of D, F, Withdrawn

FTE: Full-Time Equivalent

HEDS: Higher Education Data Sharing

HLC: Higher Learning Commission

ILO: Institutional Learning Outcome

IPEDS: Integrated Postsecondary Education Data System

KPI: Key Performance Indicators

LMS: Learning Management System

MDHE: Missouri Department of Higher Education

MDHEWD: Missouri Department of Higher Education and Workforce Development

MEES: Missouri Educator Evaluation System

MFT: Major Field Test

NCE: National Counselor Exam

NILOA: National Institute for Learning Outcomes Assessment

NSSE: National Survey of Student Engagement

OIE: Office of Institutional Effectiveness

PANSE: Physician Assistant National Certifying Examination

QIP: Quality Initiative Project

SCH: Student Credit Hour

SLO: Student Learning Outcome

SOAR: Student Orientation, Advisement and Registration

SWOT: Strengths, Weakness, Opportunities, and Threats

UES: Undergraduate Exit Survey